



Meeting 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 Effectiveness Committee
Quorum = 6**

Members Present:

Faculty

Meghan Swanson-Garoupa, A&H
Nadiyah Taylor, BSSL
Jill Carbone, STEM
Angella VenJohn, Student Services
Vacant, PATH

Classified Professionals

David Rodriguez
Heidi Ulrech

Students

TBA (2)

Administrators

Rajinder Samra, Director of Research, Planning & Institutional Effectiveness (Chair)
William Garcia, V.P. of Student Services
Kristina Whalen, V.P. of Academic Services
Anette Raichbart, V.P. of Administrative Services
Dyrell Foster, College President

Other Present:

Olivia Lyles

Members Absent:

Frances DeNisco

1. Welcome - Call to Order

R.Samra called the meeting to order at 2:38 PM. Quorum was met.

2. Review and Approval of Agenda

D. Rodriguez / 2nd - M.Swanson – Unanimous

3. Evaluation of the College Planning Process:

R. Samra reviews the overarching Integrated Planning and Budget Cycle, the committee's role within the College Planning Process, and how that process creates the college planning priorities. R.Samra explains the planning process within the IPEC charge and documents/information reviewed by the committee in order to add context for the planning priorities. The documents/plans were College Mission, Vision, and Value Statements, Strategic Plans, Program Reviews, SLOs/SAOs, and Institutional Research. The committee also reviewed state mandates and discussed which items can be taken into consideration (e.g., COVID-19 related, AB 705, required professional development plan, and SCFF). Federal mandates correlate with accreditation, and in the spring new federal mandates for online teaching will need to be implemented (e.g., monitoring effective and regular contact). Overall, IPEC has been effective, but there is room for improvement. There is an opportunity to review Board priorities, the Chancellor's goals, budget-related topics, and enrollment management data to help inform the planning process and improve the effectiveness of the committee.

4. Discussion of Selected Accreditation Standards:

- *I.A.2. The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.* R. Samra begins by explaining that the accreditation standards are created by the ACCJC in order to be compliant with federal mandates for accreditation. ACCJC takes into consideration feedback from member colleges when standards are created or revised. He compares the verbiage used in standards I.A.2 and I.A.3. He moves on to a worksheet to show how the college is addressing standard I.A.2 via the mission statement and how we measure whether we're accomplishing what is stated in the mission statement. He reviews the mission and shows the student satisfaction survey outcomes. The survey shows how satisfied students are with college services, how aware they are of these services being available, and how many of them used these services. The college can also show how many students are transferring to CSUs and how many degree and certificates are awarded. He refers to the last three words in the mission statement, "*promoting lifelong learning*". What does this mean to the college? How does the college measure this?

Outreach, community education, non-credit basic skills classes, non-credit ESL, non-credit horticulture/viticulture, CTE outreach to community, promoting lifelong learning in classes, a collaborative publication (Havik) that is produced by community members as well as students, speaker series. R.Samra asks the committee how the college is addressing equity focused environment. The committee discusses the call to action from the College President's office, equity reports, new hire of Director of Student Equity and Success, program review prompt to address equity, new process in the curriculum process that takes equity into consideration, Presidential Taskforce, English Department offerings, Guided Pathways, learning communities, and OCPD training.

- *I.A.3. The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.* R.Samra opens discussion on I.A.3. to address how our mission "informs institutional goals for student learning." He presents a data sheet for institutional-set standard for core competency achievement rates (ISLO). The goal of the college was to meet or exceed 95% of a 5-year rolling average (mastery, above average and average). He explains that this is how the college sets goals and what was used in IPEC in the past. In the future, there will be student surveys to obtain this information. R. Samra reviews the fall 2018 Student Satisfaction Survey and uses it as an example. He asks the committee if the college would set goals and why would we set goals? D.Rodriguez asks at what point would student surveys be captured, and how are students interpreting the survey (consideration of approach). A.Venjohn asks how are other colleges show this outside of a course? R. Samra explains that these goals are determined by the college. The ACCJC wants the visiting accreditation team to see the college through the lens of the people who work there. R.Samra recommends the college simplify as much as possible the goals for student learning.

5. Review of Environmental Scan Data in the Educational Master Plan:

Tabled for future meeting.

6. Adjournment: 4:30 PM

Next Regular Meeting: Thursday, December 10, 2020: 2:30 pm to 3:30 pm