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ACCREDITING COMMISSION FOR  
COMMUNITY AND JUNIOR COLLEGES

WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

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## **CORE INQUIRIES**

Los Angeles Pierce College  
6201 Winnetka Avenue  
Woodland Hills, CA 91371

The Core Inquiries are based upon the findings of the peer review team that conducted Team ISER Review on October 3, 2022.

Kevin Horan, Ed.D.  
Team Chair

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Los Angeles Pierce College

Peer Review Team Roster

**Team ISER Review**

October 3, 2022

Dr. Kevin Horan, Team Chair Crafton Hills College President	Dr. David Johnson, Vice Chair Merritt College President
<b>ACADEMIC MEMBERS</b>	
Mr. Patrick Bettencourt Modesto Junior College Dean of Instruction and Student Learning	Dr, Guillermo Castilla San Jose City College Physics/Math Faculty
Dr. Atif Elnaggar West Hills College Coalinga Biology Faculty	Ms. Karissa Morehouse Merced College Assistant Superintendent/Vice President of Instruction
Ms. Amanda Taintor Reedley College Faculty Coordinator, Instructional Design	
<b>ADMINISTRATIVE MEMBERS</b>	
Ms. Natalia Alarcon San Diego Community College District Director of Institutional Effectiveness and Research	Dr. Kathryn Mueller Coastline Community College Vice President of Student Services
Mr. Jose Torres San Bernardino Community College District Executive Vice Chancellor, Fiscal Services	
<b>ACCJC STAFF LIAISON</b>	
Dr. Kevin Bontenbal, Vice President	

## Summary of Team ISER Review

INSTITUTION: Los Angeles Pierce College

DATE OF TEAM ISER REVIEW: October 3, 2022

TEAM CHAIR: Dr. Kevin Horan

A nine member accreditation peer review team conducted Team ISER Review of Los Angeles Pierce College on October 3, 2022. The Team ISER Review is a one-day, off-site analysis of an institution's self-evaluation report. The peer review team received the college's institutional self-evaluation report (ISER) and related evidence several weeks prior to the Team ISER Review. Team members found the ISER to be a comprehensive, well written, document detailing the processes used by the College to address Eligibility Requirements, Commission Standards, and Commission Policies. The team confirmed that the ISER was developed through broad participation by the entire College community including faculty, staff, students, and administration. The team found that the College provided a thoughtful ISER containing several self-identified action plans for institutional improvement. The College also prepared a Quality Focus Essay.

In preparation for the Team ISER Review, the team chair attended a team chair training workshop on August 3, 2022 and held a pre-review meeting with the college CEO on September 12, 2022. The entire peer review team received team training provided by staff from ACCJC on August 31, 2022. Prior to the Team ISER Review, team members completed their team assignments, identified areas for further clarification, and provided a list of requests for additional evidence to be considered during Team ISER Review.

During the Team ISER Review, team members spent the morning discussing their initial observations and their preliminary review of the written materials and evidence provided by the College for the purpose of determining whether the College continues to meet Accreditation Standards, Eligibility Requirements, Commission Policies, and US ED regulations. In the afternoon, the team further synthesized their findings to validate the excellent work of the college and identified standards the college meets, as well as developed Core Inquiries to be pursued during the Focused Site Visit, which will occur in February 2023.

Core Inquiries are a means for communicating potential areas of institutional noncompliance, improvement, or exemplary practice that arise during the Team ISER Review. They describe the areas of emphasis for the Focused Site Visit that the team will explore to further their analysis to determining whether standards are met and accordingly identify potential commendations or recommendations. The college should use the Core Inquiries and time leading up to the focused site visit as an opportunity to gather more evidence, collate information, and to strengthen or develop processes in the continuous improvement cycle. In the course of the Focused Site Visit, the ACCJC staff liaison will review new or emerging issues which might arise out of the discussions on Core Inquiries.

## College Core Inquiries

None.

Due to the great work by the College on the ISER, and the excellent follow-up to the team's requests for additional evidence by the ALO, Dr. Mary-Jo Apigo, the LA Pierce Team did not find a need to submit any College specific Core Inquiries. The Core Inquiries submitted below are submitted on behalf of the LACCD District Team.

## District Core Inquiries

Based on the team's analysis during the Team ISER Review, the team identified the following core inquiries that relate to potential areas of clarification, improvement, or commendation.

<b>District Core Inquiry 1:</b> The team seeks to verify the board has an orientation for new board members as outlined under policy.
<b>Standards or Policies:</b> IV.C.9
<b>Description:</b> <ul style="list-style-type: none"><li>a. As outlined in BP 2740 – <i>Board Education</i> the Board is committed to ongoing development as a Board and to a trustee education program, including a new trustee orientation.</li><li>b. Board Members attend conferences, such as the Community College League of California (CCLC) and the Association of Community College Trustees (ACCT) for professional development.</li><li>c. The Committee of the Whole often holds in-depth sessions to allow for better understanding of major focus areas, for example budget and AB 705.</li><li>d. The team did not find evidence of a formal new trustee orientation.</li></ul>
<b>Topics of discussion during interviews:</b> <ul style="list-style-type: none"><li>a. How are new board members informed of board orientations?</li><li>b. What orientation opportunities are provided for new board members?</li><li>c. When was the last new board member orientation?</li><li>d. Who participates in board orientation?</li></ul>
<b>Request for Additional Information/Evidence:</b>

- a. New board member orientation agenda.
- b. Documentation of Professional Development Opportunities.

**Request for Observations/Interviews:**

- a. Board members
- b. Chancellor

**District Core Inquiry 2:** The team seeks to better understand how the district determines resource allocation and reallocation is adequate to support effective operation across the district.

**Standards or Policies:** IV.D.3

**Description:**

- a. The team reviewed the district's allocation model and evidence that the district is following its model.
- b. The team was unclear on how the district assess its resource allocation model to determine its adequacy and effectiveness in supporting all colleges across the district.

**Topics of discussion during interviews:**

- a. What are the effective controls of expenditures?
- b. What is the process for evaluating the resource allocation model?
- a. What is the process for colleges in the district to request more resources in order to meet operational needs?

**Request for Additional Information/Evidence:**

- a. Resource model evaluations.
- b. Evidence of district-wide discussions regarding the evaluations of the resource allocation model.

**Request for Observations/Interviews:**

- a. Chancellor
- b. District Chief Business Officer (or CFO)
- c. District budget committee

**District Core Inquiry 3:** The team would like to learn about the process of development and what follow-up has occurred from the release of the district’s framework for racial equity and social justice.

**Standards or Policies:** IV.D.1

**Description:**

- a. The team was impressed with the district's Framework of Equity and Social Justice and its alignment with district mission, board goals, and district goals.

**Topics of discussion during interviews:**

- a. Where did this framework originate?
- b. How did the district determine a Race, Equity, and Inclusion workgroup?
- c. How does this district use these principles to guide decision-making?

**Request for Additional Information/Evidence:**

- a. Committee roster of Race, Equity, and Inclusion workgroup.
- b. Agendas and minutes from the district’s Race, Equity, and Inclusion workgroup.
- c. Evidence of district-wide communication regarding actions and/or recommendations of the Race, Equity, and Inclusion workgroup.

**Request for Observations/Interviews:**

- a. Chief Human Resources Officer
- b. Race, Equity, and Inclusion workgroup
- c. Individuals involved in the development of the Framework of Equity and Social Justice