



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

- ❖ 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.

Institutional Planning and Effectiveness Committee Quorum = 7

Members Present:

Faculty

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

Classified Professionals

Amanda Ingold
Heidi Ulrech
David Rodriguez
Aubrie Ross

Students

Vacant (1)

Administrators

Rajinder Samra, Director of Research, Planning & Institutional Effectiveness (Chair)
Jeanne Wilson, V.P. of Student Services
Anette Raichbart, V.P. of Administrative Services
Kristina Whalen, V.P. of Academic Services

Members Absent:

Danielle Banuelos
Kyle Johnson
Frances DeNisco
Dyrell Foster, President
Jean O'Neil -Opipari

Thursday, November 11, 2021 | 2:30 PM to 4:30 PM | Zoom Meeting

Meeting Minutes

1. Call to Order

R. Samra called the meeting to order at 2:32 PM. Quorum was met.

2. Review and Approval of Agenda

Motion – N. Taylor / M. Swanson 2nd – Unanimous Approval

3. Review and Approval of Minutes:

10.14.21 Meeting Minutes: Motion – M Sawnsen / N. Taylor 2nd –

Abstentions: J. Carbone – Approved

4. Presentation of College Planning Priority on Equity (J. Wilson):

Dr. Wilson begins her presentation by reviewing the college planning priority on equity as well as the outcome of the Campus Climate Survey. LPC collected data to learn about the effects on disproportionately impacted students, and is using this data to shift focus to intervention with this data.

The Student Equity and Achievement Committee (SEA) is allocating funding to develop a Native Land Acknowledgement with the Muwekma Tribe, a Black Cultural Resource Center, an Undocumented Student Support Center, and an LPC Equity Newsletter.

The SEA Committee also finalized a new equity definition for LPC: *Equity is parity in student educational outcomes. It places student success and belonging for students of color and disproportionately impacted students at center focus.*

The final equity mission statement for LPC is: *Las Positas College will achieve equity by changing the impacts of structural racism, ableism, homophobia, and systemic poverty on student success and access to higher education, achieving through continuous evaluation and improvements of all services. We believe in a higher-quality education focused on learning and an inclusive, culturally relevant environment that meets the diverse needs of all our students.*

Dr. Wilson also provided updates on curriculum that pertain to equity, as well as the new services the college is offering for technical assistance. She explained what new student focused programming is being implemented by the college and LPC Student Government (LPCSG) (which includes

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hosting student panels, chill and chats, and the free community food pantry, as well as The Market).

She explains the changes made on the program review template, which prompt for questions that pertain to equity, and reviews the College's internal professional development opportunities such as President's Speakers Series, Convocation, College day, and Flex day. Another equity priority is to continue infusion of student equity with Guided pathways efforts, incorporation of Career Coach and the Caring Campus initiatives.

5. Presentation of LPC's Economic & Workforce Strategic Plan (Manny Lamarre of WestEd) :

Mr. Manny Lamarre presented a study on LPC's Economic & Workforce Strategic Plan. This presentation included the workforce guiding principles, a SWOT Analysis, a Labor Market Analysis & Overview, Goals, Strategies, and Performance Measures, as priority recommendations they suggest for rapid implementation.

SWOT Highlights for LPC:

Strengths (highlights):

LPC is situated within a diverse community and surrounding cities. The tri-valley career center is a critical resource for students and community. Alameda county workforce Board's WIOA local plan, which articulates regional priorities, in-demand industries, and strategies to engage underrepresented individuals, complements many of the College's workforce goals.

Weaknesses (highlights):

There is no outreach strategy. Lack of clear point of contact for business to navigate the college ecosystems for companies without a prior engagement or partnerships. Lack of meaningful partnerships and sustained engagement and collaboration with the publicly funded workforce system.

Opportunities (highlights):

Increasingly, the region that surrounds college is filled with people with bachelor's degrees and advanced degrees. Growth in life science industries and advancement in data analytics and adjacent career pathways for middle-skilled jobs such as technicians. Rising student debt may encourage others to explore education options for certificates and degrees

Threats (highlights):

Parents may not be aware of LPC education quality and feasibility of matriculating to 4 year institutions. Unknown changes in the labor market-emerging industries and skills such as automation may become a greater challenge in preparing students for unknown new careers. Lack of structured industry engagement process means that engagements often relies on dynamic individuals to develop partnerships when those individuals leave the college, partnerships, or programs sometimes falter.

Mr. Lamarre presented some Goals, Strategies and Performance Measures to help guide the school in the decision making process with 4 main goals:

- ✓ Goal 1: Student Support for Workforce Preparation
 - Ensure LPC students gain the knowledge, skills, and experience necessary to career readiness and excel in a dynamic 21st century.
- ✓ Goal 2: Partnership Development
 - Increase collaboration and deepen partnerships with workforce partners that better serve local, regional, national, and global workforce needs and expand resources for workforce programs that benefit career-readiness goals.
- ✓ Goal 3: Institutional Alignment

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- Ensure economic and workforce efforts are consistent with institutional vision and values, aligned to labor-market data, and improve workforce goals.
- ✓ Goal 4: Community Outreach
 - Improve perception of community college among students and the community by increasing awareness of LPC's economic and workforce priorities and activities through strategic outreach.

Mr. Lamarre has some Priority Recommendations the college can implement this plan:

1. Hire fulltime employer engagement director.
2. Invest in a strategic targeted and expansive outreach and marketing strategy.
3. Map and evaluated certificate and degree programs and Guided Pathways meta-majors for labor market relevancy and demand.
4. Increase work-based learning opportunities for students.

R. Samra: Comments that there was discussion in the CTE Committee meeting regarding who will guide or have charge of this report. The CTE Committee maybe the most relevant venue for discussions.

6. Discussion of College Planning Priorities (R.Samra) from 10.21 meeting:

Rationale for College Planning Priorities: R. Samra reviewed how Planning Priorities came to be at LPC. He explains they are mapped by the division themes that come from the division program review to the educational goals of our educational master plan. Planning Priorities are fluid and not set as the Educational Master Plan (EMP). J. Carbone expresses that the EMP is not as present as College Planning Priorities. The College Planning Priorities are looked at frequently in relation to day to day job duties. M. Swanson mentions that College Planning Priorities feed into the EMP, and everything that is worked on funnels up to College Planning Priorities and then it feeds to EMP. She mentions that the college may miss something if the College Planning Priorities are not there. D. Rodriguez provides some history of College Planning Priorities and the EMP.

- Discussion of Role of College Planning Priorities in Resource Allocation: R. Samra begins by talking about the role of the Resource Allocation Committee and how the committee utilizes College Planning Priorities to help inform allocation recommendation decisions. R. Samra mentions that College Planning Priorities do address more immediate needs of the College but that they are long-term commitments once the College has come up with a sustainable way of integrating them into the institution.

7. Review and Discussion of Enrollment Data (R. Samra):

R. Samra shares a presentation on enrollment data:

He begins with trends in national data: R. Samra mentions that the latest spring public 2-year institutions had the biggest loss at 9.5%, public 4-year institutions have not seen the same decline. He presents the disaggregated data, showing that males were the hardest hit area (a loss of male students of 8.6%).

LPC Credit full-time Equivalent Students (FTES had been maintained around 7K students, but dropped in 20-21 to 6K. He notes that most FTES are slightly higher for males than females but shows there is a significant drop of males in 20-21 from about 3,700 to 2,900 male students. He also mentions that this directly effects the college budget. Sherriff's academy contributes to this loss as 41% comes from this loss of program.

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J. Carbone wanted clarification on the trend and the graph, mentioning that this has been an ongoing trend since 2017 and not a baseline.

R. Samra continues the presentation on headcount for LPC students since 1994 and mentions that the peak was in 2009-10 at 10k students and currently the college is heading for a lower than average for 2020-21. He compared data from fall 20 to fall 21 with a loss of 957 students. This year female student's show the largest drop in enrollment of 599 students vs. men at 323 and decline to state at 35.

M. Swanson mentions that students have been complaining more on the mode of instruction and how difficult it has been for them. So the drop does not surprise her that much. It has become much harder for students to find the motivation for school.

R. Samra continues the presentation and shows the data from the State Chancellor's Office regarding employment and it shows that even the number of fulltime positions from 2000 vs 2021 and the number are very similar. He ponders the implication the budget will have on this in the coming years.

8. Status of Institutional Student Learning Outcomes (A. Hight):

R. Samra begins with an explanation of Institutional Student Learning Outcomes (ISLO's) for the committee, and how this tied into the IPEC committee charge and invites the committee to have a discussion and clarification.

A. Hight begins her presentation with what an ISLO is and how they were developed. CSLO's and PSLO's are tied to student work as direct assessments. Indirect assessments are ISLO's, and gather information on how much they have learned via student surveys. Two different surveys were collected: 1. Student Satisfaction Survey: Fall 2018. Graduation Survey: Spring 2021. The committee reviewed the question format and suggestions on changing the wording were brought up.

R. Samra explains how the most recent graduation survey was administered online and had a low response rate. He does mention that in person surveys have significantly higher responses rates but can take some time to administer.

9. Good of the Order:

Motion to adjourn the meeting: 1st – M. Swanson / 2nd – J.Carbone

Next Meeting: December 09, 2021: 2:30 PM to 3:30 PM