



Institutional Self Evaluation Report

Los Angeles Pierce College

Self Evaluation Report of Educational Quality and Institutional Effectiveness

The Institutional Self Evaluation 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

January 2016

Institutional Self Evaluation Report Certification

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

From: _____ Dr. Kathleen F. Burke

Los Angeles Pierce College

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This Institutional Self Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

I certify there was effective participation by the campus community, and I believe the Self Evaluation Report accurately reflects the nature and substance of this institution.

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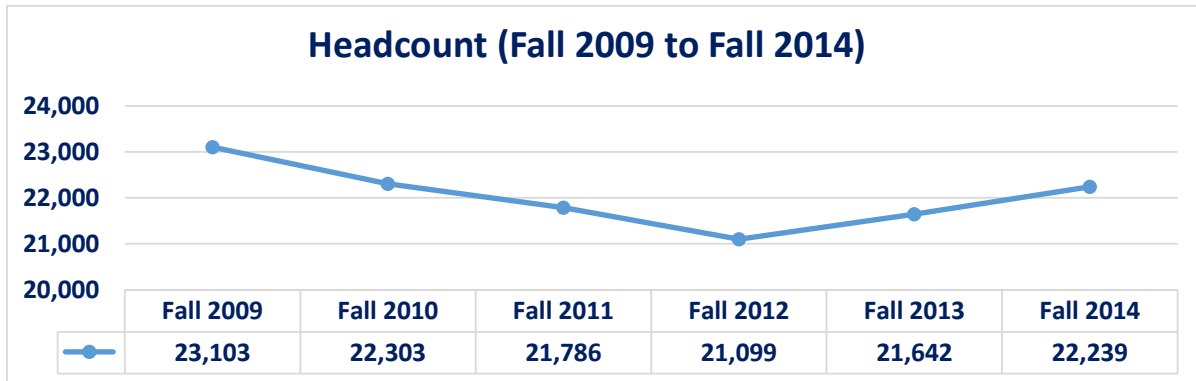
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A. Introduction

Los Angeles Pierce College is a public two-year community college located in the western San Fernando Valley on a 426-acre campus, which includes a 226-acre farm. The College was established in 1947 as the Clarence W. Pierce School of Agriculture, and initially provided a limited curriculum of crop rotation and animal husbandry to an all-male residential student body. In 1956, the College was renamed Los Angeles Pierce College to reflect its expanding curriculum, and in 1969 the institution became one of nine colleges in the Los Angeles Community College District (LACCD). Since then, the College has continued to expand curricular offerings and student support services to better serve the local community and enable more students to earn associate degrees and certificates, prepare for transfer, gain career and technical proficiency, and develop basic skills. Today, the College offers 112 degrees and certificates in a wide range of academic and career and technical disciplines, and provides students a comprehensive range of support services including counseling, tutoring, Extended Opportunity Programs and Services (EOPS), veteran services, and services for disabled students.

As Pierce College continues to expand academic programs and student services, the College remains focused on offering degrees and certificates that are responsive to the needs of the local labor market. As such, all career and technical education (CTE) programs convene industry advisory committees, which help to ensure degrees and certificates are aligned with labor market needs (Info 1, Info 2 and Info 3). To further ensure that CTE programs are frequently reviewed for alignment with labor market needs, they undergo comprehensive program review (CPR) every two years, while the remaining academic programs complete their comprehensive program reviews every four years.

As with other state-funded colleges, enrollments at the College are largely driven by economic conditions. During Pierce College's last comprehensive self evaluation in 2013, the state was undergoing an economic recession, which resulted in reduced funding for community colleges throughout California. Workload reductions during the great recession resulted in a nine percent drop in headcount between fall 2009 and fall 2012. Fortunately, economic conditions have improved over the past few years, and Pierce College is once again increasing enrollments (see chart below).



Source:

http://datamart.cccco.edu/Students/Student_Term_Annual_Count.aspx

The College serves a diverse community of students, with 64 percent of students identifying as non-white, 56 percent identifying as female, and 37 percent identifying as 25 or older (see tables below).

Student Headcount by Ethnicity, Gender, and Age Group (Fall 2008 to Fall 2014)

Ethnicity	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
African-American	6%	5%	6%	6%	5%	6%	6%
American Indian/Alaskan Native	0%	0%	0%	0%	0%	0%	0%
Asian	10%	10%	10%	9%	8%	8%	8%
Filipino	4%	4%	4%	4%	4%	4%	3%
Hispanic	28%	32%	35%	37%	41%	43%	44%
Multi-Ethnicity	0%	1%	2%	2%	3%	3%	3%
Pacific Islander	1%	0%	0%	0%	0%	0%	0%
Unknown	16%	12%	9%	7%	5%	4%	4%
White Non-Hispanic	35%	35%	35%	36%	34%	33%	32%

Gender	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Female	56%	56%	55%	56%	55%	55%	56%
Male	44%	44%	45%	44%	45%	45%	44%

Age Group	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
19 or Less	34%	34%	32%	28%	28%	27%	27%
20 to 24	30%	31%	33%	34%	36%	37%	36%
25 to 29	11%	11%	11%	11%	11%	11%	12%
30 to 34	5%	5%	5%	5%	5%	6%	6%
35 to 39	4%	4%	4%	4%	3%	3%	4%
40 to 49	7%	6%	6%	6%	5%	5%	5%
50 +	9%	9%	9%	12%	11%	11%	11%

Source:

http://datamart.cccco.edu/Students/Student_Term_Annual_Count.aspx

Between fall 2008 and fall 2014, the proportion of students who identified as Hispanic increased from 28 percent to 44 percent. As a result of this increase, the College's student body is now more representative of the local community. As part of the *2014 Student Equity Plan*, the College conducted a disproportionate impact study and found no equity gaps between the ethnic composition of the College's student body and the local service area (i.e. access rates for all ethnic groups were above the 80 percent index threshold when using the White Non-Hispanic group as a benchmark). Furthermore, there were no equity gaps for gender and low-income students compared to the local community. In fact, the student body was proportionally composed of more low-income members than the community overall, which provides further evidence of the College achieving its mission of offering opportunities for access in a diverse community (see tables below).

Access Rates Equity Gap Analysis

Ethnicity	Service Area Population	Pierce Enrollment	Access Rate	80 Percent Index
African-American	29,861	1,589	5.3%	156%
American Indian/Alaskan Native	525	72	13.7%	403%
Asian/Filipino/Pacific Islander	98,076	3,308	3.4%	99%
Hispanic	401,672	11,432	2.8%	84%
Unknown	13,082	2,100	16.1%	471%
White Non-Hispanic*	275,627	9,384	3.4%	100%

Gender	Service Area Population	Pierce Enrollment	Access Rate	80 Percent Index
Female*	406,169	15,321	3.8%	100%
Male	412,672	12,564	3.0%	81%

Low-Income	Service Area Population	Pierce Enrollment	Access Rate	80 Percent Index
No*	645,247	12,398	1.9%	100%
Yes	173,594	15,487	8.9%	464%

Source: *2014 Student Equity Plan*

To support our diverse student body, the College employs over 1,700 employees, including 216 full-time faculty. The gender composition of full-time faculty is similar to our student body, with the majority identifying as female. The ethnic composition of full-time faculty is less diverse than the student body, with 71 percent of full-time faculty identifying as white. However, 27 percent of full-time faculty are 60 years or older, with most

expected to retire over the next decade. This wave of retirements will provide the College an opportunity to expand the diversity of full-time faculty through the hiring process. While it may take a decade to further diversify faculty, other employee groups are already more diverse, including classified staff (41 percent white), unclassified staff (53 percent white), and administration (41 percent white).

Employee Headcount by Gender, Ethnicity and Age Group (March 2015)

Gender	Adjunct Faculty		Admin		Classified Staff		Full-Time Faculty		Unclassified Staff	
	N	%	N	%	N	%	N	%	N	%
Female	358	49.8%	12	54.5%	110	44.0%	130	60.2%	281	54.8%
Male	361	50.2%	10	45.5%	140	56.0%	86	39.8%	232	45.2%

Ethnicity	Adjunct Faculty		Admin		Classified Staff		Full-Time Faculty		Unclassified Staff	
	N	%	N	%	N	%	N	%	N	%
African-American	30	4.2%	3	13.6%	26	10.4%	10	4.6%	24	4.7%
Am Ind/Alaskan Nat		0.0%		0.0%	1	0.4%	1	0.5%	2	0.4%
Asian	46	6.4%	1	4.5%	31	12.4%	12	5.6%	49	9.6%
Hispanic	80	11.1%	3	13.6%	61	24.4%	21	9.7%	150	29.2%
Pacific Islander	10	1.4%	3	13.6%	9	3.6%	4	1.9%	10	1.9%
Unknown	60	8.3%	3	13.6%	19	7.6%	15	6.9%	7	1.4%
White Non-Hispanic	493	68.6%	9	40.9%	103	41.2%	153	70.8%	271	52.8%

Age	Adjunct Faculty		Admin		Classified Staff		Full-Time Faculty		Unclassified Staff	
	N	%	N	%	N	%	N	%	N	%
Less than 18		0.0%		0.0%		0.0%		0.0%	4	0.8%
18 to 34	76	10.6%	1	4.5%	34	13.6%	19	8.8%	350	68.2%
35 to 39	73	10.2%	1	4.5%	22	8.8%	29	13.4%	13	2.5%
40 to 44	80	11.1%	2	9.1%	34	13.6%	30	13.9%	17	3.3%
45 to 49	74	10.3%	5	22.7%	37	14.8%	28	13.0%	17	3.3%
50 to 54	60	8.3%	4	18.2%	40	16.0%	24	11.1%	26	5.1%
55 to 59	90	12.5%	4	18.2%	31	12.4%	28	13.0%	25	4.9%
60 to 64	79	11.0%	5	22.7%	24	9.6%	22	10.2%	22	4.3%
65 to 69	97	13.5%		0.0%	22	8.8%	21	9.7%	15	2.9%
70+	90	12.5%		0.0%	6	2.4%	15	6.9%	24	4.7%

Source: SAP BW a20 Report

In summary, Pierce College is a student-centered institution that has spent close to 70 years offering a continuously expanding array of academic programs and student services responsive to the needs of a diverse local community. In the coming years, improved economic conditions will enable the College to continue expanding curricular offerings and support services to a growing student body. An expected wave of retirements will provide Pierce College an opportunity to diversify full-time faculty to be more aligned with the ethnic composition of the student body.

B. Presentation of Student Achievement Data and Institution-set Standards

At Los Angeles Pierce College student achievement data, including all required institution-set standard (ISS) metrics, are integrated within the operational goals of the College's *Strategic Master Plan 2013-2017 (SMP)*, and therefore aligned with the College's mission. By integrating student achievement data and ISS within the SMP, the College ensures that achievement data is reviewed and discussed frequently, and integrated with resource allocation (see Standard I.B.7 for a detailed description of the integrated planning process). With that in mind, student achievement data and ISS are presented below within the frame of the SMP.

- SMP Goal A.1- Increase student completion of degrees, certificates, college transfer requirements, and licensure requirements.

Over the past five years, completion rates have stagnated. While it is difficult to pinpoint the exact cause of these stagnating figures, it is plausible that the economic crisis and the College's subsequent reduction in course offerings may have hampered students' progress towards completion. In response, the College has made substantive investments in new initiatives for student success, which should result in an increase in completion rates in future years. For example, the College is investing close to one million dollars in 2015-2016 on student success initiatives to close equity gaps identified in the *2014 Student Equity Plan*. These initiatives include a peer mentorship program, professional development workshops on culturally responsive teaching, and course embedded tutoring. Part of the equity funding was used to hire an institutional researcher to evaluate the efficacy of these initiatives. The results of these evaluations will be reviewed each year to determine which projects are having a positive impact and should continue to receive funding. However, since the most recent completion cohorts started attending LAPC six years ago, it may take several more

years before the impact of investments in these new student success initiatives translates into increased completion rates for more recent cohorts.

On a positive note, the College has seen a rapid growth in the number of degrees and certificates awarded, likely due to the College promoting completion to students who would otherwise be transferring without claiming their degree, as well as the adoption of the associate degrees for transfer (ADTs). In 2012-2013, two ADTs were approved and the College awarded 43. In 2013-2014, 89 were awarded. Currently, the College has 12 state-approved ADTs with three additional degrees in the approval process, and a target goal of creating 25 ADTs by 2017-2018. Through these efforts, the College performed above the institution-set standards for degrees awarded, certificates awarded, and number of students who transferred to a four-year university, and is on target for meeting the respective 2017-2018 targets for this SMP Goal.

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Data Element	Definition of the measure	Institution Set Standard	SMP Goal	Stretch	2013/2014	2012/2013	2011/2012	2012/2011	2011/2010	Five-year Average
				Goal (SMP Target)						
Overall completion rate	Percentage of degree, certificate and/or transfer-seeking students tracked for six years through who completed a degree, certificate or transfer-related outcomes	n/a	A.1	55.1%	47.8%	50.9%	53.1%	53.3%	49.9%	51.0%
College-prepared completion rate	Completion rate definition above for students whose lowest course attempted in Math and/or English was college level	n/a	A.1	82.2%	73.7%	75.9%	80.0%	79.5%	77.7%	77.4%
Unprepared for college completion rate	Completion rate definition above for students whose lowest course attempted in Math and/or English was remedial level	n/a	A.1	48.9%	41.5%	45.2%	45.6%	46.5%	43.0%	44.4%
CTE completion rate	Percentage of students completing more than eight units in courses classified as career technical education (or apprenticeship) in a single discipline tracked for six years who completed a degree, certificate, apprenticeship or transfer-related outcomes	n/a	A.1	55.5%	48.9%	51.3%	55.7%	53.2%	57.0%	53.2%
Number of degrees awarded	Number of Associate degrees awarded	880	A.1	1,132	1,171	1,046	1,032	933	801	997
Number of certificates awarded	Number of Chancellor's Office approved certificates awarded (12+ units)	269	A.1	645	650	596	547	209	75	415
Number of students who transferred to a 4-year University	Number of students who were enrolled at Pierce and then transferred to a 4-year University	1,210	A.1	1,198	1,296	1,107	1,309	1,316	1,233	1,252

Sources:

<http://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=744#home>;
http://datamart.cccco.edu/Outcomes/Program_Awards.aspx; National Student Clearinghouse

Similar to completion rates, licensure passage rates have also been stagnant over the past five years, with passage rates rising and falling for all three exams. Of the three exams reviewed below, the results for the nursing licensure exam have remained the most stable, with passage rates above the ISS over the past three years. Registered Veterinary Technology (RVT) licensure exam rates have been less stable, with the most recent year's rates slightly below the ISS. However, RVT was above the ISS in years two through four, and just barely missed the ISS mark in the most current year. Passage rates for licensure in Addiction Studies have been the least stable of the licensure exams reviewed below. Addiction Studies students' passage rates range from 100 percent to 59.4 percent over the past five years. The rate for the most current year shows a rebound from year four, but was still below the ISS.

Given the recent implementation of ISS, the College has not yet created targeted interventions to address these low rates. However, the College has responded by revising the annual program plan (APP) process so that any programs that fall below an ISS are required to address the shortcoming with targeted interventions. Since programs will only start to address ISS in fall 2015, it may take several years before these initiatives translate into higher licensure passage rates.

Data Element	Definition of the measure	Institution Set Standard	SMP Goal	Stretch Goal (SMP Target)	FY2014 or 2013/ 2014	FY2013 or 2012/ 2013	FY2012 or 2011/ 2012	FY2011 or 2010/ 2011	FY2010 or 2009/ 2010	Five-year Average
Licensure Passage Rate--Nursing	Passage rate on the NCLEX Nursing licensure exam	87.0%	A.1	>87.0%	89.8%	95.8%	91.1%	83.3%	97.9%	91.6%
Licensure Passage Rate--RVT	Passage rate on the CA Veterinary Medical Board RVT licensure exam	80.1%	A.1	>80.1%	80.0%	95.5%	85.7%	87.5%	73.3%	84.4%
Licensure Passage Rate--Addiction Studies Certificate	Passage rate on the CAADE CATC licensure exam	75.7%	A.1	>75.7%	72.2%	59.4%	82.6%	100.0%	84.4%	79.7%

Source: Licensure pass rates posted on Websites for each exam

- SMP Goal A.2- Ensure all eligible new students complete the matriculation process.

In response to Senate Bill 1456 (SB 1456), the Student Success Act of 2012, the College is requiring all new students to complete assessment, orientation, and an abbreviated Student Educational Plan (SEP). Given this state mandate, along with the performance-based funding formula for offering these matriculation services, the College expects to meet its target goal and to continue exceeding the ISS.

Data Element	Definition of the measure	Institution Set Standard	SMP Goal	Stretch Goal (SMP Target)	Fall 2014	Fall 2013	Fall 2012	Fall 2011	Fall 2010	Five-year Average
Matriculation-Assessment	Percentage of new eligible students completing an assessment	73%	A.2	100%	77%	-	-	-	-	77%
Matriculation-Orientation	Percentage of new eligible students completing an orientation	51%	A.2	100%	54%	-	-	-	-	54%
Matriculation-Abbreviated Student Educational Plan	Percentage of new eligible students completing an abbreviated student educational plan	59%	A.2	100%	62%	-	-	-	-	62%

Source: *Students Receiving AOC Services* report (fall 2014 and spring 2015) prepared by the District Institutional Effectiveness Office (DIEO) report.
 Note: Per DIEO, matriculation data was not consistently collected until spring 2014. As such, data is only provided for the most recent year.

- SMP Goal A.3- Increase course completion and long-term persistence of students.

Course completion and long-term persistence rates have stagnated over the past five years. While the rates have stagnated, course retention, course success, and persistence rates have remained above the ISS throughout the five-year period.

As with completions metrics referenced earlier, the College is investing in various student success initiatives to increase these rates. One such initiative is the Town Hall project. In spring 2015, students enrolled in a wide range of courses examined social issues within the context of each respective course (e.g. economics of climate change). At the end of the semester, a Town Hall event was convened, which brought together students from the various Town Hall courses as well as experts from the community to engage in dialogue on these social issues. In a recent study, the Office of Institutional Effectiveness (OIE) found that compared to a control group, spring 2015 Town Hall student participants attempted and completed more units (40.2 vs. 29.8) and were more likely to earn higher cumulative grade point averages (2.8 GPA vs. 2.6 GPA). As a result, the College will continue to fund and scale up Town Hall for the 2015-2016 academic year.

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Data Element	Definition of the measure	Institution Set Standard	SMP Goal	Stretch Goal (SMP Target)	2013/	2012/	2011/	2012/	2011/	Five-year Average
					2014	2013	2012	2011	2010	
Course retention rate (Fall credit)	Percentage of students who did not withdraw from class and who received a valid grade	82.9%	A.3	88.6%	86.2%	86.6%	87.3%	83.1%	83.3%	85.3%
Course success rate (Fall credit)	Percentage of students who received a grade of C of better	66.4%	A.3	70.5%	68.1%	68.5%	69.6%	67.4%	67.0%	68.1%
Overall long-term persistence rate (enrolled in three consecutive terms)	Percentage of degree, certificate and/or transfer-seeking students tracked for six year who enrolled in the first three consecutive terms	64.9%	A.3	74.5%	69.4%	68.8%	67.2%	66.5%	69.8%	68.3%
College-prepared long-term persistence rate (enrolled in three consecutive terms)	Persistence rate definition above for students whose lowest course attempted in Math and/or English was college level	n/a	A.3	70.4%	64.3%	65.0%	64.8%	60.3%	67.8%	64.4%
Unprepared for college long-term persistence rate (enrolled in three consecutive terms)	Persistence rate definition above for students whose lowest course attempted in Math and/or English was remedial level	n/a	A.3	75.4%	70.7%	69.7%	67.8%	68.1%	70.2%	69.3%
Overall rate of students completing 30 credits	Percentage of degree, certificate and/or transfer-seeking students tracked for six years who achieved at least 30 units.	n/a	A.3	77.8%	71.9%	71.9%	69.9%	70.9%	65.9%	70.1%
College-prepared rate of students completing 30 credits	30 unit achievement rate definition above for students whose lowest course attempted in Math and/or English was college level	n/a	A.3	79.7%	76.2%	73.6%	68.8%	69.7%	69.7%	71.6%
Unprepared for college rate of students completing 30 credits	30 unit achievement rate definition above for students whose lowest course attempted in Math and/or English was remedial level	n/a	A.3	77.4%	70.8%	71.5%	70.2%	71.2%	64.9%	69.7%

Sources: http://datamart.cccco.edu/Outcomes/Course_Ret_Success.aspx;
<http://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=744#home>

In addition to tracking and setting ISS for overall course success and retention rates, the College reviews and sets ISS for course success and retention rates at the program level, which are tracked and reviewed by programs through the annual program plan (APP) process. Furthermore, the College tracks course success and retention rates for distance education (DE) courses. Over the past five years, DE course success rates have consistently been lower than face-to-face rates.

Academic Year	DE Success Rate	Face-to-Face Control Group Success Rate*
2010-2011	60.0%	66.7%
2011-2012	59.8%	67.8%
2012-2013	57.4%	65.8%
2013-2014	59.0%	65.1%
2014-2015	59.5%	66.1%

*control group includes only same face-to-face courses offered as DE
 Source: DEC SIS

To improve these rates, the College is investing in providing professional development to faculty on effective online teaching techniques, such as Quality Matters (QM) training. This training is a faculty-centered, peer review process that is designed to certify the quality of online and blended courses, and has shown promising results. Faculty who underwent QM training between fall 2013 and fall 2014 increased their course success rates for transfer level courses by 5.2 percent.

- SMP Goal A.4- Ensure equitable access and success for subpopulations of students.

To achieve this goal, the College has set a target metric of closing all equity gaps for all subpopulations of students identified in the *2014 Student Equity Plan* by 2017-2018. Below are student achievement data disaggregated by various subpopulations of students; equity gaps are identified in red. A comprehensive analysis of this data along with action plans to address these gaps is detailed in the *2014 Student Equity Plan* (Dat.1).

Course Success Rate Equity Gap Analysis (Fall 2013 Cohort)

Ethnicity	Cohort Count	Success Count	Success Rate	80 Percent Index
African-American	2,784	1,605	58%	76%
American Indian/Alaskan Native	108	81	75%	99%
Asian	5,651	4,137	73%	97%
Hispanic	21,463	13,225	62%	82%
Multi-Ethnicity	1,534	1,064	69%	92%
Pacific Islander	102	80	78%	104%
Unknown	1,435	1,044	73%	96%
White Non-Hispanic*	13,928	10,508	75%	100%

Foster Care	Cohort Count	Success Count	Success Rate	80 Percent Index
No*	46,535	31,411	68%	100%
Yes	470	251	53%	79%

Source: 2014 Student Equity Plan

Six-Year Degree/Certificate Completion Rate Equity Gap Analysis (2007/2008 Cohort)

Gender	Cohort Count	Completion Count	Completion Rate	80 Percent Index
Female*	1491	307	21%	100%
Male	1297	208	16%	78%

Ethnicity	Cohort Count	Completion Count	Completion Rate	80 Percent Index
African-American	150	20	13%	64%
American Indian/Alaskan Native	10	2	20%	96%
Asian	343	64	19%	90%
Filipino	149	27	18%	87%
Hispanic	872	149	17%	82%
Pacific Islander	25	3	12%	58%
Unknown	364	68	19%	90%
White Non-Hispanic*	875	182	21%	100%

Source: 2014 Student Equity Plan

Six-Year Transfer Rate Equity Gap Analysis (2007/2008 Cohort)

Ethnicity	Cohort Count	Transfer Count	Transfer Rate	80 Percent Index
African-American	88	29	33%	56%
American Indian/Alaskan Native	5	1	20%	34%
Asian	250	129	52%	88%
Filipino	109	40	37%	63%
Hispanic	535	177	33%	57%
Pacific Islander	19	6	32%	54%
Unknown*	277	162	58%	100%
White Non-Hispanic	658	311	47%	81%

Disability Status	Cohort Count	Transfer Count	Transfer Rate	80 Percent Index
No*	1877	838	45%	100%
Yes	64	17	27%	59%

Veterans	Cohort Count	Transfer Count	Transfer Rate	80 Percent Index
No*	2743	987	36%	100%
Yes	45	12	27%	74%

Source: 2014 Student Equity Plan

Math Basic Skills to College Level Progress Rate Equity Gap Analysis (2007/2008 Cohort)

Ethnicity	Cohort Count	Progress Count	Progress Rate	80 Percent Index
African-American	157	51	32%	71%
American Indian/Alaskan Native	10	2	20%	44%
Asian*	146	67	46%	100%
Filipino	70	28	40%	87%
Hispanic	759	235	31%	67%
Pacific Islander	7	2	29%	62%
Unknown	202	88	44%	95%
White Non-Hispanic	542	229	42%	92%

Source: 2014 Student Equity Plan

**ESL Basic Skills to College Level Progress Rate Equity Gap Analysis
(2007/2008 Cohort)**

Ethnicity	Cohort Count	Progress Count	Progress Rate	80 Percent Index
African-American	6	3	50%	139%
American Indian/Alaskan Native	-	-	-	-
Asian	144	49	34%	95%
Filipino	7	2	29%	80%
Hispanic	78	10	13%	36%
Pacific Islander	1	1	100%	279%
Unknown	62	13	21%	58%
White Non-Hispanic*	156	56	36%	100%

Veteran	Cohort Count	Progress Count	Progress Rate	80 Percent Index
No*	448	133	30%	100%
Yes	6	1	17%	56%

Source: 2014 Student Equity Plan

**English Basic Skills to College Level Progress Rate Equity Gap Analysis
(2007/2008 Cohort)**

Ethnicity	Cohort Count	Progress Count	Progress Rate	80 Percent Index
African-American	170	66	39%	60%
American Indian/Alaskan Native	7	4	57%	89%
Asian*	261	168	64%	100%
Filipino	142	80	56%	88%
Hispanic	1099	457	42%	65%
Pacific Islander	18	10	56%	86%
Unknown	311	184	59%	92%
White Non-Hispanic	712	420	59%	92%

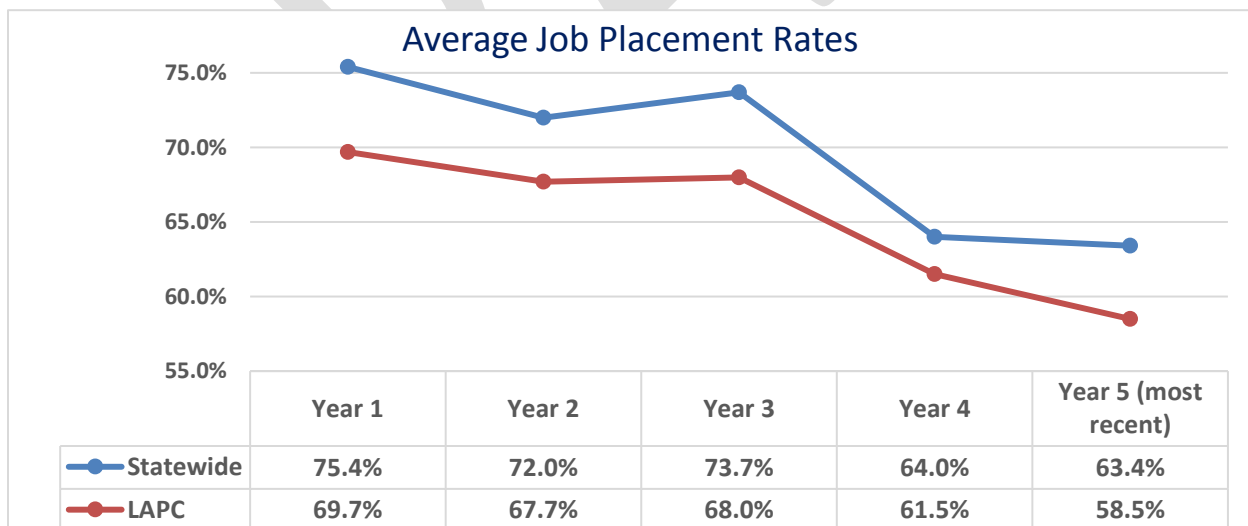
Source: 2014 Student Equity Plan

- SMP Goal C.3- Foster partnerships with business and industry to increase career opportunities for students.

Over the past five years, average job placement rates have steadily declined and over the past two years have fallen below the ISS. During the same time period, average job placement rates also declined statewide. Based on these statewide trends, it is plausible that the economic crisis may have hampered students' abilities to find gainful employment as companies reduced hiring of new graduates. However, the economy is recovering, and various data sources suggest that employers are once again hiring new

college graduates. For example, a recent survey conducted by Harris Poll found that “65 percent of employers say they plan to hire recent college graduates this year, up from 57 last year and the highest outlook since 2007” (Dat.2). In response to this projected hiring surge, the College set a target goal of increasing the number of employers participating in the Pierce College job fairs to 89 by 2017-2018, which requires a 10% increase annually from a baseline of 61 employers. In 2014-2015, the College met and exceeded this goal three years ahead of schedule with 95 employers participating in job fairs.

Data Element	Definition of the measure	Institution Set Standard	SMP Goal	Stretch Goal (SMP Target)	2012/	2011/	2010/	2009/	2008/	Five-year Average
					2013	2012	2011	2010	2009	
Average job placement rate	Percentage of CTE program leavers and completers who did not transfer to a two or four year institution and were found during one of the four quarters following the cohort year in an apprenticeship program, UI covered employment, the federal Government, or the military.	61.8%	C.3	66.6%	58.5%	61.5%	68.0%	67.7%	69.7%	65.1%



Source: https://misweb.cccco.edu/perkins/Core_Indicator_Reports/Summ_CoreIndiTOPCode.aspx (average of two digit TOP code rates)

In addition to tracking and setting ISS for the average job placement rate, the College reviews and sets ISS for job placement rates at the program

level. As with licensure rates discussed earlier, the College has only recently implemented program-level ISS for job placement rates. As such, the College has not yet created targeted interventions to address these low rates. However, the College has responded by revising the APP process so that any programs that fall below an ISS are required to address the shortcoming with targeted interventions (Dat.3). Since programs will only start to address ISS in fall 2015, and job placement cohorts are two years old, it may take several years before these initiatives translate into higher placement rates.

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Data Element	Definition of the measure	Institution Set Standard	SMP Goal	Stretch Goal	2012/2013	2011/2012	2010/2011	2009/2010	2008/2009	Five-year Average
Job Placement Rate--Accounting- AA	*	59.9%	C.3	62.1%	62.1%	57.4%	67.9%	66.7%	61.1%	63.0%
Job Placement Rate--Addiction Studies- AA	*	55.7%	C.3	64.9%	42.5%	60.0%	56.8%	68.8%	65.0%	58.6%
Job Placement Rate--Addiction Studies- C	*	55.7%	C.3	64.9%	42.5%	60.0%	56.8%	68.8%	65.0%	58.6%
Job Placement Rate--Administration of Justice for Transfer- ST	*	64.7%	C.3	71.1%	65.5%	65.7%	78.0%	63.6%	67.9%	68.2%
Job Placement Rate--Administrative Professional- AA	*	56.9%	C.3	56.5%	49.3%	52.2%	65.2%	62.6%	70.0%	59.9%
Job Placement Rate--Administrative Professional- C	*	56.9%	C.3	56.5%	49.3%	52.2%	65.2%	62.6%	70.0%	59.9%
Job Placement Rate--American Sign Language/Interpreting- AA	*	62.0%	C.3	56.0%	70.4%	51.7%	76.7%	75.0%	52.6%	65.3%
Job Placement Rate--Architecture Technology- AA	*	55.0%	C.3	90.2%	44.4%	83.3%	61.5%	28.6%	71.4%	57.9%
Job Placement Rate--Architecture Technology- C	*	55.0%	C.3	90.2%	44.4%	83.3%	61.5%	28.6%	71.4%	57.9%
Job Placement Rate--Automotive Emission Specialist- C	*	64.7%	C.3	66.6%	60.2%	61.5%	77.2%	79.6%	61.8%	68.1%
Job Placement Rate--Automotive Light Service Technician- C	*	64.7%	C.3	66.6%	60.2%	61.5%	77.2%	79.6%	61.8%	68.1%
Job Placement Rate--Automotive Performance Applications- C	*	64.7%	C.3	66.6%	60.2%	61.5%	77.2%	79.6%	61.8%	68.1%
Job Placement Rate--Automotive Powertrain Specialist- C	*	64.7%	C.3	66.6%	60.2%	61.5%	77.2%	79.6%	61.8%	68.1%
Job Placement Rate--Automotive Service Technology- AS	*	64.7%	C.3	66.6%	60.2%	61.5%	77.2%	79.5%	61.8%	68.1%
Job Placement Rate--Automotive Service Technology- C	*	64.7%	C.3	66.6%	60.2%	61.5%	77.2%	79.5%	61.8%	68.1%
Job Placement Rate--Basic Computerized Accounting- C	*	56.9%	C.3	56.5%	49.3%	52.2%	65.2%	62.6%	70.0%	59.9%
Job Placement Rate--Basic Internet-C	*	56.9%	C.3	56.5%	49.3%	52.2%	65.2%	62.6%	70.0%	59.9%

Data Element	Definition of the measure	Institution Set Standard	SMP Goal	Stretch Goal	2012/2013	2011/2012	2010/2011	2009/2010	2008/2009	Five-year Average
Job Placement Rate--Basic Word Processing: Microsoft Word for Windows- C	*	56.9%	C.3	56.5%	49.3%	52.2%	65.2%	62.6%	70.0%	59.9%
Job Placement Rate--Business Administration for Transfer- ST	*	64.8%	C.3	54.1%	67.6%	50.0%	60.0%	83.3%	80.0%	68.2%
Job Placement Rate--CAOT: General Administrative- AA	*	56.9%	C.3	56.5%	49.3%	52.2%	65.2%	62.6%	70.0%	59.9%
Job Placement Rate--CAOT: General Administrative- C	*	56.9%	C.3	56.5%	49.3%	52.2%	65.2%	62.6%	70.0%	59.9%
Job Placement Rate--Child Development - Associate Teacher- C	*	68.3%	C.3	65.7%	74.7%	60.7%	73.6%	77.2%	73.4%	71.9%
Job Placement Rate--Child Development- AA	*	68.3%	C.3	65.7%	74.7%	60.7%	73.6%	77.2%	73.4%	71.9%
Job Placement Rate--Computer and Network Technology- AS	*	74.4%	C.3	100.0%	16.7%	100.0%	100.0%	100.0%	75.0%	78.3%
Job Placement Rate--Computer Applications- C	*	56.9%	C.3	56.5%	49.3%	52.2%	65.2%	62.6%	70.0%	59.9%
Job Placement Rate--Criminal Justice- AA	*	64.7%	C.3	71.1%	65.5%	65.7%	78.0%	63.6%	67.9%	68.2%
Job Placement Rate--Desktop Publishing- C	*	47.5%	C.3	-	50.0%			50.0%		50.0%
Job Placement Rate--Early Childhood Education for Transfer- ST	*	68.3%	C.3	65.7%	74.7%	60.7%	73.6%	77.2%	73.4%	71.9%
Job Placement Rate--Electronics - Analog- C	*	62.0%	C.3	81.2%	52.4%	75.0%	52.9%	76.5%	69.6%	65.3%
Job Placement Rate--Electronics- AS	*	62.0%	C.3	81.2%	52.4%	75.0%	52.9%	76.5%	69.6%	65.3%
Job Placement Rate--Electronics- Communications- C	*	74.1%	C.3	43.3%	100.0%	40.0%	100.0%	50.0%	100.0%	78.0%
Job Placement Rate--Engineering Graphics and Design Technology- C	*	95.0%	C.3	100.0%	100.0%	100.0%	100.0%			100.0%
Job Placement Rate--Floral Design and Management- C	*	23.8%	C.3	-				50.0%	0.0%	25.0%
Job Placement Rate--Gardening: Advanced- C	*	42.8%	C.3	27.1%	0.0%	25.0%	50.0%	50.0%	100.0%	45.0%
Job Placement Rate--General Business- AA	*	64.8%	C.3	54.1%	67.6%	50.0%	60.0%	83.3%	80.0%	68.2%
Job Placement Rate--Graphic Design- AA	*	50.7%	C.3	100.0%	16.7%	100.0%	50.0%	66.7%	33.3%	53.3%
Job Placement Rate--Graphic Design- C	*	50.7%	C.3	100.0%	16.7%	100.0%	50.0%	66.7%	33.3%	53.3%
Job Placement Rate--Graphic Design for the Web- C	*	0.0%	C.3	-			0.0%	0.0%		0.0%
Job Placement Rate--Horse Science- AS	*	34.8%	C.3	72.2%	50.0%	66.7%	66.7%	0.0%	0.0%	36.7%
Job Placement Rate--Horse Science- C	*	34.8%	C.3	72.2%	50.0%	66.7%	66.7%	0.0%	0.0%	36.7%
Job Placement Rate--Horticulture: General- AS	*	42.8%	C.3	27.1%	0.0%	25.0%	50.0%	50.0%	100.0%	45.0%
Job Placement Rate--Infant Care Teacher- C	*	44.4%	C.3	72.2%	45.5%	66.7%	25.0%	50.0%		46.8%

Data Element	Definition of the measure	Institution Set Standard	SMP Goal	Stretch Goal	2012/2013	2011/2012	2010/2011	2009/2010	2008/2009	Five-year Average
Job Placement Rate--International Business- C	*	36.4%	C.3	81.2%	0.0%	75.0%	0.0%	50.0%	66.7%	38.3%
Job Placement Rate--Journalism- AA	*	60.6%	C.3	54.1%	60.0%	50.0%	62.5%	80.0%	66.7%	63.8%
Job Placement Rate--Journalism for Transfer- AT	*	60.6%	C.3	54.1%	60.0%	50.0%	62.5%	80.0%	66.7%	63.8%
Job Placement Rate--Landscape Planning and Design- AS	*	55.4%	C.3	72.2%	66.7%	66.7%	50.0%	50.0%		58.3%
Job Placement Rate--Legal Office Procedures- AA	*	59.4%	C.3	100.0%	50.0%	100.0%	100.0%		0.0%	62.5%
Job Placement Rate--Legal Office Procedures- C	*	59.4%	C.3	100.0%	50.0%	100.0%	100.0%		0.0%	62.5%
Job Placement Rate--Legal Office Skills- C	*	59.4%	C.3	100.0%	50.0%	100.0%	100.0%		0.0%	62.5%
Job Placement Rate--Management and Supervision- AA	*	67.5%	C.3	72.2%	100.0%	66.7%	75.0%	80.0%	33.3%	71.0%
Job Placement Rate--Marketing- AA	*	65.8%	C.3	64.9%	71.4%	60.0%	75.0%	60.0%	80.0%	69.3%
Job Placement Rate--Marketing- C	*	65.8%	C.3	64.9%	71.4%	60.0%	75.0%	60.0%	80.0%	69.3%
Job Placement Rate--Networking Technology- C	*	74.4%	C.3	100.0%	16.7%	100.0%	100.0%	100.0%	75.0%	78.3%
Job Placement Rate--Numerical Control Programming- AS	*	55.4%	C.3	72.2%	100.0%	66.7%	50.0%	50.0%	25.0%	58.3%
Job Placement Rate--Numerical Control Programming- C	*	55.4%	C.3	72.2%	100.0%	66.7%	50.0%	50.0%	25.0%	58.3%
Job Placement Rate--Nursing- AS	*	78.4%	C.3	72.8%	83.6%	67.3%	85.2%	88.7%	88.1%	82.6%
Job Placement Rate--Office Admin-Advanced Computer Applications- C	*	56.9%	C.3	56.5%	49.3%	52.2%	65.2%	62.6%	70.0%	59.9%
Job Placement Rate--Office Clerical- C	*	59.4%	C.3	100.0%	50.0%	100.0%	100.0%		0.0%	62.5%
Job Placement Rate--Office Communications- C	*	59.4%	C.3	100.0%	50.0%	100.0%	100.0%		0.0%	62.5%
Job Placement Rate--Personal Computer Service Technology- C	*	43.3%	C.3	21.6%	62.5%	20.0%	100.0%	0.0%		45.6%
Job Placement Rate--Photojournalism- AA	*	60.6%	C.3	54.1%	60.0%	50.0%	62.5%	80.0%	66.7%	63.8%
Job Placement Rate--Preschool- C	*	53.2%	C.3	64.3%	64.1%	59.4%	80.4%	75.9%	0.0%	56.0%
Job Placement Rate--Preschool Director- C	*	53.2%	C.3	64.3%	64.1%	59.4%	80.4%	75.9%	0.0%	56.0%
Job Placement Rate--Preschool Teacher- C	*	53.2%	C.3	64.3%	64.1%	59.4%	80.4%	75.9%	0.0%	56.0%
Job Placement Rate--Pre-Veterinary Medicine- AS	*	77.6%	C.3	74.9%	59.1%	69.2%	86.7%	100.0%	93.3%	81.7%
Job Placement Rate--Programming for Business- AA	*	73.9%	C.3	-	88.9%	0.0%	100.0%	100.0%	100.0%	77.8%
Job Placement Rate--Programming for Business- C	*	73.9%	C.3	-	88.9%	0.0%	100.0%	100.0%	100.0%	77.8%

Data Element	Definition of the measure	Institution Set Standard	SMP Goal	Stretch Goal	2012/2013	2011/2012	2010/2011	2009/2010	2008/2009	Five-year Average
Job Placement Rate--Programming for Computer Science- AS	*	73.9%	C.3	-	88.9%	0.0%	100.0%	100.0%	100.0%	77.8%
Job Placement Rate--Retail Management (WAFC)- C	*	47.5%	C.3	-		0.0%	100.0%			50.0%
Job Placement Rate--School Age Child Care Teacher- C	*	87.1%	C.3	100.0%	100.0%	100.0%	100.0%	66.7%		91.7%
Job Placement Rate--Tax Preparation- C	*	70.2%	C.3	84.2%	42.9%	77.8%	100.0%	75.0%		73.9%
Job Placement Rate--Technical Theatre- C	*	85.5%	C.3	100.0%	100.0%	100.0%	50.0%	100.0%	100.0%	90.0%
Job Placement Rate--Theater - Costume- AA	*	85.5%	C.3	100.0%	100.0%	100.0%	50.0%	100.0%	100.0%	90.0%
Job Placement Rate--Theater - Technical- AA	*	85.5%	C.3	100.0%	100.0%	100.0%	50.0%	100.0%	100.0%	90.0%
Job Placement Rate--Web Development, Programming and Scripting- C	*	59.1%	C.3	64.9%	22.2%	60.0%	100.0%	66.7%		62.2%
Job Placement Rate--Web Site Construction and Maintenance- C	*	0.0%	C.3	-			0.0%	0.0%		0.0%
Job Placement Rate--Website Development- C	*	59.1%	C.3	64.9%	22.2%	60.0%	100.0%	66.7%		62.2%

*Percentage of CTE program leavers and completers who did not transfer to a two or four year institution and were found during one of the four quarters following the cohort year in an apprenticeship program, UI covered employment, the federal Government, or the military.

Source:

https://misweb.cccco.edu/perkins/Core_Indicator_Reports/Summ_CoreIndiTOPCode.aspx

- SMP Goal D.1- Address the basic skills needs of underprepared students in developmental and introductory courses.

The rates of students who started out in developmental courses and complete a college-level course in mathematics, English, and English as a Second Language (ESL) have stagnated over the past five years, with some rates rising and other rates falling in varying patterns. The College has invested in initiatives to improve these rates, including accelerated pathway programs such as Statway, which provides students an accelerated pathway to college-level statistics. In one study, the OIE found that Statway students enrolled in transfer level Math at a substantially higher rate (49 percent) than students who had taken the standard Math developmental pathway (eight percent). As a result, the College has continued to scale up

the program, increasing the number of students served from 65 in 2011-2012 to 644 in 2013-2014.

Data Element	Definition of the measure	Institution Set Standard	SMP Goal	Stretch Goal (SMP Target)	2013/	2012/	2011/	2012/	2011/	Five-year Average
					2014	2013	2012	2011	2010	
Percentage of students who started in Basic Skills Math and completed a college level Math course	Percentage of credit students tracked for six years who first enrolled in a course below transfer level in Mathematics and completed a college-level course in the same discipline.	n/a	D.1	40.2%	35.8%	37.1%	34.5%	32.5%	29.9%	34.0%
Percentage of students who started in Basic Skills English and completed a college level English	Percentage of credit students tracked for six years who first enrolled in a course below transfer level in English and completed a college-level course in the same discipline.	n/a	D.1	55.3%	50.5%	51.1%	50.0%	50.4%	45.5%	49.5%
Percentage of students who started in ESL and completed a college level ESL or English course	Percentage of credit students tracked for six years who first enrolled in a course below transfer level in ESL and completed a college-level course in the same discipline.	n/a	D.1	31.9%	29.1%	29.5%	25.6%	31.2%	21.6%	27.4%

Source:

<http://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=744#home>

In summary, most student achievement rates have been stagnant, except for a few notable exceptions such as a substantial increase in degrees and certificates awarded, and a substantial decrease in job placement rates. However, with a recovering economy and an infusion of new financial resources, the College has been able to invest in various student success initiatives that have shown promising results. In the coming years, the College will continue to further invest in student success initiatives, evaluate their effectiveness, and institutionalize initiatives that are supported by evidence of increasing student achievement.

C. Organization of the Self Evaluation Process

Los Angeles Pierce College's last comprehensive evaluation and site visit for the Accrediting Commission of Community and Junior Colleges (ACCJC) occurred in spring 2013. In March 2014, a Follow-Up Report was submitted to the ACCJC addressing the three recommendations that resulted from the spring 2013 visit. Following the completion of the spring 2014 Follow-Up Report, the College began preparations for the 2016 accreditation cycle. The compressed timeline between comprehensive evaluations (three years instead of the usual six) was the result of a realignment of the accreditation cycles of all nine colleges in the Los Angeles Community College District (LACCD). For the first time in the LACCD's history, all nine colleges are aligned in the same year.

The College has an established history of the participatory governance structures and process in place as a result of the previous comprehensive accreditation evaluation. The Accreditation Steering Committee (ASC), which was established in 2010, provided the institutional framework to seamlessly continue the accreditation conversation on institutional improvement. The transition to the current comprehensive evaluation cycle took place amidst the synergy created by the implementation of the improvements outlined in the 2014 Follow-Up Report. In November 2013, the College was formally notified that it would have its next comprehensive visit in spring 2016 in lieu of submitting a midterm report. In addition, the College was informed in the same letter that it would be required to respond to the revised accreditation Standards, which were approved by the ACCJC in June 2014 (Org.1).

In September 2013, the Academic Senate recommended, and the college president approved, a faculty member who agreed to take a 0.60 reassigned time position for the 2013-2014 academic year to serve as faculty accreditation coordinator. The faculty member, who accepted the assignment, had served as the faculty accreditation coordinator for the College's comprehensive accreditation visit in 2007; thus, he had prior accreditation experience. In November 2013, the Academic Senate recommended, and the college president approved, a second faculty member who agreed to take a 0.40 reassigned time position for the 2013-2014 academic year to work alongside the primary faculty accreditation coordinator in order train her to serve as the primary faculty coordinator and Accreditation Steering Committee (ASC) co-chair for 2013-2016. In January 2014, the vice president of Academic Affairs, who had served as the College's accreditation liaison officer (ALO), accepted a position outside of

the District. The president appointed the recently hired vice president of Student Services to serve as the ALO and co-chair of the ASC.

The accreditation self evaluation process commenced in June 2014. The ASC reviewed its charter, which included discussions of its membership and purpose. The Accreditation Steering Committee is a standing committee of the Pierce College Council (PCC). The ASC provides overall leadership and management of the College’s accreditation process, and serves as a forum for discussion about Accrediting Commission-related matters, including internal reporting on accreditation activities and accredited status.

In July 2014, the PCC approved the ASC recommended charter revisions (Org.2). In August 2014, the ASC began to organize the self-evaluation process to maintain the campus wide dialogue of continuous institutional improvement (Org.3 and Org.4). Evidence of the accreditation process is documented in the ASC meeting minutes and by the numerous accreditation reports and presentations to the Academic Senate and the PCC (Org.5, Org.6, and Org.7).

The chart below provides a summary of this process and acknowledges the students, faculty, staff, and administrators who contributed their time and energy in an official capacity. Unfortunately, space limitations in this document do not allow us to list the hundreds of contributors who assisted with responding to the Standards’ teams, asked clarifying questions, provided evidence, and supported in countless ways this College wide effort.

Institutional Self-Evaluation Report Timeline

March 2014	Follow-Up Report submitted to the ACCJC addressing 2013 comprehensive evaluation recommendations.
June 2014	ASC creates initial timeline for the self evaluation report. ASC charter is revised.
July 2014	ASC revised charter is approved and membership is validated. The new accreditation cycle officially begins.
August 2014	The new Accreditation Standards adopted in June 2014 are introduced to campus leaders. Standards co-chairs are appointed (C.3 and C.4)
September 2014	Standards teams are assembled. ASC and Standards team members are trained on the new Standards.

October 2014	Standards teams write first draft of the Institutional Self-Evaluation Report (ISER).
November 2014	ASC receives the first drafts of the ISER from the Standards teams.
December 2014	Timeline is revised to include a process for the Quality Focus Essay (QFE).
January 2015	ASC reviews ACCJC actions. Standards teams work on collection and analysis of the evidence.
February 2015	Standards teams work on the second draft of the ISER with a focus on evidence analysis.
March 2015	2015 Annual Report is submitted to the ACCJC. ASC receives second draft from the Standards team. The QFE rubric is discussed.
April 2015	ASC develops a template for the final draft of the ISER. ASC provides feedback on the first two drafts.
May 2015	Standards co-chairs receive feedback from the ISER and prepare the third draft. ASC selects two Action Projects for the QFE.
June 2015	ASC receives third draft of the ISER.
July 2015	The Accreditation Core Team edits and assembles the ISER.
August 2015	ASC conducts first reading.
September 2015	ISER is posted on the College Website for third-party comments.
October 2015	ISER is vetted to all constituent groups. Accreditation Town Halls are held.
November 2015	ISER is vetted to the Institutional Effectiveness and Student Success Committee of the LACCD Board of Trustees.
December 2015	ISER is sent to the Board of Trustees for approval.
January 2016	ISER is submitted to the ACCJC.

March 7-10, 2016	Comprehensive accreditation site visit.
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Accreditation Steering Committee (2014-2016)

Co-Chairs		
Earic Dixon-Peters	Accreditation Liaison Officer and Committee Co-Chair	
Margarita Pillado	Faculty Accreditation Coordinator and Committee Co-Chair	
Charter Membership		
Ali Asghar	Associated Students Organization (2014-2015)	
Sharon Baker	SEIU Local 99 (fall 2014)	
Wendy Bass Keer	Distance Education Coordinator	
Anna Bruzzese	Academic Senate President (2015-2017)	
Sheri Berger	Vice President of Academic Affairs IV Co-Chair	Standard
Oleg Bespalov	Dean, Institutional Effectiveness	
Lyn Clark	Pierce College Council Chair I.A Co-Chair	Standard
Monique Cleveland	College Outcomes Coordinator	
Mary Cox	SEIU Local 99 (spring 2015)	
Jose Luis Fernandez	Teamsters	
Roxanne Keramati	Associated Students Organization (2014-2015)	
Kalynda W. McLean	Dean, Student Services Standard II.A Co-Chair	
Miguel Montanez	AFT Local 1521A	
Kathy Oborn	Academic Senate President (2013-2015) IV.A Co-Chair	Standard
Fernando Oleas	AFT Local 1521 IV.C Co-Chair	Standard
David Schamus	Academic Policy Committee	
Rolf Schleicher	Vice President of Administrative Services Standard III C-Chair	

Claudia Velasco	Unrepresented Managers and Confidential Employees	
Resource Membership and Standards Co-Chairs		
Barbara Anderson	Academic Affairs Standard I.A Co-Chair	
Angela Belden	Faculty Standard III.D. Co-Chair	
Christene D'Anca	Student Services Standard IV.B Co-Chair	
Mofe Doyle	Administrative Services III.A Co-Chair	Standard
David Follosco	Student Services Standard II.C Co-Chair	
Mary Anne Gavarra-Oh	Academic Affairs Standard I.C Co-Chair	
Carlos Guzman	College Web Architect	
Mark Henderson	Administrative Services III.C Co-Chair	Standard
Crystal Kiekel	Faculty Standard II.B Co-Chair	
Larry Kraus	Administrative Services III.D Co-Chair	Standard
Paul Nieman	Administrative Services III.B. Co-Chair	Standard
Paula Paggi	Student Services Standard II.B Co-Chair	
Joe Perret	Faculty Standard III.D Co-Chair	
Bruce Rosky	Administrative Services III.A Co-Chair	Standard
Anafe Robinson	Student Services Standard II.C. Co-Chair	
Stephanie Schlatter	Student Services Standard IV.C Co-Chair	
Cheryl A. Smith	President's Office IV.B Co-Chair	Standard
Donna Mae Villanueva	Academic Affairs Standard II.A Co-Chair	
Mia Wood	Faculty Standard I.C Co-Chair	

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity		
A. Mission	B. Academic Quality and Institutional Effectiveness	C. Institutional Integrity
Accardo, Donna Anderson, Barbara (*) Asghar, Ali (Student) Clark, Lyn (*) McKeever, James Zimring-Towne, Joanna	Bepalov, Oleg (*) Fields, Dale Lim, Ray Pillado, Margarita (*) Tchertchian, Edouard Williams, Amari	Bacquir, Maricar Benne, Beth Bruzzese, Anna Bulwa Calubayan, Giselle Clay, Doreen Connelly, Jill Doelitzch, Patricia Gavarra-Oh, Mary Anne (*) Gilbertson, Greg Kraus, Larry Longmore, Stacey Lee Saenz, Brad Sande, Michael Sandico, Abby Smith, Curtis Valada, Christine Velasco, Claudia Wood, Mia (*)

Standard II: Student Learning Programs and Support Services		
A. Instructional Programs	B. Library and Learning Support Services	C. Student Support Services
<p>Atondo, Elizabeth M. Belden, Angel Cleveland, Monique Del Bosque, Monika DeVaney, Shannon C. Fernandez, Jose Luis Fine, Norine Finley, Jason Gillis, Cara Gonzales, David Grigoriants, Natalia Harvey, Sarah Hoskinson, Marjorie Khami, Azita Koehnlein, William D. McLean, Kalynda Webber (*) Meyer, W. Craig Moffatt, Constance J. Ogar, George W. Orloff, Travis Perser, Maria Pierson, Brian Ray, Jamie Robinson, Anafe Schneider, Joan Schwesky, Howard R. Tchertchian, Edouard Van Dyke, Michael Villanueva, Donna-Mae (*) Walsh, Brian White, Elizabeth G. Youhanna, Adrian</p>	<p>Corwin, D'arcy Kiekel, Crystal (*) Kramer, Craig Paggi, Paula (*) Phoenix, David Smith, Ben Tchertchian, Edouard Valdes, Lauren</p>	<p>De la Garza, Marco Follosco, David (*) Robinson, Anafe (*) Rohbani, Shahrzad Parhami</p>

(*) Standards Co-Chairs

Standard III: Resources			
A. Human Resources	B. Physical Resources	C. Technology Resources	D. Financial Resources
Boddicker, Kathleen Chang, Cindy Davoodian, Yeprem Doyle, Mofe (*) Murray, Karen Rosky, Bruce (*) Schleicher, Rolf Schneider, Phyllis	Cooper, Melody (*) Gendron, Brian Hefter, Deborah Kraus, Larry Lassonde, Kristin McMillin, Mike Nieman, Paul (*)	Bass, Wendy (*) Cooperman, Mike Henderson, Mark (*) Khami, Azita McDonald, Sean Snow, Lila Ung, Melinda Whaling, Greg	Belden, Angela Jose Luis Fernandez Joe Perret (*) Rolf Schleicher Kaycea Campbell Anil Gupta Larry Kraus (*) Bruce Rosky (*)

(*) Standards Co-Chairs

Standard IV: Leadership and Governance			
A. Decision-Making Roles and Processes	B. Chief Executive Officer	C. Governing Board	D. Multi-College Districts or Systems
Bates, Maria Berger, Sheri (*) Bruzzese, Anna (*) Chartrand, Frank Fellows, Mary Guzman, Wyndee Hoshier, Mitra Oborn, Kathy (*) Oleas, Fernando Oloo, Alex Rosdahl, Tom	D'Anca, Christene Smith, Cheryl A. (*) Smith, Curtis	Oleas, Fernando (*) Schlatter, Stephanie (*) LACCD Team	LACCD Team

(*) Standards Co-Chairs

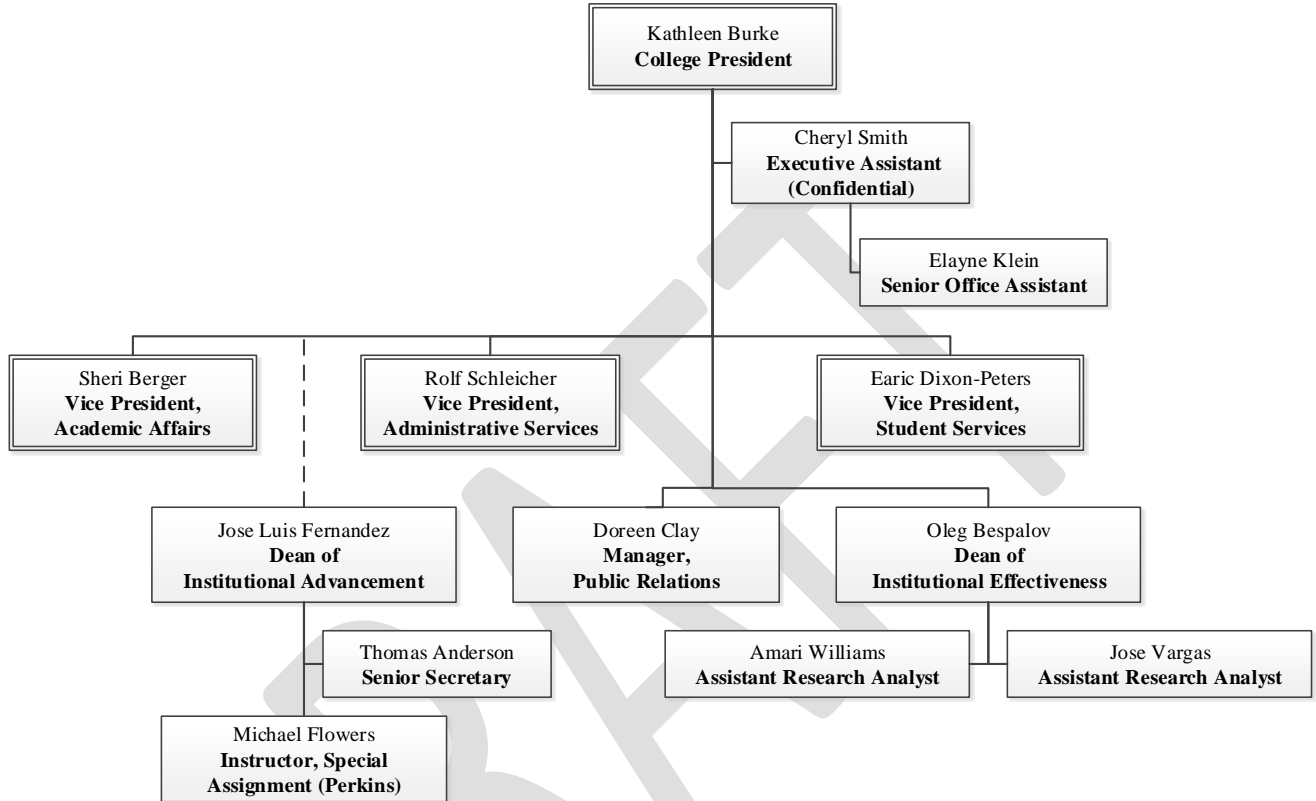
DRAFT

D. Organizational Information

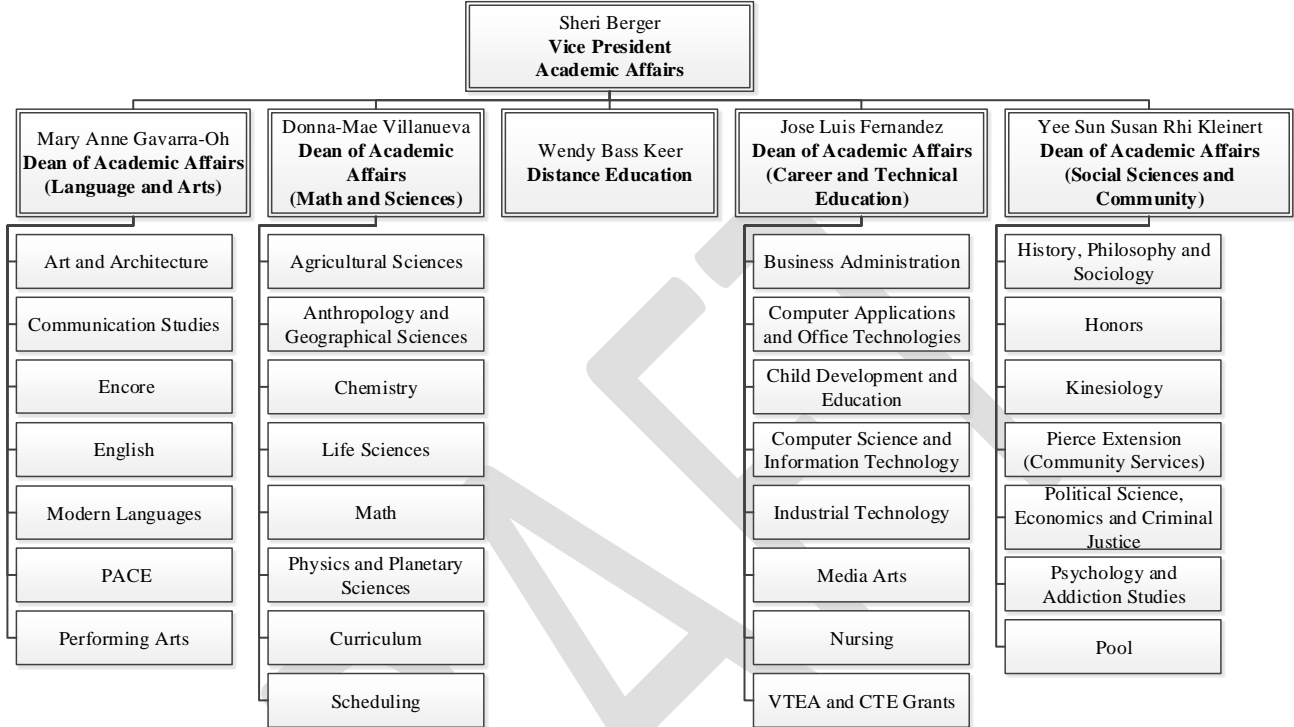
**Los Angeles Community College District
Organizational Structure 2015-2016**

DRAFT

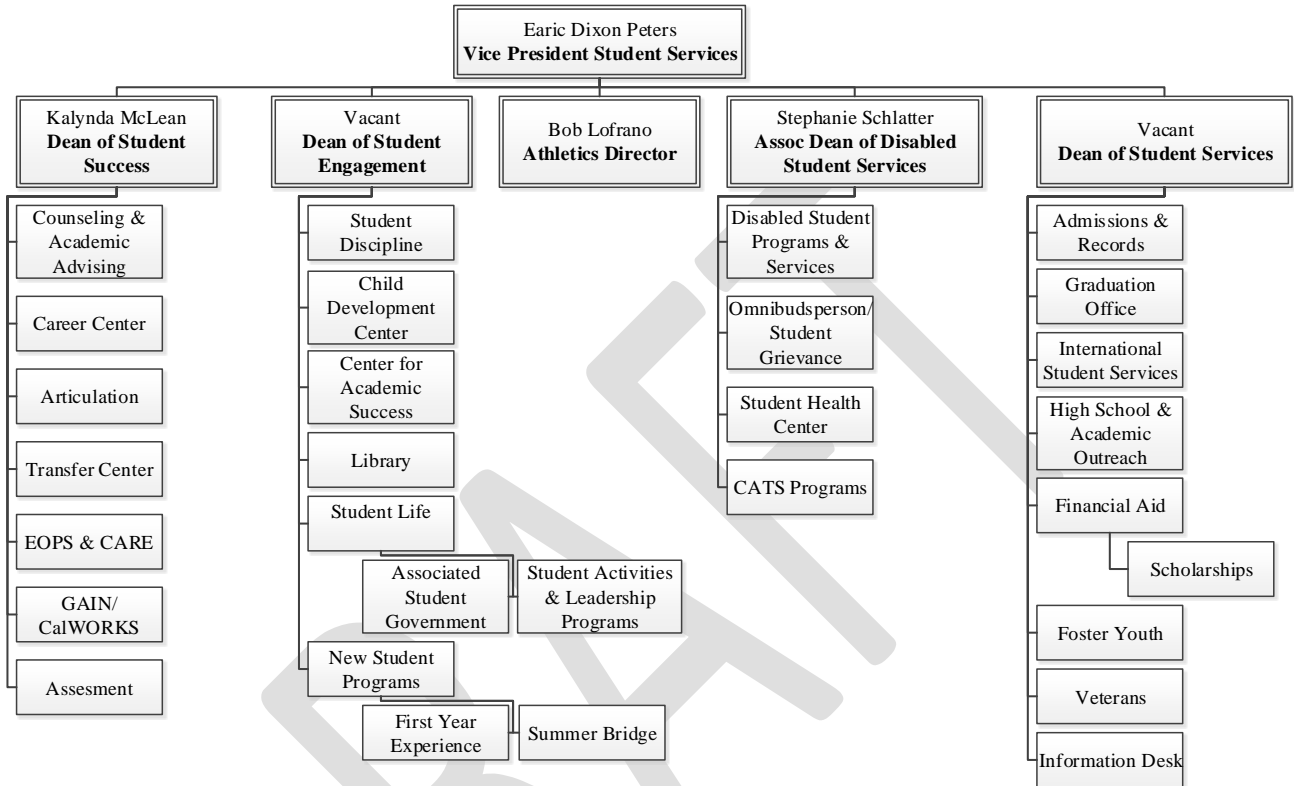
Los Angeles Pierce College Organizational Structure 2015-2016



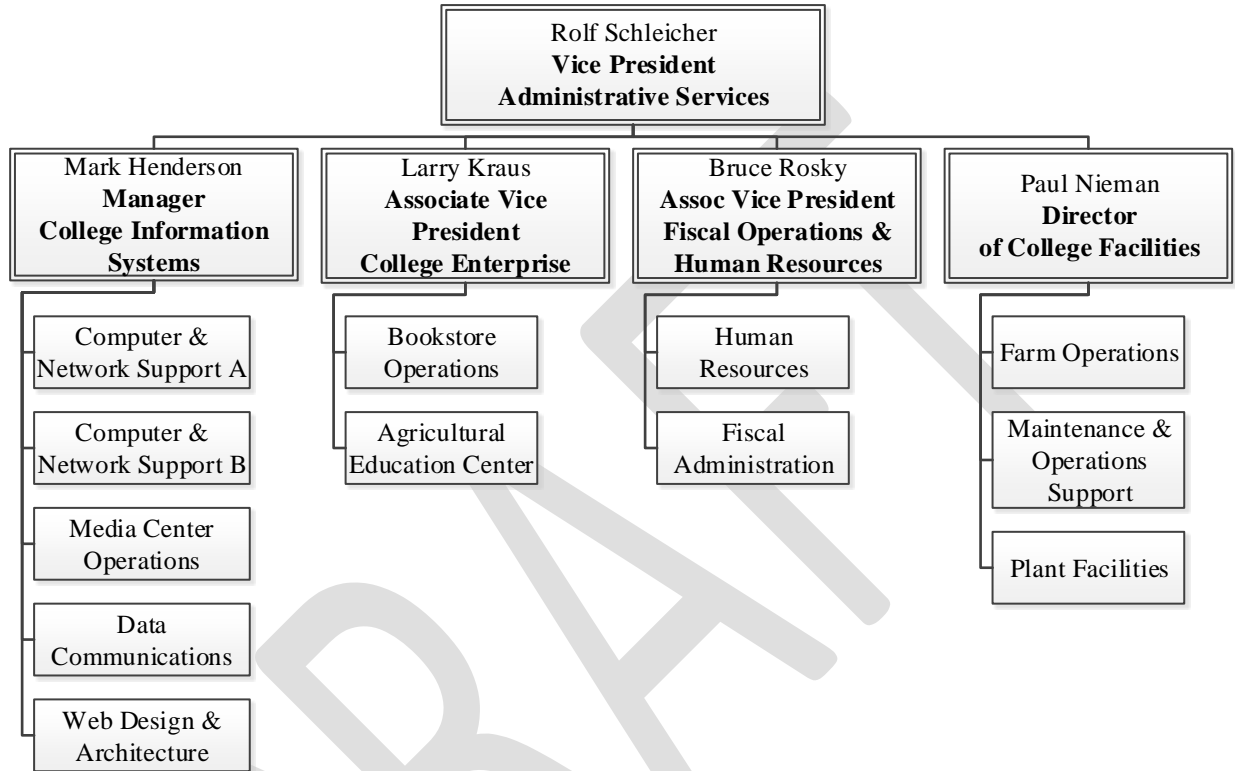
Los Angeles Pierce College Academic Affairs Organizational Structure 2015-2016



Los Angeles Pierce College Student Services Organizational Structure 2015-2016



**Los Angeles Pierce College
Administrative Services
Organizational Structure 2015-2016**



E. Certification of Continued Institutional Compliance with Eligibility Requirements

1. Authority

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

Los Angeles Pierce College (LAPC) is a two-year community college operating under the authority of the State of California Education Code, Division 7, which establishes the California community college system under the leadership and direction of the Board of Governors (ER.1). The Los Angeles Community College District (LACCD) Board of Trustees recognizes LAPC as one of the nine colleges operating in the District (ER.2). The Accrediting Commission of Community and Junior Colleges and the Western Association of Schools and Colleges have continuously accredited the College since it received initial accreditation in 1952 (ER.3). Los Angeles Pierce College is currently accredited through 2019 (ER.4).

2. Operational Status

The institution is operational, with students actively pursuing its degree programs.

Los Angeles Pierce College (LAPC) has operated continuously since it was established in 1947. Student enrollment declined from 23,317 students in fall 2008 to 21,099 in fall 2012 as a result of state wide workload reductions during the economic downturn that started in late 2008. With the economic recovery beginning in 2013, enrollment started to increase again with 21,642 enrolled in fall 2013 and 22,239 students enrolled in fall 2014 (ER.5). The College awarded 1,821 degrees and certificates during the 2013-2014 academic year; students earned 1,905 degrees and certificates during the 2014-2015 academic year. Institutional data show a dramatic increase in the number of certificates awarded between 2010 and 2014. In 2009-2010, seventy-five certificates of achievement were awarded; students earned 650 certificates of achievement in 2013-2014, and 639 certificates in 2014-2015. Certificate of achievement awards grew by over 850 percent during this five-year period. Degrees awarded over the same period also increased with 801 degrees awarded in 2009-2010, 1,171 degrees earned in 2013-2014, and 1,266 total degrees awarded in 2014-2015 (ER.7).

3. Degrees

A substantial portion of the institution's educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them. At least one degree program must be of two academic years in length.

In fall 2014, Los Angeles Pierce College offered courses in over 77 disciplines. The College offers 112 degrees, including associate of arts, associate of science, and associate degrees for transfer; and, certificates of achievement (ER.8). The College has 1,135 active courses. Sixty-seven percent of those courses are in at least one program that leads to a degree or certificate. In fall 2012, there were 46,238 enrollments; 92 percent of those enrollments were in courses leading to a degree or certificate. In fall 2013, there were 51,132 enrollments; 93 percent were in courses leading to a degree or certificate. Of the 52,134 enrollments in the fall 2014, 93 percent were enrollments in courses leading to a degree or certificate (ER.9).

All degrees consist of units required for the major or area of emphasis, general education, and degree-applicable elective units to reach the 60 unit minimum as required in LACCD Board Rules 6201.13 and 6201.14 (ER.10). Degrees and certificates consist of a core of required courses in a single field of study allowing for depth of the subject. For associate degrees, student must complete a minimum of 18 units of general education providing a breadth of knowledge outside of the focused major.

4. Chief Executive Officer

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

The governing board of the Los Angeles Community College District announced the appointment of the chief executive officer of Los Angeles Pierce College at its regular meeting on May 26, 2010 (ER.11). The president assumed office on August 1, 2010 (ER.12). The governing board approved the chief executive officer's contract through June 30, 2017 at its regular meeting on July 23, 2014 (ER.13). The College is aware of its responsibility to immediately

notify the Accrediting Commission when there is a change in the chief executive officer.

Authority to operate the College and administer board policies is given to the chief executive officer in Board Rule 9802, which states the following: *"The president of the college or his/her authorized representative shall enforce the Board Rules and Administrative Regulations pertaining to campus conduct and may develop guidelines, apply sanctions, or take appropriate action consistent with such rules and regulations"* (ER.14).

Neither the college president nor the district chancellor serve as the chair of the governing board. The board chair is elected each year in July during the annual organizational meeting in accordance with Board Rule 2200 (ER.15). The current governing board chair was elected on July 8, 2015 (ER.16; ER.17; and, ER.18).

5. Financial Accountability

The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. Institutions that are already Title IV eligible must demonstrate compliance with federal requirements.

Annual external financial audits by a certified public accountant are conducted of the Los Angeles Community College District. Los Angeles Pierce College (LAPC) is not audited as a separate entity (ER.19; ER.20; and ER.21). The governing board reviews these reports in a regularly scheduled meeting during public session, which includes discussion of management responses to any exceptions (ER.22; ER.23; and ER.24). The District files audit reports with the Los Angeles County Department of Education and any other public agencies, as required.

An independent firm conducts audits of the Los Angeles Community College District (LACCD) financial aid programs on an annual basis. The most recent audit of the LAPC Program was during the 2013-2014 academic year. There were no findings in 2013-2014 as a result of the audit. The LACCD produces a report called the *Basic Financial Statements and Supplemental Information Audit Reports* at the end of each audit period (ER.25 and ER.26). Pierce College did not have a site visit during the 2013-2014 audit cycle.

Los Angeles Pierce College default rates fall within the acceptable range. The College's three-year cohort default rates during the last

cohort years were under 30 percent. The 2011 cohort defaults were 20.1 percent; in 2010, the default rates were 20.2 percent; and, in 2009, the cohort default rates were 18 percent (ER.27; ER.28; and ER.29). Additional information regarding LAPC's compliance with Title IV federal regulations can be found in the College's response to the *Policy on Institutional Compliance with Title IV*.

F. Certification of Continued Institutional Compliance with Commission Policies

Policy on the Rights and Responsibilities of the Commission and Member Institutions

The Commission is committed to partnering with a member institution in a voluntary nongovernmental accreditation process that results in a mutual commitment to self-regulation, quality assurance to the public, and continuous institutional improvement. The Commission and its member institutions share rights and responsibilities to develop and promulgate Accreditation Standards and an agreed-upon accrediting process for comprehensive review. The institutional Chief Executive Officer is the chief representative of the institution to the Commission. The Commission communicates to the institution primarily through the Chief Executive Officer.

Los Angeles Pierce College was accredited in 1952 and has continually remained in accredited status since that initial approval (CP.1 and CP.2). As a voluntary member of the Accrediting Commission for Community and Junior Colleges (ACCJC), the College is committed to nongovernmental accreditation that is focused on self-regulation, quality assurance to the public, and continuous institutional improvement.

The College coordinates its internal accreditation activities through the Office of Institutional Effectiveness and the Accreditation Steering Committee, which is a standing committee of the Pierce College Council (CP.3 and CP.4). The preparation of the institutional self evaluation takes place over a two-year period. Participants in the development and preparation of the self evaluation represent all of the College's constituents, including students (CP.5; CP.6 and CP.7). Final drafts of the 2016 self evaluation were posted on the College's Accreditation Web page from Monday, August 31, 2015 through Thursday, October 15, 2015 for review and comment by the College community. An email notifying all employees that the drafts were posted for review was sent on August 31, 2015 (CP.8). Reminder emails seeking comments were sent to the

College community on September 17 and 28, 2015 and on October 1 and 12, 2015 (CP.9, CP.10, CP.11, and CP.12).

The College maintains all correspondence and records on the accreditation history of the institution, including substantive change applications (CP.13; CP.14; CP.15; CP.16; and CP.17). Historic accreditation records are housed in the College library as a special collection (CP.18). More recent records of accreditation activities are maintained on the College's Website (CP.19 and CP.20). An accreditation link is included on the College homepage (CP.21). External evaluation reports and Commission action letters are posted on the College's Accreditation Web page within the appropriate accreditation cycle (CP.22; CP.23; CP.24; CP.25; and CP.26). All communication between the Commission and the institution is sent directly to the college president (CP.27; CP.28; CP.29; CP.30; and CP.31).

The Los Angeles Community College District (LACCD) has clear policies and procedures for handling student grievances and complaints. Board Rule 15003, Section I defines prohibited discrimination (CP.32). Board Rules are accessible online at the District Website under the *Board of Trustees* link. In addition to prohibited discrimination, other student complaints and grievances are described in Administrative Regulations, which are available online at the District's Website under the *About LACCD* link. Detailed descriptions and evidence regarding the filing of student and public complaints is discussed in this report under the *Policy on Student and Public Complaints against Institutions*.

Policy on Institutional Degrees and Credits

An accredited institution conforms to a commonly accepted minimum program length of 60 semester credit hours or 90 quarter credit hours awarded for achievement of student learning for an associate degree and 120 semester credit hours or 180 quarter credit hours for a bachelor's degree. Any exception to this minimum must be explained and justified.

An accredited institution must have in place written policies and procedures for determining a credit hour that generally meet commonly accepted academic expectations and it must apply the policies and procedures consistently to its courses and programs.

At the time of a comprehensive review, the Commission will review the institution's policies and procedures for determining credit hours for its courses and programs and how these policies and procedures are applied. The Commission will as part of this review assess whether the institution implements the clock-to-credit-hour conversion formula. The Commission

will make a reasonable determination of whether the institution's assignment of credit hour conforms to commonly accepted practice in higher education using sampling and other methods. If, following the review, the Commission finds systematic non-compliance with this policy or significant non-compliance regarding one or more programs at the institution, it must take appropriate action and promptly notify the U.S. Secretary of Education.

Los Angeles Pierce College adheres to the 60 semester unit requirements set forth in Title 5, Section 55063 of the California Code Regulations (CP.33) and in the Los Angeles Community College District (LACCD) Board Rule 6201.10 (CP.34). This requirement is also included in the *Pierce College 2014-2016 General Catalog* (CP.35). All degrees consist of units required for the major or area of emphasis, general education, and degree-applicable elective units to reach the 60 unit minimum requirement.

The College awards credits based on commonly accepted practices in higher education and consistent with Title 5, Section 55002.5 (CP.36) and LACCD Administrative Regulation E-113 (CP.37). One credit hour of instruction requires a minimum of 48 hours of study, including: lecture, out-of-class work, or laboratory work. At Pierce College, one credit hour is 54 hours of study. For example, one credit hour equates to one hour of direct faculty instruction and a minimum of two hours of out-of-class student work per week based on an 18-week semester. This time is then adjusted to extend scheduled class time for the 16-week semester. The College does not award credit based on the clock-to-credit hour conversion formula.

Policy on Transfer of Credit

Accredited institutions have a responsibility to provide for effective transfer of credit that minimizes student difficulties in moving between institutions while assuring the high quality of their education. Each institution is responsible for determining its own policies and practices with regard to the transfer and award of credit including transfer of credits from non-accredited institutions. Institutions shall establish policies on the transfer of credit that are clearly stated and that function in a manner that is fair and equitable to students. At the same time, institutions shall be responsible for careful evaluation of credits that students wish to transfer. Institutions must balance responsiveness to students' preferences about transfer of credit and institutional commitment to the value and quality of degrees, certificates, or other credentials that the receiving institution awards.

Los Angeles Pierce College consistently applies the Los Angeles Community College District's Board Rule and Administrative Regulations regarding transfer of credits. Board Rule 6703.11 specifies that the District, and therefore the College, only accepts credits from accredited institutions recognized by the U.S. Department of Education or the Council on Postsecondary Accreditation (CP.38). The College does not accept credits from non-accredited institutions. The Administrative Regulations further detail the various types of credit the College accepts. Administrative Regulation E-93 outlines the requirements the College follows to accept coursework from a college outside of the District (CP.39). Administrative Regulation E-101 outlines the requirements the College follows to accept credit for courses taken at institutions of higher learning outside of the United States and further specifies that the independent transcript evaluation service used must be approved by the California Commission on Teacher Credentialing (CP.40). Administrative Regulation E-118 outlines the requirements the College follows to accept military credits that apply to the Associate's degree and general education (CP.41). Finally, Administrative Regulation E-119 outlines the requirements the College follows to accept upper-division coursework to meet Associate degree requirements (CP.42). All administrative regulations are publicly available on the District's Website (CP.43) and students are informed via the Counseling Department Website that they need to meet with a counselor for transcript evaluation (CP.44). Students are also informed about the transfer credit policy in the college catalog (CP.45).

Pierce College faculty, staff, and students also use the Website Articulation System Stimulating Interinstitutional Student Transfer (ASSIST [CP.46]). ASSIST is an online articulation Website that shows how credits earned at Pierce College transfer to a University of California or a California State University campus. Faculty, staff, and students can get information on how courses apply to general education or major requirements. ASSIST also includes information about how Pierce College courses have been articulated state wide through the course identification numbering system (C-ID). Articulation agreements with California private and independent colleges and universities as well as some out-of-state universities are posted on the College's Website (CP.47). In addition, the counselors rely on the Transfer Evaluation System (TES) to review courses for acceptance of credits from institutions outside of the California community college system including regionally-accredited institutions for which there are no established articulation agreements with the College (CP.48).

Policy on Distance Education and on Correspondence Education

Commission policy specifies that all learning opportunities provided by accredited institutions must have equivalent quality, accountability, and focus on student outcomes, regardless of mode of delivery. This policy provides a framework that allows institutions the flexibility to adapt their delivery modes to the emerging needs of students and society while maintaining quality. Any institution offering courses and programs through distance education or correspondence education is expected to meet the requirements of accreditation in each of its courses and programs and at each of its sites.

The mission statement for Los Angeles Pierce College asserts that the College “offers opportunities for access.” Offering courses through distance education is one approach the College uses to achieve that part of its mission. The College does not offer any correspondence education programs.

All class offerings, regardless of delivery mode, follow the same course outline of record (COR) and student learning outcomes (SLOs). SLO data is collected for all classes offered on an ongoing basis regardless of location and delivery mode (CP.49). The SLOs are attached to the COR as an addendum (CP.50). All CORs for new courses as well as course updates and revisions are reviewed and approved by the College’s Curriculum Committee (CC [CP.51]). Requests for courses to be offered entirely online or in a hybrid format go through separate review and approval through the CC (CP.52). SLO assessment is only one measure used to ensure the quality of instruction. All faculty are evaluated at least once every three years as indicated in Article 19 and Article 42 of the *Agreement 2014-2017* between the Los Angeles Community College District and the Los Angeles College Faculty Guild (CP.53 and CP.54). An example of questions included in the evaluation for all faculty, full time and hourly rate, regardless of mode of delivery, are (CP.55):

- Is regularly available to students (A7 on the evaluation form).
- Participates in the Student Learning Outcomes Assessment Cycle (for classroom faculty, includes approved SLOs on class syllabi) (A9 on the evaluation form).
- Promotes active involvement of students in learning activities (B4 on the evaluation form).
- Teaches course content that is appropriate to the official course outline of record congruent with standards set by the discipline (B10 on the evaluation form).
- Initiates regular, systematic and substantive student contact (B16 on the evaluation form).

Pierce College offers resources for online students that are comparable to services provided on campus. Students apply, register for classes, pay fees, and view grades online (CP.56). Various student services areas in collaboration with PierceOnline, the College’s distance education program, offer support for online students including:

- Library Resources (CP.57)
- The Online Writing Lab (OWL) (CP.58)
- Online Academic Advising (CP.59)
- Financial Aid information (CP.60) and the Free Application for Federal Student Aid (FAFSA) application (CP.61)
- Online Orientation (CP.62)
- Career Center (CP.63)
- Transfer Center (CP.64)

To complement these support services, the College utilizes a Title V grant to provide classified support to faculty, staff, and students; training sessions; conference attendance; and, a loaner laptop program for low-income students.

The College provides the Accrediting Commission advanced notice of intent to offer degrees and certificates 50 percent or more online. In March 2013, the College received approval for four programs to be offered 50 percent or more via distance education (CP.65). In August 2015, the College submitted to the Commission a draft of a Substantive Change Proposal requesting to expand the number of programs approved to be offered 50 percent or more via distance education (CP.66). The programs included in this proposal are:

Certificates of Achievement

CSU - General Education	IGETC – General Education
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Associate in Arts Degrees

Accounting	Legal Office Procedures
Addiction Studies	Graphic Design
Administrative Professional	Italian
Architectural Technology	Latin American Studies
Art	Management and Supervision
Ceramic Design	Marketing
Child Development	Mathematics
Computer Applications & Office Technologies: General Administrative	Music
Criminal Justice	Painting

Drawing	Photojournalism
Environmental Science & Technology	Programming for Business Spanish
French	Public Relations
GE: Arts & Humanities	Sculpture
GE: Science, Technology, Engineering & Math	Theatre
GE: Social & Behavioral Studies	Theatre: Costume
GE: Women Studies	Theatre: Technical
General Business	

Associate in Science Degrees

Agriculture: General	Pre-Engineering
Computer and Network Technology	Programming for Computer Science
Engineering Graphics and Design Technology	

Associate Degrees for Transfer

Administration of Justice	Mathematics
Anthropology	Music
Business Administration	Political Science
Early Childhood Education	Spanish
Geography	Studio Arts
Journalism	Theatre Arts

The College-adopted learning management system (LMS), Moodle, allows for secure login by the students. Students are authenticated via a lightweight directory access portal (LDAP) connection through the District's Student Information System (SIS). This connection allows Moodle to use the same District-issued student credentials used in the District systems and, as a result, there are no authentication fees charged to the student. The College publishes information on student rights and privacy in the college catalog (CP.67).

In August 2014, Pierce College was chosen to be one of the 24 colleges to participate in the pilot phase of the Online Education Initiative (OEI [CP.68 and CP.69]). The goal of the OEI is to engage colleges in the implementation of resources to improve student success in the California community colleges. Pierce College was selected to participate in the Tutoring Staging Group pilot, which entails the following:

- Review and pilot method of delivering effective online tutoring services for students in online classes and integrate state wide support services with local tutoring services;
- Develop a plan to promote robust and effective use of online tutoring services;
- Participate in evaluation of online tutoring pilot; and,
- Participate in staging activities for entry into the course exchange.

Three courses were chosen to participate in the tutoring pilot for spring 2015: Sociology 1, Child Development 1, and Political Science 1. These three courses had the tutoring program, NetTutor, embedded into their course Moodle shells. Additional data is needed for the Tutoring Staging Group and the OEI has selected Pierce College to use the NetTutor program in all online courses in fall 2015. The College's Distance Education (DE) coordinator and the director of the Center for Academic Success are both working closely with NetTutor to implement the program.

Another component of the OEI was to review and select a learning management system (LMS) that all community colleges in California could adopt. After a thorough search, vetted through administrators, faculty, and students, Canvas was selected. At the March 4, 2015 Distance Education Instructional Technology Committee (DEITC) meeting, the committee recommended to the Academic Senate that our campus move to Canvas as our LMS by fall 2016 (CP.70). At the September 2015 Academic Senate meeting, the recommendation to transition online, hybrid, and Web enhanced courses to Canvas by fall 2016 was approved (CP.71). At the same meeting on June 6, 2015, DEITC made a recommendation to have all faculty teaching online recertified before teaching online classes beginning fall 2016 (CP.72). The Academic Senate approved the recertification policy at their September 2015 meeting (CP.71). The College's DE coordinator is participating in Canvas facilitator training in October 2015 to become certified as a Canvas trainer. Canvas trainings for online faculty are planned to begin at Pierce College in January 2016.

Policy on Representation of Accredited Status

An institution must post information for the public concerning its accredited status online, no more than one page (one click) from the institution's homepage. That information will include the representation of accredited status noted below, reports and documents concerning accreditation activities and related data required to be available to the public, and information concerning programmatic accreditation.

Representations of accredited status should include and be limited to the following statement. Additional modifiers such as "fully accredited" are not appropriate since no partial accreditation is possible.

(Name of institution) is accredited by the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, 10 Commercial Blvd. Suite 204, Novato, CA 94949, (415) 506-0234, an institutional accrediting body recognized by the Council for Higher Education and the U.S. Department of Education. Additional information about accreditation, including the filing of complaints against member institutions, can be found at: www.accjc.org

Los Angeles Pierce College has an Accreditation link on its homepage. The link directs the viewer to the College's Accreditation Web page (CP.73), which is one click from the homepage and displays the following statement:

Los Angeles Pierce College is accredited by the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, an institutional accrediting body recognized by the Council for Higher Education and the U.S. Department of Education.

Students and members of the public, who wish to file a formal complaint to the Commission about one of its member institutions, may contact the Commission as shown below:

*Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges
10 Commercial Boulevard, Suite 204
Novato, CA 94949*

(415) 506-0234

Additional information about accreditation, including the filing of complaints against member institutions, can be found at www.accjc.org

In addition to the statement regarding the College's accredited status and the contact information for the Commission, there are links on the Accreditation Web page to the comprehensive evaluations and related site visit materials in 2016, 2013, 2007, and 2001. Included under each of those tabs are the related self evaluation documents, follow-up reports,

site visiting team reports, and Accrediting Commission action letters. In addition, to the comprehensive evaluation cycle links, there is a section that includes substantive change reports and the related action letters from the Commission. There is also a general correspondence section for letters not directly related to or following up on a comprehensive self evaluation of educational quality and institutional effectiveness or substantive change reports and approvals.

Policy on Student and Public Complaints against Institutions

The Commission requires that each accredited institution have in place student grievance and public complaint policies and procedures that are reasonable, fairly administered, and well publicized.

The Los Angeles Community College District (LACCD) has clear policies and procedures for handling student grievances and complaints. Board Rules are accessible online at the District Website under the *Board of Trustees* link (CP.74). Board Rule 15003, Section I defines prohibited discrimination (CP.75). In addition to prohibited discrimination, other student complaints and grievances are described in Administrative Regulations, which are available online at the District's Website under the *About LACCD* link (CP.76). Administrative Regulations related to student grievances and complaints include the following:

- Business Services 8 (B-8): Describes the district appeals review process for college decisions regarding financial aid appeals (CP.77);
- Educational Services 10 (E-10): Explains the program admissions, academic, and health requirements for the District's nursing programs. Dismissal and appeals procedures are detailed in this regulation under section III. Dismissal (CP.78);
- Educational Services 55 (E-55): Details the procedures for resolving student grievances, including grade challenges. Included in this regulation is a list of nine types of complaints that are excluded from the E-55 procedures. Students are referred to other Administrative Regulations or college offices to address the excluded complaint categories (CP.79);
- Educational Services 71 (E-71): Explains the appeal procedure at the district-level following a final residency determination made at a college (CP.80) and,
- Educational Services 100 (E-100): Describes the criteria for serving students with disabilities, including appeals of eligibility determination and accommodations (CP.81).

The policies and procedures discussed above are found under the *Students* link on the Los Angeles Pierce College (LAPC) Website homepage (CP.82). Under the *Student Services* heading is a link to the *Student Grievances Web* page (CP.83). An opening paragraph describes the purpose of student grievances and directs a student to contact the Office of Student Services to initiate a grievance. Included on this page is a link to the state Chancellor's Office complaint notice and procedures Web page (CP.84).

On the left side of the *Student Grievances* page are four additional links, including the following: *Discrimination and Harassment*, *ADA Compliance*, *Sexual Violence*, and *Student Grievances*. The *Discrimination and Harassment* link describes the District policy on prohibited discrimination and directs inquiries or complaints to the LACCD Office for Diversity, Equity and Inclusion (ODEI [CP.85]). The *ADA Compliance* link explains the Americans with Disabilities Act (ADA) and state law as it relates to disabilities and accommodations (CP.86). Complaints regarding ADA accommodations are directed to the College's ADA coordinator (CP.87).

Prohibited discrimination complaints are directed to the ODEI for review and, if appropriate, investigation. If the complaint warrants an investigation, the compliance officer completes the investigation within 60 days and makes a written report to the college president for college-based matters. The college president independently assesses whether the "preponderance of the evidence" supports a violation of the prohibited discrimination policy. Prior to making a final decision, the complainant(s) and the alleged offender(s) are provided with a summary of the compliance officer's findings from the investigation, and they are provided an opportunity to make an oral statement to the college president. Within 90 days from the start of the investigation, a written decision is mailed to both the complainant(s) and the alleged offender(s) from the college president's office. Following the final written decision, the college president initiates discipline, if appropriate. If the complainant is not satisfied with the written decision, he or she may appeal to the District's governing board within 15 days by writing an appeal to the District chancellor's office. Records of these types of investigations, including the compliance officer's investigation report and the college president's written decisions are securely maintained in the college president's office.

The *Student Grievance* link explains the purpose of the student grievance and the process to resolve and initiate the grievance process. Students needing assistance with the grievance process can contact the ombudsperson for support. Students also have the option to request a student advocate who assists the complainant with the grievance process.

In compliance with the recent Title IX regulations changes effective July 1, 2015, the procedures for notifying students, faculty, and staff of the reporting process, to be in compliance with Title IX regulation, is pending approval from the LACCD Board of Trustees. The College has published contact information for the Title IX coordinator and deputy (CP.88).

In addition to the public posting of these policies and procedures on the Pierce College and LACCD Websites, students are informed about these policies and procedures in the *Pierce College 2014-2016 General Catalog* as follows:

- The prohibited discrimination and harassment policy and the procedures for filing a complaint are on pages 2, 8-9 (CP.89).
- B-8: LACCD Administrative Regulation B-8 allows students to appeal to decisions issued at the College. These regulations are explained on page 48 of the 2015 General Catalog Addendum (CP.90).
- E-10: On page 126 of the General Catalog students are directed to the *Nursing Student Handbook* and the Nursing Department for additional information (CP.91).
- E-55: student grievances, including grade grievances and belief one has been subject to unjust action or denied rights that adversely affect their status, rights, or privileges as a student, process and procedures for filing are on pages 36-37 (CP.92).
- E-71: Residency requirements and appeals of the residency classification are on page 11 (CP.93).
- Americans with Disabilities ACT (ADA [CP.94]). On page two of the General Catalog students are directed to the College's ADA coordinator.
- Matriculation complaint and challenge process can be found on page 12 (CP.95)
- Student Rights and Legal Protection- File complaint to the USDE regarding FERPA violation allegations are directed to page 33 (CP.96).

Students may also submit a complaint directly to the vice president of Student Services. These complaints are reviewed and responded to by the appropriate administrator. Documentation of complaints submitted directly to the vice president of Student Services is maintained in the vice president's office.

The College publishes in the college catalog and on the College Website information for the public to submit complaints to the Department of

Education and the state Chancellor's Office (CP.97), and the Accrediting Commission for Community and Junior Colleges (CP.98).

Policy on Institution Advertising, Student Recruitment, and Representation of Accredited Status

All accredited institutions, or individuals acting on their behalf, must exhibit integrity and responsibility in advertising, student recruitment, and representation of accredited status. Responsible self-regulation requires rigorous attention to principles of good practice.

Los Angeles Pierce College accurately represents the educational programs and services it provides. The college catalog accurately reports the official college name, telephone numbers, and the street and Website addresses (CP.99). The College articulates its mission, goals, and values on the Website and in the general catalog (CP.100 and CP.101). Information regarding courses and course sequencing; degree, certificate, and program completion requirements; policies regarding transfer of academic credits from other educational institutions; tuition, fees, and policies and procedures for refunds; information regarding availability of and requirements for financial aid; and, the rules and regulations regarding student conduct are presented in the college catalog (CP.102, CP.103, CP.104, CP.105, CP.106 and CP.107). In addition to the proceeding information, students and the public may find the following in the general catalog: a list of faculty and the degrees they hold, the district wide academic freedom and nondiscrimination statements, members of the governing board, and references to the location or publication of other institutional policies (CP.108, CP.109, CP.110, CP.111 and CP.112). The College statement on its accredited status is presented in the college catalog and on the Website one click from the homepage (CP.113 and CP.114). Copies of all college catalogs are archived in the College library and are available upon request (CP.115).

Well-qualified and trained staff produce the information posted on the College Website, printed in the college catalog, and shared with prospective, new and returning students. To ensure the staff act with integrity and responsibility, the College supports the professional development of classified staff, faculty, and administrators (CP.116). Staff, faculty, and administrators are encouraged to continue professional growth through conference attendance, seminars, and degree completion. In addition, staff members receive training within their specific departments. For example, the student recruitment staff receives rigorous training prior to visiting schools or conducting college tours (CP.117). This training consists of institutional programs and services, delivery of information, and roles and expectations of the recruitment

office. The College's comprehensive program review and annual program planning processes allow for staff to evaluate their practices and plan for improvement.

Policy on Contractual Relationship with Non-Regionally Accredited Organizations

When an institution contracts certain functions to a related entity, the institution is responsible to the Commission for presenting, explaining, and evaluating all significant matters and relationships involving related entities that may affect accreditation requirements and decisions at the time of eligibility review, candidacy review, initial accreditation, comprehensive review, follow-up and special reports, and all other times deemed relevant by the Commission. Although a related entity may affect an institution's ongoing compliance with the Accreditation Standards, the Commission will review and hold responsible only the applicant, candidate, or accredited institution for compliance with the Accreditation Standards. The Commission will protect the confidential nature of all information submitted by the institutions or by related entities except as otherwise required by law or other Commission policies.

If an institution is part of a district/system with shared facilities or processes (e.g., library) or centralized information (e.g., strategic plan), the institution may use documents prepared by the district/system in its report to the Commission.

The accredited institution's obligation to report any changes in control, legal status or ownership through its substantive change process also applies to related entities.

Currently, Los Angeles Pierce College does not have any non regionally accredited organization contracts. If the College needed to pursue such a contract in the future, the procurement process would be guided by the contracts procedural checklist process, which does provide specific guidelines for engaging these types of organizations. Should the College consider a contract with a non regionally accredited organization, it would review the impact of such a contract on its accredited status as it moved through the procurement checklist prior to proposing the contract for consideration by the governing board.

At Los Angeles Pierce College the president has delegated the authority to approve and sign contracts to the vice president of Administrative Services in her absence; therefore, the vice president of Administrative Services may approve such documents (CP.118). The request for contract (RFC) must follow an established checklist process that guides

the development of RFC and the contractual relationship with the outside entity (CP.119). Once approved, the completed RFC is forwarded to the college procurement office (CPO), which manages the process and ensures that submittals are received consistent with established policies and district regulations.

Most contracts go through some form of competitive procurement process. Those delegated contract transactions handled at the college level require a solicitation of at least three quotes for any RFC over \$2,500. Quotes over \$5,000 are processed by the regional college procurement specialist, and agreements over \$86,000 are handled by Educational Services Center (ESC) contracts office.

As indicated in administrative regulation E-109, all requests for instructional service agreements (ISA) at the college must follow the requirements contained in the State Chancellor's Office, Contract Guide for Instructional Service Agreements between College Districts and Public Agencies (Appendix A[CP.120 and CP.121]). ISAs must meet all of the provisions of the California Code of Regulations Title 5 and California Education Code and be reviewed by the Los Angeles Community College District's Office of the General Counsel prior to the governing board approval. The ISA must detail enrollment period, enrollment fees, class hours, supervision process for evaluation, and procedures for students to withdraw. The agreement must also include references to supervision and control to protect the health and safety of the student. Instructors must maintain consistency with the course outline of record and the college must control and direct the instructional activity in its purview. In addition, the facilities must be open to the general public and enrollment in the class must be open to any person who has been admitted to the college and has met applicable prerequisites (CP.122). Instructors who are hired under an ISA must submit documentation to District Human Resources (HR) for review to determine that the minimum qualifications to teach the course are met.

From March 2015 through August 2015, District wide training sessions reviewing common audit findings and giving direction on how to improve contracting performance have been sponsored collaboratively through the contracts and purchasing unit, Office of the General Counsel, and the regional procurement specialists (CP.123). Attendance at these training sessions tripled in capacity from previous attendance numbers.

Policy on Institutional Compliance with Title IV

Notification to the U.S. Secretary of Education of Fraud or Abuse

The Commission shall provide the U.S. Secretary of Education notice of the name of any institution it has reason to believe is engaged in fraud or abuse or is failing to meet its responsibilities under Title IV of the HEA, and the reasons for such concern. Except in cases when the matter warrants a confidential report to the U.S. Secretary, the Commission shall notify the institution if its name is submitted to the U.S. Secretary under this provision.

Default Rates

Institutions participating in the Title IV programs under the HEA and designating the Commission as their gate-keeping agency must be able to demonstrate diligence in keeping loan default rates at an acceptably low level and must also comply with program responsibilities defined by the U.S. Department of Education. Institutions that have a default rate requiring a default reduction plan should provide a copy of their plan to the Commission. Commission staff shall review the plan to determine its appropriateness, and to determine if any follow-up action is needed. Excessive default rates in the student loan program may be cause for a special report or evaluation.

Compliance with Title IV

During the course of the Commission's eligibility review, there will be a review of loan default rates and negative actions taken by the U.S. Department of Education regarding compliance of the institution with the requirements of Title IV of the HEA. In addition, the Commission will review information provided by the U.S. Secretary of Education when notified of negative action taken by the U.S. Department of Education regarding responsibilities under Title IV of the HEA. The Commission will determine if the information calls into question compliance with its Accreditation Standards and wherever any follow-up action is needed. Excessive default rates in the student loan program may be cause for a special report or site visit.

Los Angeles Pierce College (LAPC) complies with Title IV federal financial aid regulations and ensures compliance through various quality improvement strategies and professional development of staff. LAPC was recertified to continue with the Department of Education federal financial aid program in 2013 (CP.124). Recertification occurs every five years. The Financial Aid Office conducts compliance requirement checks on an annual basis by following the US Department of Education's Federal Student Aid (FSA) assessment guide (CP.125). In addition, the Financial Aid Office attends regular conferences and training offered by the U.S. Department of Education and financial aid associations to ensure the College complies with current Title IV Financial Aid regulations (CP.126).

An independent firm conducts audits of the Los Angeles Community College District (LACCD) financial aid programs on an annual basis. The most recent audit of the LAPC Program was during the 2013-2014 academic year. There were no findings in 2013-2014 as a result of the audit. The LACCD produces a report called the *Basic Financial Statements and Supplemental Information Audit Reports* at the end of each audit period (CP.127 and CP.128). Pierce College did not have a site visit during the 2013-2014 audit cycle.

On April 30, 2015, the LACCD revised Administrative Regulation E-13 concerning attendance accounting and grade collection by adding a secondary mandatory roster called "Active Enrollment Roster" to comply with the Return to Title IV (R2T4) regulation relating to the issuance of "F" grades (CP.129). On July 10, 2015, the Vice Chancellor of Educational Programs and Institutional Effectiveness notified all colleges via a memo of the change in procedures (CP.130).

Los Angeles Pierce College's default rates fall within the acceptable range. According to the Department of Education, institutions with a three-year cohort loan default rate of 30 percent or greater for three consecutive years may be subject to a loss of the Direct Loan Program and/or Federal Pell Grant Program. Los Angeles Pierce College's three-year cohort default rates during the last cohort years were under 30 percent. In 2011, cohort defaults were 20.1 percent; in 2010, the default rates were 20.2 percent; and, in 2009, the cohort default rates were 18 percent (CP.131). Cohort default rates of colleges may be queried from the US Department of Education's Website (CP.132). We attribute our success in keeping loan default rates at an acceptably low level by including a financial literacy component as a part of the loan process, which is described in the Financial Aid Information Guide (CP.133) that can be accessed on the College's Financial Aid website (CP.134). The California Community College Chancellor's Office launched a state wide default prevention project in 2013 and has identified several tools and vendors to assist California community colleges in managing their default rates. The LACCD has been utilizing the Borrower Connect product from USA Funds as a tool to better target outreach with student loan borrowers. The Central Financial Aid Loan Unit (CLAU) of the LACCD conducts all the activities associated with Borrower Connect on behalf of the nine colleges.

G. Standards

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

Standard I.A: Mission

Standard I.A.1

The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)

Evidence of Meeting the Standard

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

Pierce College Mission Statement

Pierce College is a student-centered learning institution that offers opportunities for access and success in a diverse college community. The College dedicates its resources to assist students in identifying and achieving their educational, career, and personal goals. Our comprehensive curriculum and support services enable students to earn associate degrees and certificates, prepare for transfer, gain career and technical proficiency, and develop basic skills. We serve our community by providing opportunities for lifelong learning, economic and workforce development, and a variety of enrichment activities.

Pierce College Values

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

- Enrichment through diversity

Pierce College's commitment to student learning is reflected in the values that are prioritized within the mission statement; namely, student success and engagement, a student-centered environment conducive to learning, and a commitment to excellence. The College's mission supports the mission of the Los Angeles Community College District (LACCD) as outlined in the *Los Angeles Community College District Strategic Plan 2012-2017* (I.A.1).

The College's intended student body includes those working toward transfer, career and technical employment, basic skills improvement, and lifelong learning. Students are also served by additional programs such as Encore, the College's noncredit education program for older adults (I.A.2); PierceOnline for students pursuing education online (I.A.3); and the College's not-for-credit Pierce Extension (Pierce College Community Education) program, which includes workforce education (I.A.4).

Pierce College is an open-access institution. The College's services are available to a wide range of students, both in terms of their backgrounds and their intended goals. Pierce College is a Hispanic-Serving Institution and a member of the Hispanic Association of Colleges and Universities (HACU [I.A.5]). The College is also an Asian American and Native American Pacific Islander-Serving Institution (I.A.6). Additionally, the College serves international students and returning veterans. As a local community college, Pierce College primarily serves students who reside in the College's geographic area of the west San Fernando Valley. In fall 2014, approximately 64 percent of the College's enrolled credit students resided in the top 15 zip codes in the College's service area (I.A.7).

In addition to meeting the needs of students in the College's local service area, specialized programs such as Automotive Technology, Pre-Veterinary Science, Registered Veterinary Technician, American Sign Language Interpreter Training, and Addiction Studies draw students from other areas. Our distance education program provides opportunities to students with scheduling or mobility limitations. The Program for Accelerated College Education (PACE) facilitates transfer for working adults and the Honors Program provides qualified students with a competitive advantage in transferring to major universities.

The mission statement describes the types of degrees and certificates the College offers. The College currently offers 112 degrees or certificates (I.A.8). Four programs were approved by the Accrediting Commission to be offered 50 percent or more online in March 2013 (I.A.9). A

Substantive Change Report was filed in August 2015 with the Commission so the College can offer more programs online (I.A.10). All degrees and certificates have defined learning outcomes, which are included in the college catalog (I.A.11). As discussed in the Policy on Distance Education and on Correspondence Education, the College provides student support services online similar to those provided in person.

Analysis and Evaluation

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

Standard I.A.2

The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.

Evidence of Meeting the Standard

The College's comprehensive process of assessing student learning outcomes and service area outcomes provides data from which departments may analyze areas of strength and those requiring improvement. This analysis is provided in the Annual Program Plans (APP) prepared by all academic departments, student services departments, administrative services departments, and the president's office. The College collects data from the annual program plans prepared by all divisions of the institution. In addition to stating goals for the next year, departments evaluate achievement of previous goals, assess results of outcomes, suggest changes based on assessment results, and request resources to implement the planning process (I.A.12, I.A.13, I.A.14, and I.A.15). Within the APPs, all goals are linked to the *Strategic Master Plan 2013-2017*, which is derived from the mission statement. The APPs further provide an analysis of student learning outcomes (SLOs), program learning outcomes (PLOs), and service area outcomes (SAOs) resulting in data for ongoing decision making and integrated planning.

The Office of Institutional Effectiveness (OIE) provides data for individual academic departments and disciplines regarding student retention, student success, numbers of degrees and certificates issued, enrollment data, and full-to-part-time faculty ratio (I.A.16). The APPs also include advisory committee recommendations and environmental scans that produce labor market data related to career and technical education disciplines (I.A.17). This in-depth analysis affects decisions in curriculum development, faculty and staff hiring, and resource allocation, which feed into the resource allocation process within the framework of the College's mission. Data for student services is also reviewed and discussed in the APP (I.A.18).

Beginning in spring 2015, the OIE began the process of creating and maintaining a dashboard to monitor the College's progress in achieving the *Strategic Master Plan 2013-2017* (SMP) goals. The dashboard includes all goals from the APPs, which are linked to the SMP goals (I.A.19). Other data considered in decision-making are the Student Success Scorecard (I.A.20), data from the Achieving the Dream (AtD) project (I.A.21), equity data (I.A.22), and the LACCD student surveys (I.A.23 and I.A.24).

Analysis and Evaluation

The College reviews and responds to the data collected by the Office of Institutional Effectiveness and other sources. Through the APP process, data is analyzed by departments to reveal trends by several sub groups of the student population. Beginning fall 2015, the data provided to departments will be further disaggregated to address achievement gaps in meeting the needs of all students. The College monitors its progress on achieving the goals of the SMP.

Standard I.A.3

The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement

Evidence of Meeting the Standard

The mission statement is central to the choices the College makes. As outlined in the *Pierce College Integrated Planning Calendar 2013-2026* (I.A.25), the mission statement is thoroughly reviewed on a four-year cycle. It is the foundation for the planning process that results in the development of a revised strategic plan. The strategic plan is in effect for four years, reviewed semi-annually, and updated if necessary (I.A.26 and I.A.27). The strategic plan establishes mission-driven goals, objectives, measures, and responsible parties that guide the College's committees, organizations, programs, and services on a four-year cycle. The strategic plan is developed after reviewing the mission statement and discussing the current challenges and opportunities facing the College.

The strategic plan is used as the basis for annual plans. Each year departments in Academic Affairs, Student Services, Administrative Services, and the President's Office are required to submit an annual program plan, which assesses past goals and establishes new short-term goals. The plan provides an update on activities and outcomes assessments. Through the annual program plans, departments request resources needed to meet the unit's goals. Each plan is tied to the mission statement and to the mission-driven strategic goals.

Annual program plans are also the basis for comprehensive program review (CPR). These program reviews are completed on a four-year basis (I.A.28) for most academic programs and every two years for career and technical education (CTE) programs (I.A.29). Prior to the establishment of the *Integrated Planning Calendar 2013-2026*, comprehensive program

review was conducted on a six-year cycle. In the new integrated planning cycle established in the planning calendar, comprehensive program review will be completed in 2016 and then continue on the new four-year cycle (I.A.25). The program reviews established long-term goals and directions for the program, service, or unit, which inform the College's strategic goals.



Specific college plans flow from the strategic master plan, including the following: the Educational Master Plan (EMP), the Facilities Strategic Plan (FSP), the Plan for Enrollment Management (PEM), the Professional Development Plan (PDP), the Technology Plan, the Student Success and Support Program Plan (SSSP), and the Student Equity Plan (SEqP). All these plans flow from the College's mission and are integrated into the planning process, which results in the allocation of resources.

As the College reported in its March 2014 Follow-Up Report to the Accrediting Commission, the LACCD produced a revised strategic plan in late spring 2013 (I.A.1). This plan was the cornerstone for the College's *Strategic Master Plan 2013-2017* (SMP). Previously, the College operated with the *Educational Master Plan 2012-2018* as its guiding plan, but this focus on educational programs did not easily account for operational services provided by Administrative Services (I.A.30). To capture all the College's operational objectives, the concept of the new SMP provides the College with an inclusive overarching plan, allowing for Academic Affairs, Student Services, as well as Administrative Services and the President's Office to align their respective goals with the SMP.

The strategic plan provides opportunities for the four divisions of the College to integrate their goals with a larger overarching college plan. Moreover, this plan aligns with the *LACCD Strategic Plan 2012-2017*. The development of the SMP was initiated by a task force with representatives from the three divisions: Academic Affairs, Administrative Services, and Student Services, and consisted of faculty, staff, and administration. With the LACCD plan as the model document for goal setting of the task

force and the mission statement as the core, objectives and measurements were discussed at length and established in the working document (I.A.31). The SMP has four overarching goals: completion, accountability, partnerships, and student success (CAPS), which were presented as a concept at our annual Opening Day on August 22, 2013 (I.A.32). The SMP, including the CAPS concept, was vetted at the Pierce College Council (PCC) where it passed unanimously on December 12, 2013 (I.A.33 and I.A.34). It was also presented to and endorsed by the Academic Senate on December 9, 2013 (I.A.35).

The College formalized its process for resource allocation in spring 2011 when the Resource Allocation Committee (RAC) was created as a stand-alone committee making recommendations directly to the college president (I.A.36). In October 2012, the RAC became an official committee of the PCC (I.A.37 and I.A.38). The RAC developed a prioritized list based on departments' and units' *2012-2013 Annual Program Plans*. For the 2013-2014 year, the College used a prioritization pyramid. For example, the academic departments, which are clustered in schools, met with their respective deans as a school and prioritized the requests in their annual program plans. The deans then met with the vice president of Academic Affairs and prioritized the requests from the departments in their respective schools and for Academic Affairs as a whole. The lists from each vice president and the president were sent to the RAC to create a combined prioritization list. The resulting list included all items requiring funding as stated in the annual program plans. The RAC reviewed the comprehensive listing and made changes it deemed necessary based on the College mission, safety, and other specified criteria. The prioritized list was then sent to PCC and finally to the college president for approval (I.A.39 and I.A.40).

The College continued this process for the 2013-2014 year, but transformed the RAC to the Resource Allocation Task Force (RATF) under the Budget Committee in November 2013 (I.A.41 and I.A.42). During the 2014-2015 academic year, an evaluation of the RATF was conducted and resulted in the College eliminating the task force and assigning the final resource allocation process to the Budget Committee (I.A.43 and I.A.44). Using the same process of cycling through each of the divisions, lists were submitted to the Budget Committee for prioritization and approval and then to PCC before submitting the recommended 2015-2016 listing to the president (I.A.45).

Analysis and Evaluation

Pierce College holds primary the mission in its planning and resource allocation. It continues the process of implementing integrated planning and assigning resources based upon its planning process. The College has evaluated its resource prioritization and allocation process and made changes based on data. The next step for the College is to evaluate the success of its resource allocation process in attaining the goals specified in the strategic master plan, which are based on the College's mission. The College monitors progress toward achieving the goals of the SMP through a dashboard semi-annually and has allocated resources to those areas that the College was not on track to achieve by the plan's conclusion in 2017. Beginning in 2015-2016, the College will be using a dashboard to monitor College specific plans similar to the report for the SMP. In the 2015-2016 resource allocation prioritization, 83 percent of the initial 92 requests prioritized were related to SMP goals that the College was not on track to achieve (I.A.46).

Standard I.A.4

The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)

Evidence of Meeting the Standard

Los Angeles Pierce College's current mission statement was approved by the Pierce College Council (PCC) on October 27, 2011 (I.A.47). The Board of Trustees of the Los Angeles Community College District approved the mission statement on April 11, 2012 (I.A.48). The mission statement is published on the College Website (I.A.49) and in the college catalog (I.A.50). In addition, the mission statement is prominently displayed in an attractive wall frame (I.A.51) in the major gathering spaces on campus:

- Conference Room in the College Services Building (Room 2171)
- Conference Room in the Student Services Building (Room 48309)
- Information Desk in the First Floor of the Student Services Building
- The President's Office (Room 1908)
- The Office of Academic Affairs (Room 8213)
- The Great Hall (Room 1900)
- The Center for the Sciences Faculty Offices (Room 91053)
- The Library Entrance
- The Business Office in the College Services Building (Room 2157)
- Business Education Building North Entrance

- Maintenance and Operations Front Office Lobby (Room 4500A)
- The Administrative Services Office (Room 8000)
- The Student Services Office (Room 48322)
- The Freudian Sip Café Entrance
- South Gym Lobby
- Child Development Center Lobby

The Pierce College *Integrated Planning Calendar, 2013–2026*, which was approved by PCC on September 26, 2013 (I.A.52), shows the College's mission statement is scheduled for review every four years as part of the overall integrated planning cycle (I.A.26).

Prior to including a regular review of the mission statement into the current four-year integrated planning cycle, the review and update process was triggered in 2010-2011 by the timeline for creating the *Educational Master Plan 2012-2018* (I.A.30), which was, at that time, the College's overarching integrated planning document. As part of that planning cycle process, the mission statement was reviewed by the PCC, which resulted in its modification (I.A.53 and I.A.54). Pierce College's process for periodic review of the mission statement has been regular and effective as discussed in the 2013 Accreditation Self Evaluation in Standard I.A.3, which described the then six-year review cycle related to drafting a revised and updated educational master plan (I.A.55).

Analysis and Evaluation

The College has a formally adopted and Board of Trustees' approved mission statement. This mission statement is widely published on the Pierce College Website and in the bi-annual college catalog, which is also available on the Website. Framed copies of the mission statement are prominently displayed in a number of entryways, offices, and conference rooms around the campus.

The process for periodically reviewing and updating the mission statement is well defined as part of the four-year integrated planning cycle. To ensure that the mission statement guides College wide decision-making, planning, and resource allocation, and informs institutional goals for student learning and achievement, the review and revision of the mission statement is scheduled to take place as the initial activity in the four-year integrated planning cycle. According to the College's currently adopted integrated planning cycle, the next review of the mission statement will take place in spring 2017 during the evaluation phase of the *Strategic Master Plan 2013-2017*. By coupling the review of the mission statement with the evaluation of the overarching strategic

planning document, the College integrates what is learned through the concluding phases of its strategic master plan while using the updated mission statement to guide that next integrated planning cycle.

If the regular review of the mission statement results in a revision to the officially approved mission statement, it is the responsibility of the College's Accreditation Liaison Officer (ALO) to ensure the revised mission statement is sent to the governing board for approval prior to its use in official College documents (I.A.56).

Standard I.B: Assuring Academic Quality and Institutional Effectiveness

Academic Quality

Standard I.B.1.

The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

Evidence of Meeting the Standard

Los Angeles Pierce College structures sustain substantive and collegial dialogue through a variety of forums, including its committee and participatory governance structure. As documented in the *Decision Making and Planning Handbook 2015* (DMPH), the Pierce College Council (PCC) and the Academic Senate are the overarching bodies that facilitate dialogue. Through these two bodies, recommendations are made to the college president (I.B.1).

Student Outcomes

Ongoing dialogue about outcomes occurs at the department and program level (I.B.2, and I.B.3). As part of the annual planning process, the Office of Institutional Effectiveness (OIE) provides a core dataset to academic departments, including longitudinal data on course success rates and degrees awarded (I.B.4). The OIE provides student survey results to units in Students Services throughout the year (I.B.5, I.B.6, I.B.7, I.B.8, and I.B.9). During the annual program planning process, departments and units summarize information related to outcomes assessment and student achievement (I.B.10, I.B.11, I.B.12, and I.B.13). To further ensure dialogue is taking place within departments, the Annual Program Plan (APP) templates were revised for the 2015-2016 academic year to include a listing of staff members who participate in developing

the annual program plans (I.B.14). Dialogue takes place during the Comprehensive Program Review (CPR) process as well (I.B.15).

Dialogue about student learning outcomes (SLOs) also occurs within campus committee meetings, particularly the College Outcomes Committee (COC) and the Student Success Committee; both are subcommittees of the Academic Senate (I.B.16 and I.B.17). SLOs were discussed at the College's annual leadership retreat as well as through breakout sessions during annual opening day activities (I.B.18, I.B.19, I.B.20, I.B.21, I.B.22, and I.B.23). Achievement data, including the institution-set standards (ISS) were discussed at Departmental Council (DC), the Educational Planning Committee (EPC), Academic Senate, and PCC meetings (I.B.24, I.B.25, and I.B.26).

Student Equity

The Student Success Committee (SSC) established a Student Equity Advisory Committee (SEAC) in May 2014 to revise and update the College's student equity plan (I.B.27). The *Student Equity Plan 2014* (SEqP) was vetted through the Academic Senate, Diversity Committee, and PCC (I.B.28, I.B.29, and I.B.30); and, it was approved by the governing board on December 3, 2014 (I.B.31). The SEAC was also charged with implementing a process for faculty to submit initiative proposals that align with the plan to address the equity gaps in student achievement (I.B.32). The College's plan is listed as one of four exemplary plans state wide on the California Community College Chancellor's Office (CCCCO) Website (I.B.33).

Academic Quality

Faculty members review curricula on a six-year cycle to ensure the course outline of record is current and meets articulation requirements (I.B.34). Programs are regularly reviewed on the four-year cycle for comprehensive program review. Career and technical education programs are reviewed every two years (I.B.35). To further ensure academic quality, faculty are evaluated at least every three years as described in Article 19 and Article 42 of the *Agreement 2014-2017* between the Los Angeles Community College District and the Los Angeles College Faculty Guild (I.B.36 and I.B.37).

Institutional Effectiveness

Dialogue about institutional effectiveness centers on the progress the College is making toward achievement of the *Strategic Master Plan 2013-2017* (SMP). Every six months, the OIE provides a report to the Pierce College Council on the progress in achieving each of the SMP goals and objectives. This facilitates collegial dialogue around ways in which the

College can stay on track to meet the SMP metrics (I.B.38, I.B.39, I.B.40, and I.B.41). The OIE also provides guidance to committees on the development of other college plans, including the *Technology Master Plan 2014-2018*, the *Plan for Enrollment Management 2014-2018*, the *Educational Master Plan 2014-2018*, the *Facilities Strategic Plan 2014-2018*, and the *Professional Development Plan 2014-2018* (I.B.42, I.B.43, I.B.44, I.B.45, and I.B.46).

The College reports annually to the governing board's Institutional Effectiveness and Student Success Committee (IESS) on metrics established by the District (I.B.47 and I.B.48). Data are provided to the College from the District's Office of Institutional Effectiveness and the College is asked to respond to strengths and weaknesses shown in those reports (I.B.49 and I.B.50).

Continuous Improvement of Student Learning and Achievement

As described above, the College engages in ongoing dialogue to improve student learning and achievement. Through the various planning processes, improvement plans are developed and implemented with respect to student learning and achievement. For example, through implementation of the *Student Equity Plan 2014*, the College discussed how best to improve outcomes for identified population subgroups. Through outcomes assessment, plans to improve student attainment of learning outcomes are developed and implemented (I.B.51). The annual planning process provides a mechanism for departments to report out on plans to improve student learning and achievement. A department's annual planning goals are mapped to a goal in the SMP to ensure integrated planning between departments and overall College goals (I.B.52). The College has set specific goals in the SMP to increase overall student achievement, which are monitored semiannually (I.B.53). The College Planning Committee, a subcommittee of PCC, reviews all College plans for alignment with the strategic master plan (I.B.54).

Analysis and Evaluation

The College engages in ongoing dialogue to improve student learning and achievement. The annual planning form prompts departments and units to reflect on and discuss data, including looking for trends over time with respect to learning outcomes, student achievement, and student equity. Beginning in fall 2015, the data provided to academic departments will be disaggregated by subpopulation identified with achievement gaps in the *Student Equity Plan 2014*. The College is looking at integrating this data more systematically as discussed in the Quality Focus Essay related to outcomes assessment. Additionally, academic departments will be

provided with the institution-set standards for analysis and discussion. The annual planning form for both academic and student services departments requires evaluation and reflection about the significant findings from outcomes assessment data throughout the year. Based on a discussion of this data, departments set goals for the following year to improve their effectiveness and, if applicable, request resources to meet those goals. In spring 2015, the College piloted its “Secret Shopper” program, which is designed to provide data to areas in Student Services and Administrative Services about the consistency of service provided to students (I.B.55).

At the institutional level, dialogue takes place through the College’s participatory governance committees. The PCC monitors and evaluates the College’s progress in achieving the SMP goals. The Office of Institutional Effectiveness provides updates semiannually on achievement of the SMP goals. In the spring *2015 Faculty and Staff Survey*, over 80 percent of employees agreed that they have engaged in dialogue over the past year on four key areas:

Over the past year, I have engaged in dialog about:	% Agree
...Student learning outcomes (SLO) or service area outcomes (SAO).	91%
...Student achievement (e.g. graduation rates, course success rates, basic skills progression, etc.).	87%
...Student equity (i.e. improving outcomes for subpopulations of students, e.g. gender, ethnicity, disability status, etc.).	79%
...Establishing and evaluating goals (e.g. reviewing whether annual program plan goals from the prior year were achieved, and setting new goals for next year).	81%

(I.B.56)

Standard I.B.2

The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)

Evidence of Meeting the Standard

Pierce College conducts student learning outcomes assessment on a continuous cycle, which is overseen by the College Outcomes Committee (I.B.57). For the instructional programs, SLOs are defined at the course, program, general education, and institutional levels. Course level SLOs are mapped to the general education learning outcomes (GELOs), which

are a subset of the institutional learning outcomes (I.B.58). The course level SLOs are attached to the course outline of record as an addendum in Section VIII (I.B.59). Departments submit course assessment reports on a regular cycle (I.B.60). Prior to spring 2015, outcomes data was collected and analyzed manually and assessment reports were stored in a locally created online database (I.B.61). Beginning spring 2015, the College adopted eLumen, a third party learning outcomes software, to collect course level data and allow for electronic submission of course assessment reports. The eLumen system has capabilities to aggregate and disaggregate data as needed.

Departments within Student Services have identified learning and service area outcomes (I.B.62). Each area assesses their outcomes on a regular basis and reports out in the annual program plan (I.B.63). The outcomes data and assessment results are maintained locally in each department's office. As part of the annual planning process, areas within Students Services report on outcomes assessment and reflect on the data to improve learning and support services.

Analysis and Evaluation

The College has been defining and assessing learning outcomes for all instructional programs and student and learning support services on a continuous cycle. Prior to spring 2015, the College used a locally developed, static database to maintain assessment reports for the instructional program. This database had limitations, including the following:

- The local system does not collect student level data, which prevents the College from disaggregating SLO data by demographics.
- The local system does not collect learning outcomes data for student support services. Therefore, Students Services outcomes data is maintained in each respective department and not in a centralized location.
- The local system does not automatically roll up SLO data to assist in the assessment of program learning outcomes (PLOs) and GELOs. The PLO data does not roll up to assist in the assessment of the Institutional Learning Outcomes (ILOs).
- The local system has limited tracking capabilities, which requires time consuming manual querying to determine which courses and programs had completed their outcomes assessment cycle.

To remedy these issues, the College transitioned to eLumen in spring 2015. With the implementation of eLumen, the College is now able to

collect data and assessment reports for both Academic Affairs and Student Services, roll up SLO data to PLO, GELO, and ILO data, disaggregate learning outcomes data, and provide institutional and departmental leaders with various tracking and notification tools to ensure SLO data is collected from all scheduled classes (I.B.64, I.B.65, I.B.66). The locally designed database remains online for faculty and staff to review prior data and assessment reports while the College continues to transition to eLumen, (I.B.61). Outcomes for student and learning support services will be migrated to eLumen as outlined in the Quality Focus Essay on outcomes assessment.

Standard I.B.3

The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)

Evidence of Meeting the Standard

The College has established institution-set standards (ISS) for all required student achievement metrics, as well as additional standards for percentage of students completing assessment, orientation, and a student education plan (I.B.67). The metrics were discussed and approved by the Educational Planning Committee (EPC) on March 17, 2015 and, subsequently, by the Academic Senate on April 13, 2015 (I.B.25 and I.B.26). The ISS were also discussed at Departmental Council (I.B.24). The ISS are reported out annually to the Accrediting Commission in the College's Annual Report (I.B.68). The Office of Institutional Effectiveness (OIE) provides an update to EPC on the progress of meeting the ISS.

In May 2015, the *Strategic Master Plan 2013-2017* was updated so that every ISS metric is included within the SMP to ensure integration of the ISS with resource allocation (I.B.69). With the revised SMP metrics, if the College falls below on any of the ISS, by definition, it is also not meeting its target metric for that particular goal. Therefore, resource requests that are mapped to that SMP goal are likely to have a better ranking during the resource allocation prioritization process, since the College prioritizes resources towards goals that are behind on meeting the target metrics (I.B.70).

In addition to setting standards at the institutional level, the College also set standards at the program level using the same formula as the institution-set standards (95 percent of a five-year average). This data is

provided to academic programs as part of their annual program plan datasheets (I.B.71). The Annual Program Plan template prompts departments to review any metrics that fall below the ISS for that program, and establish goals to increase these rates. These annual goals are then mapped to the respective SMP goals containing the institution-set standards, thereby ensuring integrated planning. If a department has multiple goals and resource requests, the department is instructed to prioritize its requests towards meeting any ISS, which has fallen below the standard (I.B.14).

Analysis and Evaluation

The College has engaged in dialogue to establish the institution-set standards and has adopted additional standards beyond those required by the Accrediting Commission. The ISS are integrated into the College's strategic plan and annual planning process. ISS data and annual performance updates are published on the OIE Website. Program level set standard data is provided to instructional departments during the annual planning process as well as published on the OIE Website (I.B.72).

Standard I.B.4

The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

Evidence of Meeting the Standard

As discussed in Standard I.B.1, the College uses assessment data to improve student learning and achievement. The assessment data is integrated into College processes, including the outcomes assessment process, the annual planning process, and comprehensive program review. Committees also use data in decision-making effecting student learning and achievement. For example, the Student Equity Advisory Committee reviewed data included in the student equity plan disaggregated by gender, ethnicity, and other categories (I.B.73), and it identified the following gaps:

- Access for foster youth and veterans;
- Course completion for African-American students and foster youth;
- English as a Second Language (ESL) and basic skills completion for Hispanic students and veterans;
- Basic skills to college-level preparation in English for African-American, Hispanic, and Pacific Islander students;

- Basic skills to college-level preparation in mathematics for African-American, American Indian/Alaskan Native, Hispanic, and Pacific Islander students;
- Degree and certificate completion rates for males and African-American and Pacific Islander students; and,
- Transfer rates for students with disabilities, veterans, and African-American, American Indian/Alaskan Native, Filipino, Hispanic, and Pacific Islander students.

Student learning and achievement data is thoroughly embedded in the College’s Strategic Master Plan (SMP). Of the 47 target metrics established, over half are directly related to student learning and achievement; specifically, course success rates, retention and persistence rates, job placement rates, transfer rates, completion rates, licensure exam passage rates, and completion of the matriculation process (I.B.53). The PCC or its committees and Academic Senate committees oversee the College’s key planning documents related to student learning and achievement.

College Structures and Planning Processes Related to Student Learning and Achievement	
Pierce College Council (PCC) • Strategic Master Plan	Academic Senate
Enrollment Management Committee (EMC) • Plan for Enrollment Management	College Outcomes Committee (COC) • SLO, PLO, GELO, and ILO processes
Technology Committee • Technology Master Plan	Educational Planning Committee (EPC) • Educational Master Plan
	Student Success Committee (SSC) • Basic Skills Action Plan • Student Equity Plan

Analysis and Evaluation

The College uses assessment data to improve and support student learning and achievement. At the department level, data is collected and analyzed through the SLO assessment process at the course, program, and institutional level. Through annual program plans, departments summarize the results of outcomes assessment as well as trends in student achievement data. College committees regularly review and analyze achievement data that form the basis for future improvement plans.

Institutional Effectiveness

Standard I.B.5

The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

Evidence of Meeting the Standard

Pierce College implemented an annual academic planning process in fall 2007 for academic programs to plan for the 2008-2009 academic year (I.B.74). Over time, the annual planning process expanded to include all divisions of the College: academic affairs, student services, administrative services, and the president's office. In the annual plans, departments and units set short-term goals for the following year, provide an assessment of the prior year's goals, discuss progress in the outcomes assessment cycle and results of assessment, provide an analysis of trends in student achievement data, request resources based on analyses of data, and indicate future facility and technology needs (I.B.11, I.B.13, and I.B.75). The goals in the annual plans are linked directly to the goals of the strategic master plan, which are aligned with the College's mission. Beginning in spring 2015 with the implementation of eLumen for outcomes assessment, the College is able to disaggregate learning outcomes by demographics as well as mode of delivery (I.B.76). For student services and administrative services, the OIE provides qualitative data such as student survey results, as well as feedback from Secret Shopper evaluations (I.B.5 and I.B.6).

The annual planning process cycle culminates with comprehensive program review (CPR) for instructional departments and student services areas. Prior to the adoption and implementation of the *Integrated Planning Calendar 2013-2026*, CPR occurred on a six-year cycle. The last CPR took place in 2010. The next CPR process is scheduled for spring 2016. After 2016, CPR will occur on a four-year cycle as detailed in the planning calendar (I.B.35). CPR is intended to be a reflective process that builds on the information gathered in the prior annual program plans and sets long-term goals for the program's future direction (I.B.15). In fall 2015, the College is scheduled to begin its review of the prior CPR process and make revisions to CPR, if needed. The long-term goals set through CPR inform the revision of the College's strategic master plan.

As described in Standard I.B.1, the OIE provides to the Pierce College Council a semiannual status report on the College's progress toward achieving the goals and objectives of the strategic master plan. The goals of the strategic master plan support the mission of the College, thereby providing a measurable assessment of the mission.

Analysis and Evaluation

Annual program plans and CPR are an integral part of College processes. These processes are integrated into the overall College planning by:

- linking short-term goals in annual plans to the current strategic plan;
- summarizing major trends, challenges, and opportunities from annual plans into CPR; and,
- setting long-term goals in CPR that inform the review and revision of the next strategic plan.

Standard I.B.6

The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

Evidence of Meeting the Standard

The College disaggregates and analyzes student achievement data for subpopulations of students. Traditionally, the data have looked at ethnicity and gender with little analysis to determine achievement gaps. In spring 2014, the College began work to revise its equity plan and a more thorough analysis of the data became the basis for the College's *Student Equity Plan 2014* (I.B.75). Through review of the data, achievement gaps were identified in five areas: access, course completion, English as a Second Language and basic skills completion, degree and certificate completion, and transfer rates. The subpopulations of students examined were in the categories of gender, ethnicity, disability status, foster care students, low-income students, and veterans. Different subpopulations were identified with achievement gaps within the five areas. Goals and activities were developed to close the identified gaps in each of the five areas (I.B.73 pp.25-37).

Faculty and staff submitted proposals to the Student Equity Advisory Committee to implement activities outlined in the equity plan (I.B.32). The Committee used a rubric to assess each proposal for funding

(I.B.32). For 2014-2015, Pierce College was allocated close to one million dollars to address equity gaps (I.B.77). A data collection and evaluation schedule has been established for each funded project to determine its effectiveness (I.B.78). The results of these evaluations will be reviewed annually by the Student Equity Advisory Committee to determine which projects are having an impact on closing equity gaps and should continue to receive funding.

In addition to student achievement data, beginning in spring 2015, the College had the capacity to analyze disaggregated learning outcomes data through eLumen. In fall 2015, the OIE provided a report to the Student Success Committee and College Outcomes Committee, which showed that X out of six Institutional Learning Outcomes (ILO) had performance gaps for at least one subpopulation of students (I.B.79). Included in the 2015-2016 annual program plan dataset is SLO and PLO information disaggregated by subpopulations and mode of delivery. During annual planning, departments will respond to the gaps identified in the outcomes data (I.B.14).

Analysis and Evaluation

The College has disaggregated achievement data for at least the last decade. In 2014, the College began analyzing data for additional subpopulations of students. Beginning in 2015, the College has the ability to disaggregate outcomes data at the institutional, program, and course level by subpopulations. Course-level data will also be disaggregated to compare outcomes for students taking classes face-to-face compared to those online. Further integration of the outcomes assessment process is discussed in the Quality Focus Essay on outcomes assessments.

Standard I.B.7

The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

Evidence of Meeting the Standard

The College evaluates its practices across all areas of the College through a variety of mechanisms. Annual program plans provide a means for all areas to review the learning or service outcomes, identify resource needs, set short-term goals, and evaluate achievement of prior year goals. The

annual program planning process is reviewed annually and adjustments are made, if necessary, to the template. The Annual Program Plan template for the instructional areas is revised through the Educational Planning Committee (EPC), vetted through the Academic Policy Committee, and approved by the Academic Senate (I.B.80, I.B.81, and I.B.82). The Annual Program Plan templates for Student Services and Administrative Services are reviewed in their respective areas.

The comprehensive program review process is evaluated prior to the start of a new cycle. As indicated in the *Integrated Planning Calendar 2013-2026*, the EPC will begin review of the prior CPR process for instructional programs in fall 2015 and make changes based on data from the prior process and changes in external reporting requirements (I.B.35). The College Planning Committee (CPC) will do the same for the non instructional areas.

In July 2011, the PCC approved the first Committee Self-Evaluation Template used to evaluate the PCC and its committees (I.B.83). In December 2011, the CPC was formed; it is responsible for overseeing the committee self-evaluation process (I.B.54). During the committee self-evaluation process, the form prompts the committee to address changes in membership, meetings held, progress on achieving prior year goals, and it sets goals for the following year (I.B.84). CPC forms a workgroup to validate, through a peer review process, the committee self-evaluations. The workgroup consists of two members from each committee, who use a rubric to validate the self-evaluations (I.B.85). The purpose of this external review is to provide an outsider's perspective of each committee's performance over the past year; it is intended to be collegial and helpful rather than punitive (I.B.86). Committees are expected to address and resolve deficiencies in practices noted by the peer reviewers. Actions taken by committees to resolve deficiencies are documented in the following year's self-evaluation, which are then validated by the peer review team process.

Beginning in the 2014-2015 academic year, the Academic Senate adopted the PCC committee self-evaluation form and in spring 2015 the Academic Senate and its committees completed the evaluation form. The Educational Planning Committee (EPC) revised its charter in spring 2015 to oversee the committee self-evaluation process (I.B.87 and I.B.88). The Senate approved the revised EPC charter on **Month? Day?, 2015** allowing EPC to initiate its coordinating role for the evaluation process. Once approved, EPC can begin developing its process for review of the committee evaluation forms (I.B.89).

As discussed in Standard I.A.3, the College reviewed its resource allocation process. Over time, using data as a foundation, the committee charged with prioritizing resource allocations changed. Initially a Resource Allocation Committee (RAC) was formed to serve as the College's prioritization committee (I.B.90). After reviewing the RAC's functions and determining the prioritization process happened over a couple of months each year, it was determined that the work of this group did not warrant the designation of "committee." The result of this evaluation process was the recommendation that a task force should complete the annual resource prioritization process; thus, the Resource Allocation Task Force (RATF) was created. In spring 2015, after another evaluation, the RATF was disbanded and the College's Budget Committee assumed the responsibility for the annual resource prioritization process (I.B.91).

As discussed in Standard I.B.2, the College also undertook a review of how SLO data was collected and stored. After reviewing the limitations of the locally developed database, the College underwent a review of third party SLO software systems and adopted eLumen. In transitioning to eLumen, the COC also changed how data would be collected at the course level. On December 2, 2014, the COC recommended that course-level data would be collected in fall and spring for all sections of a course (I.B.92). The Academic Senate approved the recommendation on February 23, 2015 (I.B.93).

Analysis and Evaluation

The College has a long-standing tradition of reviewing its practices across all areas. Through regular self-evaluation processes such as annual program plans, program review, or committee self-evaluations, the College has a solid foundation to build on as needed. For example, as a result of the 2013-2014 self-evaluation review process, the 2014-2015 committee self-evaluation form was revised to require the committee to align its goals with the College's strategic master plan. As the College concludes the current four-year integrated planning cycle, a meta-evaluation process involving both the integrated planning cycle and the overall structure and functioning of the College's governance process will be evaluated and revised, if necessary.

Standard I.B.8

The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

Evidence of Meeting the Standard

The primary means of communicating the results of assessment and evaluation activities is through committee minutes posted on the College's committee Websites. In addition, the president communicates with the campus as whole through the First Monday Report (FMR). Matters of college wide interest, including changes in or clarification of college processes are communicated through the FMR. For example, the May 4, 2015 FMR discussed the changes in the prioritization of resource allocations and clarified the difference between an emergency budget need and one that should have been planned (I.B.91). The president also uses opening day activities to raise issues of importance to the entire College community. At opening day in 2014, the president presented information regarding the number of degrees and certificates awarded by the College (I.B.94). The data presented compared the College to other community colleges throughout the State to provide a context for the strengths and weaknesses of the College in this area.

At the department and unit level, department/unit meetings and the annual program plans are the primary means of communicating strengths and weaknesses. The supervising administrator and the appropriate vice president review annual program plans and comprehensive program review before they are posted on the OIE Web page (I.B.73 and I.B.95). SLO assessment reports are another means by which departments communicate strengths and weakness related to learning.

Analysis and Evaluation

Results of assessments and evaluations are communicated through department/unit meetings. College processes, such as annual planning, allow for the departments and units to assess and communicate strengths and weakness. Comprehensive program review provides a means for departments and units to communicate the trends and changes over a longer period of time. The College president uses forums to communicate the overall strengths and weaknesses of the College. While minutes of committee meetings and reports are publically available on the College's Website, it is unclear whether all College employees are aware of the strengths and weaknesses reported in the committee meeting minutes. To improve, the College should explore additional ways of communicating results of assessments with the intent of creating a shared perspective across the entire College.

Standard I.B.9

The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)

Evidence of Meeting the Standard

As described in Standards I.B.1, I.B.5, I.B.6, and I.B.7, the College has a robust integrated planning cycle. Systematic evaluation and planning occurs annually at the department and unit levels leading to comprehensive program review every four years, which feeds into a revised strategic master plan. Within the annual planning process, area goals are aligned with the goals of the strategic master plan. Requests for resource allocations are also linked to the strategic goals and objectives. The College has an established process for prioritizing resource allocations. The strategic master plan is designed to fully support the College's mission and is monitored on a regular basis to ensure institutional effectiveness. Departments, units, and college wide committees establish short-term goals, while long-term goals are established during comprehensive program review, which inform the development of long-term goals in the strategic master plan. Institutional planning at all levels addresses the need for human, physical, technological, and financial resources.

Human Resources

The need for additional faculty is expressed in the annual program plans and through the process established by the Faculty Position Prioritization Committee (FPPC [I.B.96]). As required in the *Agreement 2014-2017*, a committee of the Academic Senate prioritizes the faculty positions each year and forwards the recommendation to the college president. The need for additional classified staff and administrators is also expressed in the annual program plans. These requests are forwarded with other resource requests to the Budget Committee for prioritization.

Physical Resources

Through the annual planning process, departments and units identify their physical resource needs. The College has two dedicated plans for facilities: the *2014 Facilities Master Plan Update* and the *Facilities Strategic Plan 2014-2018*. The *2014 Facility Master Plan Update* is the planning document that guides all bond-funded capital outlay projects.

The *Facilities Strategic Plan 2014-2018* was created by the Facilities Advisory Committee and “is the guiding document of all goals for all college facilities covering new construction and facilities maintenance to ensure safe and sufficient physical resources; the feasibility and effectiveness of these physical resources to support the institutional programs and services in alignment with the Strategic Master Plan 2013-2017 (SMP) and mission statement for the College” (II.B.45).

Technology Resources

At the departmental and unit levels, the annual program plans provide a mechanism to address technology issues and concerns. At the institutional level, the College has adopted the *Technology Master Plan 2014-2018*. The plan sets overarching goals for campus wide technology needs and is aligned with the SMP.

Financial Resources

At the department and unit level, areas request financial resources, either one-time allocations or ongoing core funding needs, through the annual program plans. These requests roll up through the area vice presidents or president to the Budget Committee for prioritization.

Analysis and Evaluation

The College has maintained ongoing planning across departments and units. Through the annual planning process and to address goals in the strategic master plan, resources have been allocated based on a college wide prioritization process. For example, for 2014-2015 and 2015-2016 academic years, the College hired a total of ten additional custodians to address the concerns expressed by students regarding the cleanliness of the campus. In particular, only 36.4 percent of students who responded to the LACCD fall 2014 student survey agreed or strongly agreed that “the restrooms on this campus are clean and well maintained” (I.B.97). On the same fall 2014 student survey, only 48.4 percent of the respondents agreed or strongly agreed that “the College’s Wi-Fi is accessible and secure.” As a result, two additional positions in Information Technology (IT) are being filled in 2015-2016 to support the campus network. Resources to upgrade the technology infrastructure are being dedicated. As indicated in Standard III.C, an assessment of the technology on campus is underway and supports the IT Action Project in the Quality Focus Essay.

Standard I.C: Institutional Integrity

Standard I.C.1

The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)

Evidence of Meeting the Standard

Los Angeles Pierce College communicates its mission, educational programs, learning outcomes, and student support services, including the policies and regulations that relate to them both online and in print, so that students and the public can easily access complete and accurate information. The main sources of information for students, personnel, and the general public is the College's Website and the *Pierce College General Catalog 2014-2016*. These sources are regularly reviewed and updated for accuracy. Individual departments and units review the Website as needed. The general catalog is reviewed annually at the end of the spring semester in preparation to publish a full catalog or an addendum to the current catalog depending on where the College is in the two-year publication cycle. As indicated in Standard I.A.4, the mission statement is available in various locations around campus, on the College Website (I.C.1), and in the general catalog (I.C.2).

Information about educational programs is included in the college catalog along with program-level student learning outcomes (I.C.3). The catalog is available in print at the bookstore and electronically on the College's Website (I.C.4). Course-level student learning outcomes (SLOs) are included in the course outline of record (COR [I.C.5]). The CORs are publicly accessible via the Electronic Curriculum Development (ECD) Website under the "Find a Course" menu option (I.C.6). The Los Angeles Community College District (LACCD) Board Rule 6703.10 requires faculty to distribute a syllabus during the first week of classes and to include the officially approved SLOs in their syllabi (I.C.7). This is reinforced in the faculty evaluation process in questions A9 and A12 of the Basic and Comprehensive Evaluation Summary Form for All Faculty (I.C.8):

- "Participates in the Student Learning Outcomes Assessment Cycle (for classroom faculty, includes approved SLOs on class syllabi" (A9); and,

- “Develops and disseminates course syllabi consistent with appropriate Board Rules” (A12).

Information about student support services is available on the College Website (I.C.9), in the college catalog (I.C.10), and in the Office of Special Service’s Student Handbook (I.C.11). Information about online support services is available through the PierceOnline Web page (I.C.12).

The statement regarding the College’s accredited status is displayed on the Accreditation Web page, which is accessible directly from the College’s homepage (I.C.13). The college catalog includes this same statement (I.C.14). In addition, the college catalog and Website includes information for specific programmatic accreditation from the California Board of Registered Nursing and the American Veterinary Medical Association (I.C.15).

Analysis and Evaluation

Pierce College assures that clear and accurate information regarding its mission, educational programs, learning outcomes, student services, and accredited status is provided to students, personnel, and the general public. The College’s Website and the general catalog are the primary sources of this information. Faculty include approved course level SLOs in their syllabi distributed to students during the first week of class as required by board rule (I.C.16).

Statements regarding the College’s accredited status are available in the general catalog and online on the accreditation Web page, which is accessed from a link on the College’s homepage. Specific programmatic accreditation status statements are included in the College’s general catalog and online on the specific program’s homepage.

Standard I.C.2

The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the “Catalog Requirements” (see endnote). (ER 20)

Evidence of Meeting the Standard

The College’s general catalog is published every two years with an addendum published mid-cycle to ensure that the information contained therein is precise, accurate, and current. The current edition is effective

for both the 2014-2015 and 2015-2016 academic years (I.C.17) with an addendum published in August 2015 (I.C.18). The College began the process of publishing the catalog biannually in fall 2012. The general catalog contains the following information:

General Information

- Official Name, Address, Telephone Number, and Website Address of the Institution (p. 1 [I.C.14])
- Educational Mission (p. 7 [I.C.2])
- Representation of accredited status with the Accrediting Commission of Community and Junior Colleges (ACCJC [p. 1]) and with programmatic accreditors (p. 6 [I.C.14 and I.C.15])
- Course (pp. 134-221), Program, and Degree offerings (pp. 69-133 [I.C.19 and I.C.20])
- Student Learning Outcomes for Programs and Degrees (pp. 69-133 [I.C.20])
- Academic Calendar (front inside cover) and Program Length (p. 6 [I.C.21 and I.C.15])
- Academic Freedom Statement (p. 8 [I.C.22])
- Available Student Financial Aid (pp. 38-47 [I.C.23])
- Available Learning Resources (pp. 50-52 [I.C.24])
- Names and Degrees of Administrators and Faculty (pp. 222-226 [I.C.25])
- Names of Governing Board Members (p. 2 [I.C.26])

Requirements

- Admissions (pp. 10-11 [I.C.27])
- Student Tuition, Fees, and Other Financial Obligations (pp. 15-17 [I.C.28])
- Degrees, Certificates, Graduation, and Transfer (p. 47 and pp. 61-67 [I.C.29 and I.C.30])

Major Policies and Procedures Affecting Students

- Academic Regulations, including Academic Honesty (pp. 31-37 [I.C.31])
- Nondiscrimination (pp. 2 and 8 [I.C.26 and I.C.22])
- Acceptance and Transfer of Credits (p. 22 [I.C.32])
- Transcripts (p. 20 [I.C.33])
- Grievance and Complaint Procedures (p. 36-37 [I.C.34])
- Sexual Harassment (p. 8 [I.C.22])
- Refund of Fees (p. 16 [I.C.35])

Locations or Publications Where Other Policies may be Found

- Policy set by the LACCD Board of Trustees can be found online (I.C.36)

Analysis and Evaluation

The College's general catalog is available to students and the general public in print and in electronic format on the College's Website. The catalog is updated biannually in its entirety with an addendum midway through the production cycle to ensure accurate and current information. With state regulations changing significantly each year, the College is going to assess whether an annually published catalog would better serve the students and public. If, following a feasibility evaluation of producing an annual general catalog, it is decided to continue publishing the catalog biannually, a discussion of an appropriate biannual schedule should occur. Since the election for the governing board occurs in odd numbered years, it would be better for a biannual catalog to be published in the summer of years ending in an odd number rather than an even number. In so doing, the College would be assured that the names of the governing board members would be correct for the length of the general catalog.

Standard I.C.3

The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)

Evidence of Meeting the Standard

Los Angeles Pierce College compiles and publishes student achievement data and communicates this data to the campus constituencies and to the public. The Office of Institutional Effectiveness (OIE) has the primary responsibility for collecting, analyzing, and publishing student achievement data. Data from the College's institution-set standards is available on the OIE Website (I.C.37). The Student Success Scorecard information is linked from the College's main Web page and is publicly available at the state Chancellor's Office Website (I.C.38 and I.C.39). The Framework of Indicators information is available on the OIE and state Chancellor's Office Websites (I.C.40, I.C.41, and I.C.42). Student achievement data is also communicated in open forums, such as annual opening day activities (I.C.43).

Student learning and achievement data is used in the planning of department, unit, and institutional educational goals. The annual program plan (APP) template prompts departments to reflect and discuss

student learning and achievement data in the context of the College's mission and the strategic plan. Department and program APPs are posted on the OIE Website (I.C.42). Student learning data is available in the student learning outcomes (SLO) database, which was used from 2012 through 2014 (I.C.44), and in the *eLumen* database beginning spring 2015 (I.C.45). The College also communicates learning outcomes data to the ACCJC through the annual reports (I.C.46 and I.C.47).

Analysis and Evaluation

Los Angeles Pierce College collects, analyzes and evaluates data on student learning and student achievement. Student learning and student achievement data are publically available through the OIE's Website. While student achievement data are easily accessible, student-learning data are not as easily retrieved. Both the data and the reports on learning outcomes assessment are buried in the assessment instruments: the APP, the outcomes database, or internal departmental documentation. The recent acquisition, implementation, and use of *eLumen* will facilitate a variety of reports on student learning outcomes at the course, program, and institutional level. These reports will be published on the OIE's Web page as they are completed through the outcomes assessment cycle. All reports for program level outcomes assessment will be available no later than spring 2018.

Standard I.C.4

The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.

Evidence of Meeting the Standard

The *Pierce College General Catalog 2014-2016* is the primary source of information regarding certificates and degrees. All programs are described in terms of their purpose. A program description is provided as well as the unit requirement, required and elective courses, general education requirements, if applicable, and program learning outcomes (I.C.3).

Analysis and Evaluation

All certificate and degree programs offered by Los Angeles Pierce College are accurately and completely described in the general catalog, which is available in print and online.

Standard I.C.5

The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

Evidence of Meeting the Standard

The participatory governance bodies of Pierce College review college procedures and publications. Revisions occur as part of an institutionalized planning cycle or on an ad-hoc basis in response to external factors, such as changes in the state legislation, LACCD Board Rules, or LACCD Administrative Regulations. As indicated in the Pierce College *Integrated Planning Calendar 2013-2026*, the Pierce College Council (PCC) is charged with regularly reviewing the College's mission statement and strategic master plan (I.C.48). The Academic Senate is responsible for review of planning and procedures specifically related to academic and professional matters, as codified in Title 5, Section 53200 of the California Code of Regulations (I.C.49). Both bodies delegate to their respective standing committees the review of specific plans and procedures for which those standing committees are directly responsible. Publications are periodically reviewed to ensure the accuracy and integrity of information. As discussed in Standard I.C.2, the College reviews the catalog annually. The Educational Planning Committee reviews and revises, as needed, the annual program plan templates for academic areas (I.C.50). Additional examples of recent revisions to procedures and publications include:

- Office Allocation Guidelines (I.C.51)
- Guidelines to Schedule Distance Education courses (I.C.52)
- Distance Education/TBA Addendum to the Course Outline of Record (COR) (I.C.53)
- *Pierce College Faculty Code of Ethics* (I.C.54)
- Student Learning Outcomes Addendum to the COR (I.C.55)
- *Emergency Procedures Booklet* (I.C.56)

Analysis and Evaluation

Los Angeles Pierce College procedures and publications are reviewed regularly to assure integrity in all representations of its mission, programs, and services. These reviews occur in various participatory governance bodies. To more fully integrate systematic review of College procedures and publications, the College, through the responsible offices or appropriate committees, should establish a complete cycle of review by summer 2016.

Standard I.C.6

The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.

Evidence of Meeting the Standard

The *Pierce College General Catalog 2014-2016* accurately itemizes all student fees, including resident and nonresident tuition, health services fee, parking fee, associated student organization fee, transcript fees, class audit fees, and the enrollment fee refund policy (I.C.28). The *Fall 2015 Schedule of Classes* provides updated information on the total cost of attendance (I.C.57). The total cost of attendance is also provided on the Financial Aid Website (I.C.58). From this Web page, students can explore the total cost of education using the Net Price Calculator hosted by the California Community Colleges Chancellor's Office (I.C.59).

Analysis and Evaluation

The College accurately informs current and prospective students of the tuition and fees and provides tools for estimating the total cost of education. The information is available in the college catalog, schedule of classes, and Financial Aid Website. Estimates for the total cost of education are available through the Net Price Calculator tool.

Standard I.C.7

In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)

Evidence of Meeting the Standard

Los Angeles Pierce College adheres to LACCD Board Rule 15002 on Academic Freedom. This policy recognizes the essential function for collegial, academic discourse (I.C.60). The policy is published in the college catalog (I.C.22). The Pierce College Academic Senate's Faculty Code of Ethics, Section II, which also calls for the free pursuit of learning exercised in a responsible manner, reinforces the governing board's policy on academic freedom (I.C.54). The *Pierce College Faculty Code of Ethics* is posted on the Professional Ethics Committee Website (I.C.61).

Furthermore, Article 4 of the *Agreement 2014-2017* between the Los Angeles Community College District and the Los Angeles College Faculty Guild ensures the rights of faculty to freely pursue knowledge and “to guarantee the freedom of learning to the students” (I.C.62).

Analysis and Evaluation

Pierce College ensures faculty and students are free to explore and critically examine knowledge appropriate to a field of study. Academic freedom is supported in LACCD Board Rule 15002, Article 4 of the *Agreement 2014-2017*, and the *Pierce College Faculty Code of Ethics*.

Standard I.C.8

The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.

Evidence of Meeting the Standard

The College operates under established policies that promote honesty, responsibility and academic integrity for all constituencies. Los Angeles Community College District (LACCD) Board Rule 9803 (I.C.63) establishes standards of conduct that include references to both student behavior and academic honesty. This board rule applies to students as well as employees and visitors. Specific violations are defined in subsections of Board Rule 9803 and in Board Rules 9804, 9805, and 9806 (I.C.63). For example, Board Rule 9803.28 addresses academic dishonesty. LACCD Board Rule 6703.10 requires faculty to include in their syllabus a reference to the student code of conduct as it relates to academic dishonesty (I.C.7). Compliance with Board Rule 6703.10 is formally reviewed through the faculty evaluation process (I.C.8). The standards of conduct established in Board Rules 9803 through 9806 are also included in the college catalog (I.C.64).

Consequences for academic dishonesty are described in Board Rule 91101, which details the Student Discipline Procedures (I.C.65). These disciplinary procedures are published in the college catalog along with a local statement on academic integrity. Violations of Board Rule 9803 “may result in disciplinary action depending on the individual’s status as student, faculty, staff, or visitor.” The Employer/Employee Relations

Handbook provides the steps for employee discipline that may include violations of the standards for conduct (I.C.66).

Analysis and Evaluation

The governing board of the LACCD has established policies that address standards of conduct that include honesty, with a specific discussion of academic honesty, integrity, and responsibility. Board Rule 9803 is the primary policy that establishes the expectation of academic integrity and honesty for all college constituents. Locally, the College has established a position statement for student academic integrity. These policies are published in the College's general catalog and apply to all campus constituents regardless of their status. Board Rule 6703.10 states that a required element of a course syllabus is a reference to the code of conduct as it relates to academic dishonesty. Board Rule 91101 provides the consequences for student violations of any of these policies, including academic dishonesty.

Standard I.C.9

Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Evidence of Meeting the Standard

Faculty are expected to provide an environment for students to freely pursue learning where questions may be asked and opinions may be discussed. The *Faculty Code of Ethics* details the responsibilities implied in the pursuit of free inquiry, and specifically describes faculty members' obligation to present the subject matter of the course to the students and to cover the content described in the approved course outline of record (I.C.67). A component of faculty evaluation is to review an instructor's ability to teach content and use materials aligned with the course outline of record and congruent with generally agreed-on standards set by the academic discipline (I.C.68). Student evaluation of faculty enables students to report their perceptions of faculty objectivity and adherence to the official course objectives and content (I.C.69).

Analysis and Evaluation

Faculty present data and information objectively. Over 90 percent of students who responded to the biannual student survey agree or strongly agree that instructors present course information objectively and fairly

and that instructors distinguish personal convictions from professionally accepted views (I.C.70).

Standard I.C.10

Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.

Evidence of Meeting the Standard

As a public California community college, Los Angeles Pierce College does not require conformity to specific codes of conduct, nor does it seek to instill specific beliefs or world views. This Standard is not applicable to Los Angeles Pierce College.

Standard I.C.11

Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.

Evidence of Meeting the Standard

Los Angeles Pierce College does not operate in foreign locations. This Standard is not applicable to Los Angeles Pierce College.

Standard I.C.12

The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)

Evidence of Meeting the Standard

Los Angeles Pierce College complies with the Commission’s Eligibility Requirements, Accreditation Standards, policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. Previous institutional self evaluations, external evaluations, midterm reports, follow-up reports, and

annual reports were submitted within the Commission's required time period. Historic accreditation records are held in the College library in a special collection. More recent information regarding accreditation is on the Accreditation page on Pierce College's Website (I.C.71, I.C.72, I.C.73, and I.C.47). Currently, the College retains three full cycles of accreditation on the Website representing 14 years of college-generated reports and action letters from the Commission. The College received approval for a Substantive Change in March 2013 (I.C.74). The College accurately discloses its accredited status and accreditation-related information to the public on the Accreditation Web page, which is accessible from the Pierce College homepage (I.C.13 and I.C.14).

Analysis and Evaluation

Los Angeles Pierce College was initially accredited in 1952 and has continuously remained in accredited status. The College has a long-standing record of compliance with all of the Commission's requirements for timely submission of all documents required in the accreditation cycle, as well as timely submission of annual reports. The Commission approved a Substantive Change Proposal for distance education and the College recently submitted another Substantive Change Proposal for distance education in July 2015.

Currently, the College maintains three full cycles of accreditation materials, including college-produced reports and Commission action letters on the Website. Typically, three full cycles would include accreditation information for 12 to 18 years. Due to the Commission-initiated change in the College's comprehensive evaluation cycles, which moved the comprehensive evaluation from 2019 to 2016, the College will add the current accreditation cycle to the Website while retaining the documents from the prior three accreditation cycles.

Standard I.C.13

The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)

Evidence of Meeting the Standard

Los Angeles Pierce College accurately and honestly describes its accredited status to the public and other accrediting agencies (I.C.13 and I.C.14). The College maintains relations with various outside accrediting

and certifying agencies including the American Veterinary Medical Association (AVMA) and the California Board of Registered Nursing (BRN). Additionally, the College is certified by the California Association of Alcohol and Drug Educators (CAADE) for the Addiction Studies program and the National Automotive Technician Education Foundation (NATEF) for the Automotive Technology program (I.C.15).

The College's Financial Aid Office cooperates with the U.S. Department of Education on a regular basis in order to comply with federal Title IV regulations affecting the administration of financial aid programs. This is verified by the College being recertified to continue with the U.S. Department of Education federal financial aid program (I.C.75). The College maintains relationships with the California Student Aid Commission for students to obtain Cal Grants (I.C.76). The College maintains a relationship with the California Community College Athletic Association (CCCAA) and complies with its rules and regulations affecting the College's athletic program (I.C.77).

Analysis and Evaluation

Pierce College describes itself consistently to all of its accrediting agencies, communicates changes in accredited status, and discloses required information to all accrediting bodies, the students, and the public. Information relevant to accreditation and other external agencies is published in the college catalog and is maintained in appropriate locations on campus.

Standard I.C.14

The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

Evidence of Meeting the Standard

Los Angeles Pierce College is a publicly funded, open-access, not-for-profit institution. The College's mission statement reflects the institution's commitment to quality education. The statement is specific in its orientation toward student achievement and student learning (I.C.1). The College's commitment to its educational mission is further reinforced in the goals and objectives of the *Strategic Master Plan 2013-2017* (I.C.78).

Analysis and Evaluation

Pierce College is a not-for-profit public institution. As such, it does not generate returns for investors, contribute to related or parent organizations, or support external interests. Any financial arrangements entered into by the College are approved by the governing board and closely monitored by the relevant departments in Administrative Services, the college president, and the appropriate units of the Los Angeles Community College District.

Pierce College's mission statement reflects the importance of and its commitment to high quality education. The statement does not reference alternate fundraising objectives; it is focused on student achievement and student learning.

Standard II: Student Learning Programs and Support Services

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

Standard II.A: Instructional Programs

Standard II.A.1

All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)

Evidence of Meeting the Standard

Los Angeles Pierce College offers instructional programs consistent with the College's mission to "enable students to earn associate degrees and certificates, prepare for transfer, gain career and technical proficiency, and develop basic skills transfer preparation, career and technical education, and basic skills courses." The College offers 36 Associate of Arts (AA) degrees, 14 Associate of Science (AS) degrees, eight Associate of Arts for Transfer degrees (AA-T), four Associate of Science for Transfer (AS-T) degrees, and 50 Certificates of Achievement. All programs have identified program learning outcomes (PLOs) that are included in the college catalog (II.A.1). Students planning to transfer to the University of California (UC) or California State University (CSU) may follow the Intersegmental General Education Transfer Curriculum (IGETC) or CSU general education plan in lieu of the local general education plan to facilitate transfer after attaining an AA or AS degree (II.A.2 and II.A.3). The AA-T and AS-T degrees are designed to allow students to transfer to a CSU having met lower division major preparation for a similar degree at a CSU and must follow IGETC or the CSU general education plan. Degrees and certificates in career and technical education (CTE) fields are designed to prepare students to enter the workforce. Students earning degrees and certificates must earn a grade of C or better in courses required for the major and maintain a 2.0 grade point average (II.A.4 and II.A.5).

The Pierce College Curriculum Committee (CC) follows Los Angeles Community College District (LACCD) Administrative Regulation E-64 in reviewing all new programs to ensure alignment with the College's mission and strategic planning (II.A.6). Programs proposed in CTE areas must also include labor market data and advisory committee recommendations. All programs are reviewed during the comprehensive program review process (CPR) every four years; every two years for CTE programs as outlined in the Pierce College *Integrated Planning Calendar 2013-2026* (II.A.7). Comprehensive program review occurs prior to the College's review of the mission statement and strategic master plan (SMP). The Educational Planning Committee (EPC) oversees the program review process and the program viability process for instructional programs (II.A.8). Furthermore, through the College's annual program plans (APPs), departments review achievement data annually and set short-term goals linked to the goals of the strategic master plan (II.A.9).

The College has established institution-set standards (ISS) for student achievement with respect to degree and certificate attainment (II.A.10). The College has an institution-set standard to award 1,149 degrees and

certificates. The ISS are integrated into the College's strategic plan and annual program planning processes (II.A.11 and II.A.12).

Analysis and Evaluation

Pierce College offers diverse programs and courses that are aligned with the College's mission and reflect the comprehensive nature of the community. The degrees and certificates offered meet the needs of our students. Students earning degrees or certificates are prepared to transfer or enter the workforce. The Curriculum Committee reviews programs to ensure the program supports the College's mission and is appropriate to higher education. Programs are reviewed through an ongoing process of annual program planning and comprehensive program review. Student achievement data is reviewed annually through the APP process. All programs have identified learning outcomes that are assessed regularly on a six-year cycle. The College will be reviewing the outcomes assessment cycle for programs in light of the integrated planning calendar.

Standard II.A.2

Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.

Evidence of Meeting the Standard

All faculty, full time and hourly rate, regardless of mode of delivery, follow the same course outline of record (COR). The COR informs all faculty teaching the course about the content, course objectives, types of reading and writing assignments, representative textbooks, critical thinking assignments, types of out-of-class assignments, information competency, methods of instruction, and methods of evaluation (II.A.13). Full time faculty are responsible for ensuring that all credit courses meet generally accepted standards through the Curriculum Committee (CC) processes. Since the College's noncredit program for older adults has no full time faculty due to the nature of the program, part time faculty are responsible for ensuring that noncredit courses are updated and consistent with accepted standards. All CORs for both newly created courses and revisions to existing courses are reviewed and approved through the CC (II.A.14). Courses offered at Pierce College are

appropriate for the lower division level and fulfill lower division major preparation at transfer institutions, general education requirements, or basic skills development.

Faculty update the COR on a regular six-year cycle or sooner if there are changes in requirements for transfer or workforce needs for vocational courses (II.A.15). During technical review, CORs are evaluated for overall completeness and accuracy, alignment of course content with objectives, validation of requisites, and that the outline meets changes in transfer requirements or workforce needs (II.A.16).

Faculty members at Pierce College are evaluated at least once every three years in keeping with Article 19 or Article 42 of the *Agreement 2014-2017* between the LACCD and the Los Angeles College Faculty Guild (II.A.17 and II.A.18). Faculty are evaluated through peer evaluations in areas such as:

- Faculty ability to establish a relationship conducive to learning;
- Teaching to the COR;
- Promotion of active involvement of students in learning activities; and,
- Faculty ability to provide a positive learning environment (II.A.19).

Analysis and Evaluation

Pierce College faculty ensure the curriculum meets academic and professional standards through the curriculum review process. Faculty review and update courses at least once during a regular six-year cycle. They regularly assess SLOs at the course level and provide plans for improvement of student learning. The results of SLO assessments are discussed in the annual program plans and are integrated with resource requests as appropriate. Finally, faculty are evaluated through peer evaluation on a three-year cycle with a component of evaluation ensuring continuous improvement in the teaching and learning process.

Standard II.A.3

The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.

Evidence of Meeting the Standard

The College has identified course and program level outcomes for all courses and programs (i.e. degrees and certificates) it offers. The development and implementation of learning outcomes involve a broad-based institutional dialogue among faculty, staff, and administrators through the participatory governance structures that have evolved over time: from SLO coaches and an outcomes coordinator to the College Outcomes Committee, Curriculum Committee, and Academic Senate.

In fall 2012, the College Outcomes Committee (COC) was created as a standing committee of the Educational Planning Committee (EPC [II.A.20]). This began the institutionalization of the work formerly done by the SLO coaches and outcomes coordinator. Recognizing that the scope was larger than originally conceived, in fall 2013, the COC became a standing committee of the Academic Senate (II.A.21). The dialogue is currently expanding to include all units of the College. The COC facilitates the continual process of developing, implementing, assessing, and evaluating college wide outcomes guidelines, activities, assessment, and reporting of student learning outcomes (SLOs), program learning outcomes (PLOs), general education learning outcomes (GELOs), institutional learning outcomes (ILOs), and service area outcomes (SAOs [II.A.22]).

The Curriculum Committee ensures that the course outline of record (COR) for all approved credit and noncredit courses includes an addendum that describes the course SLOs. The Curriculum Committee (CC) processes additions or revisions to course SLOs. The College curriculum approval process includes a technical review of the SLO addendum by the College outcomes coordinator (II.A.23).

As described in Standards I.C.1 and I.C.3, all faculty are required to distribute a syllabus during the first week of class that includes the approved course SLOs in accordance with LACCD Board Rule 6703.10 (II.A.24). A component of the faculty evaluation process includes participation in the SLO assessment cycle and inclusion of SLOs in class syllabi (II.A.19).

All of the College's degree and certificate programs have identified PLOs. The PLOs are published in the *Pierce College 2014-2016 General Catalog* and are also available in the Outcomes Database (ODB) used between fall 2011 and fall 2014 and in eLumen beginning in spring 2015 (II.A.25 and II.A.26). The program outcomes for the general education-related certificates and the four General Studies degrees are identified as GELOs.

These GELOs were used as the institutional learning outcomes (ILOs) starting in fall 2011 (II.A.27). In spring 2015, the COC approved a recommendation to the Academic Senate to adopt broader institutional learning outcomes (II.A.28). The new proposed ILOs will include the GELOs and an additional outcome related to career and technical education (CTE). These recommendations will be considered by the Senate in early fall 2015.

Prior to spring 2015, a department would communicate changes to a PLO, if any, to the outcomes coordinator and to the person responsible for maintaining the ODB. Changes would also be communicated to the dean responsible for the catalog update. The eLumen system has capabilities that will allow department chairs to modify PLOs directly.

Faculty assess course SLOs every semester and report the results every other year as illustrated in the SLO Assessment Reporting Matrix (II.A.29). Between fall 2011 and fall 2014, departments submitted their outcomes assessment reports directly in the Outcomes Database (ODB). During fall 2014, the College adopted eLumen, an outcomes software tool that facilitates the integration of assessment reports into the College's overall planning processes, including the disaggregation of learning outcomes data. Through the established governance structure, the College selected the eLumen software as the repository of the College's outcomes assessment and reporting. This software has been in place since spring 2015 with data gathering for course SLOs completed by July 2015 (II.A.30). In order to maximize the effectiveness of this dynamic assessment tool, the Academic Senate approved the COC's recommendation to adopt a comprehensive outcomes assessment process for all students in every class taught every fall and spring semester to ensure that there is sufficient data for meaningful analysis (II.A.31). The first course-level reporting is planned for fall 2015 through eLumen (II.A.32).

Program learning outcomes are assessed on a six-year cycle aligned with the *Educational Master Plan 2012-2018* (II.A.33 and II.A.34). The last comprehensive PLO reporting cycle, which included GELO assessment, was completed in spring 2012 and is available in the ODB (II.A.35 and II.A.36). PLOs are scheduled to be assessed in the 2017-2018 academic year. The GELOs were planned to be assessed on a three-year staggered cycle with one per semester beginning in fall 2012 and ending in spring 2015 (II.A.27).

Analysis and Evaluation

In April 2012, the College reported to the ACCJC that the institution was able to demonstrate proficiency according to the rubric that was in place at the time (II.A.37). Since that time, the College has worked continuously to achieve sustainable continuous quality improvement. The College established a governance body, the College Outcomes Committee (COC) that facilitates and guides the dialogue and implementation of outcomes-related activities. The College implemented an outcomes assessment tool, which in combination with a recently adopted process of comprehensive assessment, will improve the outcomes assessment process and assist in more meaningful analyses. In addition, the College is able to demonstrate that all active courses have SLOs, that course SLOs are part of the officially approved COR and that they are included in course syllabi. The general catalog includes PLOs for all degree and certificate programs. A process is not clearly defined to review and approve modification to PLOs. As the College moves forward with the integration of authentic assessment in the planning cycle, the process and procedure for making changes to PLOs will need to be reconsidered and improved.

Evidence available in the two outcomes databases shows that course SLOs are regularly assessed and analyzed. Evidence shows that the College had started a cycle of regular assessment of PLOs for degree and certificate programs, including the general education programs. However, a series of internal factors interrupted the process of the GELO assessment. Changes in the leadership in academic affairs, the Office of Institutional Effectiveness (formerly Research), and faculty outcomes coordinator, coupled with the transitioning from the SLO coaches model to the College Outcomes Committee structure, negatively impacted the GELO assessment process. Additionally, in spring 2014, the College's *Strategic Master Plan 2013-2017* was approved by the governing board, which began the implementation of the *Integrated Planning Calendar 2013-2026* (II.A.7). This resulted in shifting from a six-year planning cycle to a four-year planning cycle. This modification affected all the College's planning processes, including the outcomes assessments cycle. The College will be addressing the realignment of the PLO/GELO assessment cycle as part of an Action Project of the Quality Focus Essay. The College will consider the following as part of the Action Project:

- Identify responsible functions/personnel for completing all assessment-related activities, in particular, responsibility for the GELO assessment;

- Align all outcomes assessment with four-year cycle of the integrated planning and resource allocation cycle;
- Create and implement a process to update course-level and program-level learning outcomes within eLumen;
- Review and revise outcomes, as needed, to include deeper analysis of outcomes assessment report through the annual planning process; and
- Review, revise, and implement processes and procedures to ensure the sustainability of the assessment cycle.

Standard II.A.4

If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.

Evidence of Meeting the Standard

Pierce College distinguishes its pre-collegiate level curriculum in the course outline of record and in the general catalog. Pre-collegiate level curricula are offered in English, English as a Second Language (ESL), mathematics, learning foundations, and learning skills. Pre-collegiate courses are noted in the general catalog and schedule of classes as non degree applicable (NDA [II.A.39 and II.A.40]). These courses prepare students for college level curriculum. Course sequence charts in English, ESL, and math show students the path to college-level courses (II.A.41).

The College provides support services to students enrolled in pre-collegiate level courses. The Center for Academic Success (CAS) is dedicated to empowering students to achieve academic success. Students can get assistance in many subjects, in particular, English, ESL, and math (II.A.42). The CAS in collaboration with PierceOnline offers writing assistance through the Online Writing Lab (OWL [II.A.43]). Learning communities are available in the math department, including Pre-algebra Immersion (PI), Algebra Success at Pierce (ASAP), and Statway (II.A.44, II.A.45, and II.A.46). These learning communities provide additional support to students or create an accelerated pathway to transfer level math. Other learning communities designed to support students to advance to and succeed in college-level courses are Summer Bridge and Accelerated ESL Program (II.A.47 and II.A.48). These learning communities are discussed within each department and the Student Success Committee (II.A.49).

Analysis and Evaluation

The College is dedicated to meeting the diverse educational needs of its students. To assist students, who are not fully prepared for college-level coursework, pre-collegiate courses in English, ESL and mathematics are offered to improve their skills and abilities. Support services are offered through the Center for Academic Success to help students succeed. Various learning communities are in place to help students reach college-level course work, some through accelerated pathways.

Standard II.A.5

The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)

Evidence of Meeting the Standard

The College requires a minimum of 18 units in a major or area of emphasis with a minimum total of 60 semester units to earn an associate's degree. This complies with the Title 5, Section 55063 of the California Code of Regulations and LACCD Board Rule 6201.10 (II.A.50 and II.A.5).

The breadth, depth, quality, and rigor of the College's programs are determined through our curriculum process as detailed in LACCD Administrative Regulation E-64 (II.A.6). All degrees consist of units required for the major or area of emphasis, general education, and degree-applicable elective units to reach the 60 unit minimum as required in LACCD Board Rules 6201.13 and 6201.14 (II.A.5). Degrees and certificates consist of a core of required courses in a single field of study allowing for depth of the subject. Restricted electives may be available and consist of courses in the field of study or related fields. For associate degrees, students must complete a minimum of 18 units of general education providing a breadth of knowledge outside of the focused major. For programs in the CTE area, input from advisory committees is used to develop programs and modify them, if necessary (II.A.51). The CTE programs are designed for students to enter the workforce after completing a degree or certificate.

The quality of courses and programs is addressed through faculty evaluations. Faculty peer evaluations are conducted at least every three

years. Evaluations include how well the instructor communicates ideas, promotes student involvement in learning activities, whether faculty assess student progress regularly, ensure course content is appropriate and congruent with the COR, and that faculty have command of the subject matter (II.A.19). The quality of degree and certificate programs is also reviewed during Comprehensive Program Review (CPR). Awards data are reviewed and analyzed by departments and addressed as part of the program review process (CPR template). For CTE, labor market data is also reviewed to ensure that there is still demand in industry for the program.

Analysis and Evaluation

The College follows practices common to institutions of higher education in designing degree and certificate programs. All degrees require a minimum of 60 units. CTE programs receive annual feedback from advisory committees to ensure the required coursework and sequencing is appropriate to meet industry needs. All programs evaluate the needs and quality of programs through CPR. Faculty are evaluated as a means to determine the quality of instruction within courses.

Standard II.A.6

The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)

Evidence of Meeting the Standard

Department chairs, in consultation with supervising deans, prepare course schedules that enable students to meet course prerequisites and complete their programs of study. To provide opportunities for students, classes are scheduled in the day, afternoon, and evening hours, on Saturday, and online. Programs are designed as two-year programs for students attending in full-time status. Programs such as Registered Veterinary Technician, Nursing, and American Sign Language provide information to students with a path to complete programs in this time frame (II.A.52, II.A.53, and II.A.54). A two-year program plan does not always ensure that courses are sufficiently scheduled to meet student demand. This was the case with the Registered Veterinary Technician program. It was noted in their American Association of Veterinary Medicine (AVMA) accreditation report that there was a bottleneck between the first and second year of the program. To create a long-term solution to the observed bottleneck, the OIE is gathering data to determine where it is occurring. In the near-term, and based on student

feedback, additional hours were given to the program to schedule more high demand, second year classes for the 2015-2016 academic year (II.A.55).

In 2011, the Scheduling Advisement Committee (SAC) was created as a subcommittee of the Academic Senate (II.A.56). The SAC identified that the College was not scheduling courses in sufficient numbers for students to complete their transfer general education requirements. A realignment of allocated hours was recommended and went into effect in spring 2012 (II.A.57 and II.A.58). In 2012, the Enrollment Management Committee (EMC) was created as a standing committee of the PCC. The SAC was intended to focus narrowly on the schedule of classes and the EMC was to focus on broad institutional issues (II.A.59). In 2014, the SAC was disbanded and the responsibility for making both broad and specific scheduling recommendations shifted to the EMC (II.A.60 and II.A.61). The EMC developed the *Plan for Enrollment Management 2014-2018* (PEM), which was approved by the Pierce College Council (PCC) in spring 2015 (II.A.62 and II.A.63). Goal 11 of the PEM is to “schedule courses to ensure student completion.” One of the EMC goals for 2015-2016 is to address effective scheduling (II.A.64).

Analysis and Evaluation

Programs such as Nursing and American Sign Language make available scheduling paths for students to complete program requirements in a timely manner. Department chairs and deans collaborate to ensure courses are scheduled so students may complete. To further improve in this area, the EMC should investigate best practices for scheduling and report out by the end of spring 2016. The EMC should also complete its goal to review whether courses are scheduled to ensure completion and determine the impact of the 2012 realignment. As part of comprehensive program review, departments will be required to submit a two-year scheduling plan.

Standard II.A.7

The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

Evidence of Meeting the Standard

Embedded in the College’s mission, goals, and values is a commitment to providing opportunities for access and success (II.A.65). Traditional face-to-face courses are scheduled on campus and at outreach locations

during the day, evening, weekends, and online. The Program for Accelerated College Education (PACE) and academic outreach short-term classes create additional opportunities for accessing courses and facilitate completion of a program (II.A.66). The College actively schedules courses in these delivery modes, and tracks enrollment, retention, and success in each mode of delivery (II.A.67 and II.A.68). Additionally, Pierce Extension and Encore, the noncredit program for older adults, serve the community at-large. Courses are offered as lecture, laboratory, or in a combination of lecture and laboratory. The majority of courses are Web enhanced to ensure students can access course materials outside official class meeting time (II.A.69).

The College supports faculty through professional development opportunities that facilitate the delivery of instruction in multiple formats and to engage different learning styles. Workshops and seminars are offered throughout the semester on best practices in distance education, including workshops on making course materials accessible to all learners (II.A.70). The Title V grant has sponsored faculty to attend Quality Matters training to improve the quality of online courses. The Student Success Committee has sponsored on-campus activities to engage and inform faculty on new pedagogical strategies such as Reading Apprenticeship and Habits of the Mind (II.A.71). Pierce College sponsored a Faculty Teaching and Learning Academy (FTLA) in summer 2015 (II.A.72). Thirteen faculty from the College and another 12 from sister colleges in the District engaged in activities to expand their pedagogical toolbox to create student-centered classes, including topics such as syllabus redesign, reading apprenticeship, growth mindset, use of technology, culturally responsive training, and flipping classes (II.A.73).

As discussed in Standards II.B and II.C, the College's learning support services also provide services to meet the needs of our students. Services for counseling, orientation, assessment, tutoring, career transfer center, and the library are available to students on campus and online. The Special Services Office (DSPS) ensures that students with special needs have the tools necessary for success.

Analysis and Evaluation

The College provides opportunities for all students regardless of learning styles, physical or learning abilities, physical location, or working schedule, by offering courses and learning support services that address the needs of the diverse community it serves. Courses are scheduled in a variety of delivery modes and schedules. Faculty actively engage in professional development activities to enhance their ability to meet the

needs of all students. Learning support services are available on campus and online.

Standard II.A.8

The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.

Evidence of Meeting the Standard

The only department that offers departmental course examinations is mathematics. The department uses common exams in elementary and intermediate algebra, calculus I, and Statway classes. Statway is a nationwide program sponsored through the Carnegie Foundation. The Carnegie Foundation created the exam administered in the Statway classes. Instructors grade the exam according to a rubric provided by the Carnegie Foundation. The Carnegie Foundation collects data every semester and makes adjustments to the exam based on the results received nationally.

The College's mathematics faculty develop the elementary and intermediate algebra and calculus exams. For the algebra exam, a random test bank is used to generate the questions. A committee formed within the department assembles the exam. The exam is also reviewed and proofread by three to four department faculty members. The exams are graded using a common rubric during a common grading session for the open-ended questions. The intended purpose of the exam is as an outcomes assessment tool. An instructor may opt to use the exam as the final exam for the class and weight the exam in the overall course grade, which is described by each instructor in their course syllabus. After the exam is given, the department collects and analyzes data for each question. The average score on each question as well as the standard deviation are computed (II.A.74). The department uses this information to adjust questions in future semesters and make recommendations to instructors for improving instruction across the department.

For the calculus exam, each semester the instructors teaching Calculus I meet to create the exam. They review previous semester exams and data, and they create an exam aligned with the course outline of record. An agreed-upon rubric is created and used for grading. Similar to the algebra exam, the results are collected and analyzed by mean and standard deviation for each question (II.A.75). The weight of the exam in

the overall course grade as determined by each course instructor is described in the course syllabus.

For both the algebra and calculus exams, instructors are informed about how their students performed on each question and overall in comparison to the department as a whole. Instructors use this information in planning future courses.

Analysis and Evaluation

The mathematics department has processes in place to ensure common exams in algebra and calculus are free from bias and validated. The department creates the exam by committee using randomly generated questions. The faculty analyze data for each question to inform faculty on the topics that need improvement across the department.

Standard II.A.9

The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)

Evidence of Meeting the Standard

The College awards degrees in accordance with District Board Rule 6201, which includes: a minimum of 60 units of credit with at least 18 units in a major or area of emphasis; a scholarship requirement of a 2.0 or higher grade point average in all work and a "C" or better in each course counted toward a major requirement; a competency requirement in math and English; and a minimum of 18 units of general education (II.A.5). Certificates are also awarded in accordance with District Board Rule 6201 with the same scholarship requirements for degrees. The College offers 112 degrees and certificates. Each program has defined PLOs that are identified in the general catalog (II.A.1). Course SLOs in each program are mapped to the program SLOs (II.A.76).

As described in the response to the *Policy on Degrees and on Credits*, the College awards credits based on commonly accepted practices in higher education. The College does not award credit based on the clock-to-credit hour conversion formula.

Analysis and Evaluation

The number of degrees and certificates awarded by the College in the last five years has more than doubled as reflected in the chart below

Award Type	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Associate Degree	801	933	1,032	1,046	1,171
Certificate	75	209	547	596	650
Total	876	1,142	1,579	1,642	1,821

Standard II.A.10

The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)

Evidence of Meeting the Standard

As described in the *Policy on Transfer of Credits*, the College only accepts credits from accredited institutions recognized by the U.S. Department of Education or the Council on Postsecondary Accreditation. The College does not accept credits from non accredited institutions (II.A.24).

Various District Administrative Regulations detail the types of credit the College accepts: coursework from a college outside of the District, credit for courses taken at institutions of higher learning outside of the United States, military credits, and upper-division coursework (II.A.77, II.A.78, II.A.79, and II.A.80). Students are also informed about the transfer credit policy in the college catalog and the Counseling Department Website. The College maintains articulation with California public universities as well as private and out-of-state colleges and universities. Articulation agreements with California private and independent colleges and universities as well as some out-of-state universities are posted on the College's Website.

Analysis and Evaluation

The College makes information about the transfer of credits available to its students through the general catalog and Website. Pierce College

maintains articulation agreements with both in-state and out-of-state colleges, which are available on the Articulation System Stimulating Interinstitutional Student Transfer (ASSIST) Website or the College's Website.

Standard II.A.11

The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

Evidence of Meeting the Standard

In fall 2011, six GELOs were adopted by the College through the participatory governance process as described in Standard II.A.3 (II.A.27). These GELOs were also the College's ILOs. All courses, through the SLO addendum, are mapped to one or more GELOs. The GELOs are:

1. Communication;
2. Critical Thinking;
3. Research and Information Literacy;
4. Civic Responsibility and Ethical Reasoning in a Diverse Society;
5. Quantitative Analysis and Scientific Reasoning; and,
6. Arts and Cultural Awareness.

The GELOs address the student's communication competency (GELO 1), information competency (GELO 3), quantitative competency (GELO 5), analytic inquiry skills (GELOs 2 and 5), ethical reasoning (GELO 4), and the ability to engage in diverse perspectives (GELOs 4 and 6).

In spring 2015, the COC recommended to the Senate that a new ILO be added related to occupational and career readiness (II.A.28). In so doing, the GELOs and ILOs were separated and the GELOs are now a subset of the ILOs. While many CTE programs have outcomes embodied by one or more GELOs, many of their PLOs are more program-specific for students to have the knowledge and skills to enter the workforce. The SLO addendum is being modified to account for the new ILO and CTE courses will begin mapping to the ILO through the regular curriculum update.

Analysis and Evaluation

All degrees of the College include outcomes in communication competency, information competency, quantitative competency, analytical inquiry skills, ethical reasoning, and the ability to engage diverse perspectives directly through major requirements or through meeting general education requirements. Certificates in the CTE area include these outcomes, as appropriate to the program, and include program-specific skills needed to enter the workforce.

Standard II.A.12

The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)

Evidence of Meeting the Standard

In adherence with state regulation and district board rules (II.A.5 and II.A.50), the College requires all of its degree programs to include a component of general education as part of its graduation requirements. Relying on faculty expertise through the College's Curriculum Committee and Academic Senate, the College has developed a general education philosophy statement, which is published in the general catalog (II.A.81), and reviewed and ratified each fall semester by the Curriculum Committee (II.A.82 and II.A.83).

Los Angeles Pierce College offers three general education plans to complement its associate degrees (II.A.5): the LACCD General Education plan, the California State University (CSU) General Education Breadth plan (CSU GE Breadth), and the Intersegmental General Education Transfer Curriculum (IGETC). Students pursuing an Associate of Arts for Transfer or an Associate of Science for Transfer must complete the CSU GE Breadth plan or IGETC pattern. For courses to be included in the CSU GE Breadth plan, the course must meet the requirements set forth in Article 4 of the CSU Executive Order 1033 (II.A.84). For courses to be

included in the IGETC pattern, the course must meet the requirements set forth in the IGETC standards (II.A.85). For the CSU GE Breadth plan IGETC pattern, the courses are initially locally recommended for GE area placement, requested by the Articulation Officer, and approved by the respective system. Course inclusion in the LACCD general education plan is reviewed and approved by the College's CC and the Academic Senate in accordance with LACCD Board Rule 6201.14 (II.A.5) and Administrative Regulation E-65 (II.A.86 and II.A.87). Course outlines of record (CORs) are reviewed and revised on a six-year cycle in a process overseen by the Curriculum Committee, ensuring that general education courses continue to meet the collegiate standards (II.A.15).

The College has identified six General Education Learning Outcomes (GELOs) that are published in the general catalog (II.A.4 and II.A.27):

1. Communication;
2. Critical Thinking;
3. Research and Information Literacy;
4. Civic Responsibility and Ethical Reasoning in a Diverse Society;
5. Quantitative Analysis and Scientific Reasoning; and,
6. Arts and Cultural Awareness.

The GELOs address the student's preparation for and acceptance of responsible participation in a civil society (GELO 4), skills for lifelong learning and application of learning (GELOs 1, 2, 3), broad comprehension of knowledge, practice, and interpretive approaches in the arts and humanities (GELO 6), the sciences (GELO 5), mathematics (GELO 5), and the social sciences (GELOs 2, 3, 4). Every credit course is mapped to at least one GELO. The College ascertains the achievement of the GELOs through regular assessment of learning outcomes in the courses mapped to each GELO (II.A.25, II.A.26, and II.A.88).

Analysis and Evaluation

A substantial component of general education is required of all College degree programs. The general education philosophy is developed and reviewed locally by the Curriculum Committee and is published in the catalog. Using official rules, processes and procedures, the Curriculum Committee relies on faculty expertise, including the expertise of the articulation officer, to determine the appropriateness of each course for inclusion in the general education curriculum. The College's general education courses are mapped to one or more GELOs and through regular outcomes assessment the institution determines the effectiveness of how

well the College prepares its graduates beyond career or transfer readiness.

Standard II.A.13

All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.

Evidence of Meeting the Standard

In keeping with LACCD Board Rule 6201.10 and Title 5, Section 55063, each associate degree offered at Los Angeles Pierce College requires a major (i.e., one area of focused study) or an area of emphasis (i.e., an interdisciplinary core [II.A.5 and II.A.50]). Students planning to complete a degree must complete a minimum of 18 units in a major or area of emphasis. Each degree consists of a pattern of courses beginning with introductory concepts and leading to more in-depth topics. A degree is awarded upon successful completion of a minimum of 60 units, which includes requirements in a major or area of emphasis, general education, competency requirements, scholarship requirements, and electives, if needed. All degrees have defined program learning outcomes (PLOs). Every course within the major or area of emphasis is mapped to the PLOs, which are assessed on a six-year cycle. Development or revision of degrees relies on faculty expertise in the discipline and approval follows the LACCD Administrative Regulation E-64 and local curriculum processes (II.A.6 and II.A.89).

Analysis and Evaluation

The Curriculum Committee relies on the expertise of discipline faculty, established processes, and procedures to ensure that all degrees include a focused study in a major or area of emphasis. The competencies and outcomes are consistent with norms in higher education. Many courses within degree programs meet lower-division major preparation upon transfer.

Standard II.A.14

Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

Evidence of Meeting the Standard

Faculty members within the career and technical education (CTE) fields meet with their advisory committee at least once a year (II.A.90 and II.A.91). The advisory committees consist of faculty and industry professionals and they discuss emerging trends in the field of study. The industry professionals provide expertise and input into the requirements from CTE degree and certificate programs.

Additionally, CTE programs in Addiction Studies, Nursing, and Registered Veterinary Technology provide curricula to assist students in being successful on licensure exams (II.A.92). The Automotive Technology program prepares students for industry certifications. Several programs at the College are subject to review by external agencies such as Automotive Service Technology by the Bureau of Automotive Repair (BAR), Nursing by the California Board of Registered Nursing (BRN), and Registered Veterinary Technology (RVT) by the American Veterinary Medical Association (AVMA [II.A.93]). Career and technical degree and certificate programs undergo program review every two years to ensure the quality and currency of its courses and outcomes (II.A.94).

Analysis and Evaluation

Faculty members in CTE programs meet with industry professionals to discuss programs and alignment with industry standards. Students in CTE programs are prepared for licensing exams conducted by external agencies. Program review is completed every two years for each CTE program to ensure programs are providing adequate preparation for students to meet employment standards and licensure or certification requirements.

Standard II.A.15

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

Evidence of Meeting the Standard

LACCD Board Rule 6202 on catalog rights allows for students to complete program requirements under the catalog in effect when they enter the College, under the catalog in effect when they graduate, or in any year in

between, if they remain in continuous attendance as defined in LACCD Board Rule 6203 (II.A.5).

LACCD Board Rule 6803 allows colleges to conduct viability reviews (II.A.95). In accordance with Board Rule 6803, the College has developed its program viability process. While the goal of program viability is to improve and strengthen programs, it is possible for the viability committee under certain circumstances to recommend program discontinuance. If the program viability committee recommends program discontinuance, that recommendation must be reviewed and a structured plan for closing the program must be developed. As specified in Board Rule 6803.10, if a program is being discontinued, the College must make provisions for students in progress to complete their training (II.A.95). These provisions may include appropriate course substitution.

In the past three years, the College has conducted five program viability reviews, including horticulture, noncredit, multimedia, cooperative education, and service learning (II.A.96, II.A.97, II.A.98, II.A.99, and II.A.100). As a result of the viability review process, cooperative education and service learning were discontinued. These were programs designed to provide students paid or volunteer experiences in the workplace. Neither program offered degrees or certificates; thus, there was no direct impact on students' ability to complete their programs of study.

Analysis and Evaluation

The District and College have policies and procedures in place to address program elimination. Since the last accreditation review, no programs affecting students' ability to attain a degree or certificate have been discontinued.

Standard II.A.16

The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

Evidence of Meeting the Standard

The College regularly evaluates and improves the quality and currency of all instructional courses and programs. At least once every six years, all

academic courses, whether collegiate, pre-collegiate, or noncredit are required to undergo formal curricular review (II.A.101 and II.A.15). The course outline of record (COR) update schedule is maintained by the Curriculum Committee (CC) and posted on their Website. The Curriculum Committee reviews updated CORs in accordance with the established approval process (II.A.89). Course SLOs for credit and noncredit courses are assessed on a two-year cycle (II.A.29).

The process for evaluating classes offered by Pierce Extension is different. Not-for-credit classes are not approved by the CC, but by the governing board. After the course initiator submits a course proposal based upon community interest and demand, the College submits the course title and description for governing board approval (II.A.102). Not-for-credit classes have defined SLOs that are maintained in the Pierce Extension office (II.A.103). Classes are evaluated at the end of the offering through the delivery of a survey to participating students, while continuing classes are assessed once per year (II.A.104). Survey results are reviewed to ensure student satisfaction. Outcome results are summarized in the annual program plan (II.A.105).

Pierce College regularly evaluates the quality of all instructional programs through the program review process as specified in Los Angeles Community College District (LACCD) Board Rule 6801 (II.A.95). All programs are reviewed on a six-year cycle, with the next comprehensive program reviews (CPR) scheduled for completion in spring 2016. After 2016, CPR will move to a four-year cycle aligned with the *Pierce College Integrated Planning Calendar 2013-2016* (II.A.7). Career and technical programs are reviewed every two years (II.A.94 and II.A.95). The College reviews programs according to a cycle ranging from annual program plan evaluations to comprehensive program review (II.A.106 and II.A.107). These two processes allow the departments and units to take both a short-term and long-term view at the quality, effectiveness, and currency of their programs or services.

As the 2016-2017 annual program plan (APP) template shows, each department analyzes quantitative and qualitative student achievement and student learning data disaggregated by discipline, subpopulations, mode of delivery, or program type, such as pre-collegiate instructional programs (II.A.9). The APP template provides prompts for departments to reflect on and discuss their data, including looking for trends over time. In addition, the template asks departments to analyze whether the program's rates are above the institution-set standards or if there are equity gaps for key indicators of student achievement and student learning. Finally, the APP template also requires departments to reflect

on significant findings from the SLO assessments as analyzed throughout year (II.A.12).

Based on a discussion of this data, as well as the departments' progress on prior year goals, all departments set goals for next year to improve their effectiveness and, if applicable, request resources to meet those goals. The department's goals are aligned with the strategic master plan goals to ensure integrated planning between departments and the College's overarching goals (II.A.12). For career and technical programs, regularly scheduled advisory committee meetings provide essential input into the relevancy of each program. The insights gained and recommendations made through those advisory committee meetings are integrated into the annual plans to improve and maintain currency of course curricula and programs (II.A.90, II.A.91, and II.A.108).

Every four years, the APP process is expanded into comprehensive program review, which includes additional questions to ensure that programs reflect on the achievement of prior goals and set new long-term goals for the program. The program review criteria include relevancy, appropriateness, achievement of student learning outcomes, currency, and planning to improve the quality of programs, stimulate curriculum changes, and enhance current curriculum (II.A.109 and II.A.110).

Analysis and Evaluation

The College systematically strives to improve programs and courses to enhance student learning outcomes and achievement. Courses are evaluated according to a regular COR update schedule and through ongoing outcomes assessment. Annual program plans include a discussion of outcomes assessment. Programs are evaluated through comprehensive program review, which is conducted biannually for CTE programs. Through program review and annual plans, faculty members discuss achievement and outcomes data and set long-term goals that provide a basis for the future direction of institutional planning.

As included in the Quality Focus Essay Action Plan, the outcomes assessment process will benefit from an additional validation tool that would assess whether improvements made yield expected results. The integration of CPR with PLO assessment can be made stronger through linking the assessment cycle for outcomes with the cycle of program review. Finally, the College should integrate assessment of not-for-credit classes offered through Pierce Extension into the overall planning cycle and assessment tools used by the credit and noncredit programs.

Standard II.B: Library and Learning Support Services

Standard II.B.1

The institution supports student learning and achievement by providing library and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)

Evidence of Meeting the Standard

Center for Academic Success (CAS)

The Center for Academic Success (CAS) is comprised of subject area tutoring for between 15 and 20 subjects per semester, learning skills courses, and a variety of math, English, humanities, and study skills workshops designed to address the needs of basic skills students across the curriculum. The CAS assists students in achieving their academic goals by offering services to fit the diverse needs, multiple strengths, and various ability levels of students. The CAS is located in the new library/learning crossroads (LLC). The CAS houses a computer lab, a workshop room, three group study rooms for course-embedded tutoring sessions, a conference room, and 8,249 square feet of open tutoring space with white boards and tables. The CAS offers a variety of workshops, all of which take place in the computer lab and workshop room inside the CAS (II.B.1, and II.B.2).

The center is open for tutoring Monday through Thursday from 9:00 a.m. to 5:30 p.m., and Friday from 10:00 a.m. to 2:00 p.m. In addition to subject area tutoring, group study sessions and workshops are provided to promote student success. The CAS has developed resources available on the Website to provide workshop materials, links to support materials, and interactive activities related to English grammar and writing fundamentals (II.B.3).

The CAS also offers online tutoring through the Online Writing Lab (OWL), which, along with face-to-face tutoring, is available to all students enrolled in classes at Pierce College. The online writing laboratory has been successful in providing students, who have limited access to campus

or who attend courses outside of the center's hours, with access to feedback and tutoring (II.B.4).

Library

The Pierce College Library serves as a hub of learning on campus. The new library of over 58,999 square feet opened in April 2013. There is seating for over 800 students. This seating includes study carrels, reading tables, couches, and benches. The library is open during fall and spring semesters for 54 hours each week and is staffed by six permanent faculty librarians and the library department chair, who functions as a 0.6 librarian and a 0.4 department chair; 16 hours per week of adjunct faculty librarians; one library assistant; four library technicians; and two instructional assistants for the Open Access Computer Lab.

The Pierce College Library has wireless Internet access, eight group-study rooms, one smart library instruction room with 40 computers, an open access laboratory with 110 thin-client computers, 20 thin-client computers in the reference area for academic and database access and use, a task room for students with disabilities, and two copy stations with four printer/copiers (color and black and white [II.B.5]).

Students and faculty have access to a library collection with sufficient breadth, depth, and variety to support the learning programs of the College. The collection is comprised of print volumes, online books, current periodical subscriptions, and electronic resources for on-campus and off-campus use (II.B.6 and II.B.7).

Regardless of location, students are supported by library services. Remote access to the library's electronic resources is available to all current Pierce College students, faculty, and staff through the library's Website. The library uses ez-proxy to authenticate remote users (II.B.8). Much of the library's resources are now in electronic format. Pierce College owns two electronic book (e-books) collections, *Gale Virtual Reference Library* and *Ebsco e-books*, and subscribes to a third, *Proquest Ebrary*, giving students online access to over 100,000 academic e-books (II.B.9, II.B.10, and II.B.11). The library also subscribes to 60 online periodical and reference databases.

Through the library's Website, students have access to various guides and tutorials for particular classes and subjects. Remote users can get reference assistance from an academic librarian at any time of the day or night through the library's participation in *Question Point*, an online reference chat service (II.B.12).

In both formal and informal ways, the library provides ongoing instruction and is responsible for primary efforts to ensure students understand and demonstrate information competency. The library offers Library Science 102 each semester. The course includes outcomes related to information competency and assesses student competence (II.B.13). The course includes assessments of student learning outcomes (SLOs) with weekly forum posts and assignments, as well as a final project (II.B.14). The table below shows how well students are currently meeting each of the course's four defined SLOs. The table also reflects how the instructor is using this assessment information to modify the class and its parameters; these modifications are shown in the "Action needed" column below.

SLO	Expectation	Success	Action needed
SLO 1	75%	95%	Prevent students from accessing assignment until they have viewed the necessary tutorial and readings on our CMS.
SLO 2	75%	82%	Increase student-student and student-instructor help options to catch problems earlier; lock assignment until student has completed necessary readings and viewed explanatory tutorials.
SLO 3	75%	85%	Clarify assignment instructions as needed and promote additional forms of student-student and student-faculty support.
SLO 4	75%	80%	Introduce and assess concepts earlier in the course giving students more opportunities to practice the skill and gain help/feedback. Model successful techniques in course video so students have "live" example of how to perform task successfully.

The library provides structured student and faculty orientations that introduce students to the library and provide instruction on how to develop a library search and locate and cite a variety of educational resources. In 2013-2014, the library provided orientations for over 248 class sections. The library faculty increased the orientation offerings by 72 percent, offering 345 orientations in 2014-2015. Library faculty complete a post-assessment of students during library workshops that have been developed and are conducted each semester (II.B.15). Topics

have included "Yikes! My Final Paper is Due!" and "E-Books: the Future is Now!" (II.B.16 and II.B.17). These workshops further instill in students the concepts of information literacy and provide a forum for discussion of strategies to evaluate information. Assessment comments are discussed and reviewed; library faculty use the assessment results to further adapt and improve their instruction. This year, the library has also provided training to faculty and staff. Topics have included "*Films on Demand*," "*E-Books: Access for Research*," and "*Learning Express Library*." These are online resources that faculty can use in their face-to-face and online classes (II.B.18).

The library also offers on-demand, informal, and one-on-one instruction at the reference desk. These individualized sessions are focused teaching moments and allow the librarians to work with students to refine thesis questions, learn how to narrow or broaden topics, select specific print or electronic sources of information, and evaluate search results. Students may also reserve a librarian for consultation time. Students are able to spend extended one-on-one reference time to help them with their research process.

For students with disabilities, the library has a task room with two computers with special equipment to help these students succeed in their classes. The rooms include the following:

- Magnisight Explorer CCTV—1
- Elevating computer desk—2 (plus 4 more throughout the library)

The library and the Center for Academic success have the following software and resources to serve all students, including those who have disabilities:

- Large monitors (e.g., 27 Inch)
- Microsoft Office Suite
- Refreshable Braille display keyboards
- Jaws
- Zoomtext
- Dragon
- Kurzweil 3000 color professional
- BIGtrack Ball (mouse)
- Flatbed Scanner
- Shockwave
- SPSS
- TestGen Plug In (to run math homework programs)

Analysis and Evaluation

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

The Pierce College Library and the Center for Academic Success have sufficient depth and variety of materials to meet the learning needs of its students. The library provides instruction in a variety of ways and assesses the competencies in information retrieval and use. The Center for Academic Success provides academic support between 15-20 subjects each semester in a variety of forms, including face-to-face, online, one-to-one, small group tutoring sessions, and small group workshops. Varieties of assessments are used to measure student achievement of objectives, and results demonstrate the library and the Center for Academic Success are effective in teaching students the outcomes they purport. Evaluation of teaching effectiveness and future goals for improvement are guided by reflection on various assessments. Students have access to a variety of support and help, regardless of their location, through varied means and resources, including online and face-to-face.

Pierce College relies on faculty and other learning support services to select appropriate educational equipment and materials to support student learning and advance the college mission. The library is also working to improve computer services and access for students. In order for students to be successful in their classes, it is important to have up-to-date computer programs with good support from the Information Technology (IT) department, including connectivity, hardware, software, as well as staffing to support the programs and computers. The College adequately funds library services. For example, the College utilizes multiple funding streams to purchase new books and replenish and update its collection.

The Center for Academic Success is in high demand. The demand has doubled between spring 2013 and spring 2015. In 2013, the CAS offered a total of 10,961 hours of tutoring. In 2015, the College offered 20,872 hours of tutoring through the Center (II.B.19). To keep up with the growing demand, the CAS draws from additional resources. The CAS has a volunteer tutoring program and an internship program for graduate and undergraduate students. The CAS has received funding from the Carnegie Foundation for the Advancement of Teaching for Statway

tutoring services, Title V funds for online tutoring, and a “Next Generation Learning Challenges” grant (II.B.20) to provide additional tutoring for students who are enrolled in mathematics courses. The College also receives funds from the Basic Skills Initiative, and is integrated in the student equity plan to scale up its course embedded tutoring program.

Standard II.B.2

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

Evidence of Meeting the Standard

Library

Students have access to educational equipment and materials to support student learning and to enhance the achievement of the College mission. The library collection is comprised of print volumes, online books, current periodical subscriptions, and electronic resources for on-campus and off-campus use.

Print Volumes.....	80,000
Online Books.....	113,000
Online Resources (Databases).....	61
Periodical Subscriptions (current).....	41

The acquisition process allows the library to respond directly to course curriculum and departmental needs, thereby supporting student learning and the achievement of the College mission. The library regularly asks faculty to make recommendations for books by filling out a Book Request Form (II.B.21). Faculty in academic and service departments define the quality of materials necessary for their department curriculum and make recommendations. These requests are compiled, discussed by the library faculty, and used in deciding what new and replacement materials will be purchased for the library. In addition to recommending educational materials, faculty are encouraged to provide copies of their textbooks in the Instructor Reserve Section. Reserve textbooks represent many disciplines, such as art, business, chemistry, economics, English, mathematics, and psychology.

The Curriculum Committee course approval process also validates that the library has the most current and appropriate resources to support courses and programs. In Section VII.5 E of the course outline of record (COR), is an area where the course initiator notes any additional

resources to be considered for purchase. The library department chairperson is a standing member of the Curriculum Committee's Technical Review Subcommittee, and every COR requires the library chair's review and acknowledgement that adequate resources are available (II.B.22). During technical review, new and updated courses are appraised and noted for adequate or needed library resources.

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

Center for Academic Success

In addition to tutoring, computer lab, and workshop services, the Center for Academic Success (CAS) also provides credit courses in Learning Skills. The Learning Skills curriculum includes technology in the classroom with the use of Reading Plus, an adaptive computer assisted instructional program (CAI) that strengthens reading comprehension and literacy skills, employs activities that utilize vocabulary in context (CLOZE), and provides both independent and guided reading practice with subsequent comprehension assessments. The program generates individual skills worksheets as the student progresses through the program. All learning skills courses are taught in a brand-new forty-student computer lab equipped with computers that have the software listed above. Additionally, twelve computers have been provided to the CAS exclusively for tutoring purposes, allowing students to complete online homework. At present, we have plans to add more computers to enhance English tutoring. The CAS workshops all take place in the computer lab and workshop room inside the CAS. Two laptops with projectors are available to all workshop presenters.

Analysis and Evaluation

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

In preparation for the move to the new library/learning resources building, the entire library collection was reviewed. The collection was weeded out, and the review identified potential materials to be added to

strengthen the breadth of resources available to students. With access to the new location in the Center for Academic Success, the CAS was able to scale up workshops and math tutoring services, providing over twice as many tutoring hours and workshops, and serving over twice as many students as before the move to this facility in spring 2013.

While Pierce College relies on the expertise of appropriate faculty, there are ways in which we could improve our practice in these areas. For example, the leaders in the library and the CAS have requested additional support for the computer labs and the educational technology that is vital to the programs and services that these centers offer. Specifically, through the annual planning process, there has been a request to replace all computers utilizing thin clients in the library. In 2014-2015, the library submitted appropriate documents to request computers through the resource allocation process (II.B.23). During the process, the College recognized the challenges utilizing thin clients and developed a purchase and implementation plan for replacing thin clients in the library to meet the college goals (II.B.24).

Standard II.B.3

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

Evidence of Meeting the Standard

The library and Center for Academic Success (CAS) regularly evaluate the effectiveness of its services and develops plans for improvement. Statistics gathering, by way of surveys and pre- and post-tests, enables the library to evaluate its services.

Statistics are compiled annually detailing the number of resources in the collection, both print and online; the number of searches performed in each of the online databases; the number of reference questions asked; the number of items circulated; the number of orientations taught; and the number of students who attended these orientations (II.B.25).

Library evaluation includes input from both students and faculty. The library administers a student survey and a faculty orientation survey each spring, thereby helping the library identify where improvements can be made (II.B.26 and II.B.27). Student learning outcome assessments are

conducted in several of the library orientations to measure information competency skills.

The CAS regularly surveys students to collect feedback about tutoring and workshop services. Paper evaluations are handed out at the end of a sampling of workshops; paper evaluations are available to anyone who would like fill out a survey to provide feedback about tutoring services; and online evaluations are available through the college's Facebook page, and can be accessed either through the page or through Quick Response (QR) codes that can be scanned from fliers posted throughout the CAS (II.B.28, II.B.29, and II.B.30). The CAS also evaluated the Student Tutor Training series at monthly training workshops (II.B.31). The data collected are reviewed to ensure that services are aligned with students' needs (II.B.32). CAS faculty and staff use the data and their analyses to adjust content for future and ongoing presentations.

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

Analysis and Evaluation

Both the library and the Center for Academic Success staff collect data to evaluate the effectiveness of their programs and services. The library sends survey links to faculty each semester and to students at the end of each academic year. This feedback is reviewed and discussed at department meetings and used to improve services (II.B.33 and II.B.34). Moving forward, the library and CAS will begin submitting assessment reports through eLumen as identified in the Quality Focus Essay on outcomes assessment.

In spring 2010, the library's SLOs assessment indicated that 80 percent of students were successfully able to locate books in the library's online catalog after participating in a library orientation. Students were able to locate a magazine or journal article using one of the library's electronic databases. Improvements included spending more time in bibliographic instruction, checking more often for understanding, and planning on newer and better online tutorials. Since then, multiple measures have been used to evaluate students' success. A Google form to receive

immediate feedback from students, at the end of a library instruction session, has been created and implemented (student evaluation orientation). In addition to these evaluative resources, instructor survey responses are reviewed as well as the end of year student survey responses (II.B.33 and II.B.34). Through evaluation process, student learning and success is assessed and instruction and services are modified accordingly. In spring 2015, faculty noted a 38 percent improvement in students' papers and assignments (additionally, 7 percent had not collected/read student papers to note improvement), 88 percent noted students have a better understanding of how to use and cite resources. In the 2014-2015 Student Survey, 88 percent of respondents noted that it is extremely easy or very easy to find the materials that they are seeking at the library

A satisfaction survey designed and administered in spring 2014 measured the general users' satisfaction with library services: 88 percent rated the overall quality of the library very good or good and 84 percent rated reference and circulation services as very good or acceptable (II.B.27). Of those who had participated in a library orientation, 71 percent agreed that the session helped them better use the library's resources. In the faculty survey, 79 percent noted that the library orientation definitely improved students' understanding on how to use and cite resources, with another 29 percent noting students' papers and assignments improved after the library orientation experience, and 95 percent noted that the quality of the resources found in the library were at the appropriate level to meet their students' needs (II.B.27).

Standard II.B.4.

When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)

Evidence of Meeting the Standard

Library and Center for Academic Success (CAS)

Pierce College librarians cooperate with the eight other District libraries and provide an intra-library loan system for books (II.B.35). The library also uses the California Community College Library Consortium (CCL) for

the purchase of most of its electronic resources (II.B.36). CCL membership is purchased each year and includes discounts for database subscriptions from the CCL Consortium.

Sirsi is the provider for the Integrated Library System (ILS) for all of the libraries of the Los Angeles Community College District (LACCD), and the contracts are negotiated by the District contracts office. The LACCD Information Technology Department maintains and secures the SirsiDynix Symphony server. The library and the CAS's public copiers and printers are maintained through a Canon service agreement (II.B.37). The library has radio-frequency identification (RFID) security gates at the main and courtyard entrances, near the circulation counter, and at the entrance to the classroom, to maintain the security of the book collection. All library books are embedded with RFID tags.

The library and the CAS computers are maintained through the College's Information Technology (IT) department. The College's Plant Facilities staff clean and repair all facilities. The library building has a security system in place monitored by the Los Angeles County Sheriff's deputies, who are stationed on campus. These services are evaluated for their effectiveness through a variety of methods. Monthly Sirsi reports note inter-library loans, circulation, and lost and late books. Surveys note satisfaction and the need for resources, including computers and technology (II.B.33 and II.B.34).

Analysis and Evaluation

The collaboration with the other libraries in the Los Angeles Community College District is regular. Monthly meetings of library chairs provide opportunities for collaboration. In addition, informal communication occurs by e-mail and telephone. The library and CAS do not rely on any external contract services to support their instructional programs, but they do consult with professional organizations in order to inform their practices. Librarians and staff participate in professional development. Faculty librarians attend various library conferences to keep current in their field. Through monthly department meetings, information is shared and department services are evaluated. The student and instructor surveys also give input and aid in evaluating the library program and services. The security measures in the new library/learning crossroads are greatly improved over what existed in the old facility. The college plans to address security camera malfunction by 2016. Both the library and the CAS now enjoy state-of-the-art security, and the new equipment will be supported by existing college departments.

Standard II.C: Student Support Services

Standard II.C.1

The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)

Evidence of Meeting the Standard

Los Angeles Pierce College offers a variety of support services to meet the needs of students in pursuit of their educational goals. These services are regularly reviewed to ensure they contribute to the educational mission of the College. The quality of student support services is primarily evaluated during the annual program process (APP) and through comprehensive program review, which is in the process of shifting from a six-year to a four-year cycle. The last comprehensive program review was completed in 2010 with the current comprehensive program review process set to be conducted in spring 2016. The Office of Institutional Effectiveness (OIE) and the Educational Services Center (ESC) provide data to the student support programs. These and other data collected by the programs, such as surveys and focus groups results, are discussed in the annual program plans (II.C.1, II.C.2, II.C.3, II.C.4, II.C.5, II.C.6 and II.C.7).

In 2014, the College implemented the *Student Success and Support Plan (SSSP)*. Data on assessment, orientation, and abbreviated student educational plans is provided by the district wide Office of Institutional Effectiveness, which assesses the frequency of services provided and determines areas of improvement (II.C.8 and II.C.9). The data is reviewed by the appropriate departments and included in the APPs. Programs and activities included in the SSSP plan are assessed on a regular basis with additional data provided on a regular schedule (II.C.10).

Student equity data was analyzed in the development of the 2014 *Student Equity Plan (SEqP [II.C.11])*. The SEqP goals are to narrow the achievement gaps that the College identified in subpopulations of students. Broad activities were outlined in the plan and faculty and staff submitted ideas for specific activities in support of the plan (II.C.12). These activities are also evaluated on a regular schedule to ensure program effectiveness and to identify areas of improvement (II.C.10).

All student services departments have identified service area outcomes (SAOs). Departments utilize SAOs data to assess progress on those outcomes and make informed decisions for improvement based on those findings. The SAOs data evaluation is included in the APP report (II.C.13). Additionally, the vice president of Student Services chairs monthly meetings with the managers and program directors to provide a venue to discuss relevant topics, including SAOs/SLOs, program review, and annual planning (II.C.14 and II.C.15).

Analysis and Evaluation

Student support services, regardless of location and means of delivery, are regularly evaluated and assessed. As part of the ongoing assessment of effectiveness, all units within the Student Services Division complete annual program plans and submit comprehensive program review documents according to an established review cycle. All units have identified service area outcomes (SAOs) and are in the process of identifying student learning outcomes (SLOs), which will begin the assessment cycle during 2015-2016 academic year.

Surveys, a traditional methodology for data collection, require minimal time and resources to collect information about our services from students. There is a concern about the limited responses from students using the survey methodology. Lack of responses may be attributed to student survey fatigue. The Division of Student Services has discussed alternative methodologies to collecting data. In an effort to collect more robust data, the College piloted a new methodology, the Secret Shopper Program (II.C.16). This process allows current students to evaluate services in real time and provide feedback to the service areas about student satisfaction and effectiveness of services provided (II.C.17).

Standard II.C.2

The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.

Evidence of Meeting the Standard

The Division of Student Services, as a part of the college's APP process, has identified service area outcomes (SAO) for all its departments and programs. Every student services department's goals are mapped to the College's strategic master plan (II.C.2, II.C.4 and II.C.6). The APP process prompts an evaluation of the established SAOs. The program or

service identifies data collection methods to be applied, discussed and evaluated (II.C.18).

A good example of this process can be seen in the college's Health Center. Using the student health center student SAO, "student will exhibit knowledge of behaviors that support good health," the Health Center participated in the American College Health Association and National College Health Assessment (ACHA/NCHA). The results of the survey found that stress was the number one impediment to academic success. Sleep difficulties were listed as the third most common issue (II.C.19). To address these two prominent concerns, the Health Center developed two 85-minute presentations, one on stress management and anxiety and a second on sleep hygiene (II.C.20 and II.C.21). To familiarize students in their first year with available Health Center services, including mental health professional services, the Health Center offered these two presentations to students taking part in the Summer Bridge Program, a learning community for incoming high school graduates. Following the presentations, surveys were administered to participating students, which asked questions regarding what they learned and what they would do differently after receiving the information presented. The results of the surveys indicated that the majority of students learned new information that will help them be successful in their classes (II.C.22 and II.C.23).

The College piloted data collection methodologies to ascertain whether learning occurs in Student Services areas and to understand the level of services to students (II.C.16 and II.C.17). To assist in this change, each Student Service department has benchmarked data points, which include completion, student success, persistence, graduation, grade point average (GPA), and retention and persistence rates (II.C.24).

Analysis and Evaluation

The College recognizes the importance of authenticity in developing and evaluating student learning and service area outcomes. The Division of Student Services is committed to improving its support and services through data-driven decision-making. Specifically, as a result of evaluating the SAO information in the APP reports, the Division of Student Services decided to establish student learning outcomes (SLOs) in addition to SAOs. Though the College has an annual assessment and evaluation process, the Division faced a fundamental question, does the Division of Student Services have student learning outcomes? This question led the Division of Student Services to discuss the importance of assessment/evaluation and the difference between student area

outcomes and student learning outcomes. As a result of this discussion, the Division of Student Services has convened a validation team to review and follow up with departments on the appropriateness of their SAOs and SLOs). The validation team started reviewing departments SAOs and SLOs in fall 2015. Along with a validation process, the division commits to improvement by supporting the use of several methodologies to collect data to be able to pin point barriers impeding student success. An area of improvement for the Division is ensuring that all student services areas share the results of the data within the division and campus community.

Student services outcomes are not fully integrated in the college outcomes assessment cycle. Beginning in the 2015-2016 academic year, the College plans to incorporate student services learning outcomes into the overall college outcomes planning cycle and begin using the eLumen software. This integration process related to learning outcomes is further addressed in the Quality Focus Essay on outcomes assessment.

Standard II.C.3

The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)

Evidence of Meeting the Standard

Equitable access for all students is provided to student regardless of service location. Information and services are available on campus, at off-site locations, and online. The College Website is ADA compliant; thus, ensuring that people with disabilities have an equal opportunity to participate in the online environment. While the services available online are provided primarily for distance education students, those students enrolled in off-site locations can make use of these services for ease of access. The College Website provides students with opportunities to submit general questions at times convenient to them. Students can address questions to staff and faculty either through a specific service area or program or directly to a faculty or staff member through the directory contact list on the Website. The Counseling department provides online services to students that include online orientation, general advisement, probation workshops, career assessments, access to career exploration related materials, articulation agreements, general education advising sheets, transfer admission guarantees, and other transfer-related information. In addition, students can make appointments to meet with a counselor or university representatives, or schedule probation workshop appointments (II.C.25, II.C.26, and II.C.27).

The College also offers services to off-site locations such as feeder high schools and locations at which the Program for Accelerated College Education (PACE) course offerings are administered (II.C.28). Assessment testing is offered at feeder high school locations to facilitate the placement of students in mathematics, English or English-as-a Second Language (ESL) courses offered at the College (II.C.29). The College also provides new student counseling groups administered by counseling faculty at the off-site locations or online. These sessions include information on general college information and culminate with the development of an abbreviated student educational plan for each student that identifies an appropriate program to be taken in the first year of study (II.C.30).

The College hired a full time tenure track student engagement coordinator/counselor, a part time student engagement counselor, and a program assistant to enhance the student engagement office. In 2014, the Office of Student Engagement launched a peer mentor program to facilitate students' participation in diverse programs and educational opportunities, ease the transition to college, and provide leadership opportunities for student mentors. The Peer2Peer (P2P) program pairs the incoming students with current Pierce students, allowing the program to work as a secondary resource for new students to become acquainted with campus services and resources (II.C. 31). In addition to redesigning the student engagement office, the College launched the New Student Programs, which includes a first year experience program and a Summer Bridge program to assist students in their first year of college (II.C.32 and II.C.33).

The College continues to support and grow programs such as Extended Opportunity Programs and Services (EOPS), Cooperative Agencies Resources for Education (CARE), CalWORKs, Disabled Student Programs and Services, and First Year Experience. EOPS is an example of a comprehensive support services model, including counseling support, financial support, and success workshops to support at risk students (II.C.34 and II.C.35). Students participating in the EOPS have a higher success and retention rate compared to the College's overall retention and success rate. The retention rate for EOPS is 88.8 percent compared to an 86.1 percent overall retention. The success rate for EOPS is 73.5 percent compared to a 68.1 percent overall success rate (II.C.36). EOPS also offers students the opportunity to apply online for program admission (II.C.37).

Analysis and Evaluation

Los Angeles Pierce College ensures that every student has equitable access by providing appropriate, comprehensive, and reliable services to students regardless of service location or mode of delivery. The College provides appropriate student support services that allow for access to services online, as well as at off-site locations.

The College periodically updates the Student Equity plan to identify areas of improvement that contribute to increasing educational access, success and transfer for disproportionately impacted students, with the last update completed in 2014 (II.C.11). Through these evaluations, the College decided to put in place an improvement plan to address the need for additional services at off-site locations.

The comprehensive program review process guides the student support programs in identifying needs of students and evaluating the effectiveness of outcomes for the areas. The annual program planning process allows staff to analyze student data, identify trends, establish short-term goals and measurable outcomes, and assign responsibility to specific service areas to ensure that all students have equitable access. Using the annual program planning process service areas will identify additional resources dedicated to ensure the establishment of an infrastructure for the delivery of matriculation services at all off-site locations.

Standard II.C.4.

Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.

Evidence of Meeting the Standard

Los Angeles Pierce College offers opportunities for students to participate in various co-curricular activities and athletics. Pierce College currently offers 12 sports for men and women. These student athletes must follow specific rules and regulations as set forth by the California Community College Athletic Association (CCCAA), including academic policies and integrity. All freshman athletes must be enrolled in 12 units during their season of participation. Of the 12 units, nine must be academic. Sophomore athletes must have passed 24 units, 18 of which must be

academic, with a minimum grade point average (GPA) of 2.0 before playing their second season of competition. Student education plans (SEPs) must be on file by October 15 for fall competition and March 1 for spring competition (II.C.38 and II.C.39).

The CCCAA constitution, articles, and bylaws governs the integrity of student athletes. Items covered are eligibility, seasons of sports, recruitment, playing rules, conference membership, awards, post-conference competition, and medical policies. Within the CCCAA rules is the decorum policy, which is the code of behavior for all participants in sponsored athletic events. The CCCAA requires all staff who are directly involved with athletics, from the athletic director (AD) to the head and assistant coaches, to complete an annual exam regarding compliance with CCCAA articles and bylaws. College presidents are also encouraged to complete the exam. A minimum score of 80 percent is required for staff to be involved with athletics (II.C.40).

College athletics is supported financially in two ways: there is an allocation from the College's general fund operating budget and the teams engage in fundraising. The College provides the budget for athletics, which includes allocations for transportation, equipment, meals, and officiating fees (II.C.41). Fundraising by each individual sport helps with additional supplies and other unanticipated cost. In addition to an allocation from the general fund, the college added specific counseling resources for athletes. In fall 2014, a full-time counselor was assigned to athletics, increasing the support from four hours of counseling per week to 35 hours per week. The regular counseling faculty member assigned to work with athletics was a student athlete at Pierce College; thus, college athletes receive the additional benefit of this counselor's personal experience as a community college student athlete (II.C.42).

The Office of Student Engagement is dedicated to developing student life and co-curricular programming, including supporting the Associated Students Organization (ASO); and, beginning in spring 2015, its first peer mentor program. The Peer2Peer Program (P2P) selected 20 student workers to serve as mentors, coaches, and role models for incoming and basic-skills students. (II.C.31).

The Associated Students Organization (ASO) currently serves as the primary co-curricular program on campus. The ASO coordinates co-curricular activities, including club rush, social and cultural events, speaker series, movie nights, and a town hall on current events (II.C.43 and II.C.44). In addition, the ASO charters student clubs and organizations supporting more student engagement across the campus

(II.C.45). For example, in spring 2015, the ASO co-sponsored with the Blatigenous Club an event celebrating the diversity of the Americas as a part of Latino Heritage Month (II.C.46).

In spring 2015, the ASO assumed a leadership role in Pierce College's first Town Hall project, an interdisciplinary program that encourages critical thinking and problem solving. The ASO coordinated this event related to the topics focused in the course sections participating in the Town Hall project, including environmental resources, gender equity, criminal justice, and homelessness to augment course content and help students contextualize course material. Adapted from the California State University at Chico Town Hall program, the Pierce College Town Hall project is supported by equity funds as a three-year project to increase student success among disproportionately impacted students groups (II.C.11). Additionally, the ASO served as volunteers and team leads for the Town Hall event itself. The culminating event took place on May 1, 2015 with 714 participants. An evaluation was conducted at. Results from the evaluation supported the hypothesis that Town Hall students are more likely to complete their Town Hall course sections. In addition, it was determined that a longitudinal study is needed to better determine the impact of the Town Hall project on student retention, persistence, and success (II.C. 47).

Analysis and Evaluation

Athletics has improved services and support to student athletes. The athletic program can continue to improve in two areas: implementing assessment and evaluation strategies for each team sport, and engaging in a student success conversation and planning through athletics. Although student learning outcomes data for athletic courses are reviewed and submitted annually, Pierce College is piloting a new assessment and evaluation strategy for athletes on the football team. The head football coach met with the vice president of Student Services throughout summer 2015 to discuss the implementation plan for the personalize outcomes for each athlete (II.C.48). The strategy will be evaluated in spring 2016. In addition, the College has begun including athletic coaches in the student success conversations. Each head coach has met with the vice president to discuss student success data for their respective sport and develop goals. This was the first time that head coaches received student success data for their players. This is an area in which Pierce College will continue to focus and improve; thus, a meeting to discuss student success within the athletics department will occur annually.

The College is committed to an active student life and co-curricular program. The challenges are in the implementation of the goals and objectives that support the Office of Student Engagement as the program grows. In the spring 2015, the College changed the way ASO events are proposed, planned, and executed. These changes included training for all committee chairs, starting with a goal or intended outcome, planning the event to reach that outcome, an assessment of each event, and advisor training (II.C.49). In addition to evaluations of individual ASO-sponsored events, student leaders are assessed in their leadership development skills. Using the student leadership development rubric, students are engaged in their own individual skill development and assessment. This tool allows student develop leadership-specific goals (II.C.50).

The results of the Town Hall project evaluation provided important information on which the College will act in planning the Town Hall for 2015-2016. Results suggest that a clarification of learning outcomes and a more effective evaluation methodology for each session may contribute to an improved program design.

Standard II.C.5

The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

Evidence of Meeting the Standard

Los Angeles Pierce College offers counseling and academic advising in variety of areas including: the general counseling center, international students, First Year Experience (FYE)/New Student Programs (NSP), Special Services, EOPs, Care, CalWORKs, athletics, Student Engagement, career center, transfer center, guardian scholars, and veteran's resource center. The programs offer services, including abbreviated and/or comprehensive student educational plans (SEPs), follow-up efforts to assist student with identifying progress toward goal completion, career exploration, and counseling services to assist in the identification of student educational goal/major (II.C.51).

In an effort to serve students during 2014, the general counseling center increased the drop-in counseling services. One drop-in counselor is available for seven hours a day the entire semester, excluding peak times

(e.g. during the first two weeks of the semester). During peak times, drop-in counseling services are increased so that five counselors provide drop-in counseling services for eleven hours per day (II.C.52).

In another effort to offer additional counseling services, including the assistance of students with financial aid appeals and petitions, the counseling department provides ten hours per week to assist with educational planning and support services to students that are not making satisfactory academic progress. Additional adjunct counselors have been hired to increase student access to counseling services in the evening, and for probation monitoring. The probation counselors designed programs to assist students on probation through a series of workshops that identify the length of time an individual student has been on probation and offers academic support to improve his or her student record and return to good standing with the College (II.C.53).

The counseling department also increased services to students through the use of counseling graduate interns. The use of the graduate interns allows the department to continue its connection to the university graduate community, while offering support to assist the counselors with day-to-day duties. The presence of these interns has complemented counseling department services in a variety of ways, including the assistance with personal development courses as well as transfer and career related activities (II.C.26).

In addition to onsite services, the College continues to provide online student support. These services include: comprehensive online orientation, general advisement, career assessments, access to career-related materials, articulation agreements, advising sheets, transfer admission guarantee (TAG) informational forms and applications, as well as other transfer-related information. The online counseling program assists students in identifying degree and transfer requirements and clarifying college procedures and district policies (II.C.27). In addition, as stated in II.C.2, students may make appointments online in many service areas to speak to a counselor or university representative, apply for admissions and financial aid, register for classes, and submit forms.

Counseling faculty review their counseling and academic advising responsibilities during weekly meetings in which information is disseminated by the counseling staff who are charged with the responsibility of attaining accurate, current information and bringing it back to share with and train the rest of the staff (II.C.54). In July 2015, the Pierce College counseling department held a retreat, which was an opportunity for the counselors to develop a vision for the department,

engage in training on counseling data collection practices, establish department goals for 2015-2016, and participate in a teambuilding activity to facilitate cohesion and foster communication between counselors that work in various areas of the College (II.C.55).

Additionally, the Pierce College counseling faculty participated in the Los Angeles Community College District (LACCD) Counselor's Conference during spring 2015. This conference was a professional development activity for all counselors in the LACCD, and it provided an opportunity for the counselors to be updated on district wide counseling processes and best practices. California Community College Chancellor's Office interim vice chancellor of Student Services and Special Programs provided a special presentation. Counselors heard updated information from both the District and around the State of California in all student support areas, including counseling services (II.C.56). Results from the evaluation of this event demonstrated that it was successful in educating counselors on emerging trends, best practices for student equity programs, and addressing professional concerns about changes in the discipline (II.C.57).

Analysis and Evaluation

Los Angeles Pierce College provides counseling and academic advising to all students to ensure understanding of requirements related to programs of study. New college students are directed to the First Year Experience center. Returning and continuing students are directed to the general counseling. Pierce College also provides counseling and academic advising in specialized programs, such as EOPS, CalWORKs, transfer, career, DSPS, veteran's services, foster youth services, international students, and student engagement. The College also provides academic support for students on academic and progress probation. These services are available in-person and online.

The counseling and academic advising areas continuously assess and evaluate programs and service through the college's annual program planning process. This process evaluates the program's identified student learning outcomes, student area outcomes, and college goals. The results are used to improve programs and services. The College is also committed to professional development of its staff by encouraging and supporting the counseling staff's pursuit of professional learning opportunities. These include attending workshops and seminars, conferences, and district training.

Standard II.C.6

The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)

Evidence of Meeting the Standard

District Board Rule 8100 establishes admissions criteria for all district colleges, including Los Angeles Pierce College (II.C.58). The College is open to anyone possessing a high school diploma or who is 18 years of age or older, if that individual is able to benefit from the programs and services offered at the College. This Board Rule provides the admission of students in elementary or secondary grades as special full-time or part-time students as long as specific criteria are followed. These criteria include the following: 1) written permission from the school of attendance principal, 2) parental consent, 3) a determination that the student is able to benefit from community college instruction, and, 4) space being available in the classes in which the student seeks to enroll.

Counselors offer a variety of group counseling/advising sessions and activities to educate students about academic programs and services offered at Pierce College in an effort to ensure that students understand the requirements for their selected program of study, as well as graduation and transfer requirements. These group sessions include the following:

- Transfer, career, and vocational workshops (II.C.35)
- Student Success workshops for students on probation or subject to dismissal (II.C.53)
- Specialized workshops offered by EOPS/CARE, CalWORKs, and Athletics (II.C.35)
- College success and career guidance classes (II.C.59)

The College employs an articulation officer (0.5 FTE) who works with discipline faculty to establish articulation agreements with transfer institutions in an effort to ensure the seamless transfer of credit from one institution to another. Articulation agreements define and clarify pathways to degree completion and assist in the advisement of students. In addition, the articulation officer assists the College in defining general education pathways for transfer, pathways to completion of associate degrees for transfer, and transfer to four-year colleges and universities (II.C.60 and II.C.61).

The career and transfer centers respectively offer career counseling services and transfer assistance. They have established annual events to provide extra-curricular activities to support the advisement of students on major and career goals. The annual *Meet Your Major Fair* and *Transfer Fair* help students to identify appropriate career and educational pathways, as well as advising them about pathways to completion of educational programs. The College also offers student success workshops to assist students with advisement about degree and transfer completion in various academic areas. The transfer center includes dedicated counseling for transfer, access to university representatives, as well as extensive transfer information to assist the College faculty in defining transfer pathways and advising students on completion of requirements to attain their transfer goals. Additionally, the transfer center provides workshops related to transfer requirements and assisting students with transfer applications (II.C.62 and II.C.63).

Analysis and Evaluation

The LACCD has an adopted Board Rule that governs admissions policies that is consistent with the both the District's and the College's respective missions. As a public California community college, there are no specific admissions requirements unless a student is admitted in special status because he or she attends an elementary or secondary school. The College provides advisement to students on clear pathways to completion.

Standard II.C. 7

The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Evidence of Meeting the Standard

The Los Angeles Community College District (LACCD) uses CCCApply as the electronic admissions application district wide (II.C.64 and II.C.65). This admission application system is utilized throughout the state of California and affords the LACCD with the opportunity to use one application for admissions to any of the District's colleges. As the College transitions to electronic submission of applications for all student populations, the Admissions and Records Office ensures the seamless transfer of college applications from paper to CCCApply. The Admissions and Records Office participates in the annual program planning, comprehensive program review, and outcomes assessment processes to ensure program evaluation informs the implementation of new practices and ensures the effectiveness of the application instrument (II.C.66).

Assessment is a critical component of the matriculation process and a core function of the Student Success and Support Program (II.C.30 and II.C.67). At Pierce College, the Assessment Office offers placement testing year-round on an appointment basis to all matriculating students. Non-matriculating students are also offered the opportunity to complete assessment testing for placement in the English and/or the mathematics course sequence. The placement test is administered in paper format on campus and at off-site locations (II.C.29).

The College uses instruments from the California Community College Chancellor's Office (CCCCO) list of approved assessment instruments, which are validated using the *Standards, Policies and Procedures for the Evaluation of Assessment Instruments Used in the California Community Colleges* (II.C.68). This list is published to offer a selection of instruments that have been validated for use in California community colleges as a part of the placement process for English, English as a Second Language (ESL) and mathematics. The CCCCCO assessment workgroup advises the Chancellor's Office on state wide assessment issues, and conducts the biannual review of assessment instruments submitted by the colleges and test publishers for CCCCCO approval. (II.C.69).

The College uses locally established cut scores based on a multifactorial score from identified placement instruments to determine placement within each course sequence (II.C.70). The College undertakes periodic review of assessment cut scores to ensure that the scores established for student placement remain effective for accurate placement of new students in English and/or mathematics classes (II.C.71).

Currently, Los Angeles Pierce College uses the following state approved assessment instruments: the Mathematics Diagnostic Testing Project (MDTP) for mathematics, the College Tests for English Placement (CTEP) for English, and the Combined English Language Skills Assessment (CELSA) for English language learners. The nursing program uses the Test for Essential Academic Skills (TEAS) Test to provide remediation to students in deficient skills. The Assessment Technologies Institute provides information on the validation of the instrument (II.C.72).

For the Chemistry 101 course, the College was using the California Chemistry Diagnostic Test; however, the California Chemistry Diagnostic test was dropped from the CCCCCO list in March 2014. The chemistry discipline now relies on established course prerequisites to enroll in Chemistry 101. The prerequisite challenge process is used for students

wishing to enroll in Chemistry 101 without meeting the established course prerequisite (II.C.73).

Analysis and Evaluation

Los Angeles Pierce College regularly evaluates its admissions and placement instruments and practices to minimize bias and to ensure that they are effective. The College regularly evaluates its admission and placement instruments for effectiveness and to minimize biases. The College uses assessment instruments that are approved and validated by the California Community College Chancellor's Office.

Standard II.C.8

The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Evidence of Meeting the Standard

As part of the LACCD Student Information System, student records are backed up and maintained at the Educational Services Center. Both the District and College comply with federal and state law through established policies and procedures governing student records and the control of personally identifiable information (II.C.74). The College adheres to strict confidentiality standards. Only student directory information is released without written consent of the student, except as authorized by law. In addition, students may notify the College, in writing, that directory information should not be released (II.C.75). In such circumstances, even the student directory information is withheld. The Office of Admissions and Records (AR) maintains documentation of individuals who or organizations that request or receive student record information.

Admissions and records staff are trained on the policies and procedures to maintain confidentiality, security, and maintenance of student records (II.C.76 and II.C.77). The staff members are assigned different security levels to access to records. At the AR counter, all students are required to provide picture identification, such as a driver's license, passport, or student identification to confirm their identity. Students may access their own English and mathematics placement results as well as academic transcripts by using the Web-based Student Information System (SIS), which is password protected. Pierce College staff members have access to these records as authorized by LACCD Administrative Regulation B-28 using the Student Information System, which is also password protected

(II.C.78). Student records are imaged and saved on the college server. Student records and information on the college server are then backed up to hard disk. This process is done on a nightly basis (II.C.79). Additionally, student information is secured and backed up at the District. Student Health Center medical records must be maintained for seven years after the cessation of treatment. In July 2010, the Health Center converted their files to an electronic medical records (EMR) system to ensure that all medical records are maintained securely and stored electronically (II.C.80). Standardized procedures in the health care industry are followed with the adoption of the EMR system. Records are backed up nightly by the College's Information Technology (IT) Department on the Health Center server under the direction and protection of IT staff, who have proper training and clearance to perform these functions (II.C.81). Release of records requires written consent; signed by the patient, directing the Health Center to release records in accordance with the Health Insurance Portability and Accountability Act (HIPAA [II.C.82]). Patient record confidentiality is addressed with every employee, contractor, and student worker as required in the Family Education Rights and Privacy Act (FERPA [II.C.83]). All medical providers are bound by their licensing agency to patient confidentiality. All student workers sign a Security of Records Code annually after HIPAA training (II.C.84).

Student financial aid records are imaged and saved on the college server. The student records and information stored on college server is backed up to a hard disk. This process is done on a nightly basis (II.C.79). Additional student financial aid award and disbursement records are stored at the District's data center. Staff members are assigned different security levels to access financial aid records (II.C.80). As discussed above in the section on the Office of Admissions and Records, all students are required to provide picture identification to confirm their identity at the Financial Aid Office counter. Since financial aid records are accessed with social security numbers, keypads have been added on all counter computers for students to key in their social security numbers; thus, avoiding the student having to state her or his personal information aloud.

The Office of Special Services (DSPPS) similarly adheres to FERPA and maintains confidentiality (II.C.85). Students must sign a consent form to release information related to their disability (II.C.86). Students registered with DSPPS are required to acknowledge review of the student handbook (II.C.87). In addition, students must sign a release form for Special Services to release information to faculty, parents, and outside

agencies. All learning disabilities assessment records are scanned and stored along with summary reports in perpetuity.

Analysis and Evaluation

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

The Health Center server is located on campus and is backed up daily. It is covered by a maintenance contract that provides immediate support upon notification. The Financial Aid Office data and digital images are housed on their own separate servers outside of the college's server and are managed by the college's IT staff. College IT staff backed up the servers nightly. All college staff members, who worked directly with student records, are trained in record confidentiality and security. The records in the Office of Special Services are scanned and stored at the College.

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

Standard III.A: Human Resources

Standard III.A.1

The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for

selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

Evidence of Meeting the Standard

The governing board and the Personnel Commission of the Los Angeles Community College District (LACCD) have enacted rules to ensure that only appropriately qualified administrators, faculty and staff are employed (III.A.1; III.A.2). LACCD's Office of Human Resources (DHR) has developed Human Resource Guides (HR Guides) mandating procedures and processes for the recruitment, selection, and hiring of appropriately qualified personnel in compliance with the provisions of the California Education Code Sections 87400-87488 (III.A.1.3; III.A.4). All faculty and administrator hiring is predicated on strict compliance with the minimum qualifications for faculty and administrators as mandated by the California Community Colleges Chancellor's Office (CCCCO [III.A.1 and III.A.5]). LACCD HR Guides provide direction for the recruitment, selection and employment of academic, classified and unclassified service (III.A.6, III.A.7, III.A.8, III.A.9, III.A.10, III.A.11, III.A.12, III.A.13 and III.A.14).

The Pierce College Academic Senate in collaboration with College administration developed the *Pierce College Faculty Hiring Procedures*, first adopted in 2001, and then revised in 2009 (III.A.15). The procedures are scheduled for review and update in spring 2016. These agreed-on procedures govern the recruitment and selection of faculty to ensure that the qualifications, training, and experience sought in position recruitment closely match programmatic needs, which align with the College's mission. In addition to minimum qualifications, the procedures include the establishment of desirable qualifications for all faculty positions to ensure that applicants have extensive knowledge of the discipline, and provide the basis for better teaching and other services (III.A.16). Through the college's rigorous hiring practices, it has been able to attract well-qualified faculty. Additional full-time faculty positions have contributed to an improvement in the College's student completion record from 2008-2009 to 2013-2014, which is higher than the statewide average. (III.A.17)

The recruitment, selection, and hiring of classified employees and classified administrators are jointly administered by the DHR and Personnel Commission (PC [III.A.2]). The PC's major functions and responsibilities include maintaining the job classification plan for classified service; preparing job class descriptions, which include minimum

educational and work experience requirements; developing and administering merit system examinations; and, establishing eligibility lists from which classified employees are selected to be interviewed (III.A.18, III.A.19 and III.A.20). The PC posts open and promotional job opportunities on a weekly basis (III.A.21).

Analysis and Evaluation

With well-defined HR Guides, clear processes on administrator and faculty recruitment, and detailed processes developed through the LACCD Personnel Commission for classified administrators and staff, the College is able to attract qualified and competent professionals. Minimum and desirable qualifications for all employees are clearly defined in job descriptions. Job descriptions and minimum qualifications are posted on the District Website. The selection process is transparent, collaborative, comprehensive, and it involves a clearly defined hiring committee composed to allow for a wide range of college staff to participate in defining, interviewing, and selecting new faculty and staff. Evidence of successful hiring practices includes the College's strong student completion record.

Pierce College's Academic Senate, guided by the District policy on minimum qualifications for academic positions, identifies and analyzes the appropriate criteria for all faculty recruitment. Through extensive deliberation and discussion, the Academic Senate developed the *Pierce College Faculty Hiring Procedures*, which are approved by the college president. This document provides the framework for academic employee recruitment. The Personnel Commission has established job classifications to achieve two goals to: 1) respond to college and district needs; and, 2) solicit the broadest possible pool of qualified candidates. Extensive testing procedures are in place to ensure that candidates who are placed on eligibility lists have the required skills to guarantee the integrity of programs and services.

Standard III.A.2

Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning.

Evidence of Meeting the Standard

The Los Angeles Community College District (LACCD) requires that faculty members have the requisite expertise in their subject areas, and are skilled in teaching and serving diverse student populations thereby fostering overall educational effectiveness (III.A.1). All faculty hiring is based on strict adherence to the minimum qualifications for faculty and administrators as mandated by the CCCCCO (III.A.5). The DHR in conjunction with the LACCD Human Resources Council (HRC) and the District Academic Senate (DAS) have established procedures and processes for faculty hiring to ensure compliance with the education code and governing board rules (III.A.22, III.A.6 and III.A.9).

The Pierce College Academic Senate working with the College's senior administration and the Office of Academic Affairs developed the *Pierce College Faculty Hiring Procedures* to ensure that the recruitment and selection process for faculty consistently produces only the most qualified, skilled and experienced candidates for hiring consideration (III.A.15 and III.A.7). Among other criteria needed to assess a candidate's qualifications, job descriptions clearly state the development and review of curriculum and assessment of learning (III.A.23). Hiring committee members undergo training conducted by the LACCD Office of Diversity, Equity, and Inclusion (ODEI [III.A.24]).

To be consistent with the standards of minimum qualifications for academic recruitments, candidates' degrees are required to be from Department of Education (DOE) accredited United States institutions and relevant to the discipline in which they seek to teach. Candidates with foreign degrees, or who have completed college or university course work at foreign institutions outside of the United States, must obtain a complete evaluation of foreign transcripts and degrees from a list of approved organizations accepted by the California Commission on Teacher Credentialing (III.A.25).

Analysis and Evaluation

The College has been successful in attracting qualified and competent professionals because of the District's well-defined governing board rules and HR Guides. In addition, the College's clearly delineated procedures on faculty recruitment and detailed hiring processes ensure the selection of highly qualified candidates. The hiring process involves defining and evaluating "effective teaching" in interviewed candidates. Interview questions are chosen from a pool of questions suggested by the committee members to highlight the candidates' qualities and attributes

as they relate to the position. The selection process includes establishing and verifying that prospective candidates meet the minimum qualifications as mandated by the State of California and, discipline-specific desirable qualifications established by the hiring committee. These desirable qualifications include such criteria as a more advanced degree, specialized experience, and portfolios of employment or scholarly activities, which allow for assessing unique requirements of each faculty position.

Multiple application screenings, including the verification of transcripts, are completed prior to creating a short list of candidates for interview. The interview process calls for candidates to submit writing samples, make oral presentations, answer interview questions; and, in most selection processes, demonstrate teaching. The teaching demonstration required in the recruitment process is evaluated by subject matter experts for subject area knowledge and appropriate level of pedagogy for a community college environment. Following the first-level interview, the administrator, who served on the hiring committee, completes thorough reference checks on the finalists for the position. All full time tenure-track positions include a final interview with the college president, the appropriate vice president, and the appropriate faculty department chair. When the faculty department chair is not from the discipline being hired, requests have been made and approved to include an additional discipline faculty member in the final interview with the college president. In addition to the screening work done at the College level, the DHR verifies the final candidate's education, experience, and qualifications. The selection process is collaborative and comprehensive, involving a wide range of college staff to participate in defining, interviewing, and selecting new faculty.

Standard III.A.3

Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

Evidence of Meeting the Standard

The Los Angeles Community College governing board-adopted policies for the employment of all college staff to ensure qualifications meet standards to sustain institutional effectiveness and academic quality (III.A.1). For academic administrators, the minimum qualifications are defined by the California Code of Regulations, Title 5, Section 53420 (III.A.26). Additional qualifications are identified on the job announcement for each position (III.A.8 and III.A.22). For classified

administrators, the LACCD Personnel Commission (PC) has established job descriptions to ensure that all employees hired by the College are properly qualified to carry out their duties. The PC studies these classifications at periodic intervals to ensure that the classifications are relevant and appropriate to the changing environment in California community colleges (III.A.27, III.A.28, III.A.29, III.A.30 and III.A.31).

The Los Angeles Community College District Personnel Commission establishes qualifications for all classified administrators, managers, and staff through the development of job classifications (III.A.18). Job classifications are assessed at routine intervals to ensure that they continue to be relevant and appropriate to the needs of the District. Extensive testing procedures are in place to ensure that candidates who are placed on eligibility lists have the required skills to guarantee the integrity of programs and services (III.A.19).

Analysis and Evaluation

The Human Resources Guides developed by the District HR department and the HRC, outline clear processes and minimum qualifications for all recruitment, allowing the College to attract qualified and competent professionals. Both minimum and desirable qualifications for faculty and testing procedures for classified staff provide the College a benchmark of competence. The selection process is rigorous, involving a wide range of college staff who participate in defining, interviewing, and selecting candidates for employment.

Standard III.A.4

Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non U.S. institutions are recognized only if equivalence has been established.

Evidence of Meeting the Standard

Minimum qualifications for all staff, including degree requirements, are established through the District Office of Human Resources (DHR), which aligns with the State of California Education Code, Section 87400 (III.A.4). To be consistent with the standards of minimum qualifications for both academic and classified recruitments, candidates' degrees are required to be from Department of Education accredited U.S. institutions (III.A.1). Candidates who have earned their degrees from non U.S. accredited institutions are required to have their transcripts evaluated by a U.S. foreign transcript evaluation agency accredited by the State of

California Commission for Teacher Credentialing (III.A.7; III.A.32). Degrees from non U.S. institutions are recognized only if equivalence has been established. The College and the District respectively verify all transcripts and equivalency documents to ensure that applicants meet the requirements (III.A.7, III.A.25 and III.A.33).

Analysis and Evaluation

With the proliferation of non-traditional colleges and universities, it has become increasingly important to verify that degrees presented as minimum qualifications meet prescribed standards set forth by accredited universities. In addition, the College's application process attracts professionals who have earned degrees from non U.S. institutions and, therefore, requires additional vetting. Requiring all staff to demonstrate their degrees have been issued by institutions meeting U.S. accreditation standards, ensures compliance with State of California Education Code, and governing board rules. All academic degrees presented by candidates for faculty positions are thoroughly vetted at the College level and, then, again at DHR by the selection and evaluation unit to establish provenance and verify equivalency before final offers of employment are extended. Where there are questions related to equivalency, the District Academic Senate (DAS) adjudicates disputes for faculty qualifications; its ruling on the matter is final.

Standard III.A.5

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

Evidence of Meeting the Standard

Pierce College academic and classified employees are systematically evaluated at clearly stated intervals with defined institutional responsibilities for personnel participation. The collective bargaining agreements (CBA) between the Los Angeles Community College District (LACCD) and the various bargaining units representing faculty, administrators, and classified employees mandate that employees be evaluated at least annually for classified staff and administrators and

every three years for faculty (III.A.34, III.A.35, III.A.36, III.A.37, III.A.38, III.A.39 and III.A.40).

The LACCD Personnel Commission (PC) is responsible for the administration of performance evaluations for all classified management, including the vice presidents of administrative services, confidential, and other non represented employees. Additionally, the PC is responsible for administering the performance evaluation process for all probationary classified employees, while the LACCD Human Resources Division is responsible for administering the performance evaluation process for all permanent classified employees. Probationary classified employees have a 130-day probationary period and are evaluated in the second and fourth months of probation. Probationary classified employees in executive and administrative classes are evaluated during the fourth and ninth months of probation. Thereafter, all permanent classified employees are evaluated annually (III.A.41). After each evaluation is completed, it is reviewed with and signed by the employee to ensure that performance objectives and recommendations are understood and there is a formal record that the employee received the evaluation. The next higher-level supervisor reviews and signs all evaluations.

The college president and the vice presidents of academic affairs and student services are non faculty unit academic employees and are evaluated annually while in acting, temporary, substitute or probationary status. Although the LACCD Board Rule Chapter X, Article I, 10105.12 requires that presidents and academic vice presidents be evaluated at least once every two years while in regular status, in practice annual evaluation is required in order for these classes of administrators to be considered for step increases (III.A.42). Annual evaluations currently exceed the governing board rule requirements.

Employee performance is evaluated according to contractually or otherwise specified (PC or Board Rule) criteria. Appendix C of the faculty CBA provides for evaluation forms to be used for all faculty (III.A.43). The DHR or PC provide evaluation forms to be used for all non faculty employees (III.A.44, III.A.45, III.A.46, III.A.47, III.A.48, III.A.49, III.A.50, III.A.51 and III.A.52). The forms for faculty, staff, and administrators are designed to provide employees with a fair assessment of their work performance and effectiveness as well as their interpersonal performance and to provide recommendations for improvement and growth.

In accordance with article 42 of the faculty CBA and Education Code 87663 (a), probationary faculty are comprehensively evaluated annually

for the first four years of employment by a tenure review committee comprised of faculty and administrators (III.A.35 and III.A.53). Article 19, paragraphs G and H, and Education Code 87663 require that tenured faculty are evaluated every three years alternating between basic and comprehensive evaluation beginning with the basic evaluation. A basic evaluation reviews performance with little, if any, structured data gathering and does not include the establishment of a peer review committee. A comprehensive evaluation, in accordance with Article 19.H of the Faculty CBA, is based on structured data gathered under the supervision of a peer review committee constituted by the college president or designee (III.A.34). Faculty members serving as department chairs are evaluated at the end of their first year of service as department chair and thereafter at least once every other academic year. Both basic and comprehensive evaluations require the completion of student evaluations and observation in the classroom of the faculty member being evaluated. Tenured faculty serving as directors, instructors on special assignment, college nurses, disability specialists, consulting instructors, or similar assignments are subject to the same alternating three year cycle of basic and comprehensive evaluations differentiated only by the use of specialized forms located in appendix C of the faculty CBA based on function as well as the size and composition of the peer review committee (III.A.34 and III.A.43).

Analysis and Evaluation

Classified employees on probationary status are subject to two evaluations. Frequent evaluations during an employee's probationary period allows for more immediate and targeted feedback. Timing these evaluations two months apart allows for improvement measures to be implemented and assessed early in the employment period. The LACCD Human Resources Division administers the annual performance evaluation process for all permanent classified employees by sending out an automatically generated electronic notice to each classified employee's supervisor the month before the annual evaluation is due. Thereafter, weekly reminders are sent until the evaluation is submitted (III.A.54). The evaluation forms used for the various collective bargaining units are negotiated and included in the various agreements between the respective union and the District. All classified staff evaluations are reviewed at the divisional vice presidential-level. The appropriate vice president maintains the integrity of and provides oversight for the evaluation process. All employees have the opportunity to respond to areas of their evaluation where they do not agree with the findings of their supervisor or the peer review committee. If the employee decides to provide a written response to his or her evaluation, it is appended to

the evaluation and retained in the official personnel file. The American Federation of Teachers (AFT) 1521A Staff Guild CBA provides supervisors the opportunity to recognize outstanding work performance (III.A.55). Completed evaluations are sent to the District's Human Resources Department, where they become part of the employee's permanent personnel file.

The annual evaluation of probationary faculty is an effective means to provide worthwhile and useful input regarding performance. Evaluation of probationary faculty is stipulated in the collective bargaining agreement to be completed during fall semesters, which has both positive and negative impacts. It provides for immediate and swift input to the faculty member, but does pose a challenge for first-year probationary faculty because the faculty member is required to produce samples of class materials, including exams, which are difficult to collect in the first evaluation cycle. The schedule of evaluations is one of the mechanisms the College has for assuring that evaluations lead to improvement of job performance. If recommendations are made during any evaluation process, the faculty member incorporates them in future self evaluations and responds to the recommendations. Those recommendations become the basis for the subsequent evaluations.

New adjunct rate employees are evaluated in the first or second semester of employment, and on a six-semester cycle thereafter in accordance with Article 19, Section E of the collective bargaining agreement (III.A.34). Regular (tenured) faculty members are evaluated at least once every three years in accordance with Article 19, Section B of the collective bargaining agreement (III.A.34) and Education Code 87663 (III.A.53). When a regular or an adjunct rate faculty member receives a "basic evaluation" in which only the department chair or designee conducts the performance evaluation, and the overall evaluation results in a "needs to improve" or "unsatisfactory" rating, that faculty member has the right to request a comprehensive evaluation as stated in Article 19, Section G (III.A.34). Administrative evaluations may be performed in certain prescribed circumstances, which are described in the faculty's collective bargaining agreement as outline in Article 19, Section I (III.A.34). Recommendations made for employee improvement are documented and progress on the improvement plan is reviewed in subsequent evaluation cycles or earlier if specified in the evaluation (III.A.34 and III.A.43).

Evaluation forms for academic faculty are thorough and comprehensive. The language of the evaluation forms for the non management and administrator classified employees is standardized, generic and limited to "meets/exceeds standards" or "needs to improve," As a result they do not

allow or facilitate detailed input on work performance. In addition, the evaluation forms do not allow for the setting of goals and objectives except as part of an improvement or remediation plan. Evaluation forms used for the more senior levels of academic and classified employees are better at assessing effectiveness in specific areas of job performance in addition to providing a section on goals and objectives. Senior-level administrators engage in extensive goal setting and assessment of prior goals during annual performance evaluations.

Standard III.A.6

The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.

Evidence of Meeting the Standard

The evaluation of all classroom faculty, counselors, and librarians includes the expectation that members participate in the student learning outcomes assessment cycle of development, assessment, evaluation, improvement planning, and implementation (III.A.43). Faculty, academic administrators, and other personnel collaborate together in department and college wide events where learning outcomes are addressed. Individual faculty members and department chairpersons share in the responsibility to produce and assess student learning outcomes, and department chairs are charged with monitoring the outcomes assessment process. The College Outcomes Committee (COC) provides training for SLO development and assessment (III.A.56, III.A.57 and III.A.58).

Analysis and Evaluation

Student learning outcomes from development to assessment and the creation of action plans to improve student outcomes are integrated into course and program planning and faculty self evaluations. The latter is documented on faculty evaluation forms, which are used for both contract (probationary) and regular (tenured) faculty. In addition, the College Outcomes Committee “guides the college through the continual process of developing, implementing, assessing, and evaluating outcomes guidelines, service learning outcomes, and program outcomes” (III.A.59).

Standard III.A.7

The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality

of educational programs and services to achieve institutional mission and purposes.

Evidence of Meeting the Standard

The basis for all faculty hiring is student programmatic need. The College maintains an appropriate number of full and part time faculty to ensure the quality of its educational programs and services in various ways. The College calculates its classroom faculty needs after determining the annual full time equivalent students (FTES) growth target established by the District Budget Committee (DBC [II.A.60]). A further indicator of the adequacy of faculty staffing levels is the growth in the number of total certificates awarded. In the five years from 2010 to 2014, the number of degrees and certificates awarded almost doubled from 876 to 1,821 (III.A.61).

The full to part time faculty ratio is mandated by the state as codified in the California Code of Regulations (CCR), Title 5, Section 51025, which speaks to the faculty obligation number (FON [III.A.62]). The FON is defined as the base number of full time faculty a college must maintain based on the size of its educational program as measured in FTES. It requires districts to increase the base number of full time faculty over the prior year in proportion to the amount of growth in funded credit FTES. The number of new full time faculty to be hired by a college is determined through discussion at the district wide budget committee (DBC [III.A.63]).

All faculty positions must be requested through the Faculty Position Priority Committee (FPPC). All staffing needs (classroom and non classroom) are identified in the annual program plan (APP) submissions (III.A.64). In addition, the College's program review process provides indicators of the sufficiency of faculty staffing levels (III.A.65).

Analysis and Evaluation

The District has consistently met its FON mandate since 2008 when the District was assessed a fine of \$1.9 million for not meeting its required FON. Since that time, through a process that is administered district wide, individual colleges are tasked with meeting a portion of the district wide FON target. Colleges are provided information from the District's Human Resources Department that shows its full time-to-part time faculty ratio. With that as a base, colleges agree to a goal for full time faculty hiring that is a combination of replacing retirees and, for those colleges below 75 percent full time faculty, an additional hiring goal to

increase the number of full time faculty. Through this annual process, the College determines how many full time faculty members to hire for the following academic year.

In the 2014-2015 academic year, the college president agreed to hire 30 full time positions for the 2015-2016 academic year. This decision was based on three factors: 1) a projection of the number of retirees, which is based on a review of faculty retirements over the prior three years; 2) the number of new full time positions that should be added to address growth in FTES, which becomes part of the base for the following academic year; and, 3) additional positions to ensure the goals established in the first two factors are met. This annual review of faculty position data demonstrates both the District's and the College's commitments to maintaining full time faculty staffing levels sufficient to ensure the fulfillment of faculty responsibilities necessary to achieve institutional mission and purposes (III.A.66 and III.A.67).

Additionally, in the same time period, the College has met and exceeded its growth target as determined through a district wide consultation process through the District Budget Committee. In the 2014-2015 academic year, the district-established growth target was 4.75 percent over base; the College achieved a 6.75 percent growth. To support the College's commitment to academic planning and support, the College will use categorical and specially-funded programs (SFP) funding to ensure students receive appropriate education plans, assessment, tutoring and career guidance.

Standard III.A.8

An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.

Evidence of Meeting the Standard

Through the collective bargaining process, the Los Angeles Community College District (LACCD) enters into an agreement with the Faculty Guild to establish policies and practices that provide for adjunct faculty on matters of employment, evaluation, and professional development (III.A.68). The faculty collective bargaining agreement (CBA) provides for adjunct faculty in the areas of orientation, oversight, evaluation, and professional development in the following ways:

- Article 9: Work Environment (III.A.69) defines office space, computing support, telephone and voicemail for all adjunct employees.
- Appendix A: Salary (III.A.70) defines the hourly rate of pay for adjunct faculty.
- Article 10: Academic Calendar and Flexible Calendar Program (III.A.71) outlines the professional development obligation on or off campus, including attendance at the College's annual opening day and what activities may qualify as meeting this obligation.
- Article 17: Department Chairs (III.A.72) describes the duties of a chair, which includes the oversight of adjunct faculty to facilitate strong collegial relationships among part time faculty and facilitate adherence to applicable professional standards.
- Article 19: Evaluation (III.A.34) describes basic evaluations as performed at routine intervals, using the same criteria as contract and regular faculty (III.A. 43), and, under certain circumstances, adjunct faculty may request a comprehensive evaluation.
- Article 27: Benefits (III.A.73) provides for adjunct faculty to obtain health benefits.

In addition to the practices provided for in the faculty CBA, the College provides for the needs of adjunct faculty in the areas of orientation, oversight, evaluation, and professional development in the follow ways:

- Adjunct faculty orientation is offered through the Academic Senate at the start of each primary term (III.A.74). The faculty Guild publishes an adjunct faculty survival guide (III.A.75).
- On campus professional development throughout the academic year (III.A.76 and III.A.77).
- Professional development through tuition reimbursement is available through the Professional Growth Committee, which is negotiated between the District and the Faculty Guild (III.A.78).

Adjunct faculty are incorporated into the life of the College in a variety of ways. Adjunct faculty are integrated into the academic participatory governance of the College through the Academic Senate. Three adjunct faculty are elected as senators to the Academic Senate by the entire part time faculty (III.A.79). The faculty CBA, Article 17, section B.3 provides for the election of adjunct faculty representatives in each department (III.A.72). The adjunct representative is eligible to participate in decision making on all matters within a department, attend routine department meetings and vote in the election of the department chair. The College notifies the community about events, activities and meetings through the college email platform. All adjunct faculty are provided a college email

address, which can be forwarded to a personal email address. Adjunct faculty provide feedback on campus professional development opportunities through the annual faculty survey (III.A.80), and they are encouraged to attend the College's opening day activities, which are optional for adjunct faculty but mandatory for full time faculty (III.A.81).

Analysis and Evaluation

The faculty collective bargaining agreement provides for adjunct and part time faculty participation in professional development, evaluation, office hours, and supervision in the same way it provides for those things for full time faculty. Adjunct instructors are evaluated on a regular basis, using the same criteria and forms used in full time faculty evaluations. Areas of pedagogy, student evaluation, and student learning outcomes are considered. Adjunct instructors are provided a desk for meeting with students to support office hours, access to a computer and phone, and a lockable file cabinet for their storage needs.

In the spring of every year ending in an even number, adjunct faculty of each department elect a representative for a two-year term to attend all regular department meetings. These meetings are held on a routine basis and the adjunct representatives report critical department and college issues to all adjuncts in the department. To ensure a broad dialogue of both full and part time faculty, the Academic Senate has dedicated adjunct representatives as senators. Adjunct faculty are eligible to apply for professional growth funding in the same manner as full time faculty allowing all faculty to gain from these dedicated funds.

Opportunities exist on campus throughout the term for engagement of part time faculty in college life. The College recognizes that communication with faculty is the starting point of integrating adjunct faculty into the life of the academic community. Each adjunct faculty member is provided a college email address, which they can customize to forward emails to their personal email addresses. All College communications go to this email address.

Standard III.A.9

The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution.

Evidence of Meeting the Standard

As part of the College's integrated planning process, each department reflects annually on their staffing needs, and identifies those needs in an

annual planning document (III.A.82, III.A.83 and III.A.84). This plan provides decision-makers with evidence of the appropriateness or sufficiency of all staffing levels. In addition to those plans, the College reflects upon various initiatives to determine staffing levels needed to support student success (III.A.85 and III.A.86). External scans provide further input for staffing decisions (III.A.87). The classified human resource needs are prioritized by school or unit, then division, and then for the entire college through the resource allocation prioritization process (III.A.88 and III.A.89). Academic staff needs are established to support District growth opportunities. The number of new full time faculty recruitments are determined annually through the state wide faculty obligation number. The process followed by the District that determines the individual college faculty hiring goal is described in detail above in Standard III.A.7 (III.A.66).

The qualifications of classified staff are outlined through the LACCD Personnel Commission (III.A.90 and III.A.91). The Personnel Commission reviews the qualifications of each job description on a routine basis (III.A.27). Academic staff qualifications are based upon state-mandated minimum qualifications (III.A.22). The Academic Senate prioritizes faculty resources needs through the Faculty Position Priority Committee (FPPC [III.A.92 and III.A.93]), which makes recommendations to the college president.

Staffing headcounts are shown in the table below:

	Full Time Headcounts					
	9/20 10	9/20 11	9/20 12	9/20 13	9/20 14	10/20 15
Classified	219	225	226	229	234	254
Full Time Faculty	193	195	191	208	213	238
Administrators *	12	12	11	10	13	11**

*Includes vice president of Administrative Services

**Includes positions in the process of being filled as of the writing of the report

Analysis and Evaluation

The College's personnel are organized to support its programs and services. Its effectiveness is evaluated on an annual basis by way of formal and informal reviews of its annual goals. On an annual basis, each college program prepares a plan, outlining the program's resource needs to achieve stipulated goals in alignment with the College's strategic

master plan. New classified positions identified on those plans are prioritized first by division and then combined for the entire College allowing for a broad discussion among all constituency groups on the relative importance of each new request to the College's operation.

The Personnel Commission has established job classifications to respond to College and District needs and to solicit the broadest possible pool of qualified candidates. Extensive testing procedures are in place to ensure that candidates who are placed on eligibility lists have the required skills to guarantee the integrity of programs and services. Utilizing the state's minimum qualifications for academic and administrative staff ensures appropriate qualifications for faculty and administrators.

The College has adjusted its staff through fluctuations in the economy to function more nimbly through changes to its allocation, as a factor of the State of California economic health. The College strives toward sufficient staffing in all areas.

Standard III.A.10

The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes.

Evidence of Meeting the Standard

The institution determines the appropriate staffing levels for administrators each year. The Los Angeles Community College District budget allocation model contains an allocation of funds to support a minimum base budget for leadership positions (III.A.94). Each operational division, including academic affairs, student services, administrative services, and the president's office, annually reflect upon the College's needs and growth and identify any changes to administrator staffing through the annual program planning process (III.A.82, III.A.83, and III.A.84). Unique grants, categorical programs, and specially funded programs prepare annual plans, which identify administrator needs (III.A.95). Administrators are recruited through a rigorous hiring process, which is defined in Los Angeles Community College District governing board rules, Personnel Commission rules and processes, and College hiring procedures (III.A.1). Minimum qualifications for academic administrators are established through the District Office of Human Resources. These qualifications align with the State of California Education Code § 87400, which is also referenced in Human Resources Guides (III.A.8). Classified administrators' qualifications are defined in

the Personnel Commission job descriptions (III.A.30). In addition, unique qualifications for administrators are defined in job announcements advertised through the District's outreach database (III.A.96).

Analysis and Evaluation

The college base minimum allocation for administrators allows the College to ensure a sufficient number of administrators fill critical leadership roles at all times. Pierce College's senior administrative staff includes the college president and three vice presidents. In addition to senior staff, the College employs two associate vice presidents in the administrative services division, a dean of institutional effectiveness, nine deans with various responsibilities in academic affairs and student services, a registrar, a director of financial aid, a director of college facilities, and manager of information technology. The college president ensures the viability and integrity of the College by serving as a liaison between the College and the Los Angeles Community College District chancellor. The president sets the direction for the College in a number of areas through annual goals proposed by the president, which are approved by the chancellor. This division of labor and expertise combined with annual goal setting provides continuity of leadership to support the College's mission of student learning and success.

Standard III.A.11

The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.

Evidence of Meeting the Standard

The Los Angeles Community College District (LACCD) governing board establishes all policies, which govern operation of the College (III.A.97). It is from those policies that Administrative Regulations are written (III.A.98), Human Resources Guides (III.A.99), and Personnel Commission rules are published and both are available on the District's Website (III.A.100). These district wide policies and procedures are linked to the College's Human Resources Website (III.A.101). The Employee/Employer Relations (EER) department at LACCD has written and posted publications for review by college staff on the topics of employee discipline, employee recognition, fitness for duty, termination procedures, and grievance procedures (III.A.102 and III.A.103).

Each of the six collective bargaining units describe specific personnel processes in various articles of their respective employee agreements with the District (III.A.104, III.A.105, III.A.106, III.A.107, III.A.108 and III.A.109). The LACCD Administrative Regulation PS-8 established the Human Resources Council to serve as a consultation body to recommend human resources policies to the Chancellor and Board of Trustees (BOT) outside the scope of collective bargaining (III.A.110). The Human Resources Council is a district wide body with broad representation made up of six representatives of college vice presidents (selected from the three district wide councils – student services, academic affairs, and administrative services - where the college has representation), two college presidents, the director of the personnel commission, and senior vice chancellor. The College’s Human Resources Department provides guidance to college personnel on human resources policies and procedures.

To ensure equitable application of personnel policies and procedures, the College consults with the District’s Employer/Employee Relations Department. This department supports the equitable administration of district policies and practices. Additionally, they provide training for interview panels on appropriate interaction, questions, and evaluation techniques (III.A.15, III.A.24 and III.A.111).

Analysis and Evaluation

The Los Angeles Community College District has codified various policies designed to ensure fairness in all employment procedures in Board Rules. The Personnel Commission administers the district’s merit system for classified employees. Its goals include recruiting qualified individuals from all segments of the community, selecting, and advancing employees on the basis of merit after fair and open competition, and treating employees and applicants fairly and equitably, without regard to political affiliation, race, color, religion, national origin, sex, sexual orientation, marital status, age, or disabling condition. The District’s fair employment practices policies and procedures, in accordance with state and federal laws, are published on the District Website. The Personnel Commission, collective bargaining agreements, and Human Resources Guides provide comprehensive personnel policies and procedures, which all staff can readily access. The College provides input to these policies and procedures through representation on the Human Resources Council and other district wide organizations. The College has established local procedures, guidelines and documents to implement the district wide policies and procedures effectively and it interfaces with the District Employer/Employee Relations (EER) Office on a routine basis. These

policies and procedures are developed in accordance with state and federal laws.

It is important to the College that hiring processes are fair and equitable. All interview panels have an equal employment officer (EEO) representative on the hiring panel, whose role is to ensure a fair and equitable process and fair questions are asked, and that each candidate is asked the same set of questions. All the collective bargaining unit agreements with the District have language to ensure fairness in treatment. Employees can address their concerns about prohibited discrimination through the District's Office of Diversity, Equity, and Inclusion. Issues that do not rise to the level of prohibited discrimination can be addressed through collective bargaining agreement language related to collegial work environments. Alleged violations of contractual language can be addressed through established grievance procedures. The District EER provides training to College personnel to ensure District policies are applied consistently and fairly. The College is represented on the District Human Resources Council, which reviews proposals and changes to the District's personnel policies and procedures.

Standard III.A.12

Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Evidence of Meeting the Standard

The Pierce Diversity Committee (PDC), a subcommittee of the Pierce College Council (PCC) was established to promote awareness of diversity among all faculty, staff, and students (III.A.112 and III.A.113). The committee, composed of a broad constituent group, meets regularly throughout the year to plan and support diversity at the College by publishing newsletters, and hosting events and workshops throughout the academic year (III.A.114 and III.A.115). The College works in collaboration with the LACCD Office of Diversity, Equity and Inclusion (ODEI). This is a resource for the College and provides information and support in areas of diversity, sexual harassment, and Americans with Disabilities Act (ADA) compliance (III.A.116 and III.A.117).

Pierce College provides work life support services to all personnel through the Employee Assistance Program (EAP [III.A.118]). Services provided include workshops, professional counseling, and referrals. Workshop topics focus on sensitizing staff to issues of diversity and equality. The

College is afforded an allocation of five to six workshops a year (III.A.119 and III.A.120). In an effort to align workshops with the College need, a survey of college staff is conducted to determine that need (III.A.121).

The District's Human Resources Office ensures diversity in the classified candidate pools is tracked when candidates are interviewed to become part of the eligibility list (III.A.122, III.A.123 and III.A.124). The College's Office of Institutional Effectiveness annually assesses the diversity of its employees and publishes a document with this information (III.A.61).

The College has a record of promoting diversity in the workplace beginning with its hiring practices. Project Match is one example of the District promoting diversity (III.A.125). This program is a cooperative district wide project introduced to promote quality instruction and diversity in community college teaching.

Analysis and Evaluation

Consistent with its mission, the College is committed to supporting a diverse workplace and academic environment. This is achieved through the work of the College's diversity committee and the programs and events that are offered. Workshops and events hosted by the diversity committee are open to staff and students and provide a broad range of opportunities for understanding the diverse culture of the college community. EAP workshops offered at the College provide managers, administrators, and supervisors skills that lead to inclusive and successful managerial styles and consensus building. The required sexual harassment training for employees provides regular and routine opportunities for increased awareness of appropriate, collegial, and respectful interactions between co-workers and the students. Programs, such as Project Match, provide an opportunity for the College to reach out to diverse populations.

Pierce College's hiring policies and practices demonstrate an awareness of diversity and fairness in the way employees are treated and by continually assessing its record in employment equity, so that its practices are consistent with its mission. The College routinely assesses outreach efforts to underrepresented groups in its hiring practices and tracks all candidates that interview for positions at the College.

Standard III.A.13

The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

Evidence of Meeting the Standard

The Los Angeles Community College District (LACCD) Board of Trustees has an adopted policy governing ethics for all employees in Board Rule 1204 (III.A.126). The LACCD also has adopted policies regarding prohibited discrimination and harassment (III.A.127 and III.A.128).

The *Employer/Employee Relations (EER) Handbook* provides guidance to all staff in matters of employee evaluations and progressive discipline (III.A.103). The LACCD Personnel Commission (PC) *Classified Employee Handbook* provides similar information (III.A.129). The *Unclassified Employee Handbook*, which includes student workers, provides written information on acceptable conduct and consequences of inappropriate conduct (III.A.130). At the College level, the Academic Senate adopted a professional code of ethics in May 1990, which has been reviewed periodically since that time, most recently in March 2015 (III.A.131). In addition, the Academic Senate's by-laws established the senate's Professional Ethics Committee (PEC) as a standing committee that meets routinely through the year to discuss issues critical to the professional ethics of the faculty at Los Angeles Pierce College (III.A.132, III.A.133, III.A.134, III.A.135 and III.A.136).

Analysis and Evaluation

Both the District and the College foster ethical behavior in its employees in several ways. The codes of professional ethics and training regarding prohibited discrimination and harassment for all college faculty and staff are clear, concise, and available at the College's and LACCD's Websites for all employees to read and review. The Pierce College Academic Senate has adopted a code of ethics, which is available to all faculty on the College Website. By periodically reviewing its code of ethics, the Academic Senate is able to stay current on critical ethics issues. The Pierce College Professional Ethics Committee, a subcommittee of the Academic Senate, is charged with achieving seven objectives relative to reviewing, promoting, and maintaining a high standard of ethical conduct among faculty. The Professional Ethics Committee meets regularly to review issues and develop literature to raise awareness of ethical issues. The Personnel Commission's *Classified Employee Handbook* is revised biannually, providing opportunities to integrate new and relevant changes to ethics standards. The EER handbook provides comprehensive guidance to all employees on employee evaluation, professional conduct, and the consequences for inappropriate conduct.

Standard III.A.14

The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

The College's *Integrated Planning Calendar 2013-2026*, which was approved by the Pierce College Council (PCC), includes in the four-year planning cycle a professional development plan (III.A.137). The CPC is the planning body on campus that is responsible for the coordination of all plans as well as evaluations of those plans consistent with the integrated planning calendar (III.A.138). The CPC established a Professional Development Task Force in April 2014 in order to develop the College's first professional development plan (III.A.139). The *Professional Development Plan 2014-2018* was submitted to the PCC on May 28, 2015 (III.A.140 and III.A.141), and was approved for the college president's consideration. Following a meeting with the Professional Development Task Force in early August 2015 to verify their support for the plan and to ensure it did not interfere with the role of the Academic Senate relative to faculty professional development activities, the college president notified the chair of PCC her approval of the *Professional Development Plan 2014-2018* on August 13, 2015 (III.A.142). Now that the plan has been formally adopted by the College, its goals can begin to be implemented to ensure professional development activities for all college staff.

Prior to the development of this plan, the College has been able to support professional development in a variety of ways. Opportunities for professional development are available on campus, off campus, in structured and non-structured ways. Each semester, the College offers a daylong professional development event, which is open to all college staff. It is mandatory for faculty, and highly encouraged for classified staff and administrators to attend (III.A.81 and III.A.56). To identify the teaching and learning needs and prior to 2015, the Professional Development Committee developed and administered a faculty survey. Beginning in fall 2015, the survey will be conducted through the Office of Institutional Effectiveness (OIE). Workshops and training are derived from the results of these professional development surveys (III.A.80, III.A.143 and III.A.144). Additionally, specific departments provide workshops for student success (III.A.145 and III.A.146).

Professional development activities are available off campus at conferences or through tuition reimbursement and is coordinated for faculty through the College Professional Growth Committee (PGC) guided by Article 23 of the faculty Guild collective bargaining agreement (CBA [III.A.78 and III.A.147]) and for classified staff through the LACCD Office of Human Resources. The College receives funds to support professional development for academic staff from the District as agreed to in paragraph I of the faculty Guild CBA (III.A.78). Faculty who attend conferences complete an evaluation assessment of the conference's relevance to their discipline and their colleagues (III.A.148). Faculty who pursue continuing education can apply for tuition reimbursement (III.A.149). Classified employees can access a district wide centralized pool of funds for tuition reimbursement by completing a tuition reimbursement form. Funds are allocated on a first come, first served basis (III.A.150).

Article 42, Section H of the faculty Guild *Agreement 2014-2017* (III.A.35) provides for a mentor/mentee program to introduce new faculty to college processes and to increase the effectiveness of new faculty. Annually, the new contract faculty may request that their department chair, in consultation with the appropriate vice president, pair them with a tenured faculty member, who serves as a mentor. The Pierce College Professional Development Resource Center provides space for group training sessions while computer terminals allow personnel to participate in online training. For example, faculty and staff can participate in the online ACCJC 'Accreditation Basics' workshop or Microsoft Office User Specialist (MOUS) training.

The LACCD Employee Assistance Program Committee provides professional development opportunities through the Employee Assistance Program (EAP) lectures and tuition reimbursement for classified staff (III.A.118). Topics of EAP workshops during the 2014-2015 academic year were timely and targeted to the request of the College to align with the College's mission (III.A.119). Classified staff identify workshop topic needs through staff surveys (III.A.121, III.A.151 and III.A.152). Workshops, programs, and training provided through the professional development efforts are evaluated for their effectiveness at the conclusion of each workshop (III.A.153).

In addition to the annual survey conducted for the faculty and the classified staff, the Office of Institutional Effectiveness conducts periodic surveys to assess the College's performance in the area of providing professional development for college employees (III.A.154). The surveys

include open-ended questions, which allow for faculty and staff to respond more in-depth to issues of importance to them. The Academic Senate's Professional Development Committee reviews the faculty evaluation and survey data annually, and the College's Human Resources Office reviews the classified staff data as the first step in the planning process for the following year's workshops and training.

Analysis and Evaluation

The Professional Development Plan is broad, comprehensive, and seeks to bring together various professional development planning activities at the College, for a comprehensive approach to professional development for both academic and classified employees. Currently, the greatest share of these programs is offered to academic staff, who have required flex hours annually dedicated for professional development. One of the goals of the recently adopted *Professional Development Plan 2014-2018* is to encourage 12 hours of professional development annually for all College classified employees. To fully implement the Professional Development Plan, the college has developed an action project as part of the Quality Focus Essay.

Pierce College identifies professional development needs, and develops activities to meet them in various ways. Pierce College continues to provide professional development opportunities to its personnel, and takes advantage of opportunities made available for professional development through the LACCD. The College strives to support the most appropriate professional development programs for all college employees with available resources. In collaboration with the LACCD EAP Committee, the College is able to access professional development workshops for all classified and academic employees. Additionally, classified staff have the benefit of applying for tuition reimbursement, and work schedule relief to obtain college degrees. The workshop surveys, faculty flex surveys, and college wide faculty surveys are used to evaluate prior year's programs as a basis for improvement the following year. In addition, the District offers faculty the opportunity to pursue advanced training or a degree through the campus tuition reimbursement program, as well as funds to attend conferences.

Standard III.A.15

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

Evidence of Meeting the Standard

The College makes provisions for keeping personnel records secure and confidential. Los Angeles Community College District (LACCD) Board Rule Chapter X, Article I, Sections 10104 and 10105, Personnel Services, and Administrative Regulation C-10, *Custodian of District Records*, vests responsibility and custodianship of all employee records with the vice chancellor of Human Resources (III.A.155 and III.A.156). Employee records are physically housed and secured in the District's Human Resources Office where employees can view them. Access to and release of employee information is described in the LACCD Human Resources (HR) Guide HR P-102, Employee Information Release, as well as in all collective bargaining agreements (CBA [III.A.157, III.A.158, III.A.38, III.A.159, III.A.160, III.A.161 and III.A.162]). Electronic personnel records are housed in the SAP HR Enterprise Resource Planning system, *access*, which is strictly limited, and is based on employee role and function within the District (III.A.157).

In addition to permanent employee records, the confidentiality of employee recruitment records is under the direction of the recruitment equal employment opportunity officer (EEO). During the hiring process, the College provides security and confidentiality of employee and prospective employee records. The confidentiality of applicant records is ensured by the execution of confidentiality agreements by all members of selection/hiring committees (III.A.163).

Analysis and Evaluation

Each employee is informed of his/her right of access to her/his personnel records, and the District's SAP Human Resources system provides an employee self-service component that provides online access to employee's personal information. LACCD employees have access to their records through the District's Human Resources Office. The College's Office of Human Resources facilitates employee communication with the District. The LACCD governing board, the Personnel Commission, collective bargaining agreements, and Human Resources Guides provide comprehensive personnel policies and procedures that all staff can access. The College has established local procedures, guidelines and documents to ensure confidentiality during recruitments. All recruitment paperwork can be reviewed at the applicant's request. In addition, the College effectively implements district wide policies and interfaces with the District's Employer/Employee Relations Office on a routine basis. The College, through district wide constituency groups such as the District Administrative Council, provides input to these District employment

policies through representation on the Human Resources Council and other district wide organizations.

Standard III.B: Physical Resources

Standard III.B.1

The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Evidence of Meeting the Standard

The College has taken steps to assure safe physical resources. In response to an increased number of safety-related incidents at community colleges and other higher education institutions, the College formed a Safety Task Force in February 2014 to broaden the discussion of and training for safety on campus. The meetings and training sessions on subjects from active shooter to emergency communications included participation of students, faculty, classified staff, and administrators (III.B.1 and III.B.2). In 2007, the state Chancellor's Office required the College to create a Threat/Hazard/Vulnerability Risk Assessment; this matrix looks at all of the possible issues that the College might encounter and ranks them to determine which ones are the most likely to occur. This ranking process provides direction for the areas that require focus, potential funding, and training. The outcome of the 2007 assessment ranked natural disasters, such as earthquakes, as the highest risk facing the College. A series of active shooter incidents at Santa Monica College in June 2013, Los Angeles Valley College in February 2014, and evacuations and lockdowns of Pierce College in both June and October 2014 resulted in an update of the Threat/Hazard/Vulnerability Risk Assessment (III.B.3). In addition, the College created an emergency plan, which includes an immediate action checklist. This document provides participants with the basic steps for specific jobs in case of an emergency (III.B.4).

Safety repairs to the facilities are documented in the work order system (III.B.5). This type of work is given the highest priority to protect all populations on the College campus. Should use of an off-site facility be proposed for instruction, an inspection is scheduled to ensure that the facility is in compliance with the Americans with Disabilities Act (ADA) and to note any potential safety issues (III.B.6).

The safety of off-site facilities such as area high schools is not inspected. The College relies on the fact that these facilities have the same requirements to comply with the Field Act and the requirements of the Division of the State Architect (DSA). DSA is the construction plan approving body that evaluates submitted construction plans for code compliance of fire alarm systems, fire sprinklers, ingress and egress clearances, room capacities, structural calculations for the strength of structural elements in the facility; and, site accessibility for the disabled in the California Building Code (CBC) and the ADA.

The College also maintains The Los Angeles Pierce College ADA/504 Transition Plan. This plan details items of non-compliance with the ADA, the estimated costs for remediation, and timeline to bring these items into compliance (III.B.7).

Funding for maintenance of safe and sufficient physical resources is provided by the general operating budget of the College for Facilities, Maintenance, and Operations (FMO). Additional funding that is above and beyond the core funding provided for maintenance is requested within the FMO annual plan and submitted for consideration through the College's annual resource prioritization and allocation process (III.B.8 and III.B.9). The particular College entity responsible for the resource prioritization process has evolved since it was first instituted in 2011 from the Resource Allocation Committee (RAC) to the Resource Allocation Task Force (RATF), and from the RATF to the Budget Committee (BC). Evaluation and improvement of the process for resource allocation is documented in Standards I.A.3 and III.D.2.

The College's physical resources reside on a 426-acre parcel of land; 226 of these acres are farmland on the west side of the campus. The farmland includes open fields, an equestrian center, and land to sustain small herds of cattle, sheep, and goats. The College currently has 185 buildings in use totaling 620,196 square feet. This is a significant increase of square feet under roof compared to 2010 when the College had 117 buildings in use totaling 523,464 square feet.

To assure sufficient physical resources, the College utilizes a joint effort that includes the College administration, scheduling office, faculty, and facilities personnel. A recent example was the determination that called for the removal of walls to create larger capacity classrooms. This work was completed in an area of the campus comprised of a majority of portable buildings, which were placed on the campus as swing space during construction. This area is known as the "Village" (III.B.10). To provide a better environment for student learning and success, the Village

classrooms were re-carpeted, given detailed cleaning, and painted (III.B.11). This project required the combined efforts of FMO and Academic Affairs to schedule the work during times when classrooms were not needed for instruction (III.B.12).

The College utilizes all available funding sources, including scheduled maintenance funding from the state and deferred maintenance funding from the District, to ensure its physical resources are sufficient. A current example of this effective use of fiscal resources is a project to refurbish the electrical infrastructure in the Industrial Technology Building, which is the home of the academic automotive and computerized numerical control (CNC) programs (III.B.13). The Industrial Technology Building (Building 3600) was constructed in 1967 and has not undergone any major remodeling to date. The electrical infrastructure that services the building has exceeded its useful life. This project will provide new electrical hardware and wiring that meet current electrical codes resulting in a safer more stable environment for the students, faculty, and staff using this facility.

The College is required to submit all building plans for construction to the Division of the State Architect (DSA). DSA reviews the plans for compliance with the building codes for structural, fire/life/safety, and ADA (III.B.14). Construction does not begin until the plans are approved by DSA. During the construction phase, the project is continuously inspected by a DSA-certified inspector of record (IOR) and periodically inspected by a DSA field engineer. The IOR issues a Notice of Non Compliance (NOC), if required, to ensure the construction remains in compliance with the approved drawings and codes (III.B.15). The DSA field engineer issues a Field Trip Notice (FTN) after every visit to the construction site. The FTN reports the visit findings noting any items of non-compliance or documenting that the visit did not identify any non-compliant issues. In addition, resolution of previous items of non-compliance is reported. Issues noted on both the NOCs and FTNs must be resolved and closed out in order to achieve occupancy of the facility at the completion of construction.

Analysis and Evaluation

The evidence detailed in this section demonstrates that the College has plans, training, inspections, and the ability to adapt to different and new situations that threaten the safety/security of its physical resources. The evidence also details how the College ensures that the maintenance and construction of physical resources are sufficient for the needs of the academic programs and documents the steps taken to provide an

improved environment for student learning and success. The College has identified that the current Industrial Technology Building is not sufficient for all programmatic needs. A new state-of-the-art expanded automotive facility is currently in design. This facility will provide the students, faculty, and staff with the ability to handle current and new technologies. The electrical infrastructure repairs project for the current facility will provide an improved learning environment for the students until the expanded automotive project is completed in spring 2019.

In the fall semester 2015, the College is implementing an improvement to the process of documenting a formal response to ADA inspections of proposed off-site facilities. This process will clearly document each step from inspection request, meeting about the request, issuance of the inspection report, meeting on the contents and recommendations contained in the report, the final determination to use or not to use the facility, notification to the requestors, and any follow-up meetings. In the fall 2015, the College is implementing an improvement to the process of inspections of off-site school facilities for building code compliance and fire/life/safety compliance. The College is not going to rely on the fact that these school sites have the same statewide compliance requirements as the College. This new process will clearly document each step from notification of the intended use of the facility and the collection of evidentiary documentation of compliance with building, accessibility, and fire codes.

Standard III.B.2

The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.

Evidence of Meeting the Standard

The College is required to have a governing board-approved facilities master plan prior to any construction or renovation of facilities (III.B.16, III.B.17, III.B.18, III.B.19, III.B.20, and III.B.21). These plans provide the detail showing the location for the buildings, and the impact a projected increased student population and traffic will have on the surrounding community with the inclusion of an Environmental Impact Report (EIR).

The *Facilities Strategic Plan 2014-2018* (FSP) differs in focus from a facilities master plan. The FSP details the process to maintain the College's physical resources and how best to utilize those resources. The

FSP requires that all due diligence is performed to verify that new facility designs meet campus standards and can be maintained. A Total Cost of Ownership (TCO) calculator (III.B.22) is used by the College to understand the financial impact of the design and the capacity the College has to fund the required maintenance.

In 2011, the College's bond allocation balance was reduced as a result of an overall audit of the bond construction program. The College was required to return funds that had been part of its local share of the District's three general obligation bond fund program. Initially, all funds from Proposition A and AA were allocated to each college and the bond program invoiced the College for centralized bond services. For Measure J, the cost of centralized services was set aside prior to allocating bond funds to the colleges. An audit of the bond program in 2011 revealed that the bond program management office stopped invoicing the colleges for the centralized services sometime in 2004. In 2011, all nine colleges were billed for these centralized bond services that were already spent but not previously invoiced. In addition to these back charges, the District notified the College that approximately three million dollars charged against the "40J ADA" project budget did not qualify for those funds and the "loaned" resources would need to be repaid to the centralized account. Finally, the District set up an enhanced district wide contingency fund for the entire bond construction program. The resources for this enhanced district wide contingency fund came from the nine colleges' local bond allocations. The total amount the College was required to return to the centralized bond fund was approximately \$32,000,000.

With the advent of this reduced bond funding, the College initiated a process to rank the remaining projects through participatory governance via the Pierce College Council (PCC). The results of this process were detailed by the college president in a First Monday Report (FMR), ensuring that the entire college community was apprised of what was happening and why (III.B.23). At the request of several PCC members, the Facilities Advisory Committee (FAC), a new subcommittee of the PCC, was formed and charged with being the governance body to undertake an in-depth investigation of every proposed bond project, changes to the bond program at the College, and to make recommendations to the full PCC (III.B.24).

To further determine the scope and size of new facilities, building user groups (BUGs) were formed. A BUG is comprised of all the stakeholders that have space allocated to them in a new facility. The project task force leader, who is usually an administrator, leads the BUG; coordinates

meetings between the architects and the BUG during the design phase; keeps the BUG informed of progress from design through construction; and, facilitates the purchase of furniture, fixtures, and equipment (FFE) through occupancy. Should there be any changes to the project required by code compliance or any discovery of unknown conditions, the task force leader holds meetings with the BUG to discuss the impacts to the schedule and use of the facility.

When the College was faced with the 2011 reduction in the overall allocation of bond dollars for construction, meetings were scheduled to combine all of the individual BUG's membership for the remaining projects into one large BUG, which was referred to as the Super BUG. This group met with a master planning architect and reached consensus on the formula that would be used to determine the scope and size of the remaining projects. As an offshoot of these meetings, a Space Utilization Task Force was formed to examine the remaining available renovated spaces and determine if the displaced programs can be placed in the existing spaces. A space utilization calculator was created and populated with data from previous semesters to show how well space was scheduled and utilized by the College (III.B.25). The results of this study led to a recommendation from the Super BUG to the FAC, which in turn made a recommendation to the PCC regarding which bond projects should move forward to conclusion with the remaining locally managed bond dollars. The PCC is the main participatory governance body of the College that sends recommendations for action to the college president. The PCC approved the action item from the FAC and forwarded a request to the president for approval (III.B.26). The president reported back to the PCC that the recommendation was approved (III.B.27). Once all of the final approvals were in place through this participatory governance process, the College began creating the *Facilities Master Plan Update 2014* to document all the approved changes. The plan was then submitted to and approved by the Los Angeles Community College Board of Trustees (III.B.21).

Analysis and Evaluation

The evidence shows that the College utilizes sound planning procedures and methods, fully embracing a strong participatory governance process to determine which buildings should be built or renovated to support all of the programs and services in fulfillment of the College's mission and integrated planning.

The College created the TCO to review the viability of plans submitted for proposed facilities from architectural teams. The TCO will show if the

proposed facility has been designed in such a manner that the College can afford to build and maintain it for its useful life span. The first proposed facility that will undergo this viability review by the Facilities Advisory Committee (FAC) is the new expanded automotive project. The North of Mall (NOM) project, which includes various buildings including the stadium, was not subjected to this viability review because the TCO was created after building plans had been approved by DSA.

Oversight of the bond construction program by the College is required to keep projects on track, on budget, and aligned with goal B.4 in the College *Strategic Master Plan 2013-2017* (III.B.28). The District provides direct oversight of the bond construction program through the Facilities Planning and Development Department (FPDD) and the contracted firm of AECOM, which manages the Program Management Office (PMO). The College works with these District entities to assure all projects are moving forward at the most efficient pace allowable within the framework provided by the PMO and FPDD.

Standard III.B.3

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

Evidence of Meeting the Standard

Los Angeles Pierce College regularly assesses the use of its physical resources to support institutional programs and services. The process used to update the *Facilities Master Plan Update 2014* reflected a process that made extensive use of data to determine planned projects' size and scope (III.B.20). The process took into account the College's *Educational Master Plan 2014-2018*, enrollment growth objectives, and support services requirements (III.B.29).

The College regularly reviews and updates its facilities' plans, including the improvement of methods to identify equipment needs, developing strategies of more accurate equipment request prioritization, and determining the appropriate funding source and dollar allocation. The schedule for these reviews and updates is documented in the approved Los Angeles Pierce College *Integrated Planning Calendar 2013-2026* (III.B.30). This calendar clearly defines the cycle for evaluation, revision, and implementation of each plan. The College utilizes a dashboard report to review progress towards achievement of stated goals; this report is currently produced only at the College's strategic planning level

(III.B.31). In the fall semester of 2015, this dashboard reporting will be expanded to cover all of the plans. The Facilities Advisory Committee (FAC) will be reviewing the facilities strategic plan on a semiannual basis to track progress and achievements on its goals.

Each academic year, department requests for equipment, human resources, and supplies are proposed through the annual program plan (APP) process with goals and action statements defining resource needs. Faculty, staff, and administrators collectively rank the requests within their schools or divisions. Beginning with the annual plans, a process is set in motion to make certain that resource requests are prioritized and vetted by appropriate governance bodies in support of student learning and continuous institutional improvement (III.B.32, III.B.33, and III.B.34).

The Office of Academic Affairs reviews classroom needs for instruction culminating in a classroom allocation list (CAL [III.B.35]). The CAL identifies the rooms each department has priority to schedule and is included in the scheduling galley packets distributed to department chairs. After all credit and noncredit classes are scheduled, community services classes and then non-instructional activities are booked.

Academic deans and the vice president of Academic Affairs synthesize resource allocation requests to be moved forward. Administrative Services, Student Services, Academic Affairs, and the President's Office consider the four operational areas' annual plans and provide this data to the Budget Committee (BC), which is charged with prioritizing resource allocations and submitting these recommendations to the Pierce College Council for review, discussion, and recommendation to the College president for final approval and possible resource allocation (III.B.9).

The Facilities Advisory Committee (FAC) regularly reviews college resource allocation information, including utilization and occupancy comparisons, and recommendations from data collecting bodies such as the North of Mall task force. Current information is regularly reviewed and resources are prioritized to fit the needs of the College's programs and services (III.B.36 and III.B.37).

Analysis and Evaluation

The College plans and evaluates its facilities and equipment regularly through the annual program planning process, the Office of Academic Affairs' use of the Classroom Allocation list, a resource allocation

prioritization list, and the regular meetings of the FAC. The College assures the feasibility and effectiveness of its physical resources by using these regularly occurring processes that involve students, faculty, and staff throughout the College, supporting institutional programs and services.

The goals listed in the facilities plans are directly linked to goals at the College strategic plan level, and the dashboard progress report provides the high level review of the progress towards achieving the stated goals. The College will begin providing dashboard reports in the fall 2015 semester for the specific facilities plans. This additional evaluation method will provide the College with a much more detailed view with which to evaluate its goals in support of programs and services.

Standard III.B.4

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

Evidence of Meeting the Standard

Starting in 2001, the District had an unprecedented bond program allowing it to renovate existing facilities and build new ones to current building codes. Voters passed three separate bonds from 2001 to 2008 for a combined total of \$5.7 billion. These resources provided funding for over 600 new construction and renovation projects for all nine colleges and the Educational Services Center (ESC). Facilities master plans were revisited sequentially, as the second bond authorization increased the size of the building construction program by nearly 80 percent. Five years later, the third bond authorization increased the construction program by nearly 260 percent. The staggered funding of the District's construction program resulted in the planning and execution process being revisited several times (III.B.38).

In April 2011, the District chancellor formed a nine-member Independent Review Panel to review the District's building program and provide recommendations on a variety of topics including: operations, controls, checks and balances, policies, practices, and procedures (III.B.39, p. 3). The *October 2011 Master Building Program Budget Plan* laid the foundation for an integrated planning and budgeting process driven by each of the nine colleges' educational master plans (III.B.38). These educational master plans served as the basis for development of the colleges' individual facilities master plans, which addressed the long-term, often 20-25 years, building and infrastructure needs of each college.

Los Angeles Pierce College maintains a current facilities master plan (III.B.20). The *Facilities Master Plan 2014* details buildings that are proposed for construction to meet the future needs of the College; it was vetted by all campus stakeholders and addresses the needs of the College as stated in the College's *Strategic Master Plan 2013-2017* (III.B.28). All of the College's long-range capital construction plans are identified in the *Five Year Capital Outlay Plan 2017-2021* (III.B.40), which is reviewed and revised annually. This plan is submitted to the District's Office of Facilities Planning and Development, and they combine the plans from all of the colleges in the Los Angeles Community College District, which are then submitted to the state Chancellor's Office.

The District worked to strengthen its long-range capital planning and ensure projections include the total cost of ownership for new facilities and equipment. In January 2012, the Review Panel concluded that "...overall, the Building Program has achieved a good level of success in that a substantial majority of the projects have been successfully completed – compared to the projects experiencing programs (e.g., cost or time overruns, sunk-costs and re-design, litigation, etc.)...the Building Program has the potential to achieve the Program's goals within the funds provided" (III.B.39, p. 7). The Review Panel also proposed the implementation of 47 recommendations in 17 categories to strengthen and improve the District's building program (III.B.39, pp. 40-50). Specifically, the Review Panel recommended that "...with every new or renovated building proposed to the Board of Trustees, a total cost of ownership analysis should be included that projects the District's budgeted operating costs for Facilities Maintenance and Operations (FMO), capital renewal, and staffing" (III.B.39, p. 38).

In March 2013, the District developed a comprehensive plan for total cost of ownership, which reviewed the status of existing and proposed facilities, benchmarked existing facilities operations, and developed processes to measure, monitor, and control both facilities costs and utilization (III.B.41). To inform its decision-making about facilities and equipment, the District defined the total cost of ownership elements as follows: 1) acquisition; 2) daily maintenance; 3) periodic maintenance; 4) utility costs; 5) capital renewal costs; and 6) end-of-life costs (III.B.42 and III.B.43).

The District continues to research cost-efficient and cost-savings measures to further reduce maintenance and operations expenditures. Examples include the following plans, programs, reports, and analyses: *District Technology Implementation Strategy Plan* (III.B.44), Connect

LACCD Project (III.B.45), *Facilities Lifecycle and Custodial and Building Maintenance Analysis* (III.B.46), *Custodial Services Enhancement Program* (III.B.47), and *Districtwide Energy Measurement and Demand Response Analysis* (III.B.48).

In April 2014, the Board approved the Facilities Master Planning and Oversight Committee's (FMPOC) resolution to "Affirm its Commitment to Protect Capital Investments through Understanding and Management of Total Cost of Ownership" (III.B.48). Additionally, at the recommendation of the FMPOC, the governing board implanted an incremental approach to the Connect LACCD project, which was established to improve the technology infrastructure connecting its headquarters and satellite facilities. Utilization and use statistics are routinely reviewed and evaluated as a part of the total cost of ownership (III.B.49 and III.B.50).

At Los Angeles Pierce College, the Facilities Advisory Committee (FAC) created a Total Cost of Ownership (TCO) calculator (III.B.22). This is a tool utilized for all construction projects to determine if the proposed facility can be financially supported long-term ensuring that each facility and piece of equipment will reach its full and useful life.

The college Facilities, Maintenance, and Operations (FMO) department has put forth campus wide standards for equipment and materials for ease of maintenance and economy of scale of materials (III.B.52).

Construction design oversight by the FAC, project task force leaders, BUG members, FMO staff, and the College's senior staff leads to the most energy efficient designs. For example, the new FMO facility is designed to be extremely energy efficient. It received awards from the Design Build Institute and the Innovative Energy Project of the Year 2011 from the Association of Energy Engineers Southern California Chapter for its near net zero energy efficient design (III.B.53 and III.B.54). This project design includes photovoltaics in the parking lot, light emitting diode (LED) lighting for the interior and exterior, and solar heat tubing that provides hot water need for the heating ventilation air conditioning (HVAC) systems, and domestic hot water. This project is effectively producing more energy than it consumes, thereby excelling in its design function by reducing purchased energy and achieving a positive impact on the College's operating budget. Other new facilities have been designed to be on the energy management system (EMS). The EMS provides for full-system control of the HVAC and lighting systems in the facilities. Facilities with EMS are much more efficient users of energy. Inclusion of EMS in a building design provides needed points to gain a Leadership in Energy and Environmental Design (LEED) rating by the United States

Green Building Council (USGBC) for buildings such as the Library Learning Resource Center (III.B.55).

The College is installing electrical metering for all facilities as part of an energy conservation project that is being managed by the District. This will result in a high level of control over the energy use for the entire campus, allow for FMO to identify issues with particular facilities, and track improvement once the new meters are operational. Currently, this control over energy use is an almost impossible task due to the fact that the College has only one main meter for electricity (III.B.56).

Another project that is in development is the Proposition 39 energy project. Working with the District, this project was created to replace all street, parking lot, and site lighting with LED lights (III.B.57). The entire scope identified by the College cannot be implemented within one funding year. The street lighting portion of the project is in progress. Future financial resources for the remaining unfunded scope will be requested over the next three years. The switch to LED will dramatically reduce the electrical consumption of the College, while providing the lighting necessary for safety and security. A further step will be taken to reduce electrical consumption by placing all these lights on alternating cycles and reducing the light load by 50 percent in the hours between 11:00 p.m. and sunrise when the College is closed. This step will also result in a lower level of light pollution and lengthen the useful lives of the lamps by an expected amount of 35 to 40 percent.

Analysis and Evaluation

Propositions A and AA and Measure J gave the District unprecedented funding for construction, but also required an unanticipated level of oversight and planning. Total cost of ownership issues raised in 2012 have been resolved, and, as a result, the District has strengthened its long-range capital planning process, leading to better oversight, coordination, and ongoing efficiencies in support of its educational and strategic goals. The governing board's April 2014 passage of a resolution related to total cost of ownership demonstrates its ongoing commitment to controlling and reducing these costs for the benefit of the District and students.

The College produces a long-range capital plan that reflects all construction projects in the form of a facilities master plan. Construction project activity for five-year blocks is recorded in a five-year capital construction plan. The College has a strong focus on total cost of ownership as demonstrated by the development of the TCO calculator.

Total cost of ownership is being addressed by working with the District and finding and implementing ways of increasing efficiencies in the use of utilities. Any savings generated through these efficiency methods lessens dependence on the College's operating budget, which frees up resources to support the College's primary mission of providing instruction and student support services.

Standard III.C: Technology Resources

Standard III.C.1

Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.

Evidence of Meeting the Standard

The Division of Information Technology (DIT) at the Educational Services Center (ESC) provides support to the College by implementing and maintaining district wide applications for student, fiscal, supply chain, human resources, and other administrative records (III.C.1). More than 40 full and part-time employees work at the ESC in information technology under the direction of the chief information officer (III.C.2). Infrastructure supported by the Educational Services Center includes the following:

- The Digital Equipment Company (DEC) is our legacy student information system, which is used by the students to register for classes, and by faculty and staff to view and download class rosters and process exclusions. PeopleSoft Campus Solutions has been chosen as the software solution to replace the existing legacy system (III.C.3);
- Protocol Electronic Scheduling System manages faculty assignments, class assignments, time schedules, room assignments, and related instructional matters (III.C.4);
- Electronic Curriculum Development (ECD) System allows users to create courses for academic programs as well as modify, reinstate, and archive courses (III.C.5);
- Student Email System, which is used as the primary tool for communicating pertinent information to students regarding student life (III.C.6);
- SAP is used for human resources, accounting, procurement, and the finance enterprise system, including: SAP Employee Self Service Portal with Cross Application Time Sheet (CATS), an automated

employee time reporting and approval system; and, Computerized Maintenance Management System (CMMS), which is a work order system with advanced reporting features (III.C.7 and III.C.8).

The ESC has a team that is process mapping the new Student Information System (SIS) with enhanced functionalities allowing access from anywhere and anytime via its Web-based services. The new SIS system will transform the way the District and its colleges deliver services to students, faculty, and staff. The ESC leads the development, deployment, and support of centralized administrative functions and “middleware” platforms necessary to support connectivity between software services delivered by other District resources. The ESC plans and maintains a reliable and robust network for local area inter-and-intra campus networks, as well as institutional access to the public Internet (III.C.9).

The DIT also works with college technology committees and senior staffs to develop IT policies and plans. In addition, they operate the ESC data center; acquire, install, and maintain IT applications and hardware; and, establish and monitor the security of district wide applications, Websites, data, and communications (III.C.10).

The District Technology Council (DTC) provides guidance to and recommends standards for the colleges to ensure that local equipment, operating systems, and software are compatible with district wide computer systems, and that they meet district wide requirements for connectivity and performance (III.C.11). Another ESC technology committee, the Technology Policy and Planning Committee (TPPC), is a District Academic Senate-led group that develops academic business cases for appropriate uses of technology in the academic environment in support of student success (III.C.12).

At Los Angeles Pierce College, the role of IT is similar in nature to the DIT at the ESC except that it directly serves the end-users at the College. Under the direction of the college information systems manager (CISM), the Information Technology Services Group (ITSG) manages and administers the increasing academic and administrative network infrastructure including all computers, peripherals, media services, and district-owned mobile devices. With limited resources, ITSG provides support for an increasing need for services and newly developed requirements directly related to instruction and student learning including classrooms, laboratories, learning centers, the library, and faculty technology support (III.C.13). The CISM and the vice president of Administrative Services are responsible for the planning and

implementing of major computer technology projects, researching equipment and software, and maintaining various technologies at the College (III.C.14).

In support of technology-related activities on the campus, a Technology Committee (TC) composed of students, faculty, staff, and administrative representatives reports to the Pierce College Council (PCC). This committee focuses on creating, updating, and facilitating planning for future trends and needs as identified in the Technology Master Plan (III.C.15 and III.C.16). The primary goal of the committee is to ensure that both efficient equipment and service are provided to students, faculty, staff, and the administrators of the College (III.C.17 and III.C.18).

Comprehensive long-range staffing and equipment plans have been developed to meet the College's current and future technology requirements. Prior to implementation, these plans are reviewed and modified, if necessary, by the TC, vice president of Administrative Services, and the CISM to ensure that our technology systems and processes are effective and congruent with industry best practices (III.C.15 and III.C.19). Since the long-range plans are four-years in length, modification may be necessary to address any critical changes in technology that may occur over the life of the plan. These modifications tend to be focused on equipment and personnel specifications rather than the overall planning goal. Below are the services that are provided by campus ITSG:

- Provides technology infrastructure support to the College;
- Plans and maintains the network for local area inter-and-intra campus networks, as well as college wide access to the public Internet and the World Wide Web (III.C.20);
- Supports hardware and software, including Microsoft SharePoint and Microsoft Exchange, on all College computers for faculty and staff, academic computing labs, and related servers (III.C.21);
- Provides the development, deployment, and support of downloaded versions of anti-virus and registry-protection software to avoid time-consuming repairs;
- Provides, through the instructional media staff, maintenance of audio/visual technology, equipment, and services to support instructional courses and related activities, students support services, and College-sponsored events (III.C.22);
- Provides media services, including faculty instructional media support and training; audio/visual technology, video recording and editing, video-conferencing, graphic presentations, document

- scanning, digital signage, new technology research, and implementation of all classroom audio-visual technology;
- Offers video production services to faculty and staff for instructional purposes (III.C.23); and,
 - Maintains and supports the faculty media library and faculty open labs.

The ITSG at the College provides support to meet the needs of students, faculty, and staff; allowing them to have a direct connection to technology required within a technical and professional learning environment. The passage of bond propositions A, AA, and Measure J allowed the College to identify its future technology needs, including those related to infrastructure, support of renovated and new buildings, and the implementation of future communications systems (III.C.24). This needs assessment was derived from internal studies integrated with the College's educational master plans, facilities master plans, and technology plans, which have allowed academic and student support services departments to identify their foreseeable technology needs. Once the needs are identified, funding sources, including the general obligation bonds, Vocational and Technical Education Act (VTEA), instructional equipment and library materials, grant, other categorical, and unrestricted funds are accessed, if appropriate. An example of how grant funding assists in meeting the classroom technology needs can be seen in our current Title V grant, which provides opportunities for training and workshops and encourages faculty to bring technology into their courses. The result of this additional program funding has also been positive for the students, who report satisfaction with 24-hour access to course material via the Moodle Learning Management System (III.C.25).

The ITSG also provides network connections and maintains roughly 75 fixed and mobile computer labs that use various software application programs. Computer labs run software ranging from simple programs focused on developing basic computing skills, including typing and developing Web browsing skills, to complex industry-specific software application programs that prepare students for industry-recognized credentials and/or certificates requiring sophisticated computer skills and knowledge (III.C.26).

In addition to the academic computers, over 950 computers are used on the administrative side for faculty and staff to perform their daily tasks. There are 80 wireless access points and 40 smart classrooms on campus. During spring 2015, the ITSG supported over 650 phones and a wireless network that is heavily used. The system includes 100 network and core

switches along with 45 servers that support the day-to-day network infrastructure, including email servers and Web servers.

The ITSG assists faculty and staff to reset user passwords and modify permissions to access DEC screens based on an approved SIS authorization form that is submitted from departments on campus. A personal identification number (PIN) is issued to students for accessing the student SIS portal. Admissions and Records Office staff assist students who need PIN passwords reset through DEC (III.C.6).

The College's Distance Educational and Instructional Technology Committee (DEITC) is continuously evaluating new instructional technology and business solutions. Annual program plans and the comprehensive program review processes are used to plan, develop, review, approve, and implement college wide and departmental technologies (III.C.27).

Analysis and Evaluation:

While the passage of the three bond measures provided the necessary funding to upgrade the technology on campus, the money expended for construction projects was conducted on a building-by-building plan versus a more comprehensive campus wide approach. As a result of discussions and analysis between college staff and the Program Management Office (PMO) the College has decided to develop an IT infrastructure through a project approach that includes multiple and simultaneous phases. The College has encountered several construction delays, with some being lengthy; however, the College continues to upgrade and address IT requirements based on the most critical needs.

During the 2014-2015 academic year, the ITSG started to experience more network connectivity issues due to rising demand. These issues were discussed in the Technology Committee, Facilities Advisory Committee, and the Budget Committee. In December 2014, the TC formed a task force to review the connectivity growth issues and recommend approval of an external assessment to validate the issues. Funding was approved to perform a technology assessment. Using a contractual bidding process, the Burwood Group Incorporated was selected to perform the assessment based not only on their technical skills and knowledge, but their ability to work with management and staff to get issues resolved collaboratively.

As of July 2015, the consultants have been on the campus reviewing the condition of the existing network infrastructure. In this process, they

have evaluated the configuration of the network and recommended changes to strengthen the computing environment. As of this writing, a technology assessment has been written that identifies areas requiring further improvement. As of September 2015, the Information Technology Task Force reviewed the Phase I Implementation Plan statement of work. In addition to improving infrastructure and connectivity, the College identified additional labor and financial resources that will have to be provided to strengthen IT management and operational functions in support of the academic programs. These corrective actions are outlined in the Quality Focus Essay.

Standard III.C.2

The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.

Evidence of Meeting the Standard

The Los Angeles Community College District (LACCD) has developed a technology implementation plan that provides a vision through 2020 and guidance for all nine colleges' technology implementation strategies (III.C.28). At the college level, the *Technology Master Plan* (TMP [III.C.15]) integrates technology planning from the *Strategic Master Plan 2013-2017* (III.C.29). The TMP is based on a four-year planning cycle and was developed and approved on August 18, 2015 by the Technology Committee (TC), which reports up to the Pierce College Council (PCC). The TMP includes an overview and planning cycle with specific targeted goals and metrics to be accomplished by 2018.

The College's TMP has nine targeted goals that were developed through extensive discussions originating in the TC. The theme of the plan focuses primarily on connectivity, stability, reliability, and standardization of the network, applications and equipment. For example, goal number five is a technology refresh, which was revised and implemented into a more effective three-year cycle to replace desktop devices. Through this planning, the College has already contracted to procure and deploy over 350 desktop devices. This plan allows for continuous improvements in computing technology and provides a regular schedule for hardware updates to ensure that college programs and service areas have access to technology that is relevant and current (III.C.15).

The TMP also addresses our network issues by identifying specific goals in items two and four. These goals reflect the network infrastructure as it relates to the overall backbone and the security firewall protection

impacting life, safety, and privacy compliance standards. The process of installing upgrades to the firewall applications, switches and servers has already begun. Through these changes and upgrades, connectivity services should dramatically improve when coupled with the new fiber optic cabling that was installed in September 2015.

All procurement for IT requirements are initiated through the annual program plans (APP) at the start of each fiscal planning cycle. This process allows for the plan to receive funding through the budgeting cycle requests that are derived and escalated through each division and into the priority resource list (III.C.30). In the case of the technology refresh, the APP process allowed individual departments to specify replacement needs for computers. However, from discussions within the Information Technology Service Group (ITSG) and the TC, the vice president of Administrative Services put forth the proposal referred to as the IT Five Point Guideline to standardize all hardware and applications to fix our recurring problems, such as timely upgrades (III.C.31). The bulk of the IT Five Point Guideline was reflected in the Administrative Services APP on behalf of the entire College's needs. The proposal was vetted, approved, funded, and procured. The technology refresh is now on its initial cycle, where all desktop devices are replaced on a consistent cycle, which is currently every three years. Plans call for ITSG to install a new trouble ticket system in October 2015 called JitBit, which will more efficiently monitor work orders and measure the improvement to the operations by quantity and quality of service provided (III.C.32). The ITSG will assess the progress of the maintenance management system annually and share the data with the TC.

Since the beginning of 2012, further investment has been made to improve college wide technology. Fiber optic cabling connects over 90 percent of all network infrastructure equipment with the remaining connectivity through category six cabling. In addition, there are other ongoing improvements to information technology, including new servers, modifications to the network firewall and virtual desktop infrastructure (VDI) servers, replacement of the core switch and network switching equipment, new fiber between network switches, and deployment of voice-over Internet protocol (VoIP) telephony. The college has increased the number of computers and peripherals from 2,200 in 2008 to approximately 3,000 in 2015; therefore, providing greater access to faculty, staff, and students. These systemic improvements will help to prevent outages such as the two-week malfunction that occurred in fall 2015, when a fiber optic switch failed on an intermittent basis (III.C.33).

The College continues to work toward more effective licensing of applications, and is studying the process of application funding and core needs for each department, allowing for further control and guidance of appropriate resources. Agreements with software companies, including college wide site licenses, have been negotiated and implemented to ensure regular updating of software. The College currently has agreements with Microsoft and Adobe, among other companies, to ensure that the software is maintained and upgraded to remain compliant (III.C.34 and III.C.35). Such upgrades require adequate planning and time to appropriately complete the work. Competing with our delivery resources are demands such as whole laboratory classroom reconfigurations, which can occur on a quarterly basis. With limited resources we need to address these types of requirements in a more meticulous manner.

The College has created its own campus wide standard based on the Crestron smart classroom system. As needs have grown and hybrid instruction evolves, the College has resurrected a smart classroom task force under the Technology Committee (TC) to further address our developing needs. The task force is working with Burwood Group Incorporated to conduct an independent assessment of competing systems and to ultimately identify an optimal platform that will become our smart classroom standard (III.C.36). Lassen and Associates has been contracted by the Burwood Group to conduct the smart classroom assessment. Lassen and Associates will be meeting with the smart classroom task force to review requirements, definitions, and, ultimately, to recommend a single platform solution (III.C.37).

Analysis and Evaluation

The College establishes plans annually to update and replace technology related infrastructure in support of its mission, programs, and services using the APP process. As part of the improvement process, there are a number of ways that the College maintains its technology edge. Traditionally, resources allocated through the annual planning process were vetted and approved by the Resource Allocation Committee through PCC. In this prioritization process, committee representatives had been less knowledgeable on IT planning and the required needs. As a result, funding to the department was consistently lacking to adequately develop and maintain the operation. More importantly, investment for infrastructure was not sufficiently prioritized until recently as the College began to evaluate and analyze IT trends coupled with exponential growth in connectivity. In the last few years, the Technology Committee and the process of prioritizing resources have matured. The resource allocation

and prioritization process is now fully integrated into the Budget Committee, and the TC is helping to comprehensively review IT developments and how to best address evolving needs. Through these changes, the discussions in meetings are now more technical, detailed, and oriented towards solutions. Meeting discussions have raised awareness about the ways in which IT should be supported and funded to provide the type of services expected of a growing college with an increasing technologically savvy student base. For example, the administrative services division formulated guidelines through its APP process and made a proposal to the TC. This operational guide which we now refer to as the IT Five Point Guideline, has been approved and is now in the early stages of implementation. One of the key provisions of the guidelines include deployment of new desktop devices within a three year technology refresh cycle. This desktop refresh will allow for a fully standardized platform that will improve the sharing of data, maintenance, and training of our campus applications. We also have long standing agreements with vendors such as Microsoft and Adobe to ensure reliable software updates are available. However, the department can do a much better job of managing task level work to ensure updates regularly occur even with leaves of absence and high seasonality demands.

The College uses a work order system for monitoring issues and assigning staff to mitigate problems that frequently occur among our technology users. Under the IT Five Point Guideline, the district-driven Computerized Maintenance Management System (CMMS) will be replaced with the more user-friendly JitBit work order system. This change combined with the standardized replacement of desktop devices will greatly impact users in a positive way once the replacement is fully implemented. The Burwood Group has been engaged to help implement findings regarding the lack of scalable infrastructure and inconsistent configuration of the network and servers. The remedy is to have highly trained Burwood technicians identify, fix and transfer knowledge to our existing IT staff members. Additionally, an increase in IT employees, in specific areas, will enable the College to better maintain and improve its computing needs. All such positions have been approved through the APP process. Based on the August 2015 assessment conducted by Burwood Group, the College will critically examine restructuring the IT department to create a helpdesk business model to more effectively service our customers. Over the next few years, the College is expected to expend almost two million dollars towards improving the network infrastructure. In addition, major revisions to the fiber backbone were completed in October 2015, which will help to stabilize the computing environment.

Substantial steps have been taken to improve IT services during September 2015, which will allow IT employees to attend specific training sessions and conferences. The intent is to expand their knowledge, improve their skills, and to bring information to the College that will improve services in support of its mission. These improvements are discussed further in the Quality Focus Essay.

Standard III.C.3

The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

Evidence of Meeting the Standard

The College through its integrated planning process has developed the *Strategic Master Plan 2013-2017* (SMP), which incorporates specific goals and objectives related to technology access, delivery and support (III.C.29). The College also has a *Technology Master Plan 2014-2018* (TMP) that includes targeted metrics to meet the defined goals noted in the TMP (III.C.15). The TMP was developed through the Information Technology Services Group (ITSG) and the appropriate participatory governance committees (III.C.38). The Technology Committee (TC), the Distance Education and Instructional Technology Committee (DEITC), and the College Information Systems Manager (CISM) are each responsible for creating campus wide technology proposals.

The DEITC makes recommendations to the Academic Senate, while DEITC members inform the TC on new developments for potential consideration (III.C.39 and III.C.40). At the departmental level, resource requests are submitted via the annual program plan (APP) process. APPs reflect departmental needs based upon divisional goals and identify resources necessary for improvement (III.C.41, III.C.42, and III.C.43). These requests are prioritized by divisions and then prioritized by the Budget Committee (BC) into one aggregated list called the *Resource Priority List* (RPL), which represents all college divisions. This process assures that technology resources are distributed in support of the required programs and in accordance with college wide planning efforts. Financial resources for technology are provided by the College's unrestricted general fund, categorical funds, state block grants, Vocational and Technical Education Act (VTEA) funds; and, if appropriate, grant funding (III.C.29).

The DEITC, formally known as the Educational Technology Committee (ETC), meets to discuss campus wide issues related to distance education (DE), and instructional technology for face-to-face learning. The

committee has been instrumental in identifying instructional technology needs for smart classrooms, learning management systems, and best practices for teaching technology (III.C.44). When the College offers courses at local area high schools and other offsite locations, the host institution provides technology support pursuant to the contract with the provider and Administrative Regulation E-109 (III.C.45).

A federal Title V grant has enabled the College to create new DE classes and provide training and support for faculty making the transition to Web delivery of their courses (III.C.43). Workshops offer best practices for teaching online, including instruction in how to use the campus learning management system (LMS). Grant funds were used to purchase a subscription to Lynda.com to enable faculty to view training at times that are more convenient to their individual schedules. Faculty use Americans with Disabilities Act (ADA) compliant media and other interactive resources to keep their students engaged and ensure student success (III.C.46 and III.C.47). The College provides access to thousands of instructional media titles for faculty to use in the development of course planning.

The College information systems manager maintains a listing of the academic, student services, and administrative services needs for software installation and server integration (III.C.48). The manager frequently reviews the maintenance schedule with the Technology Committee (III.C.49). The maintenance schedule also allows for adequate version control and software fixes to ensure our applications function effectively and are optimized (III.C.33). To ensure that technology resources are maintained and adequately supported, the College deploys tracking software called Computerized Maintenance Management System (CMMS) that allows technicians to be assigned tasks (III.C.21). In September 2015, the College plans to upgrade the tracking software to improve IT response to work tickets (III.C.50).

Analysis and Evaluation

The College has made consistent gains over the years to create a technical infrastructure in which access to our systems and applications is more reliable and secure. Given our year over year enrollment growth and the demands on our infrastructure, the administration recognizes that the systems require further assessment and upgrading to prevent outages. This action will further identify potential delivery gaps that necessitate greater IT planning and investment. The overall stability of the technology infrastructure, equipment and our support labor to adequately keep up with end user demand impacted connectivity services

during the 2015 summer session. Anticipating this issue, the College escalated the role of the technology task force, which was formed in December 2014 to study, analyze and recommend potential changes related to the IT needs of the campus. The task force initiated an independent technology assessment and enhancement implementation. All of these corrective actions will strengthen the way the College distributes technology resources to support academic programs and other critical services. Associated planning and budgeting of resources remains a priority of the College. The College has approved an IT Quality Focus Essay action project to further address IT planning and execution over the next three to five years.

Standard III.C.4

The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.

Evidence of Meeting the Standard

The College provides technology courses to the faculty, classified staff and administrators throughout the year using various means of training. Employees are encouraged to attend Microsoft Office User Specialist (MOUS) training for Microsoft Office certification (III.C.51). Faculty receive flex credit for the hours that they attend classes or workshops during opening day activities, and at conferences and seminars (III.C.52, III.C.53, III.C.54, III.C.55, and, III.C.56).

The College provides for the technology training needs of its employees in several ways depending on the type of technology and areas of need. The divisions consider training opportunities associated with technologies such as email, internet access, faculty and department Websites, Moodle, classroom instructional support, human resources portal training, and eLumen training, which supports the College's work with student learning outcomes (III.C.57, III.C.58, and III.C.59).

When new technologies are deployed or existing ones are updated, the Information Technology (IT) department works with vendors, the technology team at the Educational Services Center (ESC), and/or other District colleges to assess the need for appropriate training (III.C.60, III.C.61, and III.C.62). Departments also identify their technology training needs in detail each year in the annual program plan (APP) process (III.C.63). Through the resource prioritization process, the Budget Committee plans are collectively prioritized and the resulting

combined list is presented to the Pierce College Council (PCC) for approval and recommendation to the college president (III.C.29). As of August 2015, the *Professional Development Plan* was approved, which will provide additional training opportunities for all employees (III.C.64).

Technologies related to distance education and the college supported learning management system are managed by the PierceOnLine staff along with the distance education coordinator. Training needs in the PierceOnLine area are identified through input from the APPs, faculty surveys, faculty requests, student help tickets, vendor recommendations, and informal focus groups (III.C.65, III.C.66, III.C.67, and III.C.68).

Students are welcome to receive assistance at PierceOnLine and faculty are encouraged to provide referrals for students who are having problems with technology-related access. Students enrolled in academic departments such as computer science and Information Technology (CSIT), mathematics, and computer applications and office technologies (CAOT), receive a considerable amount of training in accessing technology. This training ranges from introductory to advanced levels of network protocols and methodologies (III.C.69).

Analysis and Evaluation

The College provides technology support and training through various modalities to ensure that faculty and staff have convenient and regular access to training that is customized to meet their needs. In addition, faculty and students have the opportunity to seek out training through the College's online training resources. Training for the classified staff is more focused on specific applications within the employee's assignments. While classified staff training is effective, staff are encouraged through monetary incentives to obtain the MOUS training for Microsoft Office certification.

The College is taking steps to provide more staff and professional development resources, which will include plans to increase both the number of training workshops and the variety of training offered. The *Professional Development Plan 2014-2018* (PDP) is now approved and being reviewed for implementation to support increased, more effective, and more consistent training opportunities for all staff. The implementation of the PDP is further discussed in the Quality Focus Essay.

Standard III.C.5

The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

Evidence of Meeting the Standard

The College has regulations, policies, and procedures in place that help to guide the appropriate use of technology. Administrative Regulation B-27 governs the use of email, computer systems, and college networks. For example, as a condition of access to computing facilities, every computer user must observe the following guidelines including maintaining an environment conducive to learning, using computing facilities according to the highest standards of professional and personal courtesy, maintaining secure environments, assuming responsibility for the protection of files, and making economical use of shared computer resources (III.C.70).

The College encourages use of technology in instruction in various ways. All classrooms are technology and Wi-Fi enabled. The College has adopted a distance education platform to deliver fully online and hybrid class sections, and to augment traditional face-to-face class instruction. All faculty are encouraged to use Moodle and the Distance Education Department trains and supports all users (III.C.71). The faculty collective bargaining agreement guides distance education courses through Article 40 (III.C.72). The college Academic Senate encourages all faculty to create Web pages to facilitate face-to-face instruction.

In 2012, the College was awarded a third grant from the US Department of Education to support technology in the classroom and online instruction (III.C.73). Guided by LACCD Administrative Regulation E-89 and managed by an academic director, PierceOnLine develops procedures for online technology, supports the online instructional platform, and provides guidance for faculty members' use of technology in teaching (III.C.74, III.C.57, and III.C.75). Administrative Regulation E-89 outlines the process by which students authenticate and validate their identity when using technology such as the Internet. For example, if a student logs into Moodle under a different student's identification and submits an essay for a grade, the incident would be considered in violation of student conduct (III.C.72). Regarding serving students with disabilities, administrative regulations require that students have access to Disabled Student Programs and Services (DSPS) and technology support services, including alternate media formats, and assistive technology pertaining to Web accessibility, ensures that the College complies with state and federal laws regarding equal access to Websites and content for individuals with disabilities. As an example, the College requires that all

media be closed captioned when used on the campus for instruction or other college-sponsored activities (III.C.76).

The DEITC is a committee of the Academic Senate, as provisioned under Article 40 of the Faculty 1521 Collective Bargaining Agreement (CBA). In concert with PierceOnLine, the DEITC addresses the use of technology in all aspects of online learning. A DEITC policy pertaining to DE courses specifies that instructors will regularly initiate interaction with students to determine that they are accessing and comprehending course material and that they are participating regularly in the activities in the course (III.C.73). The DEITC also makes recommendations about which online platform the College should use.

The TC falls under the Pierce College Counsel with a focus to create, update, and facilitate the needs identified in the technology master plan and to address campus technology needs. The goal of the committee is to ensure that the highest level of service possible is provided to students, faculty, staff, and administration of the College. The TC brings technology related recommendations of a procedural nature for approval to the Pierce College Council (PCC) allowing participatory engagement and approval (III.C.77).

Analysis and Evaluation

The College adheres to the established policies and regulations as passed by the governing board to ensure that the use of technology is appropriate in teaching and learning. At the college level, vice presidents and deans engage in discussion for the use of technology to enhance the student experience consistent with policies and procedures. In addition, discussions are held within participatory governance committees such as DEITC and TC to ensure the proper understanding and implementation of regulations related to technology in the teaching and learning processes.

Standard III.D: Financial Resources

Planning

Standard III.D.1

Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability.

Evidence of Meeting the Standard

During the past five years, the College continues to exercise effective planning and prioritizes its resources to ensure sufficient revenues are available to support educational needs and improvements. There are five primary sources of college funding:

- State apportionment through the Los Angeles Community College District (LACCD) budget allocation;
- State-funded categorical programs;
- Funding earned directly by the College;
- Grants awarded to the College; and,
- Enterprise activities.

The District Budget Committee (DBC) establishes goals and agrees on processes to allocate resources. The DBC is a district wide participatory governance committee composed of the nine college presidents; bargaining unit representatives, including six faculty bargaining unit members; six representatives appointed by the District Academic Senate; and a student representative. Staff members from the Educational Services Center (ESC) serve as resources to the DBC (III.D.1). The Executive Committee of the District Budget Committee (ECDBC) and chief financial officer (CFO) engage in in-depth review of fiscal issues and bring forward proposals and recommendations for review, discussion, and action by the full DBC membership (III.D.2). In addition, the DBC refers items for review and recommendation to the ECDBC (III.D.3). The Pierce College president is a member of the DBC and the vice president of Administrative Services attends the DBC meetings, which contributes to the college's dialogue and decision-making process regarding the district's budget allocation process.

Pierce College receives a budget allocation from the Los Angeles Community College District (LACCD) to support its annual operational costs. Prior to fiscal year 2012-2013, the district wide budget allocation model was based on a direct application of Senate Bill 361 that tied funding to the full time equivalent students (FTES) generated by the colleges (III.D.4). In 2011, the ECDBC reviewed several California multi-college district allocation models and proposed a new budget allocation model for consideration by the DBC. The ECDBC proposal was presented to the DBC at its January 18, 2012 meeting (III.D.5). Discussion continued on the proposed allocation model at both the February and March 2012 DBC meetings with the new model being approved and

recommended to the chancellor at the March 6, 2012 meeting (III.D.6 and III.D.7).

In June 2012, the governing board approved the chancellor's recommendation to change the allocation model (III.D.8). The new budget allocation model includes an expanded foundation grant funding a minimum senior administrative staff, a dean of institutional effectiveness, and a facilities director; academic leadership staff, the size of which is based on college FTES; and, maintenance and operations expenses based on the college's gross square footage, which is adjusted annually (III.D.9 and III.D.10). The remainder of the funding not part of the expanded foundation grant is allocated to the colleges based on FTES generated (III.D.11).

Changes in the budget allocation model were introduced in two phases. In 2013-2014, phase two of the budget allocation model was introduced addressing current and future college balances, distribution of growth funds, debt repayment, the methodology for assessing colleges to fund centralized services, and district wide reserves (III.D.12). In addition to the funding received from the state, the budget allocation model includes the distribution of revenues earned from international and other non-resident students and dedicated revenues earned by the colleges (III.D.13). The annual budget allocation from the District is augmented throughout the year with additional funds as they are received from the state or other sources (III.D.14).

The budget allocation received from the District, in combination with the college's ending balances, has been adequate for Pierce College to support its instructional programs and student support services. The College has been able to fund growth to accomplish its enrollment goals within its budget allocation each year since the budget allocation model has been in place (III.D.15 and III.D.16). The College has been successful in supporting all operational expenses and finishing each year with a positive ending balance (III.D.17).

In addition to the LACCD allocation of general funds, the College supports critical student programs through various categorical funds, specially funded programs, grants and various enterprise units (III.D.18, III.D.19, and III.D.20). Categorical programs and grants develop plans for the use of funds to support specific academic, student success, and student learning programs (III.D.21, III.D.22, and III.D.23). The enterprise units are self-supporting entities that develop their budgets in support of academic activities (III.D.24).

Each year, the College prepares a budget that fully funds instructional programs to achieve enrollment growth targets established by the LACCD (III.D.25). In years when funding is available, the College provides increases over the prior year for essential department needs resulting from planned enrollment growth. This budget is vetted through the college Budget Committee (BC), a standing committee to the Pierce College Council (PCC), to ensure consensus on the college's budget goals, priorities, and savings targets, and that financial resources are aligned with the college's mission and goals (III.D.26).

As illustrated in the college's *Integrated Planning Calendar 2013-2026*, all divisions reflect annually upon the college's needs and growth and prepare an annual program plan (APP [III.D.27]). Annual program plans reflect departmental needs based upon divisional and institutional mission and goals and identify resources necessary for continued improvement (III.D.28). Annually, the College distributes additional resources to support the enhancement of programs and services by creating a ranked list of resource requests. This list contains all requests from the APP review process, categorized as health/life safety, maintenance or stability; and, disaggregated by the type of request, including labor, equipment, and supply needs, or enhancement.

To ensure fiscal stability, the College monitors its budget on a monthly and quarterly basis. Monthly, the College prepares a financial plan to track actual expenditures against budgeted funds. The BC reviews this plan each month. Additionally, Administrative Services conducts a quarterly review/gap analysis of categorical and specially funded programs based on run rates against budget (III.D.29 and III.D.30). Feedback from this analysis is provided to the individual departments for corrective action. In addition, the information is reported back to the BC and PCC so that all participatory governance bodies are included (III.D.31 and III.D.32).

In the event that forecasted allocations are insufficient to meet operational costs, projected run rates are exceeding budgetary projections, or the commitment to maintain reserves is not achievable, the college president or the vice president of Administrative Services can request the BC to activate an emergency budget task force (EBTF). The EBTF would be charged with recommending corrective actions to the Budget Committee and the PCC to ensure the College stays within the budget and maintains a prudent reserve (III.D.33).

Analysis and Evaluation

The college's financial resources are sufficient to support and sustain student learning programs and services. The College demonstrates sound financial planning and execution every year through meeting its enrollment targets within the budget allocated by the District. The allocation formula of the LACCD distributes resources based on enrollment and funding for key areas of the college, including maintenance and operations. Using the allocation received from the District, and the college's carry forward balance, adequate funding is available to ensure that enrollment growth targets are met and cost escalation factors are addressed.

The college's financial planning and budgeting is guided by an integrated planning and resource allocation process as provided in our financial plans, fiscal reporting, and other documents archived by its main participatory governance bodies. These include documents from the ECDBC, CFO, DBC, PCC, and BC. The College follows an integrated planning cycle, which specifies the relationship between various plans, documents the evaluation cycle for each plan, and specifies the timeline for revisions to the major planning documents. This process provides a mechanism for the routine review of the mission, goals, values, and planning efforts of the College so that all financial planning can be integrated into overall planning efforts. The annual financial plan takes into account the variables established using the APPs and incorporates this information into the budget development process.

College planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements. The College has formalized its processes and practices and ensures that available financial resources are used to support student learning programs and student support services that are designed to improve the effectiveness of the institution.

Standard III.D.2

The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.

Evidence of Meeting the Standard

As detailed in Standard I.A, the *Strategic Master Plan 2013-2017* (SMP) aligns with the college's mission statement (III.D.34). Operational goals and objectives were developed as part of the college's SMP and are the basis on which department goals are created and measured. As stated in Standard III.D.1, the college's annual planning cycle requires all units and departments to align goals and resource requests to the strategic master plan (III.D.35, III.D.36, and III.D.37).

The Budget Committee (BC) ensures that financial resources are aligned with the college's mission and goals through the development and affirmation of the annual budget and ongoing recommendations to support the college's operational and emergency needs (III.D.38 and III.D.39). Every year, the BC develops consensus on the college's financial goals for the year, including savings targets, and works to track the progress toward achieving those goals. Monthly meetings are held to review expenditures, transfers, and information about the achievement of college and district annual goals. The BC provides a monthly report to the PCC and seeks its approval of fiscal recommendations.

To support the process of ensuring that college resources are allocated consistently with institutional mission and goals and to oversee the integration of financial and institutional planning, the College relies on committees of both the Academic Senate and the Pierce College Council (PCC) to provide opportunities for dialogue and participation related to fiscal resource decisions (III.D.40, III.D.41, and III.D.42). In 2011, the College created a Resource Allocation Committee (RAC) to ensure budget and planning were linked. This committee prioritized the resource requests from the annual program planning process and provided recommendations to the PCC regarding prioritization of financial resources.

In November 2013, after evaluating the RAC's charter and processes, the BC initiated an action item to PCC, which recommended integrating the RAC processes into the duties of the BC. The BC subsequently created a task force called the Resource Allocation Task Force (RATF) to focus on prioritization of College resources. Based on further discussions and maturity of the BC, in March 2015, the BC conducted a survey of RATF members and determined the responsibilities of the task force should be assumed directly by the BC to provide further integrated planning and higher quality of resource allocation (III.D.43). The results of the survey indicated the change was both reasonable and appropriate; and, the RATF members supported it. The BC made a recommendation to the PCC, who

approved it and forwarded it to the college president. The BC is now charged with developing a Resource Priority List (RPL) from each of the four divisions in order of priority from highest to lowest (III.D.44 and III.D.45). Once the BC creates and approves the ranked list, it is submitted to the PCC for approval, who recommends it to the college president for a final approval and allocation of resources, if available and appropriate (III.D.46 and III.D.47).

Policies and procedures to ensure sound financial practices and financial stability are established through LACCD Board Rules (III.D.48 and III.D.49). In 2012 based on these rules and regulations, the *Business Office & Accounting Policies and Procedures Manual* was adopted by the College (III.D.50). This 87-page manual details specific procedures, internal controls, and approved forms for fiscal management. All external funding, either from private funds obtained by the Foundation for Pierce College, or through public sources, grants, and categorical programs, received by the College must be reviewed through an application process that links the fundraising and or grants with the college's mission and goals (III.D.51; III.D.52 and III.D.53).

Appropriate financial information is provided throughout the College using various methods. Regular reports are made to participatory governance committees detailing the financial health of the College. The PCC, BC, and Academic Senate, as well as other committees, provide standing agenda items for administrative updates (III.D.54, III.D.55, and III.D.56). Once a month, the college president shares with the management team information that was discussed at the last District Budget Committee (DBC) meeting, including state level fiscal updates from sources such as the state's Legislative Analyst Office (LAO). Similarly, the BC members share financial information at the monthly PCC meetings. Reports to the PCC include information such as inter-departmental budget transfers, monthly projections and financial plans, the budget for the fiscal year, and district budget updates, which are sufficient in content and timing to support college and financial planning and management. Minutes of these meetings are made available through e-mail distribution as well as committee Websites (III.D.57).

The college president's First Monday Reports (FMR) are emailed to the entire campus community eight or nine times per academic year and posted on the college's Website. This series of reports has centered on accreditation, budget, and construction, and other topics providing up-to-date information for all college constituencies (III.D.58). The Administrative Services Newsletter is also sent through email to all college employees. It contains articles of interest, responses to financial

questions, and reports pertaining to the financial health of the College (III.D.59).

Analysis and Evaluation

The College ensures programs and services are consistent with its mission and goals by validating all plans. Requested resources are linked to the college's planning documents. Internal controls and associated procedures are practiced and audited based on approved Administrative Regulations and the *Business Office & Accounting Policies and Procedures Manual*.

Los Angeles Pierce College widely disseminates detailed information regarding the financial plan, budget, and current and predicted budget conditions using formal communications networks such as the Academic Senate, PCC, and BC. All college employees receive the president's First Monday Reports, and periodic newsletters from Administrative Services containing financial and operational reports regarding college activities.

Standard III.D.3

The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Evidence of Meeting the Standard

The financial planning and budget development process for the college is defined in Board Rule 7600 (III.D.60). The Pierce College Council (PCC) and its standing committees follow a defined process for financial and institutional planning. Processes are well documented and reviewed and updated regularly by participatory governance committees, including the Budget Committee (BC) and PCC. All college constituencies have the opportunity to participate in the planning activities of the institution. These opportunities are formally articulated in the charter of each of the participatory governance committees (III.D.61, III.D.62, III.D.39, III.D.63, III.D.64, III.D.65, III.D.66, and III.D.67).

Annually in September, the LACCD Budget Office prepares a financial planning calendar for the following fiscal year (III.D.68). This calendar is vetted through the DBC. Budget development begins in early October after the governing board adopts the calendar, which defines critical financial and budget planning activities through the year (III.D.69 and III.D.70). Annually in November, the development of a district wide

operational plan is initiated. Financial planning goals, which form the basis of the college's planning and budget goals, are presented and assessed at the DBC. The typical goals discussed are the full time equivalent students (FTES) base and growth targets, full time faculty obligation number (FON) and hiring targets, proposed cost of living adjustments, and maintenance of the district reserve (III.D.71).

Every December, the College provides to the District Budget Office initial projections of dedicated revenue, which represents funds earned outside of student fees, the bookstore, and food services (III.D.72). This calendar is presented to the BC (III.D.73). In January, the LACCD budget calendar and instructions are distributed to the colleges. The instructions for planning the budget are comprehensive and cover the college's restricted and unrestricted programs (III.D.74). Based on the directions provided in the *Budget Operation Plan Instructions*, enrollment growth targets, full time faculty hiring projections, escalation costs, and approved resource requests from the prior year, the College prepares a budget (III.D.75 and III.D.76). Following the governor's state budget proposal released in early January, the College receives the projected preliminary allocation after which the work with the various constituencies begins to develop the college's operational plan (III.D.77). The Budget Committee (BC) vets the college's annual budget and operational plan (III.D.39). The College provides information to the BC on how the budget was developed, the assumptions made, the allocation provided and, if needed, how much money will be used from the college's beginning balance to support operations (III.D.78 and III.D.79). For fiscal year 2015-2016 budget development, the BC held a special meeting to review the budget (III.D.80). The outcomes of the meeting were reviewed at the PCC meeting on February 26, 2015, and submitted to the LACCD budget office as the college's portion of the district wide preliminary budget.

Annually, the preliminary budget is available for review by colleges in SAP at the end of March. In April, technical analysis is conducted on the preliminary budget between the district's Budget Office and the colleges (III.D.81). The outcome of technical adjustments yields a tentative budget, which is submitted to the governing board for adoption following public comment. The governing board adopts the tentative budget in late June. Annually, on July 1, the tentative budget is filed with county and state agencies. After additional reviews, briefings, and governing board approval, the final budget is filed with the county and state agencies in September.

In fiscal year 2014, the College had an anticipated funding shortfall relative to forecasted expenditures. The college president convened an Emergency Budget Task Force (EBTF) to provide advice on budget preparations (III.D.82). Based on the final allocations from the state throughout the year, the College ended with a surplus budget, which prevented any emergency fiscal action. Furthermore, the College maintains a sizeable reserve that allows funding shortfalls to be absorbed without adverse impact.

Analysis and Evaluation

The LACCD budget calendar and instructions are distributed to the colleges and presented to the BC annually. The three stages of the budget preparation are presented and discussed extensively in senior staff, PCC, Academic Senate, and BC. The College follows the financial planning and budgeting model and calendar defined by LACCD. The college's *Decision Making and Planning Handbook* ensures uniformity in decision-making and requires that reports and applications for additional funds be submitted using agreed upon forms. All college constituencies have the opportunity to participate in planning activities. These opportunities are formally articulated in the charter of each of the participatory governance committees.

Fiscal Responsibility and Stability

Standard III.D.4

Institutional planning reflects a realistic assessment of financial resource availability development of financial resources, partnerships, and expenditure requirements.

Evidence of Meeting the Standard

As described in Standard III.D.1, the governing board approved a new allocation model in June 2012 (III.D.83). In addition to the funding received by the state, the allocation includes dedicated revenues earned by the College (III.D.84). This preliminary budget is augmented throughout the year with additional funds as they are received from the state or other sources (III.D.85, III.D.86, and III.D.87). Since the fiscal year 1986-1987, the College has ended each year with a positive ending balance (III.D.88). This surplus balance is closely monitored throughout the year to augment funding as needed in support of college programs (III.D.89 and III.D.90).

Grants and other externally funded programs are overseen by program managers who have been assigned to the project. Administrative Services closely reviews, monitors, and assists in the oversight of the categorical, unrestricted general fund, and auxiliary programs such as Community Services, the ASO, and grants (III.D.91 and III.D.92).

The College has developed a number of financial partnerships to strengthen instructional programs. The College has partnership agreements with the Los Angeles Unified School District (LAUSD) to allow for instruction to occur at their sites (III.D.93). Other partnerships provide ancillary benefits, including financial resources for departments, such as the long term contract with the Foundation for Community Colleges Bureau of Automotive Repair stations (III.D.94). The College has enterprise partnerships that allow its property to be leased to other businesses and agencies to generate additional income. For example, youth-based sports activities generate revenue and provide in-kind services such as maintenance of the property as part of the agreement (III.D.95 and III.D.96).

Analysis and Evaluation

Pierce College maintains a realistic assessment of financial resource availability in the following ways:

- Prudent use of State funding via Los Angeles Community College District (LACCD) annual base allocation;
- Dedicated revenue earned by the College;
- Prudent use of state funded categorical programs, block grants and supplemental resources awarded throughout the year;
- Aggressive monitoring of the college's ending balances;
- Aligning grants awarded to the College with the strategic master plan; and,
- Ensuring enterprise partnerships are sufficiently managed to cover all current expenses and exit each year with a positive balance.

Standard III.D.5

To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.

Evidence of Meeting the Standard

To maintain financial integrity, Los Angeles Pierce College has internal controls to ensure responsible use of its resources in the areas of budget, planning, expenditures, human resources, and accounting. Internal controls inherent in district policies and college procedures guide the fiscal operation during budget preparation, budget augmentations, and budget tracking. Board Rules 7600-7609 define how the college's annual budget is prepared, the type of interim reports created, and the manner in which expenditures are authorized (III.D.60). The district's annual budget plan instructions outline the steps the college must take in the preparation of the annual budget (III.D.97). The College prepares a comprehensive budget for both the unrestricted and restricted programs (III.D.98), and presents it to the Budget Committee for a broad-based discussion involving representatives from all constituency groups. In an effort to ensure sufficient resources, the BC recommended maintaining an ending balance of six percent of the annual budget (III.D.31 and III.D.99). The college president prepares a letter to the District summarizing the financial outlook for the fiscal year (III.D.100). The resulting operational plan, submitted to the district's Budget Office, is also made available to the community in the college library.

Augmentations to department budgets take the form of an emergency budget request for unplanned expenditures, or resource requests resulting from annual program planning (III.D.101). Emergency requests are first presented to the BC, and if approved, forwarded to the PCC for consideration and action (III.D.102). Resource requests are evaluated by the BC once all annual plans have been completed, prioritized in the Resource Priority List (RPL), and funded as approved by the college president (III.D.103 and III.D.104).

Every month the BC reviews budget transfers within each unrestricted cost center, specially funded program, categorical program, and grant (III.D.105 and III.D.106). Each transfer must be reviewed by technical staff, and approved by a divisional vice president and, ultimately, by the vice president of Administrative Services (III.D.107 and III.D.108). Separation of duties exists, so individuals cannot initiate, approve, and post their own transfers (III.D.109).

In accordance with Board Rule 7608, the College prepares a monthly financial plan to track expenditures in the unrestricted budget against the budgeted amount (III.D.60). This plan assesses changes to expenditure patterns in both salary and non-salary accounts (III.D.110 and

III.D.111). This plan is reported monthly at the BC meeting and summarized at the PCC meeting.

Program managers oversee specially funded programs (SFP) and categorical programs. These restricted programs have their own distinct budgets. The program manager submits expenditure reports to the District and state Chancellor's Office on a regular schedule (III.D.112). Based on meeting discussions, the BC decided to provide quarterly variance reporting for the college's non general fund accounts. These quarterly reviews provide another check and balance over the program managers and administration to validate the program's performance. This specific reporting became a standardized internal control in 2013 (III.D.113 and III.D.114). Programs provide corrective action plans to address variances that deviate from anticipated expenditures (III.D.115). These quarterly reviews are presented and discussed at the BC (III.D.116). In addition, state funded programs are audited as part of the annual district wide audit, to ensure compliance with state guidelines. Findings and irregularities are discussed and corrective actions are planned. This review provides necessary analysis related to each program's performance ensuring expenditures track with prior year expenditures and available current year resources (III.D.117). On a quarterly basis, the College reviews the financial plan with the district's Budget Office staff to ensure that the College has sufficient funds to meet all fiscal obligations (III.D.118).

In addition to preparing the college's annual budget, the BC reviews the effectiveness of its past fiscal planning activities as part of its budget development process. Year-end reports are provided and reviewed by the BC each fall. The Budget Committee has an opportunity to reflect on the effectiveness of past planning, discuss areas of concern and high performance, and make recommendations to modify future processes (III.D.119, III.D.120, and III.D.121).

Internal controls regarding procurement are established in board rules. The governing board delegates contracting authority to the chancellor who, in turn, delegates contracting authority to the college president, who has the option of delegating authority to approve contracts to the vice president of Administrative Services in the president's absence (III.D.122 and III.D.123). Board Rule 7100 defines contracting requirements, which have yielded 21 separate procurement policies all of which stem from the California Education Code and California Public Contract Code (III.D.124). In addition to these policies, the LACCD chancellor has issued directives to ensure that procurement is fair and equitable. Chancellor's Directive 152 addresses a process to ensure that

there is no conflict of interest in the procurement of goods and services. Chancellor's Directive 142 addresses a process to ensure that the College is pursuing cost savings by using available contracts for procurement (III.D.125 and III.D.126). The purchase of goods and services requires sufficient budget to be in place to encumber funds for the transaction ensuring that departments cannot purchase more than has been funded in any one cost center, SFP, categorical program, or grant.

College staff members have received training in these LACCD procurement rules, most recently in 2015 (III.D.127). The College has provided procurement training to all staff on a semiannual basis (III.D.128 and III.D.129). The SAP enterprise accounting system utilized through LACCD assigns separate roles for different transactions in the procurement process. There is a separation of processing ability based upon the threshold of services. The College can process the purchase of goods and services up to \$5,000. Purchase requests above \$5,000 must be reviewed and processed by a regional procurement specialist. Contracts and purchases over the formal bidding limit, which adjusts annually, are processed at the Educational Services Center (III.D.130).

The College has internal controls over staff assignments, leaves, and salary expenses. The primary manner to fund approved positions is through the personnel change request (PCR) system. Once funding has been authorized for new positions, the position is created in the department organizational hierarchy (III.D.131). All PCRs receive two reviews prior to approval (III.D.132).

Appropriate control mechanisms are also maintained for the college's fiscal office through the use of department policy and procedure manuals, including the *Business Office & Accounting Policies and Procedures Manual*, *Los Angeles Pierce College Foundation Accounting Policies and Procedures Manual*, and bookstore manuals (III.D.133, III.D.134, and III.D.135). These manuals have been provided to all employees on the management team, in the business office, and in the bookstore. All employees have signed that they have received and read the manuals (III.D.136 and III.D.137).

Recent internal audits in the Foundation for Pierce College (Foundation) have revealed a number of discrepancies all of which were corrected in 2014 (III.D.138). The Foundation is a separate California corporation. Internal Revenue Service (IRS) regulations require that the Foundation be audited on an annual basis by an independent accounting firm. The audit report is submitted to the college president, the LACCD governing board, and the state Chancellor's Office (III.D.139).

In an effort to widely disseminate dependable and timely information for sound financial decision-making, the College published and provided internal cash guidelines to all divisional, program, and unit managers to ensure that all employees follow these procedures. These guidelines have been reviewed in academic departments and are included in training classes, which occur twice per year (III.D.140).

Additional responsibility for fiscal oversight and review has been undertaken by the vice president of Student Services to ensure that fiscal controls are maintained within Student Support and Success Programs (SSSP) and Equity Funds restricted accounts (III.D.141).

In the process of conducting internal self-audits of both academic and administrative programs, there are regular updates to the process that improve internal controls and ensure that sound financial management practices are maintained. The College has been conducting an increasing number of self-audits for equipment, grants, and auxiliary funds (III.D.142). This is necessary to reinforce a high level of compliance with the rules and policies by administrators, managers, and faculty. These audits and training sessions are closely evaluated to ensure that financial management practices are updated to improve internal control systems (III.D.143; III.D.144 and III.D.44).

Analysis and Evaluation

The College's budget is developed to ensure it complies with district and state guidelines. Changes to the budget follow a well-defined process allowing college dialogue and review. The college president and vice presidents review finances on a regular basis with monthly updates. Quarterly, college staff reviews the financial plan with the district's Budget Office staff to ensure that college projections match those that are computed by the District. In addition, there are quarterly reviews of the performance of all SFP, categorical, enterprise, and grant funds. This performance review ensures expenditures track with prior year expenditures and available current year resources. The effectiveness of the College's past fiscal planning is reviewed annually as part of the budget development process. Each fall, year-end reports are provided and reviewed with the BC. The committee has an opportunity to reflect on the effectiveness of past planning, discuss areas of concern and high performance, and make recommendations to modify future processes.

The LACCD enterprise software solution, SAP, provides for appropriate controls for small and large purchases. Separation of duties through SAP

roles ensures sufficient checks and balances between purchases and payments of goods and services. The College has controls in place to ensure that staff assignments are accurate. Absences are crossed referenced between the college's payroll office and Academic Affairs to ensure accurate time keeping. Overtime pay is approved in advance after a review of the department's budget is completed.

The College evaluates the effectiveness of its fiscal planning, administrators rely on audit results to address gaps within the financial management process, and annual external audits are used to provide feedback on processes. The College responds to audit findings in a timely manner. Additionally, the College has been conducting internal self-audits of both academic and administrative programs to ensure that sound financial management practices are maintained. Business Office procedures and internal cash management guidelines have been provided to all divisional, program, and unit managers to ensure that all employees follow procedures.

The president or designee oversees and gives direction to the college Foundation, which is a separate legal entity. The Foundation's Board of Directors provide an extra layer of oversight in the management and operation of the Foundation. Furthermore, because of the recent discrepancies, the president has designated the vice president of Administrative Services to advise the Foundation. This action allows the College to review internal controls to ensure accurate record keeping and compliance with the district's policies and the college's procedures.

Standard III.D.6

Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

Evidence of Meeting the Standard

Every month, a financial plan is prepared by the College, which is a detailed tracking of the unrestricted financial data for the year; it shows changes to staffing, increases in funding and changes in expenditures (III.D.145). At its monthly meeting, the BC reviews this financial plan, a report documenting all budget transfers, copies of the actual budget transfer documents, and documents reviewed at the District Budget Committee (III.D.146). Three times per year, district Budget Office personnel meet with the college's senior staff to review quarterly projections; these documents are also presented to the BC for discussion (III.D.147 and III.D.148). In addition, the College utilizes SAP, a

dedicated enterprise software platform, where all financial data is stored and can be accessed by all users at the College. All financial data is communicated to the college president and vice presidents from the District (III.D.149, III.D.150, III.D.151, and III.D.152). This information is in turn distributed and discussed at the Budget Committee (III.D.153 and III.D.154).

In fiscal year 2013-2014, the College established a process to budget departmental supplies based upon a regression analysis of prior years, funding instructional departments based on the full-time equivalent faculty (FTEF) in that department. Administrative departments were funded based on the full-time equivalent students (FTES) that they support (III.D.155 and III.D.156). These data are reviewed annually with the BC during budget preparation for the following year (III.D.157). The college budgets annually for instruction to meet growth targets established collaboratively between the LACCD and the College. Projections for departmental growth are provided by the Office of Academic Affairs, and instructor full time and hourly budgets are calculated to meet those goals (III.D.158). Each department has access to view their budget in SAP. Through Business Warehouse (BW) software, they can access current year and historic information on their budgets and expenditures.

Analysis and Evaluation

The College maintains accuracy in all financial documents, including those related to allocations, budget development, budget augmentations, and transfers. Every month, the College prepares a financial plan documenting incremental changes of planned expenditures to actual expenditures. The BC reviews this plan along with reports from the District Budget Committee at its monthly meeting. The College demonstrates through its practices that instruction is our primary focus along with the student support services required for student success and completion. Quarterly reviews are completed with the LACCD Educational Services Center and discussed at the college's BC for dissemination to all constituency groups.

The SAP enterprise software allows for segregation of duties and other control mechanisms, all of which provide a high degree of credibility and accuracy in financial reporting. The information is not only distributed to various constituents but can also be extracted at any time for administrative review and financial decision-making.

Standard III.D.7

Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Evidence of Meeting the Standard

External audits of the Los Angeles Community College District (LACCD) are completed annually at the close of each fiscal year (III.D.159). The scope of the audit covers district activities as well as state program reviews of individual colleges. In years that the College has been found to be out of compliance, a list of audit findings from the LACCD are forwarded to the College with a request for a corrective action plan (CAP [III.D.160])). A final annual audit is presented to the governing board at a regularly scheduled public meeting and posted on the LACCD Website (III.D.161, III.D.162, and III.D.163). The CAPs are reviewed by senior administration and, depending on the audit findings, changes are made to mitigate issues. Findings that impact the financial plan, budget, and current and predicted budget conditions are shared with the Budget Committee (BC) and Pierce College Council (PCC). Depending on the severity of the audit findings, additional reports may be made to the Academic Senate and included in the president's First Monday Reports (III.D.164).

Analysis and Evaluation

The college's responses to external audit findings are comprehensive, timely, and communicated appropriately. Los Angeles Pierce College widely disseminates information related to findings from external and internal audits and makes changes as necessary to the financial plan, budget, and current and predicted budget conditions via the BC and the PCC. Depending on the severity of the audit issue, additional reports may be made to the Academic Senate, and included in the president's First Monday Reports. Pierce College regularly performs well in district-level audits. Although the College has performed well in audits, it recognizes the need to work closely with the Educational Services Center to fully address district-level audit findings.

Each semester, department managers are invited to participate in training sessions to review business policies and procedures. These training sessions provide specific information in response to correcting the findings of external audits. In addition, periodic dissemination of information occurs during meetings with Administrative Services and the academic department managers. The College plans to provide additional training for members who have been appointed to participatory

governance committees so that they may learn how to properly disseminate and communicate within their respective constituencies.

Standard III.D.8

The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.

Evidence of Meeting the Standard

The district's financial and internal control systems are evaluated and assessed annually by external auditors, internally on an ongoing basis, and reported quarterly by the chief financial officer (CFO). Information from external district audits is provided to the Budget and Finance Committee (BFC), District Budget Committee (DBC), Executive Committee of the District Budget Committee (ECDBC), governing board, and the CFO, and is used to evaluate and improve the district's financial management and internal control systems (III.D.165 and III.D.166).

The District has had unqualified financial statements and unmodified audit reports for over 30 years. For the fiscal year ending June 30, 2014, the District did not have any material weaknesses identified in any of its external audits (III.D.167). Material weaknesses were identified in the district's external financial audits ending June 30, 2008 through 2012 (III.D.168, III.D.169, III.D.170, III.D.171, and III.D.172). In response, the District significantly improved its internal controls and implemented corrective actions. The district's corrective actions resulted in the identification of less severe and fewer weaknesses during this same period. The June 30, 2011 audit found the District had one material weakness and four significant deficiencies (III.D.171). By June 30, 2014, the District had no material weaknesses and one significant deficiency (III.D.5).

In 2012, the district Internal Audit Unit (IAU) performed a cash-handling practices audit (III.D.173). The College prepared a corrective action plan (CAP [III.D.174]) identifying areas for improvement. In June 2014, a follow-up audit was initiated to determine the college's progress toward achieving those improvements, all of which were implemented (III.D.175). Additionally, the College implemented new cash management procedures and trained faculty and the Associated Students Organization on the new guidelines to ensure compliance with internal controls activities (III.D.176).

The district's IAU regularly reviews all business and finance systems to ensure compliance with relevant policies, procedures, laws, and statutory regulations. During fiscal year 2015, this unit conducted procurement audits for all nine colleges and the ESC. In response to findings, the District undertook a series of procurement trainings, which were mandatory for college and ESC staff (III.D.177 and III.D.178). In response to those same findings, the College developed a CAP to implement improvements (III.D.179). All audit reports are reviewed and progress towards implementation of corrective action plans for all audit findings are tracked by the CFO on an ongoing basis. External auditors review progress of corrective actions annually.

The District has annual external audits for its bond program. Bond expenditures have been consistent with regulatory and legal restrictions since the program's inception. The bond program has never received a qualified or modified audit. However, material weaknesses were identified in the bond program's financial audits ending fiscal years 2008, 2009, 2010, and 2012 (III.D.180, III.D.181, and III.D.182). In response, the District implemented corrective actions and strengthened internal controls. As a result, no material weaknesses were subsequently identified in bond program financial audits for 2013 and 2014 (III.D.183 and III.D.184).

Financial and performance audits for the bond program are reviewed and approved by the governing board, the board's Facilities Master Planning and Oversight Committee (FMPOC), and the District Citizens' Oversight Committee (DCOC). These committees also oversee and approve corrective actions to improve internal controls in the bond program as needed (III.D.185, III.D.186, III.D.187, and III.D.188). Recently, the governing board amended Board Rule 17300, which authorizes the director of the Internal Audit Unit, as the bond program monitor, to ensure the bond program is performing with the utmost integrity (III.D.189).

Analysis and Evaluation

Through annual internal and external audits, the District and College regularly evaluates their financial and internal control systems. As deficiencies are identified, corrective action plans are established and implemented. The District has made significant progress toward the goal of reducing material weaknesses and deficiencies. By 2014 only one deficiency was noted. The District continues to use the results of the assessments for improvement by implementing corrective actions for

findings or deficiencies as noted in external audits, program audits, and grant funding sources.

The College has made significant changes to internal cash control policies and procedures over the last three years. Operational manuals and guidelines have been created and shared with all areas of the college. In addition, workshops provided by the ESC for procurement practices are well attended. To ensure alignment with the college mission and internal controls, all college fundraising activities must align with the college’s strategic master plan and be approved by all levels of management. Cash management program self-audit follow-up discussions with department chairs and program managers in spring 2015 revealed that a majority of the end users are complying with the internal cash management procedures. Self-audits will continue to be monitored and tested to ensure that internal cash controls have been adopted by administrators, managers, and faculty.

Standard III.D.9

The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.

Evidence of Meeting the Standard

Cash Flow

Between fiscal year 2008-2009 and 2012-2013, the District experienced more than \$100 million in funding cuts resulting in significant reductions in class offerings, changed employee health benefits plans, and stringent spending controls. Through these actions, and by maintaining healthy reserves, the District was able to weather the recession without furloughing or laying off permanent employees. The District reviews cash flow on a regular schedule and has maintained a sufficient cash flow and healthy reserves ranging from 13 percent to 17 percent. In December 2014, the district’s bond rating was upgraded by Standard and Poor’s from AA to AA+ (III.D.190).

	2015-2016 Budget	2014-2015 Budget
Total Budget	2.87 billion	\$2.96 billion
Prop A, AA & Measure J Bonds in the building fund	\$1.61 billion	1.87 billion
General Fund	\$929.58 million	\$751.52 million
Unrestricted General Fund	\$748.18 million	\$618.61 million

(III.D.191) and III.D.192)

	June 30, 2014	June 30, 2013*
Net position	\$743.6 million	\$700.4 million
Unrestricted net position	\$34.7 million	\$19.6 million
Restricted net position	\$295.5 million	\$238 million
Current and other assets (not capital)	\$906 million	\$1.2 billion

*Balances presented as restated due to implementation of GASB Statement No. 65 (III.D.167)

Strong fiscal controls, coupled with an improved state economy, have left the District in a positive financial position. The District's financial position and its planning activities to maintain financial stability for the past six years are described in the *Executive Summary* and *Overview* sections in the *District's Final Budgets* (III.D.193, III.D.194, III.D.195 and III.D.196).

During the great recession the District issued \$80 million in tax revenue anticipation notes (TRANS) to provide operating cash for working capital expenditures. At the end of June 2013, \$80 million in principal and \$1.275 million in interest was due the following year. As of June 30, 2014, the TRANS debt was paid in its entirety. Prior to this, the District had not issued any TRANS debt since 2004. Current cash flow projections do not indicate the District will need to issue any TRANS debt in the near future (III.D.167).

Reserves

District reserve levels have increased in recent years. Each year, the District Budget Committee (DBC) and the governing board review reserve levels as part of the planning process to ensure financial stability for the District. Prior to 2012, the District maintained a contingency reserve of five percent (III.D.197). In 2013, the District created a general reserve of five percent, a contingency reserve of 7.5 percent, and a deferred maintenance reserve of two percent (III.D.198). Since 2013-2014, the District maintained a general reserve of 6.5 percent, a contingency reserve of 3.5 percent, and a deferred maintenance reserve of two percent (III.D.199, III.D.200, and III.D.201). For 2015-2016, the district's general reserve is \$41.48 million, which represents 6.5 percent of the unrestricted general fund revenue budget. The district's contingency reserve is \$23.42 million and represents 3.5 percent of the unrestricted general fund revenue budget (III.D.202).

Adequate property and liability insurance protects the District from unexpected costs due to property loss or legal action. The District has property and liability insurance, per occurrence, up to \$600 million and \$40 million respectively. The district's "All Risk" property deductible is \$25,000 per occurrence, which colleges are required to pay; liability self-insurance retention is \$1.5 million per occurrence. Governing board members are covered by the district's liability insurance (III.D.203). For the year ending June 30, 2014, the District made total premium payments of approximately \$2.9 million for general liability and property claims (III.D.204).

At the ESC, the CFO reviews cash flows for the colleges on a regular schedule. While Pierce College has attempted to develop and maintain a locally controlled balance of unrestricted general funds, in 2012, changes in district fiscal policy impacted the college's cash reserve. To assist with district wide contingency planning, the contingency reserve was increased from five percent to 7.5 percent, which required an additional \$11.7 million. In addition, a five percent general reserve was created. Los Angeles Pierce College contributed \$2,194,754 from its ending balance to assist with partially funding the contingency and general reserves. As a result, the college's cumulative cash reserve balance was reduced from \$7.5 million to \$5.3 million (III.D.205, III.D.206, and III.D.207). In addition to the district reserves, the College has established a locally controlled six percent operational contingency reserve. The actual amount reserved is based on the college's annual base allocation (III.D.31, III.D.208 and III.D.209).

A majority of the college's unrestricted general fund allocation is derived from state funding allocated to the LACCD and distributed to the colleges under the district-approved budget allocation model. Functions involving cash flow for Pierce College and the other eight colleges are managed by the ESC, which has reserves to meet current obligations. During the economic downturns, the ESC and the College were able to meet obligations, even as the state resorted to payment deferrals to balance its budget (III.D.210, III.D.211, and III.D.212).

Each year, Pierce College budgets a contingency reserve equal to one percent of its annual allocation. The District maintains funds with the county treasury from the lease of some of the college's property to the Metropolitan Transit Authority (MTA). This lease earns interest, which the College may use to offset unanticipated expenses and make improvements to the property (III.D.213). While the college has contingency plans to meet financial emergencies and unforeseen

occurrences, the College ensures it maintains resources to meet its commitments (III.D.214).

Risk Management

The District is self-insured for up to \$750,000 for each worker's compensation claim, \$1 million per employment practices claim, and \$1.5 million for each general liability claim. The Educational Services Center (ESC) periodically commissions actuarial studies of its claims and adjusts its reserves to cover its self-insured retention (SIR) exposures (III.D.215). The District maintains workers compensation insurance coverage underwritten by USI Insurance Services, LLC with an excess workers compensation policy underwritten by Safety National (III.D.216).

A report of pending litigation is made monthly to the governing board and any potential settlement funds are reserved. Settlements are approved by the governing board (III.D.217).

Since the College is part of the LACCD, financial oversight is maintained through the chief financial officer (CFO), DBC, director of Accounting, director of Budget and Management Analysis, director of the Internal Audit Unit, and the director of Business Services. The District continues to maintain sufficient cash flow during periods of reduced or deferred cash flow from the state. The LACCD had sufficient reserves to weather diminished cash flows. This allows the LACCD to avoid borrowing funds (III.D.218).

Analysis and Evaluation

The District demonstrates its ability to maintain adequate reserves, and continues to raise targeted levels to address future unforeseen needs. There has only been one instance of issuing TRANS debt within the last decade, and the District does not anticipate doing so again in the foreseeable future. District policies are set to maintain a total of at least 10 percent in reserves each year. The LACCD currently has reserves approaching \$73 million. The District establishes adequate budgets in a centralized fund to manage risk. The District and thus, the College, are well positioned to meet financial emergencies and unforeseen occurrences. In addition, the College has demonstrated that in times of fiscal constraint, the college community comes together to determine budget reductions. All constituencies are able to participate in the processes, which are transparent and open.

The DBC is charged with developing strategies to maintain financial stability for each of the district's colleges. The college president is a

member of the DBC ensuring Pierce College is directly involved in decisions that impact it and the other colleges of the LACCD. The College's unrestricted general fund balance has stabilized from \$9.3 million in fiscal 2013-2014 to approximately \$10.7 million in 2014-2015. The College has sufficient reserves to cover emergencies, and the ESC has access to sufficient cash to cover Pierce College's current obligations. The ESC maintains adequate insurance, and the ESC and College together maintain adequate reserves to cover the college's risks.

Standard III.D.10

The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Evidence of Meeting the Standard

Annually, the College prepares a financial plan, which is used to monitor the finances for the unrestricted budgets. Monthly profit and loss statements are reviewed against the budget by both senior staff and the college's Budget Committee (III.D.219). On a quarterly basis, the College conducts a fiscal year-to-date financial review to determine how well the programs are performing against both the established allocation and the prior year's budget (III.D.220). In addition, specially funded programs, which include the bookstore, Community Services, and categorical programs, have all demonstrated fiscal integrity based on the independent auditing firm (III.D.221; III.D.222, and III.D.223). With respect to the college's investments and assets, the LACCD provides oversight over investments made for the district. The college provides oversight for finances and investments made for locally controlled trust accounts maintained in the Business Office.

The LACCD establishes the rules, policies, and administrative regulations that govern internal controls at the College (III.D.48 and III.D.49). Annually the ESC, through the Internal Audit Unit, conducts internal audits. The reports generated by these audits are provided to both the College and ESC for review and remediation (III.D.224).

The District has specialized employees who manage categorical, grants, and externally funded programs. Employees in the specially funded program (SFP) classification establish operational procedures for externally funded programs, and ensure compliance with all applicable rules and regulations (III.D.225). All grant and externally funded

programs also have a dedicated SFP accountant assigned to fiscal monitoring and oversight (III.D.226).

The Central Financial Aid Unit coordinates the work of colleges' financial aid offices and ensures college and district operations are legally compliant. The unit implements standardized policies and procedures, reconciles student loan programs, and provides guidance to college administrators and financial aid managers (III.D.227).

In 2013, the College performed a self-evaluation of the bookstore. Based on the review and the specific findings, corrective action plans were developed and implemented (III.D.228). In addition, there were a number of single compliance full scope audits conducted in 2013 relating to the Cooperative Agencies Resources for Education (CARE) program, DSPS, and to be announced (TBA) rosters (III.D.229). In 2014, the efficiency audits were conducted by Broniec Associates (III.D.230). The efficiency audit related to the college's ability to timely process payment in order to capture savings from discounts and to ensure that double payments were not occurring (III.D.231). Regarding the ESC internal audits, the College must prepare and implement corrective action plans (CAPs), which document necessary actions for improvement. Operational divisions that have been impacted by the audit along with management staff and senior administration are included in the resolution and implementation of the CAPs (III.D.232).

The college president and the vice presidents provide fiscal oversight for all expenditures and revenues in their respective areas of responsibility (III.D.233). The vice president of Administrative Services provides direct fiscal oversight for funds managed by the Associated Students Organization (ASO), bookstore, Community Services, the Foundation, categorical programs, trust accounts, and specially funded programs such as the US Department of Education's Title V grant. An independent accounting firm annually audits the bookstore and categorical programs such as DSPS, CalWORKS, and EOPS (III.D.234). Findings are issued as part of the LACCD's annual audit report. The Foundation for Pierce College, a 501(c)(3) tax- exempt organization, is also audited annually (III.D.235 and III.D.236).

A Business Office Accounting & Policies and Procedures Manual has been in use since 2012 for managing monies collected and disbursed throughout the College (III.D.237). Additional accounting policies and procedures manuals were created in 2014 for the Foundation for Pierce College and bookstore, each of which have been shared with the staff and integrated into their respective operations (III.D.238 and III.D.239).

In early 2014, the College advanced its internal cash control influence into all areas of the campus to ensure full compliance with fundraising and cash management procedures. Self-evaluation reviews are being conducted on a regular schedule with academic departments, student organizations, and the Foundation. Cash control standardization programs provide continuing financial oversight and ensure that fundraising activities are aligned with the college's strategic goals (III.D.240 and III.D.241).

The ASO, which is a college auxiliary organization, is funded by both student fees and fundraising activities. All ASO expenditures and fundraising activities must be approved in advance by college administration (III.D.242). The College determines the annual budget for the ASO based upon a regression analysis, forecasted by the ASO Finance Committee, and, ultimately, approved by the college president (III.D.243 and III.D.244). Once the budget is approved, the ASO Budget Committee determines how the funds will be spent based on budget requests submitted by college groups and departments looking to utilize these funds. A clear process is in place to track expenditures against approved budgets (III.D.245 and III.D.246).

Loans and scholarship accounts are maintained by both the Foundation for Pierce College and the ASO. These accounts are set up with specific instructions for disbursement of funds with Foundation for Pierce College oversight provided by the Foundation Board, vice president of Administrative Services, and the college president (III.D.247). The associate vice president of Administrative Services, the vice president of Student Services, and the college president provide fiscal oversight of the ASO (III.D.248).

The District Foundation is the sole auxiliary organization for which the District is directly responsible. In March 2015, the chancellor created a senior director of Foundations position for the District. This position is tasked with strengthening and standardizing district wide Foundation operations, procedures and policies; improving compliance with nonprofit regulations; strengthening district and college Foundation's infrastructure; and, coordinating district wide advancement efforts (III.D.249, III.D.250, and III.D.251).

The Foundation for Pierce College audit, which was conducted by IAU in 2012 and 2013 revealed a number of procedural deficiencies. Following the audit, the Foundation, with Administrative Services oversight, developed and implemented new internal controls through a *Los Angeles*

Pierce College Foundation Accounting Policies and Procedures Manual (III.D.252). The 52-page manual delineates the roles, responsibilities, practices, and procedures related to reporting, procurement, cash management, and bank reconciliations. Based on the findings, a CAP was developed in 2013 with follow-up findings conducted in 2014 (III.D.253 and III.D.254). External independent audits for the Foundation for Pierce College were also conducted with the last audit presented for the period June 30, 2014 revealing that the Foundation for Pierce College is operating in accordance with generally accepted accounting principles (III.D.255).

Analysis and Evaluation

Pierce College practices effective oversight of its finances in a manner consistent with its goals. Oversight is maintained in all areas, including: financial aid, grants, externally funded programs, and auxiliary organizations, such as the Associated Students Organization (ASO) and the Foundation for Pierce College, and its institutional investments and assets. The associate vice president and vice president of Administrative Services review the status of all funds on a quarterly basis and report any concerns to the college president. The BC also reviews fund variances on a quarterly basis. To ensure an environment of transparency, this process includes all funds.

Title V and other specially funded grant programs are periodically audited by the funding agency. In addition, specially funded programs, which include the bookstore, Community Services, and categorical programs, have all demonstrated fiscal integrity based on the findings of an independent auditing firm. The College continues to debate and request additional overhead funding within grant proposals to more adequately absorb the true cost of meeting the grant's statement of work.

Annual audits are a critical aspect toward proving effective oversight of finances. Each year an independent auditing firm provides reports in the following areas: financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations, and college investments and assets. College grant programs, fundraising efforts, and auxiliary organizations have produced validated audits that demonstrate fiscal integrity. College initiated self-audits may be conducted within restricted and unrestricted funds as appropriate.

Liabilities

Standard III.D.11

The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

Evidence of Meeting the Standard

The first step in maintaining financial solvency is to ensure that all obligations are identified with accurate valuations at the district and college levels. The District systematically identifies and evaluates its obligations on an annual basis. When needed, third party actuaries are engaged to establish the amounts of the obligations (III.D.256). These obligations are summarized in the district's audit report for the fiscal year ended June 30, 2014 (III.D.257).

As of June 30, 2014, the district's total net position is \$743.6 million, which is an increase of \$43.1 million over June 30, 2013. This continues a history of positive net position. As of June 30, 2014, the district's working capital (current assets minus current liability) is \$132.9 million. When taking into consideration the debt and interest payments made by Los Angeles County on behalf of the District, working capital increases to \$273.9 million (\$132.9 million plus current portion of interest payable \$87.3 million plus current portion of long-term debt \$53.7 million equals \$273.9 million [III.D.258]).

As of June 2015, the governing board's Budget and Finance Committee (BFC) recommended that all funding allocations be aligned with the *District Strategic Plan 2012-2017* as well as the board's own goal of improving student success and securing short-term and long-term financial stability (III.D.259). At the Educational Services Center (ESC), the LACCD's finance staff and the DBC produce multi-year funding and spending projections. The ESC also advises the colleges on their obligations to hire full-time faculty to enable the LACCD to meet its long-term goals based on the faculty obligation number (FON [III.D.260 and III.D.261]). Long-term liabilities such as debt repayment, retiree health benefits obligations, and insurance costs are managed at the ESC for all district colleges (III.D.262 and III.D.263).

The College has maintained a history of long-range forecasting, which has resulted in the projected positive carry over balance reserve for 2014-2015 of approximately \$10.7 million or about 15.7 percent of its operating budget. In 2011, the College took steps to strengthen its processes

involving short-term financial plans in light of its long-range financial priorities (III.D.264 and III.D.265). When projections indicated that the college's reserves would drop below six percent in 2014, the BC created the Emergency Budget Task Force (EBTF), which was chaired by the vice president of Administrative Services. The objective of the task force was to address the pending budgetary shortfall by looking at ways to reduce expenditures and increase revenues from sources independent of state apportionments. The EBTF was initially charged with identifying potential savings of about three million to protect the college's six percent contingency reserve (III.D.266 and III.D.31).

At the College, individual departments prepare multi-year projections of resource needs based on trends. For example, Plant Facilities projected staffing needs several years out corresponding to new square footage coming online from the bond program. In the academic programs, there are critical needs for new equipment, including blood analyzers for the veterinary animal science programs, replacement of computers in life science and earth sciences laboratories, and technical mobile computer labs for theater arts. All of these technology purchases allow for stronger academic programs (III.D.267).

Within dedicated revenue, the College has negotiated contracts with a regional filming agent, FilmLA, in order to boost income generated through short-term agreements. This initiative has been successful for Pierce College generating additional revenues to support unrestricted funding (III.D.268 and III.D.269). In 2003, a lease agreement for use of college property was established with the Metropolitan Transportation Authority (MTA), which resulted in an advance lease payment of \$5.3 million. These funds have been secured in an interest bearing account invested through the County of Los Angeles. The interest generated is earmarked for land related expenses and has recently been used to enhance the agricultural programs (III.D.270 and III.D.271).

Analysis and Evaluation

Both the District and the College are in strong financial positions and are able to meet short- and long-term obligations due to the positive financial position of the LACCD and College reserves. The District's non current assets are greater than non current liabilities by \$158.8 million. The balance is sufficient to cover all obligations payable by the District such as compensated absences, general liability workers' compensation, and other post retirement employee benefits. Of the long-term obligations handled by the ESC, debt repayment of general obligation bonds arising from the construction program and control of insurance expenses are well

managed and congruent with the district's strategic plan. Health benefits costs for active employees are funded in the current year's budget.

The college's short-range financial decisions are well integrated with long-term financial plans in the areas of facilities and infrastructure development, instructional technology investments, enrollment management, and hiring decisions. Routine budget augmentations are reviewed and prioritized against the strategic master plan by the BC, which reports and makes recommendations to the PCC for approval and recommendation to the college president. Throughout the past five years, the College has shown due diligence in staying within its means. Following cyclical budget funding shortfalls in previous years, the College has continued to control its discretionary spending even during periods of increases in state funding.

Standard III.D.12

The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards. [D3d]

Evidence of Meeting the Standard

The LACCD takes appropriate steps and timely action to plan for and allocate appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. It accomplishes this by funding reserves that include a 3.5 percent contingency reserve, a 6.5 percent general reserve, and a two percent deferred maintenance reserve, each of which are based on the total unrestricted general fund revenue at the centralized account level. In addition, the District requires that colleges maintain a minimum one percent of the college's revenue base allocation (III.D.272). At Pierce College, it has been agreed that the minimum contingency reserve is six percent of the revenue base allocation (III.D.273). There are also special reserves set aside at the Educational Services Center (ESC) for future obligations, including salary increases for 2015-2016, State Teacher Retirement System (STRS) and Public Employee Retirement System (PERS) contribution increases, and for new faculty hires, to meet the faculty obligation number (FON) requirements (III.D.274).

The ESC carefully calculates payment of its short- and long-term liabilities. As of June 30, 2014, the ESC's total long-term liabilities were \$3.8 billion. The majority of these liabilities are general obligation (GO) bonds, but they also include workers' compensation claims, general liability, compensated absences, and capital lease obligations (III.D.167). The ESC calculates debt service requirements based on maturity for its three GO bonds. The ESC has issued various GO bonds from the authorization of its three bonds. Each bond issuance has its own debt service payment schedule and is paid and serviced by Los Angeles County (III.D.167).

For the current and prior years, the ESC continues to meet the required employer contributions rates to STRS, PERS, Cash Balance, and PARS-ARS as established by law (III.D.167). The ESC has taken significant steps to address the issues related to its unfunded liability for retiree healthcare. An agreement, approved by the six employee unions and the governing board, was negotiated to begin prefunding a portion of unfunded obligations. In 2008, the board adopted a resolution to establish an irrevocable trust with the California Public Employee Retirement System (CalPERS) to prefund a portion of the plan's cost. The District funds the trust at a rate of approximately 1.92 percent of the total full-time salary expenditures of the LACCD. An amount equivalent to the federal Medicare Part D subsidy returned to LACCD each year will also be directed into the trust fund (III.D.275).

The ESC has allocated appropriate resources for the payment of workers' compensation. The ESC is self-insured for up to a maximum of \$750,000 for each workers' compensation claim and \$1 million per employment practices claim (III.D.276). The balance of all outstanding workers' compensation is estimated based on information provided by an outside actuarial study performed in 2014. Since the process used to compute claims liability is estimated, actual liabilities for incurred losses to be settled over a long period of time are reported at their present value using an expected future investment yield of 1.5 percent. The current portion (due within one fiscal year) of the LACCD's current workers' compensation liability is \$5 million (III.D.276).

The ESC regularly reviews the actuarial plan to determine the OPEB and to ensure that the plan is current and prepared as required by appropriate accounting standards. In February 2015, the governing board's Budget and Finance Committee (BFC) reviewed budget impacts of assumed rate increases over the next seven years for CalSTRS and CalPERS, including annual required contributions based on these assumptions, and it reviewed an analysis of the Affordable Health Care

Cadillac Tax and its impact on CalPers health premiums (III.D.277). As of March 31, 2015, the ESC set aside approximately \$57.3 million in an external trust fund; its fair market value for this same period was approximately \$77.5 million (III.D.278). In June 2015, the BFC approved the chancellor's recommendation to increase the District's OPEB contribution as part of its 2015-2016 budget (III.D.279). As it pertains to establishing a measure of control over employee-related expenses, Board Rule 101001.5 limits the accrual of employee vacation hours to no more than 400 hours (III.D.280).

Analysis and Evaluation

The LACCD short-range financial decisions are well integrated with long-term financial plans for facilities and infrastructure. Long-term obligations, specifically debt repayment of general obligation bonds arising from the construction program and control of insurance expenses, are effectively managed. The District also maintains funding for the OPEB as agreed to in the contractual commitments with its employees. In order to maintain control over health benefit costs for employees, the ESC and employee unions formed the Joint Labor Management Benefits Committee (JLMBC), which works collaboratively to recommend medical insurance carriers and plans. The ESC is committed to ensuring that adequate cash will be available to pay for the OPEB liabilities when those costs become due. Health benefit costs for active employees are fully funded each fiscal year and, currently, the trust balance is sufficient to cover future OPEB commitments as noted in the evidence.

Standard III.D.13

On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

Evidence of Meeting the Standard

The Los Angeles Community College District has no locally incurred debt instruments.

Analysis and Evaluation

Since the District has no locally incurred debt instruments, this Standard does not apply to Los Angeles Pierce College.

Standard III.D.14

All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

Evidence of Meeting the Standard

The governing board reviews and approves issuance of additional general obligation bond funds. The District's annual external audits for its bond program demonstrate that bond expenditures have been used with integrity and for their intended purposes (III.D.184, III.D.183, III.D.182, III.D.281, III.D.282, and III.D.283). The ESC has not issued any Certificates of Participation since December 2009.

Board Rules 7608 and 7900 articulate the authority and responsibility of the chief executive officer (CEO) in overseeing compliance with the district's financial management and internal control structures (III.D.60 and III.D.284). LACCD Administrative Regulations AO-9 and AO-19 regulate how grants, bequests, trusts, donations, and gifts are accounted for to maintain the integrity of the funder's grant or donation. In addition, these grants and donations are subject to review by the Internal Audit Unit (IAU) to ensure that they are used in a manner consistent with the intended purpose (III.D.285 and III.D.286).

Over the past few years, the College has invested a considerable amount of time and effort to identify and ensure that auxiliary activities, fundraising efforts, grant administration, and bond obligations are managed discreetly and aligned with the *Strategic Master Plan 2014-2017* (SMP). In 2014, the grant application was modified to include participatory governance bodies to ensure proper sequence of process and alignment with the college's *Strategic Master Plan 2014-2017* (III.D.287). The vice president of Administrative Services and the Budget Committee (BC) currently provide oversight and assessment of expenditures through the review of quarterly reports (III.D.288). All grant expenditures require the signatures of both the vice president of Administrative Services and the college president. Additionally, grants oriented toward Academic Affairs or Student Services are shared with the vice presidents of these respective areas to help validate the statement of work and proposed outcomes. To help in understanding of the grant process, a flow chart has been created to clarify the steps required in processing and securing approvals of senior staff (III.D.289 and III.D.290).

As of 2015, the College has instituted changes, requiring faculty club advisors who provide assistance for Associated Students Organization (ASO) clubs to receive training in fundraising, account, and expenditure management. Once trained, these individuals will thoroughly understand Administrative Regulations S-1 through S-7; and, thus, will be certified and approved to work with the clubs (III.D.291, III.D.292, III.D.293, III.D.294, III.D.295, III.D.296, and III.D.297).

Audits are conducted in various areas of the College. In the past five years, audits were conducted for Community Services, payroll, Career and Technical Education, and the Cal Card program (III.D.298). In 2012 and 2013, internal audits were conducted for the Foundation for Pierce College (III.D.299). In 2013, a number of single compliance full scope audits were conducted relating to the Cooperative Agencies Resources for Education (CARE) program, state DSPS, and TBA rosters (III.D.300).

Analysis and Evaluation

The financial resources of the College are used with integrity and in a manner consistent with its goals. The District receives income from many sources, including but not limited to, general obligation construction bonds and auxiliary activities (i.e. bookstore, cafeteria). The expenditures of all bonds proceeds and resulting construction activities are subject to annual financial and performance audits conducted by an external firm. Audits ensure that construction activities follow established government regulations, policies and procedures, as well as industry best practices. In addition to bond audits, the District is subject to annual audits of financial statements and internal controls. The College also receives weekly and monthly updates from the college project manager (CPM) that covers issues including work prioritized, funded, scheduled, and performed. In addition, the college president provides updates in conjunction with the CPM to community members through the monthly bond oversight College Citizens' Committee (CCC).

The College maintains ASO accounts and oversees the associated liabilities in the trust accounts. Oversight of the accounts in the ASO is provided by the vice president of Student Services and the college president. Grant administration is overseen by the appropriate dean of Academic Affairs or Student Services, the grant's principal investigator, and the college Business Office.

Standard III.D.15

The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal

requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.

Evidence of Meeting the Standard

The College monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act on a regular schedule. The governing board establishes policies pertaining to monitoring and management of student loans (III.D.301 and III.D.302). A goal in the *Strategic Master Plan 2014-2017* (SMP) is for the College to increase self-audits to ensure compliance with federal requirements to create a default prevention task force to ensure loan cohort default rate is lower than 30 percent (III.D.303).

Vasquez and Company LLP conducted the annual external audit for the year ending June 30, 2013 (III.D.304). This audit showed that the College and the District are in compliance with federal requirements and ensured the College and the District managed student loan default rates (III.D.305). The District is subject to an annual Office of Management and Budget (OMB) A-133 audit. The audit allows the preparer to express an opinion on compliance for the district's major federal programs including Title IV programs. For the year ending on June 30, 2014, the District received an unmodified opinion over the compliance with requirements as described in the OMB Circular A-133 Compliance Supplement. The audit found no instances of non-compliance at Los Angeles Pierce College (III.D.306).

Federal student financial aid program requirements state that if the College has cohort default rate of 30 percent or more during three consecutive years, the College will lose its ability to participate in Federal Financial Aid Title IV programs. For the past five years, there have been no audit opinion findings related to student loan default rates. However, loan default rates have been steadily increasing with the national average. Pierce College is taking steps to help monitor and control student loan defaults requiring financial aid orientations, hiring more counselors, and developing more standardized and frequent communications to students regarding their status. In 2011, our student default rate was 20.1 percent (III.D.307).

Analysis and Evaluation

The Los Angeles Pierce College Financial Aid Office monitors the cohort default rate annually. Although the cohort default rates during the past

five years are less than 30 percent, the Financial Aid Office modified its student loan process to include several steps in the application process. For example, the College requires students to log into the National Student Loan Database System (NSLDS) and provide a printout of their student loan balance to ensure that they are aware of their current student loan debt. The College also requires students to complete an online life skills lesson to assist with money management. If the cohort default rate continues to increase, the College will be evaluating the loan application process and may implement a default management plan.

Contractual Agreements

Standard III.D.16

Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.

Evidence of Meeting the Standard

Contractual agreements are governed by district policies and regulations, and contain appropriate provisions to maintain the integrity of the college. The College complies with the policies and procedures established and enforced by the LACCDs Educational Services Center (ESC [III.D.48 and III.D.49]).

Civic Center Permits (CCP) and Permit For Use (PFU) agreements, which authorize the lease of real property for 14 or fewer days per year, and short-term agreements (STA), which are for one year or less and do not exceed \$5,000, are normally approved at the College by the president or vice president of Administrative Services for ratification by the governing board. Agreements for more than 14 days are handled by the Contracts Office at ESC and are subject to the review of the district's Office of the General Counsel (III.D.308, III.D.309, and III.D.310). Once the legal review has been completed, the governing board's policy requires that all contracts be ratified within 60 days of the start of the contract. The college's integrity is maintained by requiring agreements to contain language that specifically allows the termination of the contract with a 30-day notice if the property being used is needed for institutional purposes (III.D.311). Instructional service agreements must follow regulations as provided by the State Chancellor's Office, Title 5 of the California Code of Regulations, and LACCD administrative regulations before being approved by the governing board (III.D.312 and III.D.313).

The College maintains a number of long-term contracts some of which serve to strengthen the instructional programs. These include contracts with Snap-on-Tools, Foundation for Community Colleges Bureau of Automotive Repair (BAR) stations, and use of classroom space for child development baccalaureate degrees. Other long-term contracts serve as venues for use of grounds for youth based sports activities, including West Hills Soccer League and Sunrise Little League baseball (III.D.314, III.D.315, and III.D.316).

To maintain consistent standardized procedures, procurement training is frequently provided by district legal counsel and business services to review and discuss administrative regulations, board rules, and college procedures recommended by members of the Budget Committee, management team, and assigned staff members, who must handle financial processes (III.D.317). The ESC serves as the central repository for all contracts. External entities are required to carry their own insurance and indemnification, which mitigates both college and district risk exposure.

Analysis and Evaluation

Contractual agreements established with external entities are consistent with the mission and goals of the college. The College follows policies and procedures established and enforced by the LACCD's Educational Services Center. Legal agreements are maintained at the ESC, which serves as the central repository for these documents. The integrity of the institution is maintained by requiring agreements to contain termination and indemnification language protecting the integrity of the College. All instructional service agreements must follow established procedures prior to being approved by the governing board.

The college president and vice president of Administrative Services are responsible for ensuring that all approved and recommended contractual agreements are consistent with the college's mission and goals. Once they are approved at the college level, they are forwarded to the governing board either for ratification or approval. Training programs for personnel who generate and recommend entering into contractual agreements ensure that procedures and rules are carefully followed.

Standard IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement

of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

Standard IV.A: Decision-Making Roles and Processes

Standard IV.A.1

Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.

Evidence of Meeting the Standard

Through a participatory process, Los Angeles Pierce College's (LAPC) governance structure fosters the systematic engagement of individuals in the improvement of practices, programs, or services for which they are responsible or have expertise regardless of their title or constituent group. The Los Angeles Community College District (LACCD) negotiates collective bargaining agreements that outline the rights and responsibilities to actively engage in college governance processes. This philosophy allows for constituents to voice opinions, ideas, and concerns and to fully participate in the governance process. Individual contributions are valued and lead to an exchange of ideas that contribute to the quality of the College's programs and services. This philosophy is supported by the various collective bargaining agreements and is included in faculty, staff, and administrators' evaluation processes (IV.A.1, IV.A.2, IV.A.3, IV.A.4, and IV.A.5).

As a part of their duties and responsibilities, department chairs, unit managers or directors, and administrators regularly schedule meetings to provide opportunities for the exchange of ideas, to monitor progress towards goals, to consult with constituents, and to discuss changes and improvements (IV.A.6, IV.A.7 and IV.A.8).

Innovations at the programmatic level are channeled through the annual program planning process. Every year, academic, student service, and administrative departments, including the president's office, review prior goal achievement, recommend improvements, and propose new goals aligned with the College's strategic master plan (IV.A.9 and IV.A.10). At the institutional level, ideas for improvement are discussed within three principal committee structures: the Pierce College Council (PCC), the Academic Senate, and the Associated Students Organization (ASO), including each of their standing committees. The committee structure of the College is summarized in the *Decision-Making and Planning Handbook*, 2015 (DMPH), which also includes a summary of all the College's plans and committees' charters (IV.A.11).

The PCC is the planning and decision-making body that makes recommendations to the college president regarding budget, planning, and policy matters. Membership in the PCC includes broad representation from all constituent groups and bargaining units (IV.A.12). The PCC meets monthly to consider action items presented via an electronic accountability form, which documents every step of the decision-making process, from its initial consideration by the PCC through the president's approval and implementation (IV.A.13 and IV.A.14). These recommendations typically originate in the PCC standing committees, whose membership is also broad-based. The Pierce College Council standing committees are the following: accreditation, budget, college planning, diversity, enrollment management, facilities advisory, and technology. The scope of college issues covered through the PCC and its standing committees ensures that decision-making at the College occurs with the broadest possible participation.

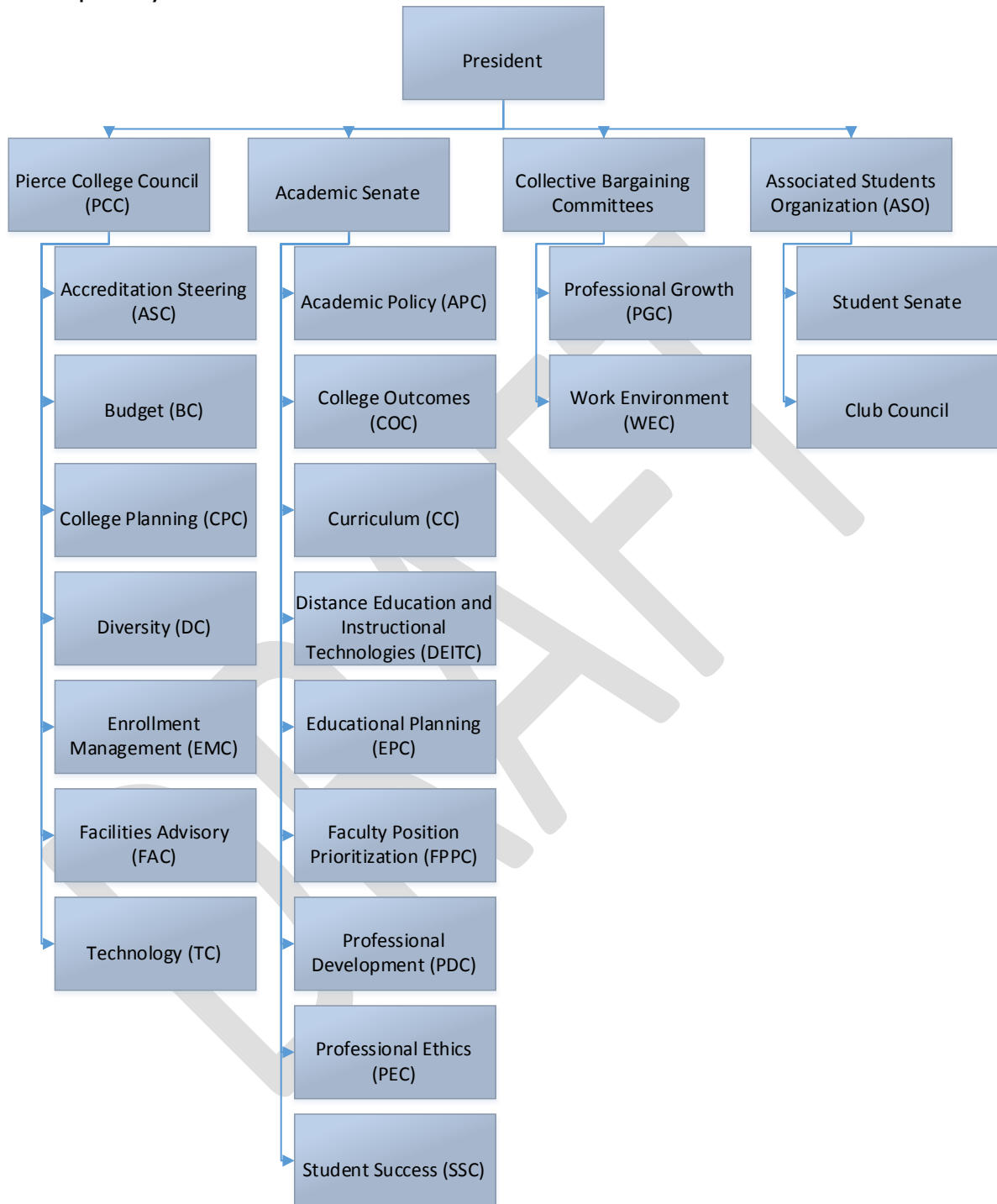
The Pierce College Academic Senate and its standing committees, which are: academic policy, college outcomes, curriculum, distance education and instructional technologies, educational planning, ethics, professional development, and student success, systematically engages faculty in areas of academic and professional matters described in Title 5 Section 53200 of the California Code of Regulations (IV.A.15) and LACCD Board Rule 18100, Policies on Shared Governance (IV.A.16). The Academic Senate consults collegially with the administration on student learning outcomes, decisions about curriculum, distance education, faculty hiring, faculty professional development, and student success. In addition, it monitors the progress of the Educational Master Plan.

Through the Associated Student Organization (ASO), student leaders facilitate the exchange of innovative ideas originating from their

constituents. The Student Senate, composed of student representatives from all academic departments (IV.A.17), makes recommendations to the college president during the academic year. The ASO also has standing committees, including: community welfare, election, finance, lobby and rules, publicity, scholarship, and social and cultural (IV.A.18). In addition, the ASO coordinates the students clubs. All these bodies provide a forum for students' ideas for improvement in college life (IV.A.19). As stated above, the PCC and its standing committees include ASO representation in their charters, which ensures that students have the opportunity to participate in recommendations regarding policy and procedures.

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Participatory Governance Structure



Analysis and Evaluation

Through a variety of formalized practices and structures, campus leaders encourage innovation and foster broad participation in the College's decision-making and planning processes. Through their representatives in standing committees, task forces, and ad-hoc committees, students, faculty, staff, and administrators share their ideas and proposals, which lead to institutional improvement under the umbrella of the major decision-making and planning bodies: the Academic Senate, the Pierce College Council, and the Associated Students Organization. Additionally, various task forces and ad-hoc committees provide additional opportunities for participation in decision-making. The participatory governance structure and the various institutional practices for review and evaluation provide the framework where innovation leading to institutional improvement takes place.

While the institution continuously improves the governance structure through annual evaluations, which have resulted in the creation, modification, or dissolution of certain committees, faculty and staff perceptions still indicate that these committees are not as efficient as they could be. In particular, there are concerns about the effectiveness of committee members in reporting back to the constituent group whom they represent. These concerns are fully discussed in IV.A.7 below (IV.A.20). In addition, some committees have difficulty filling their vacancies, while other committees are still struggling with their purpose and relationship to the broader participatory governance structure. While annual committee effectiveness evaluations lead to improvements in committee functioning, the meta-evaluation of the entire governance structure, which is scheduled to occur in 2018, will provide a systemic view of the entire governance structure leading to improvements in overall structure and function.

Standard IV.A.2

The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.

Evidence of Meeting the Standard

The participation of administrators and faculty in the decision-making processes of Los Angeles Pierce College is authorized by Board Rule 18100, Shared Governance Policies, which establishes the right of each college to organize a College Academic Senate for faculty governance and to establish procedures for faculty participation in developing policies on academic and professional matters as mandated by the Title 5, Section 53200 of the California Code of Regulations. Provisions for the establishment of a District Academic Senate as a recommending body to the governing board on academic and professional matters are also included in this rule (IV.A.15 and IV.A.16).

Title 5 of the California Code of Regulations, section 51023.7 and LACCD Board Rule 18200 make provisions for the participation of students in the decision-making processes in matters that significantly affect them (IV.A.21 and IV.A.22). Specific procedures related to students for implementing their participation in the governance processes are outlined in the LACCD Administrative Regulation S-1 (IV.A.23). The District governing board recognizes two student elected bodies. The Student Affairs Committee (SAC), which is composed of the student trustee and the associated students organization presidents of the District's nine colleges, offers recommendations on matters affecting students at the district level (IV.A.24). The second board recognized student organization are the individual college Associated Students Organizations (ASO), which are authorized to make recommendations to the local college president (IV.A.22). Where ASO requests impact other constituent groups, the ASO representative in the participatory governance committees take the recommendations to the appropriate forums. In fall 2013, the ASO voted to relocate their offices to the lower level of the Library and Learning Crossroads Building. The ASO representative sought, and received the approval of the Facilities Advisement Committee, and then sought and received the approval of the PCC. The recommendation was elevated to the college president, who approved this broad-based recommendation in spring 2014 of the relocation (IV.A.25 and IV.A.26).

The *District Governance and Functions Handbook, 2013* describes the roles and responsibilities of all the major stakeholder groups at both the district and the college levels, including the governing board, district level governance committees, the academic senates, associated students organizations, and the six collective bargaining organizations in the governance, decision-making, and planning processes (IV.A.27). In addition to district policies, procedures, and guidelines, the College communicates its own decision-making and planning procedures in the

Decision-Making and Planning Handbook, 2015 (IV.A.11). This publication contains a summary of committee charters and illustrates the integration of decision-making, planning, and resource allocation.

While decision-making is organized through the constituency representation on a hierarchy of standing committees and central committees, district and local policy also contemplate individual participation. District Board Rule 2407.12 describes how members of the public can request discussion or action items be added to the agenda (IV.A.28). Likewise, the Pierce College Academic Senate includes a standing item on the agenda that allows for individual participation in the process through a public comments period that occurs prior to the Senate taking action on agenda items (IV.A.29). Finally, the PCC charter outlines the process by which any constituent member can contact his or her representative and, through this representative, elevate requests for agenda items (IV.A.12).

Analysis and Evaluation

The College relies on governing board rules, administrative regulations, and local college procedures and guidelines to encourage broad participation in its decision-making and planning processes. Students use the structures authorized by policy to make their voice heard in matters that directly affect them. In general, the provisions for participation by students, faculty, staff, and administrators contained in the various policy documents are implemented by the committees, administrative and academic councils, task forces and other ad-hoc groups that work together in fulfillment of the College's mission, vision, and goals. These documents also contain provisions for individual participation in the process. The evidence cited shows that most of the decision-making at the College is done through the participatory governance structure that is authorized and encouraged by these policies and procedures.

Standard IV.A.3

Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.

Evidence of Meeting the Standard

The College's governance committee charters describe the active participatory role that administrators and faculty have in the development of institutional policies, planning, and budget. The Pierce College Council

makes planning, budget, and procedure recommendations to the college president (IV.A.12). All constituent groups of the PCC share the responsibility of acting jointly in recommending procedures that guide the College toward its goals, ensuring that the College fulfills its mission. The charters of each of the PCC standing committees describe the committee's specific role and function in the development of procedures, plans, and budget. The charters of six of the seven standing committees of the PCC specify that the committee be chaired jointly by an administrator and by a committee member elected by the committee. The Accreditation Steering Committee specifies that the co-chairs be the faculty accreditation coordinator and the Accreditation Liaison Officer (ALO), who is an administrator (IV.A.30). The Diversity Committee charter and the PCC charter do not specify the constituent group or category of the co-chairs or chair and vice chair (IV.A.11).

- Accreditation Steering Committee (ASC) provides overall leadership and management of the College's accreditation processes and other Accrediting Commission-related matters.
- Budget Committee (BC) reviews and makes recommendations about the financial and budgeting processes and outcomes within the framework of the College's mission and strategic master plan. In addition, it prioritizes and recommends to the PCC the resource requests resulting from the annual program planning process.
- College Planning Committee (CPC) ensures integrated planning and alignment with the College's mission and values. Additionally, it oversees the annual governance committee evaluation and validation process.
- Diversity Committee promotes awareness, understanding, and appreciation of equity and diversity.
- Enrollment Management Committee oversees a comprehensive enrollment planning process designed to achieve and maintain the optimum outreach, recruitment, and retention of students.
- Facilities Advisory Committee (FAC) is responsible for the oversight of all college facilities and reviews all proposed bond-funded projects.
- Technology Committee (TC) provides guidance and policy development in all aspects of technology.

The Pierce College Academic Senate's primary function is to ensure faculty involvement in areas of academic and professional matters as defined by Title 5, Section 53200 (IV.A.15). While membership in the Senate and in its standing committees is primarily composed of faculty, administrators are included in the charter membership either in an advisory or operational capacity or as voting members. For instance, all

academic affairs deans are non-voting members of the Faculty Position Prioritization Committee (FPPC [IV.A.31]). The Curriculum Committee (CC) specifies the participation of the vice president of Academic Affairs or designee both in an advisory (non-voting) and operational capacity role during the technical review of the course outline (IV.A.32 and IV.A.33). Although the administrative position does not vote on the CC, the curriculum approval process requires authorization by the vice president of Academic Affairs and by the college president, as established by District Administrative Regulations and local curriculum course and program approval process (IV.A.34 and IV.A.35). In other Senate committees, administrators are voting members, such as in the College Outcomes, Educational Planning, Distance Education and Instructional Technologies, and Student Success committees. The Professional Development and the Professional Ethics committees do not include administrators in their membership in any capacity.

The charters of the standing committees of the Senate specify their individual roles as follows:

- Academic Policy Committee (APC) reviews all matters of academic policy and submits proposals of substance regarding academic policy.
- College Outcomes Committee (COC) guides the College through the continual process of developing, implementing, assessing, and evaluating outcomes.
- Curriculum Committee (CC) reviews, updates and evaluates new and revised courses and programs.
- Educational Planning Committee (EPC) guides the College through the continual process of strategic education planning that includes a systemic cycle of evaluation, integrated planning, implementation, and re-evaluation.
- Distance Education and Instructional Technologies Committee (DEITC) deals with the use of technology in all aspects of the delivery of online learning.
- Faculty Position Priority Committee (FPPC) establishes a procedure to create a prioritized list of faculty positions recommended to the college president for hiring.
- Professional Development Committee (PDC) creates and promotes opportunities for faculty to engage in continuous learning.
- Professional Ethics Committee (PEC) considers matters of professional ethics as they relate and apply to faculty.
- Student Success Committee (SSC) makes recommendations about opportunities and access to programs and services that improve student success.

Two bargaining unit committees make recommendations directly to the college president. The Professional Growth Committee (PGC) develops guidelines and reviews proposals for the allocation of monies to faculty for conference attendance and tuition reimbursement (IV.A.36). The Work Environment Committee (WEC) deals with workplace safety, environmental concerns, smoking and noise abatement, campus parking matters, office space allocation, and other related issues (IV.A.37). Membership in both committees includes faculty appointed by the AFT local chapter and by the Academic Senate and administrators appointed by the college president. In the case of the WEC, in addition to faculty and administrators, there are representatives from other constituency groups in accordance with provisions in each of the unit's respective bargaining agreements (IV.A.38, IV.A.39, IV.A.40, and IV.A.41).

Analysis and Evaluation

Faculty and administrators actively participate in the decision-making governance structures of the College. They are called to play active roles in bargaining units' committees such as the PGC and the WEC, in participatory committees, as in the case of the PCC and its standing committees, and in mutual agreement committees, such as the Senate and its standing committees.

In participatory governance committees that have a broad-based membership, it is understandable and expected to involve all constituencies in an inclusive manner. In the case of the Senate committees, which stem from the mandate to have faculty primacy in the decision-making processes involving academic and professional matters, it is paradoxical that some committees include key administrators in their decision-making processes, while others assign administrators a secondary role as resources or advisors. Except for the EPC charter, which calls for the committee to be co-chaired by the vice president of Academic Affairs, or the CC, which clearly describes the role of the vice president of Academic Affairs or designee on the committee, the charters of the standing committees of the Senate do not clearly specify a role or elaborate a justification for involving administrators.

Standard IV.A.4

Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

Evidence of Meeting the Standard

The College's Curriculum Committee (CC) reviews proposed courses and academic programs as well as updates to the educational requirements for associate degrees and transfer programs. Proposed new courses and course changes are initiated within academic departments and are reviewed by the school deans before consideration by the CC (IV.A.34). Proposed new programs and program changes are similarly initiated within academic departments before consideration by the CC (IV.A.35). The CC makes recommendations to the Academic Senate regarding course and program proposals. The Academic Senate makes recommendations to the college president.

District Board Rules 8300, Guidance; 8600, Student Success and Support; and, 8800 Transfer Centers define expectations for faculty and administrators to work collaboratively in ensuring the development and implementation of student learning and support structures, programs, and guidelines. In addition, these Board Rules call the faculty and administration to make available the resources and tools needed to facilitate student access, retention, and success (IV.A.42, IV.A.43, and IV.A.44). Functionally, these processes are channeled through the work of the Academic Senate and its delegation to the Student Success Committee. There are other special-purpose committees, such as Student Equity, Health Services, Transfer, and the Library that involve the participation of faculty and administrators (IV.A.45).

Analysis and Evaluation

The faculty and academic administrators have well-defined roles in the processes leading to recommendations on curriculum and student learning programs and services. The Curriculum Committee is the main body that reviews and makes recommendations on courses and programs to the Academic Senate. Other committees, such as Student Success, and task forces, such as the Student Equity, involve administrators and faculty in recommendations related to student learning and support services. Working collaboratively, faculty and administrators share the responsibility for shaping the courses, programs, and services that support student learning and achievement.

As of the writing of this report, the District Academic Senate has proposed a revision to LACCD Administrative Regulation E-65 covering the curriculum approval process (IV.A.46). In the proposed revision, the administration role in making recommendations about curriculum to the governing board is eliminated. As the proposed revision is in the vetting

stages, consultation with the Chief Instructional Officers Council as well as the Presidents Council is in process. Each consultation may make its own recommendation to the Chancellor before a decision is made.

Standard IV.A.5

Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.

Evidence of Meeting the Standard

Generally, decision-making occurs in a context of regularly scheduled meetings, which ensures the participation of interested stakeholders. The governing board, which includes a student trustee, holds one regularly scheduled business meeting at the beginning of the month throughout the year. Board committees also meet once during the second half of the month (IV.A.47). Special meetings are convened when necessary and follow the appropriate notification required by the Brown Act. The majority of meetings are held at the Educational Services Center (ESC) but at least once per academic year a regular governing board business meeting is scheduled at each of the District's colleges. Annual meetings at the nine college locations provide a convenient forum for college constituencies, including community groups and individuals, to attend and witness the fulfillment of the roles and responsibilities of the governing board, the chancellor, the nine college presidents, senior executive staff, resource personnel, various employee groups, the District Academic Senate (DAS), and student association representatives. At all of its regularly scheduled meetings, representatives from the colleges present information to keep the governing board informed of developments at the campuses (IV.A.48 and IV.A.49).

Employee groups, the DAS, and the student trustee have regular direct collegial consultations with the chancellor and/or designee(s). District wide governance committees, the vice presidents' councils, the chancellor's cabinet and the presidents' council provide input into the development of District policies and procedures. These committees and councils discuss planning, budget, bond construction programs, technology, and the health benefits plans (IV.A.50, IV.A.51, and IV.A.52).

Locally, individuals and groups involved in decision-making consult with relevant stakeholders as appropriate according to expertise and area of involvement. Administrators are assigned responsibilities according to

their expertise, training, and knowledge of best practices, and functions related to their duties. In addition to the participatory structure outlined in IV.A.1 and IV.A.3 above, decisions made by administrative personnel or committees occur in an open and participatory manner, as well. Academic Affairs deans regularly communicate with department chairs on operational matters such as scheduling, faculty assignments, enrollment, deadlines, etc. (IV.A.53). Likewise, the Departmental Council, co-chaired by the vice president of Academic Affairs and chair of the Academic Policy Committee, includes the participation of academic department chairs and academic affairs deans. In this forum, operational decisions are communicated openly and clearly (IV.A.54).

Various documents provide guidance to timely completion of plans and other operations. The *Integrated Planning Calendar 2013-2026* determines the frequency and duration of the planning cycles for each of the College's plans and related operations (IV.A.55). The Office of Academic Affairs produces a timeline for use by office staff and department chairs to assure that operational and contractual deadlines for class scheduling, inputting assignments, and faculty evaluations are met (IV.A.56). The Curriculum Committee meets monthly to review course and program proposals and COR updates and make recommendations to the local Academic Senate (IV.A.57). The Academic Senate and the PCC meet regularly according to a meeting calendar that moves forward action items brought by standing committees, administration, and other constituencies (IV.A.58).

Analysis and Evaluation

Policies and guidelines on governance procedures at the District and College specify appropriate roles for students, faculty, staff, and administration. All constituencies are involved in the decision-making processes in areas that directly affect them or in which they have a vested interest or expertise. College plans are updated according to a published calendar, administrative units monitor operational timelines, and governance committees meet regularly throughout the year so that there is ample time and notice for input before recommendations are forwarded to the college president.

Standard IV.A.6

The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

Evidence of Meeting the Standard

There are various ways in which the decision-making processes at the College and District are documented and communicated. The governing board and its standing committees, as well as the District and local Academic Senates, adhere to the open meeting laws for public agencies as mandated by Section 54952 of the California Government Code (or Brown Act). Therefore, agendas and minutes are posted openly and include the opportunity for public comment (IV.A.59 and IV.A.60). All board rules and administrative regulations are also posted and publicly available on the LACCD Website (IV.A.61 and IV.A.62).

Administrative and operational units, as well as committees that do not fall under the provisions of the Brown Act, communicate discussions and recommendations in various ways, most frequently at regularly scheduled meetings with students, faculty and staff or through scheduled oral or written reports to the Academic Senate and Pierce College Council (PCC). Program directors, area deans, senior administrators, and representatives from standing committees provide oral or written reports to the Academic Senate and Pierce College Council. Reports from the administration are a standing agenda item for the PCC and Academic Senate and the president regularly reports decisions on recommendations received from those bodies (IV.A.63, IV.A.64, IV.A.54, and IV.A.65). Bargaining units communicate updates on the contract or other reminders at regular meetings of the local chapters or at ad-hoc gatherings, such as the AFT Local 1521 monthly luncheons (IV.A.66 and IV.A.67).

Analysis and Evaluation

The College and District comply with the provisions of the Brown Act and when the Brown Act does not apply, recommendations resulting from the planning and decision-making processes are communicated to the public or to relevant stakeholders through the College Website, newsletters, announcements, committee reports, or at ad-hoc gatherings. In the last year, the College made improvements in the manner and effectiveness of committee work. In spring 2015, the president convened key stakeholders, including the PCC chair, Academic Senate president, Accreditation Steering Committee co-chairs, and the Web architect to develop guidelines for organizing the documentation on the committees' Websites, including guidelines for naming conventions for agendas and minutes. These recommendations were formalized in spring 2015 as guidelines presented by the Accreditation Steering Committee to the PCC and the Academic Senate along with a recommended implementation of these improvements by the end of spring 2015, before the annual

committee self-evaluation cycle (IV.A.68). To date, most Websites are in compliance with these guidelines.

Standard IV.A.7

Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Evidence of Meeting the Standard

The process of evaluating committee effectiveness is part of a continuum that occurs as a result of specific planning protocols, by provision of committee charters, or by internal or external evaluation recommendations, such as when a committee deliberations lead to the reorganization or dissolution of a committee, or by mandates that may come from external evaluation recommendations.

The College Planning Committee (CPC) is charged with implementing the validation of the self-evaluation of the Pierce College Council (PCC) and its standing committees. It has developed a formal process where annually each committee submits a self-evaluation report to the CPC describing progress towards goals and main committee accomplishments, and developing goals for the following year. For the 2014-2015 evaluation cycle, the self-evaluation report form was revised to include a self-analysis of effectiveness and a more explicit alignment of committee's goals to the College's strategic master plan (IV.A.69). Ad-hoc validation teams review each committee's self-evaluation according to a rubric (IV.A.70). Results of the validation process are reported to the PCC with improvement recommendations for each committee and a summary of trends (IV.A.71 and IV.A.72).

The self-evaluation validation process of the PCC and its standing committees provides a purposeful context for improvements in the College's governance structures. For example, in fall 2012, the Resource Advisory Committee (RAC) was created to strengthen the connection between planning and resource allocation (IV.A.73). However, after reviewing the committee's self-evaluation, the CPC recommended that RAC become a Resource Allocation Task Force (RATF) of the Budget Committee (BC) to be convened annually in the spring to prioritize resource requests (IV.A.74). Based on further discussions and maturity of the BC, in March 2015 the BC conducted a survey of RATF members and, based on the results, determined the responsibilities of the task force should be merged into the annual responsibilities of the BC to

provide further integrated planning and higher quality of integration for resource allocation (IV.A.75). At the March 26, 2015 meeting of the Pierce College Council, the Budget Committee recommended that the RATF be dissolved and that annual resource prioritization be tasked to the Budget Committee (IV.A.76).

The Educational Planning Committee (EPC) of the Academic Senate revised its charter in fall 2014 to include the evaluation of senate committees but a formal process has not been implemented to date (IV.A.77). Nevertheless, regular review of senate committees' effectiveness is a provision of their charters and is also contemplated in the Senate Bylaws (IV.A.78). The Academic Senate's outcomes, curriculum, faculty position prioritization, and professional ethics committees have recently reviewed and amended their charters to adjust to institutional changes, trends, or to improve the clarity and accuracy of the language (IV.A.31, IV.A.32, and IV.A.79). In 2013-2014 two senate committees were dissolved after informal evaluations pointed to either lack of clarity of the committee's purpose in light of internal changes in the case of the former grants committee or redundancy with other committees in the case of the former scheduling advisement committee.

Analysis and Evaluation

The College has developed mechanisms to evaluate the effectiveness of its governance structures, processes, and procedures. PCC Committees regularly examine their work and their documents and make changes as needed. College wide participatory governance committees regularly undergo a process of self-evaluation, validation, and recommendations for improvement. Changes that arise from these recommendations are communicated, discussed, and acted upon by the appropriate bodies. The Office of Institutional Effectiveness developed a dashboard to monitor the committee self-evaluation process. A comparison of results from 2013-2014 to 2014-2015 showed improvement by the committees in meeting the standards in the evaluation rubric (IV.A.80 and IV.A.81). The Academic Senate and its standing committees have provisions in their bylaws and charters to self-evaluate. While there is evidence that ad hoc evaluation should occur in the Senate and with its standing committees, the process has not been formalized or systematized.

The College's Academic Senate is in the process of adopting the committee self-evaluation instrument that is currently used by the Pierce College Council and its standing committees. Once the annual committee self-evaluation process has been implemented for standing committees of the Academic Senate, they should integrate the results of an annual

evaluation process in a cycle of improvement that includes validation and re-evaluation. On a regular cycle established by the Academic Senate, their entire committee structure should be evaluated for quality and effectiveness.

An area of improvement for college wide participatory governance committees is to ensure the timely validation of the self-evaluation and validation processes. For example, committee evaluations should be submitted at the end of the spring semester and validation should be conducted during summer to allow for changes in structure to take place prior to the start of the fall semester. In addition, a regular cycle of review for the entire participatory governance committee structure should be established in concert with the four-year integrated planning cycle. This meta-evaluation of the functioning and interdependence of governance committees would enable the College to review the overall quality and effectiveness of the standing committee structure.

Standard IV.B: Chief Executive Officer

Standard IV.B.1

The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Evidence of Meeting the Standard

The president takes primary responsibility for the overall quality of the institution by providing effective leadership and ensuring that the College serves its students and the community. The president encourages all staff and departments to evaluate how they do what they do on a daily basis (IV.B.1).

Working with the vice presidents, the president ensures that resources are efficiently managed and that planning, decision making, and budgeting processes are aligned. In addition to the weekly meetings with the vice presidents and monthly meetings with the deans and managers, the president receives recommendations from other groups on campus and accepts input from the local community. For example, the Pierce College Council (PCC) “was formed to serve as the [participatory governance] body, which makes planning, budget and policy recommendations to the college president” (IV.B.2).

In response to the recommendation from the 2013 external evaluation team, the president made a presentation to the college community on Opening Day, August 22, 2013 (IV.B.3). The presentation explained what is meant by integrated planning, examined gaps in the College's planning cycle, proposed a new integrated planning cycle, suggested a vision statement, and recommended four goals for a new overarching college plan. The presentation was intended to set the tone and direction for planning during the upcoming academic year as the College prepared the March 2014 Follow-Up Report, which included a response to the recommendation to develop a new overarching plan for the College. During the 2013 Opening Day presentation, the president proposed changing the overarching plan from the *Educational Master Plan 2012-2018* to a strategic master plan. In 2010, the College decided to use an educational master plan as the College's guiding planning. In attempting to move forward with an educational plan as the overarching plan for the College, the Administrative Services units found it difficult to meaningfully tie their annual goals to that type of document with its focus on academic programs and support services. The site visiting team recognized the lack of integration for that division and recommended that the College reassess the decision and develop a new overarching plan for the College (IV.B.4).

The *Pierce College Integrated Planning Calendar 2013-2026* (IV.B.5) was introduced by the president in August 2013; it proposed a four-year planning cycle. On September 26, 2013, the Pierce College Council (PCC) approved the new integrated planning calendar (IV.B.6). In addition to proposing an integrated planning calendar including all of the College's planning documents and their implementation and evaluation cycles, the president suggested four strategic goals, which are tied to a vision statement. The proposed goals were: completion, accountability, partnerships, and student success (CAPS). The related vision statement is to see "More CAPS at commencement." In September 2013, a strategic planning taskforce was convened to draft the College's new overarching plan. The taskforce met weekly during the fall 2013 semester to create the plan (IV.B.7, IV.B.8, and IV.B.9). The *Strategic Master Plan 2013-2017* (SMP) was approved by the PCC on December 12, 2013 (IV.B.10). The Board of Trustees approved the SMP (IV.B.11) on February 25, 2014; this action marked its formal approval as the overarching plan for the College (IV.B.12).

The president ensures that the organizational structure promotes student success and learning. There are sufficient personnel to serve the students. Throughout the years of her tenure, the president has approved several reorganizations of the four major divisions of the

College. When she arrived in 2010, the Office of Research and Planning and grants writing and management functions were under Academic Affairs. In 2011, the research and planning operation was renamed the Office of Institutional Effectiveness and moved directly under the president because she believes the goals of that unit are institution wide and not limited to Academic Affairs. In 2014-2015, the Office of Institutional Effectiveness grew from one employee to three, with one of the assistant researchers dedicated to examining the success initiatives related to the funds made available through the Student Success and Support Program (SSSP [IV.B.13]).

During her tenure, the president has supervised eight vice presidents. Five of the vice presidents brought forward proposed reorganizations of their respective divisions (IV.B.14, IV.B.15 and IV.B.16). Some of the changes were reorganizations due to reduced staffing during the great recession years from 2010 through 2013. With the increase in revenues to the College over the last two academic years, the vice presidents are reassessing their needs and reorganizing their divisions. The president is supportive of the vice presidents' proposals as long as the recommendations demonstrate an improvement in support and services for students. For example, the vice president of Student Services recently advocated the hiring of a registrar to improve performance in Admissions and Records. The position was approved and filled (IV.B.17). The vice president will be monitoring and assessing the improvement in service in this area during the 2015-2016 academic year.

In her first year, the president managed a total budget of \$70 million with approximately \$60 million in expenditures (IV.B.18). During the great recession years, due to workload reductions, expenditures dropped to a low of \$56 million in 2012-2013 (IV.B.19). In fiscal year 2016, the budget with the ending balance is currently \$80 million (IV.B.20). In the faculty and staff survey conducted in spring 2015, 88 percent of respondents agree that the "president ensures the college remains fiscally stable" (IV.B.21).

In addition to the overall budget for the College, the president also oversees the budget for the Associated Students Organization (ASO). It is the president's responsibility to "review all proposed Associated Students organizations' expenditures, and [she] may disallow expenditures [she] deems inappropriate" (IV.B.22).

The president provides effective leadership in the area of selecting and developing personnel for the College by selecting faculty members who are well versed in their fields of study and experienced in working in a

diverse environment (IV.B.23). During 2013-2014 the president interviewed over 35 candidates for faculty positions and filled 12 of them. In spring and summer 2015, she interviewed over 90 candidates for faculty positions and filled 29 positions (IV.B.24). From August 2010 to date, the president has filled a total of 113 faculty positions (IV.B.25). In 2010, there were 245 classified staff members on campus. During the recession from 2011 to 2013, classified staff dropped to 224. With the recent improvement in the economy, the rehiring of vacant staff positions is supported fiscally; the College currently employs 258 classified staff members (IV.B.26).

Professional development is important to all employees of the Los Angeles Community College District; faculty, staff, and administrators included. When the president arrived in 2010, professional development activities at the College were largely focused on the faculty. One faculty member was reassigned 40 percent to coordinate the flex program, professional growth activities, and to develop and oversee a new faculty orientation program. Professional development activities for classified staff and administrators were largely coordinated through their respective unions. These activities were augmented by opportunities to attend conferences and specific training on new systems installation and management. The president's larger vision for professional development was proposed in the August 2013 integrated planning calendar proposal, which included the proposal for the College to develop a broad-based and inclusive professional development plan that would include all College staff (IV.B.5). In summer 2014, a Professional Development Task Force (PDTF) was convened with representatives from the various campus constituencies. The task force met throughout the academic year (IV.B.27, IV.B.28 and IV.B.29). Their work culminated in the *Professional Development Plan 2014-2018* (IV.B.30), which was presented to and approved by the Pierce College Council (PCC) at their May 28, 2015 meeting (IV.B.31). After one of the taskforce members complained about the process that resulted in the final plan, the president delayed its approval until she had an opportunity to meet with the task force to discuss the plan and its recommendations with the entire group. Following the August 11, 2015 meeting with the taskforce, the president approved the *Professional Development Plan 2014-2018* with minor changes recommended by the PDTF (IV.B.32).

The President is working with the District's Personnel Commission and campus management to create a Professional Development Coordinator position (IV.B.33). Once approved by the Personnel Commission, the duties of the position will include overseeing and managing the professional training for staff and professional development activities for

faculty. In addition, this new position will provide more efficient, targeted, and practical training for staff.

The president provides leadership in assessing institutional effectiveness by ensuring that all College plans are approved through the participatory governance process, and that the *Integrated Planning Calendar 2013-2026* includes specific timelines for plan evaluation prior to the start of the next planning cycle and specific plan revision. At the end of each complete planning cycle, the College reviews the integrated planning cycle itself to determine if the length of the cycle and the included plans are still a valid part of the overall planning process. Following the plan cycle evaluation, the next planning cycle begins with the review and revision, if needed, of the College mission statement. Review of the mission statement at the beginning of a planning cycle ensures that it is central to all College planning and resource allocation (IV.B.5).

On an annual basis, the president ensures that requests for additional resources to fund initiatives, programs, and services are initiated through the annual program planning process. These resource requests are prioritized through the annual resource allocation prioritization process and forwarded to the Pierce College Council (PCC) for review and approval (IV.B.34, IV.B.35 and IV.B.36). PCC then forwards its recommendations to the college president for action. Recently, the Office of Institutional Effectiveness (OIE) developed a dashboard to demonstrate how the resource allocation prioritization process aligns with the goals in the SMP that need additional support to be achieved during the life of the plan (IV.B.37 and IV.B.38).

Analysis and Evaluation

The president takes primary responsibility for the overall quality of the institution by providing effective leadership and ensuring that the College serves its students and the community. Through the president's leadership, the College successfully changed its overarching plan to the *Strategic Master Plan 2013-2017* (SMP). In addition, the president ensures that annual program plans are completed and lead to a resource allocation process that is linked to College planning. In so doing, the president is assured that the resources she approves for expenditure are being strategically used to improve programs and services.

Always keeping students at the forefront when making decisions for the institution, the president has reorganized the four divisions of the College to more effectively serve students' needs. The president works closely with the management team, College committees, employee groups, and

community organizations to ensure that resources are efficiently managed and that planning, decision making, and budgeting processes are aligned. The president has a full grasp of the college budget and has kept Pierce College in good fiscal standing throughout her tenure, even in difficult economic times.

The president's vision for a broad based and inclusive professional development program will come to fruition with the implementation of the recently approved *Professional Development Plan 2014-2018*. The initial plan activity is to select a full-time professional development coordinator, which should occur in the fall 2015 semester. Since professional development activities will be college wide, the position will organizationally reside under the President's Office. Further details regarding the president's vision and the Professional Development Plan are discussed in the Quality Focus Essay.

Assessment of the effectiveness of initiatives and plans is built into an evaluation cycle when an initiative or plan is approved. During the 2014-2015 academic year, the OIE created a dashboard to review the College's progress on implementation of the goals of the *Strategic Master Plan 2013-2017*. This resulted in a revision of the plan to include both the institution-set Standards (ISS) and the recently approved state mandated Framework of Indicators. Future semi-annual review of progress in achieving the goals of the SMP will now also include assessments of the ISS and Framework of Indicators. In addition to this dashboard, the OIE developed a dashboard assessment that analyzes the resource requests in relation to the SMP goals. As this dashboard analysis is reviewed and implemented throughout the College, requests for resources should even more effectively align with overall planning goals and provide for more consistent continuous quality improvement.

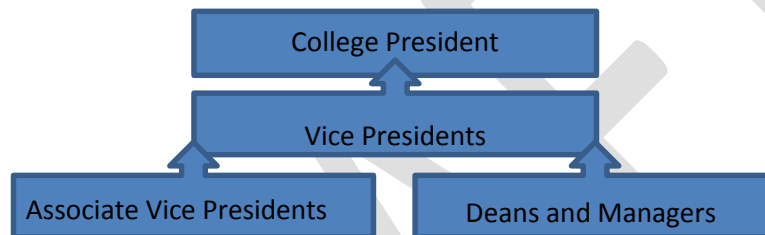
Standard IV.B.2

The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.

The president oversees the four main divisions of the College, including Academic Affairs, Student Services, Administrative Services, and the President's Office. Each of these divisions has academic and/or classified managers who are responsible for the day-to-day oversight of its academic or student support programs, or institutional support services. Administrative positions are assigned responsibilities appropriate to the purpose of the College. It is the responsibility of the president to oversee

and evaluate the efforts, individually and holistically, of this structure (IV.B.39).

The president meets with the vice presidents weekly and with the entire management team monthly. These meetings serve as a communication forum to discuss directly with the president and with fellow deans and managers relevant issues. The president delegates responsibility and authority to carry out activities and initiatives to achieve the College's goals and improve institutional effectiveness. The president meets monthly with the management team to disseminate direct communication regarding the budget of the College, the District, and the state; and to discuss institutional practices to ensure that they are applied fairly and consistent with the mission of the College and policies of the governing board and district wide procedures (IV.B.40).



The president delegates authority to administrators and others consistent with their responsibilities as listed in their job descriptions while keeping in mind the individual's strengths and her/his commitment to student learning and achievement. In a survey conducted in spring 2015 of faculty and staff, 80 percent agree that the "president delegates authority to administrators and others consistent with their responsibility" (IV.B.21).

It is the president's responsibility to make sure the organizational structure of the College meets the needs of the institution. In working with administrators and other constituencies on campus, the president made changes to the managerial and reporting structures of the College to improve service to the students. The duties of the deans of Academic Affairs have been reorganized three times to better serve the academic programs. Each of these reorganizations was proposed by the vice president and supported and approved by the president. The most recent reorganization of assignments was undertaken when one of the deans notified the vice president that she was returning to the classroom. This change created an opportunity for the vice president to consider the organization of her operation and make any changes she believed would

better serve the students. The president supported and approved the reassignment of duties (IV.B.41, IV.B.42 and IV.B.43).

The Student Services division of the College has also been restructured. In 2014, oversight of the athletics department was moved out of Academic Affairs and placed under the vice president of Student Services to better integrate instruction and services to students who participate in athletics. The College did not have an administrator assigned to work directly with the associated students organization since approximately 2003. In the intervening years, the duties were handled as an hourly assignment. With the goal of improving student engagement, the vice president of Student Services reassigned the duties of his deans to ensure that the associated students have the benefit of working directly with an administrator. In 2014, Student Services was reorganized to place the supervision of the Associated Students Organization (ASO) under one of the deans of Student Services. The president and vice president are working closely to create a student-oriented environment by incorporating a dean of Student Success, a dean of Student Engagement, a registrar, and a New Student Programs director (IV.B.44).

Analysis and Evaluation

The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the College's purpose, size, and complexity. In the last two years, she has hired a senior staff team that works together in the best interest of the students and has restructured two major divisions within the institution for improved efficiency and service. She works to ensure the organizational structure of the College meets the needs of the institution and makes adjustments as appropriate.

The president delegates authority to administrators and others consistent with their responsibilities, as appropriate. She assures that administrators are assigned responsibilities within their purview and holds them accountable for their performance. As a part of their annual evaluations, the president reviews the appropriate delegation of duties to the vice presidents.

Standard IV.B.3

Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:

Evidence of Meeting the Standard

- *establishing a collegial process that sets values, goals, and priorities;*

The president, working in conjunction with faculty, classified staff, and the administrators of the College has, through the participatory governance process, established a variety of processes that have improvement of the teaching and learning environment as a fundamental goal. Much of this is embedded in the integrated planning and resource allocation processes. At the annual Opening Day in August 2013 the president proposed the four goals that were later adopted as the *Strategic Master Plan 2013-2017* goals, which are completion, accountability, partnerships, and student success (CAPS). From these four goals, the College adopted a vision statement: "More CAPS at commencement." The development and adoption of the SMP and the vision statement through the collegial participatory governance process reflect the ongoing effort to continually improve the effectiveness of the institution (IV.B.3, IV.B.45 and IV.B.46).

- *ensuring the college sets institutional performance standards for student achievement;*

The president ensures the College sets institutional performance standards for student achievement. After the Academic Senate approved the institution-set standards (ISS) (IV.B.47) on April 13, 2015 (IV.B.48), the president worked with the Office of Institutional Effectiveness to have the institution-set standards incorporated into the SMP to ensure the ISS are reviewed semi-annually and that they are integrated into the annual resource allocation process. After the Framework of Indicators was unanimously approved by the PCC on April 23, 2015 (IV.B.49), the president informed the college campus, through her First Monday Report (FMR), that "some of the 12 college-level indicators have already been established by the College in its Strategic Master Plan (e.g. number of degrees and certificates awarded, number of full-time equivalent students, etc.)" (IV.B.50). This reflects that the president and the College at-large had already ensured that its performance standards had student achievement in its goals.

- *ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;*

The president ensures that evaluation and planning rely on high quality research and analysis of external and internal conditions. In the spring 2015 faculty and staff survey, 81 percent of respondents agree that "The president ensures major decisions are supported by research and data analysis" (IV.B.21). The president is well versed in

and dedicated to correct and accurate analysis of research and data as demonstrated by her reorganization of the Institutional Effectiveness department. After hiring a new dean in 2014, she approved to have two new research assistants hired to provide the research and data that is vital to planning (IV.B.13).

The president has played a significant role in implementing and updating the SMP, which was approved by the Board of Trustees on February 26, 2014 (IV.B.51). In the president's February 2014 FMR, Issue 20, she explained some of the questions asked by board members on the Institutional Effectiveness and Student Success Committee regarding the metrics in the proposed SMP. One board member brought up the specific level of commitment to offering transfer model curriculum (TMC) degrees and specific deadlines called out in the plan, and another asked that other District colleges make similar commitments to adopting these degrees (IV.B.52).

In the president's presentation to faculty and staff at the August 2014 Opening Day, she introduced the state wide Student Success Scorecard and explained where the College falls in relationship to colleges across the state, specifically neighboring colleges in Los Angeles County. Using the data gathered and disseminated by the California Community Colleges Chancellor's Office (CCCCO), the president was able to inform the campus of the College's successes and areas needing improvement (IV.B.53).

- *ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;*

To ensure that the faculty and staff of the College understand that educational planning is integrated with resource planning and allocation to support student achievement and learning, in the May 4, 2015 FMR, Issue 27, the president explained the evolution of the College's resource allocation process and the relationship of the annual program plan (APP) process to planning and resource allocation (IV.B.54). As she explained, requests made through the APP process are to be related directly to the achievement of the goals and objectives named in the various planning documents throughout the College, which flow from and through the strategic master plan (IV.B.55). In addition to furthering achievement of various planning goals, the APPs provide an analysis of student learning outcomes, program learning outcomes, and service area outcomes resulting in data for ongoing decision-making and integrated planning.

In the 2015-2016 academic year, the APP process has been revised to require departments to review data evaluating the ISS metrics. If student achievement falls below the ISS for that program, goals to improve student success and retention should be proposed for the following academic year (IV.B.56). The goals established at the department/unit level in the APP are mapped to the respective SMP goals, which ties the goals to resource allocation ensuring that planning is linked to resource allocation. Once the goals and resources needed are established, the departments are asked to prioritize their requests towards meeting any ISS that has fallen below the metric.

- *ensuring that the allocation of resources supports and improves learning and achievement;*

In spring 2011 the Resource Allocation Committee (RAC) was created as a stand-alone committee making recommendations directly to the president; the following year the RAC became a standing committee of the PCC (IV.B.57). The RAC developed a prioritized list based on departments' APPs. Since then the resource allocation prioritization process has evolved and is now part of the Budget Committee's (BC) responsibilities. For the 2015-2016 year, using the same process of cycling through each of the divisions, lists were submitted to the BC for prioritization and approval and forwarded to PCC for approval and recommendation to the president. The president then funds items on the prioritized list based on available fiscal resources (IV.B.58).

The president ensures the allocation of resources supports and improves learning and achievement through the resource allocation process. Working with the president, the Office of Institutional Effectiveness began to create and maintain a dashboard to monitor the College's progress in achieving the SMP goals. The dashboard includes all goals from the APPs that are directly linked to the SMP goals (IV.B.59). The College started monitoring progress toward achieving the goals of the SMP through the dashboard during the 2014-2015 academic year. Evaluation of progress in achieving the goals of the SMP is planned to occur semiannually through the Pierce College Council.

- *establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution. CW IVB2b*

The College Planning Committee (CPC) oversees all plans throughout the College and ensures that the planning cycles are on target. The

CPC, a participatory governance body, is a standing committee of the PCC and gives updates on the progress of each plan (IV.B.60).

According to the *Integrated Planning Calendar 2013-2026* (IV.B.5) the current planning cycle is four years in duration. As this first integrated planning cycle draws to a close in 2016-2017, the College will engage in a meta-evaluation of the planning process. The meta-evaluation will include a review and revision, if necessary, of the planning cycle duration, the plans that are part of the planning process, and their relationship to the mission statement and the strategic master plan.

Analysis and Evaluation

Through established policies and procedures, the president guides institutional improvement of the teaching and learning environment by communicating and discussing the College's institutional values, goals, and priorities in a variety of ways, including participatory governance committees, department meetings, and the president's First Monday Reports and annual Opening Day presentations. The president supported the integration of the institution-set standards into the strategic master plan to ensure that institutional performance standards for student achievement are included in annual planning and resource allocation.

The annual program planning process connects learning outcomes to department goals, institutional goals, and resource allocation requests. Through the annual program planning process, which is directly linked to the *Strategic Master Plan 2014-2017*, educational planning is integrated with resource allocation to support student achievement and learning. Semiannual review of an updated dashboard report ensures that allocation of resources supports student learning.

The *Integrated Planning Calendar 2013-2026* documents the long-range planning process, shows the relationships of various subordinate plans to the College mission statement and strategic master plan, and incorporates evaluation of the plans on a regular schedule. As part of the integrated planning process cycle, the College will engage in a meta-evaluation of the entire planning process, including cycle duration and the functionality of plans and their relationship to the College mission and overarching strategic plan.

Standard IV.B.4

The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and

administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.

Evidence of Meeting the Standard

The president understands and embraces the primary leadership role for accreditation by ensuring that the College meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times.

Prior to the 2013 comprehensive evaluation visit at Los Angeles Pierce College, the president wanted to ensure the campus community was well versed in the Accreditation Standards and Eligibility Requirements as well as explaining the ways in which the entire campus community is involved in continuous quality improvement. In fall 2012 and spring 2013, the president's First Monday Reports (FMR) were dedicated to accreditation topics. The FMRs included discussions of budget and resource allocation, the importance of planning and planning processes, and the functions of the College's participatory governance bodies. In addition to the accreditation-focused FMRs, the president sponsored a contest to encourage employees to complete the Accreditation Basics online course. Since the initial discussions of accreditation in the FMRs, the president has touched on a variety of aspects of accreditation, such as budget, compliance, and collegiality (IV.B.61, IV.B.62, IV.B.63, IV.B.64 and IV.B.65)

In addition to the president's FMRs, three of the annual August Opening Day presentations incorporated some aspect of accreditation (IV.B.66, IV.B.67 and IV.B.68). In 2014, the president's presentation was about student success and the State Chancellor's Scorecard (IV.B.53). In a survey conducted in spring 2015, ninety-two percent of respondents agree that "The president ensures the college remains in compliance with accreditation standards, state/federal regulations, and board policy" (IV.B.21).

The faculty, staff and administrative leaders of the College also have responsibility for assuring compliance with accreditation requirements. The Accreditation Steering Committee (ASC) is a standing committee of the Pierce College Council (PCC). This committee "provides overall leadership and management of the College's accreditation and ACCJC-related matters, including internal reporting on accreditation" (IV.B.68). Membership of this committee incorporates all areas of the College, including all three vice presidents, management, faculty, staff, and student representation (IV.B.69).

Analysis and Evaluation

The president has been a dynamic leader in assuring the College is compliant in all areas of accreditation by informing the campus community of the Standards and policies, and through involvement in reviewing and commenting on both Self Evaluation reports and the 2014 Follow-Up Report. The faculty, staff and administrative leaders have active responsibility for assuring compliance with accreditation requirements through the participatory governance process and the process of writing required reports and preparing for the comprehensive evaluation site visits.

Standard IV.B.5

The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

Evidence of Meeting the Standard

The president is fully conversant in statutes, regulations, and policies through her work with District departments and attending Board of Trustees, Presidents' Council, the Chancellor's Cabinet and the District Budget Committee (DBC) meetings. The District assists all the colleges with compliance with statutes and regulations through the Office of the General Counsel, which provides legal advice.

The president has overall responsibility for ensuring that policies are implemented and she delegates to others the responsibility for compliance appropriate to their areas. For example, the associate dean of Disabled Student Programs and Services (DSPS) is responsible for ensuring that the Americans with Disabilities Act (ADA) and Section 508 regulations are being followed for equal access to all students. The president, having overall obligation to ensure the College is following the law, asked the associate dean to write an article about ADA and Section 508, which appeared in the November 2014 First Monday Report (FMR) (IV.B.70).

The College has a long history of positive ending balances and the past five fiscal years have resulted in ending balances between \$8 million and \$10 million (IV.B.71, IV.B.72 and IV.B.73). In the spring 2015 faculty and staff survey, 88 percent of the participants agree that "The president ensures the college remains fiscally stable" (IV.B.21). The president

controls budget and expenditures in a variety of ways and regularly reviews the budget with senior staff and the management team. The budget is the main topic of discussion at the monthly management team meetings, which are held the Monday after the DBC meets (IV.B.74). In fall 2013, the Budget Committee (BC) recommended a reserve threshold of six percent of the college's annual budget to prevent deficit spending (IV.B.75). This recommendation was approved by the Pierce College Council (IV.B.76 and IV.B.77). When expenditures go below this threshold, the College creates an emergency budget task force to evaluate the problem and recommend corrective action. In this way, areas of concern are identified early and strategies to control expenditures are developed and implemented.

Information about the budget is shared widely in a variety of meetings such as the Academic Senate, the Pierce College Council (PCC) and the PCC Executive Committee; and, through the president's First Monday Reports (FMR), which are sent to the entire campus community. Some of the specific topics covered in the FMRs include resource requests and allocations, and various state-level budget proposals (IV.B.78, IV.B.79, IV.B.80 and IV.B.81). The vice president of Administrative Services reviews the budget and expenditures with the BC, and a Budget Committee report is shared at every meeting of the PCC (IV.B.31).

The BC, through the resource allocation process, prioritizes budget requests listed on each department or unit's annual program plan (APP). The fully compiled list is then presented to the PCC for review and approval. The PCC-approved list is then forwarded to the president for final approval and for allocation of available resources (IV.B.82, IV.B.83, IV.B.84, IV.B.85 and IV.B.86). Once the president approves the list, it is posted on the Budget Committee Website (IV.B.87) and distributed among the various committees throughout the College. The personnel, equipment, supply, and deferred maintenance requests move forward as fiscal resources become available.

Analysis and Evaluation

The president has established an effective participatory governance and organizational infrastructure to comply with all applicable state and federal regulations, as well as Los Angeles Community College District governing board policies. Established procedures and processes ensure effective management of the budget and expenditures. Eighty percent of survey respondents agree that the president ensures the college remains in compliance with accreditation standards, state and federal regulations,

and board policy. In the same survey, 88 percent of respondents agree that the president ensures that the College remains fiscally sound.

Standard IV.B.6

The CEO works and communicates effectively with the communities served by the institution.

Evidence of Meeting the Standard

The president communicates regularly with the many constituencies of the San Fernando Valley. The president is also actively engaged with the political community and hosts community events for elected officials on campus. At the president's request, two Pierce College employees serve on the Woodland Hills/Warner Center Neighborhood Council, an official advisory panel for the City of Los Angeles. The president has a monthly Pierce College column in the newsletter of the Woodland Hills Homeowners Organization (IV.B.88, IV.B.89 and IV.B.90). In addition, the president is on the Valley Economic Alliance Board of Governors (IV.B.91), and appoints a Pierce College representative to serve as a liaison to business organizations such as the Valley Industry and Commerce Association as well as local chambers of commerce (IV.B.92). Pierce College is an important center for the evacuation of large animals during fires or other emergencies in Los Angeles County (IV.B.93). In addition, the High School Outreach and Recruitment Office (OAR) serves the surrounding West San Fernando Valley community by providing access to students who wish to pursue their higher education goals through regularly scheduled visits to local high school campuses (IV.B.94).

The president communicates effectively with the College community by producing a First Monday Report (FMR [IV.B.50, IV.B.95 and IV.B.96,]), which is distributed on the first Monday of most months during the fall and spring semesters. These reports are used to inform and educate the community on various aspects of the College; including accreditation, the budget, the processes of participatory governance, and the bond construction program. The FMRs are distributed to the College staff, faculty, and administrators, and to the College Citizens' Committee (CCC) members. They are also posted on the president's page on the LAPC Website (IV.B.97).

To oversee the bond construction program, the president maintains a College Citizens' Committee (CCC) of nine community members who meet nine to ten months of the year to review bond expenditures and the construction schedule (IV.B.98). At least once per year, the CCC

members are given a tour of a construction project that has been completed or is near completion (IV.B.99 and IV.B.100).

Analysis and Evaluation

The president effectively works and communicates with the communities served by the College through a variety of means. This includes participating in community organizations; if not personally, then through appointed College representatives. She also hosts State Senator Fran Pavely's quarterly Valley Advisory Committee meetings on campus. Direct communication with the College community is achieved through the president's First Monday Report, which is distributed to all staff, faculty, and administrators; to the College Citizens' Committee members; and, it is posted on the president's page of the Los Angeles Pierce College Website.

Standard IV.C: Governing Board

Standard IV.C.1

The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution.

The Los Angeles Community College District's Governing Board (Board) was authorized by the California Legislature in 1967, in accordance with Education Code sections 70902 and 72000. The Board consists of seven members elected by voters of the school districts composing the District. The Board of Trustees approves all courses, both for credit and noncredit, as well as degree and certificate programs. The Board, through policy and action, exercises oversight of student success, persistence, retention, and the quality of instruction. (IV.C.1-1 BR 2100)

Evidence of Meeting the Standard

The Board sets policies and monitors the colleges' programs, services, plans for growth and development, and ensures the institution's mission is achieved through Board Rules, Chancellor Directives, and Administrative Regulations. (IV.C.1-2 BR 2300-2303); (IV.C.1-3 Chancellor Directives, 8/3/15); (IV.C.1-4 Administrative Regulations, 8/3/15)

In addition, the Board establishes rules and regulations related to academic quality and integrity, fiscal integrity and stability, student

equity and conduct, and accountability and accreditation. (IV.C.1-5 BR 2305-2315); (IV.C.1-6 Add Revisions to 6300)

The Board, through its standing and ad hoc committees, receives and reviews information and sets policy to ensure the effectiveness of student learning programs and services, as well as the institutions' financial stability. (IV.C.1-7 BR 2604-2607.15)

The Board exercises responsibility for monitoring academic quality, integrity, and effectiveness through (1) the approval of all new courses and programs, (2) regular institutional effectiveness reports, (3) yearly review of offerings to underprepared students, and (4) in-depth policy discussions related to student achievement. (IV.C.1-8 BOT agenda & minutes for 2/9/11); (IV.C.1-9 BOT agenda & minutes for 3/7/12); (IV.C.1-10 BOT agenda & minutes for 4/3/13); (IV.C.1-11 BOT agenda & minutes for 4/23/14); (IV.C.1-12 BOT agenda & minutes for 1/14/15)

The Board receives quarterly financial reports, allowing it to closely monitor the fiscal stability of the District. Board agendas are structured under specific areas: Budget and Finance (BF items), Business Services (BSD items), Human Resources (HRD items), Educational Services (ISD items), Facilities (FPD items), Chancellors Office (CH items) and Personnel Commission (PC items). This structure allows for full information on individual topics to be provided in advance of Board meetings. (IV.C.1-13 BOT agenda & minutes for 11/2/11); (IV.C.1-14 BOT agenda & minutes for 11/7/12); (IV.C.1-15 BOT agenda & minutes for 11/6/13); (IV.C.1-16 BOT agenda & minutes for 5/14/14); (IV.C.1-17 BOT agenda & minutes for 4/15/15)

Analysis and Evaluation

The LACCD Board of Trustees has authority over, and responsibility for, all aspects of the institution as established in policy and documented in practice. The Board exercises its legal authority and fulfills the responsibilities specified in policy and law. Board agendas are highly detailed and Board members closely monitor all areas of their responsibility, as evidenced in Board meeting calendars, meeting agendas, Board information packets, reports, and minutes.

Board policies governing academic quality are routinely reviewed by designated ESC divisions for compliance and effectiveness and, where needed, updated. The Board routinely reviews student outcomes and, with input from the faculty, student and administrative leadership, sets policy to strengthen institutional effectiveness. The Board receives

monthly, quarterly and semi-annual financial information, including enrollment projects and bond construction updates, and acts in accordance with established fiscal policies.

Standard IV.C.2

The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.

The Board of Trustees is a highly engaged entity. Board members bring differing backgrounds and perspectives to their positions. At meetings, they engage in full and vigorous discussion of agenda items and share individual viewpoints. However, once a decision is reached and members have voted, they move forward in a united fashion.

Evidence of Meeting the Standard

The Board's commitment to act as a unified body is reflected in their Code of Ethical Conduct where Trustees "*recognize that governing authority rests with the entire Board, not with me as an individual. I will give appropriate support to all policies and actions taken by the Board at official meetings.*" (IV.C.2-1 Board Rule 2300.10)

Consent agenda items are frequently singled out for separate discussion or vote at the request of individual Board members. Once all members have had a chance to make their views known and a vote is taken, the agenda moves forward without further discussion. Examples of decisions where Trustees have held divergent views, yet acted as a collective entity, include approval of Van de Kamp Innovation Center, the approval of the lease for the Harbor College Teacher Preparatory Academy, student expulsions, ratification of lobbying service contracts, and revision to graduation requirements. (IV.C.2-2 BOT Minutes Consent Items Discussions, 2012-2015)

Analysis and Evaluation

Board policies and procedures provide a framework for members' collective action and guide Board discussion, voting, and behavior during and outside of Board meetings. Board members are able to engage in debate and present multiple perspectives during open discussion but still come to collective decisions and support those decisions once reached. Minutes from Board actions from recent years substantiate this behavior.

Standard IV.C.3

The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.

The Board follows California Education Code, Board policies, and the District's Human Resource Guide R-110 in the selection and evaluation of the Chancellor and college presidents.

Evidence of Meeting the Standard***Selection of Chancellor***

The hiring of a Chancellor starts with Board action authorizing the Human Resources Division to launch a search. The Board then hires an executive search firm and oversees the Chancellor selection process. (IV.C.3-1 HR R-110); (IV.C.3-2 BOT Agenda, BT6, Chancellor search, 5/1/13)

The most recent Chancellor search (2013) illustrates the process. The Board hired an executive search firm, which then convened focus group/town hall meetings at all colleges and the Educational Services Center. During these meetings, employee and student input was solicited to develop a "Chancellor's Profile" describing the desired qualities and characteristics for a new leader. The Chancellor's Profile was used to develop a job description and timeline for selection and hiring of the new Chancellor. (IV.C.3-3 Chancellor Profile Development Announcement, 5/9/13); (IV.C.3-4 Chancellor Job Description, May 2013); (IV.C.3-5 Chancellor Selection Timeline, May 2013)

The Board's search committee began meeting in August 2013 and began interviewing candidates in October 2013. The Board held closed sessions related to the selection of the Chancellor from October 2013-March 2014. On March 13, 2014, the Board announced its selection of Dr. Francisco Rodriguez. Dr. Rodriguez began his tenure as LACCD Chancellor on June 1, 2014. (IV.C.3-6 Chancellor Search Announcement, 5/1/13); (IV.C.3-7 closed Board session agendas 2013-2014); (IV.C.3-8 LA Times article, 3/13/14)

Evaluation of Chancellor

The Chancellor's contract includes a provision for an annual evaluation to be conducted by the Board of Trustees. General Counsel is the designated District entity who works with the Board during this process. (IV.C.3-9 Chancellor's Directive 122)

Chancellor's Directive 122 Evaluation of the Chancellor indicates that the Board may solicit input from various constituents, typically including the college presidents, District senior staff, the Academic Senate presidents and union representatives. It also states the Chancellor will prepare and submit a written self-evaluation, based upon his or her stated goals. (IV.C.3-10 Chancellor evaluation data collection form); (IV.C.3-11 Blank Chancellor evaluation form)

Once submitted, the Board discusses drafts of the evaluation in closed session. When their assessment is complete, the Board meets with the Chancellor and s/he is provided the final, written document. A signed copy of the Chancellor's evaluation is maintained in the Office of General Counsel. (IV.C.3-12 BOT Chancellor evaluation closed session agendas 11/2014-6/2015)

Selection of College Presidents

The Board shares responsibility with the Chancellor for hiring and evaluating the performance of college presidents. Board Rule 10308 specifies the selection procedures, which typically involve national searches. (IV.C.3-13 BR 10308)

Board action is required to initiate the presidential search process, directing the Chancellor to begin the process pursuant to Board Rule 10308. Recent Board actions authorizing president searches include Harbor, Southwest and Valley Colleges in June 2014, and West Los Angeles College in June 2015. (IV.C.3-14 HRD1 Board resolution, 6/25/14); (IV.C.3-15 HRD1 Board resolution, 6/25/15)

Per the timeline set by Board action, the Chancellor convenes a Presidential Search Committee comprised of representatives of all stakeholder groups per Board Rule 10308. After consultation with the Board and Presidential Search Committee of the applicable college, the Chancellor oversees the recruitment and advertising plan, which may include the retention of a search firm upon Board approval. The Presidential Search Committee forwards at least three unranked semifinalists to the Chancellor.

After conducting interviews, the Chancellor compiles information from background and reference checks and forwards the names of the finalist(s) to the Board of Trustees for consideration. The Board holds closed Board sessions on presidential selection when interviewing candidates. (IV.C.3-16 BOT closed agendas 5/2010-6/2015)

Evaluation of College Presidents

As detailed in Chancellor's Directive 122, contracts for college presidents include a provision for an annual evaluation conducted by the Chancellor. College presidents complete an annual Presidential Self-Assessment, update their goals for the following year, and meet with the Chancellor to review both documents. In addition, presidents undergo a comprehensive evaluation at least every three years. In this process, the president's self-evaluation is supplemented by an evaluation committee, which collects input from peers and completes the Presidential Evaluation Data Collection form. The Chancellor then prepares a summary evaluation memo which is shared with the college president. (IV.C.3-9 Chancellor's Directive 122); (IV.C.3-17 Performance evaluation process for college presidents)

The presidential evaluation process is used to determine salary increases, as well as recommendations to the Board on the renewal of contracts. Corrective action, if needed, can include suspension, reassignment, or resignation. (IV.C.3-18 Closed Board meeting agendas on presidential evaluations 8/2010-6/2014)

Analysis and Evaluation

The Board takes its responsibility for selecting and evaluating the Chancellor very seriously, following a set selection and evaluation process. In turn, the Chancellor is responsible for selecting and evaluating those who directly report to him/her (including college presidents, general counsel, the deputy chancellor and vice chancellors). With the assistance of the Human Resources division, the Chancellor and Board have followed selection and evaluation requirements for its senior administrators.

Standard IV.C.4

The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure.

The Board of Trustees consists of seven members elected for four-year terms by qualified voters of the school districts composing the Los Angeles Community College District. The Board also has a Student Trustee, elected by students for a one-year term. The Student Trustee has an advisory vote on actions other than personnel-related and collective bargaining items. (IV.C.4-1 Board Rule 2101-2102); (IV.C.4-2 Board Rule 21001.13)

Evidence of Meeting the Standard

Board rules mandate that the Board act as an independent policy-making body reflecting the public interest. Board policy states that the Board, acting through the Chancellor, or designee, monitors, supports, and opposes local, state and national legislation to “protect and to promote the interests of the Los Angeles Community College District.” (IV.C.4-3 Board Rule 2300); (IV.C.4-4 Board Rule 1200-1201)

The Board independently carries out its policy-making role through four standing committees: Budget and Finance, Institutional Effectiveness and Student Success, Legislative and Public Affairs, and Facilities Master Planning and Oversight. (IV.C.4-5 Board Rule 2605.11)

The Board forms additional ad hoc committees and subcommittees to investigate and address specific policy issues. They formed the following ad hoc committees during the 2014-15 year: (1) Campus Safety and Emergency Preparedness; (2) Outreach and Recruitment; (3) Environmental Stewardship; and (4) Summer Youth Employment. Two subcommittees were formed during this same period: Campus Safety and Emergency Preparedness. Previous years’ ad hoc committees have included Adult Education and Workforce Development (January 2014), Contractor Debarment (November 2011) and the Personnel Commission (January 2014). (IV.C.4-6 BOT Ad Hoc Committees, 8/4/15)

The Board maintains its independence as a policy-making body by studying all materials in advance of meetings, being well-informed before engaging in District business, and asking questions and requesting additional information as needed. Before each Board or committee meeting, members receive a Board Letter, detailing all pending actions, follow-up on previous requests, and information related to personnel, litigation, and other confidential matters. (IV.C.4-7 Board letters, 2013-2015)

Board members engage with local communities across the District. They receive a wide range of input from community and constituent groups by holding meetings at the nine colleges in addition to the District office. This practice helps broaden Board members’ perspectives on colleges’ diversity and the educational quality issues affecting individual colleges. Members of the public have the opportunity to express their perspectives during the public comments section of each Board meeting, when individual agenda items are under consideration, and through direct correspondence with the Board. Such input contributes to the Board’s

understanding of the public interest in institutional quality and is taken into consideration during deliberations. (IV.C.4-8 BOT minutes, public agenda speakers, 2015); (IV.C.4-9 BOT minutes, educational quality speakers, 2015)

Additionally, members of the public can submit direct inquiries to the Board via the District website and will receive a response coordinated by the Chancellor's Office. (IV.C.4-10 Screenshot of Public Inquiry Email to Board President)

The Board's role in protecting and promoting the interests of the LACCD is clearly articulated in Board Rules. The Board has historically defended and protected the institution from undue influence or political pressure. For example, the Board heard from numerous constituents who spoke against the Van de Kamp Innovation Center and the discontinuance of LA Pierce College's Farm contractor during public agenda requests at Board meetings. The Board follows Board Rules in considering these issues, then makes independent decisions based on the best interest of the institution, educational quality, and its students. (IV.C.4-11 Board Rule 3002-3003.30); (IV.C.4-12 BOT minutes, VKC and Farm, 10/15/11 and 4/29/15)

The Board engages in advocacy efforts on behalf of the District in particular, and community colleges in general, through its legislative advocates in Sacramento and in Washington, DC. Annually, the Board sets its policy and legislative priorities in consultation with the Chancellor, their State legislative consultant, McCallum Group Inc., and federal lobbyist firm, Holland and Knight. The Board regularly discusses and takes action, either in support of or against, state and federal legislation with the potential to affect the District and its students. (IV.C.4-13 Legislative and Public Affairs Committee agenda, Board Legislative Priorities for 2015, 11/19/14); (IV.C.4-14 BOT agendas, Legislative advocacy, 2015); (IV.C.4-15 BOT minutes, 2015-16 Federal Legislative Priorities, 8/19/15)

Analysis and Evaluation

Board members work together collaboratively to advocate for and defend the interests of the District. Public input on the quality of education and college operations is facilitated through open session comments at Board meetings, and through the Board's consistent adherence to open meeting laws and principles. The LACCD service area is extremely dense and politically diverse, and members of the public advocate strongly for their respective interests. Regardless, through the years, the Board of Trustees

has remained focused on its role as an independent policy-making body and diligently supports the interests of the colleges and District in the face of external pressure.

Standard IV.C.5

The governing board establishes policies consistent with the district mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

The Board sets and updates policies consistent with the District's mission, and monitors their implementation to ensure the quality, integrity, and improvement of student learning programs and services. Recent Board actions include revising and strengthening rules governing academic probation and disqualification (BR 8200); graduation, General Education and IGETC/CSU requirements (BR 6200); and academic standards, grading and grade symbols (BR 6700). Active faculty participation through the District Academic Senate provides the Board with professional expertise in the area of academic quality.

Evidence of Meeting the Standard

Educational Quality, Integrity and Improvement

The Board's policies regarding educational programs and academic standards help ensure that the mission of the Los Angeles Community College District is realized in providing "our students [with] an excellent education that prepares them to transfer to four-year institutions, successfully complete workforce development programs designed to meet local and statewide needs, and pursue opportunities for lifelong learning and civic engagement." (IV.C.5-1 Board Rule 2300-2303.16 and 2305); (IV.C.5-2 Board Rule 1200)

Chapter VI of LACCD Board Rules (Instruction, Articles I-VIII), establishes academic standards, sets policies for graduation, curriculum development and approval, and sets criteria for program review, viability, and termination. Regulations governing educational programs are implemented as detailed in Section IV of LACCD Administrative Regulations ("E-Regs") (see Standard IV.C.1). (IV.C.5-3 BR Ch. VI, Articles I-VIII Instruction)

The Board's Institutional Effectiveness and Student Success (IESS) Committee "fulfills an advisory, monitoring and coordinating role

regarding accreditation, planning, student success and curriculum matters. The committee's responsibilities include the coordination of accreditation activities, oversight of District-wide planning processes and all issues affecting student success, academic policies and programmatic changes. Its specific charge is to: 1) Review and approve a coordinated timeline for institutional effectiveness and accreditation planning processes throughout the District; 2) Review and provide feedback on indicators of institutional effectiveness so that common elements, themes, and terms can be identified, reviewed and agreed upon; 3) Monitor college compliance with the Standards of Accreditation of the Association of Community Colleges and Junior Colleges; 4) Monitor existing planning and evaluation practices relative to student completion initiatives; and 5) Facilitate the review, update and revision of the long-range strategic plan and goals every five years; and 6) Discuss potential new or revised curricular programs and services within the District, and encourage the development of new programs and services as may be appropriate." (IV.C.5-4 Board Rule 2605.11)

The IESS Committee reviews, provides feedback on, and approves reports containing institutional effectiveness and student success indicators. For example, this Committee reviews colleges' Student Equity Plans, Strategic Plans, and mission statements. Board members are actively engaged in asking for clarification on college reports, presentations, and plans to better their understanding and support of the colleges (see Standard IV.C.8). (IV.C.5-5 BR 2314)

Ensuring Resources

The Board ensures colleges have the necessary resources to deliver quality student learning programs and services. Board support is evidenced in budget policies, the budget development calendar, and the tentative and final budgets, which are reviewed and approved after substantial discussion. Allocation formulas are implemented to ensure appropriate distribution of funds are made that are consistent with the District's and colleges' mission to support the integrity, quality and improvement of student learning programs and services (see Standard III.D.11). (IV.C.5-6 Board Rule 2305 and 7600-7606); (IV.C.5-7 LACCD Budget Development Calendar); (IV.C.5-8 2015-2016 Final Budget); (IV.C.5-9 District Allocation Mechanism amendment, 6/3/12)

The Board's Legislative and Public Affairs Committee monitors legislative initiatives and pending legislation which may affect the District, and advocates for policies which will have a positive impact. The Chancellor and Board members meet regularly with state lawmakers and educational

leaders to promote legislation and other initiatives intended to improve student access and secure funding for community colleges and specific programs. (IV.C.5-10 LPA minutes 2014-2015)

Financial Integrity and Stability

The Board is responsible for the financial integrity and stability of the District. The Budget and Finance Committee (BFC) is a standing committee of the Board whose charge is to review and recommend action on fiscal matters prior to full Board approval. As articulated in Chapter II, Article IV, 2605.11.c, the Committee recommends action on the tentative and full budget; general, internal and financial audits; quarterly financial reports, and bond financing (see Standard III.D.5). (IV.C.5-4 BR 2605.11)

The BFC monitors the financial stability of each college and reviews annual District financial reports as required by Board Rule 7608. The Committee critically reviews and approves monthly enrollment and FTES reports which involve members asking college presidents to elaborate on fiscal fluctuations and enrollment trends. (IV.C.5-11 Board Rule 7608); (IV.C.5-12 BFC minutes 11/5/14, 3/11/15 and 5/13/15); (IV.C.5-13 BFC agendas with financial reports and member questions)

Board policy mandates a 10% District reserve. Use of contingency reserves is only authorized upon recommendation of the Chancellor, the (Chief Financial Officer (CFO) and the District Budget Committee, and requires a super-majority vote by the full Board. (IV.C.5-14 2015-2016 Final Budget, Appendix F, Reserve policy, p. 3); (IV.C.5-15 BOT Agendas approval of contingency reserves, 7/9/14 and 8/5/15)

The Board approved Fiscal Accountability policies in October 2013. These policies hold each college, and college president, responsible for maintaining fiscal stability. Board members evaluate and authorize college's requests for financial assistance for fiscal sustainability. (IV.C.5-16 BOT agenda BF2, 10/9/13); (IV.C.5-17 BFC minutes 6/11/14, 2/11/15 and 9/6/15 and BOT agenda, 8/5/15 regarding college financial requests)

The Board's Facilities Master Planning and Oversight Committee (FMPOC) oversees the Bond Construction Program. Based on recommendations made in 2012 by both an independent review panel and the ACCJC, the Board embarked on a wide range of activities to strengthen fiscal control of the Program. These actions were subsequently determined by the Commission to have resolved the issues identified in its February 7, 2014 letter to the District. (IV.C.5-18 ACCJC letter, 2/7/14)

Legal Matters

The Board is apprised of, and assumes responsibility for, all legal matters associated with the operation of the nine campuses and the Educational Services Center. The Board closely monitors legal issues that arise in the District, reviewing them in closed session, and approving decisions during open session as required by law. The District's Office of General Counsel provides legal counsel to the Board and ensures the District is in compliance with local, state, and federal regulations. (IV.C.5-19 BOT closed session agendas on legal issues); (IV.C.5-20 Board Rule 4001)

Analysis and Evaluation

As documented above, the standing policies and practice of the Board of Trustees demonstrates that they assume the ultimate responsibility for policies and decisions affecting educational quality, legal matters, and financial integrity and stability of the Los Angeles Community College District. The Board holds college presidents and the Chancellor, publicly accountable for meeting quality assurance standards associated with their educational and strategic planning efforts.

Standard IV.C.6

The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

Chapter VI of LACCD Board Rules delineates all structural and operational matters pertaining to the Board of Trustees. Board rules are published electronically on the District website. The Office of General Counsel also maintains, and makes available to the public, paper (hard) copies of all Board rules and administrative regulations. Board rules are routinely reviewed and updated.

Evidence of Meeting the Standard

Board membership, elections, mandatory orientation and annual retreats, and duties and responsibilities of the governing board are defined in Chapter II of the LACCD Board Rules. (IV.C.6-1 Screenshot of Board Rules online); (IV.C.6-2 BR 2100-2902); (IV.C.6-3 BR 21000-21010)

- Article I – Membership – includes membership, elections, term of office, procedure to fill vacancies, orientation, compensation and absence of both Board members and the Student Trustee.

- Article II – Officers – delineates the office of president, vice president, president pro tem, and secretary of the Board.
- Article III – Duties of the Board of Trustees - includes powers, values, expectation of ethical conduct and sanctions for failure to adhere thereby; governance, self-evaluation, disposition of District budget, calendar, monuments and donations; acceptance of funds; equity plans, and conferral of degrees.
- Article IV – Meetings – Regular, closed session and annual meetings; order of business, votes, agendas and public inquiries; number of votes required by type of action, and processes to change or suspend Board rules.
- Article V – Communications to the Board – written and oral communications; public agenda speakers; expectations of behavior at Board meetings and sanctions for violation thereof;
- Article VI – Committees of the Board of Trustees – delineates standing, ad hoc, citizens advisory and student affairs committees.
- Article VII – Use of Flags - provisions thereof.
- Article VIII – Naming of College Facilities – provisions to name or re-name new or existing facilities.
- Article IX – General Provisions – including travel on Board business; job candidate travel expenses, and approval of Board rules and administrative regulations.
- Article X – Student Trustee Election Procedures – including qualifications, term of office, election, replacement and other authorizations.

Analysis and Evaluation

The Board publishes bylaws and policies which are publically available, both electronically and on paper. These policies are routinely reviewed and updated by the Office of General Counsel under the supervision of the Chancellor and the Board.

Standard IV.C.7

The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.

The Board of Trustees is aware of, and operates in a manner consistent with, its policies and bylaws. The Board is actively engaged in regularly assessing and revising its policies and bylaws for their effectiveness in fulfilling the colleges' and District's mission and commitment to educational quality, institutional effectiveness, and student success.

Evidence of Meeting the Standard

In accordance with Board Rules, the Board meets regularly during the academic year. Closed sessions, special, emergency, and annual meetings are held in accordance with related Education and Governance Codes. (IV.C.7-1 BR 2400-2400.13); (IV.C.7-2 BR 2402-2404)

As stipulated by Board rule, the Board conducts an annual orientation and training for new members; an annual self-assessment and goal-setting retreat, and an annual review of the Chancellor. Board goals are reviewed and updated annually during the Board's annual retreat. (IV.C.7-3 BOT agendas, 6/13/15 and 6/18/15)

The Board of Trustees is responsible for the adoption, amendment or repeal of Board rules in accordance with Board Rule 2418. The process for adoption, or revision, of Board rules and the administrative regulations which support them is outlined in Chancellor's Directive 70. As the Board's designee, the Chancellor issues Administrative Regulations. The District adopts other procedures, such as its Business Procedures Manual and Chancellor's Directives, to establish consistent and effective standards. (IV.C.7-4 Chancellor's Directive 70); (IV.C.7-5 BR 2418)

The Chancellor, as the Board's designee, assigns rules and regulations by subject area to members of his/her executive team for the triennial review. Administrative regulations stipulate the process for the cyclical review of all policies and regulations. Regulations are coded by a letter prefix which corresponds to the administrative area and "business owner," e.g. Educational Regulations ("E-Regs") and Student Regulations ("S-Regs") are under the purview of the Educational Programs and Institutional Effectiveness division. (IV.C.7-6 Administrative Regulation C-12); (IV.C.7-7 Board Rule Review Schedule 2015); (IV.C.7-8 Admin Regs Review Schedule 2015)

Under the guidance of the Chancellor, the Office of General Counsel conducts periodic reviews of Board Rules and Administrative Regulations and maintains master review records. The OGC monitors changes to Title 5 as well as State and federal law, and proposes revisions as needed. Changes to Administrative Regulations are prepared by the "business owner," then consulted per Chancellor's Directive 70. Formal documentation of the revision is submitted to OGC and subsequently posted on the District website. (IV.C.7-9 Admin Reg Rev Form Template); (IV.C.7-10 E-97 review and comment)

During the 2014-15 academic year, the Educational Programs and Institutional Effectiveness (EPIE) division reviewed and updated twenty-eight Educational Services regulations. (IV.C.7-11 Admin Regs Review Schedule 2015); (IV.C.7-12 E-110 Confirmed Review, 4/22/15)

As noted in item 'd' above, designated ESC administrative areas bring proposed Board Rule revisions for review and comment to key District-level councils, committees and stakeholders prior to being noticed on the Board agenda. Board members themselves, or individuals who were not part of the consultation process, have the opportunity to comment or request more information before the rule is finalized. Approved changes are posted on the District website. (IV.C.7-13 BR 6700 consultation memo and BOT Agenda notice, 5/5/15)

Analysis and Evaluation

Trustees act in accordance with established policies. Board meeting minutes and agendas provide clear evidence of the Board acting in a manner consistent with policies and bylaws. Board rules and administrative regulations are subject to regular review and revision by both District administrative staff and the Office of General Counsel, and are fully vetted through the consultation process. The District recently subscribed to the Community College League of California's (CCLC) Board Policy and Administrative Procedure Service. The receipt of CCLC notifications on State regulation and policy changes will further strengthen the District's regular update of Board policies and procedures.

Standard IV.C.8

To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

At set intervals throughout the year, the Board of Trustees reviews, discusses and accepts reports which address the quality of student learning and achievement. The primary, but by no means only, mechanism for such inquiry is the Board's Institutional Effectiveness and Student Success Committee (IESS).

Evidence of Meeting the Standard

The Institutional Effectiveness and Student Success Committee "*fulfills an advisory, monitoring and coordinating role regarding accreditation, planning, student success and curriculum matters*" and fulfills its charge to "*review and provide feedback on indicators of institutional*

effectiveness so that common elements, themes, and terms can be identified, reviewed and agreed upon." Committee reports are received on behalf of the full Board, and the Committee has the authority to request revisions or further information before recommending items to the entire Board for approval. (IV.C.8-1 BR 2605.11)

The Board reviews and approves colleges' academic quality and institutional plans annually. The Board also participates in an annual review and analysis of the State's Student Success Scorecard, which reports major indicators of student achievement. It reviews and approves colleges' Educational and Strategic Master Plans every five years, or sooner if requested by the college. At its recent retreat, the Board reviewed national and District student completion data for the past six years. The Board discussed factors that may contribute to low completion rates and possible goals focusing on improving students' completion rates across the District. (IV.C.8-2 IESS minutes and PPT 6/24/15); IV.C.8-3 IESS agenda 12/17/14); (IV.C.8-4 IESS minutes 11/19/14); (IV.C.8-5 IESS minutes 9/17/14); (IV.C.8-6 IESS Min 1/29/14); (IV.C.8-7 IESS minutes 12/4/13); (IV.C.8-8 IESS minutes 11/20/13); (IV.C.8-9 BOT agenda and PPT 9/2/15); (IV.C.8-10 BOT agenda and DAS Board meeting notes 8/19/15); (IV.C.8-11 BOT agenda and PPT 5/13/15); (IV.C.8-12 BOT agenda 4/15/15); (IV.C.8-13 BOT agenda 3/11/15); (IV.C.8-14 BOT agenda 1/28/15); (IV.C.8-15 BOT minutes 8/20/14); (IV.C.8-16 BOT agenda, CH1, 2/26/14)

The Board has taken a special interest in the performance of underprepared students. In June 2014, the Institutional Effectiveness and Student Success Committee (IESS) requested a presentation on the success rates and challenges faced by underprepared students districtwide. In addition, the Board was updated on the number of basic skills offerings relative to the number of underprepared students by college. In response, the Board urged that more basic skills sections be offered to support the success of these students. (IV.C.8-17 IESS Agenda and Underprepared Students PPT, 6/11/14); (IV.C.8-11 BOT agenda and PPT 5/13/15)

The Board annually reviews student awards and transfers to four-year colleges and universities. (IV.C.8-18 IESS agenda 1/29/14); (IV.C.8-19 IESS agenda and minutes 3/26/14); (IV.C.8-20 District certificate report and degree reports, 3/26/14); (IV.C.8-21 Certificates Attached to Degrees, Summary by College, 4/29/14)

The Board reviews students' perspectives on learning outcomes and key indicators of student learning as a part of the District's biennial Student

Survey. The Survey provides an opportunity for students to share their educational experiences and provide feedback to colleges and the District. (IV.C.8-22 2014 Student Survey Question 25 and results); (IV.C.8-23 IESS minutes & student survey PPT, 5/27/15)

In Spring 2015, the Board reviewed and approved college and District-level goals for four State-mandated Institutional Effectiveness Partnership Initiative (IEPI) indicator standards on successful course completion, accreditation status, fund balances, and audit status. (IV.C.8-24 BOT agenda and PPT, 6/10/15)

During the approval process, accreditation reports are reviewed, especially with regard to college plans for improvement of student learning outcomes. (IV.C.8-25 BOT minutes 3/28/13); (IV.C.8-26 IESS 9/25/13); (IV.C.8-13 BOT agenda, 3/11/15)

In Fall 2015, the Board revised Board Rule 6300 to expressly affirm the District's commitment to integrated planning in support of institutional effectiveness. (IV.C.8-27 BOT agenda - TBD)

Analysis and Evaluation

The Board is regularly informed of key indicators of student learning and achievement, both as a whole and through its Institutional Effectiveness and Student Success Committee. Board agendas and minutes provide evidence of regular review, discussion and input regarding student success and plans for improving academic quality.

The Board's level of engagement, along with knowledge about student learning and achievement, has continued to grow over the years. Board members ask insightful questions and expect honest and thorough responses from the colleges. The Board sets clear expectations for improvement of student learning outcomes.

Standard IV.C.9

The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

The District has a clear process for orienting Board members, which includes an overview of District operations, a review of ethical rules and responsibilities, a briefing on compliance with the Ralph M. Brown and Fair Political Practices acts, a review of the roles of auxiliary organizations

and employee organizations, and a discussion about preparing for, and conduct during, Board meetings. The Chancellor, in consultation with the president of the Board, facilitates an annual Board retreat, and schedules regular educational presentations to the Board throughout the year.

Evidence of Meeting the Standard

Board Development

The Board has had a formal orientation policy since 2007. There are also long-standing procedures for the orientation of the Student Trustee. All new Board members are oriented before taking office. Most recently, orientation sessions for new members who began their terms on July 1, 2015 were conducted in June 2015. (IV.C.9-1 Board Rule 2105); (IV.C.9-2 Student Trustee Orientation procedures)

Board member orientation also includes an overview of the functions and responsibilities of divisions in the District office. Presentations on accreditation, conflict of interest policy, and California public meeting requirements (Brown Act) are also included in the orientation. (IV.C.9-3 BOT agenda and orientation packet, 6/4/15); (IV.C.9-4 BOT agenda and orientation packet 6/18/15)

A comprehensive and ongoing Board development program was implemented in 2010. Topics include Trustee roles and responsibilities; policy setting; ethical conduct; accreditation, and developing Board goals and objectives. (IV.C.9-5 BOT Agenda, minutes & handouts, 1/20/10); (IV.C.9-6 BOT Agenda, minutes & handouts 12/10/10-12/11/10); (IV.C.9-7 BOT Agenda, minutes & handouts, 8/25/11-8/26/11); (IV.C.9-8 BOT Agenda, minutes & handouts, 4/19/12); (IV.C.9-9 BOT Agenda and minutes, 9/24/12); (IV.C.9-10 BOT Agenda and minutes, 11/13/12); (IV.C.9-11 BOT minutes & Action Improvement Plan, 3/19/13); (IV.C.9-12 BOT minutes & handouts, 10/22/13); (IV.C.9-13 BOT Agenda, minutes & handouts, 8/23/14); (IV.C.9-14 BOT Agenda, minutes & handouts, 12/10/14)

In affirmation of their commitment to principles developed during their retreats, the Board revised their Rules to include a statement that Board members should work with the Chancellor to obtain information from staff, and avoid involvement in operational matters. Board rules were further revised to facilitate member training, conference attendance, and educational development. (IV.C.9-15 Board Rule 2300.10-2300.11)

Trustees are encouraged to expand their knowledge of community college issues, operations, and interests by participating in Community College League of California (CCLC) statewide meetings and other relevant conferences. Trustees also complete the online ACCJC Accreditation Basics training, with new Trustees completing this training within three months after taking office (see Standard IV.C.11). (IV.C.9-16 BOT agenda and minutes, 11/19/14 and 5/13/15); (IV.C.9-17 ACCJC training certificates from 2012)

Continuity of Board Membership

Board Rule Chapter II, Article 1, Section 2103 specifies the process the Board will follow in filling a vacancy which occurs between elections. The procedure ensures continuity of Board membership, as demonstrated. The Board followed the process when it appointed Angela Reddock (2007) to complete Trustee Waxman's term, who resigned to accept a position outside of the District. The Board again followed this process when it appointed Miguel Santiago (2008) to fill the unexpired term of Trustee Warren Furutani, who was elected to another office. More recently, when Trustee Santiago was elected to the State Assembly, the Board determined not to fill his unexpired term, as the length of time between his departure (December 2014) and the next election (March 2015) was allowed by law. The Board subsequently voted to appoint the individual elected to fill the vacant seat, Mike Fong, for the period remaining in the unexpired term (March 2015 to June 2015). (IV.C.9-18 Board Rule 2103); (IV.C.9-19 BOT minutes 4/11/07); (IV.C.9-20 BOT Agenda 3/11/15)

Trustee elections are held on a staggered basis, with members serving four-year terms. An election is held every two years to fill either three or four seats. Three new Board members were elected in March 2015 with terms beginning July 1, 2015. A districtwide student election is held annually to select a student member, who has an advisory vote, in accordance with Board Rule Chapter II Article X. (IV.C.9-20 BR 2102); (IV.C.9-21 BR 21000)

Analysis and Evaluation

The Board has a robust and consistent program of orientation as well as ongoing development and self-evaluation. Board members have demonstrated a commitment to fulfilling their policy and oversight role, and a responsibility for ensuring educational quality. The Board had followed policy in ensuring continuity of Board membership when vacancies have occurred. The staggering of Board elections has provided

consistency in recent years and incumbents are frequently re-elected to their positions, providing continuity of governance.

Standard IV.C.10

Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

The Board of Trustees consistently adheres to its self-evaluation policies. Board members routinely assess their practices, performance, and effectiveness in promoting and sustaining academic quality and institutional effectiveness. The Board's self-evaluation informs their goals, plans and training for the upcoming year.

Evidence of Meeting the Standard

In 2007 the Board adopted Board Rule 2301.10, which requires the Board to assess its performance the preceding year, and establish annual goals, and report the results during a public session. Since then, the Board has regularly conducted an annual self-evaluation of its effectiveness in promoting and sustaining academic quality and institutional effectiveness, as well as setting goals which are in alignment with the District Strategic Plan. (IV.C.10-1 BR 2301.10)

The Board has regularly sought specialized expertise in conducting their self-evaluation. For the past two years, the Board contracted with Dr. Jose Leyba to assist in ensuring a comprehensive and consistent self-evaluation process, in alignment with ACCJC standards. (IV.C.10-2 Jose Leyba bio)

In May 2015, the Board conducted a leadership and planning session where they reviewed their plans for self-evaluation, along with ACCJC standards on Board leadership and governance, their previous (2014) self-assessment, and their proposed 2015 self-assessment instrument. (IV.C.10-3 BOT Agenda and minutes, 5/13/15); (IV.C.10-4 BOT Self-Evaluation 2015 Plan of Action, 5/13/15)

Also in May 2015, Board members completed individual interviews with the consultant, where they candidly assessed the Board's effectiveness. The Board's interview questions were adapted from the Community

College League of California's publication, "Assessing Board Effectiveness." (IV.C.10-5 2015 Self-Assessment Tool)

The Board conducted a facilitated self-evaluation at their June 2015 meeting. Topics included a summary of the Board's individual interviews, along with a self-assessment of their internal practices and effectiveness in promoting academic quality and institutional effectiveness. The Board also reviewed their progress in light of their 2014-2015 priorities and attainment of their 2013-2014 goals. Their individual self-assessments, group assessment, and data informed their plans for Board improvement and strategic initiatives and goals for 2015-2016 which included a focus on academic quality and institutional effectiveness. (IV.C.10-6 BOT agenda and minutes, handouts & PPT, 6/13/15)

The Board conducted a similar self-evaluation process with Dr. Leyba in 2014. Members evaluated their participation in Board training, their role in accreditation, adherence to their policy-making role, and received training on accreditation process and delegation of policy implementation to the CEO/Chancellor. The Board has used qualified consultants in prior years to facilitate their self-evaluation, ensuring that they meet the requirements of the Board Rule and this standard. (IV.C.10-7 BOT minutes and handouts, 3/13/14); (IV.C.10-8 BOT minutes, 2/6/13 and 3/19/13); (IV.C.10-9 BOT Evaluation Comparison Summary Report 2012-2013, 2/2013); (IV.C.10-10 BOT Actionable Improvement Plan, 3/19/13); (IV.C.10-11 BOT minutes and handouts, 2/21/12); (IV.C.10-12 BOT agenda, minutes and handouts, 1/20/10)

Analysis and Evaluation

The Board's self-evaluation process has facilitated a focus on appropriate roles and responsibilities in the policy-making and accreditation activities of the District; and in helping promote and sustain educational quality, institutional effectiveness, and student success. All Board members regularly participate in training, orientation, goal-setting, and self-evaluation activities, which increased their knowledge of appropriate engagement in policy-making and oversight of student success and educational quality outcomes.

The Board and Chancellor are committed to continuously improve the Board's self-evaluation process to ensure the District achieves better outcomes in promoting and sustaining academic quality, institutional effectiveness, and student success.

Standard IV.C.11

The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution.

The Los Angeles Community College District has clear policies and procedures which govern conflict of interest for Board members as well as employees. Board Rule 14000 spells out the Conflict of Interest Code for the District and the Board. Board members receive an initial orientation before taking office, updates throughout the year, and file a yearly conflict of interest statement. (IV.C.11-1 Board Rule 14000)

Evidence of Meeting the Standard

Board rules articulate a Statement of Ethical Values and Code of Ethical Conduct, along with procedures for sanctioning board members who violate District rules and regulations and State or federal law. (IV.C.11-2 Board Rule 2300.10 – 2300.11)

Trustees receive certificates from the California Fair Political Practices Commission for conflict of interest training they complete every two years. Incoming Trustees are also trained on the District's conflict of interest policy during orientation sessions (see Standard IV.C.9). (IV.C.11-3 Trustee Ethics Certificates, 2013); (IV.C.11-4 Trustee Ethics Certificates, 2015)

The LACCD's electronic conflict of interest form (California Form 700, Statement of Economic Interests), ensures that there are no conflicts of interest on the Board. The District's General Counsel is the lead entity responsible for ensuring Trustees complete forms as required. Completed conflict of interest forms are available to any member of the public during normal business hours of the Educational Services Center. (IV.C.11-5 Trustees Form 700)

Board members follow the code of ethics and conflict of interest policy by recusing themselves from Board discussion or abstaining from a Board vote where they have a documented conflict. (IV.C.11-6 BOT minutes, 12/13/14)

Analysis and Evaluation

The Board has a clearly articulated code of ethics and processes for sanctioning behavior that violates that code. Board members are required to electronically file conflict of interest forms, which remain on file in the Office of General Counsel. Board members are fully aware of their responsibilities and, to date, there have been no reported instances of violation by any Trustee or any sanctions discussed or imposed. A majority of the Board members have no employment, family ownership, or other personal financial interest in the institution.

Standard IV.C.12

The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.

The Board of Trustees delegates full authority to the Chancellor, who in turn, has responsibility for oversight of District operations and the autonomy to make decisions without interference. Per Board rule, Trustees specifically agree to participate in the development of District policy and strategies, while respecting the delegation of authority to the Chancellor and Presidents to administer the institution. Trustees pledge to avoid involvement in day-to-day operations.

Evidence of Meeting the Standard

The Board *“authorizes the Chancellor to adopt and implement administrative regulations when he/she finds regulations are necessary to implement existing Board Rules and/or a particular policy is needed which does not require specific Board authorization.”* (IV.C.12-1 Board Rule 2902)

The Board delegates full responsibility to the Chancellor and recognizes *“that the Chancellor is the Trustees’ sole employee; [pledging] to work with the Chancellor in gathering any information from staff directly that is not contained in the public record.”* (IV.C.12-2 Board Rule 2300.10)

The Board’s delegation of full responsibility and authority to the Chancellor to implement and administer Board policies without Board interference is also evident in the Functional Area maps for the Board and for the Chancellor. The Board and Chancellor review their respective Functional Area maps on a regular basis, and update them as needed.

(IV.C.12-3 Board Functional Area map 2015); (IV.C.12-4 Chancellor Functional Area map 2015)

To avoid any perception of interference, Board member inquiries are referred to the Chancellor and his designees for response. The Board office documents information requests in a memo to the Deputy Chancellor's Office, which in turn, enters it into a tracking system. Responses are then provided to all Trustees via the Board letter packet sent one week prior to each Board meeting. (IV.C.12-5 BOT Info Request Tracking Document); (IV.C.12-6 Board letter packet 5/27/15)

In accordance with Chancellor's Directive 122, the Board holds the Chancellor accountable for District operations through his/her job description, performance goals, and annual evaluation (see Standard IV.C.3). The Board works with the Chancellor in setting annual performance goals guided by his/her job description and the District Strategic Plan. Chancellor evaluations have been conducted in accordance with District policies (see Standard IV.C.3). (IV.C.12-7 Chancellor Job Description, May 2013); (IV.C.12-8 Chancellor's Directive 122); (IV.C.12-9 BOT closed agendas Chancellor evaluations 11/2014-6/2015)

Analysis and Evaluation

In 2012, the ACCJC recommended that Trustees improve their understanding of their policy role and the importance of following official channels of communication through the Chancellor. The Board then commenced a series of trainings (see Standard IV.C.9). In Spring 2013, after a follow-up visit to three LACCD colleges, the visiting team found the District to have fully addressed the recommendation, stating "*...the Board of Trustees has provided clear evidence to show its commitment to ensuring that Board members understand their role as policy makers [and]...the importance of using official channels of communication through the Chancellor or assigned designee.*" (IV.C.12-10 Spring 2013 Evaluation Team Report and June 2013 ACCJC letter)

The Chancellor and his executive team continue to support the training and focus of the Board on its policy-making role. The Board adheres to existing policies when evaluating the performance of the Chancellor and appropriately holds him, as their sole employee, accountable for all District operations. These practices have effectively empowered the Chancellor to manage the operations of the District and provide a structure by which the Board holds the Chancellor accountable.

Standard IV.C.13

The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.

The LACCD Board of Trustees has a strong, and ongoing, focus on accreditation. All Board members are made aware of Eligibility Requirements and accreditation Standards, processes, and requirements. The Board takes an active role in reviewing colleges' accreditation reports and policy-making to support colleges' efforts to improve and excel.

Evidence of Meeting the Standard

To ensure that Board members are knowledgeable about the Eligibility Requirements, Commission policies, and all aspects of accreditation, Trustees receive annual training on accreditation, which includes a review of the ACCJC publication Guide to Accreditation for Governing Boards, their role and responsibilities therein, and presentation on the accreditation status for each of the nine colleges. All Board members complete the ACCJC's online Accreditation Basics training within three months of entering office (see Standard IV.C.9). (IV.C.13-1 BOT Accreditation Training Minutes, 11/3/12); (IV.C.13-2 BOT Accreditation Training Minutes, 10/22/13); (IV.C.13-3 BOT Accreditation Training Minutes, 12/10/14)

The Board has had a consistent focus on accreditation. The Board supports through policy the colleges' efforts to improve and excel. The Board created an Ad Hoc Committee on Accreditation in December 2013 in acknowledgement of the Board's goal to have all colleges gain full reaffirmation of accreditation. (IV.C.13-4 need evidence Board Rule 6300); (IV.C.13-5 BOT minutes, 12/11/13, p. 4)

In order to engage and support faculty, staff and students at colleges undergoing accreditation, the Ad Hoc Committee on Accreditation visited Mission, Valley and Southwest colleges to meet with their accreditation teams and campus leadership to review and discuss their accreditation status and reporting activities in early 2014. In Fall 2014, the duties of the Ad Hoc Committee were formally incorporated into the charge of the Board's Institutional Effectiveness and Student Success (IESS) Committee. (IV.C.13-6 Accreditation Ad Hoc Committee agendas 2014)

During the 2014-2015 academic year, the IESS Committee held special committee meetings at the four colleges that were preparing Follow-Up or Midterm Reports. The IESS committee met with each college's accreditation team, received a formal presentation on their accreditation report, and discussed accreditation-related issues. This committee has decided to utilize this same process for their review and approval of all colleges' Self-Evaluation reports in the Fall 2015 semester. (IV.C.13-7 IESS Minutes, 12/9/14; IESS Minutes, 12/11/14; IESS minutes, 2/2/15)

The Board's focus on accreditation is evident as it is a standing agenda item for the IESS Committee. Formal presentations and updates on colleges' accreditation status and accreditation activities at the District level have been made regularly. In addition to monthly District-level updates, the Committee reviews and approves all college accreditation reports. (IV.C.13-8 IESS committee agendas for 2013-2015); (IV.C.13-9 IESS Accreditation Update PPT, 11/19/14); (IV.C.13-10 IESS Accreditation Recap PPT, 2/25/15); (IV.C.13-11 IESS Accreditation Update PPT, 3/25/15); (IV.C.13-12 IESS Accreditation Update PPT, 4/29/15); (IV.C.13-13 IESS Accreditation Update PPT, 6/24/15); (IV.C.13-14 IESS committee minutes for 2014-2015)

In 2013 and 2014, the Board committed funding to support the colleges and the Educational Services Center (ESC) in their accreditation activities. These funds are dedicated to fund faculty accreditation coordinators, provide college-wide training, and offer technical support to help each college strengthen its accreditation infrastructure. (IV.C.13-15 IESS Minutes 8/21/13); (IV.C.13-16 BOT minutes, 6/11/14)

Each year the Board devotes one meeting to an accreditation update under the direction of the Committee of the Whole (COW). In April 2015, the Committee received an update on Districtwide accreditation activities and benchmarks achieved over the past year. Additionally, the EPIE division gave an accreditation update to the Board in January 2015. (IV.C.13-17 COW PPT, 4/29/15); (IV.C.13-18 BOT Minutes, 8/22/12); (IV.C.13-19 BOT Accreditation Update, 1/28/15)

In addition to its IESS committee, the Board reviews and approves all accreditation reports. (IV.C.13-20 BOT Agendas, 3/12/14, 2/11/15 and 3/11/15)

The Board participates in the evaluation of its roles and functions in the accreditation process during its annual self-evaluation (see Standard IV.C.10). This includes their review and approval of their updated

Functional Area map and evaluation of their adherence to the stated roles and responsibilities. (IV.C.13-21 BOT Functional Area map, 9/17/15)

Analysis and Evaluation

Through active oversight by the Institutional Effectiveness and Student Success Committee, Board members have become more engaged in and aware of the accreditation process. Board members receive regular trainings and presentations on accreditation. The Board of Trustees reviews and approves all accreditation reports prior to their submission to the ACCJC. Decisions and discussion of policy frequently reference their impact in helping the colleges meet accreditation standards.

Standard IV.D Multi-College Districts or Systems

Standard IV.D.1

In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between colleges and the district/system.

The Chancellor engages employees from all nine colleges and the Educational Services Center (ESC) to work together towards educational excellence and integrity. Through his leadership and communication, the Chancellor has helped establish clear roles, authority and responsibility between the colleges and the District that support the effective operation of the colleges.

Evidence of Meeting the Standard

CEO Leadership

The Chancellor demonstrates leadership in setting and communicating expectations for educational excellence and integrity through his participation in various faculty, staff, and student events at the nine colleges and the Educational Services Center. He shares his expectations for educational excellence and integrity through his columns in two District quarterly newsletters: Synergy and Accreditation 2016. Both newsletters are disseminated to District employees through email, posted on the District's website and distributed at campus and District meetings. The Chancellor's newsletter columns focus on his vision and expectations for educational excellence and integrity, support for effective college

operations, and his expectation for all employees to engage in and support District and college accreditation activities. (IV.D.1-1 Synergy newsletters 2014-2015); (IV.D.1-2 District Accreditation newsletters, 2014-2015)

The Chancellor exhibits leadership at his regular monthly meetings with both the Chancellor's Cabinet (senior District administrators and college presidents), as well as the Presidents Council, where he communicates his expectations, reviews and discusses roles, authority, and responsibility between colleges and the District, and assures support for the effective operation of the colleges. In general, Cabinet meetings address operational effectiveness and alignment between the District office and the colleges, while the Presidents Council focuses on overall District policy and direction and specific college needs and support. (IV.D.1-3 Chancellor Cabinet agendas); (IV.D.1-4 Presidents Council agendas)

The Chancellor conducts regular retreats with the Cabinet to facilitate collaboration, foster leadership, and instill team building and mutual support. These retreats also provide the Chancellor with a forum to clearly communicate his expectations of educational excellence and integrity with his executive staff and college presidents. (IV.D.1-5 Chancellor retreat agendas, 2014)

The Chancellor communicates his expectations of educational excellence and integrity during the selection and evaluation process for college presidents. The Chancellor holds presidents to clearly articulated standards for student success, educational excellence, and financial sustainability. He emphasizes educational excellence and integrity in their annual evaluations, goal-setting for the upcoming year, and review of their self-evaluations (see Standard IV.D.4). The Chancellor assures support for effective operation of the colleges when meeting individually with each college president on a regular basis to discuss progress on their annual goals and any concerns, needs, and opportunities for their individual campus. (IV.D.1-6 WLAC College President Job Description, 2015)

The Chancellor communicates his expectations for educational excellence and integrity with faculty through regular consultation with the 10-member Executive Committee of the District Academic Senate (DAS). Meetings address academic and professional matters, including policy development, student preparation and success, District and college governance structures, and faculty professional development activities. The Chancellor also addresses educational excellence, integrity and

support for college operations with faculty, staff and administrators through consistent attendance at Academic Senate's annual summits. (IV.D.1-7 Agendas from DAS Consultation Meetings with Chancellor, 2014-2015); (IV.D.1-8 Agendas from DAS Summits, 2013-2015); (IV.D.1-9 DAS Academically Speaking newsletter, Fall 2015)

The Chancellor assures support for the effective operation of the colleges through his annual Budget Recommendations to the District Budget Committee and the Board of Trustees. His most recent actions ensured the distribution of \$57.67M from the State Mandate Reimbursement Fund and alignment of expenditures with the District's Strategic Plan goals. (IV.D.1-10 DBC Minutes, 7/15/15 & 8/13/14); (IV.D.1-11 Chancellor Budget Recs, 8/26/15)

In instances of presidential vacancies, the Chancellor meets with college faculty and staff leadership to discuss interim president options. Most recently, he met with West Los Angeles College leadership and accepted their recommendation for interim president, prioritizing college stability and support for effective operations in his decision-making process. (IV.D.1-12 WLAC Press Release announcing interim President, 6/25/15)

Clear Roles, Authority and Responsibility

The Los Angeles Community College District participated in the ACCJC's multi-college pilot program in 1999, and has continuously worked since that time to ensure compliance with this standard. In 2009, ACCJC visiting teams agreed that the District made great strides in developing a functional map that delineates college and district roles, and encouraged it to further "*...develop and implement methods for the evaluation of role delineation and governance and decision-making structures and processes for the college and the district [as well as] widely communicate the results of the evaluation and use those results as the basis for improvement.*" In response, the District renewed its dedication to, and focuses on, these activities. (IV.D.1-13 ELAC Accreditation Evaluation Report, March 23-26, 2009, p. 6-7)

In October 2008, the Board of Trustees approved the first District/college Functional Area maps, which clarified the structure of District administrative offices and their relationship to the colleges, aligned District administrative functions with accreditation standards, and specified outcome measures appropriate to each function identified. (IV.D.1-14 LACCD District/College Functional Area map, 2008)

In March 2010, the Board of Trustees approved an initial Governance and Functions Handbook, which expanded upon the previous District/College Functional Area maps to more clearly define District and college responsibilities and authority along accreditation standards. This was the culmination of a two-year project led by the District Planning Committee (DPC), which engaged faculty, staff, administrators and student leaders in this update. During this process, all administrative units in the Educational Service Center (ESC) updated their earlier functional descriptions and outcomes. Over 50 Districtwide committee and council descriptions were also updated to a uniform standard. Functional Area maps were expanded to clarify policy formulation processes, roles and responsibilities of stakeholder groups, and the handbook evaluation process was defined. (IV.D.1-15 LACCD Governance and Functions Handbook, 2010); (IV.D.1-16 Committee Description template); (IV.D.1-17 College governance handbook template)

In 2013, the 2010 Governance Handbook underwent an internal review by the Educational Programs and Institutional Effectiveness (EPIE) division to ensure it matched current processes, organizational charts, and personnel. As of August 2015, the Handbook is being updated under the guidance of the District Planning and Accreditation Committee (DPAC) and the EPIE division. (IV.D.1-18 LACCD Governance and Functions Handbook, 2013)

In Fall 2014, all ESC administrative units began a new program review process. Each of the eight administrative divisions developed unit plans and updated their unit descriptions and functional maps. Individual unit plans, along with measurable Service Area Outcomes (SAOs), replaced the previous District Office Service Outcomes (DOSOs) performance objectives (see Standard IV.D.2). Existing Functional Area maps were also reviewed and updated by the ESC administrative units. The content for District and college responsibilities is currently being reviewed by the colleges, the Executive Administrative Councils and other stakeholders (see Standard IV.D.2). (IV.D.1-19 ESC 2014 Program Reviews); (IV.D.1-20 Draft Functional Area maps 2015)

With the endorsement of the Chancellor and support from the District's Educational Programs and Institutional Effectiveness (EPIE) division, the District Planning and Accreditation Committee (DPAC) began reviewing and updating the District Governance and Functions Handbook in June 2014. With DPAC's leadership, the handbook will be reviewed and approved by representatives from the nine colleges and the ESC and submitted to the Board of Trustees for review and approval during the

Fall 2015 semester. (IV.D.1-21 LACCD Governance and Functions Handbook, 2015)

In late 2009, the District began planning for a new Student Information System (SIS), currently scheduled to go live in Fall 2017. During the initial phase, faculty, staff, and students mapped over 275 business processes, in which the functions, roles, responsibilities and the division of labor between colleges and the ESC were clarified, and in some instances, redefined. Business processes continue to be updated and refined as the SIS project moves through its various implementation phases. (IV.D.1-22 SIS maps)

Analysis and Evaluation

The Chancellor communicates his expectations for educational excellence and integrity and support for effective college operations through regular meetings, electronic communications, college activities and faculty events across the District, and civic engagement throughout the region to bolster the goals and mission of the District.

The Chancellor and his executive team led the ESC's revised program review processes, which resulted in updated Functional Area maps, clarification of District and the colleges' roles and responsibilities, and identification of service gaps between college and District functions.

Update of the District's Governance and Functions Handbook as part of the District's regular review and planning cycle, will further strengthen its usefulness in providing clear roles, responsibilities, and authority for employees and stakeholders across the District.

Standard IV.D.2

The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.

During the District's early years, operations of the District Office (now known as the Educational Services Center) were highly centralized, and many college decisions related to finance and budget, capital projects,

hiring, payroll and contracts were made “downtown.” Operations were subsequently decentralized and functions delineated, and the District continues to evaluate these delineations on an ongoing basis.

Evidence of Meeting the Standard

In 1998, the Board of Trustees adopted a policy of partial administrative decentralization. Colleges were given autonomy and authority for local decision-making to streamline administrative processes, encourage innovation, and hold college decision-makers more accountable to the local communities they serve. Since that time, the District has continued to review and evaluate the delineation of responsibilities between the colleges and the Educational Services Center. (IV.D.2-1 1998 decentralization policy)

Delineation of Responsibilities and Functions

Functional Area maps detail the division of responsibilities and functions between the colleges and the Educational Services Center (ESC), as well as Districtwide decision-making and planning (see Standard IV.D.1). The District developed its first functional maps in 2008, and they have been widely communicated and regularly updated since that time. In Fall 2014, the Chancellor directed all ESC units to review and update their Functional Area maps to accurately reflect current processes, roles, and responsibilities as part of a comprehensive program review process (see Standard IV.D.1). Revised maps are currently under review by all colleges, the Executive Administrative Councils, and major stakeholders across the District. The Chancellor engages the college presidents and the cabinet in the discussion and review of the Functional Area maps. The Functional Area maps will be finalized in Fall 2015. (IV.D.2-2 District Functional Area maps, 2015); (IV.D.2-3 Functional Area map review request email)

Effective and Adequate District Services

The Chancellor directs the Educational Services Center staff to ensure the delivery of effective and adequate District services to support the colleges’ missions. Services are organized into the following units: (1) Office of the Deputy Chancellor; (2) Educational Programs and Institutional Effectiveness; (3) Economic and Workforce Development; (4) Chief Financial Officer/Treasurer; (5) Facilities Planning and Development; (6) Human Resources; (7) Office of the General Counsel; and (8) the Personnel Commission. (IV.D.2-4 2013 LACCD Governance and Functions Handbook, p. 51-57)

- The Office of the Deputy Chancellor includes ADA training and compliance; Business Services, including operations, contracts, procurement and purchasing; Information Technology, including the District data center, system-wide applications, hardware and security, and Diversity Programs, which includes compliance and reporting.
- Educational Programs and Institutional Effectiveness (EPIE) coordinates District-level strategic planning, accreditation, research, and attendance accounting reporting, as well as Districtwide educational and student services initiatives, maintains course and program databases, and supports the Student Trustee and the Students Affairs Committees.
- Economic and Workforce Development facilitates development of career technical education programs, works with regional businesses to identify training opportunities, collaborates with public and private agencies to secure funding, and keeps colleges informed of state and national issues affecting CTE programs.
- Chief Financial Officer/Treasurer serves as the financial advisor to the Board and the Chancellor. Budget Management and Analysis develops revenue projections, manages funding and allocations, and ensures college compliance and reporting. The Accounting Office is responsible for District accounting, fiscal reporting, accounts payable, payroll, and student financial aid administration. Internal Audit oversees internal controls and manages the LACCD Whistleblower hotline.
- Facilities Planning and Development is responsible for the long-term planning, management, and oversight of capital improvement and bond projects, as well as for working collaboratively with college administrators to identify creative, cost-effective solutions to facility challenges.
- Human Resources assists colleges with the recruitment and hiring of academic personnel, the hiring of classified staff, and managing employee performance and discipline. It also conducts collective bargaining, develops HR guides, administers the Wellness Program, and oversees staff development.
- The Office of the General Counsel provides legal services to the Board of Trustees and District employees, including: litigation,

contracting, Conflict of Interest filings, and Board Rule and administrative regulations review. It also responds to Public Records Act requests.

- The Personnel Commission is responsible for establishing and maintaining a job and salary classification plan for the classified service; administering examinations and establishing eligibility lists, and conducting appeal hearings on administrative actions, including demotions, suspensions, and dismissals.

Evaluation of District Services

Beginning in 2008, each ESC service area unit evaluated its own District Office Service Outcomes (DOSOs) as part of unit planning. In Fall 2014, the Chancellor directed the Educational Services Center to implement a comprehensive program review to expand DOSOs into a data driven evaluation process in support of the colleges. (IV.D.2-5 DOSO evaluations, 2008-2009); (IV.D.2-6 DOSO evaluations 2011-2012)

Each unit participated in a series of workshops on conducting a program review, led by an external consultant. Units identified and documented their core services, then created projected outcomes. Resulting Service Area Outcomes (SAOs) were based on Districtwide needs and priorities, with clear links to district-level goals. The program review process requires each unit to consider its main contributions to the colleges' missions, goals, effectiveness, and/or student achievement or learning. Simultaneously, the ESC moved towards adopting an online program review system, currently in use at two of the District's colleges. (IV.D.2-7 Fall 2014 Accreditation Newsletter "*ESC Begins Revitalized Program Review Cycle*"); (IV.D.2-8 Program Review workshop agendas, 2014); (IV.D.2-9 Program Review Template, 2014)

An Educational Services Center user survey was created to solicit college user feedback in support of the program review process. Common questions were developed for all units, with individual units having the ability to customize supplemental questions specific to their college users. Over 21 user groups, including services managers, deans, directors, vice presidents, and presidents participated in the survey over a period of five weeks. (IV.D.2-10 2014 ESC Services Surveys)

As of this writing, all ESC divisions have completed one cycle of program review. Analysis of the ESC Services Survey was disaggregated and used to identify areas of strength and weakness. Units received feedback on the effectiveness of their services and suggestions for improvement.

Results also included comparison data between different units within the ESC in order to provide a baseline for overall effectiveness. Units with identified areas for improvement set in place plans to remediate their services and strengthen support to the colleges in achieving their missions. The Board received a presentation on the status of the ESC Program Review process in Spring 2015. The Institutional Effectiveness (IE) unit has since developed a program review manual for the ongoing implementation of program review at the ESC. (IV.D.2-11 2014 ESC Services Survey Analyses); (IV.D.2-12 Program Review Update PPT, 2/20/15); (IV.D.2-13 Draft ESC Program Review Manual, 10/1/15)

Allocation of Resources

The District revised its Budget Allocation policies in June 2012 and its Financial Accountability policies in October 2013. Together, these policies set standards for support of college educational mission and goals, providing a framework for them to meet the requirements of Standard III.D. Policies hold colleges accountable for meeting fiscal stability standards, while also allowing a framework within which colleges can request additional financial support in instances of situational deficits. There is a clear process whereby colleges can request debt deferment or additional funds, and self-assessments and detailed recovery plans are required before receiving approval of such resources. The District and Board continue to evaluate these policies (see Standard III.D.3) and revise them as needed to support college fiscal stability. (IV.D.2-14 Budget Allocation Mechanism, 2012); (IV.D.2-15 Financial Accountability Measures, 2013); (IV.D.2-16 ECDBC recommendation on LAHC deferral request, 6/10/15); (IV.D.2-17 LAHC Debt Referral Request PPT to BFC, 9/16/15)

Analysis and Evaluation

The District is comprised of nine individual colleges of vastly different sizes, needs and student populations. The Educational Services Center strives to continuously delineate its functions and operational responsibilities to support colleges in achieving their missions. Adequacy and effectiveness of District services are evaluated through program review and user satisfaction surveys. Through the implementation of its comprehensive program review process, the EPIE division discovered that its user surveys did not adequately evaluate the District and colleges' adherence to their specified roles and functions. In response, questions related specifically to this issue will be included in the 2016-2017 cycle of the Districtwide governance and decision-making survey. Revisions to the program review system and assignment of specific staff will ensure

ongoing evaluations are systematized and data driven, and that the results are used for integrated planning and the improvement of ESC services.

The District continues to evaluate its resource allocation and financial accountability policies to ensure colleges receive adequate support and are able to meet accreditation standards related to financial resources and stability.

Standard IV.D.3

The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The district/system CEO ensures effective control of expenditures.

The District has well-established resource allocation policies that support the effective operations and sustainability of the colleges and District. These policies are regularly evaluated. Under the leadership of the Chancellor, college presidents, administrators and faculty leaders work together to ensure effective control of expenditures and the financial sustainability of the colleges and District.

Evidence of Meeting the Standard

Allocation and Reallocation of Resources

The District Budget Committee (DBC) provides leadership on District-level budget policies. Membership includes all nine college presidents, the District Academic Senate, and collective bargaining unit representatives. Its charge is to: (1) formulate recommendations to the Chancellor for budget planning policies consistent with the District Strategic Plan; (2) review the District budget and make recommendations to the Chancellor, and (3) review quarterly District financial conditions. (IV.D.3-1 DBC webpage screenshot, 8/2015)

In 2007, the District instituted a budget allocation policy which paralleled the SB 361 State budget formula. Funds are distributed to the colleges on a credit and noncredit FTES basis, with an assessment to pay for centralized accounts, District services, and set-aside for contingency reserves. In an attempt at parity, districtwide assessments were changed from a percentage of college revenue, to a cost per FTES basis, and the small colleges (Harbor, Mission, Southwest and West) received a differential to offset their proportionately-higher operational expenses. (IV.D.3-2 BOT Agenda, BF2, 2/7/07 SB 361 Budget Allocation Model)

In 2008, the Fiscal Policy and Review Committee (FPRC) was created to address ongoing college budget difficulties and to consider new approaches for improving their fiscal stability. The FPRC and the DBC reviewed their roles and, in Spring 2011, the FPRC was renamed the Executive Committee of the DBC (ECDBC). The charges for both committees were revised to ensure that budget planning policies were consistent with the District Strategic Plan. (IV.D.3-3 DBC minutes 5/18/11)

Also in 2011, the District undertook a full review of its budget allocation formula and policies, including base allocations, use of ending balances, assessments for District operations, growth targets, and college deficit repayment. A review of other multi-college district budget models and policies was also conducted. The resulting recommendations were to adopt a model with a minimum base funding. The model had two phases:

- Phase I increased colleges' basic allocation to include minimum administrative staffing and maintenance and operations (M&O) costs
- Phase II called for further study in the areas of identifying college needs (including M&O), providing funding for colleges to deliver equitable access for students, and ensuring colleges are provided with sufficient funding to maintain quality instruction and student services. (IV.D.3-4 ECDBC Budget Allocation Model Recommendation, Jan 2012)

The Board of Trustees adopted an updated Budget Allocation policy on June 13, 2012. An evaluation of the policy was completed in late 2014, and additional policy recommendations were forwarded. (IV.D.3-5 BOT Agenda, BF4, Budget Allocation model amendment, 6/13/12); (IV.D.3-6 District Budget Allocation Evaluation)

The Board adopted new District Financial Accountability policies on October 9, 2013 to ensure colleges operate efficiently. These policies called for early identification and resolution of operating deficits required each college to set aside a one percent reserve, and tied college presidents' performance and evaluation to college budgeting and spending. (IV.D.3-7 BOT agenda BF4, Financial Accountability Measures, 10/9/13)

The District's adherence to the State-recommended minimum 5% reserve has ensured its continued fiscal sustainability. In June 2012, the Board's Finance and Audit Committee (now known as the Budget and Finance

Committee) directed the CFO to set aside a 5% general reserve and an additional 5% contingency reserve to ensure ongoing District and college operational support. (IV.D.3-8 FAC meeting minutes 6/13/12)

Effective Control Mechanisms

The District has established effective policies and mechanisms to control expenditures. Each month, enrollment updates and college monthly projections are reported (see Standard IV.D.1). The Chancellor and college presidents work together in effectively managing cash flow, income and expenditures responsibly to maintain fiscal stability. (IV.D.3-9 2014-15 Quarterly Projections)

College and District financial status is routinely reported to and reviewed by the Board of Trustees, along with college quarterly financial status reports, attendance accounting reports, and internal audit reports (see Standard III.D.5).

The District provides comprehensive budget and financial oversight, including an annual finance and budget report (CCFS-311), a final budget, an annual financial audit, a bond financial audit report, a performance audit of bond construction programs, year-end balance and open order reports, full-time Faculty Obligation Number (FON) reports and targets, enrollment projections, and year-to-year comparisons with enrollment targets (see Standard III.D.5).

Each college president is responsible for the management of his or her college's budget and ensures appropriate processes for budget development and effective utilization of financial resources in support of his/her college's mission (see Standard IV.D.2). (IV.D.3-7 BOT agenda, BF4, Financial Accountability Measures, 10/9/13)

Analysis and Evaluation

The District has a long history of financial solvency. Colleges follow standards of good practice that include the development of an annual financial plan, quarterly status reports, set-aside for reserves, and the obligation to maintain a balanced budget. Through its effective control of expenditures, the District has consistently ended the fiscal year with a positive balance. The higher levels of reserves have allowed the District to minimize the impact of cuts to college operations resulting from the State's recent financial crisis.

Standard IV.D.4

The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEO's accountable for the operation of the colleges.

The Chancellor delegates full responsibility and authority to the college presidents and supports them in implementing District policies at their respective colleges. College presidents are held accountable for their college's performance by the Chancellor, the Board, and the communities they serve.

Evidence of Meeting the Standard

College presidents have full responsibility and authority to conduct their work without interference from the Chancellor (see Standard IV.C.3). College presidents have full authority in the selection and evaluation of their staff and management team. (IV.D.4-1 HR Guide R-110 Academic Administrator Selection, 7/31/15)

The framework for CEO accountability is established through annual goal-setting between the Chancellor and each college president. College presidents then complete a yearly self-evaluation based on their established goals. At least every three years (or sooner if requested), presidents undergo a comprehensive evaluation, which includes an evaluation committee, peer input, and, if needed, recommendations for improvement. Unsatisfactory evaluations may result in suspension, reassignment, or dismissal. Evaluations are reviewed with the Board of Trustees in closed session. (IV.D.4-2 College president Self Evaluation packet); (IV.D.4-3 BOT agendas w/President evaluations, 2011-2014)

In October 2013, the Board adopted fiscal accountability measures which explicitly hold college presidents responsible to the Chancellor for their budgets, ensuring that they maintain *"a balanced budget, as well as the efficient and effective utilization of financial resources."* These measures also require that the Chancellor *"...review the college's fiscal affairs and enrollment management practices as part of the college president's annual performance evaluation...[and] report to the Board of Trustees any significant deficiencies and take corrective measures to resolve the deficiencies up to and including the possible reassignment or non-renewal of the college president's contract."* (IV.D.4-4 BOT Agenda BF2, 10/9/13)

The role of the Chancellor, as well as that of the presidents and the levels of authority within, is clearly delineated in the LACCD Functional Area

maps, which explicitly state "...the Chancellor bears responsibility and is fully accountable for all operations, programs, and services provided in the name of the district...The Chancellor delegates appropriate authority to the college presidents and holds them accountable for the operations and programs offered at District colleges." Functional Area maps are regularly reviewed and updated, and published in the Governance and Functions Handbook and on the District website. (IV.D.4-5 Chancellor Functional Area map, 2015)

Analysis and Evaluation

The Chancellor delegates full authority and responsibility to the college presidents to implement District policies without interference. College presidents serve as the chief executives and educational leaders of their respective colleges. They ensure the quality and integrity of programs and services, accreditation status, and fiscal sustainability of their colleges.

Standard IV.D.5

District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.

College strategic plans are integrated with the District Strategic Plan (DSP), *Vision 2017*, through alignment of goals between the two. Colleges develop goals for their strategic and educational master plans during their internal planning process, and reconcile alignment with the District Strategic Plan on an annual basis. The structure of the DSP allows colleges to maintain autonomy and responsibility for implementing the goals and objectives of the District plan, based on their local conditions and institutional priorities. (IV.D.5-1 District Strategic Plan: Vision 2017, 2/6/13)

Evidence of Meeting the Standard

District Strategic Plan, Planning Integration

LACCD has established district-level integrated processes for strategic, financial, facilities and technology planning. These processes provide a coherent framework for district-college planning integration with the goal of promoting student learning and achievement. The District's Integrated Planning Manual is currently being updated by the District Planning and Accreditation Committee (DPAC) and the District's Educational Programs and Institutional Effectiveness (EPIE) division and will be reviewed and

approved by the colleges and Board of Trustees in Fall 2015. (IV.D.5-2 LACCD Integrated Planning Manual, 2015)

DSP measures were developed for each college, and the District as a whole, to create a uniform methodology and data sources. Colleges compare their progress against the District as a whole using the most recent three year timeframe as the point of reference. Colleges assess progress and establish targets to advance both local and District objectives. Colleges' annual assessments are reported to the Board of Trustees using a standard format, allowing for an apples-to-apples Districtwide discussion. (IV.D.5-3 college effectiveness report template); (IV.D.5-4 IESS cmte agenda on IE rpts)

College institutional effectiveness reports inform the Board of Trustees on the advancement of District goals which, in turn, informs the Board's annual goal setting process and shapes future college and District planning priorities. The District Strategic Plan is reviewed at the mid-point of the planning cycle, and a final review is conducted in the last year of the cycle. (IV.D.5-5 BOT agenda, Annual Board Leadership & Planning Session, 8/19/15); (IV.D.5-6 DPAC agenda 6/26/15); (IV.D.5-7 DPAC agenda, 8/28/15)

The District Technology Plan created a framework of goals and a set of actions to guide Districtwide technology planning. The District Technology Implementation Plan established measures and prioritized deployment of technology solutions in consideration of available resources. The District Technology Plan promotes the integration of technology planning across the colleges by establishing a common framework for college technology planning. (IV.D.5-8 District Technology Strategic Plan, 3/9/11); (IV.D.5-9 District Technology Implementation Plan, 3/21/13)

District-college integration also occurs during operational planning for districtwide initiatives. Examples include joint marketing and recruitment activities, implementation of the Student Success and Support Program, Student Equity Plans, and the new student information system. These initiatives involve extensive college-district collaboration, coordination with centralized District service units, and interaction with an array of District-level committees. (IV.D.5-10 SSSP New DEC Svc Categories PPT, 2014); (IV.D.5-11 SSSP Counselor DEC Trng PPT, 2014); (IV.D.5-12 SSI Steering Committee Minutes, 8/22/14); (IV.D.5-13 SIS Fit-Gap agendas, 2013)

Planning is integrated with resource allocation at the District level through annual enrollment growth planning and the budget review process. The

individual colleges, and the District as a whole, develop enrollment growth and budget projections and confer on a quarterly basis to reconcile and update enrollment, revenue, and cost projections. Updated projections are regularly reported to the District Budget Committee and the Board's Budget and Finance Committee. This high-level linkage of enrollment planning and resource allocation provides a framework for the District budget process. (IV.D.5-14 Quarterly College FTES meetings, 2014-2015); (IV.D.5-15 Quarterly enrollment reports to DBC); (IV.D.5-16 Quarterly enrollment reports to BFC); (IV.D.5-17 Budget Allocation Model, 2012 amendment)

Planning Evaluation

Various mechanisms are used to evaluate the effectiveness of college-district integrated planning:

- The Biennial District Governance and Decision-Making Survey assesses budget development and resource allocation, enrollment management, and FTES and facilities planning (see Standard IV.D.7).
- District-level planning and policy committees assess their effectiveness through an annual committee self-evaluation process (see Standard IV.D.1).
- The ESC Program Review process assesses performance and outcomes through an annual User Survey and information specific to each service unit (see Standard IV.D.2).
- Evaluation of District-level plans includes both an analysis of plan outcomes and a review of plan currency, relevancy, and alignment with external accountability initiatives; e.g. the Student Success Scorecard and the Statewide Institutional Effectiveness Partnership Initiative. (IV.D.5-18 DPAC agendas, June-Aug 2015); (IV.D.5-19 BOT Agenda, Student Success Scorecard presentation, 9/2/15); (IV.D.5-20 IEPI 2015-16 Goals Framework, 5/27/15)

Evaluation and Analysis

The District has established mechanisms for integrated District-level strategic and operational plans. This integration involves collaboration and cooperation between colleges, the ESC service units, and District-level shared governance and administrative committees. Assessment mechanisms include direct assessment of governance and decision-making, governance committee self-evaluation, ESC program review, and review of District-level plans.

Even with the institutionalization of these processes, the size and complexity of the LACCD presents challenges to integrated planning and evaluation. Self-examination has revealed gaps in adherence to evaluation timelines and the need for more systematic and consistent evaluation processes and alignment across plans. The District, primarily through its Educational Programs and Institutional Effectiveness (EPIE) division, continues to work on strengthening and expanding these mechanisms to improve the effectiveness of District-college integrated planning in promoting student learning and achievements.

To this end, the District Planning and Accreditation Committee has revised and strengthened its charter and has undertaken a review of all governance evaluations, as well as mid-term review of the District Strategic Plan. The Institutional Effectiveness (IE) unit has created an integrated planning manual for Districtwide plans with timelines and timeframes that set a synchronized reporting cycle. The updated evaluation and reporting framework will be institutionalized in the District Governance and Functions Handbook, codifying commitment to more coordinated planning on a districtwide basis.

Standard IV.D.6

Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.

The District has numerous councils and committees which meet regularly to share best practices and to ensure an effective flow of information between the colleges and the Educational Services Center (ESC). Additionally, a number of standing monthly reports and updates are sent electronically to established District employee list serves.

Evidence of Meeting the Standard

In total, the District has 46 districtwide councils, committees, and consultative bodies in which District and college administrative staff, faculty, classified staff, and students regularly participate. All councils and committees maintain agendas and meeting summaries/minutes on either the District website (public) or on the District intranet. (IV.D.6-1 Screenshot of District Intranet of Councils and Committees)

Seven Districtwide Executive Administrative Councils meet monthly: (1) Chancellor's Cabinet, (2) Council of Academic Affairs, (3) Council of Student Services, (4) District Administrative Council, (5) Executive Committee of the District Budget Committee (ECDBC), (6) Human

Resources Council; and (7) the Sheriff's Oversight Committee. (IV.D.6-2 Districtwide Executive Administrative Councils 2015 update)

The Councils of Academic Affairs, Student Services, and the District Administrative Council are responsible for the review and study of districtwide instructional, student services, and administrative operational and programmatic issues. Executive Administrative Council members are predominantly senior ESC administrators, college presidents and college vice presidents. All councils report to either the Chancellor directly or to the Chancellor's Cabinet. Meeting agendas and minutes are distributed to Council members in advance of meetings. Meeting schedules are set each July for the upcoming year, and generally rotate between colleges and the ESC. (IV.D.6-3 Chancellor's Directive 70)

Four District-level Governance Committees meet monthly: (1) District Planning and Accreditation Committee (DPAC); (2) District Budget Committee (DBC); (3) Joint Labor Management Benefits Committee (JLMBC); and (4) the Technology Planning and Policy Committee (TPPC). Committee members encompass a broad range of college faculty, college researchers, and college deans, with representatives from the unions, college presidents, college vice presidents, and ESC senior administrators. These committees typically consult with one or more Executive Administrative Council and report to either the Chancellor or to the Chancellor's Cabinet. (IV.D.6-4 District-level Governance committee 2015 update)

In 2013, the governance committees agreed to a common format for their webpages. Each committee's webpage contains a brief description of its function, committee charge, who it reports to, who it consults with, chairs, membership, meeting information, and resources. Results of the District-wide Governance Committee Self Evaluation as well as meeting agendas, minutes, and resource documents are posted on the webpage, which is accessible to the public. (IV.D.6-5 District-level Governance Committee webpage screenshot)

Sixteen Operational Committees meet monthly, or on a per-semester basis. These Committees are structured by subject/function area and coordinate with one of the Executive Administrative management councils. Committee members are largely faculty, program directors, researchers, and college deans, with representatives from the three Executive Administrative management councils and ESC senior administrative staff. Meeting agendas and minutes are emailed to committee members in advance of each meeting. (IV.D.6-6 District

Coordinating Committees 2015 update); (IV.D-7 Sample email of report to list serve)

Five Academic Initiative Committees coordinate Districtwide academic programs. These committees are primarily led by faculty, but also include administrators and classified staff. These committees focus on broader goals in various areas, including labor issues, articulation, transfer, and student success. (IV.D-8 District Academic Initiative Committees, 2015 update)

Information Technology maintains 78 active list serves. These list serves include the Districtwide consultative bodies, administrative councils, and operational committees as well as subject-specific groups such as articulation officers, curriculum chairs, counselors, and IT managers. Each list serve has a coordinator/owner charged with maintaining an accurate list of members. (IV.D.6-9 District List serve list)

In accordance with the Brown Act, all agendas and informational documents for Board of Trustee meetings are posted in the lobby at the ESC and on the District website. They are also distributed electronically to college presidents, college vice presidents, college and the District Academic Senate presidents, and bargaining unit representatives. (IV.D.6-10 sample BOT agenda email)

Policy changes are communicated by the Office of General Counsel (OGC), which disseminates memos informing campuses and constituency groups of approved changes to Board Rules and Administrative Regulations. These updates are also posted on the District's website. (IV.D.6-11 OGC Board Rule & Admin Reg Revision Notices, July-August 2015)

The Chancellor, Board of Trustees, and select ESC divisions and programs issue regular bulletins and newsletters, disseminating information on programs, accreditation, budget updates, success stories, and employee benefits. Additionally, the District Student Information System (SIS) project team has conducted forums at each college, informing all employees about the development and roll-out of the District's new student records system. (IV.D.6-12 LACCD newsletters); (IV.D.6-13 Chancellor bulletins); (IV.D.6-14 Accreditation newsletters); (IV.D.6-15 Diversity newsletters); (IV.D.6-16 SIS newsletters); (IV.D.6-17 Wellness newsletters); (IV.D.6-18 Bond Program newsletters); (IV.D.6-19 SIS forum PowerPoint)

The Chancellor keeps the Board of Trustees, college presidents, and senior administrators abreast of Trustee matters, college/District updates and activities, legislative/public affairs updates, and community events through his weekly reports. Items often include updates on Chancellor and Board actions regarding college operations and stability. (IV.D.6-20 Chancellor weekly email updates)

The District Academic Senate (DAS) represents the faculty of the District in all academic and professional matters. In this capacity, the President and Executive Committee regularly inform faculty of District policy discussions and decisions related to educational quality, student achievement, and the effective operation of colleges. (IV.D.6-21 DAS Communication, 2014-15)

In 2011, District Information Technology (IT) undertook a complete redesign of the District website. The updated website, which allows each division/unit in the ESC to manage its own content, launched in Fall 2012. In 2013, the District updated its public interface and in December 2014, the District upgraded its internal software systems to better support the online needs of the District. Creation of web links to Board, committee, council, and program information has improved the public's and District employees' access to information about the District. (IV.D.6-22 Web redesign meeting, 10/13/11)

Analysis and Evaluation

The District ensures regular communication with the colleges and front-line employees through its committees and councils, websites, list serves, newsletters and bulletins, and email. Meeting agendas and minutes are posted online or distributed electronically. The District's revamped website has facilitated easier access for employees to maintain, and for the public to access, District and college information.

The District's sheer size and volume of activity offers challenges to maintaining consistent engagement and communication with employees and stakeholders. While the District has improved its access to information and regular communications, it continues to look for ways to improve efforts in this area. The launch of the District's new intranet site, currently scheduled for December 2015, is anticipated to improve employee access to ESC divisions, units, and services.

In September 2015, District Educational Program and Institutional Effectiveness (EPIE) staff and District Planning and Accreditation Committee (DPAC) members co-presented a workshop at the annual DAS

Summit. The workshop addressed districtwide communication and discussed data from recent governance surveys related to communications. A facilitated discussion followed, with participants brainstorming communication strategies which will be reviewed by DPAC in upcoming meetings. (IV.D.5-23 Districtwide Communication PPT, 9/25/15)

Standard IV.D.7

The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

The District, under the guidance of the Chancellor, regularly evaluates the effectiveness of District/college role delineations, governance, and decision-making processes. Based on recommendations made by the ACCJC in 2009, the District Planning committee (DPC) implemented a cyclical process for system-level evaluation and improvement. The District institutionalized this cycle and continues to review and revise, processes in support of institutional effectiveness.

Evidence of Meeting the Standard

Governance and Decision-Making Assessment, Effectiveness and Communication

In Fall 2009, the District Planning Committee (now the District Planning and Accreditation Committee) designed and administered a District governance survey. This assessment was undertaken in response to recommendations received during the Spring 2009 accreditation visits at East Los Angeles, Los Angeles City, and Los Angeles Trade-Technical Colleges, and resulted in action items for continuous improvement of District/college role delineation. (IV.D.7-1 2009 District Governance Survey Tool); (IV.D.7-2 2010 District Governance Assessment Report, 2/26/10)

The District-Level Governance and Decision Making Assessment Survey continues to be administered on a two-year cycle. Survey participants evaluate the quality of District-level governance in the following areas:

- Appropriateness and effectiveness of the roles played by stakeholder groups, including administration, District Academic

- Senate, collective bargaining groups, and Associated Students organizations;
- Effectiveness of district-level decision-making processes in relation to five primary governance areas: budget and resource allocation, enrollment management, strategic planning and goals setting, bond program oversight, and employee benefits;
 - Quality of district-level decision making (e.g., the extent to which decisions are based on data and are effectively communicated, implemented, and assessed), and
 - Overall assessment of administrative and Board support of participatory governance as well as the effectiveness of districtwide decision making in relation to the District's stated mission. (IV.D.7-3 2012 District Governance Survey Tool and Results); (IV.D.7-4 2015 District Governance Survey Tool)

The District's Institutional Effectiveness (IE) unit has conducted surveys, analyzed recurring themes, disseminated and discussed results, and used the results to plan improvements. Challenges in implementing improvement plans occurred, and the IE unit has restarted its survey and evaluation cycle. The unit recently completed current-year survey results and a comparative analysis of 2010, 2012 and 2014 survey results. Results were reviewed by the District Planning and Accreditation Committee (DPAC) and plans to strengthen the survey tools and the development and implementation of improvement plans are now part of DPAC's 2015-2016 work plan. These assessment reports have been posted online and will be reported to the Board's Institutional Effectiveness Committee in Fall 2015 and used to inform recommendations for District improvement. (IV.D.7-5 District-level Governance and Decision-making Assessment Comparison Report for 2010, 2012, 2014, 8/28/15); (IV.D.7-6 District-level Governance and Decision-making Assessment Analysis, 8/19/15); (IV.D.7-7 2014-15 District-level Governance and Decision-making Assessment Report by College and Analysis by Role, 8/28/15); (IV.D.7-8 DPAC 2015-16 Work Plan, 8/28/15)

In 2009, DPAC, with assistance from the IE unit, established an annual Committee Self-Evaluation process for all District governance committees. This common self-assessment documents each committee's accomplishments, challenges, and areas for improvement over the past year. Results of the assessment are reviewed by each respective committee and serve as the basis for changes and improvements to Committee function. Through their 2015-2016 work plan, DPAC reaffirmed their responsibility to ensure self-evaluations are conducted by District governance committees, results are posted online, and that they

are used to inform committees' work plans. (IV.D.7-9 Districtwide Committee Self-Evaluation form); (IV.D.7-10 DBC self-evaluation 2012-2013, 6/30/13; 2013-2014, 6/30/14); (IV.D.7-11 DPAC self-evaluation 2012-2013, 10/5/13; 2013-2014, 2/27/15); (IV.D.7-12 JLMBC self-evaluation 2011-12, 11/20/12; 2012-13, 7/9/13; 2013-14, 10/16/14); (IV.D.7-13 TPCC self-evaluation 2011-2015, 8/2015)

Role delineations are evaluated during the regular review of Functional Area maps and revisions are made based on input from governance committee members, governance surveys, ESC administrative units, the Chancellor's Cabinet, and college stakeholders. Functional Area maps were expanded and revised in 2015, and are currently under review prior to finalization (see Standard IV.D.1 and IV.D.2).

The District Governance and Functions Handbook is regularly reviewed and updated by District stakeholders under the coordination of the District Planning and Accreditation Committee (DPAC). A section of the Handbook describes all districtwide councils, committees, and consultative bodies. These entities were first formalized in 1994 by Chancellor's Directive (CD) 70: Districtwide Internal Management Consultation Process. Updates to CD 70, and its related committee/council structure, committee/council charge, membership, meeting schedule, leadership and reporting structure are underway as of Fall 2015. (IV.D.7-14 Updated District Council and Committee list, 9/2/15)

Analysis and Evaluation

The District has processes to regularly evaluate district/system and college role delineations, governance, and decision-making processes. It has developed mechanisms for wide communication of the results of these evaluations. However, the District as a whole has faced challenges in the evaluation process.

Thorough self-evaluation led the Institutional Effectiveness (IE) unit to discover that some evaluation cycles were off-track and results had not been systematically disseminated. The unit is currently updating governance survey and committee self-assessment instruments and integrating these evaluations into the District Effectiveness Cycle (see LACCD Integrated Planning Manual). (IV.D.7-15 Governance Evaluation Timeline, 8/27/15); (IV.D.5-2 LACCD Integrated Planning Manual)

The IE unit reported these findings and activities to DPAC, which, through its own self-examination and goal-setting process, undertook

development of a comprehensive, and consistent, evaluation framework as part of its 2015-16 work plan. Adherence to the work plan will be ensured through the Committee's expanded oversight role, as reflected in its revised charter, and by assigning a specific ESC staff member to maintain District governance committee websites. (IV.D.7-8 DPAC 2015-16 Work Plan, 8/28/15); (IV.D.7-16 Updated DPAC Charter, 6/22/15)

H. Quality Focus Essay

Selection Process of the Action Projects for the Quality Focus Essay

The process for the selection and development of the three action projects (AP) included in the Quality Focus Essay (QFE) is the result of dialogue and participatory decision-making. These action projects reflect the degree to which the College meets the accreditation Standards as evaluated and analyzed in the Institutional Self Evaluation Report (ISER).

In spring 2015, as the Standards teams were writing drafts, the Accreditation Steering Committee (ASC) began regular discussions on the QFE, the QFE evaluation tool, and the process by which the APs would be recommended for inclusion in the QFE (QFE.1; QFE.2; and QFE.3; and QFE.4). In May 2015, the ASC received a total of six AP proposals for the QFE. During two different meetings, the ASC discussed the proposals and rated them according to a rubric based on the QFE Evaluation Tool; they were 1) professional development for classified employees (Standards III.A.8 and III.A.14); 2) integration of planning and the mission statement (Standards I.A. and III.D.2); 3) use of disaggregated data to reduce equity gaps (Standard I.B.6); 4) timely completion of governance processes (Standard IV.A.7); 5) development of additional internal fiscal audits for all SFPs, auxiliaries, and fundraising efforts (Standard III.D.5; III.D.8); and, 6) improvement of IT infrastructure (Standard III.C [QFE.5; QFE.6; and QFE.7]). On June 3, 2015, the ASC reviewed, discussed, ranked, and unanimously voted on proposals one and six to be recommended as action projects for the QFE (QFE.8). This recommendation was elevated to the Pierce College Council (PCC), which accepted these proposals and submitted the recommendation to the president (QFE.9). The president communicated her acceptance of the recommendation in July (QFE.10).

Towards the end of July, as the ISER was further integrated into a unified document, the evidence and analysis related to some of the learning outcomes processes revealed gaps, especially in the cycle of outcomes assessment and its lack of integration with the four-year planning cycle of

the College. Since outcomes assessment impacts several Standards, the ASC considered this to be an area that could be further developed into an action project focused on improving the effectiveness of outcomes-related assessments (QFE.11). Due to the time constraints of the accreditation calendar and the fact that the PCC did not meet in August, the ASC, whose members represent all campus constituencies, made the recommendation directly to the president to add a third action project on outcomes assessment to the QFE.

The QFE was the focus of college wide dialog at the Leadership Retreat and Opening Day activities. The Leadership Retreat, held on August 21, 2015, focused on the cultural shifts (QFE.12). Specifically, presentations on outcomes and the quality focus essay involved the entire campus leadership in an interactive discussion focused on moving from compliance towards quality. Participants actively discussed and brainstormed their vision of educational quality focused on student success (QFE.13). During Opening Day, held on August 27, 2015, the president introduced the QFE outline to faculty and staff and the faculty accreditation coordinator conducted breakout sessions on the AP related to outcomes (QFE.14 and QFE.15).

Action Project One: Outcomes Assessment

Part I – Background

As the Standards co-chairs, Accreditation Steering Committee, and various campus constituencies amassed the evidence and evaluated the degree to which the College meets the Standards, some outcomes-related themes began to emerge that suggested enhancements and improvements to the College's outcomes assessment process. This improvement will be realized with the alignment of outcomes processes and procedures with the four-year integrated planning cycle adopted by the College in fall 2013.

The analysis and evaluation of the outcomes-related Standards confirms compliance but also points to the need to align all outcomes-related activity with the adopted college wide planning cycle. By integrating this alignment, the identification, assessment, analysis, and evaluation of learning and service outcomes, and the use of outcomes-related data will be systematized in a regular cycle. This will provide an institutional framework that ensures the sustainability of these processes despite internal changes. In addition, alignment of the outcomes processes promotes a culture of comprehensive assessment.

Part II – Findings from the Standards Analysis

In the 2014 Follow-Up Report, the College responded to Recommendation 2 on authentic assessment of student learning outcomes by adopting a definition of authentic assessment and integrating it in the outcomes processes and procedures (QFE.16). Through participatory governance structures under the leadership of the College Outcomes Committee (COC) in collaboration with the Office of Institutional Effectiveness, the College engages in continuous dialogue relating to all aspects of outcomes assessment. Learning outcomes are identified and assessed at the course, program, and institutional level for instructional programs and for student learning and support programs. The College has clarified the scope of general education learning outcomes (GELOs) and has reinstated and expanded the institutional learning outcomes (ILOs). The recent adoption of a dynamic outcomes database client, eLumen, allows the College to centralize outcomes information not only from academic programs but for student services programs and administrative services units. The new database also allows for easy mapping of course, to program, to institutional outcomes; and, facilitates cross-referenced outcomes assessment. An important step to leverage the new assessment tool is the adoption of the comprehensive assessment, which yields realistic and authentic data for all the student populations (Standards I.B.1, I.B.2, I.B.6, II.A.3, II.B.3, II.C.2).

The effectiveness of the processes and practices in the context of the Standards above revealed that they were created and implemented in response to various internal and external expectations over three accreditation cycles. As such, the outcomes processes and practices were effective in addressing discrete, isolated requirements over specific periods of time as the College moved towards reaching the outcomes proficiency level, which the institution documented in spring 2013 (QFE.17). Close examination of these practices, with a focus on continuous quality improvement, yielded that some areas require further refinement, expansion, and integration into the comprehensive evaluation and planning cycles of the College. For instance, the dialogue on authentic assessment needs to be expanded from the course level to the program and institutional levels and the process and procedures for making changes to program learning outcomes will be re-examined and improved upon for all units of the College.

In terms of outcomes assessment and analysis, evidence available in the two outcomes databases shows that course student learning outcomes (SLOs) are regularly assessed and analyzed and that there are processes and procedures for regular assessment of program learning outcomes

(PLOs) for degree and certificate programs, including the general education programs. Changes in key personnel and the planning cycle of the College interrupted the assessment of the general education learning outcomes. Additionally, starting in fall 2015, Student Services will transition from evaluating service area outcomes (SAOs) to assessing and evaluating SLOs. This shift represents a cultural change for the unit and involves a substantive effort for all student services areas to identify SLOs, as well as the methods for assessment.

Part III – Timeline

When	Phase	Task	Metric	Responsibility
2015-2016	Identify	a. Map SLOs, PLOs, ILOs, GELOs in eLumen	100% of courses connected to a program are mapped and to PLO; 100% of PLOs are mapped to ILOs	Department Chairs; Academic Affairs
		b. Develop an outcomes assessment planning calendar	Outcomes assessment planning calendar developed	COC
		c. Develop process for GELO assessment and reporting	GELO assessment process/cycle developed	COC
		d. Develop processes and procedures for PLO modification	PLOs modification process is developed and communicated	COC
		e. Develop SLOs for Student Services departments and programs	SS departments and programs identify SLOs	SS Managers

		f. Develop outcomes for Administrative Services	Administrative Services departments and programs identify service outcomes	AS Managers
2016-2017	Identify	COC structure	COC operation and governance is examined	AA SS AS
	Implement	Outcomes assessment cycle begins	All units assess outcomes	
2017-2018	Report	Assessment and report	All units assess and report in eLumen	AA SS AS
Fall 2018	Evaluate	Report validation	Reports are validated and improvement plans are developed	

Action Project Two: Professional Development

Part I – Background

Professional development for faculty, staff, and administrators is supported and facilitated in a variety of ways both locally and district wide through participatory governance, collective bargaining agreements, and events, such as opening day activities and convocations. These efforts are actively in place but they are not coordinated by a single office or responsible party. On June 3, 2015, the Accreditation Steering Committee (ASC) voted to include an action project (AP) on professional development for all employees of the College as part of the QFE. The timing of this AP derives both from the analysis of the evidence in support of Standard III.A.14 and the recent establishment of a *Professional Development Plan 2014-2018* (PDP), the latest addition to the integrated planning cycle of the College (QFE.18). In that sense, this professional development project is deeply integrated with the PDP goals.

In spring 2014, the College Planning Committee (CPC) established a task force to develop a professional development plan aligned with the *Strategic Master Plan 2013-2017* and integrated in the planning cycle of the College. This task force included representation from all constituencies (QFE.19). The plan was vetted to the CPC on May 21,

2015, and to PCC on May 28, 2015 (QFE.19). Prior to approving the PCC recommendation, the president met with the task force to ensure there was broad support for the plan. After this consultation, she communicated her decision to approve the PDP and the task force was disbanded (QFE.20 and QFE.21). The approval of the PDP put in motion the implementation of two of the plan's goals: the establishment of an Office of Professional Development headed by a director, and the formation of a college wide committee to provide input on professional development for all employees (QFE.18). Both of these goals are in progress as of the writing of this report. To establish an Office of Professional Development, the College requested a new job classification for a professional development coordinator. The Personnel Commission drafted a job description, which was approved at their September 22, 2015 meeting (QFE.22 and QFE.23). However, due to concerns regarding broad consultation, the position was pulled off the governing board agenda on October 7, 2015 and is being reconsidered (QFE.24). A new task force was formed to discuss a college wide professional development committee and to draft its charter. This task force met twice in September and agreed on the name, purpose, and membership for the new committee. Discussion on the committee's relationship with the Academic Senate's Professional Development Committee has not been finalized (QFE.25).

Part II – Findings from the Standards Analysis

The evaluation of the evidence related to III.A.14 concluded that the greatest share of professional development goes to the faculty as part of their flexible calendar obligation. Additionally, the Standard includes evidence that the College is moving forward with dedicating resources to extend comparable professional development opportunities for classified staff and administrators. The establishment of the PDP signifies the first step in the integration of professional development into the strategic planning cycle of the College. This action project (AP) delineates the effective integration of professional development efforts into the College's integrated planning cycle in a coordinated approach to enhanced student success and completion. As noted in Standard III.C.4, the information technology services group is planning training opportunities for all staff based on the PDP.

Part III – Timeline

When	Phase	Task	Metric	Responsibility
2015-2016	Identify	PDP Goal 1	Professional development	Office of the President

		Hire a full-time Classified professional development coordinator	coordinator hired.	
		Establish an Office of Professional Development	Office established and functioning.	
		PDP Goal 2 Establish a Professional Development Committee in compliance with AB 2558	CPDC established and active.	Professional Development Taskforce and PCC
2016-2017	Implement	PDP Goal 3 Create all employee outcomes	Outcomes established.	CPDC and OIE
		PDP Goal 4 Develop job-specific outcomes		
		PDP Goal 5 Establish special-role outcomes		
		PDP Goal 6 Create self-assessment tools to assess proficiency for outcomes	Self-assessment tools created.	CPDC and OIE
		PDP Goal 7 Software to track the professional development process	Software procured and in use.	Professional Development Coordinator
		PDP Goal 8 Create a resource library for professional development	Library created and maintained.	
		PDP Goal 9	Notices and sign-in	

		Conduct all-campus professional development days	sheets from all-campus professional development days.
		PDP Goal 10 Ensure faculty, staff, and administrators complete professional development	100 percent of employees complete professional development
2017-2018	Evaluate	Complete APP for the Office of Professional Development	APP completed.

Action Project Three: College Information Technology Improvements

Part I – Background

On June 3, 2015, the Accreditation Steering Committee (ASC) voted to include an action project to improve the Information Technology (IT) infrastructure in the quality focus essay. This action project seeks to provide a timeline to improve campus infrastructure in support of its educational mission. As indicated in the analysis and evaluation of Standard III.C.1, the capital construction projects did not incorporate a holistic view of an interconnected college wide technology network. In addition, investment of infrastructure was not sufficiently prioritized to maintain its technology edge (Standard III.C.2).

Over the past few years, students and employees at the College have increasingly experienced service outages and or limited computing services. While the technology services are adequate and appropriate to support the mission of the College and confirm compliance with the Standards as it relates to the operations, academic programs, learning and support services (Standard III.C.1), the increased service outages point to the existence of systemic problems related to stability. These system-wide, IT-related service interruptions are due to a combination of factors, including increased demand for computing services, wireless access, ongoing campus renovation efforts; and, construction phasing and delays, which could impact future operational efficiency.

As a result, the Pierce College Academic Senate and Pierce College Council unanimously supported the expenditure of funds towards obtaining an independent assessment with recommendations. Since the college IT infrastructure is not only ancillary to our educational process and completely integrated into our academic environment, and the College is in the midst of construction, the need to direct our available resources toward correcting these service outages and limited computing services is crucial.

Part II - Findings from the Standards Analysis

Over the past 14 years, general obligation bond funds were used to finance construction and upgrade technology on the campus. These funds were allocated to construct buildings and their related technology based on the particular needs of each building. As buildings were constructed, with the first buildings being finished in 2003, the resulting phased approach created a collection of discrete technology within each of the buildings (Standard III.C.1). In 2013, the College began planning a more coordinated approach by focusing on how to bundle a comprehensive information technology deliverable, such as the fiber optic replacement plan. This project was the first of its kind at the College to design a system that fully incorporated a functional requirements based on standardized needs versus piecemeal funding. As a result, the College has embarked on an ambitious analysis to create a comprehensive technology plan that will embrace the primary aspects of the College's IT infrastructure using a coordinated project design approach.

As user demand for the network increases, the College, through the Technology Committee, initiated an IT Task Force to review connectivity growth issues in conjunction with the Information Technology Services Group (ITSG). In December 2014, the IT Task Force developed a proposal to issue a contract for an external assessment to determine how best to improve the connectivity and capacity of the entire network. Through our public bidding process, a national IT company, Burwood Group Incorporated, was selected to perform the assessment. As indicated in the contract, this company will also be used to assist the College in implementing the findings of its assessment. As of September 2015, the Burwood Group has finalized and released the IT assessment, which details and recommends changes to strengthen the technology environment.

The Burwood Group assessment has revealed a significant number of potential delivery gaps which require considerable IT planning and investment. During the summer of 2015, the College experienced

frequent connectivity issues (Standard III.C.3). These incidents illustrated the severity of the IT gaps and immediate action began with the direct assistance of the Burwood Group to upgrade and configure the network. The work required in the phase one improvements is necessary to stabilize college systems and create a more reliable and secure environment. As a result, Burwood Group will be implementing corrections to the IT infrastructure beginning in late October 2015. These changes include remediation of the wireless environment (Standard I.B.9), configuration of the virtual servers, and upgrades to the firewall.

As part of the assessment, the College is considering reconfiguration and migration of the email system to a cloud-based platform called Microsoft Office 365. This action will free up a considerable amount of college IT labor resources allowing a more focused approach to maintaining the core functions within the academic environment. Other immediate plans include a review of the entire architecture of the enterprise network; initiating a review of the server virtualization, including physical hardware, maintenance, growth, backup, and, recovery methods. It is anticipated that these actions will begin to occur within the next two to four months with completion scheduled for the end of February 2017. These corrections will impact all areas of the College (Standard II.B.1).

As part of the College's *Technology Master Plan 2014-2018* (TMP) and its related technology implementation grid, the College is starting a technology refresh cycle to upgrade desktop computers. Commencing in the 2015-2016 academic year, one-third of office computers will be replaced every year on a three-year cycle (Standard III.C.2). By establishing a comprehensive technology-related desktop computer replacement cycle, the College is responding to connectivity issues in support of its mission, programs, and services.

As of September 2015, the College has taken steps to begin hiring additional employees for the ITSG, including hiring provisional IT employees to assist permanent staff in making improvements. With the approval of the Professional Development Plan in August 2015 (Standard III.A.14), professional development opportunities for IT personnel will increase and be more systematic and formalized (Standards III.C.2 and III.C.4).

All of these corrective actions, which are aligned with the goals of the TMP, will improve and strengthen the way technology resources are distributed in support of the academic programs and other critical College services.

Part III – Timeline

When	Phase	Task	Metric	Responsibility
Summer 2015	Identify	Contract with Burwood Group Incorporated to conduct an IT assessment of the existing network infrastructure, including evaluating 100 percent of: <ul style="list-style-type: none"> • Existing infrastructure; • Existing systems and services; • Existing systems management, documentation, and process; • Existing backup systems and recovery procedures; • Existing wireless; and, • Existing capacity. 	Completion of reported findings to the College as contracted (QFE.26 and QFE.27).	Administrative Services using the services of Burwood Group.
2015-2016	Implement	TMP Goal 2 <ol style="list-style-type: none"> 1. Optimize wireless; 2. Optimize the virtual servers (VM/VDI); 3. Upgrade firewall; 4. Design and review enterprise architecture; 5. Create virtualization strategy 	Unscheduled downtime will be less than 1 percent after the core network infrastructure has been stabilized.	IT Employees working with Burwood Group.

		<p>(QFE.28)</p> <p>TMP Goal 4 1. Migrate to Office 365 for all employees.</p> <p>TMP Goal 5 1. Replace all computers on the campus in a phased sequence of at least one-third replacements each year for the next three years.</p> <p>TMP Goal 8 1. Engage Burwood consultants to follow through with the findings as they pertain to upgrading to most recent versions of software.</p> <p>TMP Goal 6 1. Establish standardized equipment for all classrooms using identical software and user interfaces. 2. Repair all smart classroom devices so that they can be included into a yearly maintenance contract. 3. Install software to manage and provide reports for</p>		
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		<p>all smart classroom devices.</p> <p>4. Install network switches within each classroom so that they are connected to the main servers.</p> <p>5. Provide training for the IT staff to provide first level of support.</p> <p>6. Provide training for end users on a regular basis.</p>		
2015-2017	Implement	<p>TMP Goal 1</p> <p>1. Reviewing and as necessary reorganizing IT to allow for help desk services.</p> <p>2. Improve flow of work ticket processing to include an efficient; escalation, assignment, monitoring, notification, and reporting processes are established.</p>	<p>Achievement of the College's Technology Implementation Grid, Objective 6.1 (QFE.28)</p> <p>1. Initial goal: 60% of work requests assigned in order they are received.</p> <p>2. Secondary goal: 80% of work requests assigned in order they are received.</p> <p>3. Specifications of what constitutes: routine service requests, special service requests, and projects to be written and posted on IT department website and Technology committee website.</p> <p>4. New work order software selected by IT department</p>	<p>IT Employees working with Burwood Group</p>

			procured and implemented.	
2017-2018	Evaluate	Report validation	Reports are validated and improvement plans are developed with the appropriate Total Cost of Ownership (TCO) factored into the remediation plan included into APP's.	Administrative Services, Academic Affairs, Student Services.
Fall 2018	Report	Assessment and report	All units assess and report	Administrative Services, Academic Affairs, Student Services.

I: Changes and Plans Arising out of the Self Evaluation Process

Changes Arising out of the Self Evaluation Process

Los Angeles Pierce College began preparations for the 2016 accreditation cycle in spring 2014. After reviewing the revised standards in fall 2014, the College identified a gap relating to Standard I.B.6:

The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

Specifically, the College did not have a process to disaggregate learning outcomes for subpopulations of students. To address this issue, the College Outcomes Committee (COC), a standing committee of the Academic Senate, working collaboratively with the vice president of Academic Affairs and the dean of Institutional Effectiveness, scheduled two software vendors to demonstrate their outcomes assessment products on November 14, 2014 (CH.1). On November 25, 2014, the COC recommended adopting eLumen to maintain the college's outcomes

assessment data (CH.2). The College procured and implemented eLumen for course student learning outcomes assessment in spring 2015. In anticipation of implementing this software tool, the College set a goal of collecting assessment data from all course sections offered in spring 2015. In this first semester of implementation, 90 percent of sections have data entered into the eLumen database.

Beginning in fall 2015, the College can generate outcomes assessment reports disaggregated by subpopulations (CH.3). Additionally, disaggregated program learning outcomes data was included in the data packet given to departments during the annual program planning process (CH.4). The College further recognized the need to more fully integrate the outcomes assessment cycle into the larger planning calendar and the broader campus community. This is the basis for the Action Plan One in the quality focus essay on outcomes assessment.

Plans Arising out of the Self Evaluation Process

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).

Beginning fall 2015, the College began disaggregating outcomes and achievement data given to departments as part of the annual planning process. The departments are also given the institution-set standards (ISS) pertinent to their respective programs. The 2016-2017 annual program plan template was revised to prompt departments to respond to the new data and address significant findings. If the department falls below an institution-set standard, they will set an annual goal to increase the rate. Annual program plans are publicly available on the Office of Institutional Effectiveness (OIE) Website. During the 2015-2016 academic year, and through more complete implementation of eLumen, the College Outcomes Committee will explore additional ways of communicating assessment results and improvement plans with implementation beginning in fall 2016. At a minimum, outcomes assessment reports will be published on the OIE Website by 2018.

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

As the College monitors progress toward achieving the goals of the *Strategic Master Plan 2013-2017* (SMP), the effectiveness of the resource allocation process needs to be evaluated. As noted in Standard I.A.3, 83 percent of the initial 92 requests prioritized related to an SMP goal that the College was not on track to achieve. Through

the semi-annual monitoring process of the SMP, a review of the areas where resources were allocated will be monitored to determine if the resource allocation impacted the college's attainment of the SMP goal.

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

The College monitors the strategic master plan using a dashboard twice a year. Beginning in fall 2015, the College will begin monitoring college-specific plans using a dashboard. The Office of Institutional Effectiveness will work with appropriate committees to schedule a presentation of the relevant plan's dashboard.

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

As indicated in the *Integrated Planning Calendar 2013-2026*, the College will begin the evaluation of the *Strategic Master Plan 2013-2017* in fall 2016. At this same time, the College will perform a meta-evaluation of the planning process in general. This will allow the College to determine the effectiveness of the revised planning calendar. To complete the meta-evaluation, the overall structure and functioning of the College's governance process will be evaluated. Revision, if necessary, will be made to the planning process or governance structure based on the results of the meta-evaluation during spring 2017.

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

The College currently publishes a general catalog every two years with an updated addendum published mid-cycle. The next regularly scheduled publication will occur during summer 2016. As state regulations change significantly, during fall 2016, the College will assess if students and the community would be better served if the catalog was published annually. The election for governing board members occurs in odd numbered years, so if a biannual publication is maintained, the College will review if publishing the catalog in odd numbered years would be better to assure the names of governing board members are accurate for the duration of the publication.

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

By summer 2016, the College, through responsible offices or appropriate committees, will establish a complete cycle of review for

college-specific publications and procedures such as addenda to the course outline of record, the *Emergency Procedure Booklet*, and the *Faculty Code of Ethics*.

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

The College has internal controls in place to ensure sound fiscal practices. Significant improvement has been made with respect to cash controls and fundraising activities. Internal self-audits have been underway and the College will continue these efforts. Additional fiscal audits will be conducted to ensure compliance with policies and procedures.

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

The College has developed processes to ensure effectiveness of the committees under both the Pierce College Council (PCC) and the Academic Senate. The College has struggled to complete the validation of self-evaluations in a timely manner. Specifically, the committee evaluations should be submitted at the end of the spring semester with validation occurring during the summer. This would allow for changes in structure, if needed, to take place prior to the start of the fall semester. Currently, the validations commence at the beginning of the fall semester. Through the Educational Planning Committee, a similar committee evaluation and validation should be conducted. As this is new to the Academic Senate and its standing committees, the College did not complete the validation process from 2014-2015 until October 2015. The College plans to collect all committee self-evaluations by the end of spring 2016 with validations occurring during summer 2016.