



# INSTITUTIONAL PLANNING AND EFFECTIVENESS COMMITTEE MINUTES

April 09, 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  
Jin Tsubota, SLPC – *Not Present*  
Ruchira Majumdar, STEM - *Present*  
Angella VenJohn, SS - *Present*

### Classified Professionals

David Rodriguez - *Present*  
Frances DeNisco - *Present*  
Heidi Ulrech – *Not Present*

### Students (Vacant)

### Administrators

Rajinder Samra, Director R-PIE (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 - *Present*

Other Present: Nadiyah Taylor, Olivia Lyles

## 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

A.VenJohn/ W. Garcia: Unanimous

### 3. Review and Approval of Minutes

02.13.20 minutes – W. Garcia /F. DeNisco: Unanimous

### 4. Status of Existing College Planning Priorities:

Presentations/Discussions Led by College Planning Priority Coordinators –

Student Equity Planning Priority: Discussion was led by VP Garcia. The current goal of Student Equity and Achievement (SEA) is to identify the meaning of equity for all members of SEA. Solution/Steps 1-7 have been completed. Solutions/Steps from 8-11 are ongoing and are planned to resume in fall 2020 when the shelter in place is lifted. Ongoing equity resources are still being used during this shelter in place. Currently, the six steps to success have all been converted to online. We are reaching out to students via phone, email, and zoom. The group discussed opportunities for engaging students in high school that would typically go to a 4-year university that may now opt to come to a junior college.

Guided Pathways Planning Priority: Discussion was led by VP Garcia. LPC is participating in its second year of Guided Pathways, and was recently notified that it has been selected to participate in the second cohort of a statewide effort to continue Guided Pathways. VP Garcia thanked the group that helped with the application process. Some of the more significant advancements in the area of this planning priority are the improvement of the six steps to success, as well as the program mapping to aid students with their chosen path. The group highlighted the importance of including CTE in the 2021 academic year Planning Priorities. Earlier in this spring semester the college submitted a subsequent Title Five Hispanic Serving Institution grant proposal (as this is the last year for the current 5-year grant scheduled to end September 2020). The new grant proposal is focused on the principal and the framework of guided pathways. VP Garcia thanked Rafael Valle for being the champion on this application process. Due to COVID-19 shelter in place, we have not yet been informed if the decision will still be made in June 2020 to continue funding for LPC. The grant is a total of 3-million-dollars, which will be divided into \$600,000 each year. VP Garcia thanked R. Samra and D. Rodriguez for their assistance.

Accreditation planning priority: Implement the integration of all ACCJC standards throughout campus structure and process. Discussion was led by VP Whalen. Last update in this report was November 2019. There has been a lot of participation from college stakeholders that have helped in the progress of this planning priority. Item 1 has been completed (Midterm Report). Item 2, the

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Institutional Self Evaluation Report (i.e., identify standards that intersect with processes that may have to change. Are there processes that need to change due to a standard being embedded in to the charge?) will be the focus on the last two accreditation steering committee meetings that will be held this year. Item 3, the group has had much success communicating with campus leadership. Good progress has been made in identifying a topic for the quality focus essay that is being developed alongside the educational master planning. Item 4, there has also been some expansion when it comes to the committee, which now includes lead faculty, the addition of science faculty, and classified and personnel. VP Whalen does emphasize the need for more classified faculty from other areas of the college. Item 5, is charged to the District. Item 6, ACCJC training is scheduled for April 20<sup>th</sup> which will be available virtually via Zoom. Item 7, in the beginning of February, reached out to 15-17 stakeholders that chaired a committee and/or was the primary point of contact to review the standards and to provide evidence back. These have been posted online and checked by the accreditation steering committee. There will be substandard missing evidence but the steering committee will be looking at those. Clarification on the quality focus essay: The essay has not been formed at all and is currently in the formative stages. VP Whalen wants to wait until after April 20 and until the college is further down the road for strategies on the EMP. It is further clarified that creditors want the college to look at this process as part of the self-evaluation for accreditation so we can identify practices and procedures that are needed for student outcomes to improve. In closing, VP Whalen is requesting an additional CAH to both the SLO Committee Chair and the Program Review Committee Chair to provide better clarity for next year.

Vote to continue all three current planning priorities: postponed for next meeting.

- 5. Discussion of the Results of the Division Program Review Mapping Exercise/Homework:** R. Samra reviewed the homework for the mapping of the program review to the four overarching goals from the Educational Master Plan.

Educational Excellence: A word cloud was presented to the committee for review for Educational Excellence goal. There was discussion about the overlap between the Educational Excellence and the Organizational Resources goals, and the possibility of combining goals C and D. Similarly, the Community Collaboration and Educational Excellence goals have overlapped wording. In Educational Excellence one theme was: Expand the Tutoring Services – relating it to Guided Pathways, AB 705, and workforce readiness. Analysis/Ideas: Prioritizing professional development focused on high-quality differentiated instruction may better serve basic skills and underprepared students, especially given AB 705 implementation. In addition, equity-based programs and systems have been shown to benefit all students. Strategies that have been used in the past are being taken into consideration.

Community Collaboration: Currently, there are a lot of unknowns on how this current situation will affect this goal. Analysis/Ideas: It seems community collaboration and outreach needs to be coordinated on a division or college level. During the EMP meeting, there was discussion about which will be included in the next iteration. F. DeNisco mentioned CTE courses and the entrepreneurs certificate program, as well as culinary and hospitality management programs. There was discussion in terms of planning priority or the inclusion in the Educational Master Plan for tutoring in the areas of math, science and history.

There was a suggestion regarding collaboration with business partners. Especially in the current situation, where we would create these pipelines for students by also tying into what Guided Pathways is trying to do.

Organizational Resources: R. Samra read off a few of the areas that are brought up more frequently. Part-time faculty serving in roles and working as fulltime faculty, hiring faculty positions to fill vacancies, hire classified positions that support instructional programs, and conversations around creating a larger part-time faculty by increasing operational budgets.

F. DeNisco mentions the need to possibly analyze the hiring process.

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*Organizational Effectiveness* – The committee discussed the automation of processes and better training.

Looking at planning priorities for next year to help improve online processes that include training. A. VenJohn commented that given the current pandemic situation, looking into the future this is probably a good idea. For example, the counseling department does not have forms available online, which created a cascade of other problems. R. Samra notes that this could be added to a current planning priority under Guided Pathways (i.e., coordinating needed academic support removing barriers and supporting focused professional development across the campus). R. Samra asked the committee if it should be addressed now, or if the college should wait and see how things develop. It was discussed that this could be added to the EMP as an area that needs improvement, and not necessarily that it is a planning priority that needs immediate addressing. K. Spirn, D. Rodriguez, and F. DeNisco will come up with a draft college planning priority.

6. **Potential Changes to Future Division Program Review Summary Documents:** K. Spirin begins discussion, mentioning that program reviews maybe eliminated or scaled back to limit stress during the COVID-19 crisis. For example, questions could be limited to the following:
- What did you achieve?
  - What challenges did you face?
  - What short-term goals do you have?

This is being looked at in order to eliminate stress because people may not be able to plan as we may still be dealing with the current crisis. For example, Deans are having difficulty to get their division summaries written. Therefore, rather than having such formalized summaries, they would create a collaborative document. This would highlight areas of improvement and/or themes or challenges. This could be a response to areas of dissatisfaction with the program review process. One suggestion is to add more data to dashboards that pertains to degrees and certificates, where it can show the data instead of getting lost in the narration.

7. **Evaluation of the Program Review Process:** A survey will be sent out soon. K. Spirin and R. Samra have been the coordinators, and it will be going out on behalf of their committee because the program review process is being evaluated this semester.
8. **Status of the Educational Master Plan Development Process:** The EMP Task Force has been meeting to review all the feedback from the March meetings and will be updating and revising at least one of the goals. This leads the way to phase two, which involves looking at internal and external factors (i.e., environmental scan) that should be taken into consideration as goals and strategies are developed. The environmental scan will be developed by the Research, Planning and Institutional Effectiveness (R-PIE) team, who will produce information and data so that the college can review and respond to the changing environment.
9. **Potential Special IPEC Meeting on April 29<sup>th</sup> (5<sup>th</sup> Wednesday)** – It will be dedicated to Educational Master Plan.

## 10. Adjournment

**Next Meeting:** Special Meeting April 29, 2020 @ 2:30 pm.