

**LOS ANGELES COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES
MINUTES - INSTITUTIONAL EFFECTIVENESS
& STUDENT SUCCESS COMMITTEE
Los Angeles Pierce College
College Services Building Conference Room
6201 Winnetka Avenue
Los Angeles, California 91371-0002
Friday, October 30, 2015
8:30 a.m. – 10:00 a.m.**

Committee: Mike Fong, Chair; Andra Hoffman, Vice Chair; and Nancy Pearlman, Member

Trustee Fong called the meeting to order at 8:32 a.m.

Welcome and Introduction of Key Faculty and Staff

Dr. Kathleen F. Burke, President, Los Angeles Pierce College (LAPC), introduced the LAPC faculty and staff who were present.

Purpose of the Meeting

The purpose of the meeting is to review the LAPC Self-evaluation Report and make recommendation to the full Board for approval.

PUBLIC SPEAKERS

None.

REVIEW OF INSTITUTIONAL SELF-EVALUATION REPORT

Dr. Earic Dixon-Peters, Vice President of Student Services and Accreditation Liaison Officer and Dr. Margarita Pillado, Faculty Chair of Accreditation presented the draft of the LAPC Institutional Self-Evaluation Report. They explained that the College's planning cycle and evaluation procedures are derived from the college mission, *Strategic Master Plan 2013-2017*, other College planning documents, and annual plans. The entire integrated planning process is a four year cycle, including the cycle of plan development, implementation, and evaluation, and comprehensive program review.

Through the integrated planning cycle, planning is linked to budgeting through the Annual Program Planning process. Departments, units, services, programs, and divisions prepare an Annual Program Planning linking resource requests to annual goal setting. Once the four major divisions of the College, including Academic Affairs, Student Services, Administrative Services, and the President's Office prioritize their resource requests, the college Budget Committee creates a single resource priority list of requested financial support. This list is reviewed by the Pierce College Council (PCC) and recommended to the College President for final approval and application of available resource, if appropriate. The resource priority list connects back to planning through the annual program plan goals, which are linked to the College's strategic master plan. In turn, the strategic master plan is reviewed twice annually by the College Council to ensure that the College is on track to meet its strategic goals.

Following the presentation of the integrated planning cycle and resource allocation process, Drs. Pillado and Dixon-Peters discussed the Quality Focus Essay included in the self-evaluation report. They explained that the Quality Focus Essay is intended to be a snap shot of the institution at a moment in time. At this point in the College's continuous quality improvement cycle, it was determined that there are three areas for focused work. These three areas are: 1) learning outcomes, 2) professional development, and 3) information technology.

The College has progressed in its development and application of learning outcomes beginning in its instructional programs and student services by adding more robust and authentic methods of assessment. The process matured through the addition of eLumen software as the repository for assessment results. The College plans to institutionalize the momentum by aligning assessment with the four-year integrated planning and resource allocation process.

The second area of focus is professional development. The College created and approved its initial professional development plan. While the College has a well-established history of providing formal professional development activities for faculty, the recently approved plan proposes formalizing these types of activities for classified staff and administrators. A committee composed of all college constituencies has been proposed to provide input and guidance on the development of a more robust professional development environment at the College.

The final area of focus in the quality focus essay is information technology. While the College believes that it complies with the accreditation Standards, additional efforts are required to enhance both our information technology equipment and services. These activities will be tied with planning through the College's Technology Plan.

All constituencies were invited to participate in the preparation of the institutional self-evaluation report through committee membership and multiple opportunities for review and comment on the final draft document. The College believes it has many successful processes and procedures in place and it anticipates a successful site visit and external evaluation report.

QUESTIONS AND ANSWERS

Trustee Pearlman asked how hourly-rate faculty were encouraged to participate in the preparation of the institutional self-evaluation report. Dr. Burke responded that one of the ways adjunct faculty participates is through assessment of student learning outcomes in their individual classrooms.

In addition, Dr. Dixon-Peters shared that adjunct faculty participated through both the Standard's committees and membership on various governance committees.

Finally, Dr. Pillado added that the entire campus community was invited to review the drafts and provide comments through multiple reminders.

Trustee Pearlman inquired about input regarding the development of the resource priority list. She wondered if it was the loudest voices whose resource requests received priority or if consensus was built around the final list.

Dr. Dixon-Peters stated that the resource priority list was driven by the strategic master plan goals and annual program plans; thus, consensus drives the creation of the final list.

Motion by Trustee Hoffman, seconded by Trustee Pearlman, to approve the report as submitted.

APPROVED: 3 Ayes

COLLEGE STATEMENT ON INSTITUTIONAL SELF-EVALUATION

None.

SUMMARY STATEMENT ON MEETING

None.

NEW BUSINESS

None.

ADJOURNMENT

There being no objection, Trustee Fong adjourned the meeting at 9:29 a.m.