INSTITUTIONAL PLANNING AND EFFECTIVENESS COMMITTEE MINTUES

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
Danielle Banuelos
Frances DeNisco
Amanda Ingold
Heidi Ulrech
Aubrie Ross

Students
Vacant (2)

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

Members Absent:
Kristina Whalen, V.P. of Academic Services

Thursday, September 09, 2021| 2:30 PM to 4:30 PM |Zoom Meeting

Meeting Minutes

1. **Call to Order**
   R. Samra called the meeting to order at 2:33 PM. All members introduced themselves, including their names and the offices in which they work. Quorum was met.

2. **Review and Approval of Agenda:**
   Motion was made to approve the agenda - J.Carbone / N.Taylor 2nd – Unanimous Approval.

3. **Review and Approval of Minutes:**
   Motion was made to approve minutes for 12.10.20, 02.11.21, 03.11.21, 03.29.21, and 05.13.21 – Motion - F.DeNisco / 2nd J. Carbone - Abstentions: A.Ross, J.Wilson, D. Banuelos. No nays. Motion was approved.

4. **Review of Committee Charge:**
   R. Samra reviewed the Institutional Planning and Effectiveness Committee's charge (see Attachment A). He discussed key functions of the committee and its oversight. Moreover, he discussed in detail the types of information that IPEC reviews in order to arrive at College Planning Priorities.

5. **Review and Evaluation of College Planning and Budget Cycle:**
   R.Samra reviewed the College's Integrated Planning and Budget Cycle flowchart (see Attachment B). The cycle contains the following four processes:

   - Program Review Process
   - College Planning Process
   - Budget Development Process
   - Resource Allocation Process

   R. Samra reviewed each of the processes, including the description, outcomes, and effectiveness of each process. He communicated the following about each process:

Program Review Process

The Program Review Process occurs in the fall. Instructional, Student Services, and Administrative Unit program reviews are written. With regard to the Instructional and Student Services program reviews, they are summarized at the division level with the help of the Program Review Committee.

An evaluation of Program Review Process indicated that the process is effective in producing division program review summaries. There were, however, a few areas that were cited for improvement— reinforcing the purpose of program review and its linkage to the planning and budget process and highlighting the 2021-2026 Educational Master Plan as a college framework for program review.

College Planning Process

The College Planning Process occurs in the spring and IPEC plays a central role in the process. Division program review summaries are received by IPEC in order to help determine College Planning Priorities. In addition, IPEC reviews other information (e.g., strategic plans, institutional research, and accreditation requirements) in order to arrive at College Planning Priorities.

An evaluation of the College Planning Process indicated that the process is effective in producing College Planning Priorities. However, as with the Program Review Process, there are areas for improvement. These areas for improvement include reviewing the college's Economic and Workforce Development Plan, District-Wide Strategic Plan, institutional-level student learning outcomes, career and technical education data, AB-705 data, Board priorities, and the Institutional Self-Evaluation Report (ISER).

Budget Development Process

The Budget Development Process begins in January and concludes with the adoption of a budget in the fall. During this process, the budget is developed, reviewed, and approved. The outcomes of this process are budget and resource decisions are aligned with the College Planning Priorities; the Budget Development Committee helps play a role in the alignment.

This Budget Development Process was evaluated to be effective. Budget and resource decisions are aligned with College Planning Priorities. A table was created to show how each College Planning Priority in 2020-21 was linked with budget and resource decisions.

Resource Allocation Process

The College Planning and Budget flowchart shows that the Resource Allocation Process occurs in the fall. However, the Resource Allocation Process could also occur in the spring. Within the Resource Allocation Process, resources are prioritized and recommended by committees and approved by the College President. The result of the process is an allocation of resources that are aligned with College Planning Priorities.

An evaluation of Resource Allocation Process indicated that there is room for improvement. Committees play a central role in this process. A review of how committees utilize College Planning Priorities in their decision process revealed that a number of committees did not ask in their resource request form how the requests were linked with College Planning Priorities. On a positive note, it was discovered that an opportunity for alignment exists with the College President. For example, the President has communicated with the Resource

Allocation Committee regarding the decision to allocate resources in alignment with College Planning priorities.

Recommendation for Improvement of the Planning and Budget Flowchart

A suggestion was made by N. Taylor to improve the Planning and Budget flowchart in order to better capture the timing of the delivery of division summaries to IPEC. N. Taylor, who is the chair of the Program Review Committee, stated that Division program summaries would be delivered to IPEC in February instead of January and asked that the flowchart be updated to reflect this information. F. DeNisco recommended to extend the arrow to the February mark. R. Samra agreed to extending the arrow to February.

6. **Review of College Planning Priorities:**
R. Samra reviewed last year's four planning priorities and talked about the two that were graduated. He noted that there are two planning priorities this year. R. Samra shared an example of a College Planning Priority report (see Attachment C) that showed the solutions/steps to addressing the priority.

R. Samra asked the committee to consider if College Planning Priorities still need to be created in the context of a new Educational Master Plan (EMP) that has been well vetted. He noted that the concept of College Planning Priorities was initially created many years ago before there was an effective EMP and the interim College President wanted to determine key goals for the College. R. Samra recommended that IPEC consider whether or not we still need College Planning Priorities or focus on goals/strategies that have already been identified in the current EMP. This topic will be brought up at the next IPEC meeting.

7. **Status of Institution-Standards and Stretch Goals**
R. Samra reviewed the definition of Institutional-Set Standard and Stretch Goal before reviewing the status of the following four metrics: course completion rates, annual associated degrees awarded, annual certificates awarded, and annual transfers to the California State University and University of California systems (see Attachment D).

The definition of Institution-Set Standard is meeting or exceeding 95% of the five-year rolling average. The definition of Stretch Goal is meeting or exceeding 101% to 110% above the five-year rolling average; the exact percent above of the five-year rolling average depends on the metric. The following are the status of each metric with regard to meeting the institution-set standard and stretch goal:
   - Course Completion Rates. Both the institution-set standard and stretch goals were met for fall 2020.
   - Annual Associate Degrees Awarded. The College met the institution-set standard and nearly met the stretch goal for 2020-21.
   - Annual Certificates Awarded. The College met the institution-set standard and stretch goal for 2020-21 if non-credit certificates were included with credit certificates; however, institution-set standard and the stretch goal would not have been met if counting only credit certificates.
   - Annual Transfers. The College met the institution-set standard but not the stretch goal for 2019-20.

Motion: A motion was made to include both credit and non-credit certificates when determine whether the College meets the institution-set standard and stretch goal. *F.DeNisco / 2nd N.Taylor.* A brief discussion occurred as to why non-credit certificates should not be included; it was determined that there was no good reason not to include non-credit certificates. *The Motion Passed Unanimously.*

8. **Good of the Order**
J.Carbone noted that she will not be able to make October's IPEC meeting and asked if someone could share their notes so that she can share it at her division meeting. N. Taylor agreed to share her notes.

9. **Adjournment: Motion N.Taylor / J.Carbone 2nds - Unanimous**

Next Meeting: October 14, 2021: 2:30 PM to 4:30 PM

Las Positas College
Institutional Planning and Effectiveness Committee (IPEC)

Charge and Responsibilities

The Institutional Planning and Effectiveness Committee (IPEC) provides institution-level planning priority recommendations to the College President. In addition, IPEC evaluates key college processes and metrics in order to make recommendations or share information to improve student learning and institutional outcomes.

The responsibilities of IPEC include, but are not limited to:

1. Creating planning priorities by primarily utilizing the College's Mission, Vision and Values Statements, strategic plans, Program Reviews, SLOs/SAOs, institutional research, and accreditation documents. In addition, planning priorities are informed by a variety of sources, including district priorities, and State, Federal, and ACCJC* mandates, as required

2. Guiding the institutional and strategic planning efforts, by establishing planning priorities

3. Reviewing institutional responses to State, Federal and accreditation mandates to ensure incorporation into institutional planning

4. Identifying, reviewing and revising, as necessary, processes for:

   a. Integrating the College strategic planning documents, including SLO/SAO and Program Review documents, into planning

   b. Integrating and communicating the planning priorities to committees for allocation purposes

5. Evaluating key college processes and metrics and integrating the findings into the planning process

6. Providing direction to the Institutional Research office to generate the data and analysis necessary for the planning efforts needed by the college

7. Communicating adopted planning priorities and the rationale behind them to College and College Council

8. Reviewing, documenting, and reporting on accreditation standards linked to IPEC's charge

9. Evaluating IPEC's charge, tasks and membership on a regular basis

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*ACCJC = Accreditation Commission for Community and Junior Colleges

Approved, 5/14/20

COMPOSITION

Voting Membership

4   Administrators:

- 1 Vice President of Academic Services, 1 Vice President of Student Services, 1 Vice President of Administrative Services, 1 Researcher

5   Faculty Division Representatives (including one from each academic division):

- 1 Student Services
- 4 Academic Divisions (preferably 1 from a CTE Discipline)

5   Classified Senate Representatives – All at-large (equal to the number of faculty representatives)

2   Student Senate Representatives

16 - Total

Non-Voting Membership

1   College President

1   Chair sits on College Council (Can be faculty, classified or administrator.)

1   Academic Senate President – can double as voting Division Representative

1   Program Review Chair – can double as voting Division Representative

1   Student Learning Outcomes Chair – can double as voting Division Representative

1   Classified Senate President/Co-President – can double as voting Classified Senate   Representative

1   Student Senate President – can double as Student Senate Representative

1   Faculty Association (FA) Representative – can double as voting Division Representative

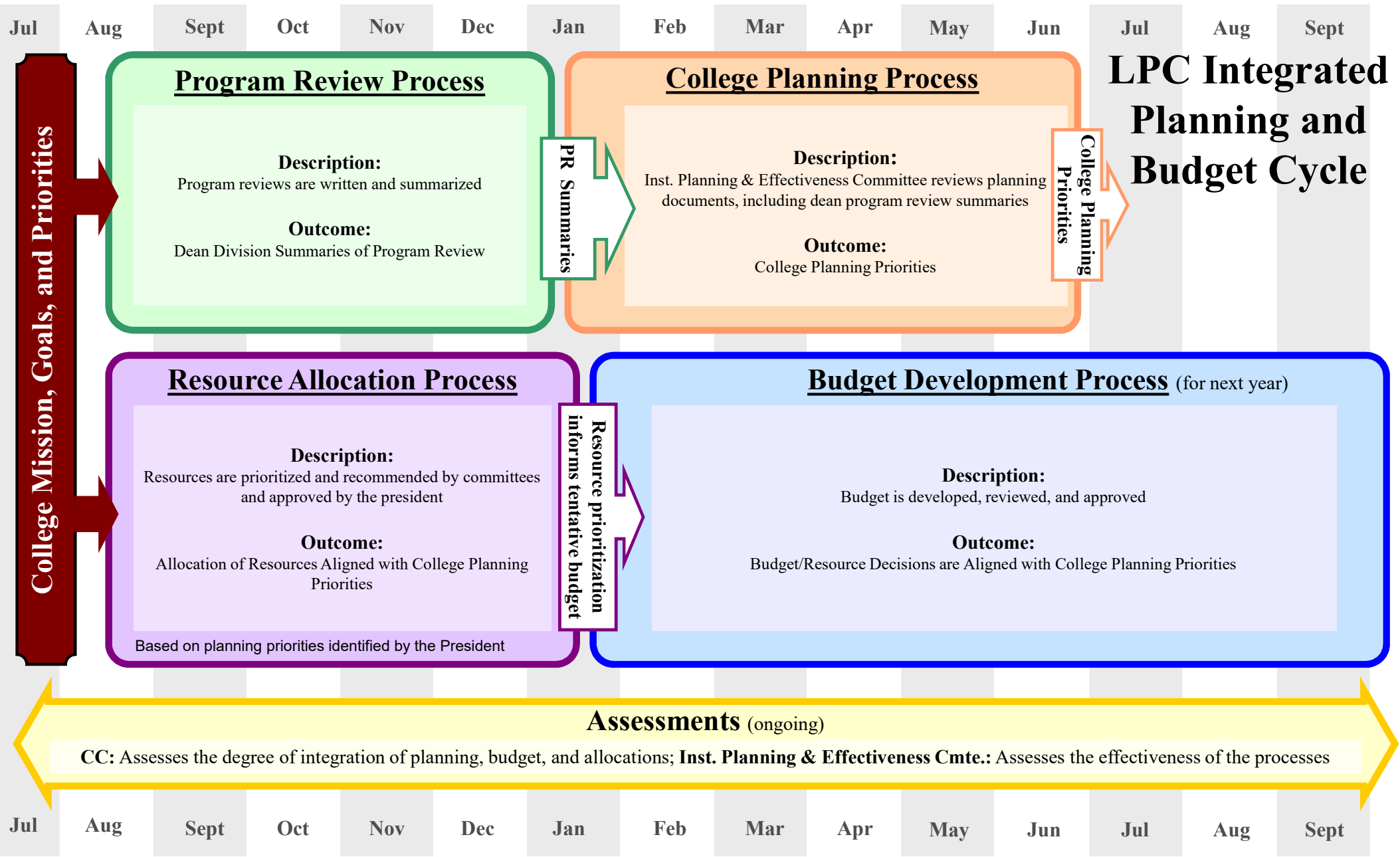1   SEIU Representative – can double as voting Classified Senate Representative

9 - Total

Terms

- Terms are for two years.
- This committee's responsibilities are seen to be complex, taking quite some time to learn the inter-relationships and requirements of the many mandates and agencies.

Approved, 5/14/20

LPC Integrated Planning and Budget Cycle

Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept

College Mission, Goals, and Priorities

Program Review Process

Description:
Program reviews are written and summarized

Outcome:
Dean Division Summaries of Program Review

→ PR Summaries →

College Planning Process

Description:
Inst. Planning & Effectiveness Committee reviews planning documents, including dean program review summaries

Outcome:
College Planning Priorities

→ College Planning Priorities →

Resource Allocation Process

Description:
Resources are prioritized and recommended by committees and approved by the president

Outcome:
Allocation of Resources Aligned with College Planning Priorities

Based on planning priorities identified by the President

→ Resource prioritization informs tentative budget →

Budget Development Process (for next year)

Description:
Budget is developed, reviewed, and approved

Outcome:
Budget/Resource Decisions are Aligned with College Planning Priorities

Assessments (ongoing)

CC: Assesses the degree of integration of planning, budget, and allocations; **Inst. Planning & Effectiveness Cmte.:** Assesses the effectiveness of the processes

Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept

Reported to IPEC on 03/29/21

Planning Priority Report to IPEC for 2020-21			
Guided Pathways: 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.			
Solutions/Steps	**Stakeholders**	**Review**	**Done**
1. Guided pathways retreats	Guided Pathways Steering Committee	Fall 2020	Ongoing
• Multiple special emphasis planning retreats for the GP Steering Committee hosted each term			
2. Establishment of guided pathways project sub-groups	Guided Pathways Steering Committee	Fall 2020	Fall 2020
• Program Mapping • Academic and Career Paths Project • Entering their Pathway Project • Persistence Project • CA Demonstration Project • Development of Student Success Teams (added)	Guided Pathways Steering Committee and subgroups		
3. Student Centered Funding Formula (SCFF) project	Guided Pathways Steering Committee	Fall 2020	Ongoing
• Professional development for faculty • Development of career and academic pathways beyond funding period • Strategic Enrollment Management Tool			
4. Professional development for college personnel	Guided Pathways Steering Committee Professional Development Committee	Fall 2020	Ongoing
• FLEX Day • CA Demonstration Project • Guided Pathways conferences (various)			
5. Participation in Cohort Two of California Guided Pathways Demonstration Project for 2020-2023	Guided Pathways Steering Committee	Summer 2020	Ongoing
• Participation in two-day institutes • Focus on institutionalization of best practices • Participation in statewide discussion on guided pathways			

Reported to IPEC on 03/29/21

• Problem solve and receive coaching from other cohort institutions			
6. Exploring Collaborative Implementation of Technology Solutions for GP Work		Fall 2020	Ongoing
• Implementation of Program Mapper • Implementation of Career Coach • Implementation of Advise and Recruit • Exploring the efficacy of Vitanavis through counseling discipline • Enhancing student communication through a texting platform	Guided Pathways Steering Committee and subgroups Chabot Guided Pathways Leaders District IT		
7. Leading From the Middle Team (Year 3)	Guided Pathways Steering Committee		
• Career Development Project			

Status of Institution-Set Standards and Stretch Goals

RAJINDER S. SAMRA

Director Of Research, Planning, and Institutional Effectiveness

Institutional Planning and Effectiveness Committee
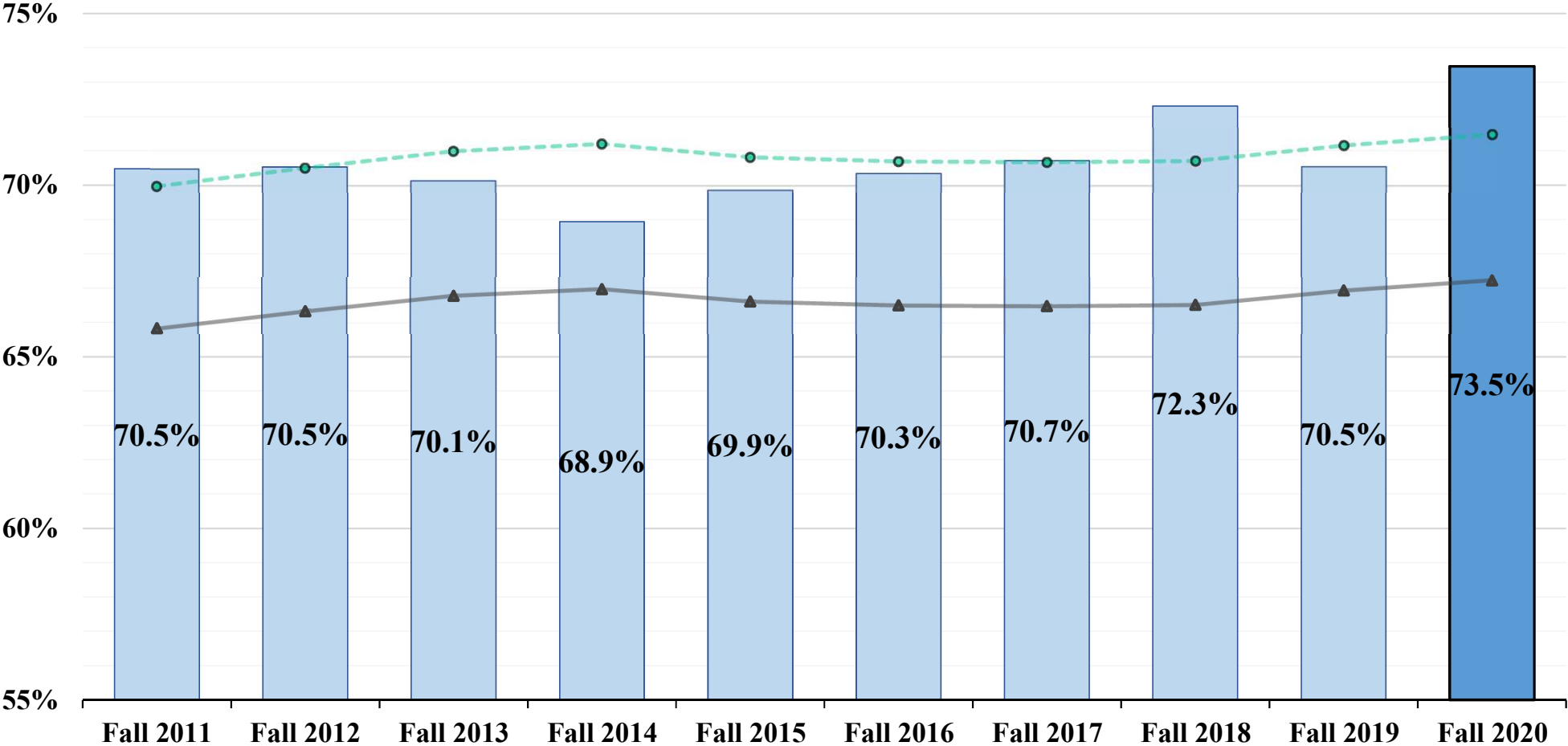
September 9, 2021

Definitions

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.

Course Completion Rates

LPC Course Completion Rates

Legend: Course Completion Rate · Institution-Set Standard (95%) · Stretch Goal (101%)

Fall 2011: 70.5%
Fall 2012: 70.5%
Fall 2013: 70.1%
Fall 2014: 68.9%
Fall 2015: 69.9%
Fall 2016: 70.3%
Fall 2017: 70.7%
Fall 2018: 72.3%
Fall 2019: 70.5%
Fall 2020: 73.5%

Degree Completion

LPC Associate Degrees Awarded

Year	Degrees
2011-12	499
2012-13	513
2013-14	521
2014-15	597
2015-16	698
2016-17	802
2017-18	794
2018-19	813
2019-20	939
2020-21	985
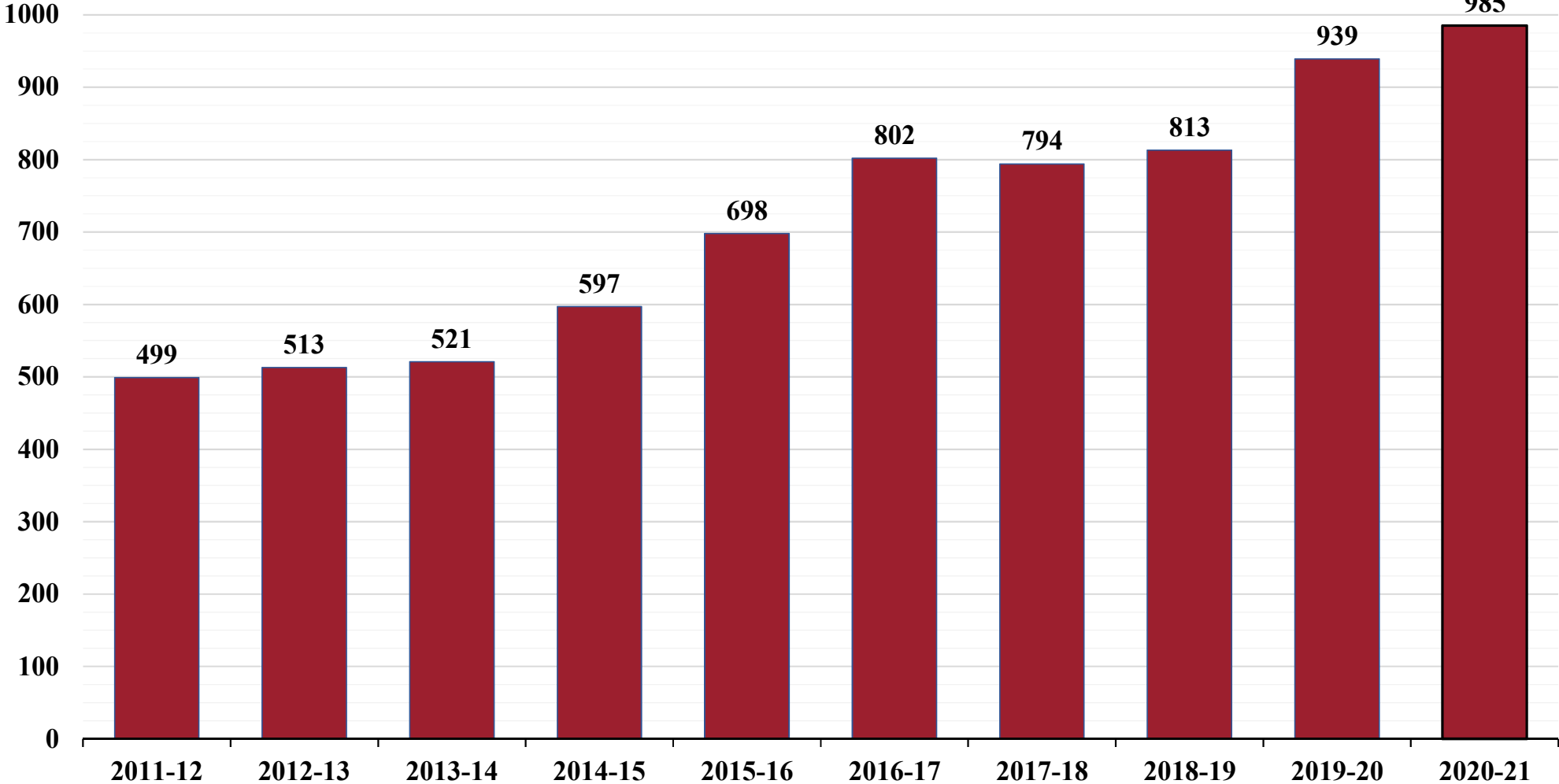
LPC Degree Completions (Headcount)

Legend:
- AA/AS - Associate Degrees
- ADTs - Associate Degrees of Transfer
- Both Degree Types
- Institution-Set Standard (95%)
- Stretch Goal (110%)

Year	Value
2011-12	458
2012-13	455
2013-14	447
2014-15	500
2015-16	577
2016-17	672
2017-18	683
2018-19	681
2019-20	761
2020-21	731
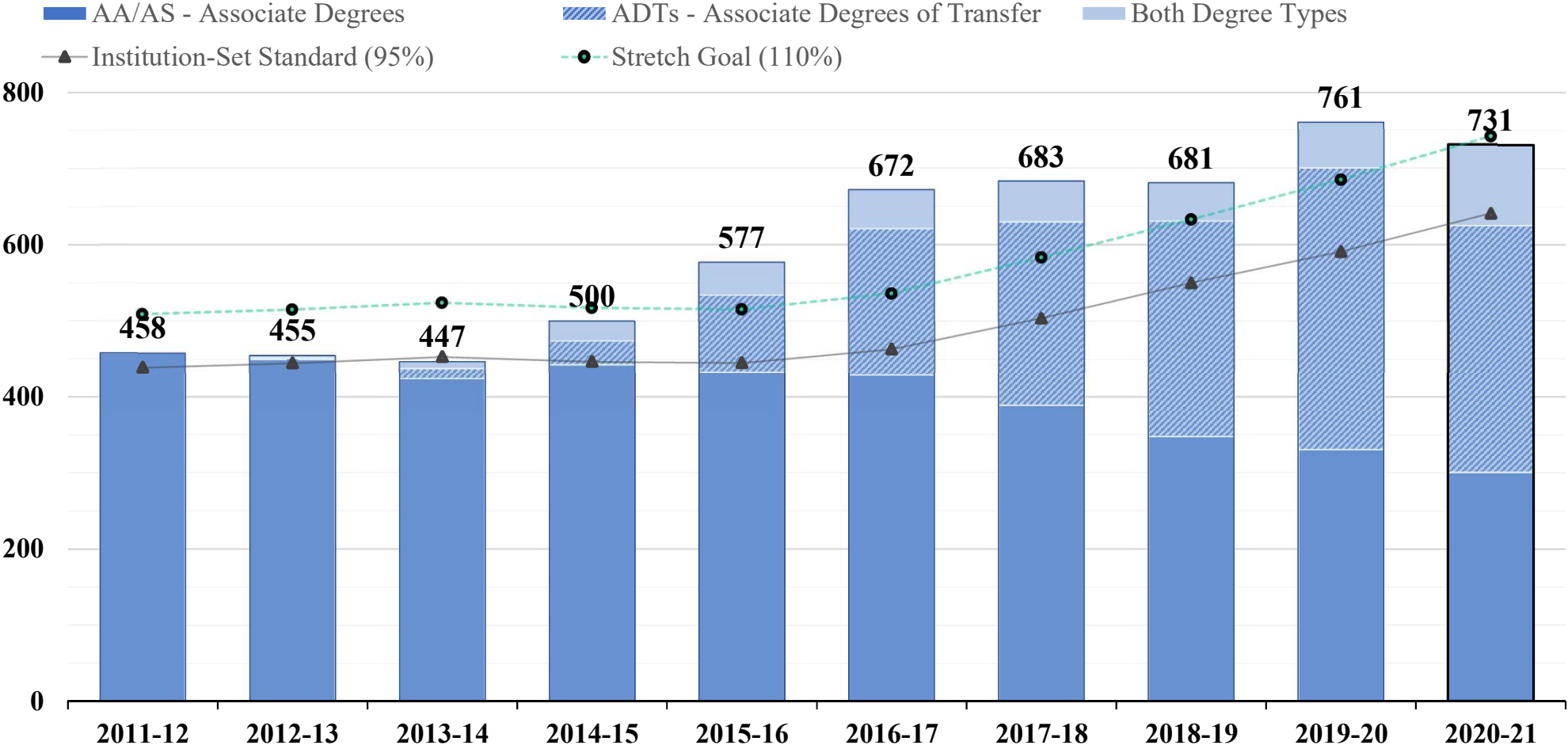
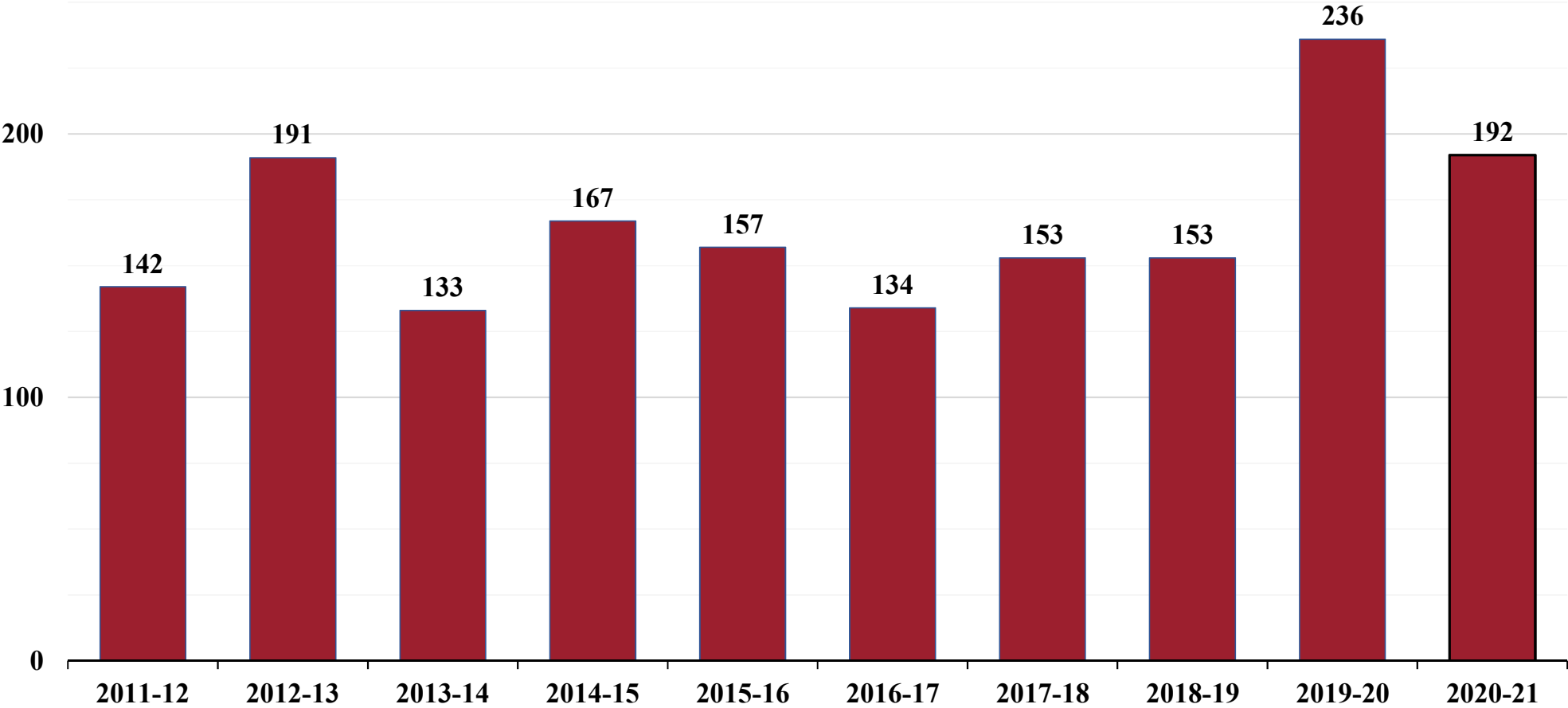# LPC Associate Degrees Awarded
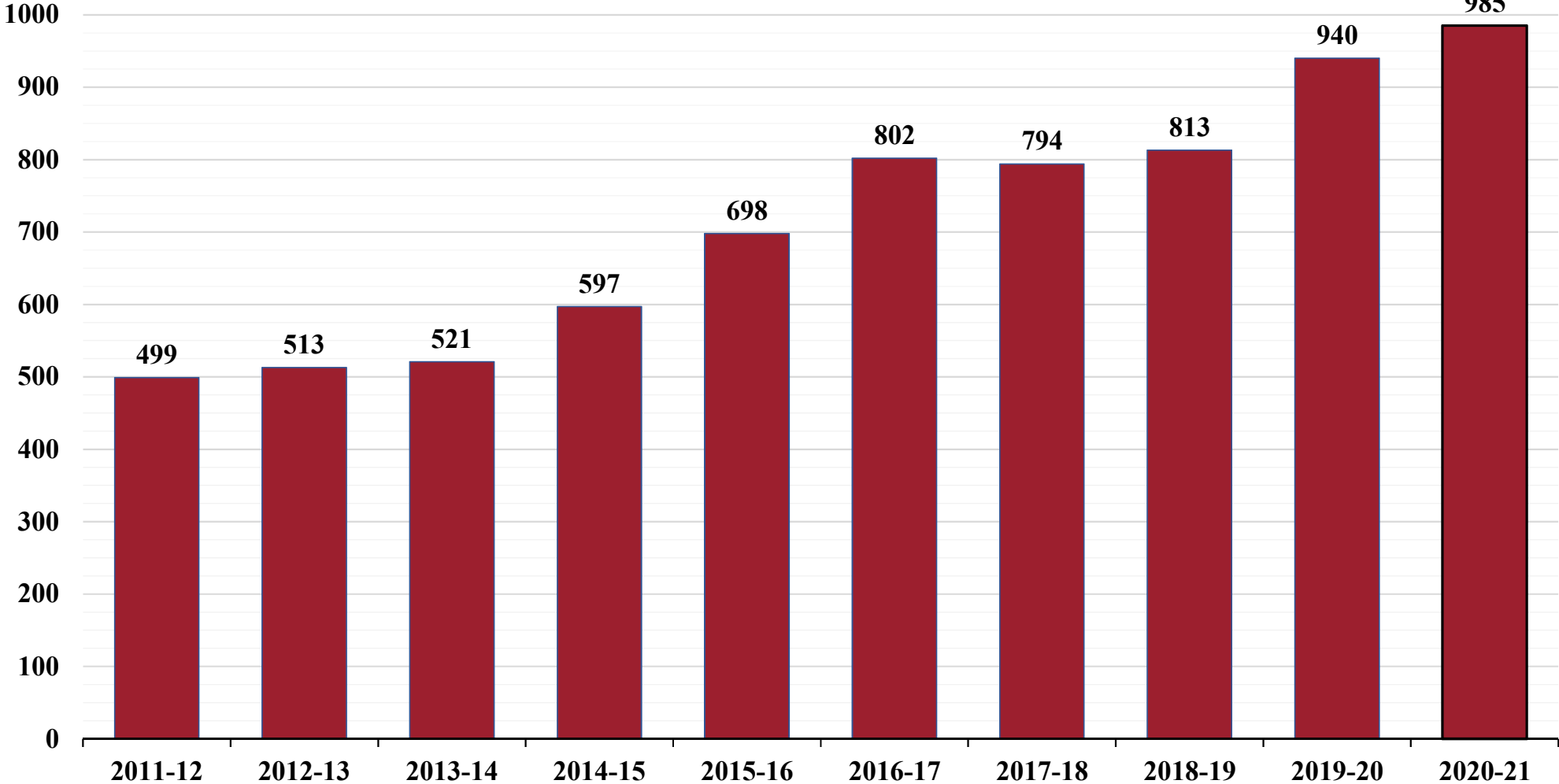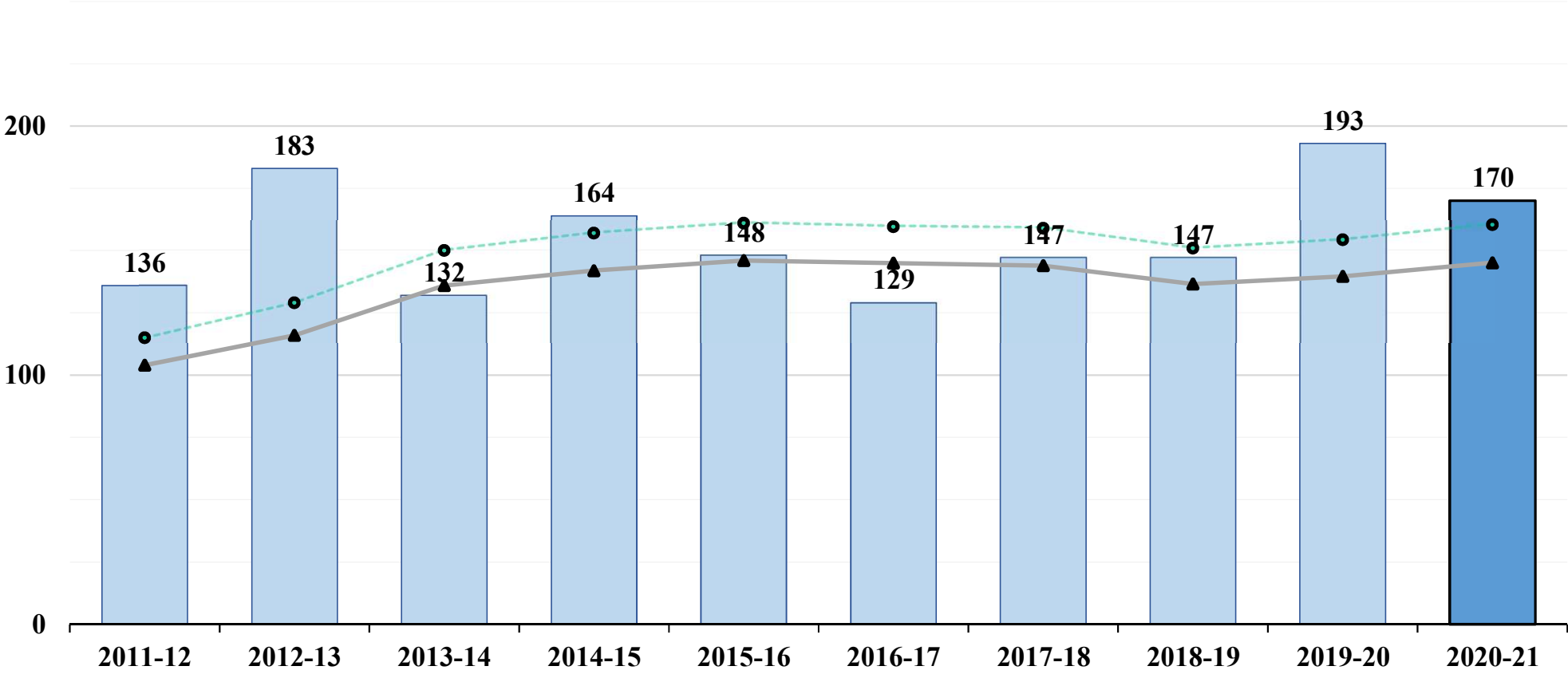
Certificate Completion

LPC Certificates Awarded

Note: Excludes CSU GE Breadth and IGETC

LPC Certificate Completions (headcount)

Actual Completions ......o...... Stretch Goal (105%) —▲— Institution-Set Standard (95%)

Note: Excludes CSU GE Breadth and IGETC

LPC Certificate Completions (headcount)

Legend: ▢ Actual Completions ⊙⋯ Stretch Goal (105%) ▲— Institution-Set Standard (95%)

Year	Actual
2011-12	136
2012-13	183
2013-14	132
2014-15	164
2015-16	148
2016-17	129
2017-18	147
2018-19	147
2019-20	185
2020-21	122
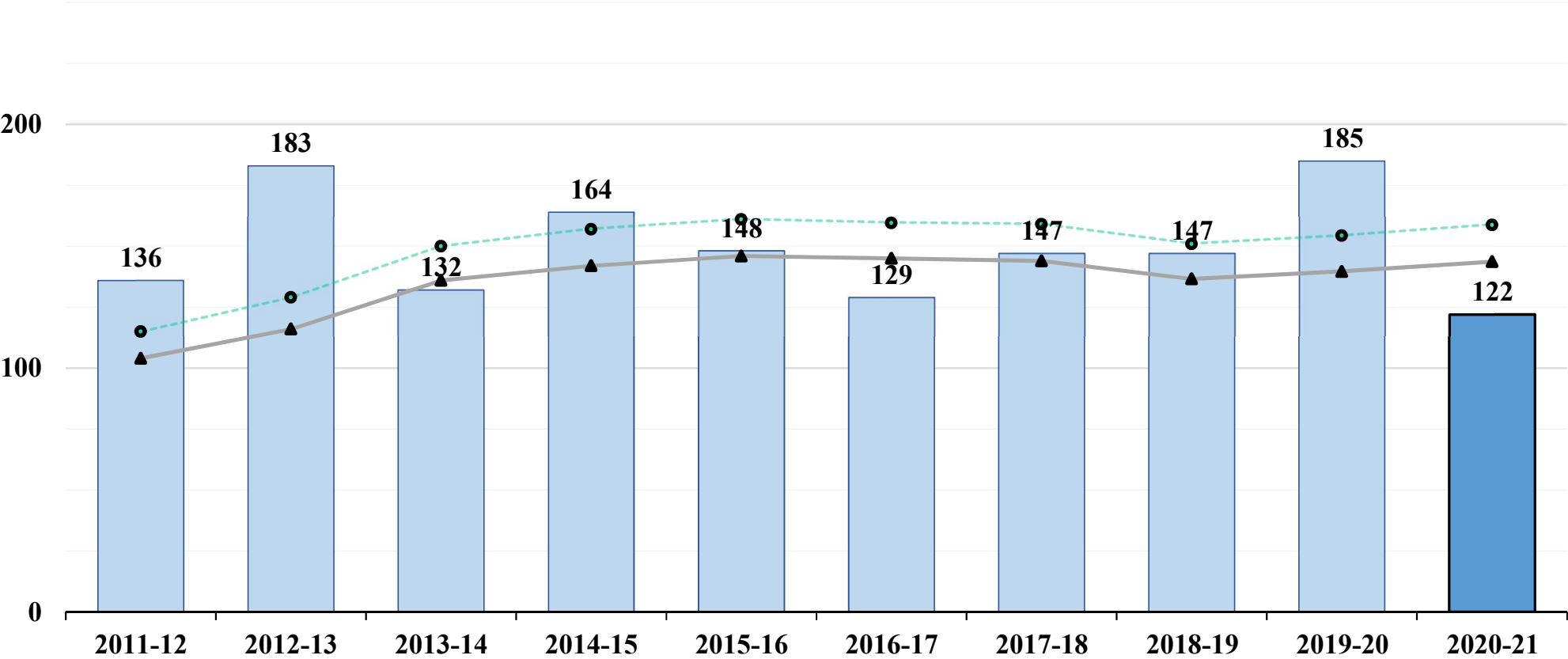
Note: Excludes CSU GE Breadth, IGETC, and Non-Credit Programs

Transfer Completion

LPC Transfer Completions (headcount)
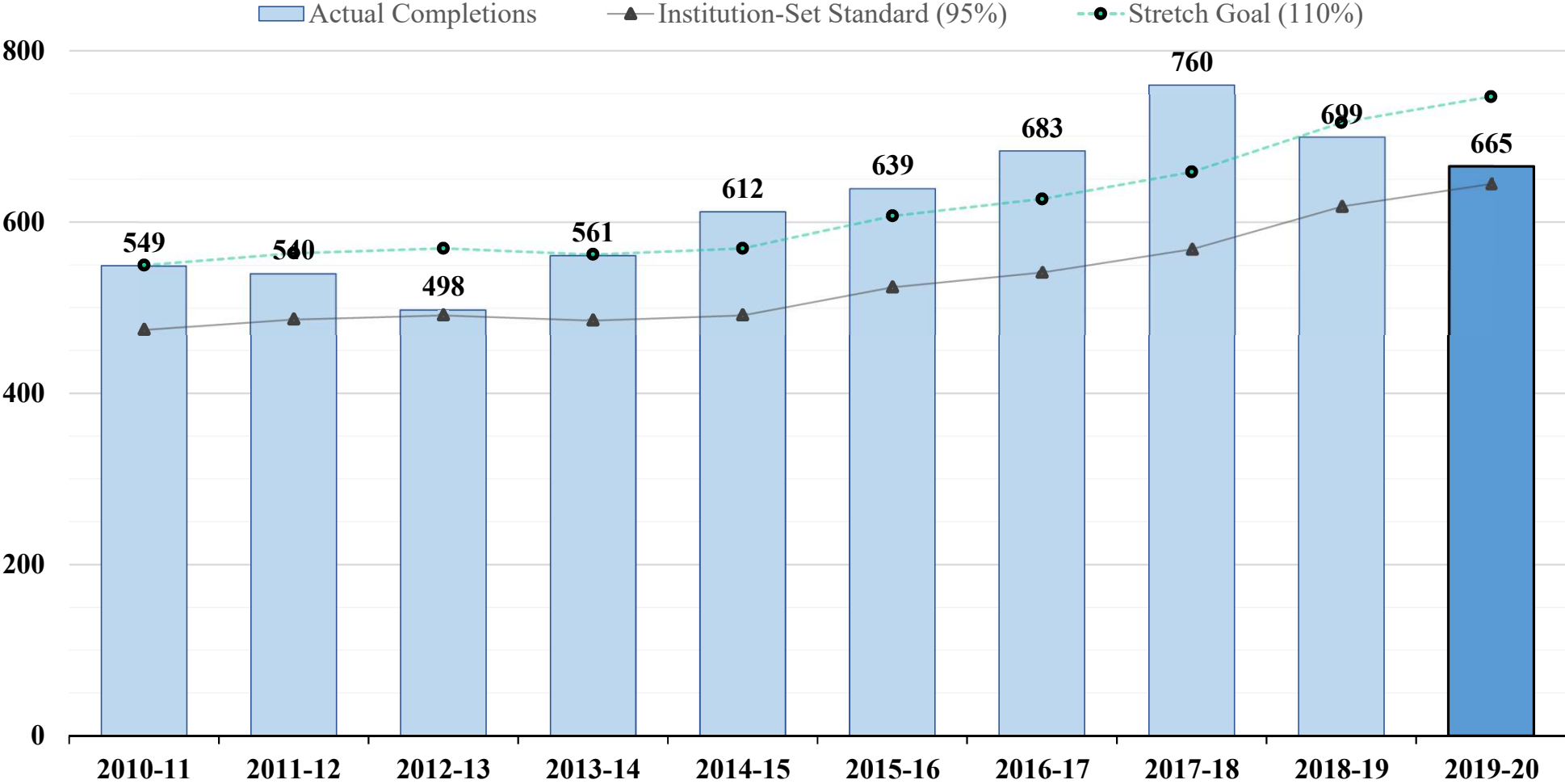
Las Positas Transfers to CA Public Universities: Academic Years 2009-10 to 2019-20

Transfers from Las Positas College (LPC) to all California public universities are shown below for the last 10 years. LPC students most frequently transferred to CSU East Bay, San José State, San Francisco State, UC Davis, CSU Sacramento, CSU Stanislaus, and UC Berkely. Over seventy percent of all LPC transfers to one of these California public universities in 2019-20.

Transfers to the Top 7 CA Public Universities

CA Public Universities	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20
CSU East Bay (formerly Hayward)	150	151	136	171	178	190	188	199	175	155
San José State University	41	57	53	75	94	65	77	107	78	95
San Francisco State University	103	81	64	70	66	59	61	85	59	64
UC Davis	40	53	45	41	41	54	65	76	60	64
CSU Sacramento	44	32	23	37	43	47	52	42	47	39
CSU Stanislaus	14	13	16	20	24	31	21	23	30	35
UC Berkeley	33	28	31	32	23	34	34	37	40	24