



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
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:

Frances DeNisco

Present Non-Members:

Olivia Lyles

Thursday, March 11, 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

M. Swanson-Garoupa / 2nd – J. Carbone – Unanimous Approval

Agenda Items

3. Review and Discuss the Results of the Mapping Exercise for Planning Priority Development:

R. Samra begins with a review of the planning and mapping cycle. He briefly goes over the mapping exercise and key items that stand out in Educational Excellence. He asks the committee for feedback or comments. None.

He reviews Community Collaboration and asks for some feedback. J. Carbone elaborates on the STEM program and how there is a long waitlist and not enough FTEF to meet the demand. The program is less impacted but still has high enrollment. A. VenJohn elaborates that typically lab courses are impacted.

R. Samra continues on to Supportive Organizational Resources and reviews the feedback with the committee. There is discussion regarding contacting students by program or discipline. When a student is enrolled in specific programs, there is difficulty in reaching those students as a group. D. Foster mentions a college group that is looking at how the college can facilitate student communication, inviting anyone that may want to participate.

H. Ulrich mentions learning loss and how the college is looking at addressing this issue in the future.

M. Swanson mentions the return to classes and re-opening of the college and what the college is doing to address these emotional issues. D. Foster comments that those are things are currently not being discussed with the re-opening taskforce but are important and will need to be addressed.

R. Samra goes over some of the advocacy for the SCFF to address some of these issues.

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R. Samra reviews Organizational Effectiveness. A lot of the comments reflect the beginning of the pandemic; the need for equipment, which included student lap tops, internet access, professional development, safety training etc.

Equity and Anti-Racism section review: SARS data is mentioned again. H.Ulreich explains that most of the data is used by the student services area. Learning communities, funding, support, more equity, mental health support, veteran support services, more outreach and recruitment. J Carbone mentions that a lot of these areas have been identified, and work has been done to make gains to support students.

R. Samra asks the committee to look at the things that were discussed and what things stood out as needs or gaps that needs to be addressed. A.VenJohn mentions the area of funding and staff shortages in combination with the organizational effectiveness. She mentions an example with PDF fillable forms, and how the staff had to change all these forms because they were always in paper form. The pandemic really showed us that there are areas that need to be looked at, and that we need to have those hard conversations. D. Rodriguez agrees and commends A. VenJohn on having the courage to bring it up to the committee. R. Samra asks what does this look like if it were a Planning Priority. M. Swanson also agrees that streamlining procedures would be something to look at. R. Samra invites anyone that wants to connect outside of the meeting to email him. J. Carbone mentions that SEA will be looking at some of these items. R. Samra tells the committee to stay tuned as there are many areas looking at this to improve processes.

4. Discuss College Planning Priorities and the Quality Focus Essay:

R. Samra begins by discussing the possible integration of the Planning Priorities and the Quality Focus Essay. There are several things that have come up, such as student success, academic support, and tutoring. D. Foster asks for clarity regarding the process. R. Samra suggests that the Quality Focus Essay also be used to identify the need and create a planning priority to address those needs to ensure integration. D. Foster also wants to emphasize the importance of the work that's gone into the Educational Master Plan such as the goals and strategies and ensuring there is alignment and streamlining with that document. R. Samra continues to explain how Planning Priorities are vetted and the possibility of integration with the Quality Focus Essay and where that will be housed. There is discussion about timelines and when the Quality Focus Essay is due. There is some time to possibly integrate if it's done by early fall.

5. Review the Results of the Staff Accreditation Survey:

R. Samra presents the results of the Staff Accreditation Survey. Demographics are reviewed. One hundred and seventy-four (174) surveys were returned/answered. One hundred and two (102) full-time faculty responded, 19 part-time faculty, 31 full-time classified professionals, six par-time classified professionals, and 15 administrators responded to the survey. The overall results are reviewed, but the committee is presented with the disagree or strongly disagree percentages in the interest of time.

6. Review of IPEC's Charge and Membership

R. Samra reviewed the Committee's current charge and responsibility. He asks for feedback regarding any changes or feedback. He asks about changing the Committee's focus. D. Rodriguez asks about the Quality Focus Essay and how that would change IPEC's charge. R. Samra does confirm it would change this charge. R. Samra asks if anyone wants to talk offline about this they can reach out to him.

Composition of voting membership is reviewed:

4 Administrators:

→ 1VP Student Services, 1VP Academic Services, 1VP Administrative Services, 1 Researcher - **R. Samra requests to submit change to reflect his position. Director of Research, Planning, and Institutional Effectiveness.**

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5 Faculty Division Representatives

- 1 Student Services
- 4 Academic Divisions (1 preferably CTE)

5 Classified Senate Representatives

- All at-large equal to the number of faculty representatives

2 Student Senate Representatives

16 Total

Non-Voting members are reviewed.

7. Review of LPC's Educational Master Plan Tabled

8. Adjournment

Next Meeting: March 29, 2021: 2:30 PM to 4:30 PM