

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 IA. 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 the College's noncredit education program for older adults (ENCORE [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 July 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 in the dashboard 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 explicitly 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 (SSSPP), 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*. 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. 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 Web site (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 Web site and in the bi-

annual college catalog, which is also available on the Web site. 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 IA. Mission Evidence Listing

- I.A.1 2011-2017 LACCD Strategic Plan – pshare ID 178
- I.A.2 ENCORE Homepage – pshare ID 552
- I.A.3 PierceOnline Web page screen shot – pshare ID 214
- I.A.4 Pierce Extension Homepage – pshare ID 553
- I.A.5 HACU Colleges and University Listing – pshare ID 554
- I.A.6 Data showing we are HSI and Asian/Pacific Islander Serving
- I.A.7 Pierce College Fact Book 2014-2015 – pshare ID 548
- I.A.8 Program Listing - Catalog pp. 69-70 – pshare ID 180 (need update)
- I.A.9 March 2013 Substantive Change Approval Letter – pshare ID 181
- I.A.10 Draft of DE Substantive Change sent to ACCJC July 2015
- I.A.11 Program Requirements - Catalog pp. 70–133 – pshare ID 182 (need update)
- I.A.12 2014-2015 APP Academic Template – pshare ID 183
- I.A.13 2015-2016 APP Academic Template – pshare ID 186
- I.A.14 2015-2016 APP Administrative Template – pshare ID 185
- I.A.15 2014-2015 APP Student Services Template – pshare ID 334
- I.A.16 2014-2015 APP Datasheets – pshare ID 184
- I.A.17 Sample CAOT 2015-2016 APP – pshare ID 549
- I.A.18 Sample Admissions and Records 2014-2015 APP – pshare ID 550
- I.A.19 PDF of dashboard of department goals
- I.A.20 Scorecard Information for Pierce College – pshare ID 555
- I.A.21 Achieving the Dream Data
- I.A.22 Equity Plan Data pp. 10–23 – pshare ID 216
- I.A.23 LACCD Fall 2014 Student Survey – pshare ID 187

- I.A.24 LACCD Fall 2014 Survey of Students in Online Courses – pshare ID 188
- I.A.25 Pierce College Integrate Planning Calendar – pshare ID 192
- I.A.26 2014-2015 Mid-year SMP Progress Report – pshare ID 193
- I.A.27 2014-2015 End of Year SMP Progress Report – pshare ID 194
- I.A.28 2009-2010 Program Review Template – pshare ID 350
- I.A.29 2014 CTE Program Review Template
- I.A.30 Educational Master Plan 2012-2018
- I.A.31 2014-2017 Strategic Master Plan – pshare ID 191
- I.A.32 8-22-2013 Convocation Day Power Point
- I.A.33 PCC Action Item for SMP approval – pshare ID 195
- I.A.34 PCC Minutes 12-10-2013 – pshare ID 203
- I.A.35 Academic Senate Minutes 12-9-2013 – pshare ID 196
- I.A.36 PCC Minutes 5-26-2011 – pshare ID 218
- I.A.37 PCC Action Item for RAC Formation – pshare ID 197
- I.A.38 PCC Minutes 10-25-2012 RAC Formation Section IX; p.3 – pshare ID 204
- I.A.39 2012-2013 Resource Request Prioritization – pshare ID 493
- I.A.40 2013-2014 Resource Request Prioritization – pshare ID 491
- I.A.41 PCC Action Item to Convert the RAC to RATF – pshare ID 198
- I.A.42 2014-2015 Resource Request Prioritization – pshare ID 492
- I.A.43 PCC Action Item to Remove RATF – pshare ID 199
- I.A.44 Evaluation Data for RATF
- I.A.45 2015-2016 Resource Request Prioritization
- I.A.46 Initial 2015-2016 Resource Request Prioritization – pshare ID 494
- I.A.47 PCC Action Item mission statement – pshare ID 190
- I.A.48 Board Minutes 4-11-2012; p. 12 – pshare ID 189
- I.A.49 mission statement Web page Screen Shot – pshare ID 220
- I.A.50 mission statement – Catalog p. 7 – pshare ID 219
- I.A.51 Picture of Framed mission statement
- I.A.55 PCC Minutes 9-26-2013; p. 4, Section VI.B – pshare ID 200
- I.A.53 PCC Minutes 7-28-2011; pp. 4-5, Section XI – pshare ID 201
- I.A.54 EPC Minutes 5-28-2010 – pshare ID 202
- I.A.55 Institutional Self Evaluation for Reaffirmation of Accreditation, March 2013; p. 73
- I.A.56 College ALO Job Description