



INSTITUTIONAL PLANNING AND EFFECTIVENESS COMMITTEE MINUTES

May 14, 2020 | 2:30 PM | ZOOM

LPC Mission Statement

Las Positas College is an inclusive learning-centered institution providing educational opportunities and support for completion of students' transfer, degree, basic skills, career-technical, and retraining goals.

LPC Planning Priorities

- ❖ Implement the integration of all ACCJC standards throughout campus structure and processes.
- ❖ Establish a knowledge base and an appreciation for equity; create a sense of urgency about moving toward equity; institutionalize equity in decision-making, assessment, and accountability; and build capacity to resolve inequities.
- ❖ Increase student success and completion through change in college practices and processes: coordinating needed academic support, removing barriers, and supporting focused professional development across the campus.

Committee Name

Faculty

Karin Spirn, A&H - *Present*
Jason Craighead, BHAWK - *Present*
Jin Tsubota, SLPC – *Present*
Ruchira Majumdar, STEM - *Present*
Angella VenJohn, Student Services - *Present*

Classified Professionals

David Rodriguez - *Present*
Frances DeNisco - *Present*
Heidi Ulrech – *Present*

Students

Vacant

Administrators

Rajinder Samra, Director of Research, Planning & Institutional Effectiveness (Chair) - *Present*
William Garcia, V.P. of Student Services - *Present*
Kristina Whalen, V.P. of Academic Services - *Present*
Annette Reichbart, V.P. of Administrative Services
Dyrell Foster, President – LPC - *Present*

Meeting Minutes

1. Call to Order

Rajinder Samra called the meeting to order at 2:33 PM. Quorum was met.

2. Review and Approval of Agenda

J. Tsubota / F.DeNisco: Unanimous

3. Review and Approval of Minutes

04.09.20 Minutes – F. DeNisco/ J. Craighead: J.Tsubota abstains all others agree.

4. Review IPEC's Charge and Membership: R.Samra reviews the IPEC charge with committee. *Feedback:* K.Spirn mentions that in program review they added some language about monitoring (to make sure that we have an inclusive and transparent process), and communicating to the larger campus. *Suggestion for #7: Communicating adopted planning priorities and their rationale behind College and College Council.*

R. Samra reviews membership and asks for suggestions or changes; none are suggested. There was a suggestion to add a non-voting professional development member, and to invite them as needed not as a standing member. Standing members will remain at 9.

Discussion about CTE and why that member was removed. K.Whalen will follow up with Deans at their next meeting regarding CTE. Dr. Foster will serve as needed for professional development.

R. Samra reviews terms for members, the minimum is 2 years. Change to: Term are for two years.

Motion to approve all changes - K.Spirn/R.Majumdar seconds – unanimous

5. Potential New College Planning Priority: R.Samra begins by thanking K.Spirn, F.DeNisco, and D.Rodriguez for their work.

Recommended wording for new planning priority: Coordinate resources and provide professional development to support expanding online instruction delivery of student support services, and conversion to electronic facilitation of key college processes, where appropriate.

Other concerns that could be added:

Ensuring high quality of online instruction.

Ensuring that support for online instruction is a college-wide effort

K. Spirn reviews the process of collecting data from stakeholders as well as challenges they faced. Discussion: A suggestion was made to add these items to the rational area instead of in the actual planning priority. Two concerns have been brought up regarding the scope of the planning priority by J.Tsubota and F. DeNisco, and S.Miner.

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Coordinate resources and provide professional development to support expanding effective online instruction remote delivery of student support services, and conversion to electronic facilitation of key college processes, where appropriate in support of equitable learning outcomes for students.

H.Ulrech wanted clarification on this planning priority and if its referring to online instruction as a whole. K.Spirn explains that this was brought up during division summaries in program review in the form of training for Distance Ed classes and streamlining of services in general. This was already brewing two months prior, but came to the forefront during shelter-in-place. The committee discussed the possibility of narrowing the priority. There was concern regarding CTE courses and how some courses cannot be moved to online, but possibly adding something under recommended solutions/steps.

Coordinate resources and provide professional development to support effective online instruction and remote delivery of student support services and college processes, where appropriate in support of equitable learning outcomes for students.

The last sentence was moved to strategies.

Vote to recommend the following planning priority: *Coordinate resources and provide professional development for effective online instruction and remote delivery of student support services and college processes, to advance equitable student outcomes.*

D.Rodriguez / J.Craighead – Discussion: F.DeNisco wants to add stipulation that the entire form be submitted with rationale when it is submitted to President Foster. – ***Passed Unanimously***

- 6. Existing College Planning Priorities:** R.Samra asks the committee if they recommend to keep the existing planning priorities.

D.Rodriguez/F.DeNisco - Comments: There is a small overlap regarding professional development that is noted but this remains. These will be recommended to President Foster – ***Passed Unanimously***

- 7. Evaluation of the Program Review Process:** R.Samra reviews the planning process and what will be evaluated. Discussion: K.Spirn explains the results of the program review survey and explains that the results were a bit more critical due to the frantic state if the college to move things to other platforms for students. The other item that seems to always be mentioned is the desire to have program review to line up with the educational master plan. The questions program review committee wanted to know if these reviews needed to be written every year, since this is an ongoing theme that is brought up. 1. Does this process need to occur every year? 2. If so, what can we (program review committee) do to make that more transparent and communicate better to the college? R.Samra points out that from an accreditation standpoint these need to be conducted regularly, but the college is free to define what regularly means. If key things are being addressed in a timely fashion, can this be done every other year or can it be done every three years? D.Rodriguez – This committee uses the summaries that come from the program review. How do we emphasize the importance of the summaries for us since this information is used to create planning priorities and address issues that we are facing? K.Spirn explains the new process for program review. She finalizes with saying that IPEC will be given a list of bullet points or list of major challenges that can be addressed.

This item will also be re-visited in the fall.

- 8. Spring 2020 and Fall 2019 Student Characteristics and Data on XWs:** R.Samra reviews data regarding grades for Spring 2020. Shows data with comparison from past semesters to Spring 2020 semester where 9% non-success (2,146 students) for 2020 compared to around 15% in previous years. The new XW grade is 5% with 1,286 students. The data seems to look pretty similar to previous years. Headcount of students who withdrew from all classes by semester Spring 2015 to 2020. The data does not look a-typical; the students are not dropping at an accelerated rate. R.Samra explains that once all grades are submitted we will be able to make more sense out of this data.

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9. **Discussion of the Results of the Spring 2020 Online Student Needs Assessment Survey:** D.Rodriguez describes the preliminary data from the survey questions that was asked to students. 1. *What would help you to learn course content during this time?* Some of the most noted comments included course communication and course format. Confusion on course expectations and assignments. More clarity of instruction, additional learning resources such as links to recordings and access to instructors. Also noted was access to technology, equipment and internet, and study spaces.

10. Adjournment

Next Meeting: September 10, 2020