



LOS ANGELES PIERCE COLLEGE

Strategic Master Plan



los angeles
Pierce COLLEGE

2022-2026

Table of Contents

03

I. Vision, Mission, Goals and Values

VISION STATEMENT	3
MISSION STATEMENT	3
PIERCE COLLEGE GOALS	3
PIERCE COLLEGE VALUES	3

06

IV. Overview and Planning Process

PLANNING PROCESS	6
COMPLETION FRAMEWORK	7
STUDENT JOURNEY	8
EQUITY AND COMPLETION THROUGH INTEGRATED MASTER PLANNING	12

04

II. Institutional Learning Outcomes

18

V. Goals, Activities, and Objectives

05

III. Community College Vision and Trustees

CALIFORNIA COMMUNITY COLLEGE MISSION	5
CALIFORNIA COMMUNITY COLLEGE VISION	5
LOS ANGELES COMMUNITY COLLEGE DISTRICT BOARD OF TRUSTEES	5

45

VI. Acknowledgements

PLANNING RETREAT AND COUNCIL MEMBERS	45
--------------------------------------	----

I. Vision, Mission, Goals and Values

MISSION STATEMENT

Engage. Enrich. Empower.

Los Angeles Pierce College aims to make a positive impact in people's lives by providing quality, inclusive, and innovative academic, technical, and cultural educational opportunities. We are committed to providing caring, equitable services to help our diverse students as well as our local community achieve their goals and thrive in a rapidly changing world.

VISION STATEMENT

Los Angeles Pierce College is the premiere equity-minded community college in CA, where every person is respected, supported, and empowered with empathy.

COLLEGE VALUES

▶ Racial Equity and Social Justice

We acknowledge the vast inequalities systematically perpetuated within the United States of America, and we are steadfast in our commitment to ensure success for all students, regardless of their background.

▶ Quality

Faculty and staff cultivate a climate of excellence by providing quality instruction, services, facilities, and experiences. Our comprehensive curriculum and support services enable students to earn associate degrees and certificates, prepare for transfer, gain career and technical proficiency, and develop foundational skills.

▶ Constant Growth

We always seek better ways to serve and innovate. We address the changing needs of our student population in a proactive manner.

▶ Student Centered

Our practices and decisions are made with students at the forefront of our minds. We empower students. Our practices and decisions are made in collaboration with students.

▶ Student Engagement and Advocacy

We value student voices; we value their input, their ideas, their feedback, and their desires.

▶ Friendly

We are welcoming and compassionate. People say hello to students and colleagues on campus and in service areas. Our colleagues are approachable and act with respect and collegiality. Our facilities are navigable and attractive, as is our website. We SEE people and operate with a keen awareness of individual needs and stories.

▶ Collaborative

We work together. We break down silos and communicate across areas. Students have a seamless experience. We understand, generally, the roles everyone and every department play. We work together to solve problems.

▶ Enrichment of Community

We provide enriching activities for our Pierce community, which includes our students, staff and faculty as well as our local and regional community.

▶ Passion

We bring forward our passion for change, for education, and for the community, and we seek to bring forth the passion in our students and our colleagues



II. Institutional Learning Outcomes

Los Angeles Pierce College has established the Institutional Learning Outcomes (ILO) listed below.



COMMUNICATION

The student will demonstrate proficiency in communication skills, including active listening, textual interpretation and comprehension, and oral and written expression.



CRITICAL THINKING

The student will demonstrate proficiency in identifying and clarifying issues, problems, questions, and assumptions; analyzing data and relevant information including alternative approaches; differentiating between facts, opinions, and biases; synthesizing and generating solutions and possible outcomes; and using evidence and reasoning to support conclusions.



RESEARCH AND INFORMATION LITERACY

The student will demonstrate proficiency in modes of inquiry specific to the discipline of study and discernment of relevant and appropriate sources of information.



CIVIC RESPONSIBILITY AND ETHICAL REASONING IN A DIVERSE SOCIETY

The student will demonstrate proficiency in understanding, and engaging with, contemporary notions of the public good in a democratic and diverse society and the relevant principles, concepts, and arguments that guide ethical decision-making.



QUANTITATIVE ANALYSIS AND SCIENTIFIC REASONING

The student will demonstrate proficiency in the interpretation and description of quantitative data and situations and relevant graphs, symbols, or mathematical relationships and concepts to solve problems.



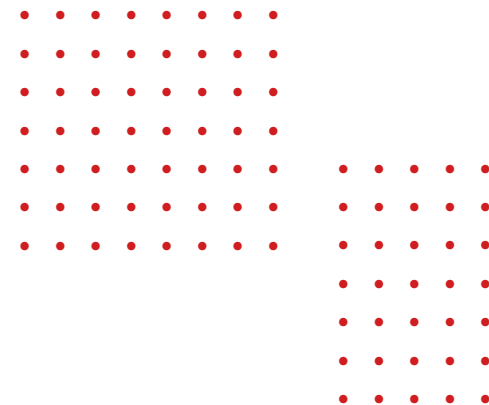
ARTS AND CULTURAL AWARENESS

The student will demonstrate proficiency in the identification, recognition, description, and explanation of his or her interaction with, and understanding of, cultural practices and social structures.



OCCUPATIONAL AND PROFESSIONAL READINESS

The student will demonstrate technical and professional skills that meet industry and/or employment standards.



III. Community College Vision and Trustees

CALIFORNIA COMMUNITY COLLEGE MISSION

The Mission of the Los Angeles Community College District is to foster student success for all individuals seeking advancement, by providing equitable and supportive learning environments at our nine colleges. The District empowers students to identify and complete their goals through educational and support programs that lead to completion of two or four-year degrees, certificates, transfer, or career preparation. In doing so, the District fulfills its commitment to the community to improve the social welfare of the region, to enhance the local economy, to close persistent equity gaps, and to prepare future community leaders.



CALIFORNIA COMMUNITY COLLEGE VISION

The LACCD will strive to become a national leader in student success by providing high quality, accessible, educational opportunities across the greater Los Angeles area that improve students' lives, enrich the area's many diverse cultures, and strengthen the regional economy. The District will do so by continuing to provide a culture of continuous learning and by closing persistent equity gaps.

LOS ANGELES COMMUNITY COLLEGE DISTRICT BOARD OF TRUSTEES

Steve F. Veres, *President*

David Vela, *2nd Vice President*

Nichelle Henderson

Ernest H. Moreno

Gabriela Buelna, *Ph.D.,*

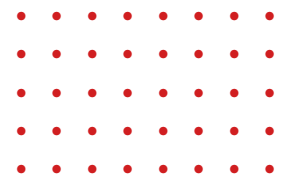
1st Vice President

Mike Fong

Andra Hoffman

Coraima Martinez, *Student Trustee*

Los Angeles Pierce College is a premier educational institution serving residents of the West San Fernando Valley, from Granada Hills and West Hills to Agoura Hills and Calabasas. The history of Pierce is rich with accomplishment and the College stands proud of its agricultural roots, reflected in its robust yet ever-changing curriculum that continually strives to meet the needs of a changing global economy in an age-friendly environment. In reaction to that point, the College is moving towards a delivery model that embraces the Student Journey. This journey is a series of strategic steps for how the college will functionally, programmatically, and more importantly, culturally direct our efforts to be more in line with student needs as they transition into, through, and succeed beyond their college experience. For example, Guided Pathways is one area of focus that will help to transition the student through their student plan by helping to eliminate barriers and increase critical skills and career knowledge.



IV. Overview and Planning Process

The 2022–2026 Los Angeles Pierce College Strategic Master Plan (SMP) development process began in August of 2020, with a task force formed at Pierce College Council (PCC), comprised of Pierce College senior administrators as well as committee members interested in helping with the initial planning phase. The SMP development process coincided with, and was guided by, an evaluation and revision of the Pierce College mission statement. The process was characterized by shared-governance and wide participation from the broader LAPC community throughout.

A survey was sent to all students in October 2020, and a second survey was sent to all faculty and staff in November 2020. Both data collection efforts had high response rates and provided the initial guidance we needed to develop overarching goals for the SMP, as well as a revision of the mission statement. In January 2021, a formal SMP steering committee was formed and was comprised of representatives from all major constituent groups on campus. At a major kickoff meeting, the group was joined by LACCD Vice Chancellor Ryan Corner, who provided guidance in many areas, including the alignment of the LAPC SMP with District and State initiatives. Throughout the process, the steering committee recruited outside members of the community to meetings, including representatives from the Woodland Hills Homeowners Association and L.A. City Council.

At this time, former Pierce College President Alexis Montevirgen shared his four overarching priorities with the campus, which were then later adopted into the four separate “themes” of the current SMP document: 1. *Student Success and Access*, 2. *Financial Stewardship and Organization Stability*, 3. *Racial Equity and Social Justice*, 4. *Internal and External Community Relations*. Groups were then formed, following a tri-chair model with leadership from faculty, staff, administration, and student voices, to focus on each of these individual themes. In March of 2021, the Office of Institutional Effectiveness worked to evaluate the prior SMP and identify areas of strengths and weakness to help better establish goals for this next plan. At the end of that month,

FORMER PIERCE COLLEGE PRESIDENT **ALEXIS MONTEVIRGEN** SHARED HIS FOUR OVERARCHING PRIORITIES WITH THE CAMPUS, WHICH WERE THEN LATER ADOPTED INTO THE FOUR SEPARATE “THEMES” OF THE CURRENT SMP DOCUMENT:



Student Success and Access



Financial Stewardship and Organizational Stability



Racial Equity and Social Justice



Internal and External Community Relations



a campus-wide town hall was held, where all members of the community were invited to receive an update on current planning progress and, more importantly, provide input. We were again joined by Vice Chancellor Corner, as well as former Pierce faculty Dr. Leland Shapiro, who provided a historical context to set the foundation for our SMP discussions that day.

In May 2021, a second campus-wide town hall was held, focusing particularly on the themes of *Student Success and Access and Financial Stewardship and Organization Stability*. In July of 2021, Pierce College President Aracely Aguiar approved an updated LAPC mission statement, vision statement, and values, and these documents received full LACCD Board approval in September. At this time, a specific format for the SMP was established, which included the use of various levels of analysis, measurability, and accountability. The format is as follows: *Goals, Objectives, Activities, Action Steps, Measures, Targets, and Responsible Parties*. The intent was to make this document as useful and informative as possible, by being specific and including built-in timelines for each respective goal.

At the beginning of October 2021, a third SMP campus-wide town hall was held, this time focusing on the themes of *Racial Equity and Social Justice and Internal and External Community Relations*. Coinciding with this meeting, a new survey was sent to the LAPC community for another opportunity to provide general input, as well as feedback regarding the priorities of the goals within the currently established SMP draft.

A final draft of the SMP will be sent to Academic Senate for feedback and then to PCC for approval at the February meeting. An approved document is then sent to the District’s Institutional Effectiveness and Student Support (IESS) committee for review prior to being sent to the full Board for approval in March. LA Pierce College’s Strategic Master Plan is the cornerstone of the college’s planning processes, and all other plans are expected to align to it. The Pierce College Council ensures that progress toward directives is achieved, measured, and recalibrated. Each plan arising from the SMP (local Technology Plan, Facilities Master Plan, Educational Master Plan) will be evaluated annually, and the results will be presented at the annual leadership retreat for transparency and review.

ALIGNMENT WITH ACCREDITATION

LA Pierce College is regionally accredited by the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, an institutional accrediting body recognized by the Council for Higher Education and the U.S. Department of Education. Understanding the complexity of higher education in the United States, and the role of systems in the quality assurance and quality improvement at the institutional level, the Commission reminds us of the importance of developing mutual understanding, identifying suitable ways for continuing communication, looking for value added, and developing a plan for coordination when significant change is contemplated or planned, and periodically reviewing and evaluating these working relationships.

The Strategic Master Plan embraces its four standards as it is weaved within identified goals and objectives within each of the themes:

Accreditation Standard	SMP Theme
STANDARD I: Mission, Academic Quality and Institutional Effectiveness, and Integrity	1, 2, 3, 4
STANDARD II: Student Learning Programs and Support Services	1, 2, 3, 4
STANDARD III: Resources	1, 2, 3, 4
STANDARD IV: Leadership and Governance	1, 2, 3, 4

STUDENT JOURNEY

We embrace the State's Vision for Success and intentionally weave it throughout the four themes as aligned with our LACCD District Strategic Plan Goals. All four SMP Themes support the Student Journey from their initial onboarding, to enrollment, to retention (making sure that they stay on track through Milestones and Guided Pathways), going onto completion of degree or certificates, and transitioning to either a four-year University or a career that affords at least a living wage.

We strategically commit our focus to improving instructional quality, enhancing the student experience, ensuring equity is embraced throughout our institution, as well as expanding engagement internally and externally. With this focus, the college has developed identified touch points in each student's journey that allow us to identify and address challenges along their path to intentionally reduce barriers and ensure student success.

We strategically commit our focus to improving instructional quality, enhancing the student experience, ensuring equity is embraced throughout our institution, as well as expanding engagement internally and externally.



SMP Goal Alignment



STUDENT CENTERED FUNDING FORMULA (SCFF)

The Student-Centered Funding Formula is designed to put the student first and foremost in the minds of the college. It is a tool utilized by the college to fund resources necessary to support the student journey. We have utilized this tool to facilitate our planning processes and decisions.

- State law governs most funding for community college districts:
 - a. State funds.
 - b. Local property taxes.
 - c. Enrollment fees.
- The primary mechanism for funding community college districts is now the Student Centered Funding Formula (SCFF). The SCFF determines the total funds for a district.
- The state also allocates funds through categorical programs—which have different allocation formulas and restrictions.
- The prior formula rewarded a primary outcome (FTES) which did not reflect the range of goals for community colleges and their students.
- Funding formulas can encourage progress on state goals through several mechanisms. They can:
 - a. Create financial incentives for institutions to make progress.
 - b. Make institutions more aware of state goals.
 - c. Make institutions more aware of their own performance.
 - d. Result in institutional capacity to make change.
- In reforming funding for community college districts, we should aim to do the following:
 - a. Encourage progress toward the Vision for Success adopted by the Board of Governors.
 - b. Provide groups of students that have faced barriers to success with additional support to meet our goals.
 - c. Make resources most useful to community college districts by making them stable, predictable, and flexible.



The Student-Centered Funding Formula is a tool utilized by the college to fund resources necessary to support the student journey.

- We want community college finance to further the activities the Chancellor’s Office is undertaking through the Guided Pathways framework.
- The new formula calculates apportionments generally using three allocations:
 - a. Base Allocation—Current factors (primarily credit FTES).
 - b. Supplemental Allocation—Counts of low-income students.
 - c. Student Success Allocation—Counts of outcomes related to the Vision for Success, with “premiums” for outcomes of low-income students.
- Under this structure, no changes made to funding for noncredit FTES and some credit FTES—funding based only on enrollment.
- The rates are calculated to provide a three-year transition to the new funding rates.

Student Centered Funding Formula (SCFF)

Basic Allocation

Credit

Regular Non-Credit

Adult Education
(Career Development and
College Preparation)

Concurrent/Dual Enrollment

Supplemental Allocation

Pell

AB 540

College Promise

Success Allocation

Associate Degrees

Associate Degrees for Transfer

Certificates of Achievement

Transfer level Math
and English in first year

Transfer to 4-year University

9+ CTE Units

Regional Living Wage

Equity Allocation

Associate Degrees

Pell | AB540 | College Promise

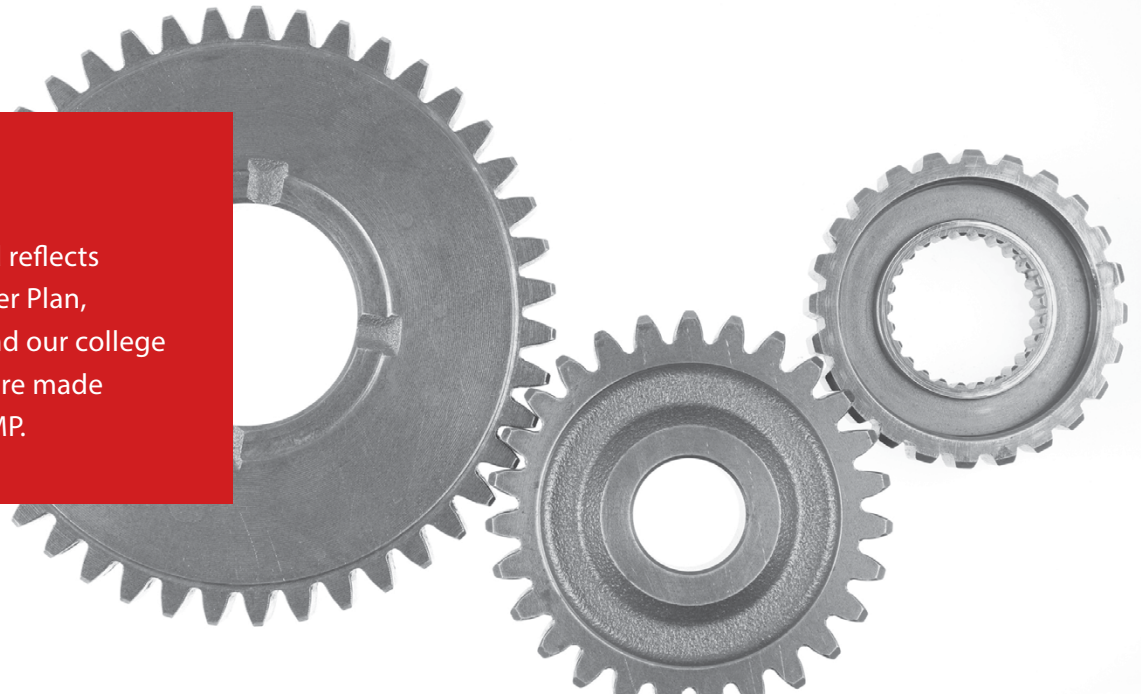
Associate Degrees for Transfer
Pell | AB540 | College Promise

Certificates of Achievement
Pell | AB540 | College Promise

Etc.

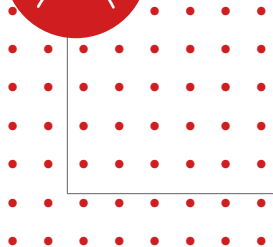
Integration


Our 2022–2026 Strategic Master Plan mutually feeds and reflects other district/college functional plans (Technology Master Plan, Facilities Master Plan, Comprehensive Program Plans), and our college processes are mindful of the importance that decisions are made based on the understanding of its alignment with the SMP.

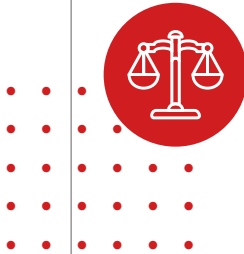



Our Four Themes

Theme	Statement	Goals
<p>THEME 1: Student Success and Access</p>	<p>This theme guides the college’s student-centered focus by defining benchmarks that support all students’ success. It outlines our approach to ensure students from all backgrounds can progress and benefit. Our strategy within this theme is set across the four pillars of the student’s life cycle: recruitment, onboarding, retention, and completion. These goals help us focus our attention, commit our resources, and outline the timeline for implementation and accountability.</p>	<ul style="list-style-type: none"> • Increase completion of students’ educational goals including degrees, certificates, college transfer requirements, and CTE completion. • Provide high quality student support services that enrich the student experience, ensure eligible new students complete the onboarding process, and increase long term persistence. • Offer high quality programs that meet the workforce needs of the community and increase course completion and long-term persistence of students. • Create an engaging learning environment that ensures equitable access and promotes academic and career growth for subpopulations of students.



Theme	Statement	Goals
<p>THEME 2: Financial Stewardship and Organizational Stability</p>	<p>The goal of this theme is to increase awareness of all our limited but valuable resources and to manage these funding sources frequently to ensure the college is investing effectively in our most critical areas of need. Fiscal stability is the number one priority of this theme.</p>	<ul style="list-style-type: none"> • Maintain a balanced budget • Manage budgets, variances and enforce collective action as needed • Double the campus total grant-funding in the next three fiscal years. • Enhance revenue generation through enterprise. • Risk management.
<p>THEME 3: Racial Equity and Social Justice</p> 	<p>Our primary role as an institution of higher learning is to cultivate a learning environment that contributes to the student experience while supporting a diverse student body. To that end, Pierce College believes that the consideration of educational barriers that impact race, equity, and social justice are essential to the College’s ability to further its educational mission. At Pierce College, we define equity as the commitment to fairness and justice that will enable the cultivation of the gifts of every student as we ensure the reduction of the predictability of who succeeds and who fails by interrupting patterns and practices that disproportionately impact students. It is through equity we strive to attain inclusivity and a campus climate conducive to transformational change.</p> <p>As an institution, we also acknowledge diversity and the value it provides in our institution. We believe no one culture is superior to another, rather, the strength of our organization is in the difference. Diversity is the qualities, conditions, and experiences that are different from our own, and outside of the groups to which we belong, yet present in other individuals and groups. This includes knowing how to relate to those that are different and cannot be limited to age, class, education background, ethnicity, geographic location, income, gender expression, physical abilities/qualities, race, sexual orientation, as well as religious status, marital status, parental status, and work experiences. We acknowledge that categories of difference may be fluid, and we respect the individual right to self-identification.</p>	<ul style="list-style-type: none"> • Increase participation and support of disproportionately impacted students in the College Promise program. • Reduce opportunity gaps and improve course completion for the target populations identified in the College’s Equity plan as experiencing a disproportionate impact. • Improve outreach strategies for new and returning students through effective marketing and branding of Pierce College • Through professional development, improve campus climate and learning environment to include opportunities for continued development in anti-racism and effective culturally responsive teaching and learning practices.



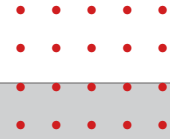
Theme	Statement	Goals
<p>THEME 4: Internal and External Community Relations</p> 	<p>Central to the mission of the College is establishing and fostering positive connections with our internal and external community. We are committed to ensuring that students have seamless experiences and that faculty and staff can provide effective services in a collaborative and supportive climate. Community engagement is essential to college success, and includes robust partnerships with business and industry, local government organizations, as well as neighboring academic institutions. Moreover, a strong Foundation is critical for assisting students in need, supplementing educational opportunities, enhancing the College’s facilities, and increasing the availability of grants and scholarships. Internal and external community relations allow for the creation of programs that holistically serve our community members, directly respond to labor needs, and improve student academic and career trajectory.</p>	<ul style="list-style-type: none"> • Maintain/upgrade campus-wide health, safety, security, and emergency planning to meet code requirements. • Strengthen the LAPC Foundation. • Foster community partnerships. • Strengthen, expand, and modernize marketing and outreach efforts. • Enhance customer service interfaces for both interior and exterior customers.


We are committed to ensuring that students have seamless experiences and that faculty and staff can provide effective services in a collaborative and supportive climate.

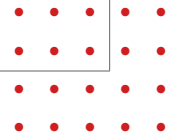


Implementation Plan

Summary Highlights of top two objectives under each of the themes:



Area of Focus	Objective	Action Steps	Measure of Progress
<p>A. THEME 1 Student Success and Access</p> 	<ol style="list-style-type: none"> 1. Increase the number of degrees and certificates awarded 2. Enrich the student experience by establishing processes to create efficiencies in the student journey from onboarding to graduation and transfer/ job skills attainment. 	<p>Objective 1:</p> <ol style="list-style-type: none"> a. Increase creation of ADT and noncredit certificates and baccalaureate programs b. Assess staffing need of A&R, graduation evaluation, and Outreach Office operations c. Continue to assess via student feedback that instructional schedule creations match student plans d. Optimize scheduling process to ensure higher completion. <p>Objective 2:</p> <ol style="list-style-type: none"> e. Increase # of student-related activities that support onboarding and retention f. Develop marketing materials and resources to educate students on processes, services, and enriching activities g. Use social media as a marketing tool h. Develop a student-worker led team related to Student Services processes for feedback. (Peer to peer evaluators) 	<ol style="list-style-type: none"> a. ADT and noncredit certificates awarded; Baccalaureate programs identified for further pursuit b. Degrees, and certificates are processed in a timely manner (within 3 months of students earning them). c. Number of students attending the Guided Pathways activities d. Marketing materials are developed and social media is utilized more frequently. e. Feedback from students





Enrich the student experience by establishing processes to create efficiencies in the student journey.



Maximize SCFF Model metrics through all resource budgets and investments.



Area of Focus	Objective	Action Steps	Measure of Progress
<p>B. THEME 2 Financial Stewardship and Organizational Stability</p>	<ol style="list-style-type: none"> 1. Maximize SCFF Model metrics through all resource budgets and investments 2. Aggressively manage all labor, equipment, and material expenditures to prevent variances 	<ol style="list-style-type: none"> a. Align program, departmental, grant, and categorical goals and delivery to maximize fiscal metrics b. Assess monthly and quarterly progress c. Conduct audit and correction action plans for variances from outlined metric goals d. Deploy position controls e. Optimize procurement including needs evaluation and MSA to discount pricing 	<ol style="list-style-type: none"> a. Measure components of the SCFF allocation (metric achievement for base, equity, success) b. Monthly and quarterly variance analysis of budgets. Challenge ETCs where expenditures or budget are in excess 10%
<p>C. THEME 3 Racial Equity and Social Justice</p>	<ol style="list-style-type: none"> 1. Reduce opportunity gaps and improve course completion for the target populations experiencing a disproportionate impact as identified in the Pierce College Student Equity and Achievement Program plan. 2. Expand the Umoja learning community course offerings. 	<p>Objective 1:</p> <ol style="list-style-type: none"> a. Cultivate the growth and establishment of learning communities that promote a structured curriculum with intrusive academic and personal support. <p>Objective 2:</p> <ol style="list-style-type: none"> b. Streamline the linkage of courses through four consecutive semesters to offer a curriculum pathway to completion. 	<ol style="list-style-type: none"> a. Evaluate fall-to-spring persistence for increase of 2% annually for participants b. Longitudinal data collection participant performance c. Annual Student Satisfaction Survey d. Evaluate term-to-term persistence and retention of participants

Area of Focus	Objective	Action Steps	Measure of Progress
<p>D. THEME 4 Internal and External Community Relations</p> 	<ol style="list-style-type: none"> 1. Enhance customer service interfaces for both interior and exterior customers. 2. Strengthen community partnerships with local government organizations, as well as business and industry partners to enhance the college’s capacity to serve students and the community. 	<p>Objective 1:</p> <ol style="list-style-type: none"> a. Create a nimble taskforce that can create a SWOT analysis (or similar analysis) of the LA Pierce student onboarding process and provide recommendations for improvement to the College and District. b. Provide additional training opportunities for new and existing faculty and staff with front-facing positions c. Provide additional resources for employees regarding work-related stress d. Create cross-informational employee guide e. Provide additional tools and hardware to increase efficiency of customer service <p>Objective 2:</p> <ol style="list-style-type: none"> f. Market scan labor market to identify hiring trends for student employability as well as funding trends for grants g. Form task force under Pierce College Council (PCC) to identify partnership gaps, create and post formal list of partnerships as “living document” to Pierce website, ensure partnerships are mutually beneficial to College and partner (ie. Chamber of Commerce, VICA etc), and ensure the mission of partners is in line with that of LAPC. 	<ol style="list-style-type: none"> a. Customer service satisfaction survey questions for each department; b. Student/staff/faculty surveys c. LAPC Partnerships list; LAPC grant acquisition 
<p>E. ACROSS THE THEMES</p>	<ol style="list-style-type: none"> 1. Increase Communication and Representation of Classified in all levels of planning and decision making 	<ol style="list-style-type: none"> a. Begin a conversation with Classified Union 	<ol style="list-style-type: none"> a. Evidence of Regular and Effective communication sent to classified members

V. Goals, Activities, and Objectives

SMP Theme I: Student Success and Access

SMP THEME I – GOAL 1

Increase completion of students’ educational goals including degrees, certificates, college transfer requirements, and CTE completion.

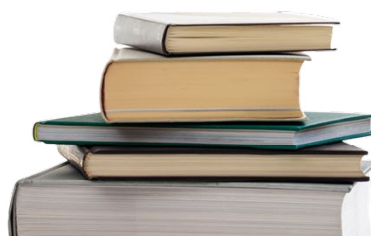
Objective	Activities	Action Steps	Measures	Target(s)	Responsible Areas
Increase the number of degrees and certificates awarded	<ul style="list-style-type: none"> Expand student awareness of available student services and support programs on campus Verify students have updated Comprehensive Student Education Plans with listed majors/learning and career pathways 	<ul style="list-style-type: none"> Increase student participation in <i>Meet Your Majors</i> fair Email reminders to students / have an in-reach communication campaign to make students aware of possible degree options as well as unit progress or milestones Make students aware of aligned two-year scheduling options 	<p>Due to a drop in enrollment, we used the average of 2017–2019 data as a baseline (4,013 degrees; 1,969 certificates of achievement)</p> <p>By 2023, Increase the number of degrees/ certificates awarded to get back to the 2017–2019 baseline. Then increase annually by 3%.</p>	2022–2026	Administration Student Services offices Counseling Admissions & Records Retention Office Office of Institutional Effectiveness (for data only)



Get back to 4,013 degrees and 1,969 certificates of achievement. Then increase annually by 3%.



Ensure students are aware of all transfer requirements to their desired institution.



Objective	Activities	Action Steps	Measures	Target(s)	Responsible Areas
<p>Increase the number of students completing college transfer requirements</p>	<ul style="list-style-type: none"> Align with Student Centered Funding Formula and AB705 to promote the completion of transfer-level math and English in the first year Ensure students are aware of all transfer requirements to their desired institution 	<ul style="list-style-type: none"> Revisit curriculum and support in math and English areas to ensure completion in the first year Promote Transfer Center workshops and on-campus events Advertise Associate Degrees for Transfer for each major (ex: ADT pamphlets in transfer center and online) 	<p>Using State Chancellor’s Dashboard with 2019–2020 as the baseline (68% English; 39% math success rate) increase successful transfer-level completion rates by 1–2% annually</p> <p>Measure SLO understanding of transfer requirements with pre- and post surveys after each workshop on transfer basics and aim for 90% understanding.</p>	<p>2022–2026</p>	<p>Counseling Office</p> <p>Academic Affairs</p> <p>Math & English departments</p> <p>Transfer Center</p> <p>OIE (for data only)</p>

Objective	Activities	Action Steps	Measures	Target(s)	Responsible Areas
<p>Strategically build and maintain enrollment and purposeful pathways</p> <p><i>By 2025, increase enrollment headcount by 25% to achieve 2019 level (18,172).</i></p>	<ul style="list-style-type: none"> Maintain currency of program mapper data & review curriculum offerings to ensure timely completion of pathways Ensure a cohesive college-wide approach towards improving stop-out rates by offering services around maintaining enrollment Increase the number of Associate Degrees for Transfer and certificates offered 	<ul style="list-style-type: none"> Ensure all programs are mapped and current on the program mapper for the given year Create a promotional campaign around the program mapper to increase awareness and use Use departmental websites (2022) to standardize how purposeful pathways are presented to students (ex: link to Program Mapper, course sequence displayed, PLOs, etc.) Create a pathway to re-enrollment based on the work of EMC, Retention Office, Basic Needs, and other student services 	<p>By 2025, increase enrollment headcount by 25% to achieve 2019 level (18,172) Annual increase in enrollment of ~6%</p> <p>By 2022, Engage Early Alert and the Retention Center to establish a base to measure the increase in the number of faculty using the Early Alert system in order to increase the number of students who persist term to term.</p>	<p>2026</p>	<p>Academic Affairs (departments and disciplines along with Program Mapper leads)</p> <p>OIE (for data only)</p> <p>Basic Needs (Student Support Committee)</p> <p>Retention Office</p> <p>IT (assistance with sites)</p>



Objective	Activities	Action Steps	Measures	Target(s)	Responsible Areas
<p>Increase the number of CTE certificates awarded</p>	<ul style="list-style-type: none"> • Ensure CTE programs outreach efforts are targeted appropriately to members of the student body and community who express interest in these areas • Create a pipeline for future employment through internships and partnerships with the community as they gain professional experience relevant to their field 	<ul style="list-style-type: none"> • Continue advertising CTE programs and partnerships • Reach out to local businesses and community partner for possible working relationships and internship opportunities • Work with Career Center to promote CTE programs and majors 	<p>Using the CCCO Launchboard baseline year 2019– 2020 of 54 earned CTE certificates, increase the number of CTE certificates awarded by 10% annually.</p> <p>Currently, the college has 25–30 local and regional academic partnerships established. Increase local working relationships and internships by 10% annually (five a year).</p>	<p>2022–2026</p>	<p>CTE departments</p> <p>Dean of CTE</p> <p>Career Center</p> <p>OIE (data)</p>
<p>Increase the number of enhanced non-credit certificates awarded</p>	<ul style="list-style-type: none"> • Ensure outreach efforts are targeted appropriately to members of the student body and community who express interest in these areas • Create a pipeline for future employment through internships and partnerships with the community as they gain professional experience relevant to their field • Develop enhanced non- credit programs that improve career ladder programs. 	<ul style="list-style-type: none"> • Continue advertising non-credit programs and partnerships • Reach out to local businesses and community partner for possible working relationships and internship opportunities • Work with Career Center to promote non-credit programs 	<p>Due to a drop in enrollment, we used the average of 2018–2020 data as a baseline 113 noncredit certificates awarded, increase the number of non-credit certificates awarded by 25% annually.</p>	<p>2022–2026</p>	<p>Adult Ed Counselor</p> <p>Dean of Adult Ed</p> <p>Career Center</p> <p>OIE</p>

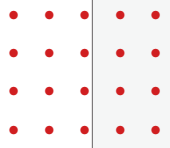
SMP THEME I – GOAL 2

Provide high quality age-friendly student support services that enrich the student experience and ensure eligible new students complete the onboarding process and increases long term persistence.

Objective	Activities	Action Steps	Measures	Target(s)	Responsible Areas
<p>Enrich the student experience</p>	<ul style="list-style-type: none"> Establish MESA and Adelante-like programs Enhance opportunities for student involvement in co-curricular activities that will enrich campus life Expand student involvement that includes representation from across various populations 	<p>MESA and Adelante-like Programs</p> <ul style="list-style-type: none"> Identify a shared space Identify personnel support Serve at least 125 students Provide services to eligible students Establish partnerships to support program <p>Co-curricular activities</p> <ul style="list-style-type: none"> Increase participation in existing programs (ASO, Honors, UCLA CCCP, Athletics, UMOJA, EOPS, Veterans, DSPS) 	<p>Annual Student Experience Survey – responses will be 85% satisfactory</p> <p>Longitudinal data collection on participant performance.</p> <p>Track the number of events held</p>	<p>2022–2026</p>	<p>Administration</p> <p>Counseling</p> <p>Faculty</p> <p>Transfer Center</p> <p>Career Center</p> <p>STEM Programs</p> <p>Student Engagement</p> <p>ASO</p>
			<p><i>Enhance opportunities for student involvement in co-curricular activities that will enrich campus life.</i></p>		



Objective	Activities	Action Steps	Measures	Target(s)	Responsible Areas
<p>Enrich the student experience</p>	<ul style="list-style-type: none"> • Create online orientation for different populations (high school, CTE, adult education, noncredit, transfer, and all special programs) • Enhance customer service interfaces considering timely responses and quality of experience • Deliver consistent, timely and positive messaging to students regarding the onboarding process • Complete process mapping • Increase the number of new student counseling groups for new incoming Spring semester students • Update college website to provide a simpler navigation tool for the onboarding process • Explore virtual tools and interactive maps for college tours • Revisit offering regularly scheduled in-person college tours • Re-evaluate and enhance current onboarding activities, such as Summer Bridge, #PS, GO Days 	<ul style="list-style-type: none"> • Create concise and clear communication and resources to onboard specific populations • Maintain a calendar of outreach events around the life cycle of the student to ensure effective on-boarding and retention of students • A top-down approach to customer service (how your actions contribute to the total onboarding experience) • Host an annual retreat that includes all departments involved in the on-boarding process • Review and update Orientation 	<p>Increase the percentage of students completing Assessment, Orientation and Counseling in these student groups: <i>New Entering, New Transfer, Continuing</i></p> <p>Current baseline – Assessment: New entering Fall 2020: 94% New Transfer: 93% Continuing: 93%</p> <p>Orientation: New entering: 83% New Transfer: 77% Continuing: 84%</p> <p>Counseling: New entering: 72% New Transfer: 72% Continuing: 84%</p>	<p>By 2026, Assessment: New Entering: 96%, <i>2% increase</i> New Transfer: 95%, <i>2% increase</i> Continuing: 95%, <i>2% increase</i></p> <p>Orientation: New Entering: 90%, <i>increase of 7%</i> New Transfer: 90%, <i>increase of 13%</i> Continuing: 90%, <i>increase of 6%</i></p> <p>Counseling: New Entering: 80%, <i>8% increase</i> New Transfer: 80%, <i>8% increase</i> Continuing: 90%, <i>6% increase</i></p>	<p>Administration</p> <p>Admissions and Records</p> <p>Financial Aid</p> <p>Outreach/ Promise</p> <p>Business Office</p> <p>Counseling</p> <p>New Student Programs/FYE</p> <p>CalWORKs</p> <p>EOPS/CARE/ CAFYES</p> <p>International Students</p> <p>Guardian Scholars</p> <p>UMOJA</p>



Using 2019–2020 as a baseline (69%), increase the number of students that persist from Fall to Spring semester by 2% annually.



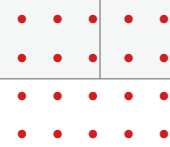
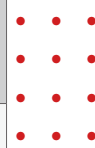
Objective	Activities	Action Steps	Measures	Target(s)	Responsible Areas
<p>Increase long-term persistence of students</p>	<ul style="list-style-type: none"> • Develop basic needs program • Deliver consistent, timely and positive messaging to students • Focus on at-risk and disproportionately impacted populations • Increase promotion/communication of existing academic and non-academic support services and events • Fully develop the Retention Program 	<ul style="list-style-type: none"> • Identify a space (basic needs) • Hire a full-time basic skills coordinator and staff (basic needs) • Provide services to eligible students • Seek outside partnerships/donors for the basic needs program • Continue to track the number of students who attend/participate in support services and events. 	<p>Using 2019–2020 as a baseline (69%), increase the number of students that persist from Fall to Spring semester by 2% annually</p>	<p>2022–2025</p>	<p>Administration – Public Relations Office</p> <p>Student Support Committee</p> <p>Retention Office</p> <p>All academic and non-academic support services</p>

SMP THEME I – GOAL 3

Offer high quality programs that meet the workforce needs of the community and increase course completion and long-term persistence of students.

Objective	Activities	Action Steps	Measures	Target(s)	Responsible Areas
<p>Offer high quality programs that meet the workforce needs of the community</p> <p>• • • • •</p> <p>• • • • •</p> <p>• • • • •</p> <p>• • • • •</p>	<ul style="list-style-type: none"> Use Labor Market Information (LMI) data to drive funding decisions for LAPC workforce programs Obtain additional grant funding based on LMI data Research and identify potential baccalaureate CTE programs responsive to the workforce needs of the community. Increase community collaboration to provide training and internship opportunities for students Enhance program advisory board participation to reflect current labor market trends and projections Explore Credit for Prior Learning opportunities 	<p>Research Alignment</p> <ul style="list-style-type: none"> Review Center of Excellent reports annually for areas local to LAPC to identify emerging industry trends in employment Run Launchboards LMI data and CalPass data on all CTE program to identify success metrics for completion and employment. Regularly review EMSI data (labor market and demographics for our area) Continue and improve career ladder education campaign starting with high school outreach Enhance grant-seeking efforts by principal investigators <p>Employment/Experience Alignment:</p> <ul style="list-style-type: none"> Create internships (paid and unpaid) and match student workers with departments that are related to their degree/major/pathwa Establish a Dress for Success program Increase advertisement for jobs across multiple outlets (Brahma Jobs, etc. 	<p>Using CalPass Data as the base (70% SWP students with a job closely related to their field of study), increase to 75-80% by 2025.</p> <p>Using CalPass data as a base (755 for Number of CTE certificates awarded between 2016–2020, increase number by 5% annually.</p> <p>Double (14 base) enhanced non-credit certificates</p> <p>Conduct Annual CTE survey</p> <p>Annual review of program advisory board membership annually</p> <p>Increase grant funding in support of CTE by 5% (CTE grants Baseline: 22)</p>	<p>2022–2026</p>	<p>Administration</p> <p>Area deans</p> <p>Department chairs</p> <p>Academic Affairs</p> <p>Marketing</p> <p>Counseling</p> <p>Office of Institutional Effectiveness</p> <p>• • • • •</p> <p>• • • • •</p> <p>• • • • •</p> <p>• • • • •</p>

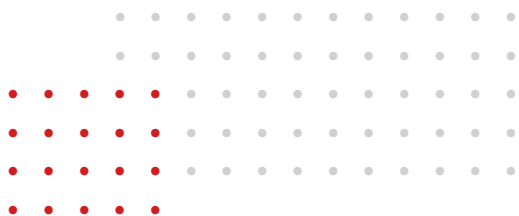
Objective	Activities	Action Steps	Measures	Target(s)	Responsible Areas
<p>Increase course completion and long-term persistence of students, focusing on certificates and/or degrees connected to high-demand careers, industry certificates, and job placements.</p>	<ul style="list-style-type: none"> Partner with industry members to allow course completion to lead to higher rate of job placement, on the job training, and applied curriculum opportunities. Communicate and educate students (esp. industrial program areas) to ensure degree completion Evaluate demand and opportunity for rapid degree and certificate programs as well as alternative course schedules Evaluate demand to identify bottlenecks in program completion 	<ul style="list-style-type: none"> Identify and establish partnerships with areas of hire for each academic discipline Establish communication timeline by identifying evening and weekend counselors to support student inreach about program completion requirements Strengthen student services to ensure student success (e.g., tutoring) Evaluate alternative and weekend scheduling demand vs. supply Create a base of scheduling offerings 	<p>Longitudinal data on Course completion and persistence</p> <p>Using annual review of EMSI and LMI data (2,211 students earning 9 or more CTE units), increase course persistence in career areas by 5% annually.</p> <p>Using CalPass data as a base (755 for Number of CTE certificates awarded between 2016–2020), increase number by 5% annually.</p>	<p>2024–2026</p>	<p>Office of Institutional Effectiveness</p> <p>Enrollment Management Committee</p> <p>EPC</p> <p>Administration</p> <p>CTE area deans</p> <p>Adult Ed dean</p> <p>Curriculum</p> <p>Department chairs</p> <p>Academic Affairs</p> <p>Marketing</p> <p>Counseling</p> <p>Career Center</p>



SMP THEME I – GOAL 4

Create an engaging learning environment that ensures equitable access and promotes academic and career growth for all students

Objective	Activities	Action Steps	Measures	Target(s)	Responsible Areas
<p>Attainable and timely completion of degrees, certificates and transfer for all students</p>	<ul style="list-style-type: none"> Ensure all programs have a maximum two-year scheduling plan Create and maintain effective two-year course sequence in the scheduling of programs to maximize degree and certificate completion. Explore a data dashboard that reflects historical term offerings GP Pathways mapper for part-time students 	<ul style="list-style-type: none"> Regular department evaluation of program offerings Review and update the program mapper annually Validation of Comprehensive Program Review Validation of the Program Mapper Audit of Academic Scheduling 	<p>Using the CCCO Cal-Pass Plus Dashboard 2018–2019 metric of 4.6 years as a baseline metric, decrease the average amount of time for completion of an Associates Degree to degree to 3.5 years for full time students and 6 years for part time students.</p> <p>Using the CCCO Cal-Pass Plus Dashboard 2018–2019 metric of 98 units, decrease the average number of units accumulated by students earning an Associate’s Degree to 79 units.</p>	2026	<p>Academic Affairs</p> <p>OIE</p> <p>Counseling</p> <p>Guided Pathways Coordinators</p> <p>Graduation</p>



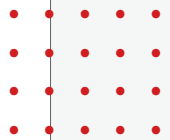
Establish a baseline measure of the number of professional learning opportunities that support the development of equity-minded curriculum.



Objective	Activities	Action Steps	Measures	Target(s)	Responsible Areas
<p>Encourage and support faculty to develop more equity-minded curriculum</p>	<ul style="list-style-type: none"> • Provide professional development and learning opportunities for faculty • Encourage peer review of curriculum 	<ul style="list-style-type: none"> • Increasing the number of equity-minded course offerings • Increasing the number of faculty and staff trained in teaching equity-minded courses • Create Ethnic Studies discipline • Establish a baseline measure of the number of professional learning opportunities that support the development of equity-minded curriculum 	<p>Using baseline data, increase the number of professional learning opportunities to support development of equity minded curriculum by 10%.</p> <p>Increase number of approved ethnic studies courses approved for CSU Area F.</p>	<p>2026</p>	<p>PD</p> <p>Academic Affairs</p> <p>Curriculum Committee</p> <p>Diversity Committee</p> <p>Student Equity & Achievement Program Advisory Committee</p>



Objective	Activities	Action Steps	Measures	Target(s)	Responsible Areas
<p>Encourage faculty and staff to develop a more equity-minded approach to serving students</p>	<ul style="list-style-type: none"> Establish an equity liaison for each student services department Provide professional development and learning opportunities Increase awareness of how our interaction with students impact overall student success. Establish a diversity advisory committee that includes external entities 	<ul style="list-style-type: none"> Schedule professional learning activities/events that work around classified staff work schedule Signage to increase motivation and morale (marketing) Analysis of data on the access, retention and success rates of our students in all disproportionately impacted groups Establish a baseline measure of opportunities and attendance at equity- minded workshops. 	<p>Using baseline data, evaluate increased professional opportunities by 10% annually</p> <p>Using baseline data, Increase participation in PD workshops by 50%</p>	<p>2022–2026</p>	<p>PD</p> <p>Diversity Committee</p> <p>Academic Affairs</p> <p>Student Services</p> <p>Administrative Services</p> <p>Student Equity & Achievement Program Advisory Committee (SEAPAC)</p>
<p>Ensure equitable access during the onboarding process</p>	<ul style="list-style-type: none"> Track the counseling and orientation activities. Create a streamlined process Create a process map to help identify unnecessary steps Create specialized orientation for specific disproportionately impacted student groups (based on Student Equity plan?) 	<ul style="list-style-type: none"> Expand Targeted outreach and communication to ensure students are completing enrollment steps Explore the creation/ implementation of a calendar of outreach events targeting specific populations Establish a baseline measure for the on-boarding process of disproportionately impacted student populations. 	<p>Using baseline data, increase the number of students within disproportionately impacted student populations by 8%</p>	<p>2026</p>	<p>Counseling</p> <p>FYE</p> <p>Academic Outreach</p> <p>OIE</p> <p>Enrollment Management Committee</p> <p>Admissions & Records</p> <p>Financial Aid</p> <p>Veterans Resource Center</p> <p>Guardian Scholars</p> <p>EOPS</p> <p>CalWORKS</p>



SMP Theme II: Financial Stewardship & Organizational Stability

SMP THEME II – GOAL 1

Maintain a balanced budget.

Objective	Activities	Action Steps	Measures	Target(s)	Responsible Areas
<ul style="list-style-type: none"> • • • • • • • • • • • • <p>Maintain labor expenditures</p>	<ul style="list-style-type: none"> • Maintain labor costs to be 94% of overall budget • Review investments and fiscal aspects of various college plans • Right-size as necessary 	<ul style="list-style-type: none"> • Maintain an appropriate FON • Maintain labor expenditures to historically balanced FTES • Optimize additional/overtime assignments/support • Deploy position control • Improve departmental efficiency in terms of structure and organizational • Optimize labor effectively 	<p>Adhere to prescribed district FON recommendation</p> <p>Maintain department budget based on allocation</p>	2022–2026	<p>Admin Services</p> <p>President’s Office</p> <p>Budget Committee</p> <p>Pierce FIT</p>
<p>Maintain appropriate equipment and materials expenditures</p>	<ul style="list-style-type: none"> • Maintain actuals to budget / hit budget goals • Evaluate district-wide purchases to prevent redundancy and optimize pricing • Ensure a campus-wide understanding of the purchase process 	<ul style="list-style-type: none"> • Align ESC and LAPC contracts and POs • Manage list of vendors • Contract review, focus on biggest contracts • Aligning purchases with various strategic plans • Lease vs. buy; insource vs. outsource • Administrators understand their role (as leaders, and as support for faculty) within the purchasing process 	Develop thresholds	2022–2026	<ul style="list-style-type: none"> • • • • • • • • • • • • • • • • • • • • <ul style="list-style-type: none"> • • • • • • • •



Build reserves to allow for three years of fiscal preservation upon sunset of hold-harmless period.

Objective	Activities	Action Steps	Measures	Target(s)	Responsible Areas
Maximize revenue under SCFF	Optimize budget with respect to the components of the SCFF allocation (base; supplemental; student success; equity)	Align program, departmental, grant, and categorical goals and delivery to maximize fiscal stability	Components of the SCFF allocation (base; supplemental; student success; equity)	2022–2026	Budget Committee Pierce FIT Senior Staff Grants department
Maximize reserves and use of one-time moneys	Build reserves to allow for three years of fiscal preservation upon sunset of hold-harmless period	Review of all budgets, primarily one-time moneys, and adjust for modifications to build a general fund reserve	Double reserves per fiscal year for three years	2022–2026	CBO Office Budget Committee Pierce FIT Senior Staff Grants Department
Corrective action plan	Engage rightsizing planning as appropriate if SCFF metrics continue to diminish	Freeze labor and expenses (except for essential hires) as allocation revenue diminishes	Check ending balances for retrenchment	2021–2026	President’s Office CBO Office Budget Committee Pierce FIT

SMP THEME II – GOAL 2

Double the campus total grant-funding in the next three fiscal years.

Objective	Activities	Action Steps	Measures	Target(s)	Responsible Areas
Develop a grant process that primarily benefits the college – one that is transparent, agreed-upon, and rapid	<ul style="list-style-type: none"> Create and approve an effective grant process <ul style="list-style-type: none"> Solicit Manage Close-out Develop a set of guidelines and criteria for grants that most appropriately benefit the college and align with its mission statement 	<ul style="list-style-type: none"> Review successful models Implement agreed-upon process Reports monthly to CBO and PCC through the Budget Committee Develop audit process and conduct analysis on phased and final deliveries 	<p>Managers are adequately funded to perform statement of work.</p> <p>Determine if deliverables have a multiplier SCFF impact to campus.</p> <p>Successful audit and benefits to mission and value statement.</p>	2022–2026	President’s Office Grants Team VPAS/CBO Office

SMP THEME II – GOAL 3

Enhance revenue generation through enterprise.

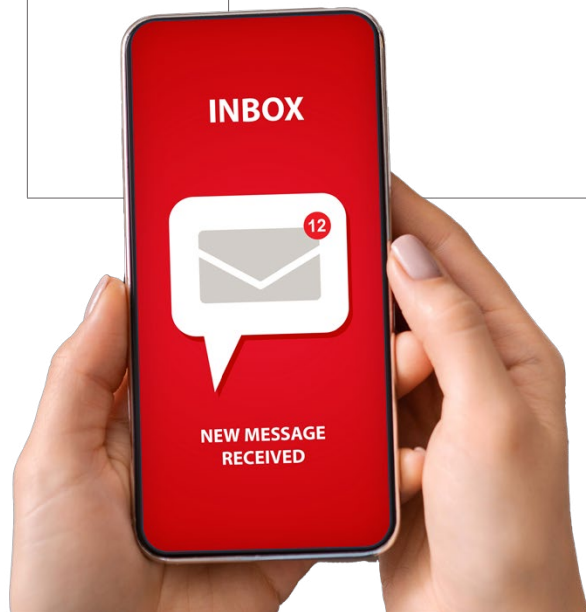
Objective	Activities	Action Steps	Measures	Target(s)	Responsible Areas
Increase revenue through ground leases and permits	<ul style="list-style-type: none"> Increase commercial leasing and permits Develop a light athletics complex (anchored by soccer and baseball/softball operation) 	<ul style="list-style-type: none"> Seek more opportunities in: <ul style="list-style-type: none"> Housing Photovoltaic Professional sports teams K-12 & senior leagues 	<p>Third-party contract for faculty and staff: student housing.</p> <p>Offset of current expenses and more revenue generation</p> <p>Indirect benefit to SCFF from resulting public relations</p>	2022–2026	CBO Office VPAS Budget Committee Pierce FIT

SMP Theme III: Racial Equity and Social Justice

SMP THEME III – GOAL 1

Increase participation and support of disproportionately impacted students in the College Promise program.

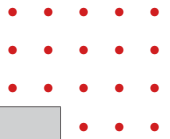
Objective	Activities	Action Steps	Measures	Target(s)	Responsible Areas
Fully implement College Promise program	<ul style="list-style-type: none"> Increase student awareness of College Promise program. Increase student awareness of available Promise support services Targeted outreach and communication to ensure students are completing enrollment steps 	<ul style="list-style-type: none"> Increase <i>Counselor Day</i> activities, including extending invitations to high school counselors that work with high school BSUs, Village Nation, and other school district support programs for African American students Increase high school counselor participation in <i>Counselor Day</i> event. Increase involvement in LAUSD <i>African American Empowerment Summit</i> Email reminders to all high school students that expressed some interest in attending Pierce College through college rep tabling, college fairs, and college application process. 	Increase percentage of African American students enrolling in College Promise program by 10% annually	2022–2026	Administration Outreach and School Relations Office Office of Institutional Effectiveness (for data only)



Email reminders to all high school students that expressed some interest in attending Pierce College through college rep tabling, college fairs, and college application process.

SMP THEME III – GOAL 2

Reduce opportunity gaps and improve course completion for the target populations experiencing a disproportionate impact as identified in the Pierce College Student Equity and Achievement Program plan.



Objective	Activities	Action Steps	Measures	Target(s)	Responsible Areas
Increase percentage of African American student completions of degrees, certificates, and transfer.	Close opportunity gap for African American student completion of transfer English and Math courses in first year of attendance	<ul style="list-style-type: none"> Annually review data on degrees and certificate completions by ethnicity and gender. Increase the rate at which students complete college transfer requirements by 1% annually 	Increase percentage of African American student completions (i.e. degrees, certificates, and transfer) by 5% annually.	2022–2026	Dean of Student Services & Equity Retention Office Educational Planning Committee (EPC) SEA program Transfer Center
Increase percentage of Latino/a student completions of degrees, certificates, and transfer.	Close opportunity gap for Latino/a student completion of transfer English and Math courses in first year of attendance.	<ul style="list-style-type: none"> Annually review data on degrees and certificate completions by ethnicity and gender. Increase the rate at which students complete college transfer requirements by 1% annually 	Increase percentage of Latino/a student completions (i.e. degrees, certificates, and transfer) by 5% annually.	2022–2026	Dean of Student Services & Equity Retention Office Academic Affairs SEA program Transfer Center Educational Planning Committee (EPC)



Objective	Activities	Action Steps	Measures	Target(s)	Responsible Areas
<p>Cultivate the growth and establishment of learning communities that promote a structured curriculum with intrusive academic and personal support.</p>	<p>Develop additional learning communities that are focused on the needs of diverse affinity groups based on ethnic affiliation, cultural affiliation, career affiliation, and academic affiliation (e.g. Adelante and MESA).</p>	<ul style="list-style-type: none"> • Learning Community Program Development: <ul style="list-style-type: none"> • Identify a space • Hire program staff • Provide services to eligible students • Establish partnerships to support program • Seek outside partnerships including donors to acquire additional resources for program enhancement 	<p>Evaluate fall-to-spring persistence for increase of 2% annually for program participants</p> <p>Longitudinal data collection on</p> <p>Annual Student Satisfaction Survey.</p>	<p>2022–2026</p>	<p>Academic Affairs</p> <p>Counseling</p> <p>Faculty</p> <p>OIE (for data only)</p>
<p>Expand the Umoja learning community course offerings.</p>	<p>Streamline the linkage of courses through four consecutive semesters to offer a curriculum pathway to completion.</p>	<ul style="list-style-type: none"> • Create a pathway to completion by identifying additional courses to be included in the learning community offerings • Begin offering additional courses in identified pathway(s) 	<p>Evaluate term-to-term persistence of participants</p> <p>Evaluate term-to-term retention of participants</p> <p>Assess longitudinal data of participating cohorts</p>	<p>2022–2026</p>	<p>Academic Affairs</p> <p>SEA program</p> <p>Umoja program</p>

Increase African American and Latino/a student completion of transfer-level Math within the first year of enrollment by 5%.



Objective	Activities	Action Steps	Measures	Target(s)	Responsible Areas
<p>Increase the persistence through and completion of English and Math course sequences for African/American, Latino, and disabled students.</p>	<ul style="list-style-type: none"> • Increase African American student completion of transfer-level Math within the first year of enrollment by 5% • Increase Latino/a student completion of transfer-level Math within the first year of enrollment by 5% • Increase completion of transfer-level English and Math within the first year of enrollment by 3% for students with an identified disability 	<ul style="list-style-type: none"> • Establish intervention strategies with English and Math department • Identify potential barriers to course completion • Increase tutoring and supplemental instruction for English and Math transfer-level classes. 	<p>Annual assessment African American completion of transfer-level Math within the first year of enrollment by 5%</p> <p>Annual assessment of Latino/a completion of transfer-level Math within the first year of enrollment by 5%</p> <p>Annual assessment of completion of transfer-level English and Math within the first year of enrollment by 5% for students with a disability.</p>	<p>2022–2026</p>	<p>Retention Office</p> <p>SEA program</p> <p>Office of Special Services</p>

SMP THEME III – GOAL 3

Improve college branding and the development of outreach strategies for new and returning students through effective marketing and branding of Pierce College.

Objective	Activities	Action Steps	Measures	Target(s)	Responsible Areas
<p>Realign the college marketing plan with desired college outcomes for recruitment of identified populations with disproportionate impact on access. Ensure plan attracts diverse student population.</p>	<ul style="list-style-type: none"> • Generate increase in first-time students that identify as males. • Establish percentage of students that identify learning about Pierce through social media or television ads • Ensure instructional programs, academic support, and student support are designed to serve diverse populations and marketed to highlight that which does. • Establish a panel or taskforce to review the design of our college website for to identify challenges with the website that could result in equity issues. 	<ul style="list-style-type: none"> • Establish baseline data for identification of how students learn about Pierce • Expand cultural curriculum audit • College review of academic support and student support services to ensure equity considerations in design • Create a taskforce to make more culturally expressive spaces at Pierce. 	<p>Annual review of college profile to assess 1% increase in males</p> <p>Annual assessment of college orientation data</p>	<p>2024–2026</p>	<p>Office of Public Relations</p> <p>Administration</p> <p>Area deans</p> <p>Diversity Committee</p> <p>Department chairs</p> <p>Academic Affairs</p> <p>OIE (for data)</p>

SMP THEME III – GOAL 4

Through professional development, improve campus climate and learning environment to include opportunities for continued development in anti-racism and effective culturally responsive teaching and learning practices.

Objective	Activities	Action Steps	Measures	Target(s)	Responsible Areas
<p>Develop approach to onboarding process for new faculty that transform teaching and learning practices. Establish professional development activities that include topics such as implicit bias, inclusive communication, equity practices in the classroom, culturally responsive teaching and learning practices, as well as provide professional development opportunities for faculty in all subject areas that focus on emerging pedagogical practices for teaching African-American, Latinx, LGTQIA, and Foster Youth.</p>	<ul style="list-style-type: none"> Increase the number of faculty and staff trained in equity-minded practices. Infuse equity-minded practices throughout course content and support services. 	<ul style="list-style-type: none"> Create workgroup to develop new faculty onboarding process. Increase professional development opportunities for equity-minded teaching practices. 	<p>Measure course success rates for participating faculty contrasted with non-participating faculty.</p>	<p>2022–2026</p>	<p>Professional Development Committee</p> <p>Faculty Professional Development Coordinator</p> <p>Professional Development Coordinator</p> <p>Diversity Committee</p>



Increase professional development opportunities for equity-minded teaching practices.

Objective	Activities	Action Steps	Measures	Target(s)	Responsible Areas
<p>Increase percentage of professional development opportunities centered on equity by 10% a year starting with baseline established in 2021/22.</p>	<ul style="list-style-type: none"> Develop speaker series Establish an employee mentorship program 	<ul style="list-style-type: none"> Recruit administrators, faculty, managers, and staff interested in serving as mentors. Recruit administrators, faculty, managers, interested in serving as mentees. Establish baseline measure for professional development opportunities. 	<p>Using baseline data, evaluate increase in professional opportunities.</p> <p>Annual assessment of employee satisfaction with mentoring program.</p>	<p>2022–2026</p>	<p>Professional Development Committee</p> <p>Faculty Professional Development Coordinator</p> <p>Professional Development Coordinator</p> <p>Diversity Committee</p>
<p>Develop Pierce workshop that includes training on equitable hiring practices that encourage diversity in hiring. Training would be open to all but those participating in any hiring committee at Pierce would be strongly encouraged to attend.</p>	<ul style="list-style-type: none"> Offer training series of equitable hiring practices. 	<ul style="list-style-type: none"> Evaluate feasibility of contracting for training Establish training curriculum 	<p>Using baseline data, evaluate increase in professional opportunities.</p> <p>Annual assessment of employee satisfaction with workshop training.</p>	<p>2022–2026</p>	<p>Professional Development Committee</p> <p>Faculty Professional Development Coordinator</p> <p>Professional Development Coordinator</p> <p>Diversity Committee</p>

SMP THEME III – GOAL 5

Establish revenue generating initiatives to support college Athletics.

Objective	Activities	Action Steps	Measures	Target(s)	Responsible Areas
Develop 4-year plan to generate revenue for Athletics.	<ul style="list-style-type: none"> Identify top four sports as defined by athlete participation and spectator attendance. Identify top two sports with highest average team grade point average of players, highest transfer rates over last 2 years, and highest average unit completion each semester in the last academic year. Create annual goals for the development of community partnerships that elicit resource contributions for athletic programs 	<ul style="list-style-type: none"> Identify community partners with interest in athletic programs support Establish Athletics Advisory Committee Solicit information from team coaches about potential partnerships 	<p>Annual athletic program needs assessment.</p> <p>Annual measure of ongoing participation and satisfaction amongst athletes in top 4 sports in Athletics program.</p> <p>Establish baseline measure to evaluate athletes' term-to-term retention and course completion</p>	2023–2026	<p>Administrative Services</p> <p>Vice President of Student Services</p> <p>Athletic Director</p> <p>Coaches</p> <p>LACCD Foundation</p> <p>Pierce College Foundation</p> <p>Student Support Committee</p> <p>Office of Institutional Effectiveness</p>

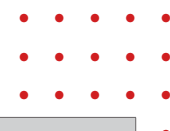
Identify top four sports as defined by athlete participation and spectator attendance.



SMP Theme IV: Internal and External Community Relations

SMP THEME IV – GOAL 1

Maintain/upgrade campus-wide health, safety, security, and emergency planning.

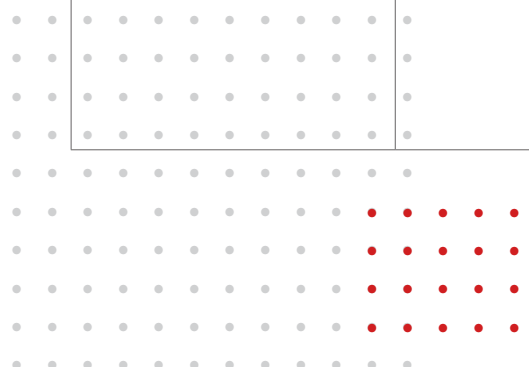


Objective	Activities	Action Steps	Measures	Target(s)	Responsible Areas
Meet code requirements for all health, safety, security, and emergency planning areas.	<ul style="list-style-type: none"> Update Emergency Preparedness Booklet annually Update annual security report 	Identify significant updates to emergency preparedness and security procedures	Emergency Preparedness Booklet; Completion status of emergency management system	Annual update	Administrative Services Facilities Maintenance and Operations

SMP THEME IV – GOAL 2

Strengthen the LAPC Foundation.

Objective	Activities	Action Steps	Measures	Target(s)	Responsible Areas
Support Foundation efforts campus-wide	Increase communication efforts between Foundation and broader campus	<ul style="list-style-type: none"> Establish partnerships with each LAPC academic discipline and local businesses Establish faculty/staff ambassadors within each academic discipline to communicate Foundation updates and resources 	Foundation financials; discipline records and department meeting minutes	Complete by 2025	Foundation Office Administrative Services LAPC Budget Committee



Objective	Activities	Action Steps	Measures	Target(s)	Responsible Areas
Create a revenue-generating corporation and developing continuous philanthropic support	Within 4 years, the College Foundation will hire a full-time Foundation Director with support staff, and Increase revenue to five million dollars in operations	<ul style="list-style-type: none"> Solicit external donations Establish an alumni program Increase employee payroll contributions Increase revenue from additional donation programs (i.e., AmazonSmile) 	Foundation financials; discipline records and department meeting minutes	Complete by 2026	Foundation Office Administrative Services LAPC Budget Committee

SMP THEME IV – GOAL 3
Foster community partnerships.

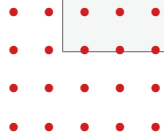
Objective	Activities	Action Steps	Measures	Target(s)	Responsible Areas
Strengthen community partnerships with local government organizations, as well as business and industry partners to enhance the college's capacity to serve students and the community	<ul style="list-style-type: none"> Enhance grant funding Ensure partnerships are mutually beneficial to the College and the partner Lobby District to streamline partnership acquisition processes Establish partnerships with all local neighborhood councils (i.e., Woodland Hills Home Owners) 	<ul style="list-style-type: none"> Market scans of labor market to identify hiring trends for student employability as well as funding trends for grants Form task force under Pierce College Council (PCC) to identify partnership gaps Create and post formal list of partnerships as "living document" to Pierce website Ensure partnerships are mutually beneficial to College and partner (ie. Chamber of Commerce, VICA etc) Ensure the mission of partners is in line with that of LAPC 	LAPC Partnerships list; LAPC grant acquisition	Annual review of partnerships and grants	College President Senior Staff Area deans Student Services Administrative Services Pierce College Council (PCC)

SMP THEME IV – GOAL 4

Strengthen, expand, and modernize marketing and outreach efforts.



Objective	Activities	Action Steps	Measures	Target(s)	Responsible Areas
Modernize marketing and outreach efforts	<ul style="list-style-type: none"> Ensure Outreach staff represents the diversity of the student population by recruiting from wide variety of campus programs Continue to ensure marketing and advertising resources and materials are diversified 	<ul style="list-style-type: none"> Analyze data-based marketing and outreach efforts Conduct market scans to identify emerging trends for student success and equity 	Updates to LAPC brand, PCC minutes, best-practices white paper for discipline and department marketing, advertising, and outreach	Annual review of marketing and outreach efforts	College President Student Services Outreach Pierce College Council (PCC)
Strengthen and expand marketing and outreach efforts	<ul style="list-style-type: none"> Utilize market scan data to Outreach and market to optimal audience With the community in mind, maintain LAPC standards for all events hosted on campus Increase LAPC club outreach efforts to local K-12 schools Establish best-practices for marketing, advertising, and outreach at the discipline and department level 	<ul style="list-style-type: none"> Hire a graphic design firm to strengthen the LAPC brand Increase Outreach presence at community events hosted at Pierce (e.g., West Valley Soccer, 5k/10k runs, etc.) Ensure we are charging market rate to vendors, which covers LAPC standards and cost of work 	Updates to LAPC brand, PCC minutes, best-practices white paper for discipline and department marketing, advertising, and outreach	Annual review of marketing and outreach efforts	College President Student Services Outreach Pierce College Council (PCC)





Ensure 90% satisfaction rate on all customer service evaluation questions for each department.



SMP THEME IV – GOAL 5

Enhance customer service interfaces for both interior and exterior customers.

Objective	Activities	Action Steps	Measures	Target(s)	Responsible Areas
<p>Meet/exceed customer demands by providing a seamless educational and community-minded experience</p>	<ul style="list-style-type: none"> Set clear expectations for timely responses and quality of experience based on the staffing/ resources levels available Increase employee training opportunities Establish follow-up procedures with customers to assure resolutions 	<ul style="list-style-type: none"> Provide additional training opportunities for new and existing faculty and staff with front-facing positions Provide additional resources for employees regarding work-related stress Create cross-informational employee guide Provide additional tools and hardware to increase efficiency of customer service 	<p>Customer service satisfaction survey questions for each department; Student/staff/ faculty surveys</p>	<p>Ensure 90% satisfaction rate on all customer service evaluation questions for each department; Cross-informational employee guide</p>	<p>Office of Institutional Effectiveness</p> <p>Professional Development</p> <p>Student Services</p> <p>Academic Affairs</p> <p>Administrative Services</p>

VI. Acknowledgements

Thank you.

It is with deepest gratitude and appreciation we thank LA Pierce College students, staff, faculty, and administrators who attended the Leadership Retreat, participated in the series of Strategic Master Planning townhalls, and provided feedback in our surveys as we developed the framework of our Strategic Master

Plan. We would also like to thank members of the Pierce College Council and the SMP Theme leads who assisted in editing the final SMP. Special recognition and a heartfelt thank you is extended to the Office of Institutional Effectiveness and Pierce College Council who contributed to this process in invaluable ways.

PLANNING RETREAT AND COUNCIL MEMBERS

Abigail Watson	Mofe Doyle	Gisele Calubayan	Barbara Anderson	Rolf Schleicher	Joan Schneider
Anafe Robinson	Paul Nieman	Jill Binsley	Brian Moe	Shannon DeVaney	Kim Rich
Brad Saenz	Sara Harvey	Juan Carlos Astorga	Carlos Rosas	Sunday Salter	Lorena Lopez
Bruce Rosky	Sharon Baker	Lauren Saslow	Curt Duffy	Wendi Meckler	Martin Karamian
Cristian Rodriguez	Susan Rhi-Kleinert	Margarita Pillado	Deborah Hefter	Yeprem Davoodian	Michael Gend
Dale Fields	Wiley Brown	Melissa Brisbois	Eddie Tchertchian	Amari Williams	Patricia Doelitzsch
Doreen Clay	Adrian Youhanna	Mon Khat	Holly Hagan	Beth Cheung	Saleh Abdelkader
Erin Hayes	Angel Belden	Rodney Allen	Jill Connelly	Brian Walsh	Shannon Krajewski
Jennifer Moses	Brian Gendron	Savannah St. Clair	Kalynda McLean	Claudia Velasco	Susan Armenta
Joleen Voss-Rodriguez	Cara Gillis	Shilo Nelson	Lisa Valdez	Curtis Smith	Wendy Bass
Lara Conrady	Crystal Keikel	Tara McCarthy	Maria Perser	Donna-Mae Villanueva	Yvonne Grigg
Lupita Narkevicius	Danielle Lendor	William Marmolejo	Melody Cooper	Elizabeth Benne	Cathy Jin
Mary Anne Gavarra-Oh	Eric Dixon-Peters	Alexis Montevirgen	Natalia Grigoriants	Ida Blaine	

THEME 1
Student Success
and Access



Donna-Mae Villanueva
(Lead)
Eddie Tchertchian
(Lead)
Ngan Mork *(Lead)*
Brian Gendron
Claudia Velasco
Diana Zavala
Mary Anne Gavarra-Oh
Sharon Dalmage
Sunday Salter
Yvonne Grigg

THEME 2
Financial Stewardship
and Organizational
Stability



Rolf Schleicher *(Lead)*
Eddie Tchertchian
(Lead)
Anafe Robinson
Beth Abels
Kamaal Walker
Mofe Doyle
Ron Paquette
Shannon Krajewski
Tanesha Walker

THEME 3
Racial Equity and
Social Justice



Kalynda Mclean *(Lead)*
Barbara Anderson
Brian Gendron
Brian Walsh
Dale Fields
James McKeever
Julio Tsuha
Lisa Valdez
Lupital Narkevicius
Mario Macias

THEME 4
Internal and External
Community Relations

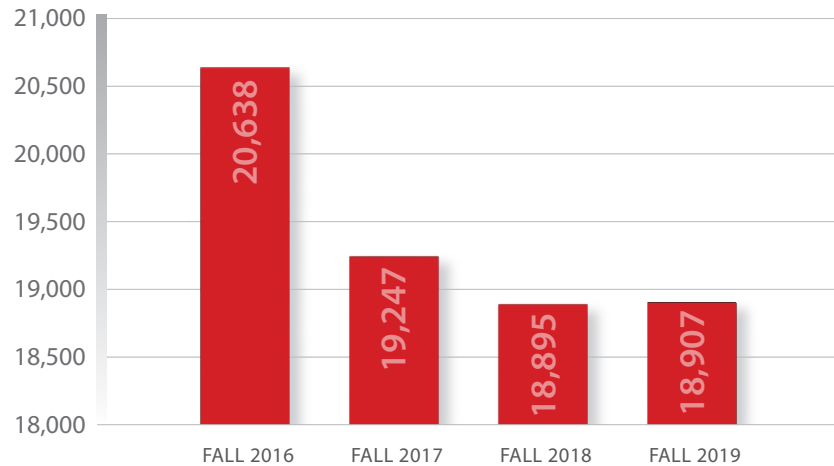


Brian Gendron *(Lead)*
Doreen Clay
Holly Hagan
Paul Nieman
Robert Loy
Shannon DeVaney
Sharon Dalmage

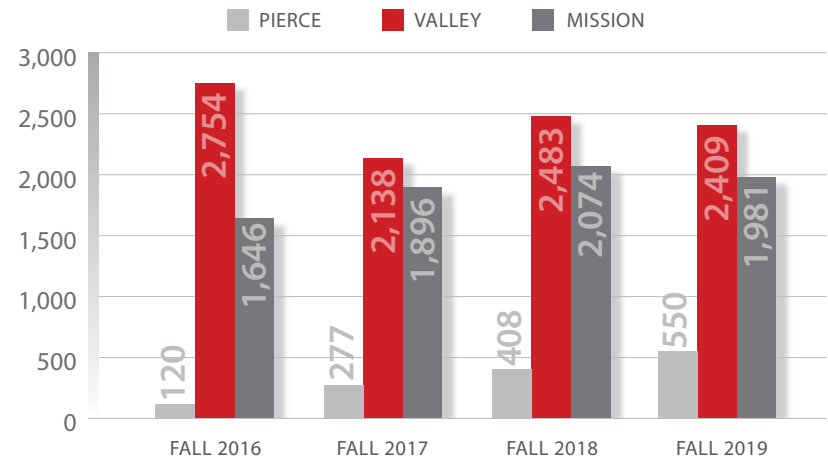
Appendices

Theme I: Student Success and Access

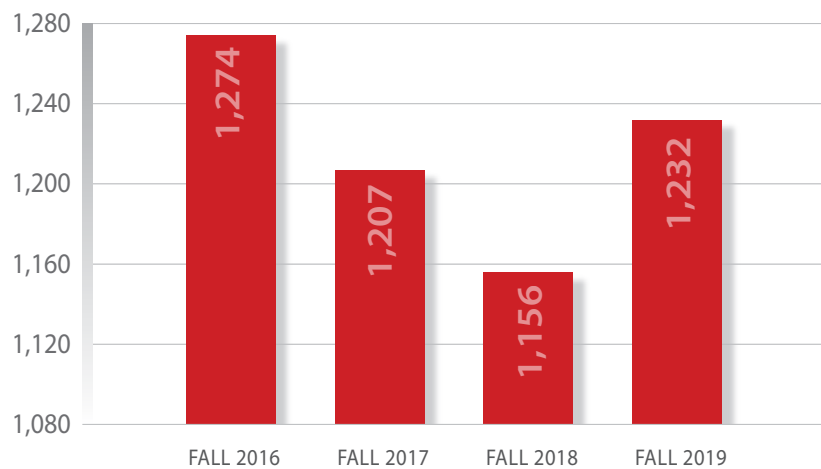
Credit Enrollment



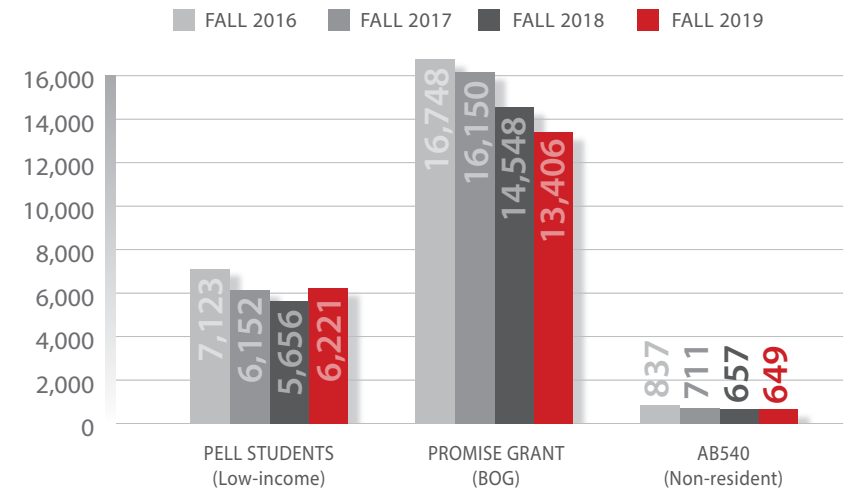
Comparison of Adult Ed (Non-Credit) Enrollment



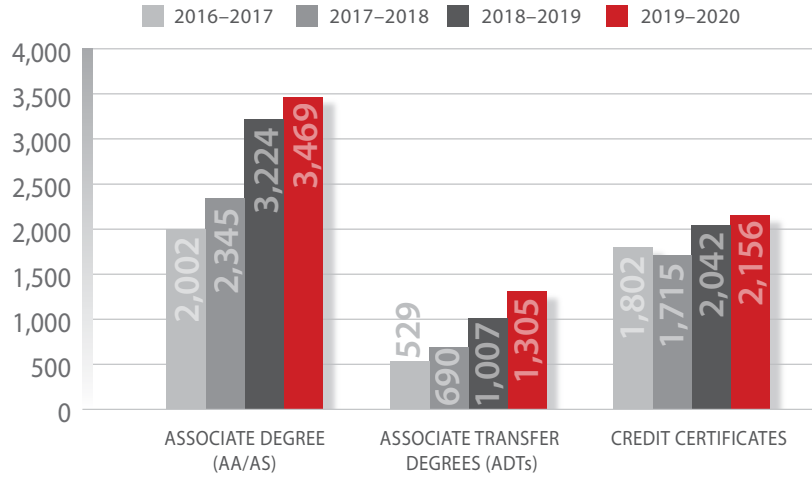
Pierce Dual Enrollment



Financial Aid

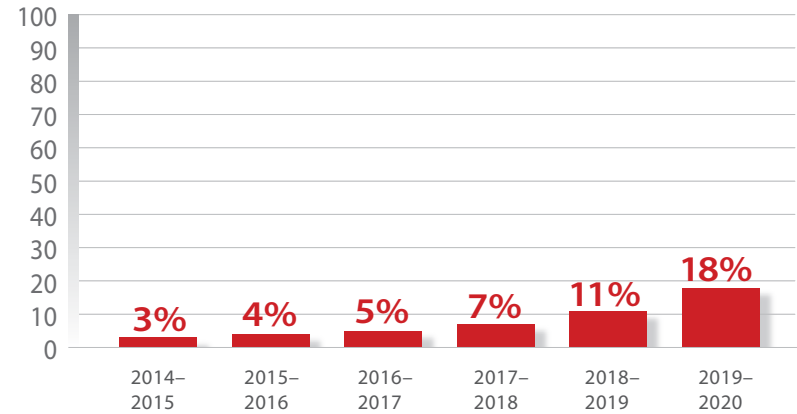


Degrees and Certificates

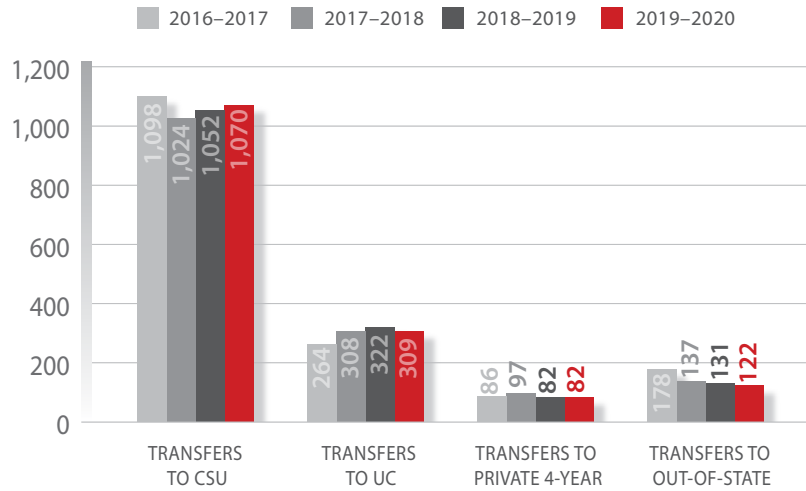


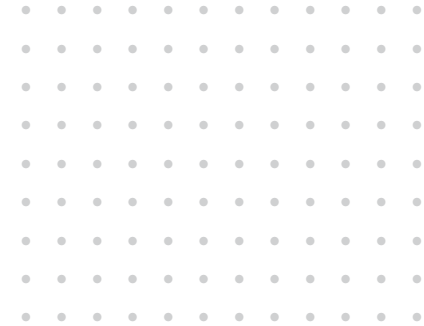
Completed Transfer-Level Math and English

Among first-time students, the proportion who completed both transfer-level Math and English courses in the district in their first year.



Transfers





WE ARE THE BRAHMAS.



ONE OF THE NINE COLLEGES OF THE LOS ANGELES COMMUNITY COLLEGE DISTRICT

Steven F. Veres, President; Gabriel Buelna, Ph.D., 1st Vice President; David Vela, 2nd Vice President; Mike Fong; Nichelle Henderson; Andra Hoffman; Ernest H. Moreno; and Elias Geronimo, Student Trustee

VISIT US ON SOCIAL MEDIA



@Pierce_College



@LAPierceCollege



@PierceCollege



@PierceCollegeCA

6201 Winnetka Avenue, Woodland Hills CA 91371