

**PIE Committee**

Rebecca Tillberg, Chair

**Academic Senate (4)**

Adrienne Foster  
Carmen Dones  
Judy Chow  
Joyce Sweeney

**AFT Guild (4)**

Olga Shewfelt  
Bonnie Blustein  
Alice Taylor

**Vice Presidents (3)**

Ken Takeda, VP  
Shalamon Duke,  
Interim VP  
Bob Sprague, VP

**AFT Classified (2)**

Dionne Morrisette  
Ashanti Lyles

**Other Classified  
Bargaining Unit (1)**

**Teamsters (1)**

Judith-Ann Friedman

**ASO (1)**

**Ex Officio**

**President**

Nabil Abu-Ghazaleh

**College Council, Chair**

Fran Leonard

**Resource**

Division Chair Rep.

**Stu Serv/ Admin Serv  
Program Review Rep.**

Celena Alcalá

**SLO Rep.**

Mary Jo Apigo

**Budget Manager**

Maureen O'Brien

**Researcher**

Agyeman Boateng

**Minutes**

Thursday, February 28, 2013

12:30 pm-3:00 pm

SSB-414

Present	
Name	Title/Role
<i>Nabil Abu-Ghazaleh</i>	President
<i>Ken Takeda</i>	VP, Administrative Services
<i>Shalamon Duke</i>	VP, Student Services
<i>Olga Shewfelt</i>	AFT Guild
<i>Alice Taylor</i>	AFT Guild
<i>Bonnie Blustein</i>	AFT Guild
<i>Laura Peterson</i>	Film Production
<i>Carmen Dones</i>	Academic Senate
<i>Judy Chow</i>	Academic Senate
<i>Fran Leonard</i>	College Council
<i>Eric Ichon</i>	Teamsters
<i>Dionne Morrisette</i>	AFT Classified
<i>Ashanti Lyles</i>	AFT Classified
<i>Gabriel Brown</i>	ASO
<i>Mary-Jo Apigo</i>	SLO Representative
<i>Rebecca Tillberg</i>	Chair, PIEC
<i>Maureen O'Brien</i>	Budget Manager
<i>Agyeman Boateng</i>	Research Analyst
<i>Helen Lin</i>	Accounting Analyst

**Budget Committee**

Ken Takeda, Chair

**Academic Senate**

Adrienne Foster  
Vacant

**AFT Faculty**

Olga Shewfelt  
Vidya Swaminathan

**Administration**

Shalamon Duke,  
Interim VP  
Bob Sprague, VP

**AFT Classified**

Dionne Morrisette  
Jo-Ann Haywood

**SEIU Local 721**

Abel Rodriguez

**Teamsters**

Eric Ichon

**ASO**

Gabriel Brown

**President**

Nabil Abu-Ghazaleh

**Planning Comt Liaison**

Rebecca Tillberg

**Resource**

Maureen O'Brien  
Hansel Tsai  
Helen Lin



I. **Why the Joint Meeting?**

a. **Purpose.** R. Tillberg presented the current Joint Meeting in the context of the agree-to set of twice-yearly Joint Meetings, the first in February to focus on effectiveness evaluation, and the second in June to focus on process evaluation. The current Joint Meeting will evaluate effectiveness in terms of achievement of college goals, student achievement outcomes, and unit goals as identified in program review, as well as on the evaluation of the use of financial resources to support achieving those goals.

b. **Accreditation.** A. Taylor set the context for the meeting in terms of accreditation requirements. Two of the 2012 recommendations that West received are addressed by the current Joint Meeting:

***Recommendation 2 – Systematic Evaluation and Planning (2012):*** *In order to increase effectiveness and improve its compliance with the Standard, the college should develop and implement a formal, organized process that is regularly evaluated for assuring quality of data and assessment definitions, interpretation, and application that builds upon the established governance and planning system. This will further college efforts to develop a process where decisions are based on a culture of evidence that results in cohesive planning, evaluation, improvement and re-evaluation. (Standard I.B.3; IV.A.1).*

***Recommendation 7 – Financial Resources (2012):*** *In order to meet the standard, the team recommends that the college integrate planning, evaluation, and resource allocation decision making in order to systematically assess the effective use of its financial resources and use the results of the evaluation as the basis for institutional improvement and effectiveness in a manner that assures financial stability for the institution. (Standard II. D. 1 and III.D.3.)*

A. Taylor focused on the question, “how are we doing with accreditation?” making the point that since we are: i) taking ownership of the recommendations of the commission; and ii) working to understand what we do, why we do it, whether it works, and if it doesn’t work, secure in our ability and resolve to fix it; then the College is doing well with accreditation because we are doing well as a college.

- c. ***Product.*** R. Tillberg noted that more than just having a conversation, it is necessary that the meeting must have a product. The product that we are aiming for is a summary of the evaluation conducted, and a list of recommendations about potential ways to improve the way financial resources support achieving college goals, program goals, and student achievement outcomes. The evaluation and recommendations would be forwarded to College Council and, if approved, on to the President. After a period of time, those recommendations would in turn have to be evaluated.

R. Tillberg also mentioned that any recommendations or important issues that could not be resolved at the meeting could be written on poster boards on either side of the presentation screen at the front of the room, so that they could be addressed at a later time.

R. Tillberg described the method we will use to conduct the evaluation, based on data, at both the college-wide level and the unit level. The unit level data that the group looked at was from program reviews and from student achievement data. The college-wide data was from student achievement data summarized at the college level, and also potentially from master plan progress data, and from financial data. The group would also review the unit-level evaluations done by units through program review. The major task of the Joint Meeting was to conduct an evaluation at the college-wide level. While Program Review was an opportunity to review data and evaluate efforts at the unit level, this joint PIE-Budget meeting is the occasion to evaluate the institution’s effective use of financial resources from a college-wide perspective. Any issues identified could be addressed in the recommendations coming out of this meeting. This approach was illustrated in a diagram in the presentation PowerPoint:

UNIT LEVEL	COLLEGE-WIDE
<b>Data</b> Student achievement Program review	<b>Data</b> Student achievement Master plans Financial data
<b>Evaluation</b> Program review	<b>Evaluation</b> Joint Meeting

II. **College mission/vision/values.** R. Tillberg emphasized that it is important to place our evaluation of goal achievement in the context of the college mission, vision and values, as well as the college institutional student learning outcomes. Some concerns were expressed about whether or not ISLOs were operationalized at an institutional level, and there was some discussion about what they meant and how they needed to be applied. For example, G. Brown, an ASO representative, noted that while his organization developed leadership, leadership was not an ISLO, which he thought were supposed to encompass every learning outcome. The issue was put in the “parking lot” on the poster board, with the note that this may be an issue for the Academic Senate to address.

III. **Present and Discuss the Data.** R. Tillberg described that this part of the agenda corresponds with the data section of the above table, and that we will examine data at both the unit and college levels. She noted that ARCC data will not be included in the presentation since ARCC is undergoing significant changes.

a. **Master Plan Goals and Achievements.** R. Tillberg discussed the importance of measureable outcomes, as well as targets, in Master Plan, so that progress toward achievement of goals can be assessed. There was some conversation regarding the omission on the slide of a “transfer” target to coincide with the goal to increase transfer. R. Tillberg and A. Boateng explained that the slide intended merely to illustrate the lack of targets, not to provide a thorough list of the Ed Plan goals and metrics. There was some discussion about the difficulties in determining how to set at a target. It was also made clear that the task of setting targets would be for the 2013-14 cycle as it was too late for the current cycle.

R. Tillberg then turned the floor over to S. Duke followed by K. Takeda who each spoke about master planning in their areas, Student Services and Facilities, respectively.

S. Duke related the planning process in Student Affairs. The vice president and deans would get together looking at trends in the environment and other factors to arrive at five or six objectives and goals. Based on these, the group would identify benchmarks, measureable outcomes, strategies, responsible entity, etc. One example, he offered, was to increase transfer opportunities for students.

K. Takeda detailed the current facilities master planning activities. In the first stage, a space inventory as of Spring 2012 was conducted. From that, there was an assessment of the unmet demand for that period, and the type of growth different programs expect to experience (and the space needs would those different types of instruction require). The third stage, currently underway, is the assessment of support space needs to support the expected growth in instruction. In response

to a question, K. Takeda clarified that the construction master plan is a component of the facilities master plan.

He then referred to additional documents his office provided, specifically the facilities master plan goals assessment of progress document. He recounted how although much work had been done in previous facilities master planning, what was missing was to document the strategies – what was done, why it was done, and what was measurable. He also recounted that in the previous cycle, given that the documentation and references in the SEIR was extensive in the way a Facilities Plan should be, it was offered in lieu of a Facilities Master Plan. Nevertheless, West needs a separate Facilities Master Plan, and this time around, a new Facilities Master Plan separate from the SEIR will be developed.

K. Takeda answered a question regarding staffing in other areas (e.g. custodial) and upkeep and maintenance, and if it was considered when planning for growth. He answered that while in the past the district did not consider the total cost of ownership, the budget allocation model was revised to account for this. In response to a question from B. Blustein, President Abu-Ghazaleh clarified the relationship between Education Master Planning and Facilities Master Planning, stating that i) the institution must be careful and plain to make sure that Education Master Planning drives Facilities Master Planning; he explicitly rejected the idea that facilities drives education; ii) operational decisions about which programs grow is done on a medium term, much more closely attached to the five-year Education Master Plan, whereas the facilities growth referred to in K. Takeda’s discussion is long term thinking.

b. **Fiscal Data.** R. Tillberg presented a table listing College expenditures and ending balance over several years and a chart graphing FTES along with positive ending balance of several years. She suggested that this college-level summary data could be used to assess the overall effective use of financial resources to the extent that a positive ending balance is maintained, and the amount of generated FTES does not exceed funded FTES by too much.

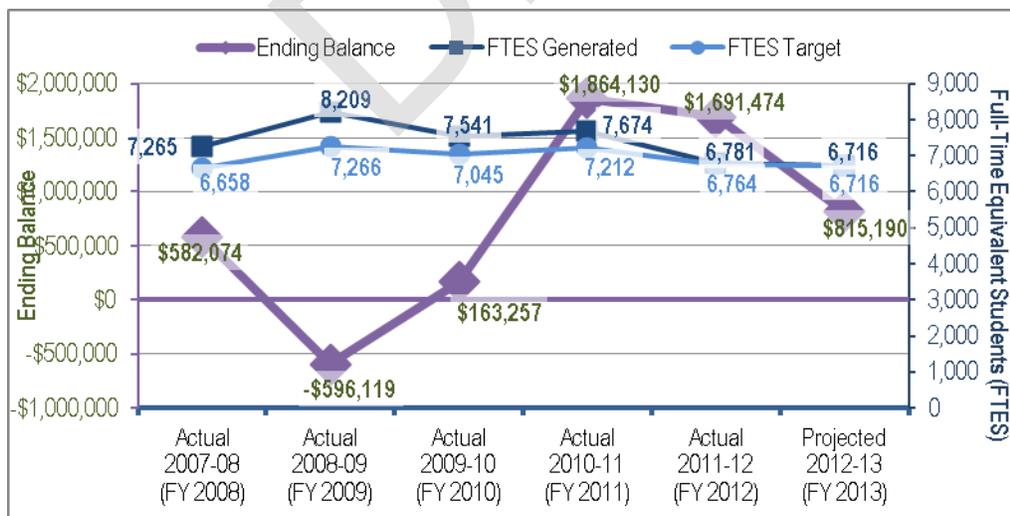


Figure: Ending Balance and FTES

The above chart in spurred some discussion, in particular the meaning of the 2008-09 (FY 2009) negative Ending Balance which coincided with a peak in FTES Generated. O. Shewfelt stated what

many in the room knew, this represented a year (under a different presidency) in which West chose to increase its enrollment, but at the end of the year did not get paid by the state for the unfunded FTES. K. Takeda added that, that year, West expected to receive growth money that in the end was not awarded, and that looking across the district, all of the colleges took a hit. B. Blustein suggested that, looking at the other figures, one can interpret a story of stability with one errant year, however, the College needs to be ready to talk about it, perhaps writing a brief, talking points, or some other type of document to explain that data point that detracts from an otherwise stable fiscal picture. It was felt that there should be some year to year summary, and K. Takeda concurred, mentioning that this could perhaps begin in the Budget Committee's end-of-year wrap-up.

c. ***Student Achievement Data.*** A. Boateng presented student demographic and achievement data, including:

- Headcount over time
- Ethnic makeup
- Successful course completion rates
  - By division
  - Equity gaps
- Degrees and certificates awarded

There was some discussion of the trends in the multi-ethnic category, the fact that it was growing, how the ethnicity code is calculated, and the concern that this growth was perhaps at the expense of African-American or Latino counts.

There was extensive discussion about successful course completion rates. O. Shewfelt pointed out that the data was disturbing since the entire college is working toward student success, and if the metaphor of student performance was applied to the divisions, most would be failing. She also asked if successful course completion rate was part of an ISLO, if there was a target, and should there be a college-wide target and/or division targets. B. Blustein shared some of her findings after looking at Math data in much more detail, including: that math students who persist eventually succeed; sequential courses have different patterns from stand-alone courses; students who receive a "C" grade are less likely to succeed in the subsequent semester, hence the Math division has made an effort to discontinue courtesy "C"s.

d. ***Program Review Responses.*** R. Tillberg shared several tables of information based on unit responses to questions assessing the impact of receiving/not receiving the requested resources, and assessing the achievement of unit goals. There was not sufficient time to discuss the reports in any detail.

Given the proximity to the scheduled meeting end and the interest in the data, the conversation shifted to understanding the purpose of the meeting and what could be accomplished. O. Shewfelt made the observation that the task at hand seems to be administrative work, not committee work, which is not to say that the group should not continue, however, since 96% of the budget is committed to salaries, it might be wise to focus on the 4% left to allocate. R. Tillberg mentioned that unit-level review of spending occurs in Program Review, but an overall assessment of stability or effectiveness does not necessitate going into all the details of the financials; a general metric or rubric that involved ending balance and other high level indicators may indeed meet the accreditation standard of looking at our resources to determine that we are using them effectively and that we are

stable. President Abu-Ghazaleh echoed O. Shewfelt's idea of looking at the 4% in discretionary spending, saying that by evaluating its effectiveness and learning from that, we would be moving forward.

Given the turn in the conversation to evaluating discretionary spending and the shortness of remaining meeting time, R. Tillberg recommended launching a smaller working group to handle the task of continuing the effectiveness evaluation. Those who volunteered in this initial call were: K. Takeda, C. Dones, E. Ichon, R. Tillberg.

S. Duke commented that it was not enough to say that particular students were underperforming and leave it at that because there may be a number of factors involved, some perhaps instructional, some perhaps services-related. R. Tillberg responded that this is the point of thinking of the success data along with financial resources –if there is a shared understanding of where we're not putting enough resources we might be able to shift resources accordingly. C. Dones also expressed concern about data entry into the SIS given issues with some completion data she recently became aware of.

R. Tillberg closed the meeting mentioning that in the summer the two committees would meet together again to evaluate West's planning and budgeting processes, and that the next effectiveness evaluation will be a year from now. O. Shewfelt thanked the team for an incredibly comprehensive presentation, noting that it is very healthy to dig into these issues, and asking for electronic version of the presentation. Given additional work to be done, the working group will meet, and in the wake of their work, the Budget and PIE committees will meet jointly again before July to finish up the evaluation.