



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
Vacant, Student Services

Classified Professionals

Frances DeNisco
Amanda Ingold
Heidi Ulrech
David Rodriguez

Students

Kyle Johnson
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
Dyrell Foster, President

Members Absent:

Aubrie Ross
Jill Carbone, STEM
Danielle Banuelos

Thursday, October 14, 2021 | 2:30 PM to 4:30 PM | Zoom Meeting

Meeting Minutes

1. Call to Order

R. Samra called the meeting to order at 2:34 PM. Quorum was met.

2. Review and Approval of Agenda

Motion – F.DeNisco / K. Johnson 2nd – Unanimous Approve

3. Review and Approval of Minutes:

09.09.21: Motion – F.DeNisco / N. Taylor 2nd – Abstentions:

K.Johnson – Motion Approved

4. Institutional Self –Evaluation Report (K.Whalen) :

K. Whalen reviews the constituency review process for the Institutional Self-Evaluation Report (ISER) and shares the draft report with the committee. She states that it is a working document that the committee can make comments on. She asks the committee to submit major feedback by October 20, 2021.

REPORT

K. Whalen also reminds everyone that IPEC is mapped to the following Standards: I.A.2, I.B.3, I.B.4, I.B.5, I.B.7, I.B.8 and IV.A.7.

Dr. Whalen explains why these areas are mapped to IPEC and how they show shared governance for the College. In September 2019 the IPEC committee confirmed the standards listed above were indeed standards that should be mapped to IPEC.

She shares the Standards mapping with the committee to show where and how they are linked. She reminds the committee that they are working under a tight timeframe for the current report.

5. Presentation of LPC's Through the Gate Study (R.Samra) :

R. Samra shares the “*Transfer-Relate Data and Through the Gate Study*” PowerPoint, and explains it is the results of the study and customized research he performed. He begins with reviewing the LPC Mission Statement:

“Las Positas College provides an inclusive, learning-centered, equity focused environment that offers educational opportunities and support for

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completion of students' transfer, degree, and career-technical goals while promoting lifelong learning."

He notes that 66 percent of students would like to transfer and that more than half of students at LPC are 21 or younger. In addition, he displays a graph that shows that the likelihood of students having an educational goal of transfer decreases as they get older.

Through the Gate Study: R. Samra notes that the word Gate means transfer in this study.

The following overview is provided regarding the study:

- District-wide (both Chabot and LPC) Study facilitated by The Research and Planning Group for California Community Colleges (The RP Group). The RP Group was provided over 2 million anonymized records of student data.
- The study included students who were enrolled between Summer 2014 and Spring 2020. Of the students who were enrolled in the aforementioned window of time, their first semester enrollment within the district was identified for each student. Students were included in the study if they had at least the possibility of enrolling six years within the district by spring 2020; this resulted in 94,883 students. Of the 94,883 students, only students who earned at least 12 transferable units were kept in the study—this resulted in a total of 23,943 students; LPC students represented 9,502 of these students.
- The 23,943 students were divided into the following five groups:
 1. Transfer Achievers. These students made it through the gate (i.e., transferred to a university)
 2. Students at the Gate. These individuals achieved an Associate Degree for Transfer or completed at least 60 transferable units and succeeded in transfer-level English and math with a 2.0 GPA. However, these students have not transferred to a university.
 3. Students Near the Gate. These are students who earned at least 60 transferable units with a 2.0 GPA but have are missing transferable English and/or Math; these students have not transferred.
 4. Momentum Students. These are students who earned 45 to 59 transferable units with a 2.0 GPA and have not transferred.
 5. Transfer Explorer. These are students who earned 12 to 44 transferable units within six years of first-time enrollment and have not transferred.

The following are proportion of students in each group at the Chabot-Las Positas Community District (CLPCCD), statewide, and at LPC:

- Transfer Achievers. CLPCCD, 46%; statewide, 30%; and LPC at 50%.
- Students at the Gate. CLPCCD, statewide and LPC at 7%.
- Students Near the Gate. CLPCCD and statewide at 7%; LPC at 6%.
- Momentum Students: CLPCCD, 9%; statewide, 10%; LPC at 9%.
- Transfer Explorers: CLPCCD, 32%, statewide, 45%; LPC at 29%.

Comments by members:

- F. DeNisco poses a question about students that drop and possibly complete a transfer at another college, and if this data reflects this. R. Samra explains that the outcomes of these students are included in the results.
- N. Taylor comments that maybe these students did not self-identify transfer as a goal maybe that's why they are not going through the gate.

R. Samra next presents transfer outcomes data on students in the study that began their college careers at LPC; this represents 3,160 students. He begins by sharing the amount of time it takes students to transfer. Overall, it takes on average 4.9 years to transfer to a university with a median transfer time of 4.0 years. The table below shows the years to transfer by race ethnicity.

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Race/Ethnicity	Years to Transfer						
	N	Average	Median	Q1	Q2	Q3	Q4
African American	79	5.0	4.1	3.0	4.1	6.0	20.0
Asian American	376	4.3	4.0	3.1	4.0	5.0	21.0
Filipino	145	4.6	4.1	3.1	4.1	5.6	12.1
Latinx	786	5.0	4.1	3.0	4.1	6.0	24.2
Two or More	254	5.1	4.1	3.0	4.1	6.0	19.2
White	1491	4.9	4.0	3.0	4.0	6.0	21.6
Overall	3160	4.9	4.0	3.0	4.0	4.7	24.2

Note: Sample size of less than 20 is not displayed.

R. Samra then shares data on the percentage of students transferring to a private vs. public institution by race/ethnicity. He notes that African American students are the most likely to transfer to a private institution at 22 percent. The table below shows the results by race/ethnicity.

Race/Ethnicity	Private		Public		Total	
	Num	Pct	Num	Pct	Num	Pct
African American	17	22%	62	78%	79	100%
Asian American	24	6%	352	94%	376	100%
Filipino	19	13%	126	87%	145	100%
Latinx	115	15%	671	85%	786	100%
Two or More	42	17%	212	83%	254	100%
White	233	16%	1258	84%	1491	100%
Total	457	14%	2703	86%	3160	100%

Note: Sample size of less than 20 is not displayed.

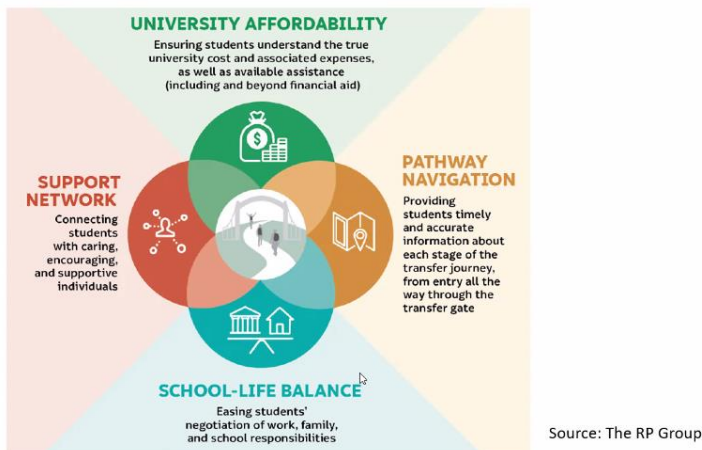
N. Taylor asks if HBCUs are considered private or public and J. Wilson clarified that those are private universities, and that LPC’s transfer center is getting specialized training on how to refer students into these HBCU for transfer.

R. Samra concludes the data portion of the presentation by sharing that the 3,160 students transferred to a total of 259 universities. He noted that the plurality (or 23%) of LPC students transferred to CSU East Bay.

J. Wilson asks R. Samra how she and her team can facilitate or help students that are near the gate or at the gate to help then transition. R. Samra indicated that will be meeting with Kristy Woods and will also meet with J. Wilson to discuss what can be done.

R. Samra concludes the presentation by sharing a framework to help students transfer. The framework, called the Student Transfer Capacity-Building Framework, was developed by the RP group to help colleges support students through their transfer journey; this framework consists of four components: University Affordability, School-Life Balance, Support Network, and Pathway Navigation. He shared the following graph to more clearly describe each component of the framework.

Student Transfer Capacity-Building Framework



A statewide survey was conducted to determine the effects of each of the four components on students. Students indicated that the most challenging factor during the pandemic has been University Affordability (50%) followed by School-Life Balance (46%). Moreover, 50 percent of students felt in the upcoming year that University Affordability would be the most challenging factor followed by School-Life Balance at 43 percent.

6. Status of Institution-Set Standards and Stretch Goals (R. Samra):

R. Samra begins with providing definitions of Institution-Set Standards and Stretch Goals:

Institution –Set Standard: *Meet or exceed 95% of five-year rolling average on a given metric.*

Stretch Goal: *Varies by type of outcome. Meet or exceed 101%, 105% or 110% above the five-year rolling average on a given metric.*

R. Samra shares LPC’s transfer completions:

- Data on Transfers to CSUs/UCs: R. Samra presents that LPC transfer completions jumps from 665 in 2019-20 to 856 in 2020-21.
- Transfer Velocity data from the California Community Colleges Chancellor’s Office indicates that LPC has a transfer rate of 53.8 percent, which is the fifth highest for all California Community Colleges. However, R. Samra notes that not all race ethnicity groups at LPC are transferring at the same rate, with Asian students transferring at 69.6 percent while African-American students are experiencing a transfer rate of 38.1 percent.

R. Samra closes the presentation by saying that overall the college is doing well with regard to transfer but that more needs to be done to ensure equitable outcomes for all populations.

7. Review of the Educational Master Plan (R. Samra):

R. Samra shares a presentation for the Educational Master Plan that has been previously shared during College day. He reviews the following table that shows overarching goals and does a brief explanation of each goal.

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Educational Master Plan (2021-2026) Overarching Goals	
Overarching Goal	Description
Educational Excellence	<i>Ensure excellence in student learning through quality academic programs and support services.</i>
Community Collaboration	<i>Ensure excellence in student learning by collaborating with community partners to provide educational opportunities that best serve the needs of our students and our community.</i>
Supportive Organizational Resources	<i>Ensure excellence in student learning by strengthening fiscal stability, providing appropriate staffing levels, meeting evolving technology needs, and expanding or updating facilities.</i>
Organizational Effectiveness	<i>Ensure excellence in student learning by improving organizational processes, promoting safety and wellness, and fostering professional development.</i>
Equity and Anti-Racism	<i>Ensure excellence in student learning by prioritizing equity and anti-racism.</i>

R. Samra shares with the group the following table that shows tentative timeline for implementation of the Educational Master Plan and related activities.

Educational Master Plan (2021-2026) Tentative Timeline for EMP Implementation and Assessment		
Timeline	Venue	Activities
May 2021	Town Meeting	Share 2021-2026 Educational Master Plan (EMP)
May 2022	Town Meeting	Gather information on activities and progress to date on the EMP goals and strategies
August 2022	College Day	Share progress made on EMP goals and strategies
May 2024	Town Meeting	Gather information on activities and progress to date on EMP goals and strategies
August 2024	College Day	Share progress made on the EMP goals and strategies
February 2026	Town Meeting	Gather information on activities and progress to date on EMP goals and strategies; this will help inform the next version of the EMP

8. Presentation of President’s 2021-222 Goals (D.Foster):

Dr. Foster shares his 2021 – 2022 President’s Goals. He developed his goals with the Executive team that list the needs of the priorities for the college taking into consideration the lens of all the Vice Presidents.

- **Goal 1:** Aligns with the Supportive Organizational Resources goal of the EMP.
 - Accreditation Balance Budget
 - Develop Strategies
 - Increase outcome of SCFF allocation metrics for FTES, supplemental allocation and student success allocation
 - Expand sources of discretionary revenue through grants and philanthropic partnerships
 - Ensure progress of the implementation of the facilities and security master plans
- **Goal 2:** Aligns with Educational Excellence and Organizational Effectiveness goals of the EMP.
 - Timely Implementation of the GP framework
 - Implement the Caring Campus initiative across the College
 - Align professional development opportunities with college goals and planning priorities
 - Ensure that employees are encouraged to pursue leadership roles and participate in professional development opportunities
 - Enhance opportunities to communicate directly with students to support their success.
- **Goals 3** Aligns with Equity and Anti-Racism goal of the EMP.
 - Provide leadership, support resources for the implementation of anti-bias and anti-racist policies, practices, and behaviors. – Student Equity innovation Grant

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- Establish a president Advisory Council on equity and inclusion
- Provide resources to support the Black Cultural Resource Center
- Goal 4 Aligns with Community Collaboration goal of the EMP.
 - Enhance the transfer experience of our students through the East Bay College Agile Network (CSU East Bay) and partnership with IC Merced
 - Elevate transfer Center and career center respectively, making them stand alone operations, and providing the necessary resources to support each function
 - Work more closely with our local school districts within the Tri-Valley
 - Develop partnership to place student in high –demand industries and work-based learning opportunities.
- GOAL 5 Aligns with Community Collaboration of the EMP.
 - Resources to support dedicated and college specific marketing –personnel to enhance strategic outreach and web presence
 - Review, assess, and address institutional roadblocks to the matriculation process
 - Design program with local elementary and middle schools to increase LPC’s presence with future students.

9. College Planning Priorities (R. Samra):

- Rationale for College Planning Priorities
 - R. Samra reviews the history of why the college planning priorities were initially developed and how they have evolved over the years. They were developed when the college did not have a viable Educational Master Plan. Currently the college has a very good Educational Master Plan. The questions at hand are whether we continue with creating College Planning Priorities or concentrate more on the goals of the Educational Master Plan.
 - N. Taylor notes that the benefit of college planning priorities is that they are more fluid than the general priorities in the Educational Master Plan.
- Discussion of Role in Resource Allocation
 - It is perceived by some that College Planning Priorities may be too temporary to consider during the Resource Allocation Process (e.g., prioritization of hiring faculty positions). However, R. Samra notes that College Planning Priorities eventually become long-term commitments for LPC as they “graduate” and become engrained within the College.

Motion to table agenda items 9 and 10: 1st - F. DeNisco / 2nd K. Johnson

10. Review and Discuss Enrollment Data:

11. Good of the Order:

Motion to adjourn the meeting: 1st – K. Johnson / 2nd N. Taylor

Next Meeting: November 11, 2021: 2:30 PM to 4:30 PM