



# INSTITUTIONAL PLANNING AND EFFECTIVENESS COMMITTEE MINUTES

## LPC Mission Statement

Las Positas College is an inclusive, learning-centered, equity-focused environment that offers educational opportunities and support for completion of students' transfer, degree, and career-technical goals while promoting lifelong learning.

## 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.
- ❖ 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.

## Institutional Planning and Effectiveness Committee Quorum 5

### Members Present:

#### Faculty

Meghan Swanson-Garoupa, A&H

Nadiyah Taylor, BSSL

Vacant, PATH

Jill Carbone, STEM

Angella VenJohn, Student Service

#### Classified Professionals

David Rodriguez

Frances DeNisco

Heidi Ulrech

#### Students

Vacant (2)

#### Administrators

Rajinder Samra, Director of Research, Planning &

Institutional Effectiveness (Chair)

Vacant, V.P. of Student Services

Kristina Whalen, V.P. of Academic Services

Anette Raichbart, V.P. of Administrative Services

### Members Absent:

### Present Non-Members:

Olivia Lyles

Thursday, March 29, 2021 | 2:30 PM to 3:30 PM | Zoom Meeting

## Meeting Minutes

### 1. Call to Order

R. Samra called the meeting to order at 2:34 PM. Quorum was met.

### 2. Review and Approval of Agenda

F. DeNisco / 2<sup>nd</sup> – J. Carbone – Unanimous Approval

## Agenda Items

### 3. Presentation on Status of College Planning Priorities – Part 1:

D. Foster presents as acting Vice President of Student Services and speaks on items as they relate to the VP Academic Services as well. He will report on the progress and work of the College Planning Priorities (CPP) 2020 – 2021. D. Foster shares the Planning Priority Report with IPEC.

He begins by covering Online Instruction and Support Services – For 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.*

He shares a list of completed projects that support the college areas such Admission Application, Financial Aid, Orientation, Assessment, Student Educational Plan, the Student Support Hub, Implementation of Canvas-based Instructional Software/Applications. The college is aware there is a challenge with printing in DegreeWorks, which needs to be fixed.

The on-going professional development and equity in Curriculum Development have shown up across various planning priorities. D.Foster recognizes there are more opportunities in this area.

Also mentioned are the Technology Loaner program and Wi-Fi access to promote equity.

N.Taylor notes the amount of work that was done in the summer to provide intensive training to better prepare faculty for online learning. It is mentioned that this is an ongoing effort and is still being addressed, as well as technology needs at the employee level.

Dr. Foster moves on to equity and covers the following Planning Priority: *Establish a knowledge base and an appreciation for equity; create a sense*

# INSTITUTIONAL PLANNING AND EFFECTIVENESS COMMITTEE AGENDA

Thursday, March 29, 2021 | 2:30 PM to 3:30 PM | Zoom Meeting

*of urgency about moving toward equity; institutionalize equity in decision-making, assessment, and accountability; and build capacity to resolve inequities.* Dr. Foster begins by acknowledging that the college does have some additional work to do around equity, but for this report he will highlight the overall Planning Priority and what has been done as it is still ongoing. He begins by reviewing the 2019-2020 Student Equity Plan funding allocation and the planning that is going into the 2022 fiscal year as well as the equity definition that will serve as an operational definition. He makes following points:

- The SEA committee will be shifting their focus to intervention and data.
- The college is looking at data with an equity lens, not just this Planning Priority, but also for other overlapping areas such as Call to Action. Bill 705.
- Three prompts have been added to the program review template to address this area. There are some areas that are still being worked on.
- The College has been intentional in adding professional development such as the President's Speaker series, Convocation, College Day, FLEX Day, Communities of Practice and White Allyship, Caring Campus, and online webinars and workshops for staff and faculty.
- The College has started offering a program called Connect Up, which was birthed by the President's Task Force, and has made modifications to ongoing programs such as the Academic and Support Resources Fair, Reading & Writing Center, SmartShops Series Workshops, Math Jam, and Tutorial Services.
- The initiatives in this area, as well as the work that the curriculum committee has done and the ongoing look at syllabi with an equity lens.
- There are internal and external opportunities.

F.DeNisco believes this particular priority should not be graduated as there is still a lot of work that is still ongoing to satisfy planning priority. N. Taylor would like to add The Market (i.e., the food pantry) as an equity-related initiative. J. Carbone and N.Taylor want to add Career Coach and Program Mapper too, as they are efforts to infuse student equity into Guided Pathways efforts.

R.Samra asks the committee if they feel that the planning priority can be graduated. There are concerns that are brought up regarding the reliability of Outlook as well as funding that pertains to staffing issues. D. Rodriguez acknowledges that strides have been made, but he is not sure if this is sustainable to make the shift. M. Swanson agrees that this planning priority should not be graduated, as it is still being worked on. There is discussion about maybe combing some of these areas but there is concern that we don't forgot about initiatives that are still pending. If it is recommended for graduation, then there definitely needs to be some integration of initiatives. This is tabled for next meeting in May for further discussion.

#### **4. General Findings of Administrative Unit Program Reviews:**

R. Samra begins by showing the committee where they can find these reviews on the LPC website under IPEC. He walks the committee through the reviews: how they are set-up, what is covered, and how it relates to what other program reviews are doing at the college. R. Samra goes into the technology department section and reviews what items were listed and how intricate the explanations are for this area. He also reviews Public Safety and how well it is laid out and explained.

#### **5. Discuss Institutional Goals for Student Learning (Linked to Accreditation Standard IA.3):**

- *IA.3: The institution's programs and services are aligned with its mission. The missing guides institutional decision-making, planning and resource allocation and informs institutional goals for student learning and achievement.*

R. Samra reviews the accreditation standard and the difficulty on how to address this. He mentions that there was a framework that was created and wants to share with the Committee and have a discussion about it. He mentions that they will be using the survey results to determine institution-set standards for Institutional

# INSTITUTIONAL PLANNING AND EFFECTIVENESS COMMITTEE AGENDA

Thursday, March 29, 2021 | 2:30 PM to 3:30 PM | Zoom Meeting

Student Learning Outcomes (ISLO). He mentions the survey asks students about ISLO's in the following areas: Communication, Critical Thinking, Creativity/Aesthetics, Respect and Responsibility, and Technology.

The responses set is from none to excellent. Thirteen hundred (1,300) students were surveyed in the fall of 2018, for the area of communication responses range from 59% to 65% with good or excellent. Critical Thinking with 54% to 68%, Creativity/Aesthetics a little lower at 44% - 45% (20% say none), Respect and Responsibility 54% to 65%, Technology 56% to 60%.

The purpose of today is to define what the college is trying to do. He shares the 2018 graduation survey results that reflect all SLO's in the 90%. When the students were in class the surveys were lower; once they graduated they are reflective of percentages on the 90%, if we use the first surveys that were administered while they were in the program.

R. Samra asks the committee for feedback. F. DeNisco asks about how these numbers will differ due to the pandemic. The team brainstorms how the survey link will be distributed this year. D. Rodriguez suggests looking at other surveys when setting up a baseline.

***Motion: The College will capture goals for student learning within that standard in any given survey year that the graduation results are above the baseline in Student Learning Outcomes (SLO's) as compared to the general student survey.***

**N.Taylor motions/ F.Denisco 2nds – D.Rodriguez one abstention. Motion moves forward - PASSES**

## **6. Review the Results of the Staff Accreditation Survey: D. Rodriguez – Data on website**

## **7. Review of LPC's Educational Master Plan:**

**M. Swanson motions to table discussion for next meeting / F. DeNisco 2nds – Unanimous PASSES**

N. Taylor asks about tabling this meeting. Should they move forward with asking the Program Review Committee about the Educational Master Plan? D. Foster comments that is safe to move the discussion forward even if it has not been approved by the Board.

## **8. Presentation on Status of College Planning Priorities – Part 2**

R. Samra reviews the discussion with the committee on part 1 and the graduation of the first planning priority. D. Foster begins his discussion for the Guided Pathways (GP) Planning Priority: *Increase student success and completion through change in college practices and processes: coordinating needed academic support, removing barriers, and supporting focused professional development a cross the campus.* He begins by reviewing the initiatives such as the GP retreats, the subgroups like Program Mapping & Career / Academic Paths Project, Entering their Path Project, Persistence Project, CA Demonstration Project, and Student Success Development. J. Carbone suggests a change in wording: change (GP) bullet to Academic and Career Pathways; and last bullet to Development of Student Success Teams. SCFF: Professional development for faculty, development of career and academic pathways beyond funding period, and strategic enrollment management. Professional Development: FLEX Day, CA Demonstration Project, and various GP conferences. Participation in Cohort 2 CA GP Demonstration project 2020 -2023. Technology solutions for GP work: Program mapper, Career Coach, Advise and Recruit, exploring the efficacy of Vitanavis through counseling discipline, enhancing student communication though texting platform. Finally, Leading from the Middle and the Career development Project.

## INSTITUTIONAL PLANNING AND EFFECTIVENESS COMMITTEE AGENDA

Thursday, March 29, 2021 | 2:30 PM to 3:30 PM | Zoom Meeting

Discussion: N. Talyor and F. DeNisco both agree that this PP should not be graduated as there is still a lot of ongoing work.

Accreditation Planning Priority: *Implement the integration of all ACCJC standards throughout campus structure and processes.*

K. Whalen begins by explaining the connectedness with the District. District-wide Accreditation Coordinating Committees which will review and refine the process and approach to the ACCJC standards which covers areas 1 and 2 on the report. Area 3: Expanded the Accreditation Steering Committee – create a penultimate draft. Areas 1A, 1C, 2A, 2B, and 2C pertaining to instructional programs, student services, library, and learning resources, which already have a fairly polished draft and are being reviewed and checked for constituent review. At Curriculum Committee, there was discussion that the educational philosophy was last carefully considered in 2006 and asking the questions about the possibly revisiting possibility of securing additional training and resources from ACCJC. Area 8: updating handbooks and GE philosophy, SLO handbook, Faculty handbooks, and updating ISLO's to ensure integration.

Discussion of this should be retired: K. Whalen comments that the college is very close to graduating this planning priority. Possibly by the beginning of the fall semester. R. Samra asks if this can be self-sustaining for continuous improvement. Can this continue without having it as a planning priority? K. Whalen comments that there will be new standards for ACCJC and it may be time to graduate this planning priority. J. Carbone also comments she is for graduating this planning priority as long as it stays on the fore front. H. Ulrech comments that College Council has also change its charge an updated it to reflect accreditation and this may be a way for it to not fall away.

**Motion to graduate Accreditation Planning Priority:**

**H. Ulrech motions to graduate/ N. Taylor 2nds – J. Carbone Abstain – Motion moved Forward PASSES**

### **9. Adjournment: Motion J. Carbone / M. Swanson 2nds - Unanimous**

**Next Meeting:** May 13, 2021: 2:30 PM to 3:30 PM