



Los Angeles Pierce College

Midterm Report

The Midterm Report is submitted in support of Reaffirmation of Accreditation

Submitted by:

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

Submitted to:

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

February 6, 2020

Certification of Midterm Report

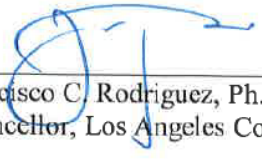
From: Dr. Alexis Montevirgen
Los Angeles Pierce College
6201 Winnetka Avenue
Woodland Hills, CA 91371

I certify that the campus solicited broad participation to write the Midterm Report, and I believe this Report accurately reflects the nature and substance of this institution.


Signatures:


Alexis Montevirgen, Ed.D.
President, Los Angeles Pierce College

11/26/19
Date


Francisco C. Rodriguez, Ph.D.
Chancellor, Los Angeles Community College District

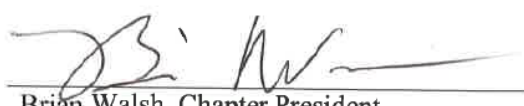
2/5/20
Date


Andra Hoffman
President of the Board of Trustees
Los Angeles Community College District


2/5/2020
Date


Barbara Anderson, President, Academic Senate,
Los Angeles Pierce College

11/26/19
Date



Brian Walsh, Chapter President
AFT Faculty Guild Local 1521
Los Angeles Pierce College

12/5/19
Date

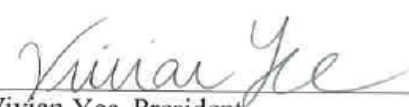

Miguel Montanez, Chapter President
AFT Faculty Guild Local 1521A
Los Angeles Pierce College

12-5-19
Date

Figure 1 Signature Page


William Marmolejo
Teamsters Local 911
Los Angeles Pierce College

12/2/19
Date

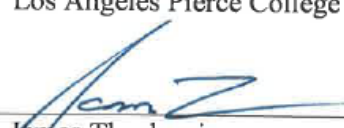

Vivian Yee, President,
Associated Student Organization, Los Angeles Pierce College

12/2/19
Date


UNABLE TO OBTAIN SIGNATURE

Shytovia Jernigan
Los Angeles City and County School Employees Union, Local 99
Los Angeles Pierce College

Date


James Theoharris
Los Angeles/Orange Counties Building and Trades Council
Los Angeles Pierce College

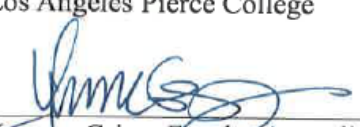
12/4/19
Date


Sharon Baker
Supervisory Employees Local 721
Los Angeles Pierce College

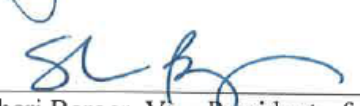
12/03/19
Date


Shannon Krajewski
Unrepresented Managers and Confidential Employees
Los Angeles Pierce College

12/4/19
Date


Yvonne Grigg, Faculty Accreditation Coordinator
Los Angeles Pierce College

11/27/2019
Date


Sheri Berger, Vice President of Academic Affairs
Accreditation Liaison Officer
Los Angeles Pierce College

11/27/2019
Date

Figure 2 Signature Page

Table of Contents

Certification Page.....	2
Table of Contents.....	4
Report Preparation	5
Plans Arising out of the Self-Evaluation Process	9
Response to Team Recommendations for Improvement	13
Data Trend Analysis.....	21
Report on the Outcomes of the Quality Focus Projects	30
Appendix A – Evidence Listing.....	39

Report Preparation

The Los Angeles Pierce College Midterm Report illustrates how the College and District have addressed the Recommendations for Improvement, the Quality Focus Projects, and the Plans Arising from the Self Evaluation Process.

The preparation of the College's Midterm Report was coordinated by the Los Angeles Pierce College Accreditation Steering Committee (ASC), a participatory governance body under the auspices of the Pierce College Council (PCC). The ASC is co-chaired by the Accreditation Liaison Officer (ALO) and the Faculty Accreditation Coordinator (FAC) and has functioned as the responsible committee for establishing the timeline, for developing of the draft document, and for providing the editorial comments before completion of the Midterm Report.

Los Angeles Pierce College Accreditation Steering Committee (ASC)			
Administrators	Staff	Faculty	Student
Juan Carlos Astorga	Shytovia Jernigan	Donna Accardo	Juan (Kyle) Becerra
Sheri Berger*^	Shannon Krajewski	Barbara Anderson	Jenni Severin
Earic Dixon-Peters	Lupita Narkevicius	Michael Gend	
Susan Rhi-Kleinert	James Sims	Brian Gendron	
Rolf Schleicher		Yvonne Grigg*^^	
Amari Williams		Mitra Hoshier	
		Mario Macias	

*Committee Co-Chair

^ Accreditation Liaison Officer (ALO)

^^ Faculty Accreditation Coordinator

In August 2018, the ASC established a timeline and organized teams to prepare the first draft of the Midterm Report, and during fall 2018, the teams concentrated on evidence gathering. Over the course of spring 2019, the teams focused on writing the first draft ([RP.01](#)). An email went out to the broad campus community asking all employees to participate as a team member for the gathering of evidence and the writing of the Midterm Report ([RP.02](#)). To start the evidence gathering phase of the Midterm preparation, the ASC co-chairs led an accreditation kick-off event on October 12, 2018 ([RP.03](#)). This event organized the teams and outlined the tasks for each team. Four teams were created, with each team focusing on one area: outcomes, professional development, technology, and miscellaneous. The spring 2019 semester began with a writing kick-off event on March 8, 2019 ([RP.04](#)). At this meeting, the teams discussed their evidence and how they would proceed with the task of writing. Each team created their own division of labor, and the co-chairs of the ASC supported each team's approach while also promoting a May 15, 2019 deadline for the first draft from each team ([RP.05](#)). The teams completed their initial drafts, and during the summer 2019, the ASC co-chairs edited each team's work to create one document, written in one voice. A draft of the entire Midterm Report was presented to the ASC at the August and the September 2019 meetings for initial vetting ([RP.06](#), [RP.07](#)). To remind the campus regarding the value and importance of the accreditation process, an accreditation email went to all users on September 5, 2019 ([RP.08](#)). In addition, the Brahma

Beat, the College's weekly newsletter, featured a quick accreditation update in its September 30, 2019 edition ([RP.09](#)).

Midterm Report Teams

Team 1 Outcomes	Team 2 Professional Development	Team 3 Technology	Team 4 Miscellaneous
Barbara Anderson	Earic Dixon-Peters	Sharon Dalmage	Donna Accardo
Earic Dixon-Peters	Shannon Krajewski*	Mark Henderson*	Wendy Bass Keer
Jenny Moses*	Wendy Meckler	Lorena Lopez	Mary Anne Gavarra-Oh
Aurora Reynoso	Fernando Oleas*	Benny Ng	Sergio Gonzales
Tom Vessella*	Susan Rhi-Kleinert	Sherri Rohbani	Anson Hsin
	Mia Wood	Randall Sparks	Raffi Kahwajian
		Eddie Tchertchian*	Dorlah Lawrence
			William Marmolejo
			Lupita Narkevicius
			Donna-Mae Villanueva
			Brian Walsh*
			Danielle Wilson
			Amari Williams*

*Team Leaders

Report Preparation and Approval Timeline

DATE	Responsible Party	Description
August 15, 2018	ASC	Timeline established
September 18, 2018	FAC and ALO	Global campus email was sent asking for team members
October 12, 2018	FAC and ALO	The Accreditation Kick-off Event (Evidence Gathering)
March 8, 2019	FAC and ALO	The Accreditation Kick-off Event (Writing)
May 15, 2019	Team Leads	Writing drafts due
Summer 2019	FAC and ALO	First round of edits for the Midterm Report
August 21 and September 25, 2019	ASC	Second round of edits for the Midterm Report
September 3, 2019	Faculty Professional Development Committee	Report is reviewed, and feedback is given
September 5, 2019	FAC and ALO	Global email was sent discussing the importance and value of accreditation

September 12, 2019	College Professional Development Committee	Report is reviewed, and feedback is given
September 12, 2019	Technology Committee	Report is reviewed, and feedback is given
September 18, 2019	College Outcomes Committee	Report is reviewed, and feedback is given
September 30, 2019	Brahma Beat	Update to the campus
November 4, 2019	Academic Senate	Midterm Report is ratified
November 21, 2019	Pierce College Council	Midterm Report is ratified
January 22, 2020	Institutional Effectiveness and Student Success Committee	Midterm Report recommended to Board of Trustees
February 5, 2020	Board of Trustees	Midterm Report approved

While each college has its own governance processes for addressing accreditation, all colleges participate in addressing District accreditation recommendations and in ensuring that the District meets all accreditation standards. The main venue for discussing accreditation issues is the District Accreditation Committee (DAC). The DAC is comprised of the college Accreditation Liaison Officers, the college faculty accreditation leads, a college president, and representatives from the Educational Services Center ([RP.10](#)). Following the comprehensive site visits, the committee met to review the possible college and District recommendations and to develop a plan for addressing each recommendation. The committee continued to convene to address all recommendations to meet standards and draft responses provided to the ACCJC as Follow-up Reports ([RP.11](#)).

Since the completion of the Follow-up Reports, District and college staff have continued to work reviewing and addressing, as needed, the recommendations for improvement. District staff completed an initial response to these recommendations for review by the committee. The report addressing the District recommendations was drafted by the leads in each area at the Educational Services Center: Human Resources, Information Technology, Educational Programs and Institutional Effectiveness, the Office of General Counsel, and Finance and Resource Development. The area lead responses were compiled and written in one voice by the Division of Educational Programs and Institutional Effectiveness and provided to the DAC for approval ([RP.12](#)).

Following committee review, the final District responses were provided to each college for review and approval through the college governance processes. The District responses were incorporated into the college Midterm Reports.

The Midterm Report was vetted and recommended for approval to the College President at the Academic Senate on November 4, 2019 and the PCC on November 21, 2019 ([RP.13](#), [RP.14](#), [RP.15](#)). Following the completion and approval of the college reports, the final content was edited and submitted to the District Office of Educational Programs and Institutional Effectiveness. The Midterm Report was presented to the Board of Trustees through the Institutional Effectiveness and Student Success Committee on January 22, 2020 ([RP.16](#)). The Board of Trustees reviewed and approved the report on February 5, 2020

([RP.17](#)). The final report was provided to the ACCJC with all required signatures following Board approval. All report materials and evidence have been posted on the College and District websites.

Plans Arising out of the Self-Evaluation Process

The College completed all but one of the improvement plans listed in the 2016 Institutional Self Evaluation Report. For each plan arising out of the self-evaluation process, a chart or explanation is provided outlining the actions taken.

1. Improved data and data analysis as part of the annual planning process (Standards I.A.2, I.B.1, I.B.6, I.B.8, and I.C.3).

Timeline	Action	Evidence
Fall 2016	Annual Program Plan (APP) template revised to prompt discussion of trends and changes with respect to institution-set standards and equity gaps	PA1.01
Fall 2017	Institution-set standards and disaggregated achievement and Program Learning Outcome (PLO) data migrated to an online data visualization platform, with enrollment management, instructional efficiency, and other data to inform annual program plans	PA1.02 , PA1.03 , PA1.04 , PA1.05
Fall 2018	APP for instructional areas are completed in eLumen with outcomes assessment data	PA1.06 , PA1.07 , PA1.08
Fall 2018	College Outcomes Committee (COC) established Course Report and PLO Reflection templates as well as cycles for data review	PA1.09 , PA1.10 , PA1.11 , PA1.12
Spring 2019	Course Reports and PLO reflection data gathered from scheduled departments	PA1.13 , PA1.14

The College continues to improve data analysis through dialogue and collaboration. For example, in fall 2019, the Educational Planning Committee and COC will collaborate on integrating the course outcomes and PLO reflection reports into the annual program planning process, effective for fall 2020.

2. Evaluate the effectiveness of the resource allocation process in attaining the goals of the strategic master plan (Standard I.A.3).

Timeline	Action	Evidence
Fall 2016	Biannual updates of the <i>Strategic Master Plan 2013-2017</i> (SMP) began	PA2.01
Spring 2017	Taskforce convened to manually review and analyze data including performance of past goals established via the APP process, that were linked to resource requests	PA2.02
Fall 2018	Integrated the APP process for instructional areas with the resource allocation process in the eLumen planning and assessment system, enabling action plans to detail the linkage between planning goals, SMP goals, and requested resources	PA2.03

The use of eLumen for planning and resource requests will be expanded in the 2019-2020 year to include departments under the Administrative Services and Student Services divisions and units within the Office of the President.

3. Monitor college-specific plans through a dashboard report semiannually (Standards I.A.3 and III.B.3).

The College established static dashboards to monitor college-specific plans during the most recently completed planning cycle ([PA3.01](#), [PA3.02](#), [PA3.03](#), and [PA3.04](#)). Due to staffing challenges in the Office of Institutional Effectiveness and efforts to align existing plans with new system-wide initiatives, presentations of college-specific plan dashboards in the current planning cycle have been delayed. Development of more efficient tools to monitor college-specific plans is a goal for the Office of Institutional Effectiveness in 2019-2020.

4. Conduct a meta-evaluation of the college's planning process and governance process (Standards I.B.7 and IV.B.3).

Timeline	Action	Evidence
Spring 2016	Taskforce established to evaluate SMP and perform a meta-evaluation of the College's planning process	PA4.01
Fall 2016	Survey developed and administered to all faculty, staff, students, and administrators serving in any shared governance capacity	PA4.02
Spring 2017	Meta-evaluation report produced and presented recommendations to the Pierce College Council (PCC)	PA4.03 , PA4.04
Spring 2017	Integrated Planning Calendar revised to better align student success initiatives with College's overall planning cycle	PA4.05

5. Conduct a review of the catalog production schedule (Standard I.C.2).

Timeline	Action	Evidence
Fall 2016	Catalog Production Task Force with broad participation met and reviewed the general catalog production schedule	PA5.01
Fall 2016	Recommendation made to publish an annual College Catalog	PA5.02

As a result, the College has published annual College Catalogs for the 2016-2017, 2017-2018, and 2018-2019 academic years ([PA5.03](#), [PA5.04](#), [PA5.05](#)).

6. Establish a cycle of review for college publications (Standard I.C.5).

The following chart lists the College's publications, the areas responsible for those publications, and the update cycles.

Title of Publication	Responsible Area	Update Cycle
Annual Security Report	VP Administrative Services	1 year
ASO Budget Book	AVP Administrative Services	1 year
Chart of Accounts	Administrative Analyst (Administrative Services)	1 year
Child Development Center Teacher Handbook	Child Development Center Director	1 year
Club Advisor Handbook	Associated Student Organization	1 year
Coaching Handbook	Athletics Director	1 year
Code of Ethics	Ethics Committee	5 years
College Outcomes Handbook	College Outcomes Committee (COC)	4 years
Counseling Department Policies and Procedures Manual	Counseling Department	5 years
DE Handbook	Distance Education Information Technology Committee (DEITC)	3 years
Decision Making and Planning Handbook	Office of Institutional Effectiveness (OIE)	4 years
DSPS Faculty Handbook	Office of Special Services	1 year
DSPS Student Handbook	Office of Special Services	1 year
Faculty Handbook	Faculty Professional Development Committee	4 years
Student Athlete Handbook	Student Services	1 year

7. Develop additional internal fiscal audits for all specially funded programs, auxiliary accounts, and fundraising efforts (Standards III.D.5 and III.D.8).

Due to the District's internal audit efforts, the College was unable to complete this plan. However, LAPC did improve its cash controls with respect to fundraising activities. Administrative procedures and best practices for budgeting and requisitions are documented for advisors to Associated Student Organization (ASO) clubs in the Club Advisor Handbook ([PA7.01](#)) and appropriate forms to authorize fundraising activities and proper cash controls have been created ([PA7.02](#), [PA7.03](#), [PA7.04](#), [PA7.05](#)). In addition, an overview presentation of club fundraising fundamentals was created by the Office of Student Engagement ([PA7.06](#)). The Finance Committee of the ASO includes the College's Associate Vice President, Business Office as a voting member ([PA7.07](#)).

District staff have conducted reviews of the College's CAL-Card purchasing program as well as audits of the College's Bookstore and Child Development Center ([PA7.08](#), [PA7.09](#), [PA7.10](#)). Additional fiscal audits will be coordinated with the District's Internal Audit Department ([PA7.11](#)).

8. Complete validation of committee self-evaluations in a timely manner (Standard IV.A.7).

Committee self-evaluations were conducted for the Pierce College Council and Academic Senate committees ([PA8.01](#), [PA8.02](#), [PA8.03](#), [PA8.04](#), [PA8.05](#), [PA8.06](#), [PA8.07](#), [PA8.08](#)).

Response to Team Recommendations for Improvement

College Recommendation 1 (Improvement): *In order to improve, the team recommends that in regularly reviewing the LAPC mission statement, the College consult both internal and external environmental scan data as well as solicit input from both external constituents such as community, business, and advisory groups, and internal constituents, including students, institutional committees, departments, and other governing bodies. (I.A.1)*

The process for updating the Los Angeles Pierce College (LAPC) mission statement included participation from a wide circle of individuals and groups. Through the Pierce College Council (PCC) task force, LAPC was able to reflect on its mission statement to create a sound, unifying statement that best reflects the LAPC campus community.

LAPC embarked on a review of the College's mission statement in 2016. In August 2016, campus leaders solicited feedback from the Woodland Hills/Warner Center Neighborhood Council to engage the local community in the mission of the College ([CR1.01](#)). At this open meeting, members of the community provided detailed feedback on how to improve the campus as well as the mission statement ([CR1.02](#)). Additionally, members of the College attended the West Valley Chamber of Commerce meeting in September 2016 to solicit feedback from the community ([CR1.03](#)). In addition to off campus assemblies, an email was sent to all LAPC constituents requesting feedback on the College's mission statement, and the responses were collected by the Pierce College Council (PCC) chair and reported out ([CR1.04](#)). Campus groups like the Geographic Information Systems Advisory Committee, among others, also deliberated on how to revise the statement ([CR1.05](#)).

PCC initiated a task force to ensure that varied voices were heard ([CR1.06](#)). The Associated Student Organization (ASO) president is a member of PCC, and therefore, participated in the conversations that transpired at these participatory governance meetings, thereby providing the student voice. The PCC task force agreed that working with the ASO was imperative ([CR1.07](#)).

College Recommendation 2 (Improvement): *In order to improve, the team recommends that the College should provide continuing professional development opportunities to faculty and staff on how to incorporate data into the annual program plan for each discipline/service. (IIA.2)*

Los Angeles Pierce College (LAPC) maintains a commitment to using assessment data to improve all aspects of the campus' programs, especially the Annual Program Plan (APPs), and the College has used this recommendation as a spring board for overall improvement with assessment and data. The College has engaged the campus in the conversation of data analysis. Beginning in 2017, the Dean of Institutional Effectiveness and the Vice President of Academic Affairs led the department chairs and academic affairs deans in using data to effectively complete the APPs ([CR2.01](#), [CR2.02](#)). Prior to fall 2017, data packets were created for each department to ensure clarity and efficiency in data collection and data understanding ([CR2.03](#)). Beginning fall 2017, the data has been presented through interactive online dashboards ([CR2.04](#), [CR2.05](#), [CR2.06](#)). The Dean of Institutional Effectiveness provides trainings throughout the

academic year to further the conversation of effective use and interpretation of data and the APP process ([CR2.07](#)).

At the 12th Annual Pierce College Student Success Conference on February 2, 2018, a break-out session, “Data Walk,” was devoted on how to read, interpret, and use data ([CR2.08](#)). The Dean of Institutional Effectiveness, his staff, and our liaison from Achieving the Dream presented on how to interpret completion data and how to incorporate data into the conversation on student success.

The Student Services Division (SSD) continues to facilitate professional learning opportunities to ensure faculty and staff in the area have the knowledge, skill, and support to incorporate data into APPs. In response to the accreditation team recommendation, the SSD created the Student Affairs Assessment Team to oversee this assessment. This Team trains managers in the APP process and development ([CR2.09](#), [CR2.10](#)). On January 25, 2019, the division hosted a Student Affairs Assessment Day for all members of the SSD to better understand the APP process and to discuss the significance of assessing programs as well as the importance of using data gathered from these assessments to improve our efforts towards student success ([CR2.11](#)). The SSD will continue to support its staff with annual training on assessment and evaluation.

College Recommendation 3 (Improvement): *In order to improve, the team recommends that the College should expand its outcome process to include a systematic way whereby GELOs and ILOs are presented at established forums throughout the campus. The institution should ensure that it records what improvements and/or plans have been made as a result of dialogue surrounding the outcome data. (IIA.2, IIA.3)*

The College Outcomes Committee (COC) communicates and disseminates information regarding outcomes to the campus community. Bimonthly, the College Outcomes Coordinator provides a detailed report to the Academic Senate ([CR3.01](#), [CR3.02](#)). In these reports, the Coordinator outlines the dialogue and decisions made in the COC. When a formal decision is made by the COC, the Coordinator brings the decision in the form of a Notice Motion Proposal (NMP) to the Academic Senate ([CR3.03](#), [CR3.04](#)). Broad discussion ensues the week that the NMP is brought to the Senate ([CR3.05](#)). After discussion and reflection, the NMP is moved forward to the Senate for a vote.

In November 2017, the General Education Learning Outcomes (GELOs) were reclassified as the Program Learning Outcomes for the General Studies program and named PLOs-GE ([CR3.06](#)). This shift in structure created the need for more open dialogue of Course Student Learning Outcomes (CSLOs), Institutional Learning Outcomes (ILOs), and Program Learning Outcomes (PLOs). Reports regarding this change in structure were presented to the Academic Senate ([CR3.07](#), [CR3.08](#), [CR3.09](#)). In addition, they were posted to the College Outcomes Committee’s website for broad campus discussion ([CR3.10](#)).

In order to promote conversation and reflection regarding outcomes, the College supported assessment days to provide assessment training to the campus community commencing January 2018 ([CR3.11](#)). On January 25, 2019, these activities promoted outcomes creation, assessment, and analysis ([CR3.12](#), [CR3.13](#)). These interactive professional development opportunities

allowed the members of the campus to participate in the conversation related to all outcomes (CR3.12). ILO and PLO assessment, as well as mapping, were discussed at the assessment workshops, including the workshop in 2018 as well as 2019. (CR3.11, CR3.13) Faculty and staff were provided with explicit instruction and support to accurately map CSLOs to PLOs and ILOs to ensure accuracy (CR3.14, CR3.15).

The College, through the COC, has assessed all seven ILOs. ILO 1 was assessed in spring 2017 (CR3.16). ILOs 2, 3, 4, 5, and 6 were all assessed in spring 2018 (CR3.17, CR3.18, CR3.19, CR3.20, CR3.21). ILO 7 was assessed in fall 2018 (CR3.22). Each assessment report includes an improvement plan to increase student achievement of the respective learning outcome. As the College progresses through its four-year cycle of ILO assessment, prior improvement plans will be addressed as subsequent reports are created and reviewed.

College Recommendation 4 (Improvement): *In order to improve, the team recommends that the Distance Education program should expand the analysis of Distance Education success and retention data, including disaggregated data, across the institution and by programs. It should expand on these discussions to include identification of gaps as well as action plans for addressing those identified gaps. (IIA.7)*

In order to improve success in distance education (DE), various committees on campus have discussed DE success and retention. The Distance Education Coordinator (DEC) has presented disaggregated data to the Enrollment Management Committee (EMC) (CR4.01). The committee discussed the reasons for the College's low success rate and ways to support students in DE to increase success. The EMC is a committee with broad campus participation, including students. The Annual Program Plan (APP) for PierceOnLine, the College's distance education office, includes an analysis of success and retention data. This information is shared with the campus community through the Office of Institutional Effectiveness website (CR4.02).

In addition, the Distance Education and Instructional Technology Committee (DEITC) holds a standing agenda item to discuss DE success and retention (CR4.03, CR4.04). At the December 5, 2018 DEITC meeting, the committee discussed the data for DE English classes versus face-to-face English classes. This discussion sparked a conversation regarding how skill-based classes are challenging for students, and the overall success rate for these courses is low. The English representative on DEITC then took this conversation back to the English department. At the May 8, 2019 English Department meeting, the English Department created an action plan to address ways to improve student achievement in DE classes. The department voted to require in-class writing for all composition courses, DE and face-to-face; "live" writing encourages students to focus on their writing and their critical thinking skills, and many students thrive in immediate environments (CR4.05).

PierceOnLine remains committed to improving DE success and retention. This commitment is evident in the support services provided for DE instructors (CR4.06). In-person workshops as well as virtual tutorials encourage DE faculty to improve their craft; as instructors work to improve their courses, success and retention improve. LAPC has increased its overall success (61% to 69%) and retention (76% to 84%) of online students from 2017 to 2018 (CR4.07).

College Recommendation 5 (Improvement): *In order to improve, the team recommends that the College, as it noted in its QFE, ensure all Student Service programs, develop and assess student learning outcomes, and fully integrate outcomes and assessment data into authentic dialogue, reflection, and plans for quality improvement. Further, the team recommends each program thoroughly follow-up on annual planning, with consistent and accurate assessment, evaluation, and documentation of the effectiveness of program changes from cycle to cycle. (II.C.1, II.C.2, II.C.3, ER 15)*

The Vice President of Student Services presented a plan to the College Outcomes Committee (COC) to provide information on student services learning outcomes (SSLOs) and service area outcomes (SAOs) ([CR5.01](#), [CR5.02](#)). The committee discussed the distinction between SSLOs and SAOs and offered support to SSD for implementation. To date, SSD has developed outcomes for all areas, and these SSLOs and SAOs are in eLumen ([CR5.03](#)). The SSD managers actively discuss the value of outcomes in the managers' meetings ([CR5.04](#)). To ensure that the SSD faculty and staff are active participants in the outcomes assessment process including development of outcomes, SSD held an Assessment Day in January 2019 to foster dialogue and reflection among faculty and staff ([CR5.05](#), [CR5.06](#)). This specific workshop focused on understanding and articulating the difference between outcomes, goals, and research. One goal was to identify challenges and barriers to assessment so that the division could move forward with care and precision as it collects accurate and authentic assessment data ([CR5.07](#)). With continuous improvement in mind, on August 7, 2019, the SSD Managers conducted a workshop to improve their SLOs ([CR5.08](#)). Each area worked to adjust the language of their SLOs with the help of the ABCD model ([CR5.09](#)). The SSD plans to provide annual professional development opportunities to all employees in this area.

College Recommendation 6 (Improvement): *In order to improve, the team recommends that the College include IT staff in technology planning related to building and construction to ensure appropriate and adequate technology services, professional support, and technology hardware to meet the needs of operational functions, academic programs, teaching and learning, and support services. (III.C.1)*

The College has worked to create an open dialogue between the local Information Technology (IT) staff, the campus community, Los Angeles Community College District (LACCD), as well as construction personnel via the bond project (BuildLACCD) ([CR6.01](#)). IT staff regularly participates in BuildLACCD Construction Project Team (CPT) meetings to discuss coordination efforts for the bond projects ([CR6.02](#), [CR6.03](#)). Additionally, the College's IT staff actively participates in the College's governance process to ensure that IT services are supported by the broad campus community. IT staff presents a monthly report regarding technology and bond related projects to the Technology Committee ([CR6.04](#), [CR6.05](#), [CR6.06](#)).

The completion of the North-of-Mall Phase I project featured the installation of the Utology system and supporting infrastructure, comprised of collaborative work between BuildLACCD, LACCD, the A/V smart classroom taskforce via the Technology Committee, and local IT ([CR6.07](#), [CR6.08](#)). The IT team was trained on the Utology system (implementation, operation, and maintenance), and the campus has agreed to adopt Utology as the standard for smart classroom management moving forward ([CR6.09](#), [CR6.10](#), [CR6.11](#)). This standard was also

implemented in the Automotive Service Technology area, the Child Development classrooms, and the Earth Sciences Building ([CR6.12](#), [CR6.10](#)). This standard will be used as we move forward with upgrades to the rest of the buildings on campus ([CR6.13](#), [CR6.14](#), [CR6.15](#)). The College recognizes how the direct involvement of IT in these areas has improved and continues to improve all stages of these projects.

College Recommendation 9 (Improvement): *In order to improve, the team recommends that the College continue to develop the student's voice and engagement in the shared governance process. Student participation and genuine input can be improved through training and mentoring. (IV.A.2)*

The Associated Student Union (ASO) selects students to represent the student voice in the shared governance process at LAPC (509). For the 2017-2018 academic year, ASO representatives attended five of the College's eight participatory governance committee meetings at more than half the meetings ([CR9.01](#)). For the 2018-2019 academic year, ASO representatives attended six of the eight participatory governance committee meetings at more than half the meetings ([CR9.02](#)). In addition to participating in the shared governance committees, students actively participate in the Academic Senate ([CR9.03](#), [CR9.04](#)). For example, the ASO President attends and informs Senate faculty of ASO events and activities ([CR9.05](#)).

In addition to bimonthly reports to the Academic Senate, students are mentored through the ASO. The ASO provides a yearly retreat for student representatives to learn about shared governance and the Los Angeles Pierce College procedures ([CR9.06](#)). Workshops on Parliamentary Procedure and the Brown Act facilitate continued student growth and mentoring of college processes ([CR9.07](#), [CR9.08](#)).

District Recommendation 5 (Improvement): *In order to increase effectiveness and better assess financial resource availability, the team recommends that the District implement a District position control system to track and budget for personnel costs. (III.D.4)*

The District agrees with the need for a streamlined position control system. To address this need, the District has developed a short-term solution and long-term plan. In the 2016-2017 fiscal year, the District offered a retirement incentive. The purpose of the incentive was to control staffing costs, allow for restructuring of staffing to meet current institutional needs and to provide opportunities for staff and faculty diversification ([DR5.01](#), [DR5.02](#)). The retirement incentive resulted in the retirement of 187 classified staff, 26 classified managers, 14 academic administrators and 146 faculty. Following these retirements, the District established a system of position control through the review of every position request. Each position request begins with the completion of a request form that is reviewed by the District Budget Office ([DR5.03](#), [DR5.04](#)). Each position requires approval at the college-level indicating the funding source of the position. The Budget Planning Office reviews each position to determine if appropriate funding is available and provides approval prior to the position being forwarded to the Chancellor's Office for final approval ([DR5.05](#)). This process enables effective use and control of District financial resources and only hiring of positions for which funding is available.

The District has also begun work towards the development of improved technology systems to automate the position control process. The District hired a consulting firm to evaluate its technology systems ([DR5.06](#)). The firm evaluated the District systems and recommended integrating the business and student enterprise systems into a single system ([DR5.07](#)). Based on this recommendation, the District has created plans to adopt a new business enterprise system ([DR5.08](#)). A required element of the new system will be position control. Given the pending investment in a new enterprise system, the District has chosen to maintain the manual process pending implementation of the new enterprise system.

District Recommendation 7 (Improvement): *In order to increase effectiveness, the team recommends that the District develop and publicize a plan to fully fund the Other Post Employment Benefit (OPEB) Liability, which is currently funded at 16.06 percent. (III.D.12)*

The District has reviewed the recommendation for improvement and has determined that the current process meets the District's needs in addition to legal requirements. The District conducts regular reviews of its Other Post Employment Benefit (OPEB) Liability. The last actuarial study dated July 1, 2017 determined that the liability is currently funded at 14.29 percent. In 2008, the LACCD Board of Trustees adopted a resolution to establish an irrevocable trust with CalPERS to pre-fund a portion of plan costs. The District has been funding the trust annually at a rate of approximately 1.92 percent of the total full-time salary expenditures of the District ([DR7.01](#)). In addition, an amount equivalent to the federal Medicare Part D subsidy returned to the District each year was also directed into the trust fund, but was ended in fiscal year 2015-16 due to elimination of this subsidy. Since its establishment, the District has continued to fund the trust account, which has a current balance of \$113,340,000 ([DR7.02](#)). Based on these actions, the District continues to meet the standard by regularly conducting actuarial plans based on accounting standards and allocating appropriate resources to manage current and future liabilities.

District Recommendation 9 (Improvement): *In order to increase effectiveness, the team recommends that the District review the membership of institutional governance committees to ensure all employee groups, particularly classified staff, have formal input on institutional plans, policies, and other key considerations as appropriate. (IV.A.5)*

The District has systemic processes to evaluate the manner in which committees and governance structures are achieving their goals. These processes include regular evaluation of committees through an annual review cycle. The evaluation tool provides prompts related to the effectiveness of the committee at achieving its goals and additional information on the functionality of the committee. Included in the prompts are detailed questions regarding participation of constituent assigned members to ensure that each committee functions with the intended representation. The evaluation was modified to include an additional question on representation stating: "What changes should be made in committee composition, function, or charge to enhance its effectiveness?" Each committee member is offered the opportunity to respond to these prompts and provide an individual perspective from the vantage point of the group they represent. The results are then utilized to make changes deemed necessary by the committee. ([DR9.01](#)). Also, some governance committees utilize an annual formal committee survey as an additional evaluative tool. The survey results provide information to inform a more detailed analysis of

committee membership and functions and aid in the development of future committee goals and action plans.

In addition, the District conducts a biennial survey of governance representatives, which includes questions on appropriate representative of each constituent group ([DR9.02](#), [DR9.03](#)). The survey was conducted in Spring 2019 with similar trends to previous years indicating that the committees have had representative membership. The results indicate that 70.6 percent of respondents feel that the membership represents the talent and skills required to fulfill the goals and purpose of the committee. The survey results also indicate a concern with representation of students and staff at meetings. Each committee includes student representation, but attendance has been minimal. The District will be working with the Student Affairs Committee (SAC) to gain appropriate student representation at the meetings. The committees will be provided with the survey results for use in their evaluation and determination of whether additional classified representation is needed on each committee.

While the governance groups and committees serve a role in the development of recommendations, it is not the only means for doing so. The District strategic planning process also served as another means of gathering input on institutional plans. The District Strategic Plan (DSP) was last updated in the 2016-17 academic year and was developed by more than thirty individuals across the district including administrators, faculty, staff, and students. The development of the DSP included public forums at each college that were attended by all constituent groups to provide feedback. As the plan was being developed, it was also placed on the internet to collect input from any individual, including members of the public, wishing to weigh in ([DR9.04](#)). The DSP was also brought to the SAC, each college's participatory governance committee, and the District Academic Senate for approval ([DR9.05](#)). To this extent, all constituents were provided with an opportunity for formal input on institutional plans.

The approval process for all policies and regulations provide for formal input from each constituent group as appropriate. These processes are defined in Chancellor's Directive 70 ([DR9.06](#), [DR9.07](#)). Following the consultation process, each policy is noticed in the board meeting prior to approval ([DR9.08](#)). Each constituent group is provided an opportunity to respond to any issues through the resource table item on the Board Agenda or through general public comment.

Based on these reviews, the District has formal processes for input from all constituent groups. The District will continue its process of regular evaluation and make changes deemed necessary based on data and collective feedback from all constituency groups.

District Recommendation 12 (Improvement): *In order to improve effectiveness, the team recommends that the District expand efforts to communicate decisions made in the institutional governance process to all stakeholders. (IV.D.6)*

The District has six District-wide governance committee in addition to administrative coordinating committees and multiple district-level Academic Senate meetings. While each group maintains agendas and minutes ([DR12.01](#)), there has been a need to improve communication of decision-making. The District Governance Survey indicated that only 54.1

percent of respondents knew where to find information on decisions made through participatory governance ([DR12.02](#)). This has been noted at other decision-making levels including the Board of Trustees. In the past, Board agendas were published in formats that made searching the documents difficult. To address this challenge, the District has adopted BoardDocs. This software service provides a system for developing and posting online agendas and minutes. The system also allows public users to track decisions live during governance meetings. The District went live with BoardDocs in March 2019 for Board Subcommittees ([DR12.03](#)) and for full Board meetings in April 2019 ([DR12.04](#)). BoardDocs track decision-making in real time. This allows all constituents the ability review decisions made by the Board, Academic Senate and other governance groups as they are made, or review them at a later time.

Following the successful adoption at the Board level, the District is expanding use to all governance groups. The District will be utilizing this system for the District Academic Senate, which was trained in May 2019 ([DR12.05](#), [DR12.06](#)), and will be launching it for all District governance groups beginning in fall 2019. The system will also be made available for use by each college for college-level governance groups.

In addition to the work being done on BoardDocs, the District will also be redesigning its websites to enhance communication. While the process for selecting a firm to update the websites is still in process, the work will include the use of either improved internet components or intranet systems such as SharePoint to further communicate to faculty through the employee portal ([DR12.07](#)). Given the number of employees and students within the District, the expansion of digital communications is believed to be the best means of improving communication. The District will continue its regular review of governance and decision-making to determine whether these efforts have resulted in the expected improvements.

Data Trend Analysis

ACCJC Midterm Report Data Reporting Form (for reports due through Spring 2020)

ANNUAL REPORT DATA INSTITUTION-SET STANDARDS

STUDENT COURSE COMPLETION

(Definition: The course completion rate is calculated based on the number of student completions with a grade of C or better divided by the number of student enrollments.)

Category	Reporting Years since Comprehensive Review		
	Year 1	Year 2	Year 3
Institutional Set Standard	66%	66%	66%
Stretch Goal	69%	68%	69%
Actual Performance	68%	69%	71%
Difference between Standard and Performance	3%	2%	5%
Difference between Goal and Performance	-1%	1%	2%

Analysis of the data:

The College has consistently performed above the Institution Set Standard. In spring 2019 the standard was revised and raised to reflect this positive trend. The College has surpassed its stretch goals established under the previous IEPI Framework of Indicators. In spring 2020 the College will establish new stretch goals that reflect its most recent performance.

DEGREE COMPLETION

(Students who received one or more degrees may only be counted once.)

Category	Reporting Years since Comprehensive Review		
	Year 1	Year 2	Year 3
Institutional Set Standard	880	880	880
Stretch Goal	N/A	N/A	N/A
Actual Performance	1,778	2,563	3,036
Difference between Standard and Performance	898	1,683	2,156
Difference between Goal and Performance	N/A	N/A	N/A

Analysis of the data:

The College's past Annual Reports counted all degrees earned. Future reports will reflect unduplicated headcount of degree completers. The College has consistently performed above the set standard in this area. In spring 2019 the standard was revised and raised. Stretch goals were not previously established. In spring 2019 the College adopted a methodology to establish stretch goals aligned with the CCCCCO's Vision for Success.

CERTIFICATE COMPLETION

(Students who received one or more certificate may only be counted once.)

Category	Reporting Years since Comprehensive Review		
	Year 1	Year 2	Year 3
Institutional Set Standard	269	269	269
Stretch Goal	N/A	N/A	N/a
Actual Performance	1,229	1,494	1,454
Difference between Standard and Performance	960	1,225	1,185
Difference between Goal and Performance	N/A	N/A	N/A

Analysis of the data:

The College's past Annual Reports counted all certificates earned. Future reports will reflect unduplicated headcount of certificate completers. The College has consistently performed above the set standard in this area. In spring 2019 the standard was revised and raised. Stretch goals were not previously established. In spring 2019 the College adopted a methodology to establish stretch goals aligned with the CCCCCO's Vision for Success.

TRANSFER

Category	Reporting Years since Comprehensive Review		
	Year 1	Year 2	Year 3
Institutional Set Standard	1,210	1,210	1,210
Stretch Goal	N/A	N/A	N/A
Actual Performance	1,641	1,626	1,567
Difference between Standard and Performance	431	416	357
Difference between Goal and Performance	N/A	N/A	N/A

Analysis of the data:

The College has consistently performed above the set standard in this area. In spring 2019 the standard was revised and raised. Stretch goals were not previously established. In spring 2019

the College adopted a methodology to establish stretch goals aligned with the CCCCO's Vision for Success.

STUDENT LEARNING OUTCOMES ASSESSMENT

Category	Reporting Years since Comprehensive Review		
	Year 1	Year 2	Year 3
Number of Courses	1,150	1,168	1,168
Number of Courses Assessed	1,117	1,124	1,124
Number of Programs	116	123	137
Number of Programs Assessed	116	123	137
Number of Institutional Outcomes	7	7	7
Number of Institutional Outcomes Assessed	7	7	7

Analysis of the data:

The College continues to regularly assess outcomes for all active, scheduled courses and programs. Institutional outcomes, previously assessed from program learning outcome data, are now assessed directly from course learning outcomes directly aligned to the relevant institutional outcome(s).

LICENSURE PASS RATE

(Definition: The rate is determined by the number of students who passed the licensure examination divided by the number of students who took the examination.)

Program Name	Institution Set Standard	Actual Performance			Difference			Stretch Goal	Difference		
		Y1	Y2	Y3	Y1	Y2	Y3		Y1	Y2	Y3
Nursing-AS	87.0%	88.2%	75.9%	91.7%	1.2%	(11.1%)	4.7%	N/A	N/A	N/A	N/A
Veterinary Technology-AS	87.0%	81.6%	84.0%	96.0%	(5.4%)	(3%)	6%	N/A	N/A	N/A	N/A
Addiction Studies-Certificate	75.7%	74.3%	70.0%	77.1%	(1.4%)	(5.7%)	(1.4%)	N/A	N/A	N/A	N/A

JOB PLACEMENT RATE

(Definition: The placement rate is determined by the number of students employed in the year following graduation divided by the number of students who completed the program.)

Program Name	Institution Set Standard	Actual Performance			Difference			Stretch Goal	Difference		
		Y1	Y2	Y3	Y1	Y2	Y3		Y1	Y2	Y3
Accounting-AA	59.9%	65.6%	68.4%	73.7%	5.7%	8.5%	13.8%	N/A	N/A	N/A	N/A
Addiction Studies-AA	55.7%	65.0%	65.5%	60.8%	9.3%	9.8%	5.1%	N/A	N/A	N/A	N/A
Addiction Studies-C	55.7%	65.0%	65.5%	60.8%	9.3%	9.8%	5.1%	N/A	N/A	N/A	N/A
Administration of Justice for Transfer-ST	64.7%	77.5%	83.3%	78.6%	12.8%	18.6%	13.9%	N/A	N/A	N/A	N/A
Administrative Professional-AA	56.9%	47.7%	64.7%	74.3%	-9.2%	7.8%	17.4%	N/A	N/A	N/A	N/A
Administrative Professional-C	56.9%	47.7%	64.7%	74.3%	-9.2%	7.8%	17.4%	N/A	N/A	N/A	N/A
American Sign Language/Interpreting-AA	62.0%	85.7%	78.8%	80.8%	23.7%	16.8%	18.8%	N/A	N/A	N/A	N/A
American Sign Language/Interpreting-C	62.0%	85.7%	78.8%	80.8%	23.7%	16.8%	18.8%	N/A	N/A	N/A	N/A
Automotive Emission Specialist-C	64.7%	80.2%	78.2%	84.0%	15.5%	13.5%	19.3%	N/A	N/A	N/A	N/A
Automotive Light Service Technician-C	64.7%	80.2%	78.2%	84.0%	15.5%	13.5%	19.3%	N/A	N/A	N/A	N/A

Automotive Performance Applications-C	64.7%	80.2%	78.2%	84.0%	15.5%	13.5%	19.3%	N/A	N/A	N/A	N/A
Automotive Powertrain Specialist-C	64.7%	80.2%	78.2%	84.0%	15.5%	13.5%	19.3%	N/A	N/A	N/A	N/A
Automotive Service Technology-AS	64.7%	80.2%	78.2%	84.0%	15.5%	13.5%	19.3%	N/A	N/A	N/A	N/A
Automotive Service Technology-C	64.7%	80.2%	78.2%	84.0%	15.5%	13.5%	19.3%	N/A	N/A	N/A	N/A
Basic Computerized Accounting-C	56.9%	47.7%	64.7%	74.3%	-9.2%	7.8%	17.4%	N/A	N/A	N/A	N/A
Basic Internet-C	56.9%	47.7%	64.7%	74.3%	-9.2%	7.8%	17.4%	N/A	N/A	N/A	N/A
Basic Word Processing: Microsoft Word for Windows-C	56.9%	47.7%	64.7%	74.3%	-9.2%	7.8%	17.4%	N/A	N/A	N/A	N/A
Business Administration for Transfer-ST	64.8%	71.2%	68.8%	69.0%	6.4%	4.0%	4.2%	N/A	N/A	N/A	N/A
Business Information Worker-NC	56.9%	47.7%	64.7%	74.3%	-9.2%	7.8%	17.4%	N/A	N/A	N/A	N/A
CAOT: General Administrative-AA	56.9%	47.7%	64.7%	74.3%	-9.2%	7.8%	17.4%	N/A	N/A	N/A	N/A
CAOT: General Administrative-C	56.9%	47.7%	64.7%	74.3%	-9.2%	7.8%	17.4%	N/A	N/A	N/A	N/A
Child Development-Associate Teacher-C	68.3%	84.5%	75.3%	75.3%	16.2%	7.0%	7.0%	N/A	N/A	N/A	N/A

Child Development-AA	68.3%	84.5%	75.3%	75.3%	16.2%	7.0%	7.0%	N/A	N/A	N/A	N/A
Cloud and Network Technology-AS	74.4%	82.4%	N/A	100.0%	8.0%	N/A	25.6%	N/A	N/A	N/A	N/A
Computer Applications-C	56.9%	47.7%	64.7%	74.3%	-9.2%	7.8%	17.4%	N/A	N/A	N/A	N/A
Criminal Justice-AA	64.7%	77.5%	83.3%	78.6%	12.8%	18.6%	13.9%	N/A	N/A	N/A	N/A
Dog Grooming-NC	N/A	68.4%	85.2%	63.3%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Early Childhood Education for Transfer-ST	68.3%	84.5%	75.3%	75.3%	16.2%	7.0%	7.0%	N/A	N/A	N/A	N/A
Electronics-Analog-C	62.0%	100.0%	78.9%	81.8%	38.0%	16.9%	19.8%	N/A	N/A	N/A	N/A
Electronics-AS	62.0%	100.0%	78.9%	81.8%	38.0%	16.9%	19.8%	N/A	N/A	N/A	N/A
Electronics-Digital-C	60.4%	100.0%	78.9%	81.8%	39.6%	18.5%	21.4%	N/A	N/A	N/A	N/A
General Business-AA	64.8%	71.2%	68.8%	69.0%	6.4%	4.0%	4.2%	N/A	N/A	N/A	N/A
Infant Care-C	44.4%	70.0%	66.7%	N/A	25.6%	22.3%	N/A	N/A	N/A	N/A	N/A
Journalism-AA	60.6%	69.2%	N/A	71.4%	8.6%	N/A	10.8%	N/A	N/A	N/A	N/A
Journalism for Transfer-AT	60.6%	69.2%	N/A	71.4%	8.6%	N/A	10.8%	N/A	N/A	N/A	N/A
Marketing-AA	65.8%	N/A	N/A	83.3%	N/A	N/A	17.5%	N/A	N/A	N/A	N/A
Marketing-C	65.8%	N/A	N/A	83.3%	N/A	N/A	17.5%	N/A	N/A	N/A	N/A

Networking Technology-C	74.4%	82.4%	N/A	100.0 %	8.0%	N/A	25.6%	N/A	N/A	N/A	N/A
Nursing-AS	78.4%	100.0%	86.5%	100.0 %	21.6%	8.1%	21.6%	N/A	N/A	N/A	N/A
Office Admin-Advanced Computer Applications-C	56.9%	47.7%	64.7%	74.3%	-9.2%	7.8%	17.4%	N/A	N/A	N/A	N/A
Photojournalism-AA	60.6%	69.2%	N/A	71.4%	8.6%	N/A	10.8%	N/A	N/A	N/A	N/A
Preschool-C	53.2%	61.0%	75.0%	65.9%	7.8%	21.8%	12.7%	N/A	N/A	N/A	N/A
Preschool Director-C	53.2%	61.0%	75.0%	65.9%	7.8%	21.8%	12.7%	N/A	N/A	N/A	N/A
Preschool Teacher-C	53.2%	61.0%	75.0%	65.9%	7.8%	21.8%	12.7%	N/A	N/A	N/A	N/A
Pre-Veterinary Medicine-AS	77.6%	100.0%	93.9%	87.0%	22.4%	16.3%	9.4%	N/A	N/A	N/A	N/A
Routing Technology-C	74.8%	82.4%	N/A	100.0 %	7.6%	N/A	25.2%	N/A	N/A	N/A	N/A
Technical Theatre-C	85.5%	N/A	84.6%	76.9%	N/A	-0.9%	-8.6%	N/A	N/A	N/A	N/A
Theater-Costume-AA	85.5%	N/A	84.6%	76.9%	N/A	-0.9%	-8.6%	N/A	N/A	N/A	N/A
Theater-Technical-AA	85.5%	N/A	84.6%	76.9%	N/A	-0.9%	-8.6%	N/A	N/A	N/A	N/A
Veterinary Technology-AS	75.6%	100.0%	93.9%	87.0%	24.4%	18.3%	11.4%	N/A	N/A	N/A	N/A

ANNUAL FISCAL REPORT DATA

General Fund Performance

Category	Reporting Years since Comprehensive Review		
	Year 1	Year 2	Year 3
Revenue	648,918,659	683,499,572	707,656,356
Expenditures	666,175,726	667,618,279	683,830,788
Expenditures for Salaries and Benefits	557,491,315	566,876,508	574,207,897
Surplus/Deficit	(17,257,067)	15,881,293	23,825,568
Surplus/Deficit as % Revenues (Net Operating Revenue Ratio)	-2.7%	2.3%	3.4%
Reserve (Primary Reserve Ratio)	113,068,270 (17.0%)	124,761,234 (18.8%)	147,997,467 (21.6%)

Analysis of the data:

The above trend shows the Reserve has steadily increase for the past three fiscal years. District reserves increased by 31 percent over the three-year period.

Other Post-Employment Benefits

	Year 1	Year 2	Year 3
Actuarial Accrued Liability (AAL) for OPEB	671,326,000	690,481,000	696,537,302
Funded Ratio (Actuarial Value of Plan Assets/AAL)	12.43%	14.29%	16.27%
Annual Required Contribution (ARC)	43,795,000	N/A	N/A
Amount of Contribution to ARC	28,346,435	35,453,915	33,115,913

Analysis of the data:

Although the AAL is actuarially determined with myriad of factors, the District is committed to contribute continuously the pay-go amount plus 1.92% of the total full-time salary expenditure in order to steadily increase the Plan Assets.

Enrollment

	Year 1	Year 2	Year 3
Actual Full-Time Equivalent Enrollment (FTES)	107,984	100,045	98,139

Analysis of the data:

During the transition to Student Centered Funding Formula (SCFF), this new formula provides a hold-harmless provision wherein Community Colleges will receive no less in total apportionment funding than they received in FY2017-18 with adjustments for COLAs through FY2021-22. Even with this provision, the District received approximately \$20 million of additional revenue due to the SCFF calculation.

Financial Aid

	2014	2015	2016
USED Official Cohort Student Loan Default Rate (FSLD - 3 year rate)	18.5%	17.1%	13.8%

Analysis of the data:

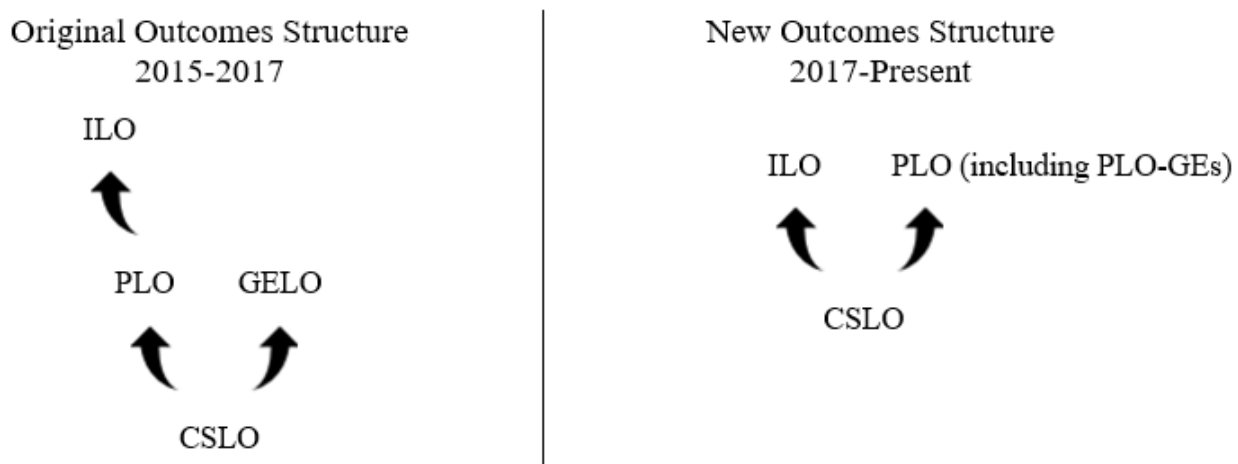
The above trend shows the Default Rate is improving for the past 3 years. Districtwide average has the same trend and the Default Rates are 13% (2016), 15% (2015), and 19% (2014).

Report on the Outcomes of the Quality Focus Projects

Quality Focus Essay – Action Project I

The Quality Focus Essay (QFE), Action Project I: Outcomes Assessment, was instituted to promote a culture of comprehensive assessment at the Los Angeles Pierce College (LAPC). The College Outcomes Coordinator has worked to foster authentic assessment and align the assessment process at the College by leading the College Outcomes Committee (COC) and by regularly updating the Academic Senate as well as the Accreditation Steering Committee (ASC) on all aspects of outcomes assessment ([QF1.01](#), [QF1.02](#), [QF1.03](#)). The charter was reviewed and updated as of spring 2018, and no changes were made to the organizational structure ([QF1.04](#), [QF1.05](#)).

The COC reviewed and changed the structure of mapping for the General Education Learning Outcomes (GELOs), Program Learning Outcomes (PLOs), Institutional Learning Outcomes (ILOs), and the Course Student Learning Outcomes (CSLOs) in fall 2017. The COC realized that outcomes listed in the GELOs were identical to the outcomes listed for the General Studies programs and the ILOs. Therefore, to eliminate this redundancy, the COC elected to reclassify the GELOs in favor of simplifying the process ([QF1.06](#), [QF1.07](#), [QF1.08](#)). The PLOs for General Studies are now listed as PLOs-GE ([QF1.07](#)). In addition, the mapping of CSLOs was modified. Instead of mapping CSLOs to PLOs and also to GELOs, the CSLOs now map directly to ILOs and to appropriate PLOs ([QF1.09](#)). This new structure will result in more meaningful data for both ILOs and PLOs.



Prior to the reclassification of GELOs, a plan was developed to assess the ILOs based on GELO performance, using the data available in the General Studies programs. Beginning in the spring of 2017, the COC assessed and reported on one GELO a semester ([QF1.10](#)). When the decision was made to assess ILOs directly from CSLOs, a change in plan was required and developed in fall 2017 ([QF1.07](#)). As such, GELOs 2-6 assessments were completed in spring 2018 using the same methodology used for GELO 1 assessment. Data from GELOs 2-6 were used as proxies for ILO 2-6 assessment ([QF1.11](#), [QF1.12](#), [QF1.13](#), [QF1.14](#), [QF1.15](#)). ILO 7 was assessed in fall

2018 based on CSLO data using a similar analytic strategy ([QF1.16](#)). Moving forward, LAPC will continue to assess all ILOs on a four-year cycle. These ILOs will be assessed directly from CSLO performance data ([QF1.09](#), [QF1.08](#)).

At least one CSLO, for all courses, must now be mapped to at least one ILO ([QF1.17](#)). A new CSLO addendum was approved by the COC requiring each CSLO be mapped to the appropriate ILO as a part of all Course Outline of Record (COR) updates ([QF1.18](#), [QF1.19](#)). This addendum went into effect in the fall of 2018; therefore, as COR updates are approved, this number of unmapped CSLOs should begin to systematically shrink. Currently, 1886 out of 2992 CSLOs are mapped ([QF1.20](#)).

In addition to the addendum, which validates the CSLO to ILO mapping, the COC has worked to validate that CSLO information is correct in eLumen, the dynamic outcomes database. The College's curriculum database (ECD) and eLumen are not integrated; therefore, to ensure that the CSLOs are accurate, a staff member from the Academic Affairs Office has been assigned to cross reference the CSLOs in ECD with those in eLumen. As courses await COR updates, the staff member will continue to cross reference this information. Additionally, a workflow to validate the eLumen data on a continual basis has been created through the COC ([QF1.21](#)). Instructions for eLumen course coordinators have been developed to assist them in monitoring the status of faculty assessment data submissions and course report submissions ([QF1.22](#)).

LAPC provides support with the mapping process to help departments and programs better understand CSLOs to PLOs and CSLOs to ILOs ([QF1.23](#)). For example, the College Outcomes Coordinator provided training regarding CSLO to PLO mapping during the January 2018 Assessment Day ([QF1.24](#)). Course report questions were developed and approved by the COC to assist in course assessment ([QF1.25](#)). In addition, program assessment questions for PLOs were developed and approved by the COC to facilitate program assessment ([QF1.26](#)). Finally, resources are available regarding CSLO updates, CSLO/PLO/ILO alignment, and all mapping via the COC website ([QF1.27](#)). This information is continually presented to the broad campus community through Academic Senate presentations, the COC meetings, and professional development opportunities ([QF1.03](#), [QF1.06](#), [QF1.28](#)).

All academic departments are currently assessing and reporting data for all courses in fall and spring semesters ([QF1.29](#)). To date, departments have established four-year cycles of review for all courses and programs ([QF1.30](#), [QF1.31](#), [QF1.32](#), [QF1.33](#), [QF1.34](#), [QF1.35](#), [QF1.20](#)). The processes and procedures for PLO assessment are complete. 42 percent of course reports and 8 percent of program reports have been submitted on schedule in eLumen ([QF1.36](#)). In eLumen, course reports are referenced as Action Plans, and program reports are referred to as Strategic Initiatives ([QF1.37](#)). Based on the scheduled COR update cycle, all CSLOs to appropriate PLOs will be mapped. Departments may update their PLOs, as needed, through the Curriculum Committee ([QF1.38](#)).

The Student Services Division (SSD) has developed Student Services Learning Outcomes (SSLOs) and Service Area Outcomes (SAOs) for all areas, and these SSLOs and SAOs are in eLumen ([QF1.39](#), [QF1.40](#)). In January 2019, the SSD held an Assessment Day to foster dialogue

and training among SSD faculty and SSD staff ([QF1.41](#), [QF1.42](#)). The SSD is continuing their work to develop a plan for assessing the established SSLOs and SAOs through the newly formed SSD Outcomes Task Force. The College's Administrative Services Division has also created SAOs for their units ([QF1.43](#)). These SAOs were created and assessed in Spring 2019, and the results are catalogued in eLumen ([QF1.44](#), [QF1.45](#), [QF1.46](#), [QF1.47](#), [QF1.48](#)).

A summary table of tasks and the current status of each task is given below. The College will continue to focus on mapping CSLOs to PLOs and ILOs as well as assessment of student services SSLOs and SAOs.

GOAL	STATUS
Map CSLOs, PLOs, ILOs, GELOs in eLumen	Ongoing
Develop an outcomes assessment planning calendar	Complete
Develop process for GELO assessment and reports	Goal Changed Complete
Develop processes and procedures for PLO modification	Complete
Develop SLOs for Student Services departments and programs	Complete
Develop outcomes for Administrative Services	Complete
COC structure	Complete
Outcomes Assessment Cycle begins	Ongoing
Assessment and report	Ongoing
Report Validation	Complete

Quality Focus Essay – Action Project II

The Quality Focus Essay (QFE), Action Project II, signifies the College's commitment to improvement in the area of professional development. Los Angeles Pierce College (LAPC) has moved to integrate professional development into its strategic planning cycle to improve student success and completion, and the College has made significant progress toward the goals outlined in the QFE related to professional development. To ensure accountability, regular reports regarding this QFE are made to the College's Accreditation Steering Committee (ASC), with the latest update given on November 28, 2018 ([QF2.01](#)).

The College hired a full-time Professional Development Coordinator in April 2017 ([QF2.02](#)). A professional development office was established at that time, and the office was named the Center for Professional Excellence (CPE) ([QF2.03](#)). The CPE has become a valuable resource for all LAPC employees to access opportunities for professional growth and learning ([QF2.04](#)).

In addition to the CPE, a College Professional Development Committee (CPDC), in compliance with AB 2558, was created in April 2016 ([QF2.05](#)). The CPDC meets monthly during the academic year and has members from all constituencies, including students and the Faculty Professional Development Coordinator ([QF2.06](#)). The CPDC proposes and develops professional development opportunities that align with the mission of LAPC, and the CPE and the CPDC work together to build strong and inclusive professional development for all areas ([QF2.07](#)). The CPDC makes recommendations directly to the college president, such as the creation of the CPDC Charter ([QF2.06](#)). The Center for Professional Excellence culminates its efforts to create a viable and sustainable office at the college with its Annual Program Plan (APP) ([QF2.08](#), [QF2.09](#)). The APP outlines future goals for the CPE as well as a clear structure for the office.

In 2018, LAPC joined with the California Community College Chancellor's Office to bring a customized version of the Vision Resource Center (VRC) powered by Cornerstone. This tailored platform will ensure the completion of numerous goals outlined in the QFE. This specific version of the VRC allows the College to manage all professional development events, including a common calendar, RSVPs, and completion tracking. While college employees have had access to the statewide VRC, which hosts, markets, and systematically tracks professional development activity, this individualized platform allows the College's employees to enter outside flex/professional development activities, view a record of their activities, and connect with others around a variety of shared topics. The Professional Development Coordinator has provided information to the broad campus community regarding the VRC in the weekly Tuesday Training Tip email so that employees have the knowledge to access the comprehensive site concurrent with its official launch through the district ([QF2.10](#), [QF2.11](#)). On May 20, 2019, the Faculty Professional Development Coordinator presented a motion from the Faculty Professional Development Committee to the Academic Senate to approve the use of the VRC as the sole method of submitting and tracking faculty FLEX activities ([QF2.12](#)). On July 23, 2019, the LACCD launched the special VRC platform throughout the district ([QF2.13](#)), and the College Professional Development Coordinator gave a demonstration to the Pierce College Council (PCC) on July 25, 2019 ([QF2.14](#)). The VRC is experiencing minor technical difficulties that the

State Chancellor's Office is currently addressing; however, the site is open and active, and the VRC does allow the College to advance progress with the ongoing goals outlined in the QFE.

The goals of creating all-employee outcomes, job-specific outcomes, and special roles outcomes are still in progress. The VRC software will provide an electronic, scalable method for creating, addressing, and tracking these specific outcomes ([QF2.15](#)). As the College waited for the district roll out of VRC, CPDC discussed the professional development of specific groups of employees and positions at the CPDC committee meetings, thereby continuing the conversation regarding the campus' professional development needs ([QF2.16](#), [QF2.17](#), [QF2.07](#)).

Currently, self-assessment consists of faculty completing their annual instructional improvement plan (FLEX) at the end of each academic year ([QF2.18](#)). Alternative self-assessment tools, for all campus employees, will be made available after the VRC software launch. Similar to self-assessment, the ability to ensure faculty, staff, and administrator's professional development service will be accomplished once LACCD launches the VRC software ([QF2.15](#)). This software includes the ability to run reports regarding completion of professional development activities ([QF2.19](#)).

The goal to create all-campus professional development is ongoing. To create and implement all-campus professional development days requires coordination with unions and administration, potentially requiring changes to contracts because there are no all-campus professional development days currently offered. Due to contract issues, an all campus professional development day remains under discussion. However, the College has supported, and will continue to support, professional development opportunities for all classified employees, campus leadership, and faculty ([QF2.20](#), [QF2.21](#), [QF2.22](#)).

Finally, LAPC has a vast library of physical resources available to the entire campus community, and virtual resources are shared through various methods. The virtual library of professional knowledge and information is disseminated through Tuesday Training Tip emails sent by the College Professional Development Coordinator ([QF2.10](#), [QF2.11](#)), the Center for Professional Excellence website ([QF2.03](#)), and the VRC.

A summary table of tasks and the current status of each is given below.

GOAL	STATUS
Hire a full-time classified professional development coordinator	Complete
Establish an Office of Professional Development	Complete
Establish a Professional Development Committee in compliance with AB 2558	Complete
Create all-employee outcomes	Ongoing

Develop job-specific outcomes	Ongoing
Establish special-role outcomes	Ongoing
Create self-assessment tools to assess proficiency for outcomes	Ongoing
Software to track the professional development process	Complete
Create a resource library for professional development	Complete
Conduct all-campus professional development days	Ongoing
Ensure faculty, staff, and administrators complete professional development	Ongoing

Quality Focus Essay – Action Project III

Los Angeles Pierce College (LAPC) has worked to complete the goals outlined in the Quality Focus Essay (QFE), Action Project III: Information Technology (IT). The College has created an open dialogue regarding IT concerns, as faculty and staff regularly discuss these issues at Pierce College Council (PCC) ([QF3.01](#)). Also, regular updates for the QFE Action Project have been presented to the Accreditation Steering Committee (ASC), including the latest update at the January 16, 2019 meeting ([QF3.02](#)).

As noted in the *2017 Follow-Up Report* (FUR), in College Recommendation 7 (Compliance), the College worked to strengthen its technological infrastructure quality and capacity. The contract with the Burwood Group to assess the existing network infrastructure was established and implemented, and the assessment was completed and given to the school ([QF3.03](#)). Unfortunately, the request to proceed with the Burwood Group was pulled from the Board of Trustees consent calendar at the November 2, 2016 meeting ([QF3.04](#)).

As presented in the 2017 FUR, in College Recommendation 8 (Compliance), the College has reorganized the Information Technology Support Group (ITSG) to improve the efficiency and the effectiveness of its operations and support services ([QF3.05](#)). More specifically, the number of people working within the ITSG has increased, and the adoption of the user-friendly work order system, JitBit, has improved overall work flow ([QF3.06](#), [QF3.07](#)).

The *Tech Refresh Plan* (TRP) was established and implemented, as outlined in the 2017 FUR. The Technology Committee approved the TRP at the February 9, 2017 meeting, and the plan immediately commenced ([QF3.08](#)). The TRP is an ongoing process at the college; in fact, the TRP appears in Goal 1 of the *2018-2022 Technology Master Plan* ([QF3.09](#)).

Requests for funding for various IT related projects are made via the Administrative Services Division Resource Priority List ([QF3.10](#)). As projects move through the College's queue and await approvals, the College continues to work to repair smart classroom devices and IT related equipment. In particular, the College's local IT department facilitates repairs of equipment through third-party vendors. While the ITSG does not physically have the capability to repair any equipment locally, the equipment is continually maintained, updated, and repaired through consistent warranties and renewals of support subscriptions ([QF3.11](#), [QF3.12](#)).

In addition to the maintenance of IT related equipment in the classroom, the College has embarked on an ongoing project to install and upgrade new smart classroom technology. The College's goal of establishing standardized equipment for all classrooms with identical software and user interfaces has been realized. The Los Angeles Community College District (LACCD) established baseline standards for classroom audio/visual (AV) technology used in academic teaching, and LAPC is adhering to the standards put forth by the District. To date, there has been an accepted standard that Utology software will be used to manage all classroom AV components and be the graphical user interface for use within the classroom ([QF3.13](#)). Utology has been installed in the Automotive and Child Development classrooms ([QF3.14](#), [QF3.15](#)). The new Earth Science building was equipped with Utology at the onset of construction ([QF3.16](#)). At the August 1, 2017 Budget Committee meeting, the committee voted to allocate funds to the

replace the Creston system with Utelogy in the Center for the Sciences ([QF3.17](#)). Since that time, the anticipated one-time funding was insufficient for the project to move forward. The College is seeking alternative funding through the District's Measure CC bond program. The College is continuing its work in securing full funding for the project.

One goal of the QFE was to standardize equipment by installing network switches within each classroom. This goal was reevaluated, and the College's IT manager made the decision to have a central switch location, rather than have switches in individual classrooms. The classroom AV equipment can best be managed by standard network switches that provide networking to the entire building.

Another goal presented in the QFE was to optimize campus wireless, firewalls, and virtual services. This goal was a result of the LACCD Huron Study to determine potential gaps district-wide ([QF3.18](#)). To complete this goal, the College will continue coordinating with the LACCD District Office IT, the LACCD Bond Program (BuildLACCD), and local Campus IT. Optimizing and installing wireless on the campus is currently listed in three phases ([QF3.19](#)). Phase I included the procurement and deployment of the wireless access points (Arubas) ([QF3.20](#), [QF3.21](#)). The District Office acquired the Arubas to complete Phase I of the project ([QF3.22](#)). The Arubas were installed in December 2018. Phase II of the wireless plan includes installment of the tool ClearPass. This virtual application will allow all LACCD employees access to wireless internet at any district location with one single login. This single sign on will allow for uniformity and ease when employees travel between district campuses. Phase III will be the installation of Arubas in any building or room that does not currently have a wireless access point ([QF3.21](#)). On the LAPC campus, Phase I is complete, and the College awaits the completion of Phases II and III.

In an effort to reduce reliance on physical server equipment that had reached end of life, LAPC developed a virtualization strategy in 2010 to support data center processing needs and the open student laboratory needs for light computing power in the campus library. This hardware was procured ([QF3.23](#)). The virtualization strategy was complete in 2012; now the College works to maintain updates and renewals for the virtual hardware as funds are made available.

A completed goal of the QFE includes the email migration to Office 365. On April 8, 2019, the district successfully executed the email migration. This execution was seamless, as the IT staff worked to support the campus so that the migration caused no serious disruptions to productivity ([QF3.24](#)).

With all the various IT projects and plans in production at the local and the district level, LAPC encourages IT staff to remain current in the technology field through appropriate training. Specifically, classes on Windows Server 2012 have been purchased, and staff has participated in this professional development opportunity ([QF3.25](#)). IT staff participated in a Utelogy two-day onsite training session ([QF3.26](#)). LACCD also provides professional development opportunities for the IT staff; to support IT staff, the LACCD Personnel Commission provides an informational bulletin to aid in professional growth ([QF3.27](#)). With the aid of LACCD and

LAPC in the area of professional development, the IT staff will continue to expand its knowledge base as well as soft skill training.

The IT department is an integral part in the fabric of the college. Even with funding challenges, the College continues to work within its means, and projects such as the Tech Refresh Program, the Utelogy management system, the AV upgrades, and the Office 365 migration have moved forward. Most important, the District has acknowledged IT challenges districtwide, and a strategic plan has been created ([QF3.18](#)).

A summary table of tasks and the current status of each is given below. The College will continue its work to maintain an appropriate level of service by repairing devices, establishing a campus standard, and refreshing technology. Additionally, the ITSG will coordinate with the District's wireless progress to ensure successful implementation on campus.

GOAL	STATUS
Optimize Wireless	Ongoing
Optimize the Virtual Servers	Ongoing
Upgrade Firewall	Complete
Design and review enterprise architecture	Complete
Create Virtualization Strategy	Complete
Migrate to Office 365	Complete
Tech Refresh Program	Ongoing
Engage Burwood consultants	Complete
Establish standardized equipment for all classrooms	Ongoing
Repair all smart classroom devices	Ongoing
Install network switches within each classroom	Complete
Provide training to IT staff to provide first level of support	Complete
Reviewing and reorganizing IT to all for help desk services	Complete
Improve flow of work ticket	Complete

Appendix A – Evidence Listing

RP.01	ASC Minutes 8-15-2018
RP.02	Global Email for Accreditation
RP.03	Accreditation Kick-Off 10-12-2018
RP.04	Accreditation Writing Kick-Off 3-8-2019
RP.05	ASC Minutes 3-20-2019
RP.06	ASC Minutes 8-21-2019
RP.07	ASC Minutes 9-25-2019
RP.08	Accreditation Email 9-05-2019
RP.09	Brahma Beat 9-30-2019
RP.10	District Accreditation Committee Charge
RP.11	ACCJC Reaffirmation Letter 1-26-2018
RP.12	District Accreditation Committee Minutes 8-29-2019
RP.13	Senate Minutes 11-4-2019
RP.14	PCC Minutes 11-21-2019
RP.15	PCC Minutes 12-12-2019
RP.16	IESS Agenda 1-22-2020
RP.17	Board Agenda 2-5-2020
PA1.01	2016-2017 Annual Academic Program Plan
PA1.02	APP Disaggregated PLO
PA1.03	APP Disaggregated Success and Retention
PA1.04	APP Enrollment Management
PA1.05	APP Instructional Hours
PA1.06	HiPS-History and Humanities 2019-20 APP
PA1.07	Industrial Technology-Engineering Graphics and Engineering 2019-20 APP
PA1.08	Performing Arts-Theater 2019-20 APP
PA1.09	Course Report Questions
PA1.10	PLO Questions
PA1.11	Media Arts – Course Report Timeline
PA1.12	Agricultural Sciences – PLA Assessment Cycle
PA1.13	Course Report Questions – Physics 6 Spring 2019
PA1.14	Math PLO Reflection Report
PA2.01	SMP 2016-2017 Mid-year Progress Report 3-17-2017
PA2.02	Dashboard for APP to SMP Goals
PA2.03	Industrial Technology-Engineering Graphics and Engineering 2019-20 APP
PA3.01	Technology Master Plan 2016-2017 Dashboard
PA3.02	SMP 2016-2017 Mid-year Progress Report 3-17-2017
PA3.03	Plan for Enrollment Management 2017 mid-year
PA3.04	EMP Dashboard 2017
PA4.01	PCC Minutes 6-23-2016

PA4.02	Governance and Planning Assessment
PA4.03	PCC Minutes 2-23-2017
PA4.04	Meta Evaluation Report 2-16-2017
PA4.05	PCC Minutes 5-25-2017
PA5.01	Scheduling Efficiencies Meeting October 2016
PA5.02	Accreditation and the Catalog meeting Summary
PA5.03	Pierce Catalog 2016-2017
PA5.04	Pierce Catalog 2017-2018
PA5.05	Pierce Catalog 2018-2019
PA7.01	Club Advisor Training Manual 2017-2018
PA7.02	Club Account Request
PA7.03	Club Event and Facility Request Form 2017-2018
PA7.04	Fundraising Application for ASO Clubs
PA7.05	Club Funds Signature Sheet
PA7.06	Club Fundraising and Finance Presentation 9-27-2017
PA7.07	Finance Committee
PA7.08	LAPC CAL-Card Review Report
PA7.09	LAPC Bookstore Audit Report
PA7.10	LAPC Child Development Center Audit Report
PA7.11	Internal Audit Department 2019-2020 Audit Schedule
PA8.01	2015-2016 Committee Self Evaluation Form PCC
PA8.02	2016-2017 Accreditation Steering Committee Self-Evaluation
PA8.03	2017-2018 Academic Senate Self-Evaluation Peer Validation
PA8.04	2018-2019 Committee Self Evaluation EPC
PA8.05	2017-2018 PCC Committee Peer Validation Dashboard
PA8.06	2017-2018 Academic Senate Committee Peer Validation
PA8.07	2018-2019 PCC Committee Peer Validation Dashboard
PA8.08	2018-2019 Academic Senate Committee Peer Validation Dashboard
CR1.01	Woodland Hills Warner Center Neighborhood Council Agenda 08-10-2016
CR1.02	Woodland Hills Warner Center Neighborhood Council Email
CR1.03	West Valley Chamber of Commerce Email
CR1.04	PCC Minutes 9-22-2016
CR1.05	GIS Advisory Committee Minutes Summer 2016
CR1.06	PCC Minutes 7-28-2016
CR1.07	PCC Minutes 10-27-2016
CR2.01	DC Minutes 9-12-2017
CR2.02	APC Minutes 9-25-2018
CR2.03	Academic Data Sheets 2017-2018
CR2.04	APP Enrollment Management
CR2.05	APP Instructional Hours
CR2.06	APP Disaggregated Success and Retention

CR2.07	DC Minutes 10-09-2018
CR2.08	Schedule for Student Success Conference
CR2.09	SS Managers Meeting Agenda 10-24-2018
CR2.10	SS Managers Meeting Agenda 11-28-2018
CR2.11	Assessment Foundations Presentation 1-25-2019
CR3.01	Committee Reports 11-06-2017
CR3.02	Committee Reports 9-25-2017
CR3.03	Notice Motion Proposal Re-categorizing GELOs
CR3.04	Notice Motion Proposal PLO timeline
CR3.05	Senate Minutes 11-06-2017
CR3.06	COC Minutes 10-18-2017
CR3.07	College Outcomes Committee Report February 2019
CR3.08	College Outcomes Committee Report April 2018
CR3.09	Senate Minutes 4-09-2018
CR3.10	COC Website
CR3.11	Pierce Assessment Day Flier 2018
CR3.12	PAD presentation 2019
CR3.13	Pierce Assessment Day Flier 2019
CR3.14	SLO PLO Mapping Instructions
CR3.15	SLO-ILO Mapping Instructions
CR3.16	ILO 1 GELO 1 Report Submitted Spring 2017
CR3.17	ILO 2 Report Submitted Spring 2018
CR3.18	ILO 3 Report Submitted Spring 2018
CR3.19	ILO 4 Report Submitted Spring 2018
CR3.20	ILO 5 Report Submitted Spring 2018
CR3.21	ILO 6 Report Submitted Spring 2018
CR3.22	ILO 7 Report Submitted Spring 2018
CR4.01	EMC Minutes 2-01-2018
CR4.02	Distance Education APP 2018-2019
CR4.03	DEITC Agenda 5-01-2019
CR4.04	DEITC Minutes 12-05-2018
CR4.05	English Department Minutes 5-08-2019
CR4.06	PierceOnLine Instructor Support Services
CR4.07	Distance Education APP 2019-2020
CR5.01	COC Agenda 10-18-2017
CR5.02	COC Minutes 10-18-2017
CR5.03	Student Services eLumen screenshot
CR5.04	Student Services Managers' Meeting Minutes 9-26-2018
CR5.05	Student Affairs Assessment Day
CR5.06	Activity Handout Outcomes
CR5.07	Assessment Foundations Presentation 1-25-2019
CR5.08	Student Services Managers' Meeting 8-07-2019
CR5.09	ABCD Examples from SSD Managers Meeting 8-2019

CR6.01	Meeting Minutes Classroom Modernization Technology Project 2-27-2018
CR6.02	Construction Project Team IT Meeting Minutes 10-17-2016
CR6.03	Construction Project Team IT Meeting Minutes 9-26-2016
CR6.04	Tech Committee Agenda 9-13-2018
CR6.05	Tech Committee Agenda 1-10-2019
CR6.06	Tech Committee Agenda 3-08-2018
CR6.07	North Of Mall Phase 1 Data Port Activation Plan 10-17-2016
CR6.08	North Of Mall Phase 1 Computer Install Floorplan 9-26-2016
CR6.09	Utelogy Training Emails
CR6.10	Child Development Classroom AV
CR6.11	PierceOnLine Projector
CR6.12	Automotive AV Upgrade
CR6.13	Pierce College AV Classroom Upgrade Electrical Scope Proposal 4-29-2019
CR6.14	Advanced Cable Solutions
CR6.15	North Of Mall Phase 2 Electrical Quotes email
CR9.01	PCC Committee Peer Validation Dashboard 2017-2018
CR9.02	PCC Committee Peer Validation Dashboard 2018-2019
CR9.03	Academic Senate Minutes 11-20-2017
CR9.04	Academic Senate Minutes 4-23-2018
CR9.05	Academic Senate Minutes 9-10-2018
CR9.06	ASO Retreat Agenda 2018 Lake Arrowhead
CR9.07	Brown Act – ASO
CR9.08	Parliamentary Procedure Training – ASO
DR5.01	Supplemental Retirement Proposal Board Approval
DR5.02	Supplemental Retirement Proposal Overview
DR5.03	Classified Staffing Request
DR5.04	Academic Staffing Request
DR5.05	Sample Staffing Reviews
DR5.06	Evaluation Approval
DR5.07	Evaluation Summary
DR5.08	Evaluation Board Report
DR7.01	OPEB Funding History
DR7.02	OPEB Asset Statement
DR9.01	Sample Committee Evaluation
DR9.02	Survey Report
DR9.03	Survey overall Results
DR9.04	Public Forum Responses
DR9.05	Final Board Presentation
DR9.06	Chancellor’s Directive 70
DR9.07	Example Regulation Sign-Off
DR9.08	Board Agenda Sample Item S-1

DR12.01	Evidence of Posting
DR12.02	Governance Survey Summary
DR12.03	IESS March 2019 Agenda
DR12.04	IESS April 2019 Agenda
DR12.05	Sample Posting
DR12.06	Senate Agenda
DR12.07	Web Redesign Request For Proposal
QF1.01	ASC Minutes 5-16-2018
QF1.02	QFE Report to ASC 5-16-2018
QF1.03	Senate-Minutes 10-22-2018
QF1.04	COC Charter 11-03-2015
QF1.05	COC Charter 02-21-2018
QF1.06	COC Minutes 9-20-2017
QF1.07	COC Minutes 10-18-2017
QF1.08	Notice Motion Proposal Re-categorizing GELOs
QF1.09	Pierce College Organization – A Guide to Mapping Spring 2018
QF1.10	ILO 1 GELO 1 Report Submitted Spring 2017
QF1.11	ILO 2 Report Submitted Spring 2018
QF1.12	ILO 3 Report Submitted Spring 2018
QF1.13	ILO 4 Report Submitted Spring 2018
QF1.14	ILO 5 Report Submitted Spring 2018
QF1.15	ILO 6 Report Submitted Spring 2018
QF1.16	ILO 7 Report Submitted Fall 2018
QF1.17	COC Minutes 11-15-17
QF1.18	SLO Addendum 2018 Final
QF1.19	Spanish 6 SLO Addendum 2018
QF1.20	CSLO Mapping Status Spring 2019
QF1.21	eLumen Workflow 12-06-2017
QF1.22	SLO Action Plan Status Report Instructions
QF1.23	SLO Mapping Instructions Pierce Assessment Day 2019
QF1.24	Pierce Assessment Day Flier 2018
QF1.25	Course Report Questions
QF1.26	PLO Questions Final
QF1.27	COC Website
QF1.28	Pierce Assessment Day Presentation
QF1.29	SLO Assessment Example
QF1.30	Modern Languages – Programs
QF1.31	Business Administration – Programs
QF1.32	Agricultural Sciences – Course Report Timeline
QF1.33	Modern Languages – Course Report Timeline
QF1.34	Sample PLO Report Timelines by Department
QF1.35	Art – Programs
QF1.36	Assessment Status FA16-SP19
QF1.37	Latin American Studies AA PLO Change

QF1.38	Student Services eLumen screenshot
QF1.39	Student Services Outcomes
QF1.40	Student Affairs Assessment Day
QF1.41	Activity Handout Outcomes
QF1.42	Administrative Services Area Outcomes 2019
QF1.43	Administrative Services SAO Data Report Spring 2019
QF1.44	Administrative Services Outcomes Survey 2019
QF1.45	Administrative Services SAO Results Document Library
QF1.46	Administrative Services SAO-SMP Alignment (Bookstore)
QF1.47	Administrative Services SAO-SMP Alignment (Information Technology Department)
QF2.01	ASC Minutes 11-28-2018
QF2.02	College Professional Development Coordinator Introduction
QF2.03	Center for Professional Excellence Website
QF2.04	Pierce Center for Professional Development
QF2.05	CPDC Minutes 4-11-2016
QF2.06	CPDC Charter 10-09-2018
QF2.07	CPDC Minutes 11-08-2018
QF2.08	2017-2018 APP President's Office
QF2.09	2018-2019 APP President's Office
QF2.10	Tuesday Training Tip – Vision Resource Center
QF2.11	Tuesday Training Tip – 7 Habits of Highly Effective People
QF2.12	Senate Minutes 5-20-2019
QF2.13	Vision Resource Center Launch for LACCD
QF2.14	PCC Minutes 7-25-2019
QF2.15	12 Week Agenda
QF2.16	CPDC Minutes 9-13-2018
QF2.17	CPDC Minutes 10-11-2018
QF2.18	2018-2019 FLEX Instructional Improvement Forms
QF2.19	Burke Cornerstone Memo 5-22-2018
QF2.20	1521A Classified Professional Development Day 2019
QF2.21	Schedule for Student Success Conference 2018
QF2.22	Detailed Agenda Leadership Retreat 2017
QF3.01	PCC Minutes 3-21-2019
QF3.02	ASC Minutes 1-16-2019
QF3.03	Burwood Report
QF3.04	Removal of Burwood Contract from Board Meeting
QF3.05	Information Technology Group 11-10-2016
QF3.06	IT Work Orders as of 8-2017
QF3.07	Confirmation of LAPC IT Staff New Hire
QF3.08	Technology Refresh Plan 2-09-2017
QF3.09	Technology Master Plan 2018-2022
QF3.10	Administrative Services Resource Priority List 2018-2019
QF3.11	VMware Support and Subscription Renewal

QF3.12	Microsoft Extended Warranty Registration
QF3.13	Pierce College Utelogy Welcome Packet 2.0
QF3.14	Child Development Classroom AV
QF3.15	Automotive Classroom AV
QF3.16	Ag Sci Commissioning Including AV
QF3.17	Budget Committee Minutes 8-01-2017
QF3.18	Board Ad Hoc IT Presentation 10-03-2018
QF3.19	Wireless Phase 1
QF3.20	TC Minutes 1-10-2019
QF3.21	Campus Wireless Upgrade Project emails
QF3.22	Bond Purchase Order for Wi-Fi
QF3.23	Virtualization Project
QF3.24	MS 365 cloud email launch
QF3.25	Pierce College - Purchase Order
QF3.26	Utelogy Training
QF3.27	Strictly Classified Monthly Bulletin April 2018