

PEER REVIEW TEAM REPORT

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

This report represents the findings of the Peer Review Team that conducted a focused site visit to Los Angeles Pierce College February 27, 2023. The Commission acted on the accredited status of the institution during its June 2023 meeting and this team report must be reviewed in conjunction with the Commission's Action letter.

Kevin Horan, Ed.D.
Team Chair

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Peer Review Team Roster
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*Persons who served as participants on the District review team should be noted with an asterisk.

**Los Angeles Pierce College
Peer Review Team Roster
FOCUSED SITE VISIT**

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Summary of Focused Site Visit

INSTITUTION: Los Angeles Pierce College

DATES OF VISIT: February 27, 2023

TEAM CHAIR: Kevin Horan, Ed.D.

This Peer Review Team Report is based on the formative and summative components of the comprehensive peer review process. In October 2022, the team conducted Team ISER Review (formative component) to identify where the college meets Standards and to identify areas of attention for the Focused Site Visit (summative component) by providing Core Inquiries that the team will pursue to validate compliance, improvement, or areas of excellence. The Core Inquiries are appended to this report.

A three-member peer review team conducted a Focused Site Visit to Los Angeles Pierce College on February 27, 2023 for the purpose of completing its Peer Review Team Report and determination of whether the College continues to meet Accreditation Standards, Eligibility Requirements, Commission Policies, and U.S. Department of Education regulations.

The team chair and vice chair held a pre-Focused Site Visit meeting with the college CEO on January 27, 2023 to discuss updates since the Team ISER Review and to plan for the Focused Site Visit. During the Focused Site Visit, team members met with approximately 60 faculty, administrators, classified staff and students in formal meetings and a campus tour. The team held one open forum during the visit, which was well attended, and provided the College community and others to share their thoughts with members of the Focused Site Visit team. The team thanks the College staff for coordinating and hosting the Focused Site Visit meetings, campus tour and open forum and ensuring a smooth and collegial process.

Major Findings and Recommendations of the Peer Review Team Report

College Commendations:

None

College Recommendations to Meet Standards:

None

College Recommendations to Improve Quality:

None

District Commendations:

District Commendation 1:

The team commends the Board and the District on the development and implementation of a Districtwide Framework for Racial Equity and Social Justice: Taking Action to Root Out Racism and Internalize Anti-Racist Policies and Practices at LACCD. The District has successfully built upon the strong legacy of social justice and equity work amongst the campuses, by embedding this framework into existing planning process, developing systems of accountability, and investing in local, regional, and statewide legislative advocacy to support statewide systemic reform to improve racial and social justice initiatives. (IV.D.5)

District Recommendations to Meet Standards:

None

District Recommendations to Improve Quality:

None

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. In 1956, the College was renamed Los Angeles Pierce College (LAPC) to reflect its expanding curriculum, and in 1969 the institution became one of nine colleges in the Los Angeles Community College District (LACCD). LAPC is celebrating its 75th anniversary in October 2022 and will be opening a brand new Automotive Advanced Transportation Facility in fall 2022.

In Fall 2021, LAPC offered 143 degrees and served an unduplicated headcount of 17,174 students, a substantial decrease from pre-pandemic Fall 2019 unduplicated headcount of 20,975 students. While the pandemic had a negative impact on enrollment, LAPC increased its program awards by 63% from 2016-17 to 2020-21, signaling a focus on student success at the institution. LAPC has placed a focused on equitable student success emphasizing principles of Diversity, Equity and Inclusion in its revised institutional values statement.

LAPC enjoys strong engagement and support of student support programs such as the Center for Academic Success, Honors Program, Umoja Program, an active ASO student leadership, Food Pantry, and PACE Program. Additionally, faculty and classified are supported through a college wide Professional Development program, including a robust Distance Education support program.

LAPC has experienced consistent turn-over at the President/CEO position, installing an experienced long-term LACCD administrator, Ara Aguiar, as Interim President in June 2021 and is currently appointed until the end of December 2023. Despite this turn over the College emphasized its support of the current leadership team and their inclusive and collaborative approach to participatory governance including student, classified and faculty constituencies.

Eligibility Requirements

1. Authority

The peer review team confirmed that Los Angeles Pierce College is authorized to operate as a post-secondary degree-granting education institution under the statutory authority of the State of California and is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC). Los Angeles Pierce College has maintained accredited status since becoming one of nine colleges in the Los Angeles Community College District (LACCD).

The College meets ER 1.

2. Operational Status

The peer review team confirmed that Los Angeles Pierce College provided educational services leading to certificates and associate degrees, transfer preparation, and job skills to 17,174 students in Fall 2021. In academic year 2020/2021 Los Angeles Pierce College awarded 1,414 Associate Degrees for Transfer; 3,438 Associate Degrees; 2,209 Certificates of Achievement; 21 Certificates of Completion (Non-Credit); and 66 Skills Certificates.

The College meets ER 2.

3. Degrees

The peer review team confirmed that Los Angeles Pierce College offers 143 associate degrees and certificates including associate degrees for transfer, that cover over 80 different disciplines with 1,320 active courses.

The College meets ER 3.

4. Chief Executive Officer

The peer review team confirmed that Los Angeles Pierce College has a chief executive officer who is appointed by the LACCD Chancellor and Governing Board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. The chief executive officer does not serve as the chair of the governing board. The institution transitioned to a new interim chief executive officer in June 2021. Interim President Ara Aguiar's appointment is through December 2023. The institution communicated the change to ACCJC and the governing board delegates authority to the President in accordance with AP 2431.

The College meets ER 4.

5. Financial Accountability

The peer review team confirmed that Los Angeles Pierce College is audited under the umbrella audit of the entire Los Angeles Community College District (LACCD). LACCD uses an independent external auditor to conduct annual audits of all financial records. The audits are certified and demonstrate institutional compliance with federal requirements for Title IV eligibility. Audit reports are publicly shared at board meetings and available on the College website.

The College meets ER 5.

Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies

The evaluation items detailed in this Checklist are those which fall specifically under federal regulations and related Commission policies, beyond what is articulated in the Accreditation Standards; other evaluation items under ACCJC standards may address the same or similar subject matter. The peer review team evaluated the institution's compliance with Standards as well as the specific Checklist elements from federal regulations and related Commission policies noted here.

a. Public Notification of a Peer Review Team Visit and Third Party Comment

Evaluation Items:

X	The institution has made an appropriate and timely effort to solicit third party comment in advance of a comprehensive review visit.
X	The institution cooperates with the review team in any necessary follow-up related to the third party comment.
X	The institution demonstrates compliance with the <i>Commission Policy on Rights, Responsibilities, and Good Practice in Relations with Member Institutions</i> as to third party comment.

[Regulation citation: 602.23(b).]

Conclusion Check-Off (mark one):

X	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

The College has provided opportunities for third-party comment in advance of the team visit. Los Angeles Pierce College has published the process for third-party comment on its website. The Commission did not receive any third-party comments. Information on the 2022 Institutional Self-Evaluation Report (ISER), site visit, and visiting team is available to the public through the accreditation webpage.

Standards and Performance with Respect to Student Achievement

Evaluation Items:

X	The institution has defined elements of student achievement performance across the institution, and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the institution's mission. (Standard I.B.3 and Section B. Presentation of Student Achievement Data and Institution-set Standards)
X	The institution has defined elements of student achievement performance within each instructional program, and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers. (Standard I.B.3 and Section B. Presentation of Student Achievement Data and Institution-set Standards)
X	The institution-set standards for programs and across the institution are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution-wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocating resources, and to make improvements. (Standard I.B.3, Standard I.B.9)
X	The institution analyzes its performance as to the institution-set standards and as to student achievement, and takes appropriate measures in areas where its performance is not at the expected level. (Standard I.B.4)

[Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).]

Conclusion Check-Off (mark one):

X	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

Using evidence provided Los Angeles Pierce College has self-identified elements of student achievement performance across the institution as appropriate to its mission and has identified the metrics pertinent to each element.

Credits, Program Length, and Tuition**Evaluation Items:**

X	Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure). (Standard II.A.9)
X	The assignment of credit hours and degree program lengths is verified by the institution, and is reliable and accurate across classroom based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution). (Standard II.A.9)
X	Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition). (Standard I.C.2)
X	Any clock hour conversions to credit hours adhere to the Department of Education's conversion formula, both in policy and procedure, and in practice. (Standard II.A.9)
X	The institution demonstrates compliance with the Commission <i>Policy on Credit Hour, Clock Hour, and Academic Year</i> .

[Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.]

Conclusion Check-Off (mark one):

X	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

Los Angeles Pierce College awards credit for courses, degrees, and certificates in a manner consistent with standard practices in higher education and in compliance with state and federal law. The College appropriately implements Course credit calculations as described in the -7th Edition of the California Community College Chancellor's Office (CCCCO) Program Course Approval Handbook. A student enrolled full time (15 units per semester) may complete degree

requirements in two years. Course credits are assigned based on the number of lecture and lab hours and other performance criteria specified in the Course Outline of Record.

Enrollment fees (for state residents) and tuition (for non-residents and international students) are consistent across degree and certificate programs. Enrollment fees and tuition per unit are published in the College Catalog, including enrollment fees and tuition for special programs and tuition for non-residents and international students.

Los Angeles Pierce College complies with ACCJC's Policy on Institutional Degrees and Credits. All degrees require a minimum number of 60 units. The College determines credit hours based on policies and procedures that align with standard practices in higher education. One unit of credit represents between 48-54 hours of coursework. The college has no programs/credits based on clock hours. The academic year spans at least 30 weeks, and a full-time student enrolls at least in 12 units per semester.

Transfer Policies

Evaluation Items:

X	Transfer policies are appropriately disclosed to students and to the public. (Standard II.A.10)
X	Policies contain information about the criteria the institution uses to accept credits for transfer, and any types of institutions or sources from which the institution will not accept credits. (Standard II.A.10)
X	Transfer of credit policies identify a list of institutions with which it has established an articulation agreement.
X	Transfer of credit policies include written criteria used to evaluate and award credit for prior learning experience including, but not limited to, service in the armed forces, paid or unpaid employment, or other demonstrated competency or learning.
X	The institution complies with the Commission <i>Policy on Transfer of Credit</i> .

[Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(11).]

Conclusion Check-Off (mark one):

X	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

Transfer policies are disclosed to the students and the public in the Los Angeles Pierce College Catalog, which is also available on the website. Articulation agreements are founded on quality education by meeting the academic terms, standards, and CORs of the receiving institution. The College has Guarantee Admission Agreements with the CSU system. For the CSU, UC, and California Community College system, the Intersegmental General Education Transfer Curriculum (IGETC) articulation agreement includes general education courses and certain major courses which undergo annual reviews and follow the Certification of Community College Campus, 15 Executive Order 595. For UC system, the University of California Transfer Course Agreement (UCTCA) agreement serves as an evolving list of agreeably transferable courses. Los Angeles Pierce College published policies on the acceptance of incoming transfer units, Advanced Placement (AP), International Baccalaureate (IB), and College Level Examination Program (CLEP), and other testing options in the College Catalog.

Distance Education and Correspondence Education**Evaluation Items:**

For Distance Education:	
X	The institution demonstrates regular and substantive interaction between students and the instructor in at least two of the methods outlined in the Commission <i>Policy on Distance Education and Correspondence Education</i> .
X	The institution ensures, through the methods outlined in the Commission <i>Policy on Distance Education and Correspondence Education</i> , regular interaction between a student and an instructor or instructors prior to the student's completion of a course or competency.
X	The institution demonstrates comparable learning support services and student support services for distance education students. (Standards II.B.1, II.C.1)
X	The institution verifies that the student who registers in a distance education program is the same person who participates every time and completes the course or program and receives the academic credit.
For Correspondence Education:	
	The institution demonstrates comparable learning support services and student support services for correspondence education students. (Standards II.B.1, II.C.1)
	The institution verifies that the student who registers in a correspondence education program is the same person who participates every time and completes the course or program and receives the academic credit.
Overall:	
X	The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings. (Standard III.C.1)

X	The institution demonstrates compliance with the Commission <i>Policy on Distance Education and Correspondence Education</i> .
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[Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.]

Conclusion Check-Off (mark one):

X	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the Institution does not meet the Commission's requirements.
	The college does not offer Distance Education or Correspondence Education.

Narrative:

The team reviewed 50 courses and found that the institution meets the Commission's requirements. The team found evidence of regular and substantive interaction between students and instructor, as well as evidence that comparable learning support and student support services are available for distance education students. Overall, the team found that the institution demonstrates compliance with the Commission Policy on Distance Education and Correspondence Education.

Student Complaints

Evaluation Items:

X	The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the college catalog and online.
X	The student complaint files for the previous seven years (since the last comprehensive review) are available; the files demonstrate accurate implementation of the complaint policies and procedures.
	The team analysis of the student complaint files identifies any issues that may be indicative of the institution's noncompliance with any Accreditation Standards.
X	The institution posts on its website the names of associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities. (Standard I.C.1)
X	The institution demonstrates compliance with the Commission <i>Policy on</i>

	<i>Representation of Accredited Status and the Policy on Student and Public Complaints Against Institutions.</i>
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[Regulation citations: 602.16(a)(1)(ix); 668.43.]

Conclusion Check-Off (mark one):

X	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

The College meets the regulation. The team suggests that the college strengthen the documenting and tracking of student complaints that fall outside of student conduct and grade grievances.

Institutional Disclosure and Advertising and Recruitment Materials

Evaluation Items:

X	The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies. (Standard I.C.2)
X	The institution complies with the Commission <i>Policy on Institutional Advertising, Student Recruitment, and Policy on Representation of Accredited Status.</i>
X	The institution provides required information concerning its accredited status.(Standard I.C.12)

[Regulation citations: 602.16(a)(1))(vii); 668.6.]

Conclusion Check-Off (mark one):

X	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

Program descriptions and degree requirements, board policies, admissions policies are all easily identifiable on the College website and College Catalog. The catalog details requirements for transfer, degrees, and certificates.

The Accreditation status of the College and its programs is appropriately represented on the College website with a direct link to the College's accreditation webpage that has a direct link to the ACCJC website, where anyone may file a complaint with ACCJC.

Title IV Compliance**Evaluation Items:**

X	The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the U.S. Department of Education (ED). (Standard III.D.15)
	If applicable, the institution has addressed any issues raised by ED as to financial responsibility requirements, program record-keeping, etc. If issues were not timely addressed, the institution demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV program requirements. (Standard III.D.15)
X	If applicable, the institution's student loan default rates are within the acceptable range defined by ED. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range. (Standard III.D.15)
	If applicable, contractual relationships of the institution to offer or receive educational, library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required. (Standard III.D.16)
X	The institution demonstrates compliance with the Commission <i>Policy on Contractual Relationships with Non-Accredited Organizations</i> and the <i>Policy on Institutional Compliance with Title IV</i> .

[Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.]

Conclusion Check-Off:

X	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution

	to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

The College is in compliance with all Title IV requirements. An annual audit is performed by external auditors, and it includes a complete review of Title IV compliance. Los Angeles Pierce College follows the federal regulations that require first-time borrowers of direct loans to receive entrance counseling available at studentaid.gov.

Standard I

Mission, Academic Quality and Institutional Effectiveness

I.A. Mission

General Observations:

Los Angeles Pierce College (LAPC) demonstrates a solid commitment to a mission emphasizing student learning and achievement. There is strong evidence throughout the ISER that illustrates how the college highlights students as the center. There are formal programs and degrees as well as community classes for adult learners, which is framed in its mission. The Educational Master Plan layouts the educational plan of the institution. The mission, vision, goals and values are regularly reviewed and aligned but most importantly are reflected in the variety of degrees and certificates offered by LAPC. There is evidence of participatory governance processes that work towards the mission and proven materials that circulate formally or and informally to promote this commitment.

Findings and Evidence:

Los Angeles Pierce College's (LAPC) mission statement was revamped and approved in June 2021. The revised mission was developed with specific set of core values that aim to students' success and it is relevant for a degree-granting institution committed to the access, success, quality educational programs, diversity, and the enrichment of its community. Evidence demonstrates that the mission development required collegial involvement from administration, faculty, classified staff, and community. Minutes show that one of the ways that the college carries out its commitment to student learning and success is through the Educational Master Plan (EMP) (2018-2022), which was developed to ensure that institution benchmarks are met and to measure continuous quality improvement. The EMP integrates and supports the vision and goals of the Los Angeles Community Colleges District (LACCD) strategic plan. Furthermore, it is evident that LAPC offers academic programs that yield a variety of degrees: AA, AA-T- AS AS-T, Certificate of Completion, and Certificate of Achievement. Evidence also confirms that LAPC supports acceleration programs such PACE, which provides guidance and resources for students to achieve degrees in two years. Evidence also indicates that LAPC accentuates its mission commitment to the community by providing free and for fee classes for adult learners in different areas through a program called ENCORE. (I.A.1, ER 6)

Evidence indicates that the institution makes available key achievement data for students that are disaggregated by type of delivery, format, and demographic characteristics at the course and institutional levels. These reports are analyzed and presented to various committees (Student Success, Distance Education and Instructional Technology). The committee's minutes show that they hold up institutional discussions on how the college supports its mission. With

the advancement of the learning college culture at LAPC, all stakeholders promote a passion for student success and opportunity and reevaluate the mission and vision. Success and retention and course and degree completion data analysis provide an excellent background about the current and previous institution's success in delivering its service. In May and June of 2021, the Student Success Committee established the self-reflection and assessment aligned with AB- 705 data. In a number of documents, it is evident that the Office of Institutional Effectiveness provides a framework for collecting data and program review. Comprehensive Program Review with Annual updates and forms are available in the provided evidence for the Administrative Services, Student Services, Academic Affairs, and CTE and assist the department activities in how the department/program supports the Mission and Strategic Master Plan. (I.A.2)

The institution provided sufficient evidence supporting Standard I.A.3. This evidence included the Program Review forms and data for a sampling of programs, Strategic Master Plan, Education Master Plan, Technology Master Plan, and Facilities Strategic Plan. These plans reflect the role of the institution in reviewing and enhancing the processes that support alignment. The Enrollment Management Plan serves as the central planning document that outlines clear performance measures to guide planning efforts. The college planning process is comprehensive and utilizes the participatory governance structure that incorporates the following components into the integrated planning process: EMP, LAPC Strategic Plan, Facilities Strategic Plan (FSP), Technology Master plan (TMP), institutional learning assessment, and program review. Central to boosting the capacity of evidence-based educational practices to improve outcomes is increased use and distribution of data measuring progress towards student success. This evidence is continually shared with academic partners, community-based organizations, regional workforce and other external councils. Administrators, faculty, and staff have access to various team sites relative to their areas of responsibility on the college portal site. To facilitate dialogue with constituent groups, there was an infusion of more transparent and disaggregated data evidence practices that provides internal and external control for immediate access to student data. The program review process also demonstrates how effectively the college is fulfilling its mission. (I.A.3)

The mission statement commenced within the College Planning Council and is integrated into the planning and evaluation processes. The new mission officially codifies the District mission and vision. It fulfills its responsibilities to establish policies that define the institutional mission and stay prudent, ethical, physical, and standards for operations. The mission is woven into handbooks, agendas, and minutes and is branded on online materials. The statement is widely publicized on the website and in the catalog and posted in different parts of the institution. (I.A.4, ER 6)

Conclusions:

The college meets the standard.

I.B. Assuring Academic Quality and Institutional Effectiveness

General Observations:

LAPC's commitment to assessment, planning, and institutional effectiveness are supported within its structured governance and the different processes to analyze, discuss, and formulate strategies about students' outcomes, student equity and the quality of the institution as a whole. The dialog is constant and is evident in different formal and informal structures. Evidence showed that LAPC has an established and structured self-evaluation process that involves different stakeholders in an ongoing dialog about students' outcomes through broad participatory governance. The college's *Decision and Planning Handbook* lays out the assembly, charter and operation of its councils and committees. Each council has a specific focus to respond to academic quality, equitable practices and continuous improvement. The college centers the dialogue through the Pierce College Council (PCC) and the Academic Senate as gravitational areas to exercise participation among faculty, students and employees. The Academic Senate has ten sub-committees; the two of the subcommittees most involved with these processes are the Academic Policy Committee (APC) and the College Outcomes Committee (COC), but all sub-committees aim to open dialogue about institutional improvement. According to the evidence academic programs undergo a Comprehensive Review Process (CPR) every four years with annual updates, and every two years for Career Technical Educational programs. In addition, faculty review curricula on a six-year schedule. Program reviews are based on students, services, and institutional outcomes. All of these processes include data analysis on students' performance and achievement of remarkable milestones such as degrees/certificates completion and transfer. Throughout the evidence it is apparent that LAPC has a culture of inquiry which recently led to the development of a new Strategic Master Plan (SMP) with more succinct and equity-oriented goals for the upcoming years; the plan development involved several of Pierce's stakeholders. Minutes and meeting agendas exhibited that the College Council approved a revamped Strategic Master Plan (SMP) in 2021. LAPC acknowledges the need for improvement on I.B.5, I.B.6 and I.B.9 to better align program review, integrated planning, and resource allocation.

Findings and Evidence:

Evidence demonstrates commitment towards institutional effectiveness in which programs, service units and the institution itself assess the quality of its operations. Programs and plans are required to be tied to the main strategic plans' goals and the mission of the institution. The Office of Institutional Effectiveness (OIE) provides updates on data annually according to the review cycle. The college has revised the viability review process in which the Educational Planning Committee (EPC) and the Office of Institutional Effectiveness (OIE) prepare data on success according to a rubric. This rubric allows the institution to flag departments that have areas to work. These are then analyzed by the Viability Review Taskforce which is comprised of the Academic Senate president or designee and several members who work directly with the departments and curricula. This process involves both quantitative and qualitative data. Furthermore, evidence disclosed that LAPC has a Student Equity and Achievement Program

Advisory Committee (SEAPAC) seeking to align efforts to close equity gaps and enhance student equity practices. This committee also works within the framework of the Ethics Committee, another academic senate subcommittee, and provides updates on the Student Equity Plan. In addition to formal committees, several meeting minutes show that the college has events that involve all its stakeholders and the community such as annual success conferences, town halls, and educational and informational presentations across the campus. These events facilitate collegiality. In addition, the college communicates institutional effectiveness and accreditation efforts via its *Brahma Beat* newsletter (I.B.1).

It is noticeable through several committees' meeting agendas and minutes that the college created an infrastructure to both a) assess learning outcomes in all program areas: instructional, student services, institutional and administrative services, and b) sustain a dialogue about their performance. Student learning outcomes are specified on course materials and there is an Outcomes Coordinator and a College Outcomes Committee that oversee these processes. The program learning outcomes are listed in the college catalog. The college uses the eLumen platform to monitor Student Learning Outcomes. The outcomes are part of the comprehensive program review which has a self-reflection component. (I.B.2, ER 11)

LAPC has defined and board-approved Institutional Set Standards (ISS) on course completion, retention, awards (degrees/certificates) achievement, transfer to 4-Year universities, headcount, students' completion, average units, job placement and licensure rates. Evidence showed that these standards are discussed in different participatory governance units and are also approved by the board and shared in different town halls on students' success and presentations. LAPC is proud to state that their ISS align with the Strategic Master Plan "Student Success and Access" theme. They also tied the ISS to their mission: "*provide with a myriad of educational opportunities including paths to degrees and certificates as well as path to transfer*". They want to be accountable for this and have embraced it within their mission. LAPC has also aimed to align with state and Vision for Success Goals and with this being a moving target, have tasked the Educational Planning Committee (EPC) to monitor this. In addition, the OIE updates the college via its councils on these standards. Pierce has published videos on their website stating they are the number one transfer to some major California Universities. (I.B.3, ER 11).

Evidence shows that LAPC has implemented processes that use data to improve student learning and student achievement. The Comprehensive Program Review (CPR) and the outcomes assessment process are the main structures to achieve this. The new Strategic Master Plan (SMP) along with the other college plans focus on student success. The college also hosts training to facilitate dialogue on the assessment of outcomes. Samples of meeting minutes demonstrate that the production of the recent SMP involved several stakeholders and called for special meetings and town halls. Evidence showed that the governance is inclusive and aims to have transparent discussions around student learning and achievement in an attempt to strengthen the institutional efforts and support equity lenses. LAPC has charged the Student Equity and Achievement Program Advisory Committee (SEAPAC) to develop and implement activities aiming to close disparities. Using a special rubric, all efforts are evaluated

and funded if proven beneficial for equity achievement. The college also has provided training with campus-wide involvement through professional development opportunities and assessment day orientations. (I.B.4).

The Comprehensive Program Review process appears to be a fundamental part of the college planning process. The college expects all programs to link their goals to the Strategic Management Plan, include discussion on the data, address challenges as well as opportunities and set term goals. The OIE is available to provide training and coaching on the use of the dashboards and the incorporation of student voice via surveys. One area already identified by the college is to develop a program review validation process to strengthen alignment between the Program Review and the Strategic Master Plan (I.B.5).

Minute meetings verify that much of the dialogue focuses on the equity gaps via the disaggregation for different student populations. The college uses its ILO and PLO assessment as a vehicle to improve, and strategies for improvement are initiated to address performance gaps. Professional development events are designed as a means of mitigating equity gaps. In many of these settings, data are analyzed via Power BI Dashboards to flag statistically significant differences among students' groups. To support the understanding of the data and how to mitigate equity gaps the college constantly schedules professional development such as cultural curriculum audit and "one book one campus". In addition, LAPC hosts an opening day convocation and the student success conference for the entire college in the fall. One area already identified by the college is to update Student Learning Outcomes Assessment tools and evaluation of the assessments. The college wants to develop an ongoing (starting fall 2022) evaluation of the alignment between SLO's, PLO's and ILO's as well as the evaluation and assessment of the course reports and program learning outcomes. LAPC aims to have a complete evaluation of the outcomes and generate strategies to improve the assessment process. (I.B.6).

Evidence shows that LAPC has a strong infrastructure and that despite leadership changes it has prevailed to continue reviewing its practices across all areas. The college has gone through changes but the processes have been able to continue in the form of self-evaluation and comprehensive program review. The committees also undergo a self-evaluation process. It is commendable that Pierce has made efforts to align all of its plans on a global planning calendar (IB7-03). Even though some plans vary on contents and execution, this calendar serves as repository for all plans and major processes (such accreditation). A recent example is the development of the Strategic Master Plan which succeeded thanks to the collaboration and the combination of efforts among the several taskforces they put together. Another recent example is the ISER write-up process which involved a great number of individuals and groups around the campus as well as the self-evaluation and vetting processes. (I.B.7).

One strong point Pierce has is the usage of the different public relations tools such newsletters, for example: *Brahma Beat* or *Diversity* to reach out, communicate and maintain a close connection with its stakeholders on the process and keep them abreast on the different plans' execution and assessments. The college also shows evidence via the website on

communications among others on making Institutional Learning Outcomes available to the public and direct presidential communications or encouragement to participate in surveys and other needed aspects. (I.B.8).

LAPC's continuous planning and improvement process seems to be a strong foundation of its operations. As mentioned earlier, the college has an integrated planning calendar, colleges plans and a comprehensive program review process. These three components contribute to resource allocation decisions which in turn support the institutional efforts to balance college resources. The process is recognized by its stakeholders and according to the evidence is embraced by all constituencies. There are several spaces in which there are discussions of the needs of the institution and a focus on continuous improvement. The ISER and Accreditation process were discussed, addressed and well communicated. One area of improvement already identified by the college is to review the process for resource allocation in order to identify and implement improvements to said process. The college also wants to better integrate the learning outcomes and assessments into the integrated planning which can result in better buy-in from its constituencies and the transparent communication to all regardless of how involved they are with the process. (I.B.9, ER 19).

Conclusions:

The College meets the Standard

I.C. Institutional Integrity

General Observations:

The college has processes and documents to ensure the information is available and communicated to the public and college personnel. This includes information about programs, services, learning outcomes, and accreditation status. Those policies are widely documented on the college's website, in the college catalog, and in various handbooks. Established board policies promote honesty, responsibility, and academic integrity. The college provides information about its mission, outcomes, programs, services, fees and accreditation status and maintains clear online and printed materials. The college complies with the Commission's Eligibility Requirements, Standards, and policies.

Findings and Evidence:

The college catalog is the primary means by which the college provides information to the public, college community, students, and prospective students. The catalog is updated annually and publicly available on the website before the fall semester. The college assures clarity, accuracy, and the integrity of information through its processes for creating, reviewing, editing,

and revising all college publications. Individual departments review catalog content, and academic affairs staff reviews yearly. The catalog includes the mission statement and current descriptions of all educational programs and student support services. In addition, the college's website provides dynamic information on learning outcomes and curriculum outlines of record. Furthermore, the District office requires faculty to distribute syllabus during the first week of the semester. Finally, evidence shows that the College's accreditation webpage offers accurate information regarding the institution's accreditation status. (I.C.1, ER 20).

The College website hosts the complete catalog with all required elements. Print copies available as needed. The catalog is reviewed yearly, with addendums created as needed between yearly prints. Evidence showed proof of established process to update the printed catalog. The newest version has already listed the new college mission, vision and details policies, requirements, locations and relevant information for the students. (I.C.2, ER 20).

Outcome assessment reports are available through the College outcomes committee webpage and are primarily assessed through the comprehensive program review. The college provides multiple avenues to support data interpretation and requires departments to reflect on student learning through their comprehensive program review. Data are available on the college website under the Office of Institutional Effectiveness. This office produces several reports and the "Quick Facts" also lists the current Institutional Set Standards and provides outcomes data for it. Multiple data sources of student achievement are found on the webpage. (I.C.3, ER 19).

The college catalog provides information on degrees and certificates and the program learning outcomes for each degree. Degree requirements can be found in the college catalog, individual program pages on the college website, and program mapper. The program descriptions include the sequences of the program courses, the number of units as well as credit hours. The Program Mapper allows students to explore within met majors to visualize the pathways, suggested unit loads per term, courses to take and even see potential earnings. (I.C.4).

The college has an integrated planning calendar providing the cycle of review for college integrated plans as well as each responsible party. As indicated on the integrated planning calendar, each shared governance committee is responsible for completing and conducting these reviews. The District has board policies and procedures for the review of institutional policies (I.C.5).

Evidence showed that fees and expenses are found in the college catalog and website. The District has board policies that address fee caps and other fee-based student concerns. Students can find additional fees or if a course is offered as a zero-textbook cost course in the course schedule. In addition, there is information about the cost of attendance on the Financial Aid website. Finally, instructors are required to include this information on the syllabus (I.C.6).

The District has board policies for both academic freedom and academic responsibilities. Policies can be found on the college's website. The Professional Ethics Committee brings forward academic freedom statements so they are discussed and addressed (I.C.7, ER 13)

District board policies outline student conduct standards. Faculty are encouraged through the syllabus checklist template to provide a reference to the student code of conduct. Students can also find the code of conduct in the college catalog. The college has an academic senate-approved code of ethics supported by the District board policy on academic freedom. Distance education students are authenticated through the single sign-on process. In addition, the college publishes the Employee Handbook which details codes of conduct for employees (I.C.8).

Through training, evaluations, and written Board policies, the college communicates to faculty the expectation of separation of personal conviction and professional views. (I.C.9)

Codes of conduct and behavior expectations are provided to faculty, students, and staff through the college websites, handbooks, and committees. The faculty has a handbook but the Code of Ethics is not easily accessible. (I.C.10).

The College does not operate in foreign locations (I.C.11).

All required reports and associated resources are publicly available on the college website. The college provides these resources for the 2016-2023, 2013-2016 follow-up report, which were submitted in 2009, 2014, and 2017. The college offers a link for third-party comments and information for students and community members who would like to file a formal complaint. (I.C.12, ER 21).

The college lists accrediting agencies in the college catalog and the college website. The college catalog is updated yearly. The College maintains a variety of third-party, external programmatic accreditations, all of which are currently affirmed. The status of these accreditations is communicated to students and the public through the College website. The recertifications of the USDE and California Student Aid Commission show that the college cooperates and complies with Title IV regulations. (I.C.13, ER 21).

The college's student-centered mission, goals, and values focus on support of student learning and obtaining a quality education. The college is open access and does not operate for profit. (I.C.14).

Conclusions:

The college meets the standard.

Standard II

Student Learning Programs and Support Services

II.A. Instructional Programs

General Observations:

Pierce College demonstrates a strong commitment to quality educational programs which meet the needs of the students and the diverse community in a variety of modalities and scheduling options aligned to the College Mission. Course, Program, Institutional and Service outcomes have been identified, are published in the catalog and are being used to improve the educational experience and student achievement. Outcomes assessment is systematic throughout the college. Policies, committee structure and procedures are in place to support data-driven analysis of instructional programs. The College has worked consistently to provide data analysis in a disaggregated form. Pierce College updated the program review process in a collaborative manner resulting in the Comprehensive Program Review. The college has implemented a solid and rigorous cycle of program review on a four-year cycle with annual updates to the program goals. Courses and Programs are reviewed on a regular cycle to confirm currency, alignment to the mission, and continuous improvement.

Findings and Evidence:

The team reviewed the evidence noting the 143 degrees and certificates and 14 non-credit certificates are aligned to the mission of the College, lead to attainment of stated student learning outcomes, and are on a continuous cycle of evaluation no matter the location or modality of the course offerings. Pierce College's Comprehensive Program Review process and Curriculum Committee vetting of Course Outlines of Records ensures all new and ongoing programs are aligned with the mission, appropriate for the level of education and meet stated achievement outcomes. The Outcomes Handbook outlines the process for developing, assessing, and reporting results of course, program, and institutional learning outcomes to ensure student achievement and alignment to the mission. College has mapped the course outcomes to program outcomes and to institutional outcomes and has a rigorous outcomes assessment cycle coupled to a rigorous course review process. (II.A.1, ER 9, ER 11)

The College curriculum development and review processes are thorough as described in the in the Comprehensive Program Review process. Curriculum development and review of Course Outlines of Record (COR) begins at the department level with input from full-time and part-time faculty. The Viability Review Process through the Educational Planning Committee which is a sub-committee of Academic Senate is utilized to initiate new programs. This process reviews data to determine a program's alignment to the college mission and viability before new curriculum is developed. Faculty create new curriculum which is ultimately approved by the

Curriculum Committee, Academic Senate and the Board. Advisory committees contribute to the development and review of CTE programs and courses. Courses are reviewed on a regular 4-year cycle (2-year cycle for CTE courses). The Comprehensive Program Review process requires faculty to evaluate the success of courses and determine areas for improvement of student completions and disproportionate impact based on learning outcomes assessment and a variety of data provided by the institutional research office. During the annual updates to the Comprehensive Program Review, the faculty has the opportunity to reflect on the progress made towards the final goals utilizing student achievement data. Faculty also has access to training in several areas including cultural competency and universal design. Training in pedagogies and other topics is available to help the faculty to modify their courses to respond to student's need. (II.A.2)

The College has identified a 4-year cycle of outcomes assessment of courses, program, and institutional learning outcomes. The well-designed Comprehensive Program Review process motivates departmental discussions about the assessment results and about planning to improve the outcomes results. The College Outcomes Committee and the Outcomes Coordinator oversees all aspects of learning outcomes for the College. Course outcomes appear on the course outline of record, program and institutional learning outcomes are found in the college catalog, the eLumen application, and the school website. Syllabi are reviewed by academic deans and department chairs to ensure all syllabi contain course learning outcomes as stated in the Course Outline of Record. Disproportionate impact is monitored and widely discussed in a variety of settings (committee, department, college). College supports assessment days to provide training on outcomes assessment, mapping, and authentic assessment to the campus community. There is ample evidence of systematic, outcomes assessment and the results are reported and discussed. (II.A.3)

The college makes a clear distinction between pre-college courses, college, and transferable courses in the Catalog, website, and the course outline of records. Students encounter these curriculum distinctions through oft- referenced and widely available documents such as the Schedule of Classes and the College Catalog. As a result of the California Assembly Bill 705, which allows students to enroll directly in college level classes without completing pre-college, the College completely redesigned the pre-college courses for ESL, Mathematics, and English to help the students to be successful. Furthermore, the college has created a good array of support programs through the Center for Academic Success to help the students gain the necessary skills and knowledge to move into and complete transfer-level coursework. This work is sustained by a discipline specialist in ESL, Math and English to sustain and modify the support as needed by the students. (II.A.4)

The team reviewed the evidence that the College meets all applicable standards and that degrees and programs follow appropriate guidelines related to length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. Curriculum is developed and reviewed extensively by faculty at a variety of levels to ensure it meets the standards adopted by the College through Board policies and administrative procedures (AP4100). Length, breadth, depth, rigor, sequence, completion time and synthesis of learning are all monitored by

the Curriculum Committee as outlined on the curriculum website as well as reviewed by Advisory Committees for all CTE programs. (II.A.5, ER 12)

The College provides a variety of scheduling options and term lengths to meet the needs of students and to improve student success rates. The College has utilized a Guided Pathways model to scheduling to ensure that students can complete in a reasonable timeframe utilizing Program Mapper. The Program Mapper helps the student to choose their learning path and to understand the courses needed to achieve their career goals. The College's Plan for Enrollment Management, developed by the Enrollment Management Committee, is the guide to schedule courses in a reasonable and accessible manner in two-year rotations, allowing students to complete their programs within established expectations in higher education. Daily tracking of enrollment statistics, including registration, waitlists, and fill rate patterns help facilitate program completion. Department Chairs and division deans study the data and collaborate closely to implement course offering patterns that are reflective of student demand. The College has seen consistent growth in the dual enrollment programs at area high schools, in an effort to improve college readiness in the communities it serves. Additionally, the college has expanded its non-credit offerings to include certificates to support industry needs in the community. (II.A.6)

Pierce College, guided by its mission, goals and values and strategic plan, goes to extreme length to provide access in various modalities and lengths to meet the needs for all students. The College utilizes a variety of modalities to provide flexibility in course-taking patterns: in addition to hybrid and online course offerings, courses are offered as a late start, in addition to traditional one semester length courses. Moreover, the College has implemented a rich variety of learning support programs to address the changing needs of its students and to support equity and success; these include UMOJA, Program for Accelerated College Education (PACE), EOPS, and many others. There are also many faculty professional opportunities which help faculty to improve pedagogies and support equity. The College's ongoing equity efforts demonstrate its commitment to ensuring teaching methodologies and learning support services reflect the needs of its students. Distance Education training for faculty is plentiful. All workshops are recorded and posted on the distance education website which has links to guidelines and additional resources. (II.A.7, ER 9)

The College does not use nor plans to incorporate departmental course or program exams. (II.A.8)

The College awards course credit, degrees, and certificates based on student attainment of learning outcomes. Each course goes through extensive review by the faculty to ensure it meets the standards adopted by the College through Board policies and Administrative Procedures (BP/AP 4100). Each student learning outcome is carefully mapped to the content and to program learning outcomes. This is consistent for all courses and student learning outcomes appear on Course Outlines of Records and the syllabus. Units of credit are awarded in a manner consistent with higher education norms as outlined in AP/BP 4020. (II.A.9, ER 10)

The College makes available to students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty: these policies are conveyed through the College Catalog, Counseling, several administration procedures (AP 4051, AP4052, AP4236, AB4237, AP4238) and the College website. Appropriate department chairs certify that learning outcomes from transferred courses articulate to the College's courses. Information on the Articulation page of the College website outlines agreements between CS, UC and many California private independent colleges and universities. The Articulation Officer, a voting member of the curriculum committee, updates articulation agreements annually. The College offers a variety of transfer workshops as well as facilitating meetings with university representatives. (II.A.10, ER 10)

The College's programs include Student Learning Outcomes (SLOs) appropriate to program levels. Institutional Learning Outcomes (ILOs), as outlined at the beginning of the Course Catalog, include the areas required for Standard II.A.11, competencies in communication, information literacy, quantitative reasoning, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other Program Learning Outcomes. SLOs and PLOs are mapped to the ILOs and are communicated via the website, course syllabi, and through counseling/student meetings. (II.A.11)

The College requires all degree programs to have a component of general education for associate degrees and ratifies this commitment annually. Per the Associate Degree General Education Requirement, students must complete at least 18 units. The College Catalog includes general education requirements for all courses offered. Faculty shape decisions regarding course eligibility for satisfying general education requirements based on SLOs. The Curriculum Committee reviews and determines the appropriateness of each course for inclusion in General Education. (II.A.12, ER 12)

Pierce College's Board Policy and Administrative Procedures follow California regulatory requirements, and states that students enrolled in any degree program must complete at least 18 units of core coursework within their area of study. For each program, the type of degree is clearly identified with extensive information, including minimum requirements specific to each degree or certificate, units of study and recommended course sequences aligned to selected program matriculation, GPA/grades, and recommended prerequisites. Course and program level student learning outcomes are reviewed by the Curriculum Committee and assessed by department/discipline faculty to ensure mastery of key theories and practices within each field of study. (II.A.13)

To address the inclusion of professional competencies that meet employment standards and other applicable standards, CTE programs are subject to review every 2 years. CTE programs are also supported and vetted by external industry advisory committees to ensure any new or revised programs meet the industry standards and students achieve success in demonstrating technical and professional competencies; several programs at the college are also subject to review by external agencies such as the Board of Registered Nursing, American Veterinary Medical Association, and Bureau of Automotive Repair. The College's website offers more expansive information on gainful employment and all CTE programs offered by the College, so

students are well informed regarding preparation for external licensure and certification. (II.A.14)

The College follows Board Policies/Administrative Procedures (BP/AP) regarding program viability and discontinuance. When programs are eliminated or program requirements are significantly changed, the College makes appropriate arrangements so that students may complete education in a timely manner with a minimum of disruption according to Administrative Procedure AP 4100. The Educational Planning Committee, a subcommittee of the academic senate has oversight over program viability. Recently the EPC updated the viability review document. The viability review is inclusive, open, and data informed. (II.A.15) The College conducts regular evaluation of the quality and currency of all instructional programs offered in the name of the institution to improve programs/courses and enhance learning outcomes and achievement no matter the location the class is offered. The College incorporates an iterative and systematic Comprehensive Program Review process, with a Comprehensive Instructional Program review every four years and an annual update to review progress in meeting goals identified in the Comprehensive Program Review. It is apparent the comprehensive and inclusive information generated in the comprehensive program review to inform mission-related goals to achieve for improvement and student success. The College efforts to ensure quality academic programs have been evidenced by the success of their students in the transfer pathways and the excellent transfer rates and licensure rates. The College maintains effective, rigorous, and respected programs to the benefit of their students. (II.A.16)

Conclusions:

The College meets the Standard.

II.B. Library and Learning Support Services

General Observations:

The institution appropriately and thoroughly supports student learning with the presence of a fully functioning library and Center for Academic Success. Both services, and the Umoja program, sufficiently provide a vast variety of resources to students regardless of location, including distance education. Evaluated as part of the college's comprehensive program review process, the library and CAS conduct surveys to further support the development of student learning outcomes. CAS and Umoja participate in learning and support communities, such as the CCC's Success Network, LACCD, and Umoja Communities.

Findings and Evidence:

The institution supports student learning and achievement by providing learning opportunities through the Library and Center for Academic Success. With face-to-face service open an average of 63.5 hours per week and with 24/7 online access to Librarians via Live Chat and Spring share Co-op, students have adequate access to services. For more in-depth learning, credit library courses and workshops are available on subjects such as research skills and how to properly cite sources. The services are sufficient in quantity and variety, evidenced by the great number of Library and Center for Academic Success support offered. Support for distance education is apparent by the offering of online Librarian access, wifi and computers in the library, the laptop lending program, and by over 260,000 ebooks accessible via online databases. Learning support services are thorough and offer variety of service for most learners, including support for African American/Black, Latino, male, and/or low-income students through a robust Umoja program. With up to 40 subjects covered by online and face-to-face tutors, online and face-to-face workshops in English, math, ESL, and study skills, and internships providing opportunities online, there is substantial evidence of sufficient ongoing instruction for users of library and other learning support services, including those in distance education. (II.B.1, ER 17)

Pierce College demonstrates its reliance on the appropriate expertise of faculty, including librarians, and other learning support service professionals by soliciting recommendations for book purchases, supporting the values of responding directly to course curriculum updates and departmental needs. Librarians support the Curriculum Committee, CCL-EAR Committee, and Distance Education and Instructional Technology Committee (DEITC) to ensure that adequate resources are purchased, that the library's decision-making process regarding subscriptions is well informed, and that the needs of distance education are met. (II.B.2)

To demonstrate the institution evaluates library and other learning support services, both entities employ systematic evaluations including participation in the college's comprehensive program review process and distributing surveys to both students and faculty to assure their needs are adequately met. The CAS also evaluates services to contribute to the attainment of student learning outcomes. Paper evaluations are handed out at the end of workshops to collect qualitative and quantitative feedback on workshops and individual tutoring. CAS also conducts a qualitative survey of student tutor training and of tutor mentor sessions. CAS faculty and staff use the data to adjust content for future and ongoing presentations. (II.B.3)

The institution sufficiently documents that services contracted with other institutions are adequate for their intended purpose and all are easily accessible on the library's website. The library currently has agreements with QuestionPoint or LibAnswers, and ExLibris. Additionally, the library has agreements with eight other District libraries plus the CCL Consortium to provide intra-library lending services. CAS contracts with Penji to track student usage of tutoring services and to connect them with District-wide tutoring services. Upon full integration of Penji, students will have single sign-on abilities integrating Penji with Canvas, the website, and

their phones. With these options, the institution is demonstrating appropriate and equal service to students in distance education as well as on-campus students. (II.B.4, ER 17)

Conclusions:

The College meets the Standard.

II.C. Student Support Services

General Observations:

Pierce College regularly evaluates the quality of student support services as is evidenced by the clear and effective Comprehensive Program Review (CPR) process with the assistance of the Student Services Assessment Task Force. Departments and programs effectively evaluate all modality of program offerings to identify needs and gaps in services through the use of surveys, review of data from the Office of Institutional Effectiveness, and the Educational Services Center data at the District level. The evidence of ongoing continuous improvement includes review of student learning outcomes and service area outcomes, and enhances the accomplishment of the mission of the institution.

Findings and Evidence:

Pierce College's student support programs are regularly evaluated and assessed on a four-year program review cycle; templates and reports provided as evidence demonstrate a reflective and substantial process that includes analysis, reflection, forward-looking and aggregated and disaggregated data. Trainings and institutes are held, focusing on assessment and outcomes. The college's Student Equity Plan is supported by SEAPAC (Student Equity and Achievement Programs Advisory Committee), an entity that ensures activity, fiscal oversight, data analysis, and evaluation of goals (including templates for reflection, metrics, planning, and student satisfaction surveys). Student Learning Outcomes and Service Area Outcomes are developed and assessed, within the scope of comprehensive program reviews. The 2017-2021 Strategic Master Plan focused on "ensuring student success" and included two goals specific to student services which were measured in program review. (II.C.1, ER 15, II.C.2)

By providing "appropriate, comprehensive, and reliable services", Pierce College ensures equitable access "to all student". All support services are available online and in-person. Platforms such as CCCApply, MyPath, Program Mapper and Cash Course are available to all students. The departments of Outreach and Financial Aid provide workshops and information sessions both in-person and online. (II.C.3, ER 15)

The college's athletics and co-curricular programs are mindful of the institution's mission, integrity, and Board/District policies and procedures. The *Pierce College Student Athlete*

Handbook covers Board policies, the California Community College Athletic Association guidelines, and the college's expectations and requirements; students must sign a student athlete contract acknowledging the rules and regulations. There is a packet for athletic coaches and department trainings. Student Life programs participate in program and must align with the college's mission and master plan. Further evidence demonstrates how various student support services actively contribute to academics, social, cultural and civic engagement, and student leadership opportunities and development. (II.C.4)

Pierce College's academic advising is based on preparation of Counselors and staff, orienting and assuring students understand program requirements, and that information – including transfer and graduation – is accurate, timely and useful. Counseling services include general and new student counseling, career, transfer, athletics, UMOJA, veterans, financial aid, and CalWORKs. Counselors are tenure-track faculty and participate in the structured tenure process, and the department has developed relevant trainings, a counselor manual, and holds scheduled meetings. A variety of focused workshops for students are hosted by Counseling, with topics ranging from student success, majors, meeting the counselors, career and transfer fairs. Counseling courses also inform students. Guided Pathways efforts include the use of Program Mapper, and a video for students on the support services available. Cross-functional "Success Teams" aid in breaking down silos and development wrap-around services. (II.C.5)

The college's admission policies and guidance on pathways for degrees, certificates and transfer are clear and are consistent with institution's mission. Guidance on criteria and the application process are available for general and high school (concurrent) students. Videos have been developed in addition to narratives on the website. A variety of workshops and fairs, infographics and how-to documents (e.g. transfer and specific four-year institutions) are available to students. Program mapper instructional videos help the college community and students understand its usage. (II.C.6, ER 16)

Admissions and placement instruments, as well as practices, are regularly evaluated and validated for effectiveness and minimization of biases. Admission is via CCCApply. Placement is in accordance with AB705 and is via "a self-guided placement tool" embedded in the application process (math, English). A self-placement tool for ESL is in development, and instead is guided by ESL faculty through an ELS placement survey and a recommended writing sample. Chemistry faculty developed a Canvas shell to aid students in self-assessment in readiness for Chemistry courses. (II.C.7)

The college limits access to electronic/digital student records and files as a means to keeping such information secure; records are backed up on the cloud. Board policies and procedures provide guidance on student records and at the time of the college's ISER being written, these were being changed. The evidence documents training on both FERPA and HIPAA for A&R and Health Center employees. Students can indicate, via a form, to whom their records can be released, as well as opt out of having their information being released through student directory information; supported via Board policies and procedures, and information on the A&R website. Financial Aid contracts with a third-party platform in order for students to

complete and upload forms securely (CampusLogic) to the server, which is backed up manually to a “hard disk”. Office of Special Services are in a secure locked filing cabinet as well as a secure cloud account; training of faculty and staff is required in order to access these files.
(II.C.8)

Conclusions:

The College meets the Standard

Standard III

Resources

III.A. Human Resources

General Observations:

Los Angeles Pierce College effectively uses its resources – human, physical technological and financial – toward achievement of its mission and its improvement of academic and institutional quality and effectiveness. A good portion of direction, guidance, oversight and policy comes from the Los Angeles Community College District (LACCD). LACCD has policies and procedures in place, as well as structures and systems for review and revisions of said policies and procedures.

Findings and Evidence:

There are three (3) main entities bearing mutual responsibility of the hiring process: LACCD Human Resources, LACCD Personnel Commission, and Los Angeles Pierce College. Likewise, there are three main areas of responsibilities, described “shared responsibility”: development of job descriptions, advertising positions, and determining candidate qualifications. Staffing requests and all job descriptions from the college must align with the college’s mission and planning. Academic positions (faculty and administrators) are the purview of the Human Resources Department, which follows the Board of Trustees’ Human Resources Guides, yet it is also described as a collaborative effort of Human Resources and the college. There is a Faculty Position Prioritization Committee, which is a sub-committee of the Academic Senate, as well as the Pierce College Faculty Hiring Procedures which is developed by the Academic Senate and approved by the college president. The Personnel Commission oversees the classified personnel recruitment and testing processes, regularly reviews employee classifications, and with the hiring managers updates job descriptions. Verification of candidates’ application packets are verified by the LACCD Human Resources department. (III.A.1)

Job descriptions are required to align with the CCCC handbook Minimum Qualifications for Faculty and Administrators in California Community Colleges, as well as include curriculum development, assessment of SLOs, and specific area(s) of knowledge for any particular faculty position. LACCD utilizes a formalized process in order to ensure fairness, equity, and thoroughness. The LACCD Equal Employment Opportunity (EEO) Plan is followed, and hiring committee members are receive training on the EEO Plan by the LACCD Office of Diversity, Equity, and Inclusion. (III.A.2, ER 14)

Qualifications of Administrators and other employees with responsibility for educational programs and services are verified by LACCD Human Resources, and align with California

Education Code, the CCCCCO handbook Minimum Qualifications for Faculty and Administrators in California Community Colleges, and Board policies. (III.A.3.) LACCD Human Resources verifies candidates' credentials, transcripts, and equivalency documents. (III.A.4)

Structured processes are in place to evaluate confidential and management employees; collective bargaining agreements lay out the processes for full-time and adjunct faculty, classified employees, and academic deans. One of the examples such a structure for evaluating an Academic Vice President, which includes the positions and their numbers of who will be evaluating the vice president, the timeline, and frequency of evaluations. LACCD has an Evaluation Alert System (EASy) which sends out reminders to supervisors and generates lists of those due for evaluation, and some accommodations to the evaluation deadlines were made during the time of pandemic precautions and emergency conditions (e.g., administrators delayed to June 2020 and faculty to Fall 2021). Instructional deans track faculty evaluations via an Excel spreadsheet. (III.A.5)

III.A.6 - N/A (deleted by ACCJC)

All faculty positions are approved through the Faculty Position Priority Committee, a sub-committee of Academic Senate. The need for faculty may also be identified through Comprehensive Program Review, where departments identify the need for faculty. Individual college's FON targets are set by the LACCD Chancellor's Cabinet. (III.A.7)

There is a Faculty Guild, and through the collective bargaining process reaches an agreement with LACCD regarding the employment, orientation, oversight, evaluation and professional development of adjunct faculty; the evidence provides details concerning work environment, salary/pay, academic calendars, and other key elements. A Center for Adjunct Faculty Engagement provides specific support and professional development opportunities. Adjunct faculty have representation on Academic Senate. (III.A.8)

The evidence supports that there is structure for the hiring of staff who support the needs of the college, and that through comprehensive program review is the process for which departments make personnel requests. Organizational charts (samples of) are included as evidence. (III.A.9, ER 8)

LACCD has a baseline of minimum funding of administrators for each college through a Budget Allocation Model, based on size of college (small, medium, large). Comprehensive Program Review is utilized to reflect hiring needs for programs and departments; the process is described as "collaborative". (III.A.10, ER 8)

Personnel policies and procedures are through the LACCD as a whole, and the evidence documents that they are adhered to through implementation and processes. Policies are published on the LACCD website, and the evidence documents adherence and consistency with standardize forms and processes. (III.A.11)

Trainings, use of the CCCCCO Vision Resource Center, EEO Plan, EEO Advisory Committee, EEO Hiring Committee, and Office of Diversity, Equity, and Inclusion all contribute to the LACCD's "core value" of "The Power of Diversity". Attention is paid to diversifying candidate pools through strategic recruitment and various aspects of the hiring process. In 2020 the LACCD established their Framework for Racial Equity and Social Justice which includes specific action steps in regard to recruitment, hiring and promotion of marginalized and historically underrepresented communities. The evidence documents the establishment of several advisory committees such as Chancellor's Advisory on Black/African American Student Affairs and ad-hoc committees such as Teaching and Learning Barriers for Non-English Speaking. Support systems exist at Pierce College for employees, including the Center for Professional Excellence. There is a Faculty Professional Development Coordinator and a Center for Professional Excellence Professional Development Coordinator, both providing opportunities to Pierce employees. The Pierce College Diversity Committee hosts multicultural events, and created a "diversity and equity statement" for faculty's syllabi, promoting the college mission. Project Match is a faculty mentorship program that is tied to diversity efforts. (III.A.12)

There are Board policies, Personnel Commission "laws and rules", an Employer/Employee Relations (EER) Handbook, and Education Code that promote ethics and ethical behavior for all personnel. Academic Senate has a Professional Ethics Committee. (III.A.13)

Professional development is provided and available to all LACCD employee groups, and use of the CCCCCO Vision Resource Center is encouraged and actively engaged. A wide range topics and issues are covered, ranging from Canvas Week to Franklin Covey workshops to Allyship Book Club and Wellness Wednesday. The Center for Adjunct Faculty Engagement (CAFÉ) has been established, and there is a Peer Online Course Review. An Integrated Planning Calendar and Professional Learning Plans are incorporated in these efforts. Tuition reimbursement is available for courses and trainings, and faculty share about conference content. The evidence documents systematic evaluation of professional development efforts. (III.A.14)

Personnel records are kept secure and confidential – files are stored in a room secured by key access available only to Human Resources employees. Collective Bargaining Agreements specify employees' access to their personnel records and files, and supervisors may review their employees' personnel files with a Human Resources staff member present. Review requests are made in writing and require an appointment with Human Resources. Board policy outlines custodianship and responsibility for personnel files with the LACCD Vice Chancellor of Human Resources. (III.A.15)

Conclusions:

The College meets the Standard.

III.B. Physical Resources

General Observations:

Los Angeles Pierce College effectively uses its physical resources to achieve its mission and to improve academic quality and institutional effectiveness. Los Angeles Pierce College is part of a multi-college system, and it is organized in a way that shares responsibility for physical resources and planning. The Build-LACCD Bond Construction Program illustrates the College's ongoing efforts to plan, build, upgrade, and replace physical resources as needed for continued resource improvement. The College's Facilities Master Plan (FMP) was created in 2002 and has undergone several updates as new bonds were approved and new projects were added; the most current version being 2021.

Findings and Evidence:

Los Angeles Pierce College assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services by regularly reviewing the Facilities Condition Index (FCI) in the FUSION, their Facilities, Maintenance, and Operations department (FMO) strategically organizes its staff to close the Work orders, which are prioritized based on safety, health, and impact to learning and working environments. The general operating budget for FMO funds the majority of the daily maintenance for safe and sufficient resources. Furthermore, the College is required to submit all building plans to the Division of the State Architect (DSA) that provides construction oversight (III.B.1).

Los Angeles Pierce College 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. The Build-LACCD Bond Construction Program illustrates the College's ongoing efforts to plan, build, upgrade, and replace physical resources as needed for continued resource improvement. The College's Facilities Master Plan (FMP) was created in 2002 and has undergone several updates as new bonds were approved and new projects were added; the most current version being 2021. The FMP details the planned buildings, locations, relocations, demolition activities, and the impact of any increase in student population (III.B.2).

To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, Los Angeles Pierce College plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account. Current facilities are assessed and evaluated regularly by the FMO Staff including General Foreman, Electricians, HVAC Technicians, Carpenter and Painters, Maintenance Assistants and Custodians. Each academic year, program needs are evaluated, and department requests for equipment, human resources, and supplies are proposed through the Comprehensive Program Review process with goals and action statements defining resource needs. The Office of Academic Affairs assesses classroom needs for instruction culminating in a classroom allocation list (CAL). The CAL produces a priority for scheduling per department for effective utilization of resources (III.B.3).

Los Angeles Pierce College has a variety of long-range capital plans that support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment. The College's FMP was created in 2002 and has undergone several updates as new bonds were approved and new projects were added; the most current version being 2021. The College's long-range capital construction plans is identified in the Five-Year Capital Outlay Plan 2023-2027. The College's Facilities Advisory Committee (FAC) created a Total Cost of Ownership calculator, and the College Facilities, Maintenance, and Operations (FMO) department has put forth campus-wide standards (III.B.4).

Conclusions:

The College meets the Standard.

III.C. Technology Resources

General Observations:

Through an intricate and carefully designed District to college structure, the institution ensures that 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. From the TPPC to the OIT at the District level to the Technology Committee at the college-level and with several cross-functional reporting structures in between, the technological needs of the college, including the upgrades and replacements needed to support its mission, the security of information, the training provided to faculty, staff, and students, and the policies and procedures that guide appropriate use of technology all appear to be carefully and thoughtfully supported and overseen.

Findings and Evidence:

A District-wide Office of Information Technology and a District-wide participatory governance committee, TPPC, ensure that technology services, professional support, facilities, hardware and software appropriately support the institution's academic programs, teaching and learning, and support services. The TPPC is structured such that it is co-chaired by the District vice chancellor and by a District academic senate designee with membership representing faculty, distanced education, administration, District academic senate and collective bargaining units. Following a significant reorganization suggested by an external consultancy, the Office of Information Technology provides District-wide information technology services to support the educational community and the needs of students. Further, the college has a dedicated support team led by a regional manager, college technology services to meet the needs of the local students, faculty, and staff. Providing more than 70 applications District-wide and having

undergone a recent website redesign, the OIT employs more than 170 staff with 10 working directly on the Pierce College campus. Supporting the Pierce College Technology Master Plan is the Technology Committee, reporting directly to the Pierce College Council. In addition to the TC, the Distance Education, and Instructional Technology Committee (DEITC) works to improve the technology related to teaching and learning. The DEITC is a sub-committee of the Academic Senate and works to set guidelines associated with technical and instructional support and design including personnel, services, software, training, and equipment to assure the successful use of educational technology and to improve the quality of distance education. (III.C.1)

A multi-year District-wide Innovation and Technology Plan ensures the quality and capacity of the technological infrastructure. The plan directly aligns to the District Strategic Plan Goals and outlines eight IT strategic priorities that support the District and College missions, operations, programs, and services. Operationalized through District-wide IT initiatives and projects and through college specific projects and efforts, IT initiatives are organized on a technology roadmap and status is reported on the OIT projects dashboard. Comprehensive Program Review (CPR) with annual updates provides departments and programs the opportunity to evaluate their technology needs each year. In addition to annual program planning, the College follows the Technology Master Plan (TMP), including an overview and planning cycle with specific targeted goals and metrics to be accomplished by 2022, and this plan is created and implemented by the Technology Committee (TC), a participatory governance committee. Despite this integrated planning structure, Pierce College maintains some flexibility when immediate change is needed, such as when the campus required a Wi-fi upgrade during the pandemic. (III.C.2)

To assure that technology resources are safely and reliably offered at all locations where courses, programs and services are delivered, a District Information Security Program is in place. The program is reviewed regularly to assure it is aligned to the NIST Cybersecurity Framework, and to assure consideration of any new risks as the cybersecurity landscape changes. The institution maintains an inventory of technology assets that is used in the maintenance and refresh process. Back-up and disaster recovery capabilities have been put in place to ensure that key services are available to all teaching and learning locations and reliable access is provided to students, faculty, and staff. PeopleSoft offers single sign-on authentication to ensure users ease and security. Security training in the form of the Canvas training has been provided Districtwide to mitigate the threat of phishing and other cyber-attacks. (III.C.3)

The institution is providing appropriate instruction and support for faculty, staff, students, and administrators in the effective use of technology evidenced by access to the Vision Resource Center, 4,275 distance-education trained faculty (District-wide), and by weblinks to information resources providing guidance on the use of various technology systems. The Center for Professional Excellence and PierceOnLine offer trainings relevant to faculty and staff during flex week and throughout the semester. PierceOnLine employs a full-time DE Coordinator, a full-time online multimedia specialist, a full-time online technical support assistant in addition to five additional staff added during the pandemic. PierceOnLine offers in-person and Zoom

training to faculty and students related to technology required for the teaching and learning process. (III.C.4)

The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes that are informed by several District and college plans and procedures including Board policies, LACCD standards, legal requirements, IT recommendations, Infrastructure Standards, End User Computing Standards and Instructional Classroom Audio-Visual Standards. The DEITC recently submitted a regular and effective contact policy for academic senate ratification and now all online instructors are expected to abide by the guidelines and provide distance education classes with an appropriate and effective learning environment. The Technology Committee creates, updates, and facilitates the needs identified in the technology master plan and to address campus technology needs and ensures that the highest level of service possible is provided to students, faculty, staff, and administration of the college. (III.C.5)

Conclusions:

The College meets the Standard.

III.D. Financial Resources

General Observations:

Los Angeles Pierce College effectively uses its financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Los Angeles Pierce College is part of a multi-college system, and it is organized in a way that shares responsibility for financial resources and planning. Funds are allocated to Los Angeles Pierce College through the Board adopted District Allocation Model. Their financial resources are aligned with the college's mission and goals which is reflected in the college's Integrated Planning Calendar 2013-2026 and driven by the College's Strategic Master Plan (SMP). The college's annual planning cycle requires all units and departments to align goals and resource requests to the strategic master plan through the comprehensive program review process. To ensure fiscal stability, the College monitors its budget on a monthly and quarterly basis.

Findings and Evidence:

Los Angeles Pierce College is part of a multi-college system, and it is organized in a way that shares responsibility for financial resources and planning. Funds are allocated to Los Angeles Pierce College through the Board adopted District Allocation Model. The College prepares a budget that fully funds instructional programs to achieve enrollment growth targets established by the LACCD. The college's Integrated Planning Calendar 2013-2026, and driven by the College's Strategic Master Plan 2022-2026 (SMP). To ensure fiscal stability, the College monitors its budget on a monthly and quarterly basis (III.D.1, ER 18).

The Budget Committee (BC), a subcommittee of the Pierce College Council (PCC), 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. 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. Policies and procedures to ensure sound financial practices and financial stability are established through LACCD Board Policies. The Business Office & Accounting Policies and Procedures Manual was adopted by the College to facilitate consistent and strong financial practices (III.D.2).

The District has a regular budget development process governed by BP 6200. All constituencies have appropriate opportunities to participate in the development of institutional plans and budgets through the Pierce College Council (PCC) and the participatory governance committees including the Budget Committee (BC). The Budget and Management Analysis Unit develops internal budget operational plans and provides guidance to colleges during the budget development process. The District budget calendar is updated and approved by the Board annually, and budget procedures are revised regularly to comply with federal, state, and local laws (III.D.3).

The District provides regular forecasts of revenues, expenditures and reserves at the District-level. These efforts are integrated into the governance structure with the District Budget Committee conducting regular reviews of past expenditure patterns at the college and District-level. The District provides the Board Budget and Finance Committee five-year forecasts of revenues, expenditures and fund balances to inform the District's next fiscal year's budget (III.D.4).

The budget development calendar is evaluated and updated annually and reflects appropriate oversight, planning and communication through district-wide governance processes. Board of Trustees, and the colleges receive financial information on resource allocation and financial management is also routinely provided to the BFC and DBC to ensure appropriate checks and balances. Board Rule 7100 defines contracting requirements (III.D.5).

The District's independent audit reports serve to confirm that the financial information system is accurate and reliable. The independent audit consists of testing of internal controls and compliance with Board Policies and state and federal regulations. The District received an unmodified external audit, with no identified material weaknesses, for 2019-2020 (III.D.6).

All audit reports are reviewed and progress towards implementation of corrective action plans for all audit findings are tracked by the Office of the CFO on an ongoing basis to ensure and findings are addressed in a timely manner. External auditors review progress of corrective actions annually (III.D.7).

The District evaluates its financial and internal control systems on a continuous cycle to ensure validity and effectiveness. Results from internal and external audits are used for improvement. When any deficiencies or material weaknesses are identified, the District promptly implements corrective action plans to resolve the deficiency (III.D.8).

LACCD Administrative Procedure on Reserves, AP 6305 provides for the District to maintain a District General Reserve of six and a half percent (6.5%) and a Contingency Reserve of three and a half percent (3.5%) of total unrestricted general fund revenue at the Districtwide account level. Such reserves are established to ensure the District's financial stability, to meet emergency situations or budget adjustments due to any revenue projection shortfalls during the fiscal year. The District conducts regular reviews of cash-flow. The fiscal stability of the District has also been reviewed by credit rating agencies, which resulted in an AAA rating by Moody's and AA+ by Standard & Poor's (III.D.9).

The District practices effective oversight and management of all financial resources through centralized and college-based reviews. The following Policies and Procedures lay the foundation for fiscal oversight: BP 6200 Budget Preparation; BP 6250 Budget Management; BP 6300 Fiscal Management; BP 6400 Financial Audits; BP 6410 District Audit Charter. BP 5130 and AP 5130 Financial Aid guide the policies and procedures regarding financial aid. The Central Financial Aid Unit works collectively with the Colleges to respond to federal program reviews of Federal Financial Aid and the distribution of Federal and State Aid is audited annually as part of the District's annual audit (III.D.10).

The District creates comprehensive income and cost projections on a regular basis that are used for budget planning. The Budget and Finance Committee reviews the five-year forecast of revenues, expenditures and fund balances. The District provides college allocations based on the Budget Allocation Model. Colleges utilize the District and local projections to develop college-level budgets. The District performs actuarial evaluations every two years to assess current OPEB liability (III.D.11).

The District conducts regular reviews of its Other Post Employment Benefit (OPEB) Liability. The last actuarial study dated April 2021 determined that the liability is currently funded at 18.92 percent. In 2008, the LACCD Board of Trustees adopted a resolution to establish an irrevocable trust with CalPERS to pre-fund a portion of plan costs (III.D.12).

The District does not currently have any locally incurred debt (III.D.13).

BP 6307 Debt Issuance and Management provides a framework for debt issuance and management. The Bond program undergoes external financial and performance audits annually to demonstrate that bond expenditures have been used with integrity, for their intended purposes, within District Policy and federal and state regulations. Grants and categorical programs are also included in the District's external audit process (III.D.14).

Student loan default rates, revenues, and related matters are consistently monitored to ensure compliance with federal regulations. The College Monitors and manages the cohort default rate annually and ensures compliance with federal regulations. The College also requires students to complete an online life skills lesson to assist with money management (III.D.15).

The District has policies and procedures in place to ensure that all contractual agreements are consistent with the institution's mission and goals, and to ensure the integrity of all contractual agreements. Contractual agreements contain appropriate provisions with external institutions and adhere to policies and procedures. The District Director of Business Services reviews all contracts with external entities to assure terms and conditions and performance standards are in the District's best interest and adhere to all local, state, and federal compliance requirements. Contractual transactions are then reviewed and approved by the Board through their regular monthly meeting (III.D.16).

Conclusions:

The College meets the Standard.

Standard IV

Leadership and Governance

IV.A. Decision-Making Roles & Processes

General Observations:

Los Angeles Pierce College utilizes District policies and procedures, college guides and planning schedules, constituency groups, and participatory governance committees to define decision-making roles and processes, and ensure that administrators, faculty, and students have a meaningful part in defining and implementing the policies, planning, and budget that affect their areas of responsibility and expertise. Decision-making practices are clear, codified, and collaborative.

Findings and Evidence:

Los Angeles Pierce College adheres to Board Policies and Administrative Procedures that provide for participation of individuals in the improvement of the practices, programs, and services that have an impact on them. The college's participatory governance structure comprising the Pierce College Council (PCC), the Academic Senate, and the Associated Students Organization (ASO), promotes broad engagement as well. The PCC, for example, utilizes a standing committee structure to consider institution-wide improvements and innovations, and make subsequent recommendations to the college president. The process is summarized in the Decision-Making and Planning Handbook (DMPH). Through the Center for Professional Excellence and campus-wide town halls, faculty, classified staff, and students have the opportunity to provide feedback to leadership regarding the ways in which the institution can make improvements. (IV.A.1)

Los Angeles Pierce College maintains policies and procedures that ensure administrative, faculty, staff, and student participation in decision-making processes. Board Policy and Administrative Procedures outline and ensure the Academic Senate's governance role. The Decision-Making and Planning Handbook (DMPH) delineates the participatory governance process through the college committee structure, and outlines the integrated planning and budgeting procedures. Students are recruited to participate in all shared governance committees as either voting or non-voting members. Finally, Board Policy 2340 and Administrative Procedure 2340 outline how members of the public can bring matters of concern before the college and the board. (IV.A.2)

The respective roles of administrators and faculty are substantively and clearly defined in the charters of each of the Pierce College Councils standing committees. Administrators and faculty members are mandated to serve as co-chairs on five of the college's seven standing

committees. Although the Academic Senate and its subcommittees are clearly governed by the faculty, administrators have defined membership roles, and serve as either advisory or voting members on several of those subcommittees. Two bargaining unit committees (the Professional Growth Committee and the Work Environment Committee) make recommendations directly to the president, which further illustrated an integrated yet clearly defined governance relationship between faculty and administrations. (IV.A.3)

The College's Academic Senate and the Curriculum Committee ensure that the College provides well-defined structures, policies, and procedures for faculty and administrators to make recommendations related curriculum and students learning programs and services. The Technical Review Committee, for example, allows for administrators (as well as faculty) to review new courses that are being considered for adoption by the Curriculum Committee. The Educational Planning Committee—which also makes recommendations regarding program improvement and viability—comprises administrators and faculty as well. Finally, Board Policies and Administrative Procedures outline expectations for administrative and faculty collaborations pertaining to the development and implementation of student learning programs and structures. (IV.A.4)

The College's participatory governance structure, comprehensive program review policies, and integrated planning and budget calendar ensure that institution considers diverse perspectives that lead to setting goals and priorities in a timely fashion. The agenda for last year's LAPC Strategic Master Plan Town Hall Meeting is evidence that the institution takes seriously its responsibility to create opportunities for broad participation and feedback pertaining to college priorities and planning. (IV.A.5)

The College has processes in place to memorialize and disseminate committee and college decisions. In compliance with the Brown Act, the institution publishes agendas and minutes through SharePoint and college websites. The College also utilizes emails and newsletters to circulate decisions, and communicates discussions and recommendations through meetings with students, faculty, and classified staff members (e.g., standing committee meetings, Academic Senate, College Council, etc.) (IV.A.6)

The College adheres to an integrated planning calendar to ensure that it evaluates, reviews, and revises policies, procedures, and governance structures. Shared governance committees complete a self-assessment that is validated and communicated through the Academic Senate and Pierce College Council. District Human Resources are responsible for evaluating senior leadership positions at the College (President and Vice Presidents). Faculty leadership roles (funded through release time) are evaluated by the college president and the president of the Academic Senate. (IV.A.7)

Conclusions:

The College meets the Standard.

IV.B. Chief Executive Officer

General Observations:

Despite the turnover in the Office of the President over the past five years, those who have served in the role have managed to ensure that Los Angeles Pierce College continues to fulfill its mission, meet institutional goals, and maintain academic standards. The president has ensured that the college is implementing the statutes, regulations, and governing board policies to which the institution is expected to adhere. The CEO delegates authority where appropriate, while still actively engaging constituency groups and utilizing the participatory governance process.

Findings and Evidence:

In accordance with Administrative Policy 2431, the chief executive officer (CEO) of Los Angeles Pierce College is responsible for providing leadership for the institution. As president of the LAPC, the CEO is expected to oversee all aspects of college operations, including institutional planning, selecting and developing personnel, and fiscal management. These duties and responsibilities are outlined in the Pierce College President job description. The CEO meets the commitments described therein by utilizing the participatory governance structure (e.g. the Pierce College Council), engaging constituency groups (e.g. the Academic Senate), and addressing key personnel needs (e.g. moving to fill the Dean of Institutional Effectiveness and the Vice President of Student Services positions so that the College can meet its mission). (IV.B.1)

Consistent with the LAPC Organizational Chart, the president oversees the four main divisions of the College. Through weekly meetings with the Vice Presidents of Student Services, Administrative Services, and Academic Affairs, and monthly meetings with the complete management team, the president is able to discuss institutional practices, direct assignments, and delegate where appropriate. (IV.B.2)

Over the past five years, Pierce College has had five presidents serve as the CEO. As such, it is critically important that policies, procedures, and standards are in place to ensure consistency and compliance across administrative tenures. The review and revision of the Strategic Management Plan underscores an understanding of its critical role maintaining a measure of institutional stability despite frequent administrative turnover. Adhering to the four pillars of the Strategic Master Plan- Student Success and Access, Financial Stewardship/Organizational Stability, Racial Equity and Social Justice, and Internal and External Community Relations provide an institutional ballast. Standards for student performance and achievement are clearly delineated, and progress is charted through the Office of Institutional Effectiveness. The president and the administrative leadership work with the Educational Planning Committee in evaluating comprehensive program reviews to make sound decisions regarding resource planning and allocation. (IV.B.3)

While the president is ultimately responsible for ensuring that the institution meets or exceeds all areas of compliance, the evidence suggests that much of the accreditation work was carried out by the Accreditation Liaison Officer (ALO), the Faculty Accreditation Coordinator, and the Accreditation Steering Committee. The frequent CEO turnover may have necessitated that the various presidents played a supporting role rather than the primary one in terms of navigating the college through the accreditation process. (IV.B.4)

Consistent with the roles and responsibilities outlined in the job description, the president ensures that the college is implementing the statutes, regulations, and governing board policies to which the institution is expected to adhere. The CEO delegates authority where appropriate, while still actively engaging constituency groups and utilizing the participatory governance process. The CEO oversees the work of the Vice President of Administrative Services to make certain that the budget and expenditures are reviewed with the Budget Committee and presented at the Pierce College Council. (IV.B.5).

The CEO employs various methods and strategies to communicate in a timely and effective manner to the community that Pierce College serves. One example of this is the monthly column that the president pens for a local homeowners association to keep them apprised of what is going on at the institution. The Office of the President also routinely disseminates press releases in local newspapers, as well as messaging through television, radio, and other outlets. The CEO also maintains a College Citizens' Committee, which comprises nine community members who meet throughout the year to review bond expenditures and the physical plant construction schedule.

Conclusions:

The College meets the Standard.

IV.C. Governing Board

General Observations:

The Los Angeles Community College District (LACCD) has a seven-member Board of Trustees elected at-large by the citizens of the District, and one non-voting student trustee determined through an election by all enrolled students. The Board has established five Standing Committees: Institutional Effectiveness, Student Success, Budget and Finance, Legislative and Public Affairs, and Facilities Master Planning and Oversight; and one over-arching committee entitled Committee of the Whole. The Board meets monthly and the Standing Committees meet regularly with report out to the Board at their monthly meeting. This structure allows members to be engaged in developing a foundational knowledge to facilitate building consensus for taking action at the Board meeting each month. Through established policies and procedures aligned with the District's mission, the Board has the ultimate authority for educational quality, legal

matters, and financial integrity. The Chancellor reports directly to the Board and the Board has delegated authority to implement and administer board policies to the chancellor.

Findings and Evidence:

LACCD's Board policies outline the scope of the Board's duties and responsibilities. Board Policies and Board Rules outline Board membership, the duties and responsibilities of the Board, which include the Board's role in monitoring fiscal health, institutional performance, integrity, and educational quality, as well as the Board's committee structure. (IV.C.1, ER 7)

The governing board speaks with one voice, and once they reach a decision all members support that decision. *Board Policy 2715- Code of Ethics*, affirms the notion that the Board acts as a whole and that authority rests only with the Board and not with individual Board members. (IV.C.2)

Board Policy 2531 and related administrative procedures provide guidance in the selection of the chancellor. *Board Rule 10105.13* states that the Board will conduct an evaluation of Chancellor annually. The evaluation of the Chancellor culminates with a recommendation for contract renewal. (IV.C.3)

Board Policy 2200 defines the Board's role and responsibility in protecting the public interest and affirms that the Board is an independent policy-making entity. Furthermore, *Board Policies 2710 and 2715* define the Board's responsibilities and obligations concerning conflict of interest and establishes ethical rules in protecting the District from undue influence. (IV.C.4, ER7)

Board Policy 2200 defines the Board's role and responsibilities for establishing policies that are consistent with the District's mission, ensuring educational quality, integrity, and continuous improvement. The Board has established five subcommittees to assure quality and improvement in core areas including: institutional effectiveness, student success, Budget and Finance, Legislative and Public Affairs, and Facilities Master Planning and Oversight. The Board has also established a Committee as a Whole to review general and special topics of interest. (IV.C.5)

Board policies and administrative procedures are published on the District's website under "Board Rules" and can also be found on the District's Board Docs website. The District has policies and procedures in place specifying the Board's size (*Board Policy 2010 – Board Membership* and *Board Policy 2015 – Student Trustee*), duties and responsibilities (*Board Policy 2200 – Duties and Responsibilities*), structure (*Board Policy 2210 – Officers*) and *Board Policy 2220 – Committees of the Board*). Where appropriate, the District, through the chancellor, has established related administrative procedures to operationalize Board Policies. (IV.C.6)

The Board acts in a manner consistent with its policies as indicated by a review of Board minutes. The District has started the process of converting their Board Rules over to a standard used most California Community Colleges for Board policies and administrative procedures. The Board has delegated responsibility and authority to the Chancellor for a periodic review of policies and procedures. The Chancellor has created a triennial review schedule beginning in

2023 for all policies and procedures as outlined in Administrative Procedure 2410 – *Board Policies and Administrative Procedures*. (IV.C.7)

The District keeps the Board of Trustees informed of student academic performance through a review of the data with the Board’s Institutional Effectiveness and Student Success (IESS) Committee. After review and discussion of the data, the IESS periodically refers the information to the Board’s Committee of the Whole. During its annual retreat the Board uses the data to establish annual goals and to update the District’s strategic plan, as well as in other related plans. (IV.C.8)

As outlined in BP 2740 – *Board Education* the Board is committed to ongoing development as a Board and to a trustee education program, including a new trustee orientation. Board Members attend conferences, such as the Community College League of California (CCLC) and the Association of Community College Trustees (ACCT) for professional development. The Committee of the Whole often holds in-depth sessions to allow for better understanding of major focus areas, for example budget and AB 705. Board member terms of office are outlined in BP 2100 – *Board Elections*, which provides for staggered terms to ensure continuity of leadership. (IV.C.9)

Board Policy 2745 defines the Board’s annual self-evaluation process. The Board has complied with their policies as evidenced by the Board’s meeting minutes (January, 2022) and the report of their findings. The Board has implemented and participated in a variety of training programs in order to improve Board performance. (IV.C.10)

The Board has adopted both a conflict-of-interest policy (*Board Policy 2710 – Conflict of Interest*) and code of ethics (*Board Policy – Code of Ethics-Standards of Practice*) policy, which assures that individual board members maintain impendence from the District and also defines a process for sanctioning an individual Board member who violates Board Policy. Also, Board members file a Statement of Economic Interest form annually. (IV.C.11)

Board Policy 2430 and *District Governance Handbook* detail how the Board delegates responsibility and authority to the chancellor to administer board policies. The Board has a policy for evaluating the chancellor, which assures that the Board is holding the chancellor accountable for the operation of the District and the administration of Board Policies. (IV.C.12)

The Board of Trustees Special Meeting was held on June 25, 2022 where the Board discussed Board roles and responsibilities. The Board’s Institutional Effectiveness and Student Success (IESS) Committee had an Accreditation 101 training on May 18, 2022. The Board of Trustees approved the ISERs on July 6, 2022. The Board has been appropriately informed and involved with the accreditation process throughout the reaffirmation process and continuing to meet accreditation standards are an on-going focus of the LACCD Board. (IV.C.13)

Conclusions:

The College meets the Standard

IV.D. Multi-College Districts or Systems

General Observations:

The Los Angeles Community College District (LACCD) is a nine-college district. The Board of the LACCD delegates authority for administering board policies and overall operations to the chancellor. The chancellor, in turn, delegates appropriate authority to the college presidents to administer and operate each college. As part of the evidence, the District provided an accreditation matrix, which delineates responsibility for meeting accreditation standards between the colleges and the district. LACCD regularly assesses the effectiveness of its central services, its budget allocation model, and the efficacy of its district-level planning and participatory governance processes, and makes changes to these systems to effectuate continuous improvement. Through its data assessment and planning processes, LACCD has maintained its leadership role in social justice and equity by adopting a districtwide framework for social justice and equity.

Findings and Evidence:

Board Policy 2430 delegates executive authority to the chancellor to administer Board policies. The chancellor delegates authority to the college presidents to administer relevant board policies and related operational activities. *Board Policy 6100* delegates authority to the chancellor or his designee to oversee the general administration of District business functions. Finally, *Board Policy 7110* provides authority to the chancellor to execute personnel actions. (IV.D.1)

Board Policies 2430, 6110, and 7110 provides a clear delineation of roles and responsibilities between district and the colleges. The district and colleges administer regular surveys at the college and central services level to ensure that the needs of the colleges are being met by the district service offerings. The District works proactively with the colleges to assure that each college has adequate resources, and that there is an equitable distribution of resources among the colleges. (IV.D.2)

The district maintains a clearly defined Budget Allocation Model (BAM), which is implemented and evaluated on a three-year cycle by the District Budget Committee, a committee which includes membership from all colleges and the district office. The BAM acknowledges and accommodates the varying needs of the colleges; ensures that each college receives sufficient resources to operate and sustain the colleges and district; and is perceived as an open, fair, equitable and transparent allocation model by members of the District Budget Committee. Expenditures are adequately controlled and stay within the available budget. On a quarterly basis, projections of expenditures compared to budget are performed and reviewed in detail with the District Budget Committee; if anomalies exist or are identified, they are reconciled and agreed upon before presentation to the Board of Trustees. (IV.D.3)

Board Policy 2430 addresses delegation of authority to the college presidents. According to the policy, college presidents have full responsibility for the implementation of district and local policies. This includes organizational structure, hiring, and other critical functions. The college presidents are held accountable for their performance by the chancellor and the Board. (IV.D.4)

The colleges derive their strategic plans from a district-wide strategic plan that is updated every five years, through a participatory process that includes all colleges and the district CEO. The self-assessment indicates that the district is working to produce better alignment between the college planning processes and district plan and related communications. The district office has issued recommendations to this end including measurement and data standards

The team was impressed with the Districtwide and campus-level response to social justice and equity, which provides an example of how District system planning and evaluation is integrated with college planning and evaluation. Recent events at the national level prompted the District and the colleges to work together to develop a districtwide framework for racial equity and social justice. The framework is heavily influenced by campus-level work and input. At the same time, the Board and the District were able to provide an operational structure and the resources necessary to support the overall framework. The structure of program review, resource allocation decisions, and the development of programs and services are all influenced by this common districtwide framework. The District has funded a districtwide equity and justice fellow to ensure that the work continues and that the colleges are supported. LACCD enjoys a well-earned reputation as a leader in social justice and equity initiatives. The Board and the District are to be commended for developing a model that could be replicated at other member institutions. (IV.D.5)

The district implemented Board Docs, an enterprise level software package, in 2019 to improve districtwide communications, and to facilitate committee operations. The chancellor communicates regularly with the colleges' academic senates, unions, as well as the college presidents through Chancellor's Cabinet and Presidents Council. The district governance and planning processes include several opportunities for cross-communication between groups.

LACCD is a large entity and the District has increased its reliance digital communications. As an example, stakeholders now receive regular updates from the chancellor summarizing activities of the District and the colleges, including a quarterly *Governance Update* that provides a summary of all major participatory governance recommendations. (IV.D.6)

The district has regular, intentional cycles to assess and improve planning, governance, and decision-making processes. A survey is administered every two years to assess the efficacy of district-level participatory governance processes. This process culminates in results that are shared and used for future action and planning. The recent action to re-align strategic planning processes between colleges and district, and to improve communications is an example of how this assessment process is used to improve planning, governance, and decision making. (IV.D.7)

Conclusions:

The College meets the Standard

Quality Focus Essay

Utilizing its review of core data metrics, Los Angeles Pierce College (LAPC) has identified strategic needs to more effectively define enrollment management and use enrollment management strategies to make more substantial equity focused efforts to improve student success and achievement.

The College has been engaged in two planning processes that align closely with this action project, the Plan for Enrollment and the Strategic Master Plan. Using these two guiding documents, the College intends to focus on enrollment management activities as well as equity-minded advancements to improve student success and achievement. The five categories listed: Equity Advancement; Outreach, Marketing, and Student Communications; Onboarding; Caring, Student-Ready Campus; and Strategic Growth.

Equity Advancement Outcomes:

1. Increases in course success and retention of equity populations
2. Increase in completion of equity populations
3. Equity population students will report feeling a sense of belonging at the College

Outreach, Marketing, and Student Communications Outcomes:

1. Increase in student headcount
2. Increase in student enrollment
3. Increase in the proportion of disproportionately impacted students
4. Increases in course success and retention
5. Increase in completion

Onboarding Outcomes:

1. Increase the number and percentage of students who make through the onboarding process
2. Students will report satisfaction with the onboarding process

Caring, Student-Ready Campus Outcomes

1. Increases in persistence and completion
2. Students will report satisfaction with their interactions with departments across campus
3. External stakeholders will report satisfaction with their interactions with the campus

Strategic Growth Outcomes

1. Increases in persistence and completion
2. Increase in College Promise participation
3. Increase in Dual Enrollment section offerings
4. Increase in participation rates from area high schools

5. Increase in the number of non-traditional adult learners, including justice impacted students
6. Increase in the number of enhanced noncredit certificates awarded

LAPC has identified specific activities for each of the outcomes listed in the five categories above, including primary position(s) responsible, resources needed, and a timeline for completion.

The action project included in the QFE is directly linked to planning efforts that have been initiated through the new strategic planning and enrollment planning processes.

Appendix A: Core Inquiries

Summary of Team ISER Review

College Core Inquiries

None.

Due to the great work by the College on the ISER, and the excellent follow-up to the team's requests for additional evidence by the ALO, Dr. Mary-Jo Apigo, the LA Pierce Team did not find a need to submit any College specific Core Inquiries. The Core Inquiries submitted below are submitted on behalf of the LACCD District Team.

District Core Inquiries

Based on the team's analysis during the Team ISER Review, the team identified the following core inquiries that relate to potential areas of clarification, improvement, or commendation.

District Core Inquiry 1: The team seeks to verify the board has an orientation for new board members as outlined under policy.
Standards or Policies: IV.C.9
Description: <ul style="list-style-type: none">a. As outlined in BP 2740 – <i>Board Education</i> the Board is committed to ongoing development as a Board and to a trustee education program, including a new trustee orientation.b. Board Members attend conferences, such as the Community College League of California (CCLC) and the Association of Community College Trustees (ACCT) for professional development.c. The Committee of the Whole often holds in-depth sessions to allow for better understanding of major focus areas, for example budget and AB 705.d. The team did not find evidence of a formal new trustee orientation.

Topics of discussion during interviews:

- a. How are new board members informed of board orientations?
- b. What orientation opportunities are provided for new board members?
- c. When was the last new board member orientation?
- d. Who participates in board orientation?

Request for Additional Information/Evidence:

- a. New board member orientation agenda.
- b. Documentation of Professional Development Opportunities.

Request for Observations/Interviews:

- a. Board members
- b. Chancellor

District Core Inquiry 2: The team seeks to better understand how the district determines resource allocation and reallocation is adequate to support effective operation across the district.

Standards or Policies: IV.D.3**Description:**

- a. The team reviewed the district's allocation model and evidence that the district is following its model.
- b. The team was unclear on how the district assess its resource allocation model to determine its adequacy and effectiveness in supporting all colleges across the district.

Topics of discussion during interviews:

- a. What are the effective controls of expenditures?
- b. What is the process for evaluating the resource allocation model?
- a. What is the process for colleges in the district to request more resources in order to meet operational needs?

Request for Additional Information/Evidence:

- a. Resource model evaluations.
- b. Evidence of district-wide discussions regarding the evaluations of the resource allocation model.

Request for Observations/Interviews:

- a. Chancellor
- b. District Chief Business Officer (or CFO)
- c. District budget committee

District Core Inquiry 3: The team would like to learn about the process of development and what follow-up has occurred from the release of the district's framework for racial equity and social justice.

Standards or Policies: IV.D.1

Description:

- a. The team was impressed with the district's Framework of Equity and Social Justice and its alignment with district mission, board goals, and district goals.

Topics of discussion during interviews:

- a. Where did this framework originate?
- b. How did the district determine a Race, Equity, and Inclusion workgroup?
- c. How does this district use these principles to guide decision-making?

Request for Additional Information/Evidence:

- a. Committee roster of Race, Equity, and Inclusion workgroup.
- b. Agendas and minutes from the district's Race, Equity, and Inclusion workgroup.
- c. Evidence of district-wide communication regarding actions and/or recommendations of the Race, Equity, and Inclusion workgroup.

Request for Observations/Interviews:

- a. Chief Human Resources Officer
- b. Race, Equity, and Inclusion workgroup
- c. Individuals involved in the development of the Framework of Equity and Social Justice