INSTITUTIONAL PLANNING AND EFFECTIVENESS COMMITTEE MEETING MINUTES

Thursday, March 14, 2019 | 2:00 PM to 4:30 PM | Room 1687

Meeting Minutes

1. **Call to Order**

   Mr. Rajinder Samra opened the meeting at 2:44 p.m. Quorum was not met due to other events on campus (AVP Forums). Quorum was met at 3:34 PM with VP Brady.

   There was also a brief discussion on shared governance around attendance requirements, and the need to review the policy about absences. Two or more absences will be cause to remove from the committee, or a need to name a replacement. The Student Success and Equity Director will be contacted with regard to students not being present at this meeting.

2. **Review and Approval of Agenda**

   Agenda or meeting minutes not approved due to quorum not being met at 2:44 PM.

3. **IPEC Charge and Membership**

   The change that was made in membership and charge was approved by College Council.

4. **Results of the spring 2018 Graduation Survey**

   Mr. Samra explained how we assess college-wide learning outcomes. In the past, we looked at 95% rolling average for core competencies and rolled up all the assessments, but they are not being done like this anymore due to eLumen not being able to accurately capture assessments. The software has become unreliable for accurate data. Colleges that do not use eLumen use surveys for accreditation results for college wide learning goals (core competencies). Participants in past ACCJC have confirmed that they have used surveys for evaluation purposes. Currently LPC is reviewing the graduation surveys pertaining to the learning outcomes. This also gives us another opportunity to look at other results.

   College wide learning outcomes were discussed first. This survey was administered at graduation. Not all students that received an associate's degree or certificate showed up, we had 697 students graduate and only 245 completed the survey.

   A.A.-T/ A.S.-T 55%, A.A./ A.S. 48%,Certificate 10%

Mr. Samra confirms that the race-ethnicity percentages look generally representative of our student population. Mr. Rodriguez comments that the percentage for Latino/Hispanic is slightly higher but all others are very close to being accurate. The male and female percentage is about 50% each at LPC, but the survey results reflect 67% female and 33% male. Questions to ask about the data: Is it reflective of our student population? Is it reflective of those graduating? Mr. Rodriguez reads off actual data for students graduating: 69% female & 39% Male. When looking at the survey results this data is pretty close. Ms. DeNisco mentioned that we may want to use the satisfaction survey and just email it to all 697 graduates, but Mr. Rodriguez commented that students do not respond to those surveys and suggests we can use something a little easier use the satisfaction survey and filter the results. All of the results are reviewed including background information. Mr. Samra confirmed that the survey is generally representative of the student body.

College – Wide Learning Goals: Overall, most (88%) 2017-18 LPC Graduates surveyed expressed that as a result of being at LPC they made "A Significant Amount" or "A Lot" of progress on college-wide learning goals. The skills and abilities that graduates reported making the most progress in were: "Gathering information from multiple sources" (94%), "Analyzing or producing creative and artistic expression" (93%), "Writing Skills" (93%), and "Identifying and defining a problem (93%). Top three overall is Communication, Critical Thinking, and Respect and Responsibility. One of the areas that is on a lower scale is technology, Ms. Spirn mentioned that some of her students don't know the meaning of technological literacy but may be able to figure it out with the context of the question. Maybe some students who completed the survey say they did not have any improvement in technological literacy because they are already technologically literate. There was discussion around needing a better program to detect plagiarism. Mr. Garcia mentioned that students may not know what plagiarism really is because they grew up with this technology. If they have something advertised to them they may be inclined to use this service even if academically it is labeled plagiarism. Within the Critical thinking category, the lowest scored was mathematical skills and abilities improvement (84%). Overall the lowest scoring is under Creativity/Aesthetics at 78%. Ms. DeNisco asked if all other Colleges are also doing the surveys at graduation. Mr. Samra said the results are mixed, as other schools will do it at different times.

Experience at LPC: "Most graduates agreed that they had a positive experience at LPC. Among the graduates responding, 97% agreed they "would encourage others to attend this college", 95% agreed "LPC instructors presented data and information fairly and objectively" and that "LPC campus and buildings are safe and easy to access." LPC campus and buildings are safe and easy to access (95%), and I would encourage others to attend this college (97%). Overall the survey is positive, but there are areas that can be improved.

5. **Discussion of Vision for Success Goals**

Mr. Samra begins the discussion showing the website where information is entered (NOVA). The college has a choice to pick one goal from each category as listed:

Goal 1: Completion
System wide Goal
Increase by at least 20% the number of CCC students annually who acquire associate degrees, credentials, certificates, or specific job-oriented skill sets.
Goal 1A: Increase All Students Who Earned an Associate Degree (including ADTs)
Goal 1B: Increase All Students Who Earned a Chancellor's Office Approved Certificate
Goal 1C: Increase All Students Who Attained the Vision Goal Completion Definition

Goal 2: Transfer
System wide Goal: Increase by at least 35% the number of CCC students system-wide transferring annually to a UC or CSU

Goal 2A: Increase All Students Who Earned an Associate Degree for Transfer
Goal 2B: Increase All Students Who Transferred to a CSU or UC Institution

Goal 3: Unit Accumulation
System wide Goal:
Decrease the average number of units accumulated by CCC students earning associate degrees, from approximately 87 total units to 79 total units, a decrease of 9%.
Goal 3A: Decrease Average Number of Units Accumulated by All Associate Degree Earners

Goal 4: Workforce
System wide Goal: Increase the percent of exiting students who report being employed in their field of study, from the most recent statewide average of 69% to 76%, an increase of 9%.
Goal 4A: Increase Median Annual Earnings of All Students
Goal 4B: Increase All Students Who Attained the Living Wage
Goal 4C: Increase All Students with a Job Closely Related to Their Field of Study

Mr. Samra is requesting feedback and discussion because the Board of trustees needs to approve it and the President of the Board needs to certify this. This needs to go to Board and is due at the end of May. There is discussion that it needs to be district wide and there may not be enough time to get this all done. What if the College's pick different goals? If we use one and Chabot uses another? Looking at the data for Vision for Success there are three options. LPC chose that by 2021-22, increase by at least 20 percent the annual number of LPC students who acquire associate degrees (including ADTs). The numbers reported on SSM and IR vary.

Annual *Headcount* of Students Awarded an Associate Degree (inc. ADTs)

Institution (data source)	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	Percent Change: 2010-11 vs. 2015-16	Base Year 2016-17	2017-18	Goal Year 2021-22
LPC (SSM)	No data	No data	No data	No data	476	574	n/a	711	646	853
LPC (IR)	483	453	458	466	528	622	29%	729	755	875

Sources: CLPCCD Institutional Research Data Set;
LPC SSM: Cal-PASS Plus Student Success Metric (SSM) Dashboard

There is a difference in the outcomes data due to the way degrees are being counted. If a student received an ADT and associate they will be counted twice. In the SSM, they also limit the student count by student that enrolled the current year or the year before. For example if a student earned an associate degree after being out three years they would not be counted. There was concern expressed over this having an effect on the new funding formula.

There was discussion around Goal 1C (Increase All Students Who Attained the Vision Goal Completion Definition) and that we may want to use this one as it mentions non-credit. It was discussed that AB705 and guided pathways should also be considered when setup goals. Mr. Samra presents all the data and how it has looked since 2011-2012. It was agreed that goal 1A (Increase All Students Who Earned an Associate Degree, including ADTs) would be used for Goal 1 (completion).

Goal 2 (transfer) has varying data when it comes to transfers due to CSU's counting students only once. There is a huge variance 1,103(SSM) to 922 (CSU/UC). The recommendation is to move and count ADT's as the data is more closely related. It was agreed that goal 2A (Increase All Students Who Earned an Associate Degree for Transfer) would be used for Goal 2.

Annual *Headcount* of Students Awarded ADTs

Institution (data source)	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	Percent Change: 2010-11 vs. 2015-16	Base Year 2016-17	2017-18	Goal Year 2021-22
LPC (SSM)	No data	No data	No data	No data	12	37	n/a	244	269	329
LPC (IR)	0	0	5	23	57	145	n/a	243	312	328

Sources: LPC IR: CLPCCD Institutional Research Data Set;

LPC SSM: Cal-PASS Plus Student Success Metric Dashboard

Goal 3 (unit accumulation) was discussed and there is only one metric (i.e., average number of units accumulated by associate degree earners). There was discussion regarding goalsetting for this item. It was noted that unit accumulation in the SSM reflects units earned by degree earners regardless of how many degrees the students had earned. The unit accumulation reported by IR reflects units earned by first-time degree recipients who had earned only one associate degree.

Average number of units accumulated by Associate Degree earners

Metric (data source)	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	Percent Change: 2010-11 vs. 2015-16	Base Year 2016-17	2017-18	Goal Year 2021-22
LPC (SSM)		No data	No data	No data	85	83	n/a	83	83	TBD
LPC (IR)		No data	No data	No data			n/a	79		TBD

Sources: CLPCCD Institutional Research Data Set;
LPC SSM: Cal-PASS Plus Student Success Metric Dashboard

Goal 4 (workforce) was discussed, including the three options. For 4A (Increase Median Annual Earnings of All Students), we may be able to predict the goal we can reach, but we have little control over it. For 4B (Increase All Students Who Attained the Living Wage), there was discussion that this goal would be difficult to predict. It was noted that 4B numbers are calculated using the assumption that students are single and living wage is based on living costs in Alameda County. There was general agreement that the goal should be set for 4C (Increase All Students with a Job Closely Related to Their Field of Study).

Motion to Pursue:
Goal 1: Completion
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Goal 1A: Increase All Students Who Earned an Associate Degree (including ADTs)

Motion to Pursue:
Goal 2: Transfer
System wide Goal: Increase by at least 35% the number of CCC students system-wide transferring annually to a UC or CSU
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Motion to Pursue:
Goal 4: Workforce
Goal 4C: Increase All Students with a Job Closely Related to Their Field of Study

The last item equity is postponed for a discussion later as there are other concerns surrounding this area.

Mr. Samra asks if there is approval to adopt: Ms. Spirn motions to move Ms. Ulrech seconds.
At next meeting number goals will be reviewed and voted on. This is just to set goal areas. Voting was Unanimous approval.

6. **Discussion of Mapping Exercise for planning priority Development**

   The following items were discussed:
   - Summary of the results support the need to address grants at the college.
   - Concerns surrounding implementation of grants was noted.
   - The new funding formula is a huge area of concern because it reflects permanent flow of money while grants come and go.
   - References to SLOs have dropped.

7. **Potential Areas of Commendation or Concern**
   Areas of Commendation:
   - Level of inter-discipline partnerships/collaborations that we are having and community interactions.
   - AB705 planning for Math and English.
   - Commendation to VPSS Office and the Health Center

   Areas of Concern:
   - Staffing issues
   - Need for additional, sustainable revenue streams
   - Frustration over strained equipment and supplies budgets
   - Frustration with increased workloads and minimal staffing increases
   - Frustration with program review planning that doesn't go anywhere/ struggle to maintain quality programs let alone grow programs.
   - eLumen

8. **Good of the Order**

> Planning priorities were discussed. Some items can be added, some deleted and some adjusted. This is definitely an area for future discussion.

10. **Adjournment** – 4:25 p.m.

Next meeting: April 11, 2019