

**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  
Phyllis Braxton, 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

**A Vision for the Future**

Through innovative programs and responsive community services, West Los Angeles College empowers students to succeed

**Minutes**

Wednesday, March 6, 2013

1:00 pm-3:00 pm

Winlock

Title/Role	Name	Present
Academic Senate	Adrienne Foster	X
Academic Senate	Carmen Dones	X
Academic Senate	Joyce Sweeney	X
Academic Senate	Judy Chow	X
AFT Guild	Olga Shewfelt	X
AFT Guild	Bonnie Blustein	X
AFT Guild	Alice Taylor	
AFT Guild	...	
VP, Academic Affairs	Bob Sprague (Ara Aguiar)	X
VP, Administrative Services	Ken Takeda	
VP, Student Services	Phyllis Braxton	X
Dean, Research and Planning, Chair	Rebecca Tillberg	X
Teamsters	Judith-Ann Friedman	
AFT Classified	Dionne Morrisette	
AFT Classified	Ashanti Lyles	
Other Classified Bargaining Unit	...	
ASO Representative		
Ex Officio		
President	Nabil Abu-Ghazaleh	
Chair, College Council	Fran Leonard	
Resource		
Student Services Representative	Celena Alcalá	
SLO Representative	Mary Jo Apigo	
Budget Manager	Maureen O'Brien	
Research Analyst	Agyeman Boateng	X

**Announcements and Membership**

Phyllis Braxton was introduced as the new interim Vice President for Student Services. In addition, it was noted that Joyce Sweeney and Judy Chow have been added to the PIE Committee membership as Academic Senate representatives.

**Student Achievement Outcome Performance Standards**

The ACCJC Annual Report 2013, due March 31, for the first time asks for college-identified student achievement outcome performance standards in six areas: successful course completion rate, retention, degrees, transfer to 4-year college, certificates, and CTE certificates and degrees. The meaning of the terms as used by ACCJC was discussed (e.g. "persistence" and "retention"). R. Tillberg clarified that a "standard" is a level of performance set by the institution to meet educational quality and institutional effectiveness expectations – a number that may differ from a performance improvement goal that an

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institutional may hope to meet. Each achievement measure is a reasonable measure of college performance, but they cannot just stand on their own, they have to connect with the college's own goals. After more discussion about the origin of the new ACCJC requirement, B. Blustein asked if this is a "minimum standard," in which case we should set them lower, according to historical performance. She also noted that some of the measures seen crafted around assumptions that may complicate their interpretation (e.g. assumptions about students returning to classes after achieving a milestone such as certificate or degree completion).

A. Taylor suggested that if the *institution* is the party that should be setting the standards, PIE cannot act alone to do this, but the standard must be set through an institutional process (i.e. a conversation among Shared Governance committees and approval by College Council). R. Tillberg brought up the pending work on a new Educational Master Plan (EMP) as another factor that may complicate the work of setting these standards. J. Sweeney reminded the committee that even though there is a plan to update the EMP, the current Master Plan is still in effect. The committee coalesced around the idea of a "standalone dashboard" with limited measures and discussed how to go about meeting the ACCJC requirements. Concerns were raised about the utility or meaning of these standards with respect to ARCC, and about the methodology for setting them.

A. Foster recommended that on the next meeting's agenda, PIE should consider making a recommendation regarding the EMP that gives momentum to a more comprehensive EMP that is also a College Master Plan. A discussion ensued about the EMP's role at West, with P. Braxton providing the perspective of other models.

**Accreditation Retreat, March 15, 2013**

A. Taylor reported to the committee on the accreditation retreat she is planning for March 15, 2013. Since one of the accreditation issues is getting the campus to better understand planning at West, the accreditation working group set a goal of having an activity on campus to help people understand better how planning at West fits together. Consequently, A. Taylor is planning a short retreat—breakfast through lunch—for visualizing West's planning cycles. The idea is to make a slight departure from the realm of words and documents and instead use manipulatives so that people working can physically handle and see what they and their colleagues have done in attempting to describe the planning cycles themselves. The retreat will be in the Child Development Center.

Some discussion ensued about the date chosen and if there is anything more PIE can do to help. A. Taylor will provide for the participants' use some of the documents R. Tillberg has created to graphically depict the planning cycles. O. Shewfelt asked if a video or pictures of the event can be posted since many faculty do not or cannot attend events on Friday.

**Prioritization Retreat Planning**

R. Tillberg updated on the planning for the Prioritization Retreat. She reported that altogether there were 96 resource requests, and 78 remain after discounting those involving full-time faculty. She showed the committee the section of the website with information about the requests. She described that Administrative Services and Student Services have each prioritized their requests, both in different ways.

A. Taylor mentioned that when she tried on her own to prioritize a request she couldn't figure out how to determine if it was linked with an action or a goal. There was discussion about how practically the participants will go from marking up numbers on the rubric, to averaging them all, to making decisions.

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R. Tillberg opened an Excel spreadsheet crafted to tally rubric scores, mentioning that the approach taken by Academic Affairs to prioritize their list may provide some insight.

A. Aguiar described for the group the process Academic Affairs took to prioritize the list. One aspect of note was that as the Deans were validating the Program Reviews under their purview, they noted things that were missing, or critical pieces to the department that may have been missed or not entered. When they came together to prioritize, they then, with relatively fresh memories of the Program Reviews and rationales for the requests, looked at requests that represented wise college-wide investments (i.e. “bang for your buck”) and/or anything that was safety or accreditation driven (e.g. the library), using the framework to guide them. Meeting for 2/3 to ¾ of a day with a good amount of dialogue, they ranked 10 to the top, presuming that any request ranked below 10 would likely not be funded given the practical limitation of resources.

Several questions were discussed regarding the process for accomplishing the prioritization of resource requests: the committee is taking on a large operational task; limiting the prioritization to Program 100 would not work with the given data since many programs don't necessarily know where the funds will come from when they fill in the “funding source” prompt in their Program Reviews; since this is a transitional year, possibly the process of the Vice Presidents gathering to prioritize take place in a similar way to years past, except this year with PIE to oversee/consult/review the process so that the role PIE takes is not operational; how will part-time faculty requests be dealt with, that perhaps could have gone through FPIP. In order to limit the number of requests to prioritize, it was requested that, if possible, any request known to be funded be removed from the “to-be-prioritized” list.

A. Taylor explained that the accreditation report states that after we conduct Program Review and validation, this committee will prioritize resource requests using a rubric. There was agreement that we should follow through with what we had planned to do, and what was outlined in the accreditation report.

Meeting adjourned 3:00.

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