2016 Annual Report
Final Submission
03/28/2016

Los Angeles Pierce College

6201 Winnetka Avenue

Woodland Hills, CA 91371

General Information

#	Question	Answer
1.	Confirm logged into the correct institution's report	Confirmed
2.	Name of individual preparing report:	Oleg Bespalov
3.	Phone number of person preparing report:	818-710-4292
4.	E-mail of person preparing report:	bespalo@piercecollege.edu
5a.	Provide the URL (link) from the college website to the section of the college catalog which states the accredited status with ACCJC:	http://www.piercecollege.edu/schedules/catalog/2014-16Piercecatalog.pdf
5b.	Provide the URL (link) from the college website to the colleges online statement of accredited status with ACCJC:	http://acred.piercecollege.edu/
6.	Total unduplicated headcount enrollment:	Fall 2015: 22,420 Fall 2014: 22,711 Fall 2013: 21,972
7.	Total unduplicated headcount enrollment in degree applicable credit courses for fall 2015:	20,367

8.	Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for fall 2015:	1,878
9.	Number of courses offered via distance education:	Fall 2015: 60 Fall 2014: 52 Fall 2013: 44
10.	Number of programs which may be completed via distance education:	0
11.	Total unduplicated headcount enrollment in all types of Distance Education:	Fall 2015: 2,569 Fall 2014: 2,611 Fall 2013: 2,035
12.	Total unduplicated headcount enrollment in all types of Correspondence Education:	Fall 2015: 0 Fall 2014: 0 Fall 2013: 0
13.	Were all correspondence courses for which students enrolled in fall 2015 part of a program which leads to an associate degree?	n/a

Student Achievement Data

#	Question	Answer
14a.	What is your Institution-set standard for successful student course completion?	66.4%
14b.	Successful student course completion rate for the fall 2015 semester:	68.3%
15.	Institution Set Standards for program completion: While institutions may determine the measures for which they will set standards, most institutions will utilize this measure as it is core to their mission. For purposes of definition, certificates include those certificate programs which qualify for financial aid, principally those which lead to gainful employment. Completion of degrees and certificates is to be presented in terms of total numbers. Each student who receives one or more certificates or degrees in the specified year may be counted once.	

	a.	If you have an institution-set standard for student completion of degrees and certificates combined, per year, what is it?	1149
	b.	If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?	880
	c.	If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?	269

16a.	Number of students (unduplicated) who received a certificate or degree in the 2014-2015 academic year:	1,463
16b.	Number of students who received a degree in the 2014-2015 academic year:	1,143
16c.	Number of students who received a certificate in the 2014-2015 academic year:	508
17a.	If your college has an institution-set standard for the number of students who transfer each year to 4-year colleges/universities, what is it?	1,210
17b.	Number of students who transferred to 4-year colleges/universities in 2014-2015:	1,586
18a.	Does the college have any certificate programs which are not career-technical education (CTE) certificates?	Yes
18b.	If yes, please identify them:	Intersegmental General Education Transfer Curriculum (IGETC) and California State University General Education Breadth Certification (CSU GE)
19a.	Number of career-technical education (CTE) certificates and degrees:	83
19b.	Number of CTE certificates and degrees which have identified technical and professional competencies that meet employment standards and other standards, including those for licensure and certification:	83
19c.	Number of CTE certificates and degrees for which the institution has set a standard for licensure passage rates:	3
19d.	Number of CTE certificates and degrees for which the institution has set a standard for graduate employment rates:	78

| 20. | 2013-2014 examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study: |

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

| 21. | 2013-2014 job placement rates for students completing certificate programs and CTE (career-technology education) degrees: |

Program	CIP Code 4 digits (##.##)	Institution set standard (%)	Job Placement Rate (%)
Accounting- AA	52.03	59.9 %	63.8 %
Addiction Studies- AA	51.15	55.7 %	64.4 %
Addiction Studies- C	51.15	55.7 %	64.4 %
Administration of Justice for Transfer- ST	43.01	64.7 %	73.9 %
Administrative Professional- AA	52.04	56.9 %	62.3 %
Administrative Professional- C	52.01	56.9 %	62.3 %
American Sign Language/Interpreting- AA	16.16	62 %	75 %
Automotive Emission Specialist- C	47.06	64.7 %	65.8 %
Automotive Light Service Technician- C	47.06	64.7 %	65.8 %
Automotive Performance Applications- C	47.06	64.7 %	65.8 %
Automotive Powertrain Specialist- C	47.06	64.7 %	65.8 %
Automotive Service Technology- AS	47.06	64.7 %	65.8 %
Automotive Service Technology- C	47.06	64.7 %	65.8 %
Basic Computerized Accounting- C	52.04	56.9 %	62.3 %
Basic Internet- C	52.04	56.9 %	62.3 %
Basic Word Processing: Microsoft Word for Windows- C	52.04	56.9 %	62.3 %
Business Administration for Transfer- ST	52.02	64.8 %	75.6 %

CAOT: General Administrative- AA	52.04	56.9 %	62.3 %
CAOT: General Administrative- C	52.04	56.9 %	62.3 %
Child Development - Associate Teacher- C	19.07	68.3 %	67.2 %
Child Development- AA	19.07	68.3 %	67.2 %
Computer and Network Technology- AS	11.09	74.4 %	76.9 %
Computer Applications- C	52.04	56.9 %	62.3 %
Criminal Justice- AA	43.01	64.7 %	73.9 %
Early Childhood Education for Transfer- ST	19.07	68.3 %	67.2 %
Electronics - Analog- C	47.01	62 %	55.6 %
Electronics- AS	47.01	62 %	55.6 %
General Business- AA	52.02	64.8 %	75.6 %
Infant Care Teacher- C	19.07	44.4 %	76.9 %
Networking Technology- C	11.09	74.4 %	76.9 %
Nursing- AS	51.38	78.4 %	84.2 %
Office Admin-Advanced Computer Applications- C	52.04	56.9 %	62.3 %
Personal Computer Service Technology- C	11.10	43.3 %	75 %
Preschool- C	19.01	53.2 %	66.7 %
Preschool Director- C	19.07	53.2 %	66.7 %
Preschool Teacher- C	19.07	53.2 %	66.7 %
Pre-Veterinary Medicine- AS	51.08	77.6 %	95.7 %
Technical Theatre- C	50.05	85.5 %	41.7 %
Theater - Costume- AA	50.05	85.5 %	41.7 %
Theater - Technical- AA	50.05	85.5 %	41.7 %

22.	Please list any other institution set standards at your college:

Criteria Measured (i.e. persistence, starting salary, etc.)	Definition	Institution set standard

		Percentage of degree, certificate and/or transfer-seeking students tracked for six years through who enrolled in the first three consecutive terms.	64.9%
	Persistence		
	Course Retention	Percentage of students who do not withdraw from class and who receive a valid grade.	82.9%
	Matriculation-Assessment	Percentage of new students who complete Assessment.	73.0%
	Matriculation-Orientation	Percentage of new students who complete Orientation.	51.0%
	Matriculation-Ed Plan	Percentage of new students who complete a Student Educational Plan.	59.0%

23.	Effective practice to share with the field: Describe examples of effective and/or innovative practices at your college for setting institution-set standards, evaluating college or programmatic performance related to student achievement, and changes that have happened in response to analyzing college or program performance (1,250 character limit, approximately 250 words).
	Los Angeles Pierce College ensures that institution-set standards are evaluated at the program level by including program-set standard data in the Annual Program Plan data packet. To ensure set standards data are meaningful, program-set standards are calculated separately for each program using the same calculation method as the institution-set standard (e.g. set standard for course success rate = average success rate of prior five years multiplied by 95%). Calculating set standards separately for each program as opposed to making each program adopt the same standard is a more equitable approach, particularly for programs that have historically low rates for certain metrics (e.g. course success rates for the Math department due to large numbers of developmental students).

Student Learning Outcomes and Assessment

Note: Colleges were expected to achieve the proficiency level of Student Learning Outcomes assessment by fall 2012. At this time, colleges are expected to be in full compliance with the Accreditation Standards related to student learning outcomes and assessment. All courses, programs, and student and learning support activities of the college are expected to have student learning outcomes defined, so that ongoing assessment and other requirements of Accreditation Standards are met across the institution. In preparation for the 2016 reporting, please refer to the revised Accreditation Standards adopted June 2014.

#	Question	Answer
24.	Courses	
	a. Total number of college courses:	1123
	b. Number of college courses with ongoing assessment of learning outcomes	909

		Auto-calculated field: percentage of total:	80.9

	Courses		
25.	a.	Total number of college programs (all certificates and degrees, and other programs as defined by college):	112
	b.	Number of college programs with ongoing assessment of learning outcomes	112
		Auto-calculated field: percentage of total:	100

	Courses		
26.	a.	Total number of student and learning support activities (as college has identified or grouped them for SLO implementation):	25
	b.	Number of student and learning support activities with ongoing assessment of learning outcomes:	25
		Auto-calculated field: percentage of total:	100

27.	URL(s) from the college website where prospective students can find SLO assessment results for instructional programs:	http://pshare.piercecollege.edu/college/planning/_layouts/15/start.aspx#/
28.	Number of courses identified as part of the general education (GE) program:	321
29.	Percent of GE courses with ongoing assessment of GE learning outcomes:	100%
30.	Do your institution's GE outcomes include all areas identified in the Accreditation Standards?	Yes
31.	Number of GE courses with Student Learning	321

	Outcomes mapped to GE *program Student Learning Outcomes*:	
32.	Number of Institutional Student Learning Outcomes defined:	7
33.	Percentage of college instructional programs and student and learning support activities which have Institutional Student Learning Outcomes mapped to those programs (courses) and activities (student and learning support activities).	100%
34.	Percent of institutional outcomes (ILOs) with ongoing assessment of learning outcomes:	100%
35.	Effective practice to share with the field: Describe effective and/or innovative practices at your college for measuring ILOs, documenting accomplishment of ILOs in non-instructional areas of the college, informing college faculty, staff, students, and the public about ILOs, or other aspects of your ILO practice (1,250 character limit, approximately 250 words).	

The purchase of an outcomes database (eLumen) has enabled the College is to produce disaggregated ILO data. In fall 2015, the Office of Institutional Effectiveness (OIE) provided a report to the Student Success Committee and College Outcomes Committee, which showed that one out of seven ILOs had performance gaps for at least one sub-population of students. This data was also posted publicly on the OIE website, along with disaggregated PLO data. To ensure the College's ILO performance is integrated with the Los Angeles Pierce College planning processes, the Strategic Master Plan has been revised to include a new target metric to close all equity gaps for all sub-populations identified in the Los Angeles Pierce College Equity Plan as well as the equity gaps in the Institutional Learning Outcomes data by 2017-2018.

Each of the following narrative responses is limited to 250 words. As you develop your responses, please be mindful of success stories that can be reported in the last question of this section. We look forward to including this information from colleges in our report to the Commission and the field in June.

36.	Please discuss alignment of student learning outcomes at your institution, from institutional and course to program level. Describe your activities beyond crosswalking or charting all outcomes to courses in a program (often called "mapping"), to analysis and implementation of alignment in the planning of curriculum and delivery of instruction. Discuss how the alignment effort has resulted in changes of expected outcomes and/or how students' programs of study have been clarified. Note whether the described practices apply to all instructional programs at the college (1,250 character limit, approximately 250 words). All departments have completed mapping course SLOs to PLOs, and all PLOs have been mapped to ILOs. However, during the mapping process, some departments discovered that a few course SLOs in their degree and certificate programs could not be mapped to any PLOs. As a result, these departments will be revising their PLOs to be more inclusive of all the course SLOs in their program. After they revise their PLOs, the departments will map the remaining SLOs. For example, the Business Administration Department discovered that all nine of their degrees and certificates (Accounting AA, Business Administration AS-T, General Business AA, International Business Certificate, Management and Supervision AA, Marketing AA, Marketing Certificate, Retail Management Certificate, and Tax Preparation Certificate) had some elective course SLOs that could not be mapped to any PLOs. As a result, the Department will be reviewing program requirements and PLOs to better align the learning outcomes for their nine degrees and certificates. In addition to revising PLOs, some departments have acknowledged that they will be reviewing whether courses that do not map to any PLOs should be removed from the program.
37.	Describe the various communication strategies at your college to share SLO assessment results for usage by internal and external audiences. Explain how communications take into account how the information is expected to influence the behavior or decisions of particular audiences. Discuss how communication of student learning outcomes assessment information and results impacts student behavior and achievement (1,250 character limit, approximately 250 words). With the purchase of eLumen, all departments now have immediate access to review SLO and PLO assessment results. Furthermore, departments are now provided disaggregated PLO data as part of their standard Annual Program Plan (APP) data packet. To ensure the equity gap data is reviewed by the departments, the APP form requires departments to directly address every equity gap with interventions to close those gaps. The APP form also includes a space for departments to list the names of those who participated in reviewing data and completing the APP. The APPs and APP data packet are posted on the College's website and are available to internal and external community members. For example, the Media Arts Department discovered that an equity gap exists for African-American and Latino students in one of the PLOs of the Journalism AA degree. To address this equity gap, the department added a course-embedded tutor in Broadcasting 001, which is a required course in the degree. This course has two SLOs, both of which directly map to the Journalism AA PLO referenced above, and account for 33 percent of all SLOs linked to this PLO. Therefore, if the course embedded tutor closes the equity gap in Broadcasting 001, this would directly contribute towards closing the equity gap in the linked Journalism AA PLO.
38.	Explain how dialog and reporting of SLO assessment results takes place at the departmental and institutional levels. Note whether practices involve all programs at the college. Illustrate how dialog and reporting impact program review, institutional planning, resource allocation, and institutional effectiveness (1,250 character limit, approximately 250 words). At the department level, all programs are required to review assessment results, which are available within eLumen and are also provided to departments as part of their standard Annual Program Plan (APP) data packets. The APP process requires that more than one person participate in discussing the data, which ensures dialogue within departments. After reviewing the assessment data, departments are required to create interventions to address low performing outcomes—particularly PLOs that have an equity gap. Interventions may require additional funding, which the departments must request in their APP for consideration

	during the budget prioritization process. All resource requests are then discussed college wide during the annual resource allocation prioritization process, thereby ensuring institutional dialogue regarding assessment results. For example, when reviewing a particular resource request, college constituents discuss and debate whether purchase of this resource will lead to an increase in future assessment results for that program.
39.	Please share with us two or three success stories about the impacts of SLO practices on student learning, achievement, and institutional effectiveness. Describe the practices which led to the success (1,250 character limit, approximately 250 words). In spring 2015, the College added a new question to its APP form: "Share a success story about the impact of SLO practices in the discipline/department on student learning and achievement.." Below are two of the success stories: 1.Meteorology:"Students generally have a harder time interpreting and analyzing weather maps. An SLO question that is included on both geography and meteorology SLOs prompts students to interpret weather maps. In spring 2014, only 38 percent of students answered the SLO question correctly. In spring 2015, more time was spent on this topic. As a result, 53 percent of students answered this question correctly on the SLO quiz." 2. Dance: "Dance 491 and 492 have increased the lab time from the traditional two hours to a new three-hour model. This change has increased student success in the following SLOs: 1.Demonstrate technique-specific skill sets and position accuracy for the selected special topic dance form. 2. Demonstrate a marked improvement in flexibility. 3. Recognize and perform a dance warm-up or conditioning routine in the specialized dance genre. 4. Identify and manipulate elementary musical concepts in speed/tempo, pulse/beat and signature/meter for the selected special topic dance form. Scores from fall 2014 and spring 2015 courses indicate an...increased...rate in the above SLOs of 35 percent.

Substantive Change Items

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

#	Question	Answer
40.	Number of submitted substantive change requests:	2014-2015: 0 2013-2014: 0 2012-2013: 1
41a.	Is the institution anticipating a proposal for a substantive change in any of the following change categories? (Check all that apply)	No changes planned
41b.	Explain the change(s) for which you will be submitting a substantive change proposal:	A Substantive Change Report was submitted in August 2015 and approval received in December 2015

		to offer two certificates and 38 associate\'s degrees more than 50 percent online.

Other Information

#	Question	Answer
42a.	Identify site additions and deletions since the submission of the 2015 Annual Report:	n/a
42b.	List all instructional sites other than the home campus where 50% or more of a program, certificate, or degree is offered:	Beaudry site: 333 S Beaudry Ave, Los Angeles, CA 90017
43.	List all of the institutions instructional sites out of state and outside the United States:	n/a

The data included in this report are certified as a complete and accurate representation of the reporting institution.