INSTITUTIONAL PLANNING AND EFFECTIVENESS COMMITTEE

*Thursday, October 8, 2020| 2:30 PM to 4:30 PM |*Zoom Meeting

Meeting Minutes

1. **Call to Order**
   R.Samra called the meeting to order at 2:33 PM. Quorum was met.

2. **Review and Approval of Agenda**
   J.Carbone / 2nd - H.Ulrech – Unanimous

3. **Review and Approval of Minutes**
   - May 14, 2020 – F.Denisco/ 2nd K. Whalen. *Abstentions: J. Carbone, N. Taylor, M. Swanson.*
   - September 10, 2020 - J.Carbone/ 2nd H.Ulrech *Abstentions: D. Rodriguez, M. Swanson.*

4. **Evaluation of the Program Review Process:**
   R.Samra reviews LPC integrated Planning and Budget Cycle, the program review survey outcomes from the spring, and asks the committee what other items should be taken into consideration regarding effectiveness of the Program Review Process. He reviews scope of the committee and discusses the role of IPEC. It is determined that an improvement can be made to the Program Review Process—that improvement is to include the outcomes of the Administrative Unit Programs. It is affirmed that program reviews should be completed annually because there is a need to collect information on SLOs, SAOs, and program level outcomes. There is discussion within the committee regarding the integrated planning and budget cycle and the need to review the process as a whole before the accreditation visit as well as to include it in the self-study. N.Taylor asked if something major was missed after the Dean review, there be an opportunity to revisit with IPEC? R. Samra confirms that opportunities exists to addressed items that may have been missed. There will be an initial review in February meeting and updates by March. D. Rodriguez mentions model and assessments, and why things are performed and increasing the value by the way we use it. Then looking at the bigger aspect of evaluation and how well it is integrated.

5. **Presentation of College Priorities by Coordinators:**
   5a. Status of Priorities and Planning for 2020-21
   W. Garcia and K.Whalen review the status of the priorities. ***Guided Pathways:*** Continues to host retreats online, with plans on offering smaller more focused retreats. Faculty Leads have been selected from applicant pool to lead subgroups *(Academic & Career Communities, Career Exploration & Program Mapping, Persistence Project, Onboarding)*. W. Garcia continues to give favorable updates on Professional development for college personnel - mentioning participation in FLEX Day, as well as other online external professional development opportunities, guest speakers and webinars. Cohort Two of CA GP Demonstration project is ongoing more information will be forthcoming. There has been

exploration into technology solutions that the District already owns, which can work with Banner and Class-Web. It will assist the college in program mapping efforts and connecting career assessment to career pathways. There is also a rollout and implementation of Ellucian Advise and Ellucian Recruit. VP. Whalen explains SCFF project – the focus is now outward (beginning with end goal in mind). Leading from the middle explores the backwards way of looking at the student experience. This model is where the college would choose how to organize the career cluster, meta majors, etc. into career communities, success teams and college program maps. D.Rodriguez commends the work that has been done. He comments that he is looking for opportunities for classified professionals to participate in some of these things and not just in the operational level. Possibly an opportunity for classified professionals to help in reducing barriers. The GP team is open to discussions on how classified professionals can be incorporated in all these processes.

5b. *Online Instruction and Support Services:* W. Garcia begins with updates in the admissions application process: aligned with four-year universities; aligned with financial aid; removed unnecessary supplemental questions; reestablished checkboxes with relevant college info and resources. Financial aid – Created new brochure, webpage refreshed, implementation of Campus Logic and Cranium Café. Orientation – The online student orientation was updated to also be included in Spanish, and it has been embedded within CLASS-WEB and is automatically given credit for completion in CLASS-WEB. Assessment - With AB 705 the college had to implement by fall of 2019 to comply with multiple measures. The webpage has been updated with all the work in that area and a new two-sided brochure. There are online self-placements for English, English as a Second Language, French, Mathematics, and Spanish. There have been new multiple measure placement process for Chemistry and Mathematics. Student Educational Plan – Implementation of Cranium Café, and the use of DegreeWorks for student educational plans. Student Support Hub was embedded into Canvas. Technology Loan Program & Wi-Fi Access to Promote Equity – An online form was created to fulfill demand with students. As well as an interactive process for technology loan requests, and free Wi-Fi in College parking lots C, D, and H. Implementation of Canvas - based Instructional Software/Applications: A&H Division (Hypothesis, GO-React, Canvas Studio), STEM Division (Labster), Career Technical Education (Electude). Ongoing Professional Development: An online course development program, as well as advertising external opportunities as related to providing quality and equitable online teaching and learning. Equity in Curriculum Development: The faculty cohort has been working on understanding the achievement gap that happens with online learning. The college's role is to connect faculty to resources. An entire module has been embedded into the online course development program. F. DeNisco suggest customer service professional development in an online setting not only for faculty but for staff. D. Rodriguez comments that communicating only via an online setting is completely different that dealing with students face to face.

5c. *Student Equity:* Review of 2019-2020 Student Equity Plan and funding allocation: New hire of Mr. Sean Taylor with a dual lens as a coordinator and classroom. Review college data to learn about disproportionately impacted students when it comes to recruitment, retention, persistence, graduation and transfer. All of these areas are still being evaluated as measurable for the first time. Changes were implemented to assist students during this pandemic. Review college data to learn of the effects of AB705 since 2019. The college doesn't have a full year of data as of now due to the spring semester. Reevaluate effectiveness and appropriateness of student equity focused prompts on program review template. Added optional two prompts to program review template and one required prompt which has been added to the program review template for AY 2020-21. Internal professional development for college personnel – ongoing relevant professional development such as Convocation Day, College Day, FLEX Day, and online webinars and workshops. Continued infusion of student equity with guided pathways efforts: ensuring agendas cross-reference each other such as Guided Pathways and student equity. Hosting and sponsoring student focused programming by conducting a student services resource fair, continuing to support the RAW center, offering weekly SmartShops workshops, and tutorial services. Continued coordination with the Las

Positas College Student Government; the college has offered various student panels, student equity conversations, and workgroups. External professional development for college personnel via the RP Group and CAPED. Support curriculum development and instruction: the curriculum committee has taken up the work to ensure it takes into account conversations on equity. These things will now be embedded within CurricuNet so when faculty are updating or creating new curriculum they will encounter these title five guidelines. There is also a CurricuNet course audit available. Presidential Task Force: Is beginning to move the needle on equity for student during this challenging time. D. Rodriguez asks how the college is building capacity for the work that is underway for the task force. K.Whalen explains the process of embedding within things that are already begin done and adding the component of equity literacy. With the President's call to action, both the theory and the actionable components of equity and anti-racism. J. Carbone suggests the Los Rios district faculty diversity internship program as a way to diversify faculty. N. Taylor also addresses D. Rodriguez's question. As far as faculty goes, when they address curriculum that is where the good and rich conversations will begin.

5d. Implement the integration of all ACCJC standards throughout campus structure and processes:
K.Whalen explains accreditation steering committee now has an administrative lead, a faculty lead and a classified lead. Accreditation steering committee website is now available. The committee has been moving forward with reviewing the CLPCC function and task map that provides a framework for approaching and writing an Institutional Evaluation Report. The college has begun work on answering questions and locating evidence. There will be discussion about possible action plans for improving the student experience.

6. **Status of Institution-Set Standards and Stretch Goals**
   R. Samra begins with a presentation titled Status of Institution – Level Student Success Outcomes. He reviews institution-set standard and stretch goals. First slide is course completion rates: beginning fall 2010 at 70.4%, in 2013 and 2014 the college did not meet its stretch goal. In 2017 the goal was met at 70.7% and in 2018 it was surpassed at 72.3%. In 2019, the college met the institutional-set standard but not the stretch goal 70.5%. LPC degree completions (unduplicated): begins in 2010-11with 480, the college was not meeting the stretch goals until 2015-16 at 577 and has since met all goals. Certificate Completion (unduplicated): begins with 2010-11 at 160. Mr. Samra mentions it looks very cyclical because of course offerings at the college. Then in 2019-20 there was an all-time high of 422 with both goals met again. This reflects proactive awarding. Transfer completions (unduplicated): begins at 549 in 10-11, in 17-18 it was at an all-time high of 760. In AY 2019-20 there is partial data - as of now there are 661, the college is waiting on spring UC transfer numbers.

7. **Metrics Goals for the Educational Master Plan**
   R. Samra opens discussion regarding 5 year goals. Looking at historical data, having a good understanding of the current constraints and context, and what the future will bring. Uncertainties with the pandemic and budget situations. F.DeNisco asks if there is a need to reinvent an new set of goals or just combine information that is already available to reflect education goals. R. Samra mentions there are a few questions that need to be asked. First, do we want that and what does it look like? If we want it, do we have a separate document? He suggests that any new goals the college set should to be tied to the College Mission.

8. **Adjournment:** *W. Garcia/ NTaylor 2nd – unanimous* **4:32 PM**

Next Regular Meeting: November 12, 2020