**[DAY 1](https://docs.google.com/document/d/15W7Lmf0QloKqMSQesjsoN64FhJC9uZIfvFuiTCf8ybg/edit)**

Welcome from RPC President (Kelley Sadler)

Morning breakout activity:

* Small groups met in breakout rooms and introduced themselves. The group’s most tenured members then introduced first-time researchers to the entire group.

Equity, Diversity, and Inclusion Presentation by Dr. Judy Loveless-Morris

* Dr Loveless-Morris introduced her concerns about disaggregating data.
	+ It’s a tool, but it’s not necessarily equitable
* She identified the importance of disrupting inequitable institutional practice and culture
* Explanation of Land Acknowledgement
	+ Frequently feels root and mundane
	+ Shows respect
	+ Being Open to Learning
* Use of Norms in facilitation:
	+ Used to establish a sense of safety so that participants contribute
	+ Norms are everywhere (explicit or implicit)--helpful to name them
	+ Norms are negotiated by groups
* Use of definitions
	+ Provides specific parameters to guide discussion
	+ Name the things explicitly that you want to discus
* Groups Participated in a Jam Board Activity around matching and defining DEI concepts and reported back conversations to the group
	+ Some groups wrestled with differentiating intersectionality and diversity
	+ Other groups also wrestled with how to define fairness within the context of equity.
		- The word fair can change over time in the context of power and space
	+ The importance of using race as a leading indicator in anti-racism work
		- The premise of this work is that efforts to mitigate structural discrimination based on race have ripple effects that reduce discrimination towards other historically marginalized groups
	+ Discussed how DEI definitions can be operationalized (i.e. implemented)
		- The challenge of authentic self (well-being), changes based on the space you’re in, and different spaces have varying norms and expectations
	+ Discussion of situation relative to power
		- Your role (and job title) dictates how your words are perceived and interpreted.
	+ Purpose of anti-racism is to be a verb (i.e. takes action).
* Individuals participated in the Identity Status Worksheet Activity
	+ [Link](https://drive.google.com/file/d/1hl9QCbThJVu3FGQndf31KbA0MeUQxgEf/view)
* Applying our entities as lenses for the research process
	+ Discussion of an individual’s identity impacts their research, and what strategies and tools people can use to make those lenses more transparent
	+ How you ask the question, and initiate analysis is also reflective of individual identity

Accreditation Panel

Spokane Falls

* New standards perceived to be less inclusive. The reduction in standards led to less engagement
* Virtual visit felt comparable to an in-person visit
* In terms of learning outcomes, accrediators wanted to see more substantial and consistent assessment. Accreditors also wanted to see evidence that assessment was actually being used
* Trying to move from student learning assessment in the classroom to a more holistic assessment (i.e. how staff contribute to student learning)
* Big emphasis on how data and assessment are actually being used.

Big Bend

* Big challenge in terms of workload--i.e. disaggregating data requires a large investment of time. Darby’s support was critical in terms of putting together a viable comparison group
* Big Bend was commended for their ability to engage with stakeholders outside of administration.
* Broader stakeholders requested tougher standards, but this didn’t hurt their ability to clear the standards.
* Big Bend chose to use the FTEC cohort over a local cohort. This was supported by the evaluators.
* Hard to get people to identify with national data as opposed to regional data. Easier since their focus is on Hispanic serving institutions in the system.
* It is important to have data in a role that is forward facing regardless of what the evaluator says
* Challenge to disaggregate data on first generation students.
* Importance of preparation when it comes to getting faculty to present student learning outcomes to accreditors.

Bellingham Technical College

* Spent two years on the year six report, the intention is to be as inclusive as possible for campus stakeholders (which requires more time)
* The new guidance came out right when the college governance committee had finished working through the report, which made their draft longer.
* Allocated time to educate evaluators about BTC’s accreditation process as it relates to governance
* Held 10 campus input session to engage staff, students, and faculty in deep dives about specific facets of the report
* Report was longer than required by NWCCU, but they felt this honored more perspectives.
* BTC was asked about artifacts and evidence that didn’t seemed directly tied to the standards
* More about lower case recommendations versus upper case recommendations (which is part of a year six report)

Grays Harbor

* Received a clear charge from NWCCU in terms of what they need to do
	+ National Comparison report as an issue they cited.
* Evaluators wanted to see systematic improvements to the college’s program review process
* Standardize between data power users vs those programs that use data less frequently
* The faculty wanted a simplistic dataset that some users felt didn’t actually help them make decisions about their programs
* NWCCU also requested improvements to their student learning outcomes process
	+ Closing the loop was a big focus for the evaluators

SB5227 Discussion

[Wendy Hall- VP Effectiveness--Lower Colombia]

* SB 5227 includes three components that need to completed once every five years
	+ campus climate survey of students
	+ campus climate survey of employees
	+ listening and feedback sessions with students being compensated for their time.
* Campus Climate Surveys do not always have positive effects (they can be great, but they can also cause real harm)
* As much as possible, use common instruments, well constructed questions are not the same as validated questions, can fall into traps, and all doing separate surveys will be difficult
* Lower Colombia uses CCSSE and PACE, but they don’t get to the heart of the legislation
* CCSSE has developed a Race/Ethnicity survey that is reflective of legislation
* Important to training for staff and students, create a strategic plan
* PACE is willing to do group discounts for ctcs, even if their race/ethnicity categories are not where we want them, we can add customized questions. Other instruments may also offer group discounts.
* Some funding is attached to the bill, but unclear if it will trickle down to IR.

[Summer Kenesson-- SBCTC]

* Implementation of SB 5227 may fall under IR’s scope, but it could fall under a college’s DEI office. This complicates SBCTC’s assistance.
* By July 2022 colleges need to report on finding or progress
* Important to balance flexibility (campus ability survey for issues specific to their institutions) and scale (a core subset of questions that would be comparable state wide).
* SBCTC’s goal is not to be prescriptive, but also to generate a usable model.
* Task group needs to know what will be useful to you.
	+ Evaluation of existing instruments?
	+ What are areas that we want commonality?
	+ Where is flexibility appropriate?
* Pace of work needs to be sensitive to fact that many D&E officers are new and finding their feet
* As written SB 5227 grants SBCTC the right to require a college to redo a survey. This is uncomfortable and hopefully not a provision that they want to use.
* SBCTC wants to be a resource as much as possible. It’ll be helpful to keep her informed of progress, and feel free to ask questions regarding direction, content questions, survey, design or analysis.
* Not clear if SB 5227 is also required for college in the high school students and running start students. They want more clarification.

[Questions/Discussion]

* Modality. In person surveys (CCSSE) generate demand on faculty time and more pushback. Finding an on-line option seems important.
* Zach Morgan is happy with HEDS Equity and Diversity Campus Climate Survey, willing to help support others to participate. Not long, allows 20 custom questions. Cost is low $2000. His campus needs to work with IRB to include under 18 as they are very important.
* Concern about receiving a report with ctc comparisons. Even if constructs are the same, the definitions may not be across colleges. “Counselors” are they advising or mental health?
	+ No mandate for comparisons between colleges. That would only be for ctc use.
* Mandate for use of data? Application is defined as “creating an understanding”. It’s not very clear.
	+ Also supposed to be used to “inform the establishment of professional development”.
	+ Data informed strategic plans are preferred, but understood that campus climate assessment timelines might not make that immediately possible. Maybe create a strategic plan now, but want to wait until fall for a survey to maximize student responses.

[Summer 2021 RPC Survey Results]

* Question 1 result: Most said they don’t know what they’ll use for students, 2nd was CCSSE
* Question 2 result: Most said they don’t know what they’ll use for employees, 2nd was PACE
* Question 3 result: Most said they don’t know what they’ll do for listening sessions

[**DAY 2**](https://docs.google.com/document/d/15W7Lmf0QloKqMSQesjsoN64FhJC9uZIfvFuiTCf8ybg/edit)

[Darby Kaikkonen]

* Faculty and staff dashboard is down for the foreseeable future
	+ Nobody takes ownership of personal data they same way they take ownership of student data
	+ Data quality is declining in personal management tables, and CTClink appears to be the culprit
	+ Data Services is stretched providing capacity to colleges going live, and can’t support SBCTC’s data cleaning
	+ This dashboard is drawing increased traffic, and the stakes are higher due to new rules around full and part time tenure track faculty
	+ If colleges are fielding questions, contact Darby
* SAI-- Student Achievement Initiative
	+ Declining Basic Skills gains (COVID)
	+ Basic Skills stopped testing, so no points were allocated
	+ This impacts the allocation handled by SAI because it changes the point differentials earned by each college
	+ There’s going to be a technical fix before this hits the allocation model, but the nature of that fix is unknown

[Summer Kenesson]

* Dual-Credit Research project
	+ covers CHS, Running Start, and Tech-HI programs
	+ Scope is equity issues in dual credit programs

[Thomas Mankovich]

* FTEC updates
	+ Availability
		- Refresh relies on MIS finals, so they release of the data is staggered along those lines
		- Year 1 requires 4 elapsed quarters, so it takes 15 months from entry until that data can be released.
		- Data lags based on availability from completions, transcript, and MIS student, stuclass, and class tables
	+ New Fields
		- Transfer-in Credits-- this is relatively straightforward for PeopleSoft columns
	+ Guidance
		- Darby will provide some notes on how to conduct trend analysis

RPC Business Meeting

● Roll call

|  |  |
| --- | --- |
| **College (x = here/present)** | **Fall RPC** |
| Bates Technical College | X |
| Bellevue College | X |
| Bellingham Technical College |  X |
| Big Bend Community College | X |
| Cascadia Community College | X |
| Centralia College | X |
| Clark College |  |
| Clover Park Technical College | X |
| Columbia Basin College | X |
| Edmonds Community College | X |
| Everett Community College | X |
| Grays Harbor College | X |
| Green River Community College | X |
| Highline College | X |
| Lake Washington Institute of Technology | X |
| Lower Columbia College | X |
| Olympic College | X |
| Peninsula College |  |
| Pierce (District Office) | X |
| Pierce College | X |
| Renton Technical College | X |
| North Seattle College |  |
| Seattle Central College | X |
| Seattle Colleges (District Office) |  X |
| South Seattle College | X |
| Shoreline Community College | X |
| Skagit Valley College |  X |
| South Puget Sound Community College | X |
| Spokane (District Office) |  X |
| Spokane Community College | X |
| Spokane Falls Community College | X |
| Tacoma Community College | X |
| Walla Walla Community College | X |
| Wenatchee Valley College |  |
| Whatcom Community College | X |
| Yakima Valley Community College | X |

Quorum established per roll call

Spring Minutes approved after no objections raised

Call For Hosting Colleges

Treasurer's Report

* Fia could not attend

Presidents Report [Kelley Sadler]

* Kelley Attended WACTC Ed Services commission meeting this summer
	+ WACTC will focus on the centers of excellence
	+ Center of Excellences set goals to show alignment to WAC’s overall goals
	+ Center of Excellence attempting to set specific measures and targets to demonstrate efficacy
	+ Focus will be well-being, mental health, and basic needs
* WACTC intends to focus on the SB 5227 Bill
	+ Collaboration between RPC and DEI commission
* Financial Aid Equity audit
	+ Diversity of financial aid staff
* Ed Services
	+ Monitoring a pilot program for mental health services
	+ Mid year reports required- these will go ed services

President Elect [Valerie Parton]

* WACTC Tech goals
	+ improve accessibility in CTClink
	+ support CTClink implementation
	+ improve student success tools
* WACTC Tech is reviewing an ask for 50 million dollars for student laptops
	+ Not clear if this is aligned to goals in the WACTECH strategic plan
* WACTC Tech is reviewing STAC’s role relative to CTClink
	+ concern is that CTClink consumes all of STAC’s bandwidth
* WACTC Tech concerned about CTClink being under budget
	+ Human capital flight out of CTClink is a real concern, as the project winds down folks with experience will be leaving for other jobs
* Ongoing concerns relative to unfixed CTClink production related issues
	+ This is actively a topic of conversation at the president level
	+ Focus is go-live, but what happens post-go live

Guided Pathways Advisory Council (GPAC)

* RPC Exec met with Kristine Wellington Baker regarding the issues with last year’s report
	+ Administrative burden, cumbersome survey
* Each college picked
	+ two priority components from pathway design [pathway design]
	+ two priority components from student experience [intake/equity component planning]
* Discussed alignment between GPAC and SBCTC’s ongoing goals relative to Guided Pathways
	+ They’re aligned
* GPAC wants to work on creating an alumni network
* Opportunities for re-engagement and threats to the colleges
* Kristy Wellington Baker left GPAC to work for Amazon supporting higher education

Data Governance Committee

* Memorandum of understanding and data privacy agreement in PeopleSoft
* You can see other college’s data in CTClink, which is FERPA violation
* MOU has been drafted, but now everyone needs to agree to it
	+ Options are a Canvas course, paper form, or PeopleSoft pop-up box
* The consensus was to create a pop-up box, ITC supported that since it can be used to create a database
* Proposal will go before the presidents, then it will be implemented as an enhancement to ctclink
* Global FERPA policy
	+ Will no longer be college specific, instead it will apply to the system
	+ Carmen tested this, works
* Reporting faculty position numbers remains a challenge.
	+ Carmen will hire a position at SBCTC to improve quality of HCM data

Strategic Technology Committee STAC [Wendy and Joe]

* Lack of Equity will be a major STAC focus
* How to reduce equity gaps so that all students can continue to participate in online coursework
	+ Could potential reduce enrollment losses
* Proposal is 50 million dollars to address this
	+ Could be a legislative ask, but this will work through the SBCTC governance process
* VPAD issues with accessible technology
* Acronyms related to STAC
	+ CATO-Committee for Accessible Technology Oversight
	+ ETAG - Education Technology Advisory Group
	+ STAC- https://www.sbctc.edu/about/task-forces-work-groups/stac/default.aspx
	+ CATO- https://www.sbctc.edu/about/task-forces-work-groups/stac/cato/
	+ VPAT - Voluntary Product Accessibility Templates
* STAC is also trying to figure out CTClink Governance post go-live.
* The “end” of CTClink work is a long way off, there’s numerous ongoing problems in the production environment that will require enhancements to fix
* ITC is concerned that there will be 34 solutions to Guided Pathways that will all look different
	+ This has already been done a couple of times (in student services).
		- ITC things the results of previous surveys are dated
	+ Colleges that are live aren’t going to go-back and re-train staff based on guidance from STAC, that ship has kinda sailed
* ITC Rep- we don’t have a rep, and we need one

CTCLink Steering Committee

* Green River and Skagit went live last weekend
* Reviewing readiness for DG 5B and DG 5C
* This work seems to be on track
* UAT is on time
* New online admission application portal is now live at all colleges
* Budget planning tool launched at DG 2 and 3
	+ Remaining DG groups will go live after they have substantial data in the system

Query Governance Committee

* Enhancement coming to Metalink (sometime this fall)
	+ Populating more fields -- unclear what exactly this will look like
	+ Looking for manual population for fields, business use, and history
* Data Services is receiving ticket requests for queries
	+ They’re pushing that back to ctclink reporting leads

Baccalaureate Leadership Council

* Improving pathways articulation into BAS programs
* Analysis of state data in terms of identifying equity gaps

Data Governance Demographic Subcommittee (DEMOCON)

* Previously co-lead by Data Services and Lake Washington VP
* There has been some pushback in terms of leadership process
	+ Getting a co-chair from DEI commission instead of SBCTC
	+ Facilitate anonymous voting
* Adding new race/ethnicity categories to CTClink
	+ Process for colleges to request new categories
	+ Previously this has been adhoc, a formal request would help direct workflow
* Creating a decision rubric to approve/decline requests for new race/ethncity data
* Using American Community Survey to estimate minimum thresholds. Population needs to reach at least 1% of population
* Include a regional aggregation (East/Central/South African)

Allocation Monitoring Report

* Nick’s notes: [Allocation Monitoring](https://drive.google.com/drive/folders/1BwdaW-J_tmOo1x52p6nFgaYnJrzMPYkU?usp=sharing)
* Jan Yoshiwara wants to put the work on hold for the current calendar year.
	+ Bandwidth issues due to COVID
	+ COVID’s distorts the data

Accreditation Committee

* Talked about the panel from the Thursday meeting (what went well/what could be different)
* The group’s consensus was that this should be an annual panel
* Also discussed branching out to include program review and learning outcomes assessment

EDI Committee

* Stephanie Dykes requested to co-lead. This was accepted by Victoria
	+ They’ve also developed a dedicated google drive folder linked in the agenda.
* The charge on the Senate Bill Discussion (SB 5227)
	+ Discussion of creating a resource bank to help colleges avoid reinventing the wheel
	+ Ideal to select a survey that can be normed, and are somewhat comparable
	+ EDI Committee doesn’t want SB 5227 to consume all the group’s time and energy, so they’ll delegate this work to a specific sub-committee with DEI
* EDI at RPC
	+ Professional Development be a focus
	+ Discussed about a land acknowledgement and norms for RPC

CTClink and Data-warehouse Committee

* The two committees have merged (Datawarehouse and CTClink)
* Creating a common practice (tips and tricks) folder for querying
* RPC members can add list of queries and code
* Peter Horn created a Tableau tool that can be used to access content from metalink (but with better UI)
* Working on a coursework between high school coding in legacy vs how that information is coded in PeopleSoft
* Joe built out a tool that compares legacy and peoplesoft fields that relate to the data warehouse
* Joe’s tool: [Crosswalk Dashboard](https://tableau.sbctc.edu/t/Edmonds/views/DWPSComparison/Dashboard1?%3Aiid=1&%3AisGuestRedirectFromVizportal=y&%3Aembed=y)
* Adding first generation field to the data warehouse
	+ Scope document sent to RPC
	+ Data Services is working on implementation
* RPC approved the recommendation, and it was sent to Data Services

Research Ethics

* Sent out a survey to get an inventory of existing IRB processes at each college
* Link also includes some resources for training/examples
* Campus research now has a dedicated listserv
* Want to start conversations (both IR and non-IR folks)
* Goal is to provide an overview and best practices document

The motion to approve the work plan was seconded, and approved by a majority vote

RPC’s Budget

* Exec would like to provide more travel support to RPC members
* The idea is to help us spend down the money while supporting a more diverse range of commission work connected to RPC
	+ Allow funding for RPC representatives to WACTC or SBCTC groups (beyond the exec)
	+ Raise the cap for travel per person?(Currently $500 per meeting)
	+ Increase the number of people to travel to RPC (currently travel stipend of $1000 - $500 per person per meeting)
* Motion 1:
	+ Proposed text:
		- Funding for travel should be at the state per diem rate for any official RPC representation at WACTC or SBCTC groups per approval of exec.
	+ Action:
		- Jennifer motions
		- Neal seconds
		- Jennifer tables motion
		- Moved to unfinished business (bring to parliamentarian)
* Motion 2:
	+ Proposed text:
		- Funding for travel to RPC meetings should be at the state per diem rate for any RPC member to attend and RPC meetings, with the number of people allowed per meeting will be approved by exec.
	+ Action:
		- Moved to unfinished business (bring to parliamentarian)

 Elections Committee:

* Allison will be chairing the election committee
	+ Need committee members
	+ Need folks applying for open positions (Treasurer, President Elect)

Basic Needs Survey

* Exec notified that there will be a basic needs survey
* Exec considered about WSAC generating an unfunded mandate
* WSAC wants to use this survey to replace the HOPE survey (which is going away)
* Exec is concerned since this survey will be annual
	+ Survey fatigue is a real concern
* Amanda is drafting an email with RPC’s concerns
	+ The thought is we don’t need a formal memo since this proposal is still in the preliminary stage at WSAC
* Goal is to improve question quality, length, and improve the block logic
* WSAC could provide funding for implementation and recruitment (both staff time and students)

Future meeting locations

* February 3rd and 4th of 2022-- it will be via Zoom

Meeting Adjourned