



# LAS POSITAS COLLEGE

*Las Positas College is an inclusive learning-centered institution providing educational opportunities and support for completion of students' transfer, degree, basic skills, career-technical, and retraining goals. We strive to be California's premier Community College, setting the standard through opportunities for developing knowledge, skills, values, and abilities that foster engaged and contributing members of the society.*



# Certification of the Institutional Self Evaluation Report

**Date:** July 21, 2015

**To:** Accrediting Commission for Community and Junior Colleges,  
Western Association of Schools and Colleges

**From:** Las Positas College  
3000 Campus Hill Dr.  
Livermore, CA 94551

This Institutional Self Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

I certify there was broad participation by the campus community, and I believe the Self Evaluation Report accurately reflects the nature and substance of this institution.

**Signed:**



Dr. Jannett Jackson, Chancellor, Chabot-Las Positas Community College District



Dr. Barry Russell, President, Las Positas College



Donald L. "Dobie" Gelles, President, CLPCCD Board of Trustees



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# Descriptive Background & Demographics

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*Las Positas College is located 40 miles southeast of San Francisco, amid one of California's fastest growing regions for business, science, and technology. Gently rolling hills and picturesque vineyards provide the scenic background for the College's 147-acre campus.*



### **HISTORY OF LAS POSITAS COLLEGE**

Las Positas College is one of two accredited colleges in the Chabot-Las Positas Community College District. Las Positas College principally serves residents from the communities of Dublin, Livermore, and Pleasanton, and several unincorporated areas including Sunol and North Livermore. Chabot College, located in Hayward, serves the western portion of the district, which includes the communities of Ashland, Castro Valley, Cherryland, Fairview, Hayward, San Leandro, San Lorenzo, and Union City.

Four community college districts—Contra Costa Community College District, Peralta Community College District, Ohlone Community College District, and San Joaquin Delta Community College District—flank the Chabot-Las Positas Community College District to the north, south, and east.

The college began as an extension center of Chabot College in 1963, offering 24 classes and enrolling 820 students at Livermore High School and two other sites. By 1965, the program had expanded and moved to Granada High School in Livermore; it subsequently grew to include Amador and Dublin High Schools as well. The district purchased the 147 acre Livermore site that same year, intending to develop a comprehensive community college. However, in 1970 and again in 1972, bond issues to build the rural college failed—despite the Tri-Valley voters’ overwhelming support—because the district’s largest voting population lived outside the service area for the proposed college. Lacking funds to develop a comprehensive community college, the Board of Trustees voted to develop a small education center

at the Livermore site. On March 31, 1975, “Valley Campus” opened as the Livermore Education Center of Chabot College.

Las Positas College has since developed into an accredited, comprehensive institution. In 1988, the College was designated by the Board of Governors to be an independent college. Las Positas College received accreditation on January 7, 1991, from the Accrediting Commission of Community and Junior Colleges of the Western Association of Schools and Colleges. Accreditation was reaffirmed in 1997, 2003, and 2009.

As of January of 2015, LPC offers 25 Associate of Arts degrees, 7 Associate of Arts Transfer degrees, 15 Associate of Science degrees, 3 Associate of Science Transfer degrees, and 46 certificate programs. A majority of courses transfer, as well. In addition, the college offers community education fee based courses geared toward personal development.

On March 2, 2004, Alameda County voters and those Contra Costa County voters within the district’s boundaries approved Measure B. The \$498 million Chabot-Las Positas Community College District capital improvement (construction) bond provided the college with \$217 million dollars. The college has been fully engaged in the process of designing and building new facilities, redesigning older facilities, and utilizing these new spaces to house programs and services that meet the needs of students and the community. Most of the college projects related to the bond have been completed, but a major classroom building is currently in the planning stage.

## OVERVIEW OF TRI-VALLEY AREA

### Population

Table 1 displays projected populations increases to 2023 within and adjacent to the College's service area. Generally, the Las Positas College service and surrounding areas will experience a moderate increase in total population. Both Alameda County and nearby Contra Costa County are expected to experience a 7% increase in population between 2013 and 2023. In addition, Las Positas College's Key Service Area, which is comprised of cities of Dublin, Livermore, and Pleasanton, will experience a 7% increase. Dublin will experience the largest increase with 6,464 (or 13%) new residents, followed by Livermore at 4,158 (or 5%) new residents and Pleasanton at 3,801 (or 5%) new residents. Castro Valley, an unincorporated city within the College's shared service area, will experience an increase of 2,954 (or 5%) new residents. The adjacent areas of San Ramon and Tracy are expected to grow by 7,035 (or 9%) and 7,517 (or 7%) residents, respectively.

### Implications

The increasing population of Las Positas College's service area and surrounding areas will likely increase the demand for higher education. Accordingly, the College will have to continue to consider how this increased demand will affect utilization of existing instructional space and the appropriateness of staffing levels.

TABLE 1: Projected Total Population 2013-2023

	2013	2018	2023	# Change (from 2013)	% Change (from 2013)
<b>County</b>					
Alameda County	1,572,360	1,644,391	1,678,893	106,533	7%
Contra Costa County	1,091,620	1,144,527	1,168,055	76,435	7%
<b>Key Service Area</b>					
Dublin	48,942	53,179	55,406	6,464	13%
Livermore	85,339	88,245	89,497	4,158	5%
Pleasanton	72,623	75,392	76,424	3,801	5%
<b>Total</b>	<b>206,904</b>	<b>216,816</b>	<b>221,327</b>	<b>14,423</b>	<b>7%</b>
<b>Shared Service Area</b>					
Castro Valley	58,119	60,102	61,073	2,954	5%
<b>Adjacent Service Area</b>					
San Ramon	75,597	80,694	82,632	7,035	9%
Tracy	108,436	113,562	115,953	7,517	7%

Source: Economic Modeling System Intl., 2014.3 Class of Worker Dataset (EMSI, 2014.3)

**RACE-ETHNICITY**

Table 2 shows the race-ethnic population of Alameda County and the key Las Positas College service area. Alameda County has a diverse racial-ethnic population with no single race-ethnic group constituting the majority of the population. However, the population of Las Positas College’s Key Service Area is not as diverse as the county’s. While there is variation in the race-ethnic populations by

city, the majority of residents in the Key Service Area are White. Of the 205,378 residents of Las Positas College’s Key Service Area, 117,903 (or 57.4%) are White, 42,531 (or 20.7%) are Asian, 30,281 (or 14.7%) are Latino, 6,909 (or 3.4%) are multiracial, 6,497 (or 3.2%) are African American, and 1,257 (or .6%) identify themselves with other race-ethnicity groups.

TABLE 2: Population by Race-Ethnicity, 2011-2013

Race-Ethnicity	Alameda County		Key Service Area							
	Num	Pct	Dublin		Livermore		Pleasanton		Total	
	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct
African Am.	180,417	11.6%	3,837	7.8%	1,380	1.6%	1,280	1.8%	6,497	3.2%
American Indian/ Alaska Native	4,647	0.3%	293	0.6%	117	0.1%	25	0.0%	435	0.2%
Asian	417,511	26.9%	15,399	31.3%	8,440	10.1%	18,692	25.8%	42,531	20.7%
Hispanic/Latino	351,763	22.6%	6,295	12.8%	16,373	19.6%	7,613	10.5%	30,281	14.7%
Native Hawaiian/ Other Pac. Island	12,693	0.8%	217	0.4%	180	0.2%	143	0.2%	540	0.3%
White	519,029	33.4%	20,857	42.4%	54,851	65.6%	42,195	58.2%	117,903	57.4%
Other race	4,035	0.3%	211	0.4%	48	0.1%	23	0.0%	282	0.1%
Two or more races	64,630	4.2%	2,116	4.3%	2,276	2.7%	2,517	3.5%	6,909	3.4%
Total Population	1,554,725	100.0%	49,225	100.0%	83,665	100.0%	72,488	100.0%	205,378	100.0%

Source: U.S. Census Bureau, 2011-2013 3-Year American Community Survey



## Descriptive Background and Demographics

Table 3 shows population projections by race-ethnicity from 2013 to 2023 for Alameda County and the Las Positas College Key Service Area. Alameda County and Las Positas College's Key Service Area will grow by 106,533 (or 7%) and 14,424 (or 7%) residents, respectively. In addition, both Alameda County and the LPC Key Service Area will continue to become increasingly diverse. The race-ethnicity populations with the highest growth will be Asians, Latinos, and individuals who identify themselves as multiracial. Furthermore, while the county experiences a decrease in the number of African Americans by 3,984 (or 2%), the LPC Key Service Area will experience an increase in the number of African Americans by 162 (or 2%) residents.

Cities comprising Las Positas College's Key Service Area have grown more diverse in recent years, but are still more racially homogeneous than the county. Additionally, Las Positas College's student body is relatively more diverse than its Key Service Area; this is due in part to enrollments by a more diverse younger population in the Key Service Area as well as individuals attending the college from adjacent service areas which have more diverse populations.

### Implications

As Alameda County and Las Positas College's Key Service Area continue to increase in racial-ethnic diversity, it is important that Las Positas College continue to increase its ability to meet the needs of diverse populations through its programs and services and maintain an inclusive environment.

TABLE 3: Race/Ethnicity Projections, 2013-2023

REGION	Population		Change from 2013	
	2013	2023	Number Change	Percent Change
<b>Alameda County</b>				
African American	183,310	179,326	-3,984	-2%
Am. Indian/ Alaska Native	4,232	3,986	-246	-6%
Asian	430,209	494,754	64,545	15%
Hispanic	360,606	404,097	43,491	12%
Nat. Hawaiian/ Pac. Island	12,907	14,331	1,424	11%
White	518,960	509,593	-9,367	-2%
Two or more races	62,134	72,805	10,671	17%
Total	1,572,360	1,678,893	106,533	7%
<b>Key Service Area (SA)</b>				
African American	7,002	7,164	162	2%
Am. Indian/ Alaska Native	422	412	-10	-2%
Asian	39,806	47,265	7,459	19%
Hispanic	34,533	39,662	5,129	15%
Nat. Hawaiian/ Pac. Island	635	738	103	16%
White	116,579	116,406	-173	0%
Two or more races	7,927	9,680	1,753	22%
Total	206,904	221,328	14,424	7%

Source: Economic Modeling System Intl., 2014.3 Class of Worker Dataset (EMSI, 2014.3)

Note: Las Positas College's Key Service Area is comprised of Dublin, Livermore, and Pleasanton.



## LABOR MARKET

Table 4 shows the total projected number of jobs between 2013 and 2023. Alameda County is expected to add 107,837 jobs or a 14% increase. Contra Costa County, which neighbors Alameda County, is expected to add 47,027 jobs, which would be a 12% increase. Within the Key Service Area, Dublin is expected to add 4,339 (or 20%) more jobs, Livermore is projected to add 6,238 (or 14%) more jobs, and Pleasanton will add 9,720 (or 15%) more jobs. Castro Valley, San Ramon, and Tracy are expected to add 12%, 11%, and 16% more jobs, respectively.

### Implications

Increase in job openings in the region, especially those requiring skilled labor, will drive demand for higher education as individuals seek a competitive advantage by improving their knowledge and skills. Las Positas College has an opportunity to leverage its programs and service to address this demand. The same flourishing innovation that has spurred economic growth in the region will provide new opportunities for the college to innovate programs and services to meet the demand.

TABLE 4: Projected Total Jobs 2013-2023

	2013	2018	2023	# Change (from 2013)	% Change (from 2013)
<b>Region</b>					
SF Bay Area	3,820,706	4,133,333	4,441,327	620,621	16%
<b>County</b>					
Alameda County	762,526	814,753	870,363	107,837	14%
Contra Costa County	384,301	405,930	431,328	47,027	12%
<b>Key Service Area</b>					
Dublin	21,460	23,755	25,799	4,339	20%
Livermore	43,411	46,341	49,649	6,238	14%
Pleasanton	64,364	68,903	74,084	9,720	15%
Total	129,235	138,999	149,532	20,297	16%
<b>Shared Service Area</b>					
Castro Valley	12,301	12,999	13,739	1,438	12%
<b>Adjacent Service Areas</b>					
San Ramon	42,068	43,935	46,610	4,542	11%
Tracy	29,155	31,415	33,859	4,704	16%

Source: Economic Modeling System Intl., 2014.3 Class of Worker Dataset (EMSI, 2014.3)

## Descriptive Background and Demographics



Table 5 displays projected job growth by occupation from 2013 to 2023 for Alameda County. Occupations have been sorted by the highest number of job openings. Occupations with the highest expected number of job openings will be “Office and administrative support” and “Food preparation and serving related” at 37,906 and 34,829, respectively. “Sales and related” occupations are expected have 32,829 job openings. However, many of these occupations typically require less than a college education for entry level positions. The top three occupations that typically require at least some college education for entry level work are in “management,” “business and financial operations,” and “education, training, and library;” a total of 50,235 job openings are expected in these occupations.

### Implications

Robust growth in new and replacement job openings will create a need for academic programs that effectively prepare individuals with the skills and knowledge to work in these occupations. Widespread growth across occupation groups provides Las Positas College with ample opportunities to develop and expand academic programs in areas that are expected to be in high demand; this may also present a challenge in requiring strategic use of limited resources to innovate or revitalize existing programs that enable the college to meet the needs of the community.

TABLE 5: Projected Jobs by Occupation for Alameda County, 2013-2023

OCCUPATION GROUPS	2013	2023	New Jobs	% New Jobs	Total Job Openings	% Job Openings
<b>ALL OCCUPATIONS</b>	762,526	870,363	107,837	14%	307,493	40%
Office and Administrative Support <sup>†</sup>	114,892	125,050	10,158	9%	37,906	33%
Food Preparation and Serving Related <sup>†</sup>	53,822	65,655	11,833	22%	34,829	65%
Sales and Related <sup>†</sup>	74,868	82,954	8,086	11%	32,985	44%
Transportation and Material Moving	47,826	54,756	6,930	14%	19,666	41%
Management <sup>*†</sup>	49,780	56,124	6,344	13%	17,606	35%
Business and Financial Operations <sup>*</sup>	45,848	52,312	6,464	14%	16,564	36%
Education, Training, and Library <sup>*</sup>	43,366	49,792	6,426	15%	16,065	37%
Personal Care and Service	28,611	36,749	8,138	28%	14,808	52%
Construction and Extraction	34,827	41,973	7,146	21%	14,356	41%
Healthcare Practitioners and Technical <sup>*†</sup>	37,903	43,248	5,345	14%	14,065	37%
Computer and Mathematical <sup>*</sup>	30,877	38,104	7,227	23%	12,932	42%
Production	38,688	40,520	1,832	5%	12,194	32%
Installation, Maintenance, and Repair	23,430	26,611	3,181	14%	9,204	39%
Building and Grounds Cleaning and Maintenance	25,580	28,954	3,374	13%	9,179	36%
Architecture and Engineering <sup>*</sup>	22,673	25,546	2,873	13%	8,758	39%
Healthcare Support <sup>*</sup>	18,482	22,983	4,501	24%	8,559	46%
Arts, Design, Entertainment, Sports, and Media <sup>*</sup>	17,791	19,789	1,998	11%	6,856	39%
Life, Physical, and Social Science <sup>*</sup>	13,434	15,716	2,282	17%	6,560	49%
Protective Service	14,385	16,577	2,192	15%	6,470	45%
Community and Social Service <sup>*</sup>	13,566	15,534	1,968	15%	5,424	40%
Legal <sup>*</sup>	6,741	6,860	119	2%	1,272	19%
Military	3,805	3,229	-576	-15%	812	21%
Farming, Fishing, and Forestry	1,330	1,328	-2	0%	424	32%

Source: Economic Modeling System Intl., 2014.3 Class of Worker Dataset (EMSI, 2014.3)

Note: \*Occupation groups in which 50% or more projected openings are in occupations typically requiring at least some college education for an entry-level position. †Top 5 occupation groups in LPC Service Area by total job openings between 2013 and 2023; they comprise more than one third of all projected job openings in the area.

## Descriptive Background and Demographics



Table 6 shows the industries with high growth projected between 2013 and 2023, measured in job contribution to the local economy. In some cases certain industries are shown with subcategories, while others display only the major category total. The “professional, scientific, and technical services” industry will experience the highest job growth by 2023, at 21,669 jobs. This industry includes the following services and their respective growth: “computer systems design and related services” will add 8,616 jobs (or 42% increase), “scientific research and development services” will add 4,817 jobs (or

33% increase), and “management, scientific, and technical consulting services” will add 4,694 jobs (or 41% increase).

The “health care and social assistance” industry trails closely with 21,804 job openings, representing a 21% increase. This industry includes the subcategories of social assistance, which will increase by 10,208 jobs (or 32%), ambulatory health care services, which will increase by 8,367 jobs (or 21%), and nursing and residential care facilities, which will increase by 2,509 jobs (or 21%).

TABLE 6: Industries with projected High\* Growth in Alameda County, 2013-2023

INDUSTRY GROUPS	2013 Jobs	2023 Jobs	Change	Pct. Change
<b>ALL INDUSTRIES</b>	762,526	870,363	107,837	14%
<b>Professional, Scientific, and Technical Services†</b>	75,773	97,442	21,669	29%
Computer Systems Design and Related Services	20,679	29,295	8,616	42%
Scientific Research and Development Services	14,785	19,602	4,817	33%
Management, Scientific, and Technical Consulting Services	11,414	16,108	4,694	41%
Architectural, Engineering, and Related Services	10,383	12,179	1,796	17%
Other Professional, Scientific, and Technical Services	4,262	5,889	1,627	38%
Advertising, Public Relations, and Related Services	2,815	3,905	1,090	39%
Specialized Design Services	2,264	2,474	210	9%
Legal Services	5,806	5,475	(331)	(6%)
Accounting, Tax Preparation, Bookkeeping, and Payroll Services	3,364	2,516	(848)	(25%)
<b>Construction</b>	43,774	54,584	10,810	25%
Specialty Trade Contractors	29,982	37,237	7,255	24%
Construction of Buildings	10,204	12,775	2,571	25%
Heavy and Civil Engineering Construction	3,587	4,572	985	27%
<b>Educational Services</b>	20,574	25,169	4,595	22%
Elementary and Secondary Schools	7,570	9,694	2,124	28%
Colleges, Universities, and Professional Schools	4,432	5,887	1,455	33%
Other Schools and Instruction	5,328	5,939	611	11%
Educational Support Services	1,456	1,849	393	27%
Technical and Trade Schools	1,176	1,461	285	24%
Business Schools and Computer and Management Training	221	153	(68)	(31%)
Junior Colleges	391	186	(205)	(52%)
<b>Management of Companies and Enterprises†</b>	21,224	25,952	4,728	22%
<b>Accommodation and Food Services†</b>	53,838	65,392	11,554	21%
Food Services and Drinking Places	48,870	59,592	10,722	22%
Accommodation	4,967	5,800	833	17%
<b>Health Care and Social Assistance†</b>	102,718	123,802	21,084	21%
Social Assistance	33,074	43,282	10,208	31%
Ambulatory Health Care Services	39,189	47,556	8,367	21%
Nursing and Residential Care Facilities	12,163	14,672	2,509	21%
Hospitals	18,293	18,293	—	0%

SOURCE: EMSI, 2014.3 – QCEW Employees, Non-QCEW Employees, and Self-Employed

Note: \*Industries with growth above 20%. †Industry groups projected to also exhibit 20% or higher growth within Las Positas Service Area from 2013 to 2023.

## Implications

As various industries expand in the region, especially in Dublin, Livermore, and Pleasanton, Las Positas College will need to continue to adapt its programs and services to meet the needs of the community. Students will increasingly rely on institutions with academic programs that can afford them the knowledge and skill-sets relevant to the new job market. Las Positas College currently has partnerships with Valley Care Health System, the Lawrence Livermore National Laboratory, and Sandia National Laboratories.

As industries in professional, scientific, and technical services continue to expand in the region, Las Positas College has the opportunity to expand its partnerships in this sector. The community can benefit from partnerships that foster development of relevant curriculum and prepare students to compete in these job markets. Similarly, as many of these other industries expand, renewed and improved partnerships with key industry partners will help provide the community at large with quality up-to-date programs that can better prepare students to enter the workforce. Las Positas College's key role in the local economy will present the college with a mix of great opportunities and challenges as these industries grow rapidly in the region.

## SUMMARY OF OVERVIEW OF TRI-VALLEY AREA

Between 2013 and 2023, the population of Alameda County will increase by 7%, which is similar to the growth that will occur in Las Positas College's Key Service Area. Within the Key Service Area, the population of Dublin will experience the highest growth at 6,464 (or 13% increase), followed by Livermore at 4,158 (or 5% increase) and Pleasanton at 3,801 (or 5% increase). Along with the increase in population, racial-ethnic diversity will continue to increase. The largest growing populations will be Asian, Hispanic, and individuals identifying themselves as multiracial. The increase in population, along with increased diversity, will necessitate the College sustain a concerted effort to provide appropriate programs and levels of student support services that meet the needs of this changing community.

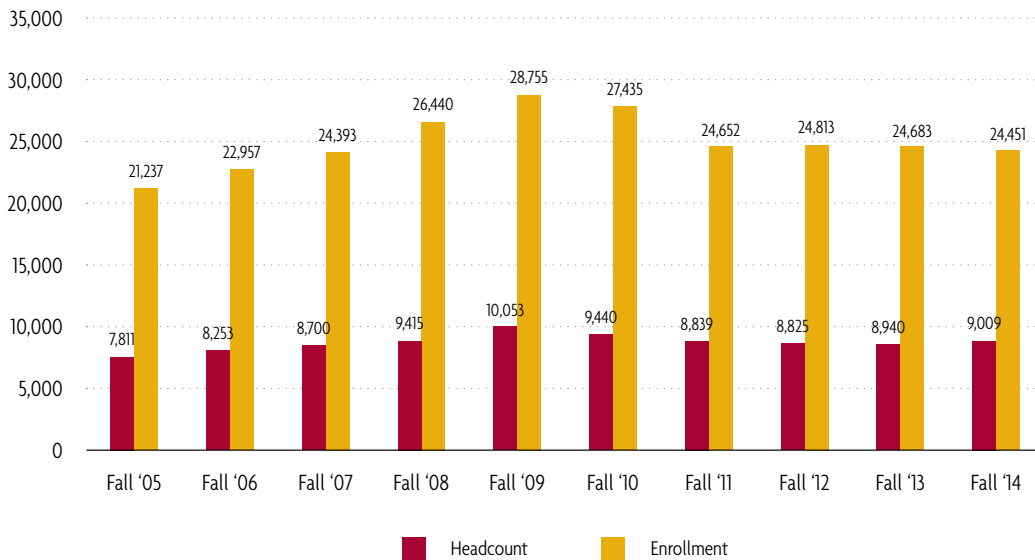
In addition to the increase in population, employment opportunities will increase by 107,837 job openings (or 14%) in Alameda County and 20,297 job openings (or 16%) in LPC's Key Service Area. Occupations that will experience particular growth and require a majority of the workers to have at least some college education will be management occupations; business and financial operations occupations; and education, training and library occupations. Industries that will experience growth are professional, scientific, and technical services; health care and social assistance; and accommodation and food services. As job openings increase, Las Positas has the opportunity to expand or create programs that meet the evolving needs of the job market.

**STUDENT DEMOGRAPHICS**

Chart 1 displays the headcount and enrollment of students at Las Positas College between fall 2005 and fall 2014. The headcount at Las Positas College increased steadily from fall 2005 to fall 2009 and then dropped markedly in fall 2010 and fall 2011. The headcount has been relatively stable between fall 2011 and fall 2014. Enrollments (seats filled) at the college mirror the headcount pattern. The changes in headcount and enrollment generally reflect variations in state funding levels as well as changes in the local economy.



**CHART 1: LPC Headcounts and Enrollments, Fall 2005 - Fall 2014**



# Descriptive Background and Demographics

Chart 2 shows the race-ethnicity of LPC students. The proportion of White students has gone from 58% to 42% in 10 years. Meanwhile, the proportion of Latino students has gone up from 14% in 2005 to 29% in 2014. Additionally, the proportion of Asian students has increased slightly from 13% in 2005 to 16% in fall 2014. The proportion of African American students has remained steady at roughly 5% each semester. The multiracial category, introduced in fall 2011, has also shown a slight increase. LPC is becoming increasingly diverse primarily in the larger numbers of Hispanic and Asian students.

## Implications

With the increasing diversity of students, the College may want to investigate which pedagogical approaches best meet the learning needs of a more diverse student body. In addition, the College may want to determine how to make the campus a more inclusive environment that fosters acceptance and understanding of diverse cultures and viewpoints.

**CHART 2: Race-Ethnicity, Fall 2005 - Fall 2014**

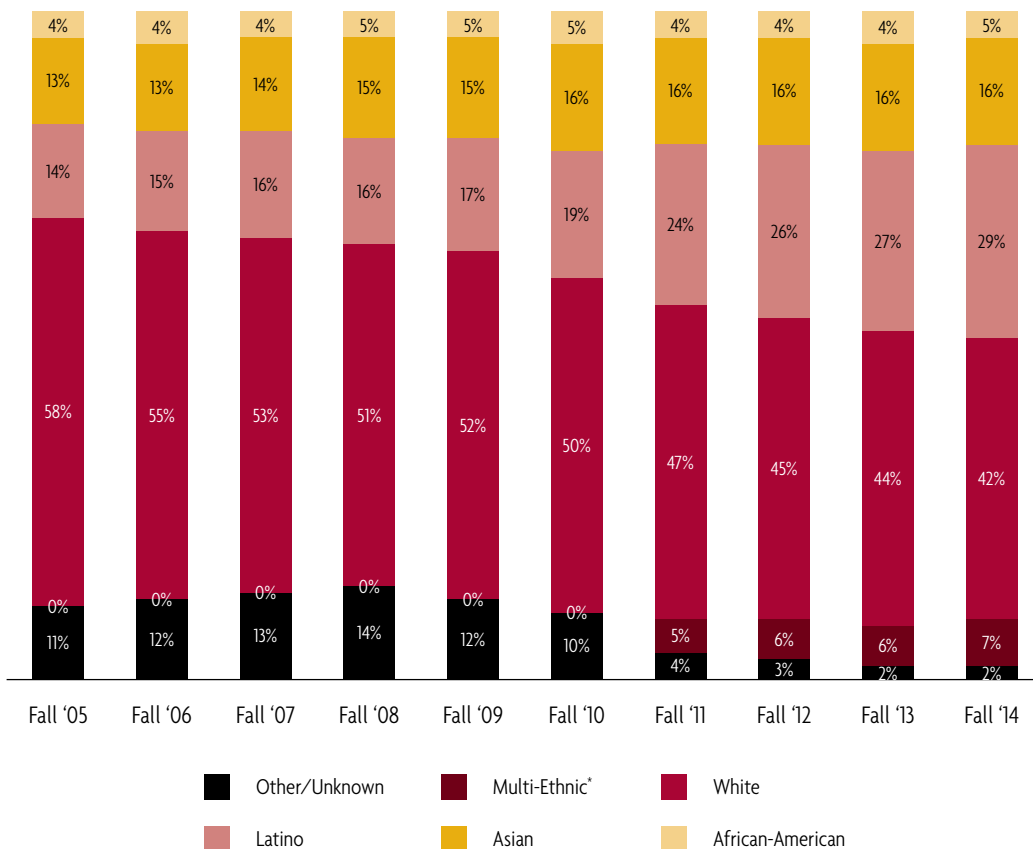


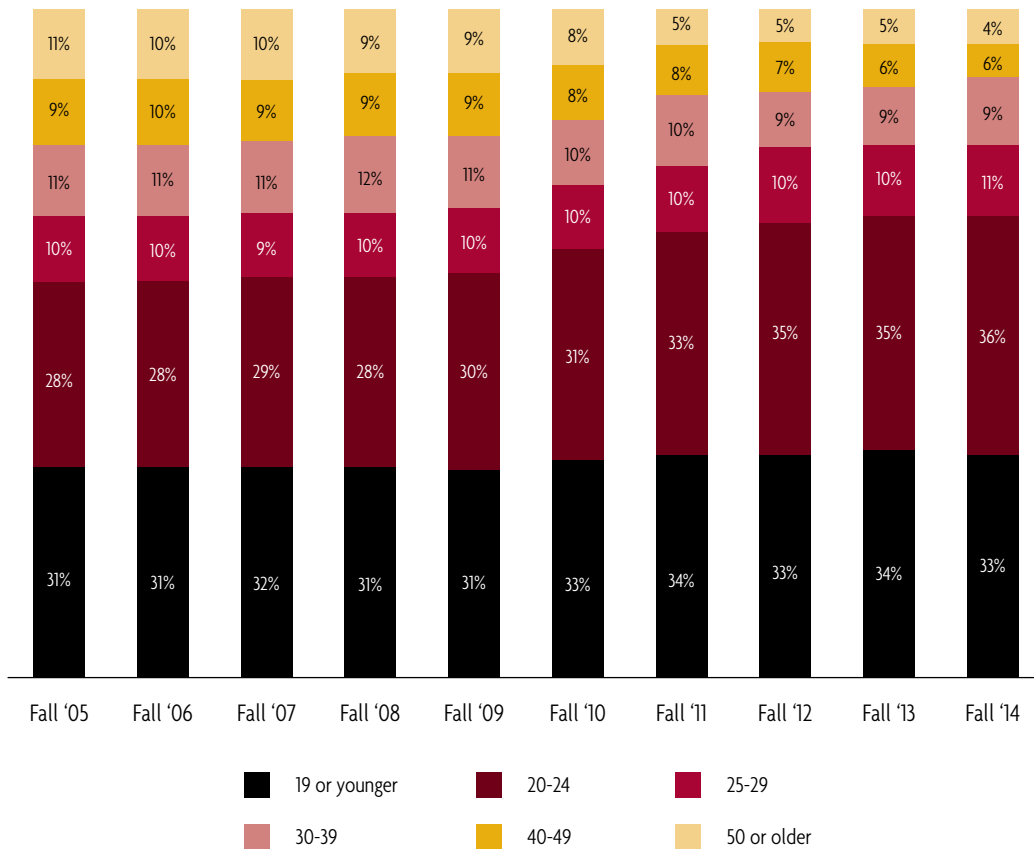


Chart 3 shows the age distribution of LPC students. The proportion of students 24 or younger has increased steadily from 59% in fall 2005 to 69% in fall 2014. During the same time period, proportion of students 40 or older decreased from 20% in fall 2005 to 10% in fall 2014.

## Implications

The College may want to investigate why students age 40 or older decreased so significantly in order to make sure access is not an issue for this population.

**CHART 3: Student Age Distribution, Fall 2005 - Fall 2014**



# Descriptive Background and Demographics

Chart 4 shows the educational goal of students. The proportion of students who plan to obtain a bachelor's degree after completing an AA degree has increased from 34% in fall 2005 to 46% in fall 2014; during the same time period, the percentage of students who want to transfer without earning an associate degree has increased slightly from 12% to 16%. The proportion of students pursuing a terminal AA degree has decreased, as has the proportion of students enrolled to gain job-related skills. The proportion of students who are undecided about the educational goal has declined by 6 percentage points to 15% in fall 2014.

## Implications

An increasing number of students are seeking to transfer with or without an associate degree to a university. This goal requires a commitment of at least four years from students. The college will need to continue to assess the effectiveness of learning support and student support services that help students to transfer.

**CHART 4: Student Educational Goal, Fall 2005 - Fall 2014**

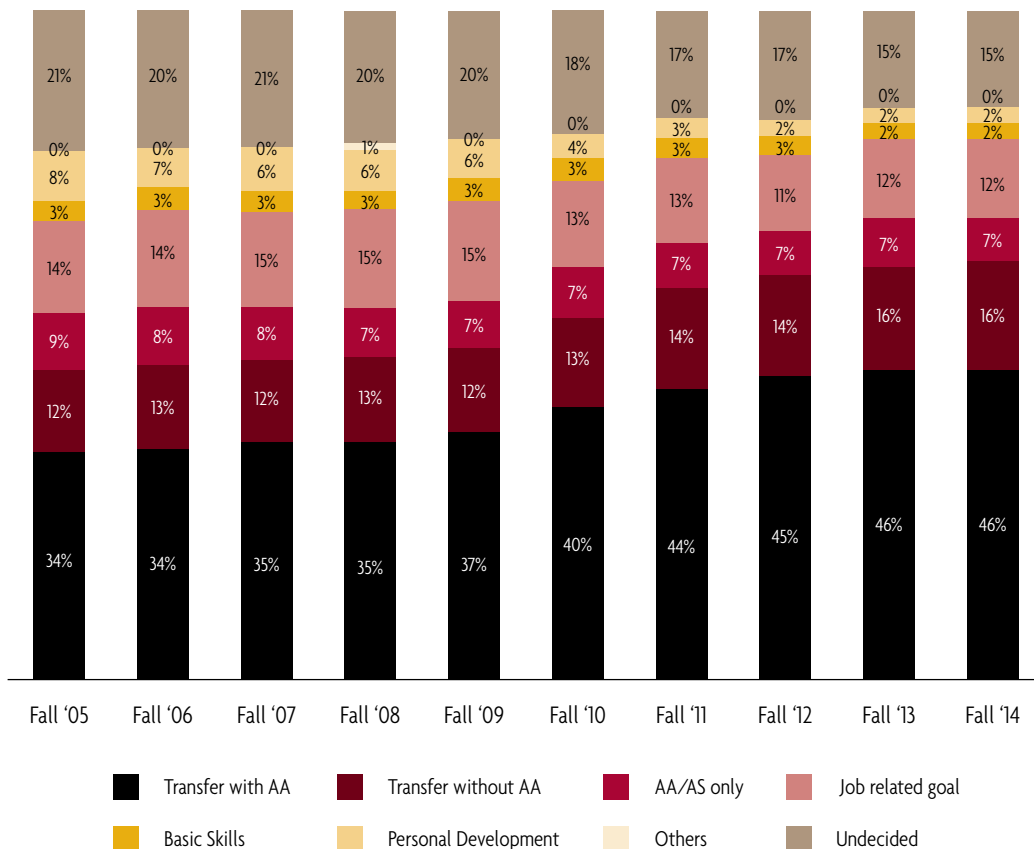
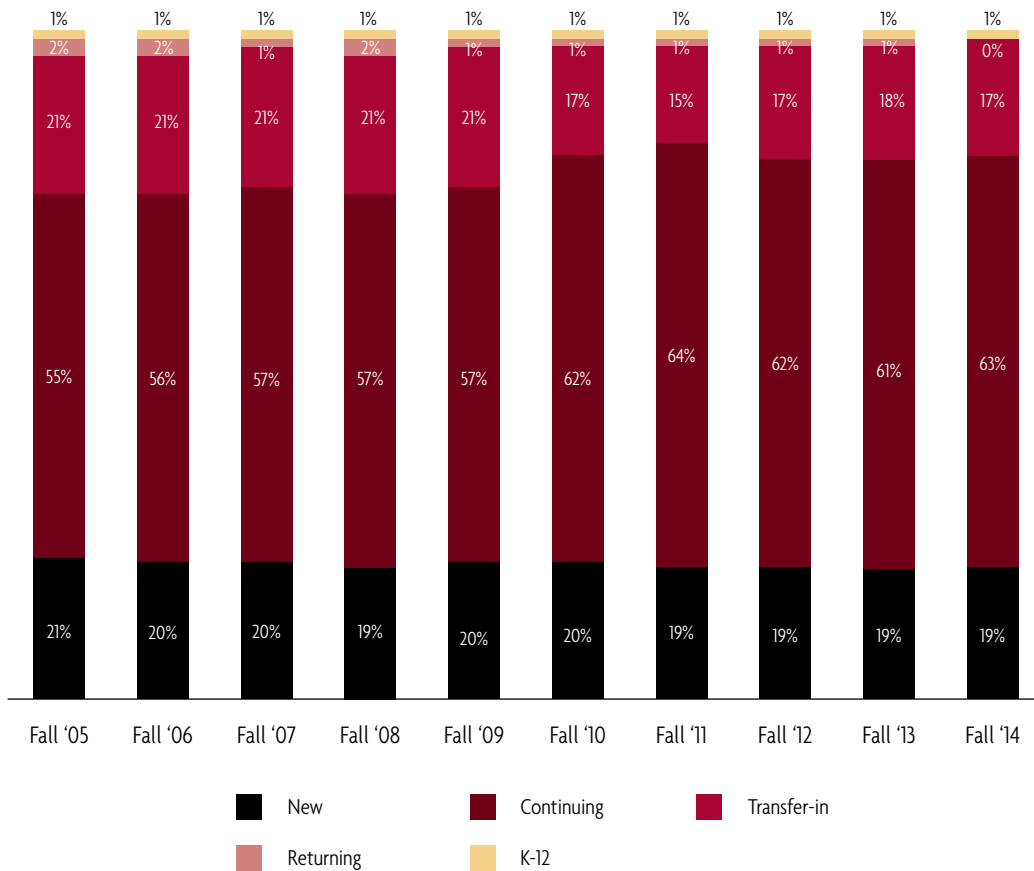


Chart 5 shows the percentage of students by type of student. The proportion of “New” students (students who have never attended college) has been relatively stable during the past 10 years. However, the proportion of “Continuing” students (students who attended LPC the prior semester) has steadily increased from 55% in fall 2005 to 63% in fall 2014. On the other hand, the proportion of “Returning” students (students who have been out of the college for at least one semester) has decreased from 21% in fall 2005 to 17% in fall 2014.



**CHART 5: Student Type, Fall 2005 - Fall 2014**



# Descriptive Background and Demographics

Chart 6 shows that the number of students attending full-time (12 units or more) increased from 35% in fall 2005 to 40% in fall 2010 before decreasing slightly between fall 2011 and fall 2014. The number of students with high part-time units (5.6 units to 11.9 units) increased steadily from 29% in fall 2005 to 38% in fall 2014. On the other hand, student with low part-time units (up to 5.5 units) decreased from 36% to 23%. Overall, Las Positas College students are taking a higher unit load than in previous years.

## Implications

As students take higher unit loads, they are increasingly likely to be on campus and utilize college resources. The college will need to continue to assess the effectiveness of learning support and student support services in meeting the needs of students. In addition, the College may want to investigate whether to increase extracurricular activities (e.g., student clubs) that engage students while they are on campus.

**CHART 6: LPC Students' Unit Load, Fall 2005 - Fall 2014**

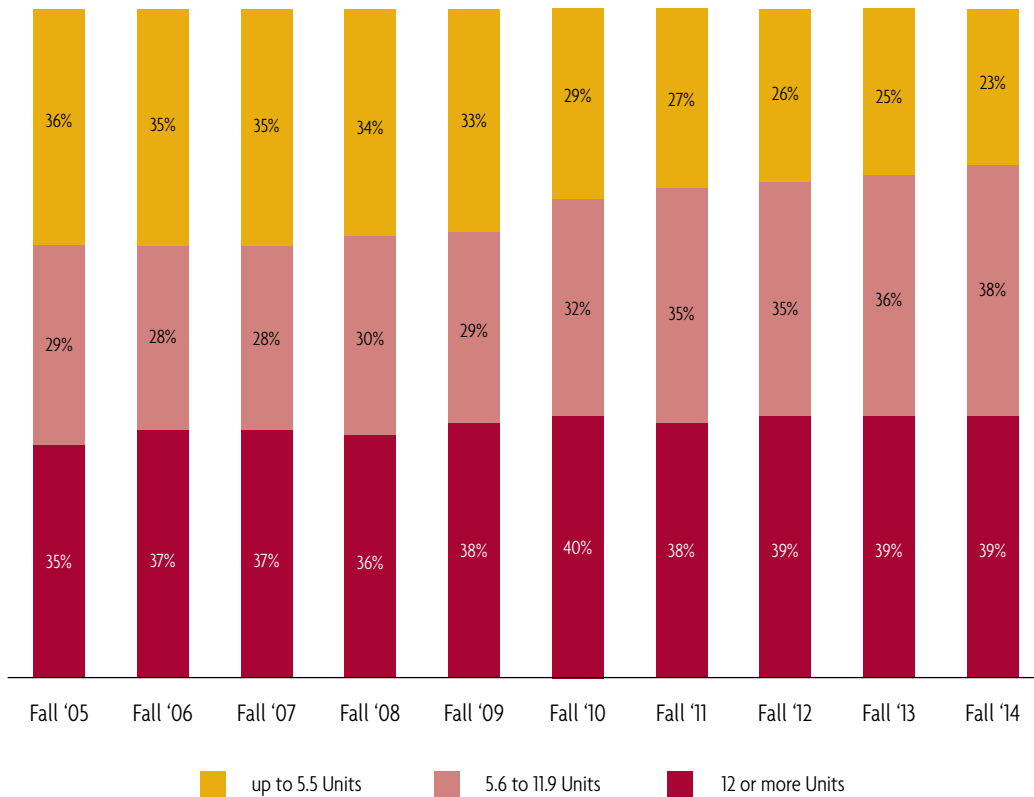
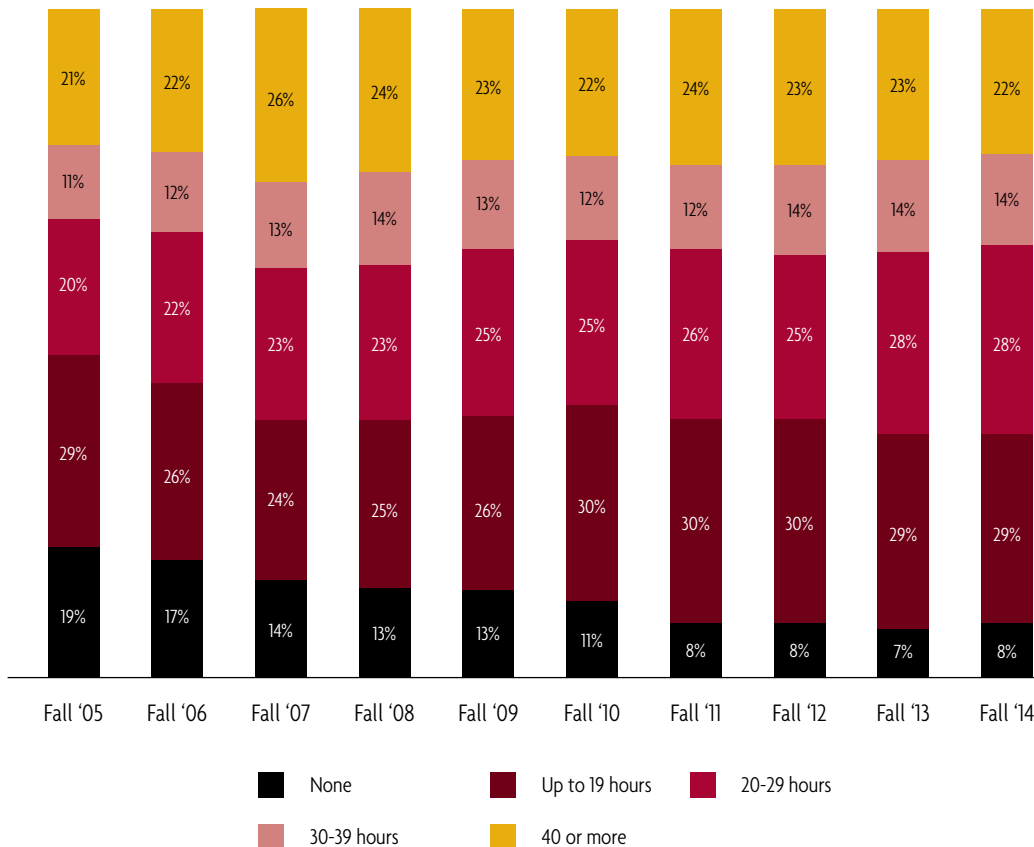


Chart 7 displays the distribution of the average amount of hours students expected to work per week. The percentage of students working while enrolled at Las Positas College has steadily increased from 81% in fall 2005 to 92% in fall 2014. In addition, the percentage of students working 20-29 and 30-39 hours has steadily increased three- and eight-percentage points, respectively. Although the percentage of students working up to 19 hours and those working 40 hours or more fluctuated between 2006 and 2010, these percentages have since stabilized and currently represent about the same share of students they did in 2005.

## Implications

The increase in the number of students working has occurred at the same time as students are taking a greater number of units; the combination of these factors may adversely affect academic performance as students pursue their educational goals. Furthermore, these factors may adversely affect student engagement and campus life. The College may want to review its support services to address the needs of students as their employment rates continue to increase.

**CHART 7: Student Work Hours Per Week, Fall 2005 - Fall 2014**



# Descriptive Background and Demographics



Chart 8 shows the top five cities of Las Positas College students. The top five cities are Livermore, Tracy, Pleasanton, Dublin and Castro Valley. All cities, except for Tracy, show a similar enrollment pattern over the years: enrollment steadily increased from fall 2005 to fall 2009 and then decreased between fall 2010 to fall 2014. The number of students from Tracy increased every fall between 2005 and 2014. In fall 2014, Tracy overtook Pleasanton to become the second top city of LPC students.

## Implications

The College may want to investigate why the institution is losing students from Livermore, Pleasanton, Dublin, and Castro Valley—all cities within the College’s service area.

**CHART 8: Students by City of Residence, Fall 2005 - Fall 2014**

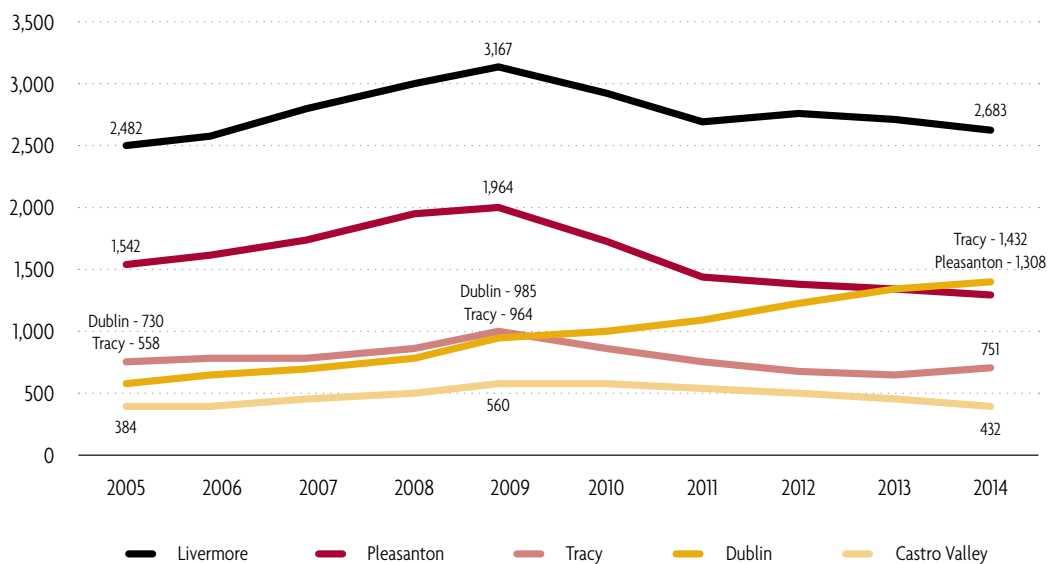
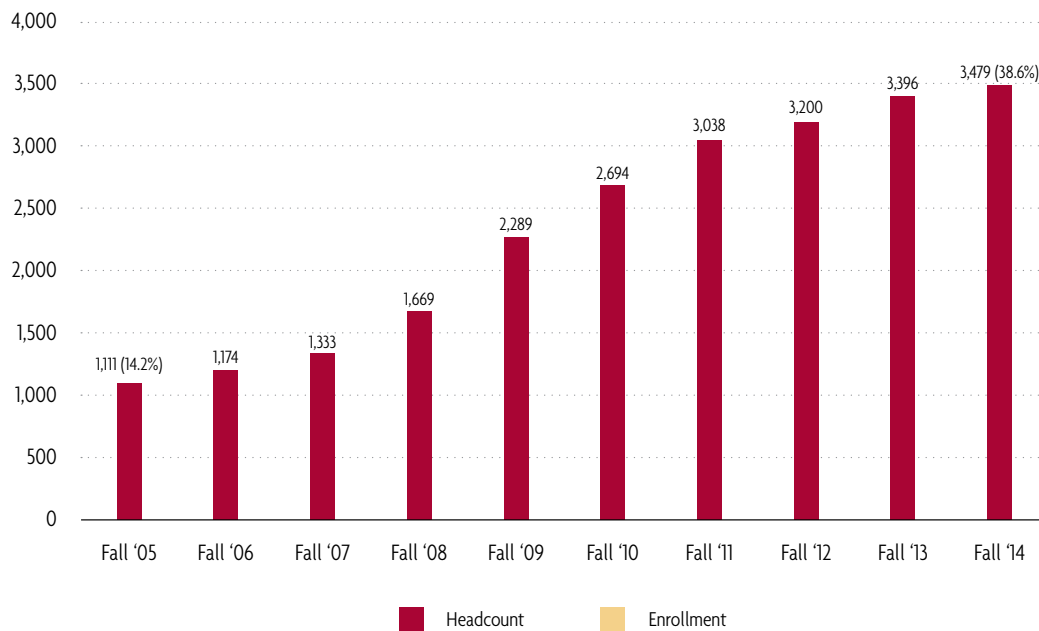


Chart 9 shows the number of low-income students attending the College between fall 2005 and fall 2014. The percentage of low-income students increased dramatically from 14.2% in fall 2005 to 38.6% in fall 2014.

## Implications

The College will need to continue to address the needs of an increasingly low-income student population.

**CHART 9: Low Income Students, Fall 2005 - Fall 2014**



## SUMMARY OF STUDENT DEMOGRAPHICS

Headcounts and enrollments at Las Positas College has steadily increased between 2005 and 2009 and then decreased and stabilized between 2010 and 2014. During the same period, the race-ethnicity of student has increased - the largest increase has been in Latino students while the number of White students has decreased significantly. The age of students has changed as well; students age 29 or younger has increased while students age 30 or older has decreased. As the age of students has decreased, higher percentage of students are seeking to transfer and fewer are seeking associate degrees only, job related goals, or personal development. As students seek their goals, a higher

percentage are continuing, taking more units, and expecting to work. With regard to residence of students, fewer students are coming from the College's Key and Shared Service Areas and a greater number are coming from Tracy, which is outside the College service area. The change in student composition has led to an increase in low income students at the College.

The changing student demographics at Las Positas College has provided the opportunity for the College to examine its educational opportunities and learning and student supportive services that can best serve students and help make the campus a more inclusive environment.

**STUDENT ACADEMIC PREPAREDNESS AND OUTCOMES**

Chart 10 shows the English and math assessment results of new first-time college students in fall 2014. The results indicate that a majority of students assess below transfer-level English and math. In English, a majority of the students assess into a course that is one level below transfer. However, in math, a majority of students do not assess into a single level; the numbers in math are more spread out—about a third assess into transfer-level math or two-levels below transfer-level math and almost 20% assess into one level below transfer or three levels below transfer.

**Implications**

The challenges of underprepared students have been documented. Unprepared students are less likely to complete their educational goal than students who enter the college prepared to do college-level work. The more under-prepared students are, the less likely they are to achieve their educational goal. The College must continue to address the needs of under-prepared students by continuing to experiment with changes in curriculum and instruction, and determine if learning support and student support services need to be expanded.

**CHART 10: English and Math Assessment Recommendations, Fall 2014**

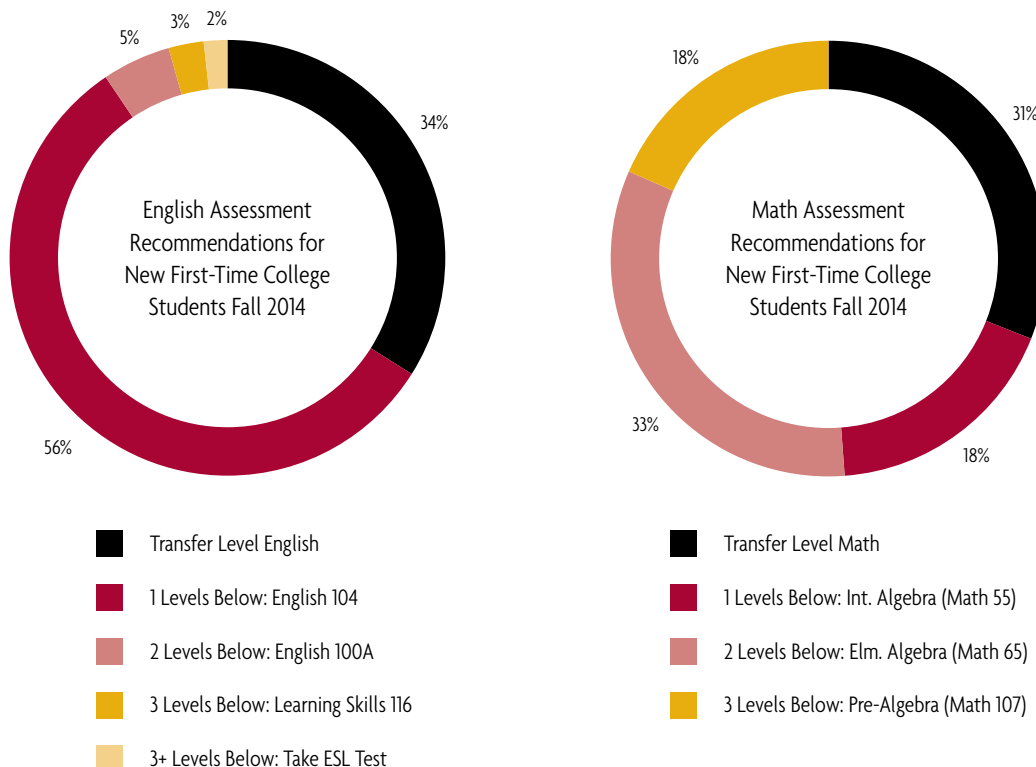
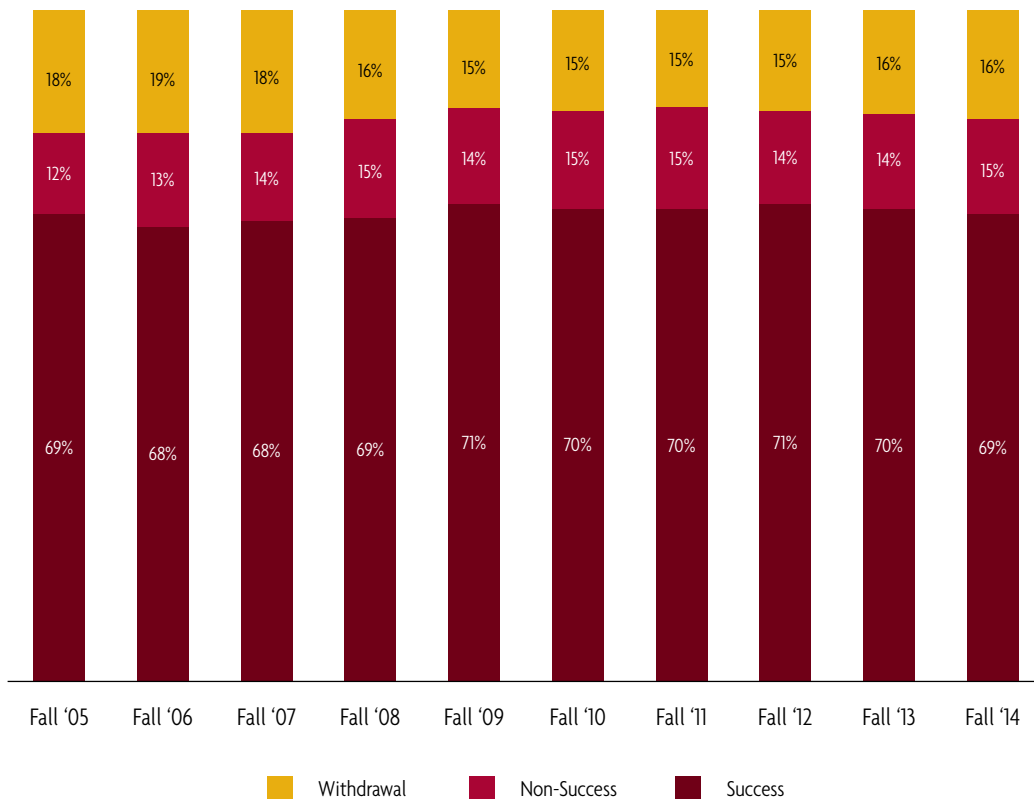






Chart 11 shows course success rates for all LPC courses. Course success is a grade of C or better. Non-success is a grade of D, F, or I. Course success rates have remained relatively stable since fall 2005 - ranging from a low of 68% to a high of 71%. In addition, there has been a slight change in non-success and withdrawal rates. Non-success rates have increased over the last 10 years by three percentage points to 15% while withdrawal rates have decreased by two percentage points to 16%.

**CHART 11: Overall Course Success, Fall 2005 - Fall 2014**



## Descriptive Background and Demographics



Chart 12 displays success rates in Basic Skills English courses. Success rates in Basic Skills English courses have steadily increased from 71% in fall 2005 to 77% in fall 2014. During the same time, non-success rates have generally been stable and withdrawal rates have declined from 19% to 11%.

**CHART 12: Course Success in Basic Skills English, Fall 2005 - Fall 2014**

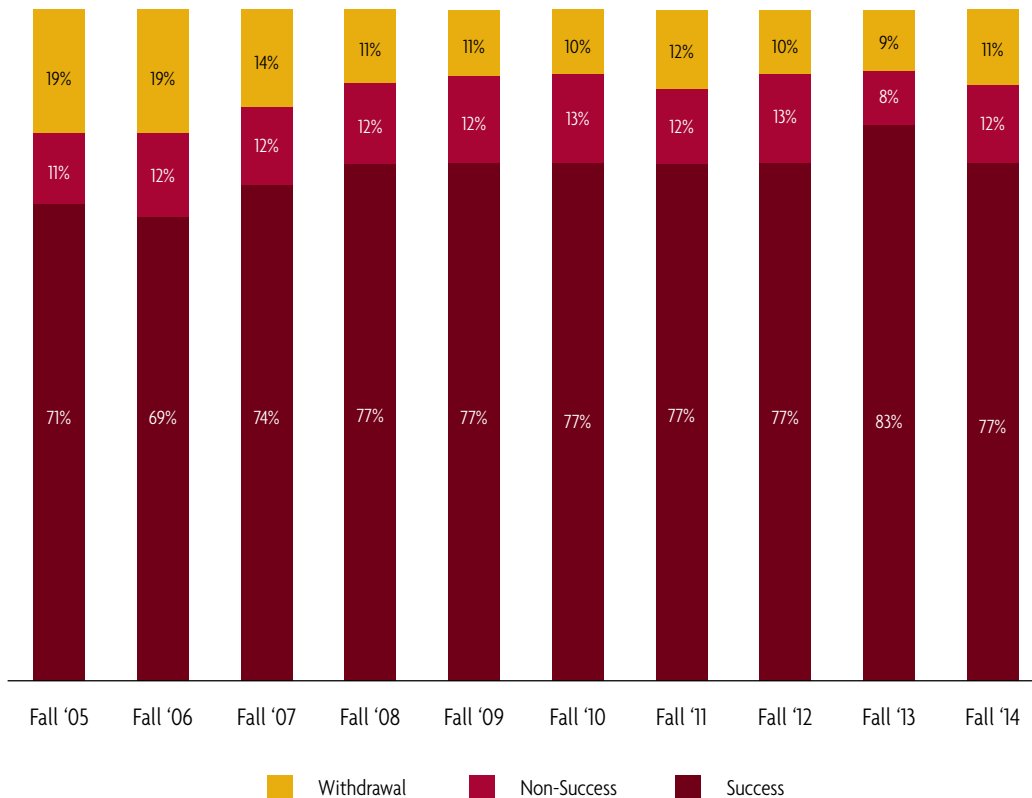


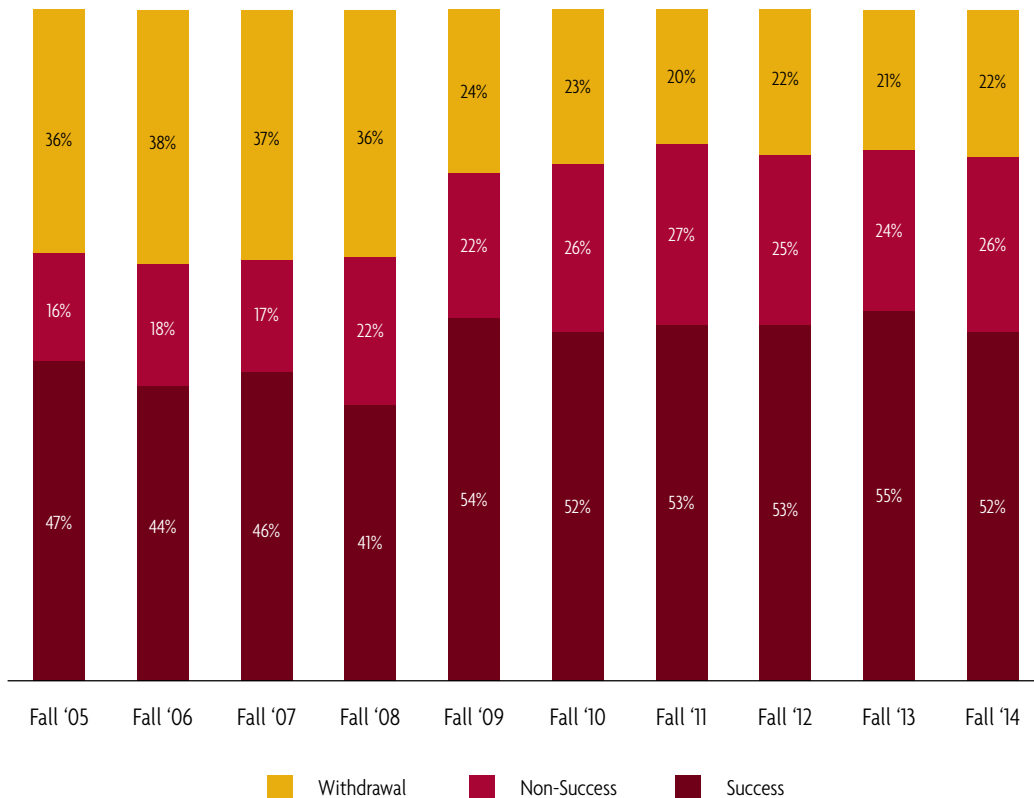
Chart 13 shows success rates in basic skills math courses. Within the last ten years, success rates have increased from the mid 40's to the low 50's. In addition, the non-success rates have increased from the mid-teens to the mid 20's. During the same time, withdrawal rates have decreased from the high 30's to the low 20's.

## Implications

The increase in success rates for both basic skills English and math courses means that students are going through the sequence of basic skills courses at higher rates than in the past. In addition, with higher success rates, availability of English and math basic skills courses is higher than the past due to fewer students needing to retake a course because fewer students failed or withdrew from courses. The increase in success rates in basic skills English and math courses is likely the result of faculty developing strategies and changes to the programs to increase success and retention.



**CHART 13: Course Success in Basic Skills Math, Fall 2005 - Fall 2014**



## Descriptive Background and Demographics

Chart 14 shows the number of degrees and certificates awarded annually. Overall, the numbers of degrees and certificates that have been awarded have increased during the last 10 years. Between 2009-10 and 2013-14, the number of degrees awarded has remained at 500 or above while the number of certificates has fluctuated.

**CHART 14: Degrees and Certificates Awarded, Academic Years, Fall 2004-05 to Fall 2013-14**

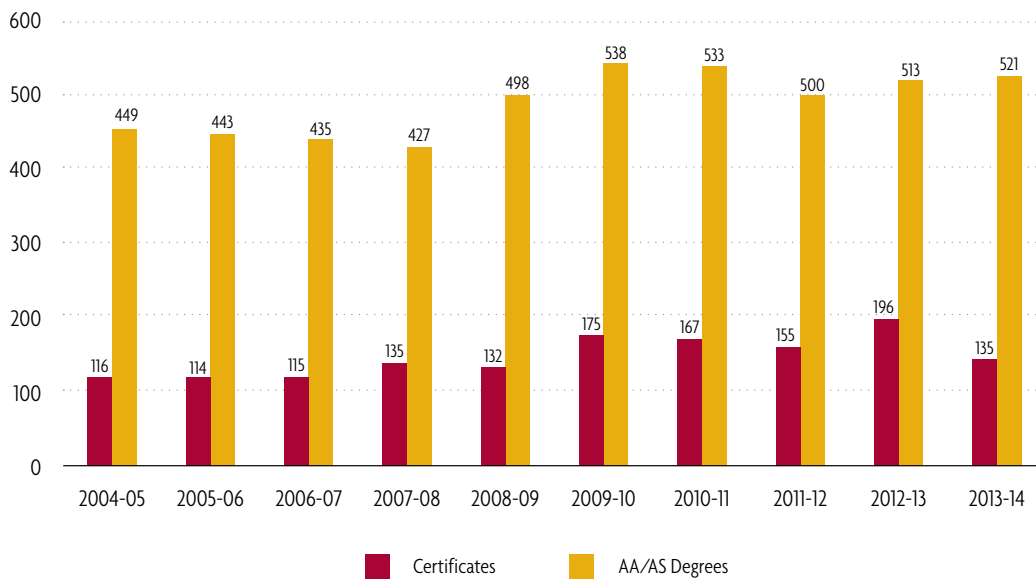


Chart 15 shows the number of transfers to CSU/UC. Overall, there has been a steady increase in the number of transfers to both CSU and UC. The drop in transfers in 2009-10 reflect a decrease in enrollments at CSU campuses due to statewide budgetary conditions.

**CHART 15: Number of Transfers to CSU/UC, AY Fall 2004-05 to Fall 2013-14**

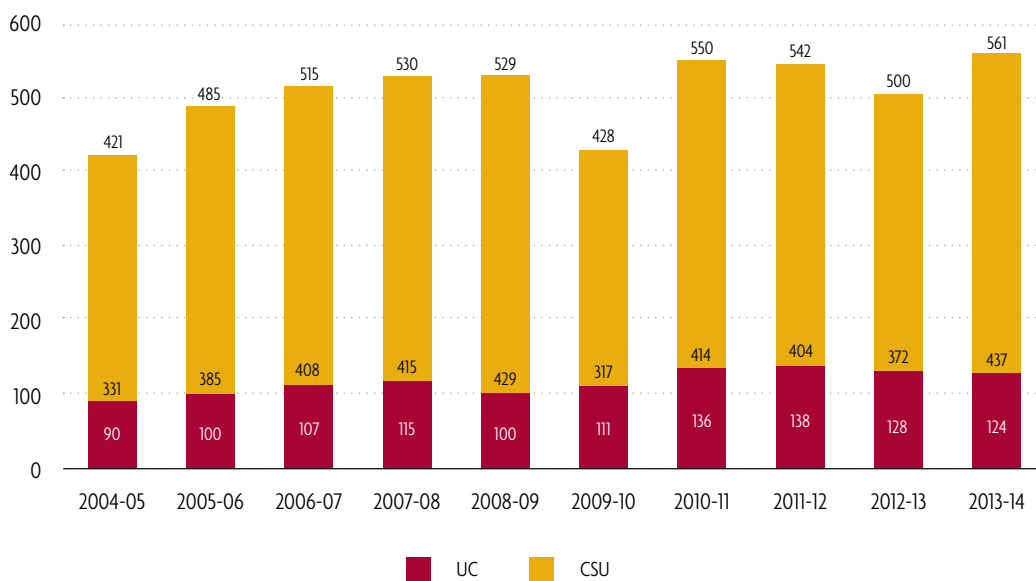
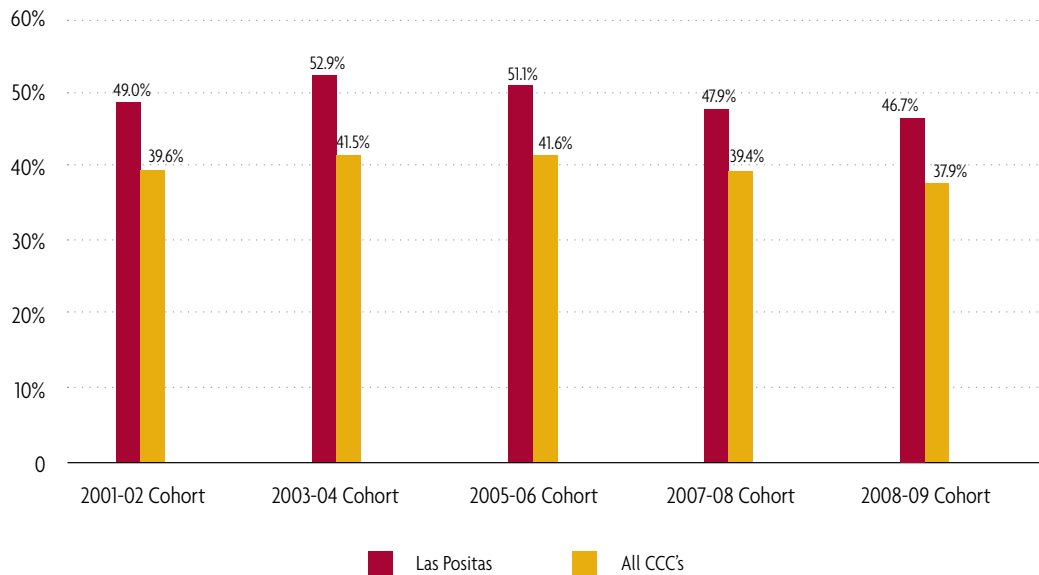


Chart 16 shows the transfer rates for Las Positas College students versus the average of all California community colleges. This data is produced by the California Community College Chancellor's Office.

Las Positas College students consistently transfer at rates above the average for California community colleges.

**CHART 16: Transfer Rates, Cohort after 6 years, 2001-02 to 2008-09 Cohorts**



## SUMMARY OF STUDENT ACADEMIC PREPAREDNESS AND OUTCOMES

Most students come to Las Positas College unprepared to do college-level work in English and math; these students have to take basic skills English and Math courses before they can enroll in college-level courses in the aforementioned disciplines. While overall course success rates have remained stable over the last 10 years, success rates in basic skills English and math courses have increased; this is likely due faculty developing strategies addressing the needs of underprepared students.

During the last ten years, the total number of associate degrees awarded has increased while the number of certificates has fluctuated. In addition, the number of transfers to CSU/UC has increased and transfer rates remained above the average for all California Community Colleges.

## INSTITUTION-SET STANDARDS FOR STUDENT PERFORMANCE

Las Positas College adopted baseline institution-set standards for five student performance outcomes: course completion rates, student retention rates, degrees awarded, certificates awarded, and number of transfers to UC/CSU. It should be noted that an institution-set standard is the “floor” that establishes a level of expectation that, if not met, triggers intentional and deliberate action to address an issue. The College seeks to consistently meet or exceed the minimum standard each year. Within each of the performance areas, the College intends to meet or exceed 95% of a rolling five year average for a given metric; the College selected

this definition in recognition that the institution is rapidly increasing the number of students from under-represented populations that have historically been more likely to be unprepared for college-level work compared to their peers. As a result, students from underrepresented populations have had lower levels of academic performance.

### Annual Course Completion Rates

Chart 17 shows the course completion rate. Course completion rate is the number of successful grades (grade of ‘C’ or above) over total number of grades. The current institution-set standard for annual course completion rate is 67.3%. Las Positas College met its standard for academic year 2013-14 with a course completion rate of 71.7%.

**CHART 17: Institution-Set Standard: Course Completion Rate, 2013-14**

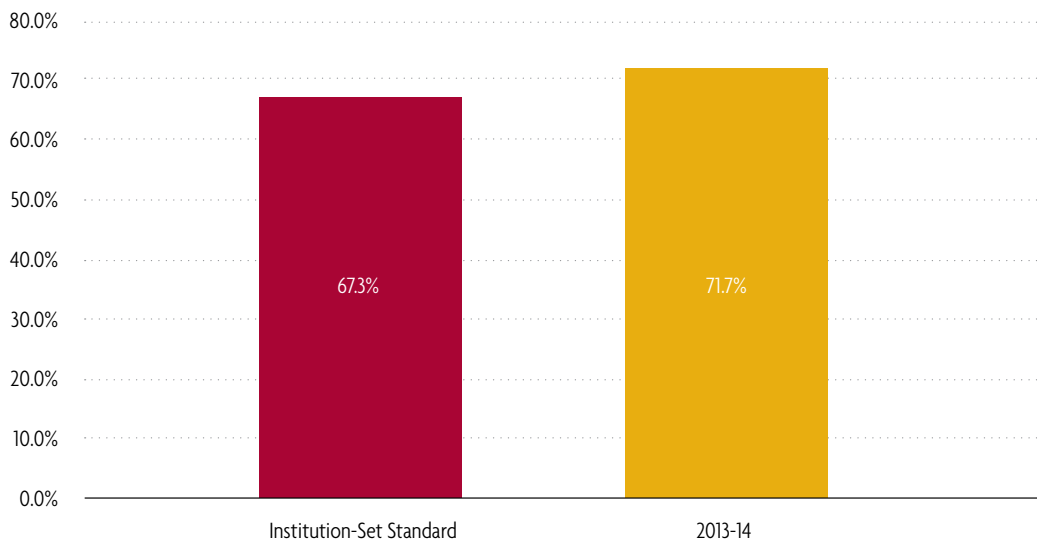
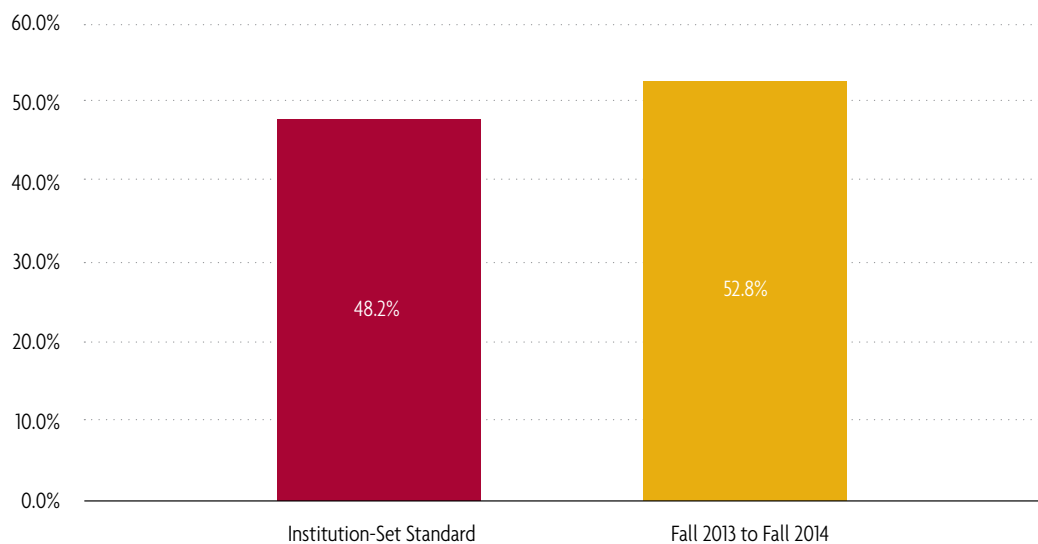




Chart 18 shows the fall-to-fall retention rates for all students. Fall-to-fall retention rate is the number of students who were enrolled in a given fall and then enrolled in the subsequent fall. The current institution-set standard for fall-to-fall retention rate for all students is 48.2%. Las Positas College met its standard for academic year 2013-14 with a retention rate for all students at 52.8%.

**CHART 18: Institution-Set Standard: Retention Rates of All Students, Fall 2013 to Fall 2014**



## Descriptive Background and Demographics

Chart 19 shows the fall-to-fall retention rates for new students. Fall-to-fall retention rate is the number of students who were enrolled in a given fall and then enrolled in the subsequent fall. The current institution-set standard for fall-to-fall retention rate for new students is 62.0%. Las Positas College met its standard for academic year 2013-14 with a retention rate for new students at 67.2%.

**CHART 19: Institution-Set Standard: Retention Rates of New Students, Fall 2013 to Fall 2014**

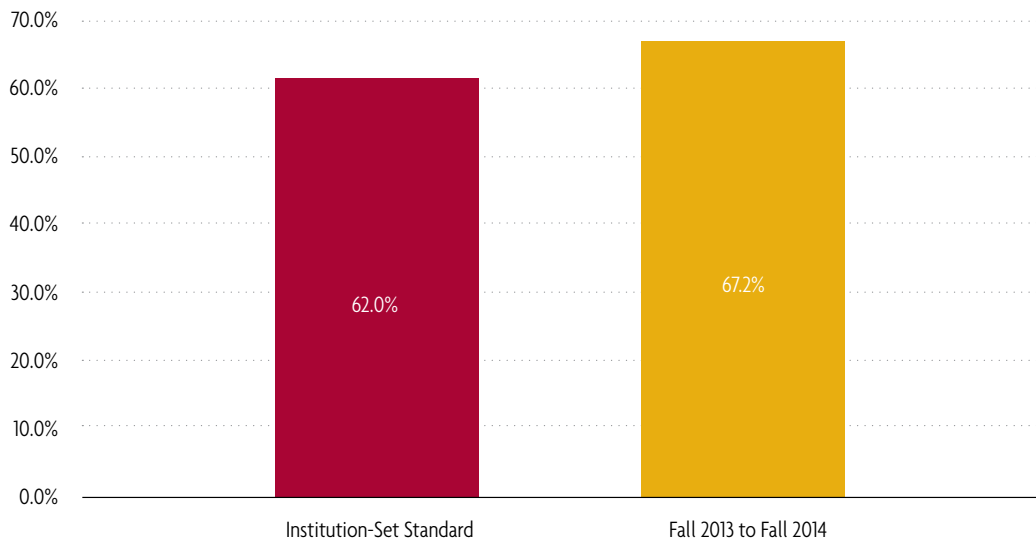


Chart 20 shows the annual number of associate degrees awarded at Las Positas College. The current institution-set standard for the number of degrees awarded is 491. Las Positas College met its standard for academic year 2013-14 with 521 degrees awarded.

**CHART 20: Institution-Set Standard: Associate Degrees, 2013-14**

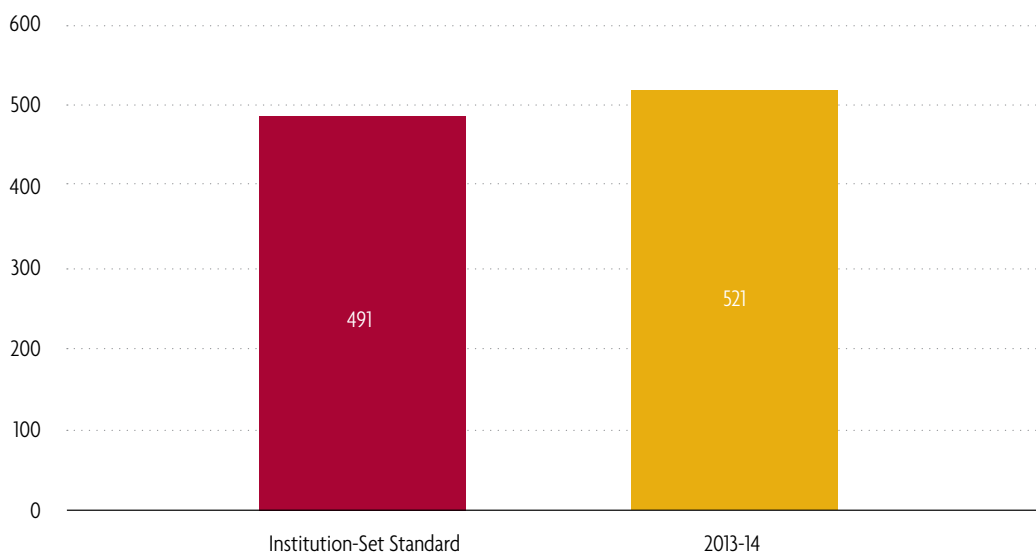
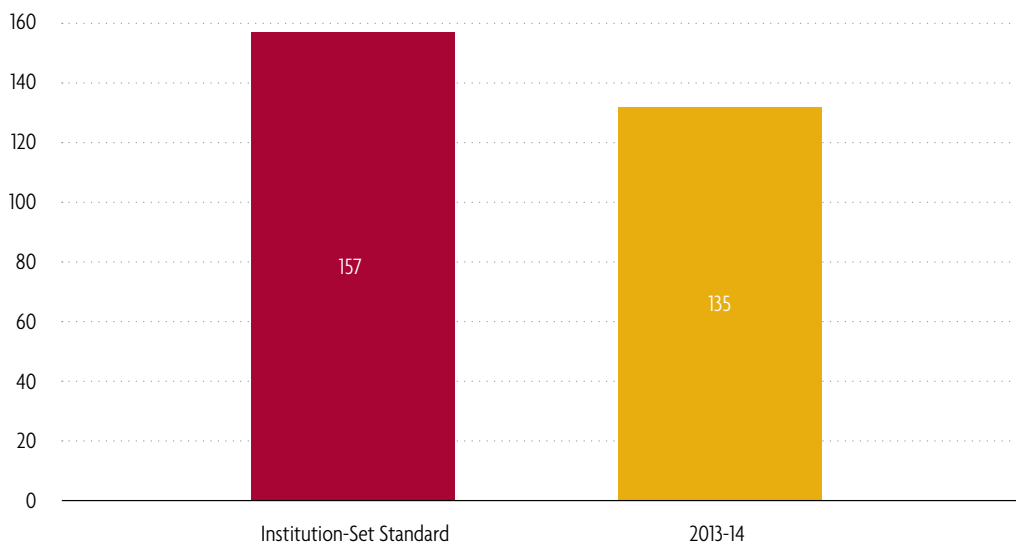






Chart 21 shows the annual number of certificates awarded at Las Positas College. The current institution-set standard for the number of certificates awarded is 157. Unfortunately, Las Positas College did not meet its standard for academic year 2013-14 with 135 certificates awarded. However, the College is determined to meet the institution-standard for certificates in 2014-15. After some research, it was determined that the main reason the College did not meet its institution-set standard in 2013-14 was because a number of students who earned a certificate did not apply for it; the College is looking into a number of solutions to meet the standard in 2014-15.

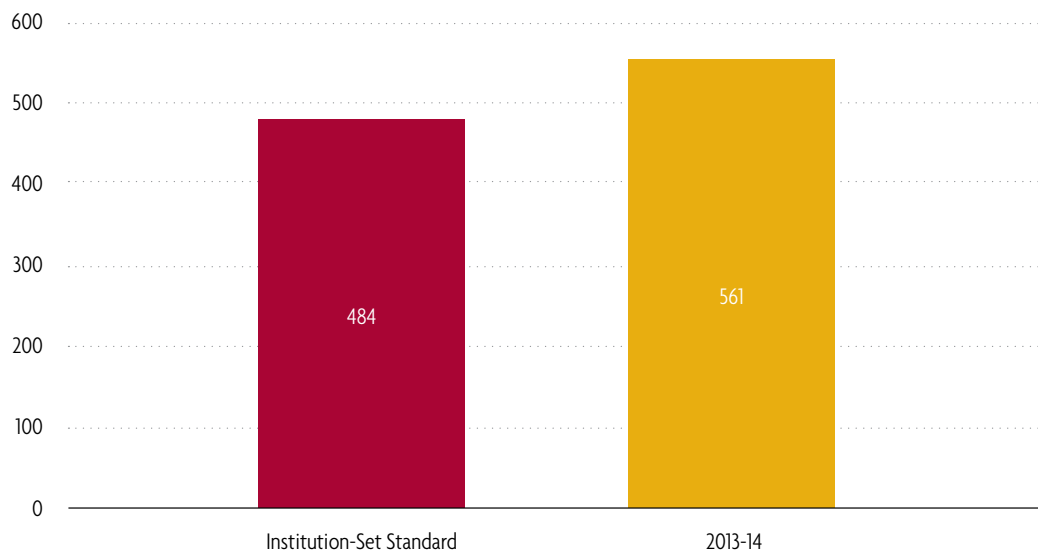
**CHART 21: Institution-Set Standard: Certificates Awarded, 2013-14**



## Descriptive Background and Demographics

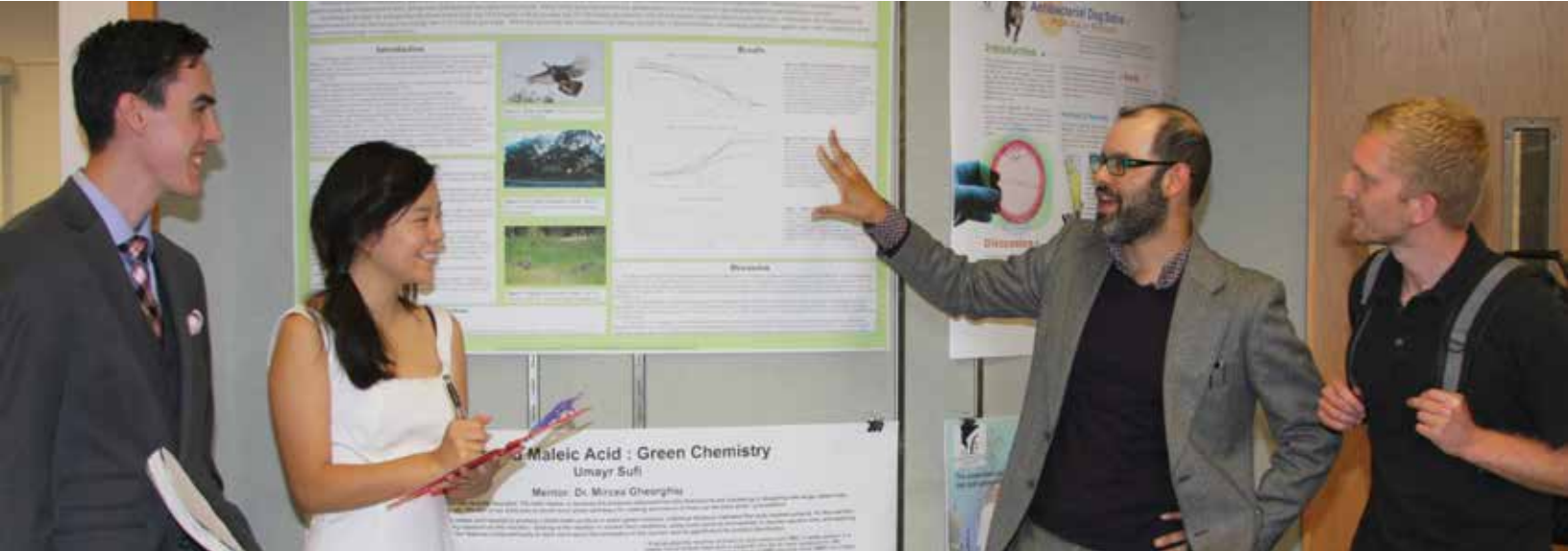
Chart 22 shows the annual number of transfer to the UC/CSU. The current institution-set standard for the annual transfers to UC/CSU is 484. Las Positas College met its standard for academic year 2013-14 with 561 transfers to UC/CSU.

**CHART 22: Institution-Set Standard: Transfers to UC/CSU, 2013-14**



### SUMMARY OF INSTITUTION-SET STANDARDS

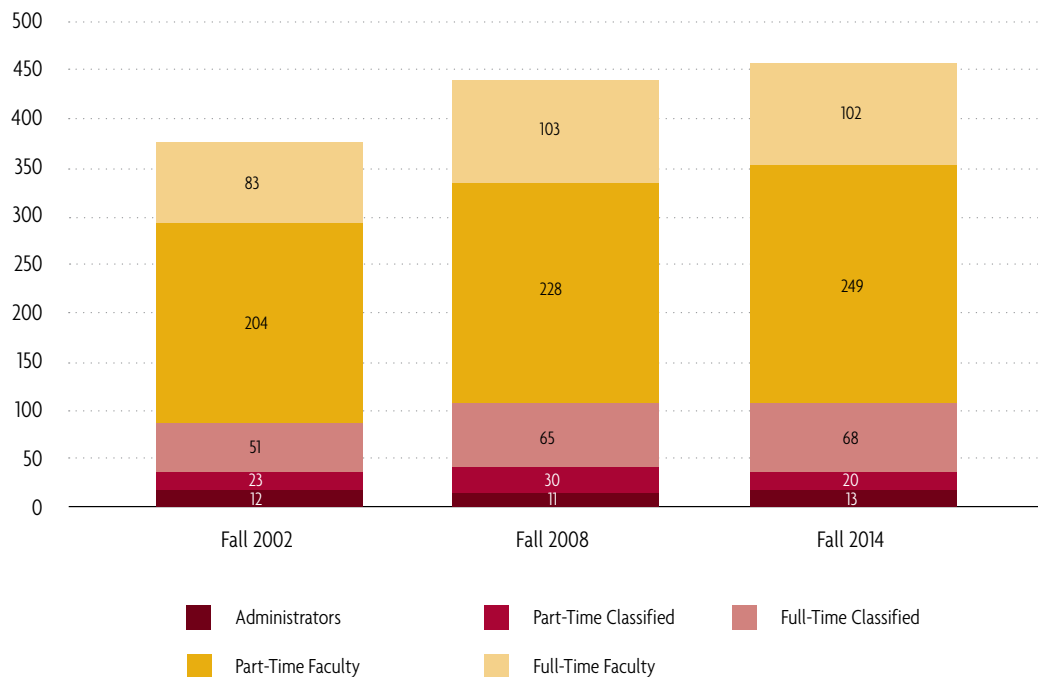
Las Positas College adopted baseline institution-set standards for five student performance outcomes: course completion rates, student retention rates, degrees awarded, certificates awarded, and number of transfers to UC/CSU. In 2013-14, the College met the institution-set standards for all outcomes, except for the annual number of awarded certificates. Las Positas College is looking into strategies to meet the institution-set standard for certificates in 2014-15.



**DEMOGRAPHICS OF FACULTY AND STAFF**

Chart 23 shows the number of all staff by type of position in 2002, 2008, and 2014. Nearly all staff types steadily increased between 2002 and 2014. In 2014, the highest number of full-time employees were faculty at 102, followed by classified staff at 68 and administrator at 13. During the same year, the part-time workforce consisted of 249 were faculty and 20 classified staff. The College has no part-time administrators.

**CHART 23: All Staff, by Employment Position, Fall 2002, 2008, and 2014**



## Descriptive Background and Demographics

Chart 24 shows the race-ethnicity distribution of all staff in 2002, 2008, and 2014. Between 2002 and 2014, the proportion of White staff decreased from 77% to 69% and Latino staff decreased from 8% to 6%. During the same time period, the percentage of Asian employees increased from 8% to 10%, and African American employees increased from 2% to 5%. The percentage of Other/Unknown increased from 5% in 2002 to 11% in 2014.

**CHART 24: All Staff, by Race-Ethnicity Distribution, Fall 2002, 2008, and 2014**

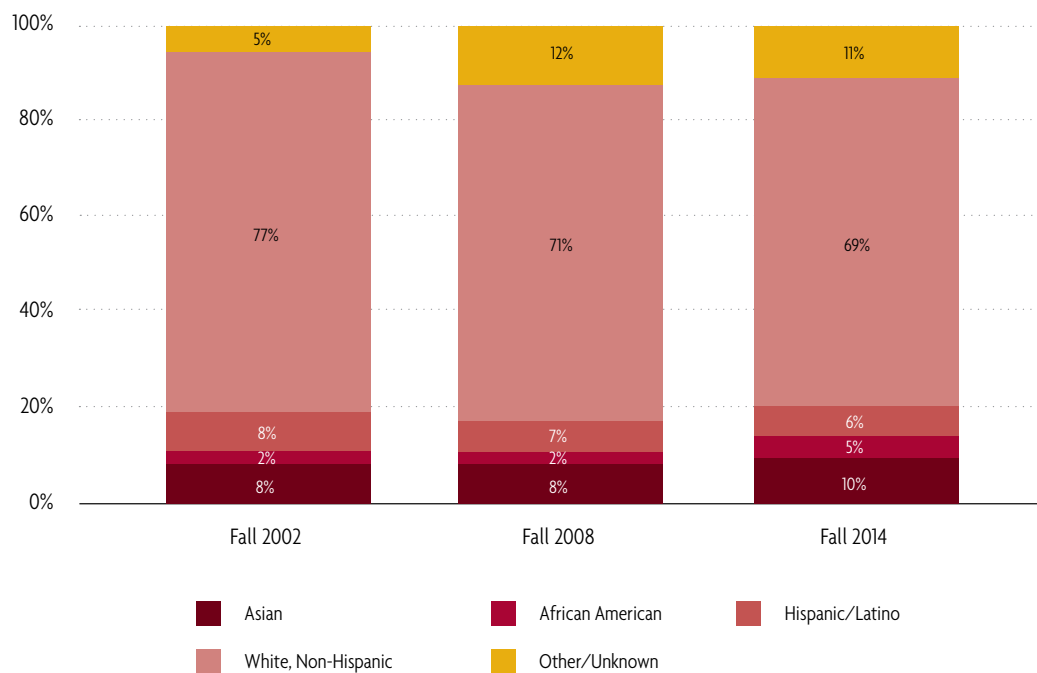
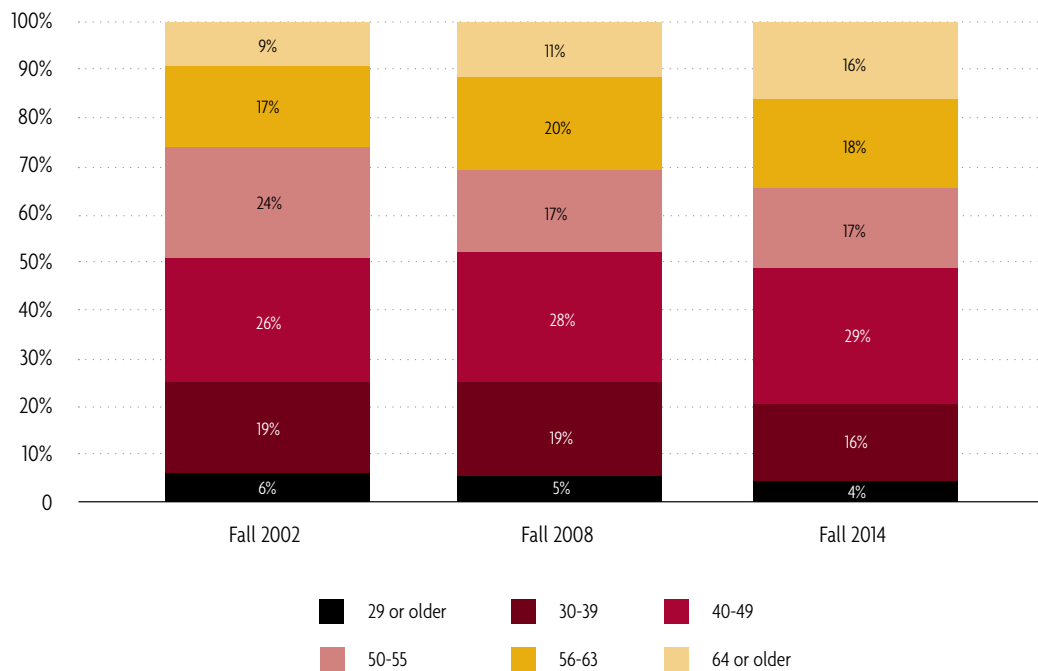


Chart 25 shows the age distribution of LPC staff in 2002, 2008, and 2014. Between 2002 and 2014, staff aged 64 or older increased from 9% to 16% while staff aged 50 – 55 decreased from 24% to 17%. This indicates that a greater proportion of LPC staff are near retirement age compared to 2002. All other age groups stayed relatively stable or declined slightly.

**CHART 25: Staff Age Distribution, Fall 2002, 2008, and 2014**

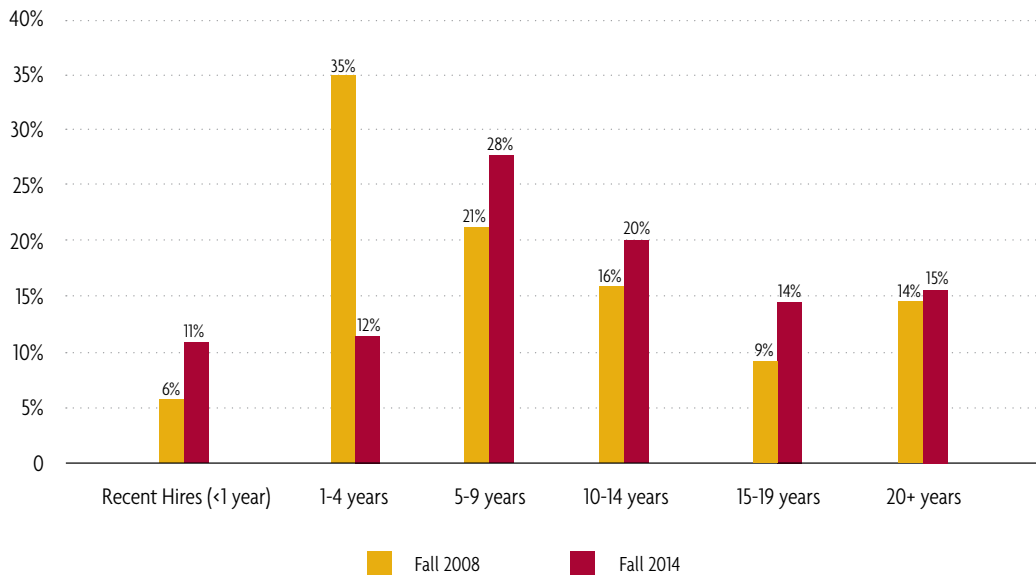


# Descriptive Background and Demographics



Chart 26 shows the proportion of staff by years of employment in 2008 and 2014. Compared to 2008, staff in 2014 were employed for more years at the College. The increased years of employment may help advance the mission of the college; staff who have more experience at the institution carry greater understanding of the institution and can help improve educational practices and services to better serve our students.

**CHART 26: LPC Staff by Years of Employment, Fall 2008 vs Fall 2014**



## SUMMARY OF DEMOGRAPHICS OF FACULTY AND STAFF

The total number of faculty, classified staff, and administrators has increased between 2002 and 2014. As personnel size has increased over the years, LPC staff has become slightly more racial-ethnically diverse. The age of employees has also increased, which coincides with the increase in length of employment of staff at Las Positas College.

## MAJOR DEVELOPMENTS SINCE 2009

### Facilities

- Campus Boulevard Phase I-III
- Science Building
- Mertes Center for the Performing Arts
- Central Utility Plant
- District Maintenance and Operations Facility on Las Positas Campus
- Parking Lot H and Photovoltaic (Solar) System
- Student Services and Administration Building
- Child Development Center
- Collier Creek Storm Water Outfall
- Aquatics Center and Soccer Field
- District Information Technology Building on Las Positas Campus
- Library Renovation
- Amphitheatre Renovation
- Veterans First Center
- Campus Hill Vineyard established

### Instruction

- Completion of Associate Degrees for Transfer
- Anthropology, Early Childhood Education, English, Geography, Geology, History, Mathematics, Philosophy, Psychology, Sociology, and Theatre Arts
- Puente Program in 2012
- Swimming and Diving Program added to Athletics offerings in 2012
- Middle College Established Fall 2015
- Engineering Tech Program approved; internships for veterans coordinated with Lawrence Livermore National Laboratory

### Student Services and Support

- Hispanic Serving Institution (HSI) designation in 2015
- 2Gen Fund created to support LPC students and their children, providing support in the LPC Early Childhood Center
- Student Success and Support Program (SSSP)
- Equity Plan developed
- Veterans First Program in 2009



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# Organization of the Self Evaluation Process

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*Las Positas College has developed into a fully accredited institution. In 1988, the College was designated by the Board of Governors to be an independent college. LPC received full accreditation on January 7, 1991 from the Accrediting Commission for Community and Junior Colleges.*



The process for writing the self-study report was designed to be comprehensive, efficient, and collaborative. Efforts were made to require college wide participation that was meaningful. One way the College accomplished this was to organize the writing process with a focus on expertise.

In fall of 2013, the Las Positas College's Vice President of Academic Services, the Accreditation Liaison Officer (ALO), spoke at College Day to give an overview of the accreditation timeline and explain the importance of college wide involvement in responding to the ACCJC standards. Individual standards were assigned to each shared-governance committee and many departments on campus to address in a Pre-Accreditation Assessment Report. The assignments were made based on each committee or area's expertise in relation to the standards. The Pre-Accreditation Assessment Report asked the writers to provide the following: a descriptive summary of activities completed since the last accreditation site visit, a self-evaluation, an improvement plan if needed, and evidence. Through the process of completing the Pre-Accreditation Assessment Report, staff, faculty, administrators, and students across the campus serving on these committees and in these areas engaged in the type of reflection and evaluation that was crucial to the accuracy and depth sought in self-study report, and their work on the Pre-Accreditation Reports served as the basis for the first draft of the self-study.

In addition to engaging campus constituencies in the work of evaluating the College's progress toward meeting the standards, the ALO assembled an accreditation team to coordinate the College's efforts. Through the Academic Senate and the Office of Academic Services, an accreditation faculty lead and editor were identified based on past experience with accreditation processes. Standard teams were also established, each comprised of an administrator, faculty and/or classified, and student representatives. The administrators, faculty and classified team members were recruited based on their expertise, and the students were also assigned by the Associated Students of Las Positas College based on interest and expertise.

### Accreditation Team for Self Evaluation Report 2015

Accreditation Liaison Officer: Elena Cole

Faculty Lead: Justin Garoupa (Fall 2014)

Editor: Michael Sato

Technical Support: Jeff Sperry

Administrative Support: Donna Alaoen

#### **Vice Presidents:**

Renee Kilmer (October - December 2014)

Jim Wright (March - May 2015)

Roanna Bennie (May 2015 - Current)

### **External Consultant:**

Marie Smith (February - April 2015)

### **Standard I Institutional Mission & Effectiveness**

#### **a. Institutional Mission**

#### **b. Improving Institutional Effectiveness**

Frances DeNisco (Classified)

Melissa Korber (Faculty)

Rajinder Samra (Institutional Researcher)

Alexander Ivanov (Student Representative)

## Standard II Student Learning & Program Services

- a. **Instructional Programs**  
Michelle Gonzales (Faculty)  
Lisa Everett (Dean, Academic Services)  
Martin Nash (Faculty)  
Ciera Soliz (Student Representative)
- b. **Student Support Services**  
Angella Ven John (Faculty)  
Joel Gagnon (Faculty)  
Diana Rodriguez (Vice President, Student Services)  
Eric Bolin (Student Representative)
- c. **Library Learning Support Services**  
Don Miller (Dean, Academic Services)  
Frances Hui (Faculty)  
Rafi Ansari (Student Representative)

## Standard III Resources

- a. **Human Resources**  
Jane McCoy (Faculty)  
Jeff Sperry (Classified)  
Barbara Morrissey (Dean, Student Services)
- b. **Physical Resources**  
Catherine Eagan (Faculty)  
Ted Kaye (Foundation)  
Ashley Landicho (Student Representative)
- c. **Technology Resources**  
Heidi Ulrech (Classified)  
Scott Vigallon (Classified)  
Dyan Miller (Dean, Academic Services)  
Jonathan Dimercurio (Student Representative)
- d. **Financial Resources**  
Jeff Kingston (Vice President, Administrative Services)  
Natasha Lang (Classified)

## Standard IV Leadership and Governance

- a. **Decision-Making Roles and Processes**
- b. **Board & Administrative Organization**  
Sarah Thompson (Faculty)  
Barry Russell (President)  
Olga Salgado (Student Representative)

Team training, as well as initial research and writing of the self-study, were the main foci through spring 2014. In fall 2013, administrators and faculty leaders attended a workshop led by ACCJC/WASC. The Vice President of Academic Services and the faculty lead also attended a workshop on accreditation best practices led by the California State Academic Senate in early spring 2014. Based on what they had learned in their training, the College's accreditation leadership offered two training sessions on campus for accreditation team members, one two-hour meeting on January 31 to discuss organizing the writing effort, and one full-day meeting on April 25, after the Pre-Accreditation Assessment Reports were submitted.<sup>1,2</sup> The goals of the April 25 meeting were to discuss format and style guidelines and provide the teams with support as they began working with the Pre-Accreditation Assessment Reports. Also during this training, each accreditation team member was provided with a flash drive containing the following:

1. Guide To Evaluating Institutions
2. LPC Self Study Report – 2009
3. LPC Midterm Report – 2012
4. Orange Coast College Self Evaluation – 2012 (as a sample self-evaluation)
5. Individualized Accreditation Pre-Assessment Documents for Standard Teams
6. Individualized Mapped Recommendations from Midterm Report 2012 to Standard Teams
7. Self-Study Template – 2015
8. Timeline for Self-Study Draft Completion

[1 January 31, 2014 meeting notes](#)

[2 Pre-Accreditation report](#)

Having a format similar to that of the Pre-Accreditation Assessment Report, the Self-Study Template was to be used by team members to write their sections of the self-study report.<sup>3</sup>

The first draft of the self-study report was written over the summer and through the fall of 2014, due to the accreditation team leadership November 4, 2014. Monthly accreditation team meetings were held in the fall to discuss progress, address obstacles, and respond to questions.<sup>4</sup> An informational Board presentation as well as subsequent meetings with the District and accreditation leadership from Chabot College, also took place in fall 2014. At the District, the meetings focused on the functional map and other issues which involve all three entities.

During this time, there was also a change in the accreditation leadership when, in September 2014, the Vice President of Academic Services retired. The faculty lead subsequently became the interim Accreditation Liaison Officer/faculty lead, and a second accreditation faculty lead position was created. The second faculty lead position was assumed by a faculty member who had been active in the Academic Senate and had served in the position of interim dean during the previous academic year. Although past accreditation efforts had always involved faculty and classified staff members working with administrators and students, never at LPC had faculty taken such a central role in producing a self-study report.

To provide the standard teams with additional guidance, the new accreditation leadership formed a steering committee which met twice a month. The committee was comprised of the accreditation faculty leads, the Director of Institutional Research and Planning, the accreditation report editor, the College President, the Vice President of Business Services, and the previous Academic Senate President. Also, from fall 2014 into spring 2015, two interim vice presidents with experience in accreditation joined the steering committee, bolstering its expertise. In addition, an external consultant was contracted to help with the final review of the self-study report. And finally, a new Vice President of Academic Services joined the administrative team in late May 2015 and provided feedback to the final draft of the self-study report.

The first review of the draft self-study report by the steering committee occurred from November 2014 – January 2015. When the steering committee had questions about the draft, meetings were arranged with the draft authors. Revisions were made collaboratively and transparently, often with the presence of both the accreditation leadership and the draft authors.

The accreditation report editor began work on the self-study report in January 2015, and a draft was posted on the College's accreditation wiki, easily accessed through the College website, for review on March 3, 2015. The accreditation leadership presented a process for reviewing the document at a college wide Town Hall Meeting on March 4, 2015. The presentation emphasized the importance of college wide participation in reviewing the self-study report with the goal of ensuring that the report was accurately and fully representing the work of the College.<sup>5</sup>

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<sup>3</sup> [Team template](#)

<sup>4</sup> [Monthly team meetings](#)

<sup>5</sup> [Town Meeting accreditation update](#)

## Organization of the Self Evaluation Process

While describing the importance of reading the whole report, the accreditation leadership also distributed a document, “2015 Self-Study Report Feedback: Suggested Focus According to Committee / Task Force / Expertise,” which was based on the assignments made for the Pre-Accreditation Assessment Reports. This handout was designed to encourage campus-community members to engage their own areas of expertise as they reviewed the self-study draft. The handout included questions to consider as reviewers read the report and gave instructions so that reviewers could post their feedback on the accreditation wiki. Finally, at the end of this Town Hall Meeting, accreditation leadership offered support in reserved computer rooms for people could begin their review. The intent of all these efforts was to create a high level of participation in the review.<sup>6</sup>

Two meetings of all accreditation team members were held in March 2015 to disseminate additional feedback on the draft and collaboratively consider feedback from the campus community. The report editor and accreditation leadership worked with accreditation teams and members of the campus community to ensure that the self-study report addressed questions and concerns posted on the accreditation wiki. The campus community could submit comments to the accreditation wiki through the month of March, 2015.

During the month of April, the editor and the accreditation leadership continued to work with feedback posted on the accreditation wiki. Also, on April 21, 2015, the ALO gave a presentation to the CLPCCD Board of Trustees, providing an update on the College’s progress.<sup>7</sup> Through April and May, LPC, the District, and Chabot College shared resources and provided frequent updates on accreditation efforts.

Upon completing a revision of the self-study report, the College posted the next draft on the wiki from May 13 – May 28, asking the College community to review the document with a focus on matters of factual accuracy.<sup>8</sup> In addition, the College also posted the self-study report on the College’s website and provided the broader community with the opportunity to give feedback, requesting this feedback in the College’s regular community newsletter.<sup>9</sup>

Responding to feedback from the community, additional revisions were made to the self-study report, due to the CLPCCD Board June 10, 2015, for a first reading June 16, 2015, and a second reading July 21, 2015. Working with feedback from the Board, the ALO, the College President, and the Vice President of Academic Services made final revisions to the self-study report for submission to the Accrediting Commission for Community and Junior Colleges on July 31, 2015.

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<sup>6</sup> [03-04-15 Town Meeting agenda](#)

<sup>7</sup> [Accreditation update, 04-21-15](#)

<sup>8</sup> [Email to the campus community about the latest draft](#)

<sup>9</sup> [LPC Connection, May 2015](#)

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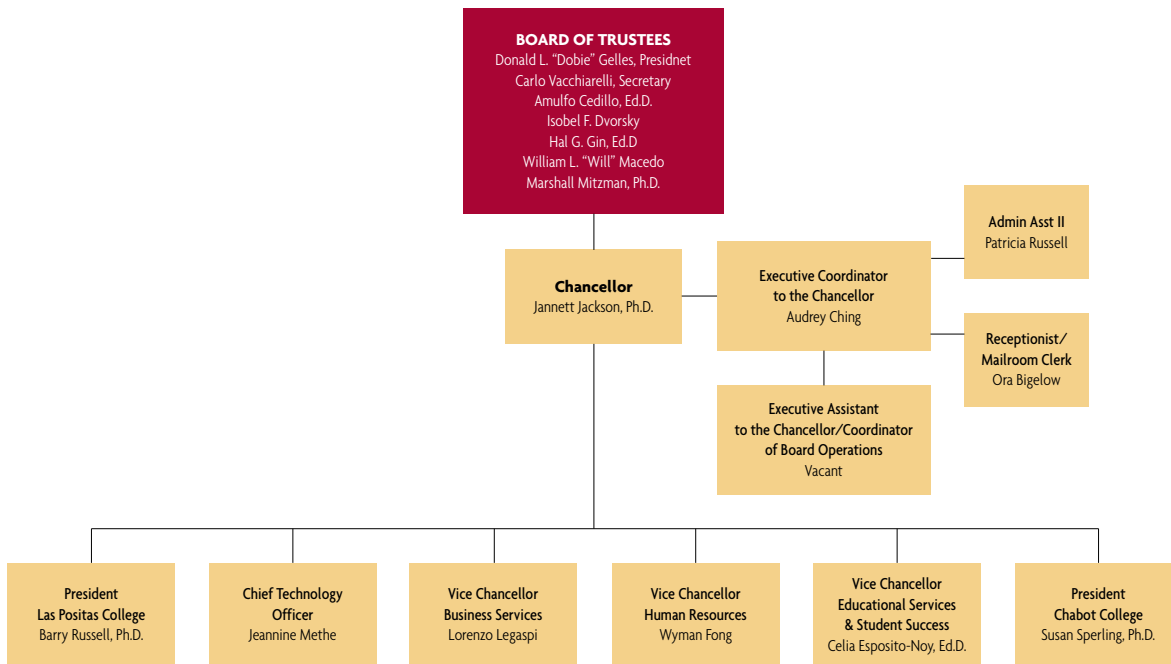
# Organizational Charts

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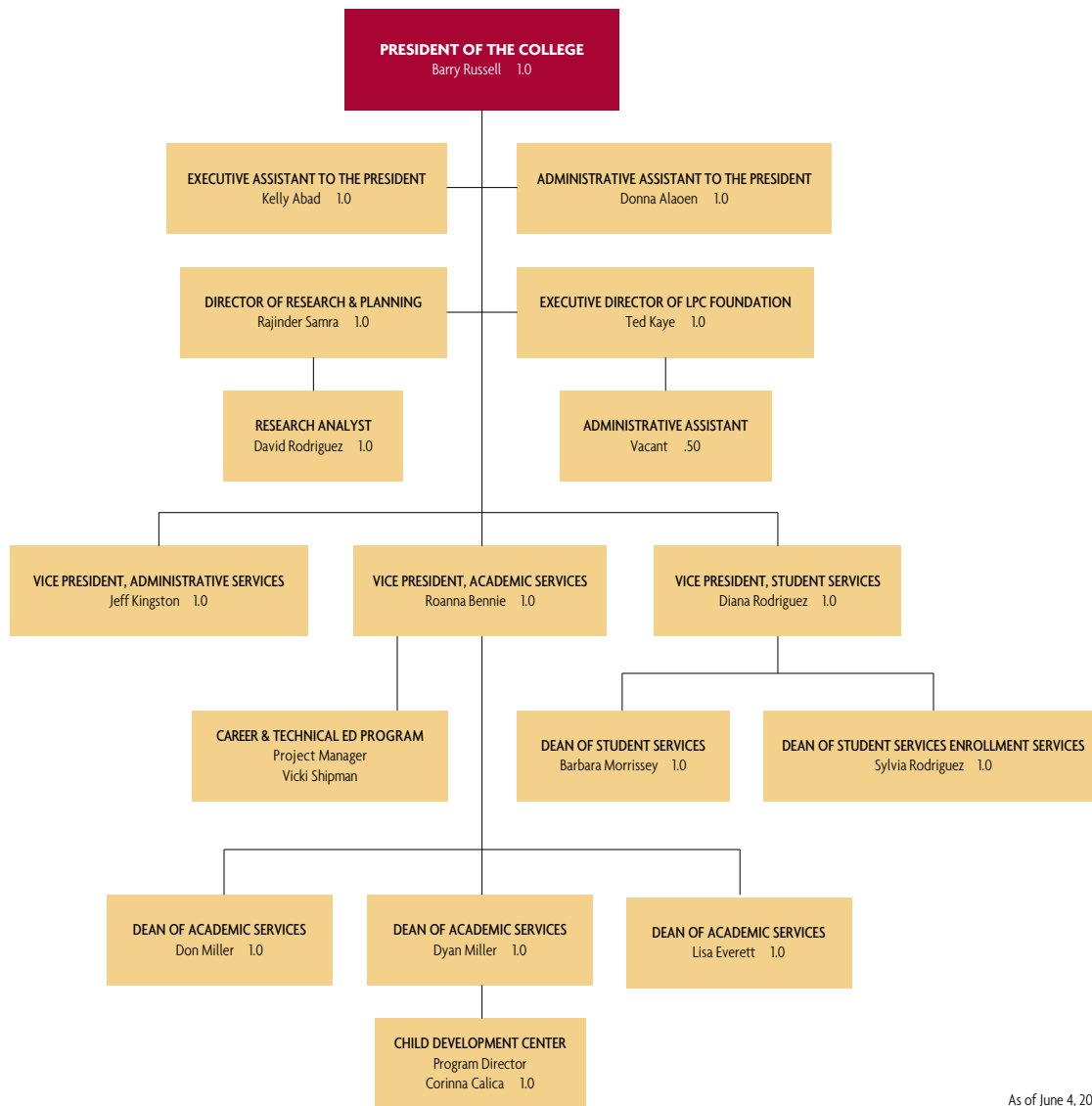


*Las Positas College is an inclusive learning-centered institution providing educational opportunities and support for completion of students' transfer, degree, basic skills, career-technical, and retraining goals.*

Chabot - Las Positias Community College District Organizational Chart 2014 - 2015

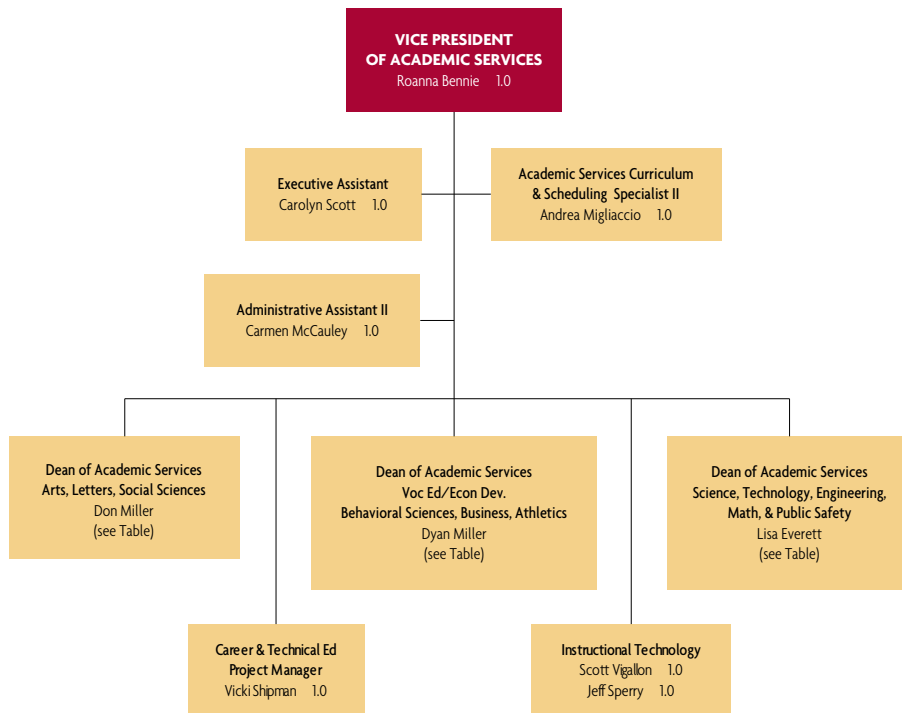


Las Positas College Organization Chart - Office of The President - Fall 2015



As of June 4, 2015

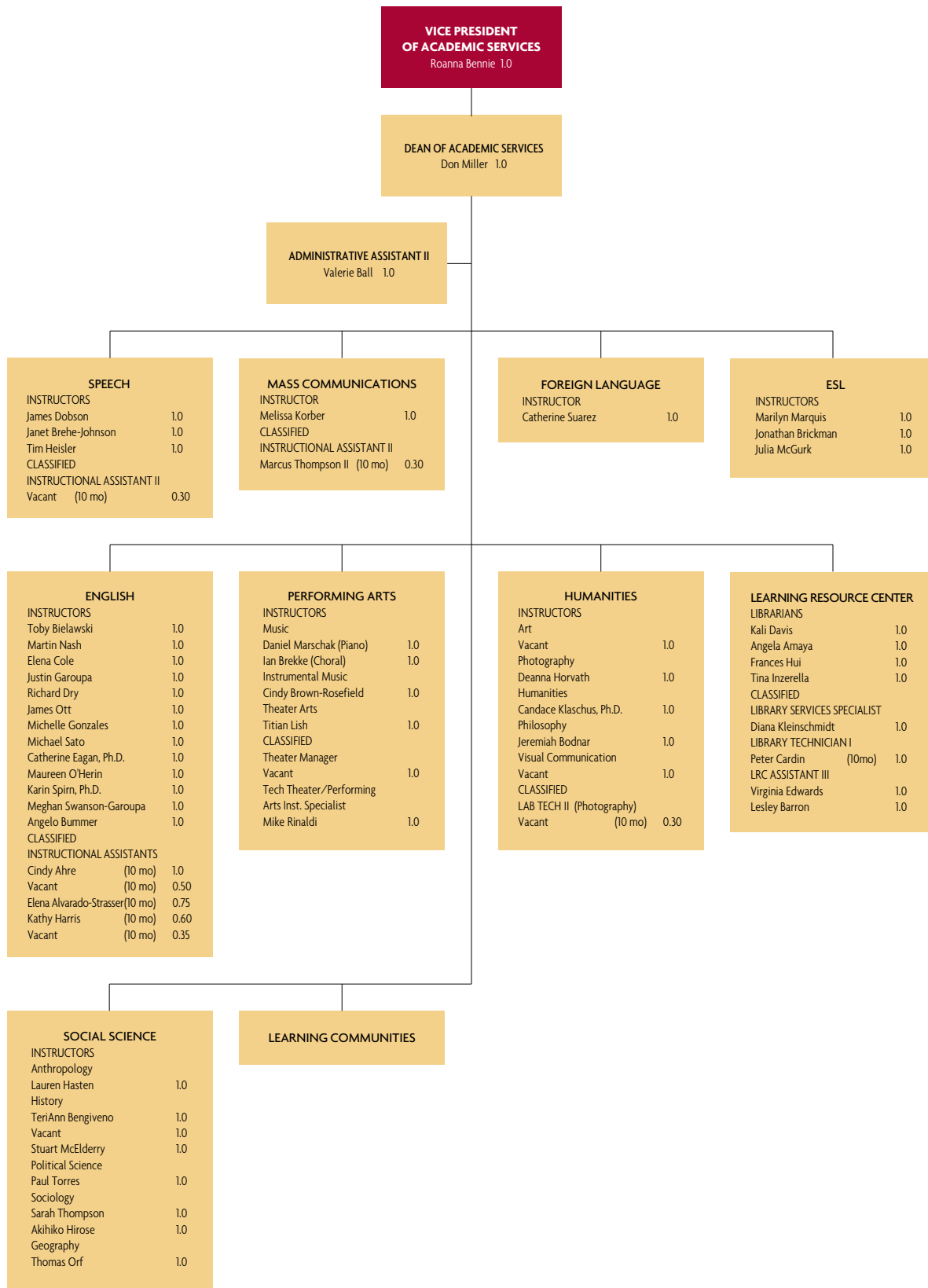
Las Positas College - Office of Vice President of Academic Services - Fall 2015



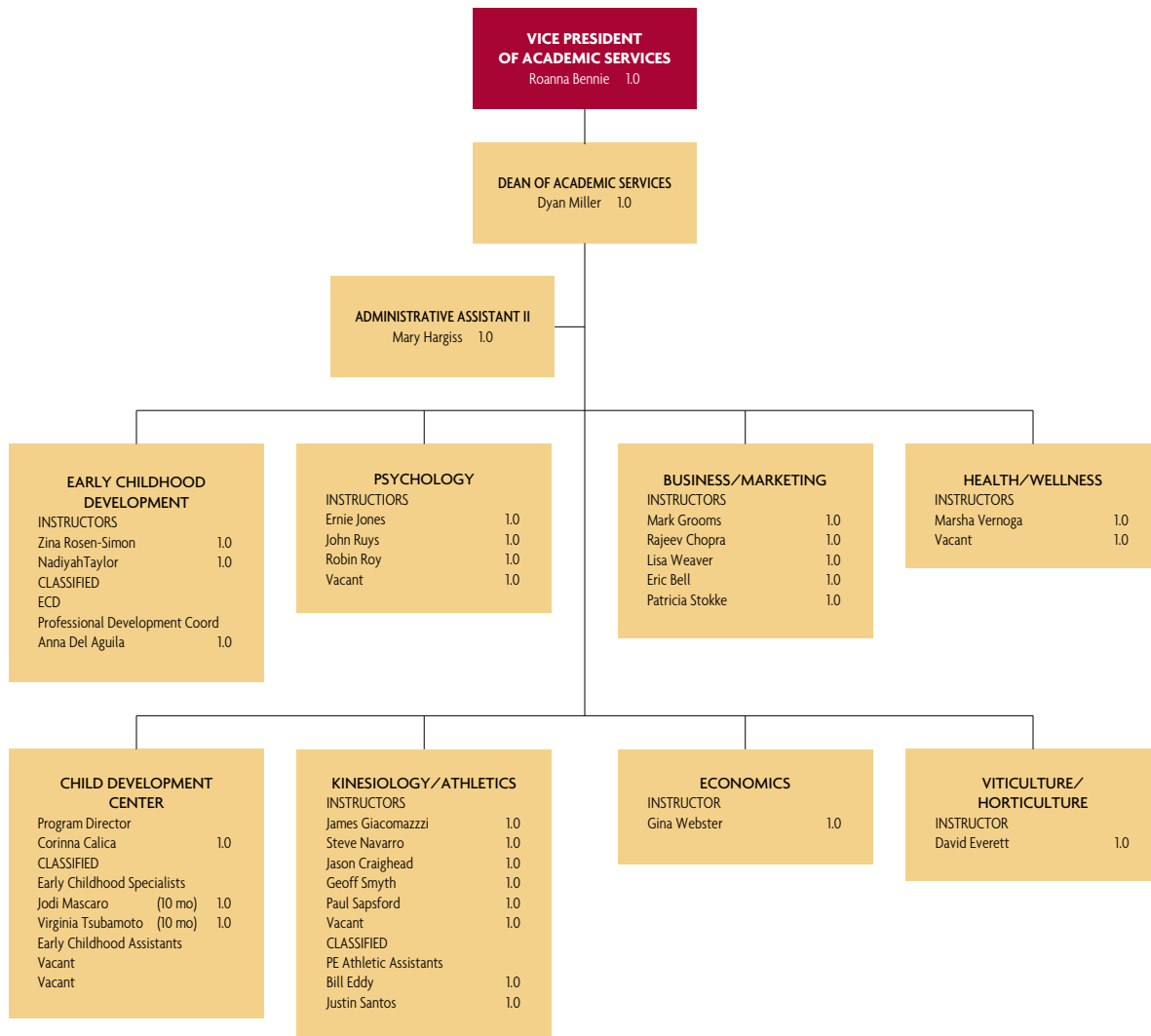


# Organizational Charts

## Las Positas College - Arts, Letters, Social Sciences - Fall 2015

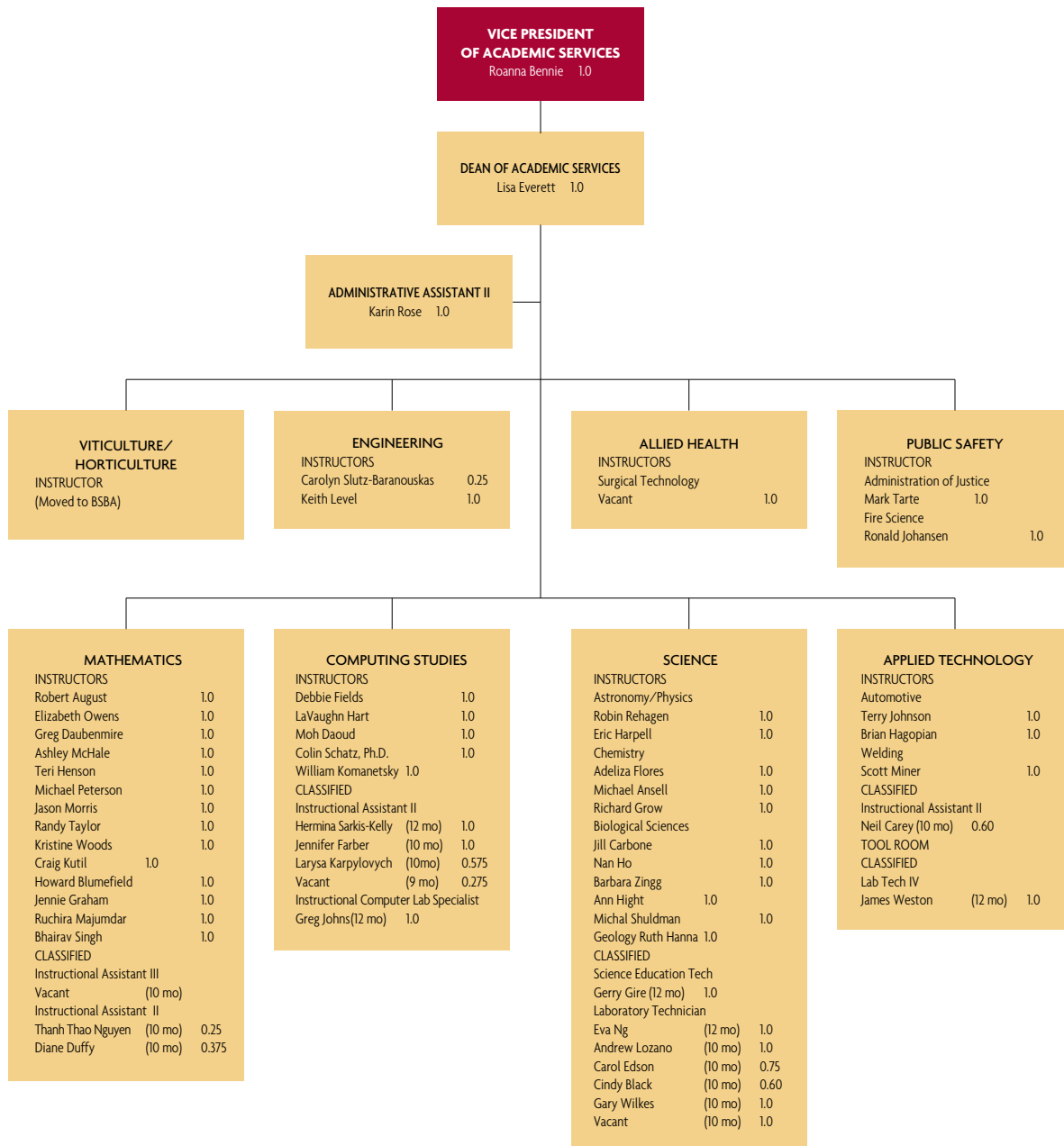


Las Positas College - Behavioral Sciences, Business, Athletics - Fall 2015

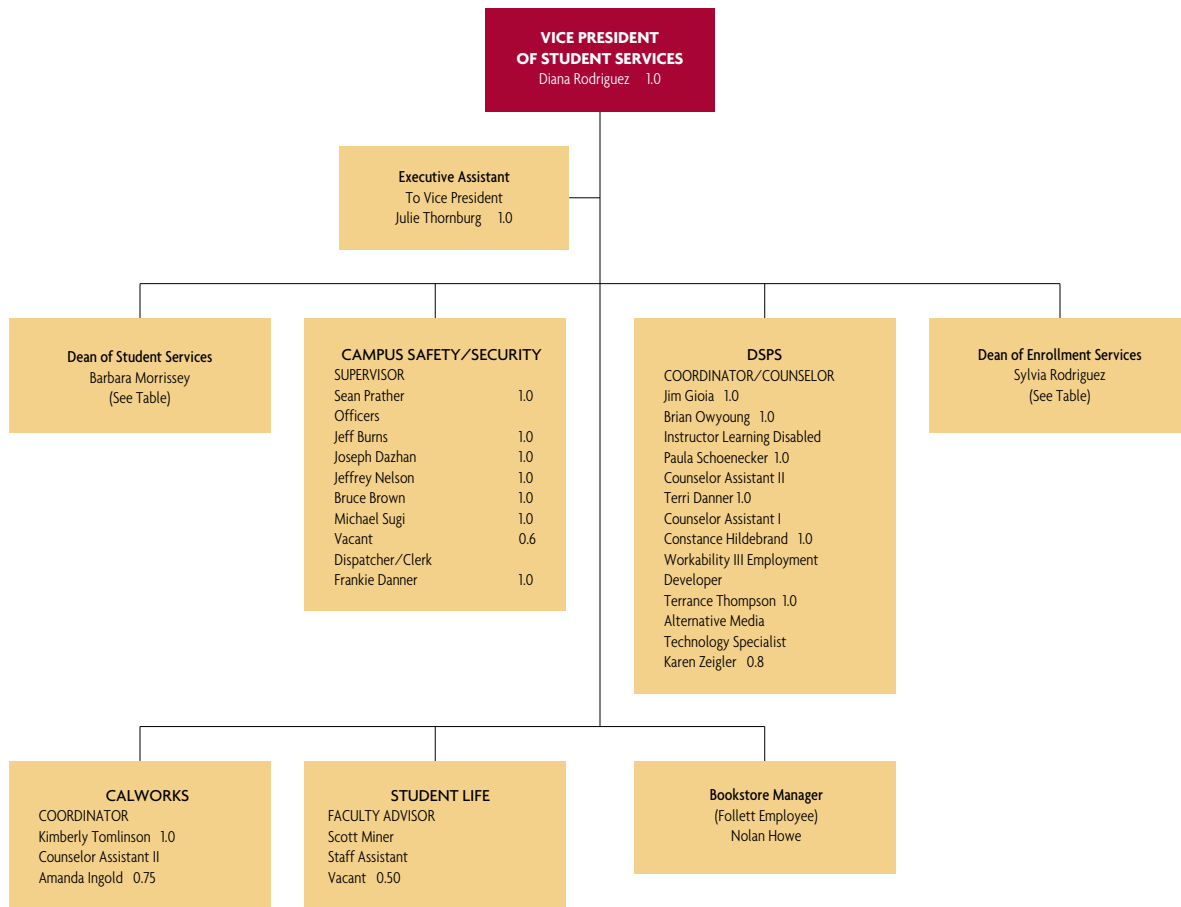


# Organizational Charts

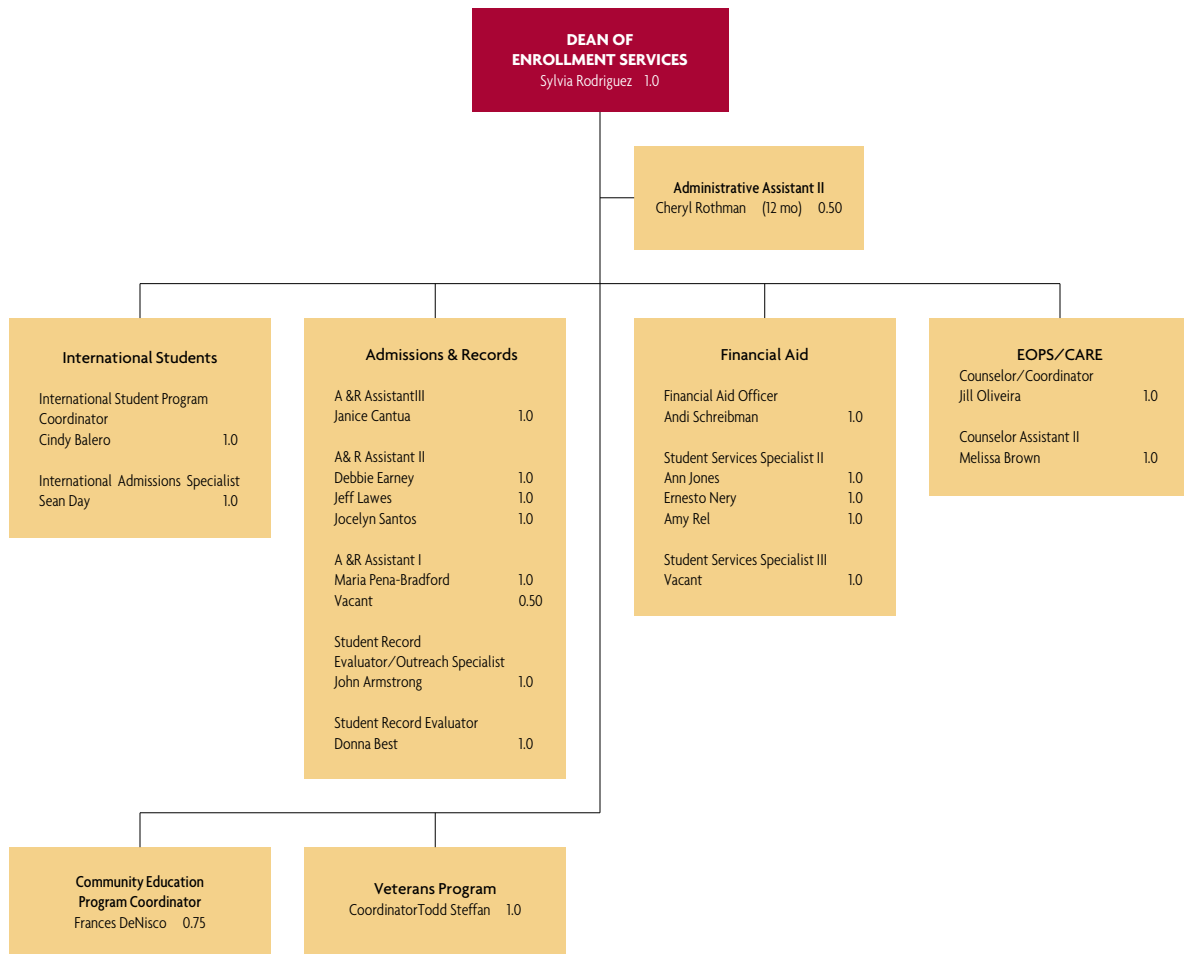
## Las Positas College - Science, Technology, Engineering, Math, & Public Safety - fall 2015



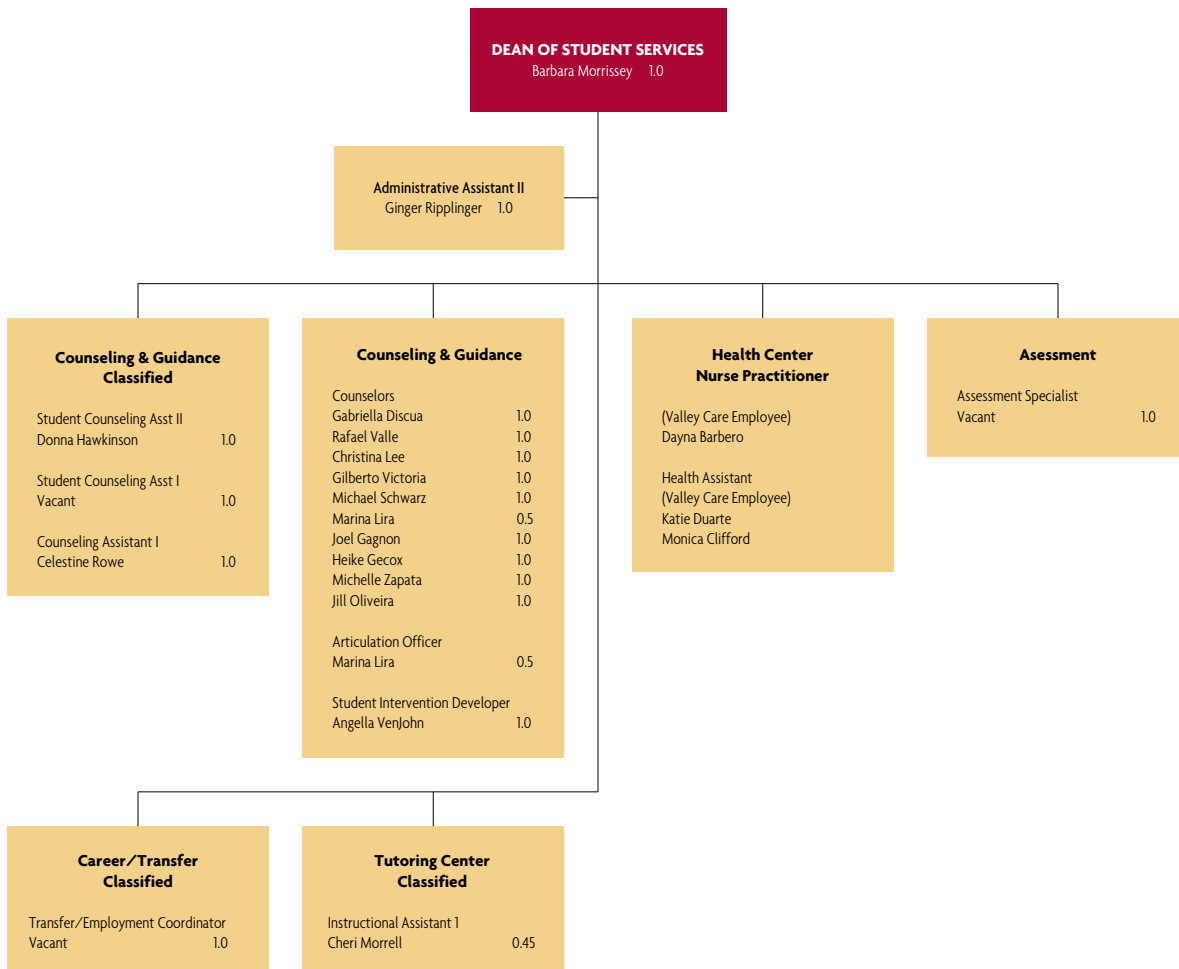
Las Positas College - Office of Vice President of Student Services - Fall 2015



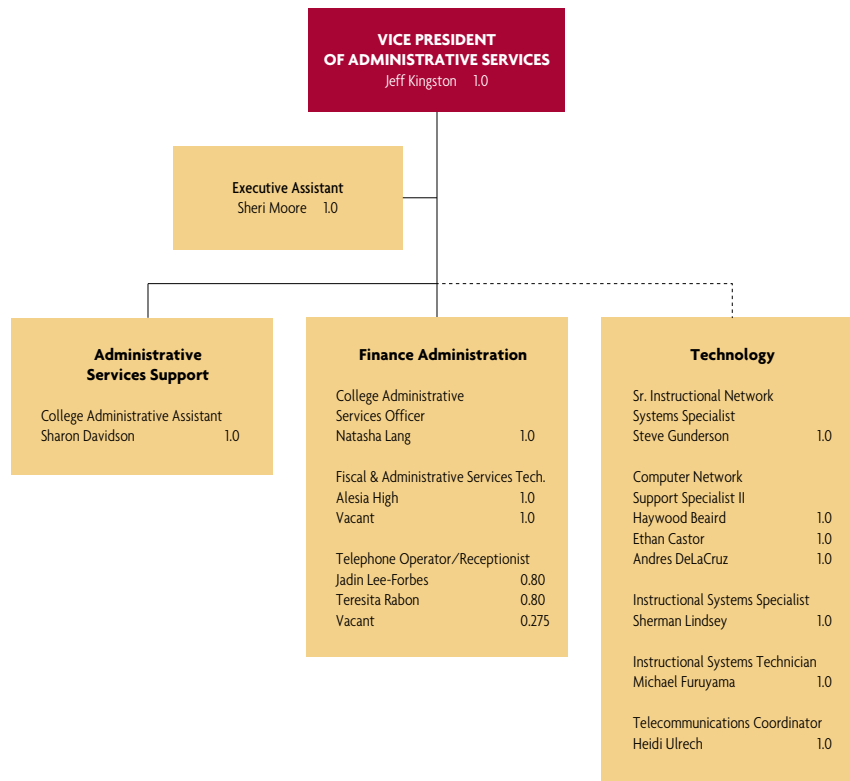
## Las Positas College - Office of Enrollment Services - Fall 2015



Las Positas College - Office of the Dean of Student Services - fall 2015



## Las Positas College - Office of Vice President of Administrative Services - Fall 2015



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# Certification of Continued Compliance with Eligibility Requirements for Accreditation

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*Las Positas College strives to be California's premier Community College, setting the standard through opportunities for developing knowledge, skills, values, and abilities that foster engaged and contributing members of the society.*



# Certification of Continued Compliance with Eligibility Requirements for Accreditation

- 1. Authority:** Las Positas College has the authority to operate as a degree-granting institution based on its accreditation by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, an institutional accrediting body recognized by the Commission of Recognition of Postsecondary Accreditation and the U.S. Department of Education. This authority is published on page 6 of the College Catalog, and it can be found in several places on the College website as well. In addition to ACCJC accreditation, the College participates in the specialized accreditation of Surgical Technology and Paramedics.<sup>10, 11</sup>
- 2. Mission:** The current Las Positas College mission statement was revised and Board-approved in 2013. The mission is regularly reviewed and has been recently revised to reflect the commitment of the College to meet the educational needs of the students and of the community. The mission statement is published in the College Catalog and is on the College website.<sup>12, 13</sup> The College mission is concordant with the mission of the District.<sup>14</sup> In addition to a mission statement, Las Positas College has both a vision and a values statement, all of which, in total, form the basis for planning.
- 3. Governing Board:** The Chabot/Las Positas Community College District is governed by a Board of Trustees that consists of seven members elected by the county at large and two non-voting student trustees elected by the students of the two colleges.<sup>15</sup> The community-elected trustees represent the entire district (Castro Valley, Dublin, Hayward, Livermore, Pleasanton, San Leandro, Sunol and Union City) and are elected for four-year staggered terms. The student trustees serve a one-year term. The function of the Board is to hire and evaluate the chancellor, determine policies, establish rules and regulations, and oversee the use of financial and other resources to ensure they are used to provide a sound educational program consistent with the mission and goals of the District. The President of the Board of Trustees is one of the community-elected trustees selected by the trustees on an annual basis each December. The Board of Trustees has a mission statement as well as Board Priorities which are coordinated with the District Mission Statement and the two campuses.<sup>16</sup>

The Board of Trustees invites public interest in the activities of the Board. Agendas of each Board meeting are published in local newspapers and agendas and minutes are posted on the District website. Every Board meeting agenda includes an item for Statements from the Public on Non-Agenda Items. Members of the Board of Trustees have no employment, family, ownership, or personal financial interests related to either the colleges or the District. The Board has and enforces a conflict of interest policy.<sup>17</sup>
- 4. Chief Executive Officer:** The Las Positas College President serves as the chief executive officer for the College and is responsible for the development of all programs and services and for the administration and operation of the College. The President is hired by, and reports to, the Chancellor and approved by the Board of Trustees. The current CEO, Dr. Barry Russell, was hired in 2013 after a nationwide search. The President does not sit on the Board of Trustees for the District as a voting member but attends and participates in all District board meetings as the College's representative.

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<sup>10</sup> College Catalog, page 6

<sup>11</sup> LPC Accreditation page

<sup>12</sup> College Catalog, page 4

<sup>13</sup> LPC Mission Statement

<sup>14</sup> District Mission Statement

<sup>15</sup> Makeup of the Board of Trustees

<sup>16</sup> Board Mission Statement

<sup>17</sup> Board Policy 2710

# Certification of Continued Compliance with Eligibility Requirements for Accreditation

5. **Administrative Capacity:** Las Positas College has a Vice President of Academic Services, a Vice President of Student Services, and a Vice President of Administrative Services, all of whom effectively manage the College's programs and services. In addition, there are three academic services deans, two student services deans, a Director of Research and Planning, and an Early Childhood Development Program Director. All administrators are selected using relevant California State minimum qualifications and District guidelines and have the education and experience needed to perform their assigned duties.
6. **Operational Status:** The institution has operated continuously since 1988 and has been fully accredited since January 7, 1991. The College enrolls approximately 9,000 students. The College offers a comprehensive range of associate degrees, transfer degrees, certificates, basic skills courses, and career and technical programs.<sup>18</sup>
7. **Degrees:** Las Positas College offers 46 certificate programs and 50 associate degree programs: 25 Associates of Arts degrees, 7 Associate of Arts Transfer degrees, 15 Associate of Science degrees, and 3 Associate of Science Transfer degrees. Forty-six percent of Las Positas College students have a stated goal of receiving an associate's degree and transferring, 7 percent have a goal of receiving an AA or AS without transferring, and 15 percent have a goal of transferring without receiving a degree.
8. **Educational Programs:** Las Positas College degree programs are congruent with its mission to provide a learner-centered education and with its values statement reflecting academic excellence. Programs are based on recognized higher education fields of study and conform to nationally recognized standards for content, length, quality, and rigor. Student learning outcomes are specified for programs with degrees and / or certificates. Degree programs, including major requirements, specific area requirements, and general education requirements are designed to include 60 units of credit or two full-time years of enrollment.
9. **Academic Credit:** Credit for all coursework is awarded based on the Carnegie unit, a standard generally accepted in degree-granting institutions of higher education. When the College Curriculum Committee approves a course, the awarding of credit is carefully reviewed for compliance with the California Education Code of Regulations Title V. Appropriate information about course credit is provided in the College Catalog with specific course unit information found under Course Descriptions Information.<sup>19</sup>
10. **Student Learning and Achievement:** The student learning outcomes for each degree and certificate program are published in the College's catalog addendum. The student learning outcomes for each course are consistent with the objectives on the course outline of record. Student learning outcomes for courses and programs are also available on the College's Student Learning Outcomes webpage. Courses associated with degree/certificates include assessment methods that demonstrate that students who complete Las Positas College degree/certificates achieve the stated outcomes. Core Competencies that include general education courses have been developed and are also included on the Student Learning Outcomes website. A course's stated student learning outcomes are identical through all modes of delivery. The College assesses student achievement through such measures as course success rates, persistence, degrees and certificates earned, and number of students transferring to the California State University and University of California.

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<sup>18</sup> College Catalog, pages 3-4

<sup>19</sup> College Catalog, pages 57 and 59

# Certification of Continued Compliance with Eligibility Requirements for Accreditation

11. **General Education:** Las Positas College requires that all students receiving an AA or AS degree satisfactorily complete the College and general education requirements, basic competency requirements, and specific area requirements, in addition to the requirements of the student's major. All general education requirements are listed in the Catalog.<sup>20</sup> Las Positas College's general education philosophy, as described in the Catalog, is that students will be introduced to areas of knowledge that will broaden their understanding and hone their skills and aptitude.<sup>21</sup> Additionally, Las Positas College requires proficiency in American cultures and mathematics.

General education requirements include:

- a. Language and Rationality
- b. Mathematics (Proficiency)
- c. Natural Sciences
- d. Humanities
- e. Social and Behavioral Sciences
- f. Wellness (AA) / Kinesiology (AS)
- g. American Institutions (AA)
- h. American Cultures (Proficiency)

Each course that meets these requirements has defined learning outcomes noted as core competencies. The courses that meet these requirements have the rigor that is appropriate for degree-applicable courses.

12. **Academic Freedom:** The College supports academic freedom, viewing it as fundamental to the protection of instructors' rights in teaching and students' rights in learning. The Faculty Association contract addresses academic freedom as evident in a memorandum of understanding signed May 8, 2013.<sup>22</sup> The College adheres to the Chabot/Las Positas College District statement on academic freedom found in Board policy 4030.<sup>23</sup>

Any issue involving the alleged violation of academic freedom on campus follows the procedures of academic due process as provided for the students, faculty, or the College, whichever is appropriate.

13. **Faculty:** Las Positas College has 102 full-time faculty and 233 part-time faculty. The College has additional part-time faculty hired specifically to support the Administration of Justice program. All faculty, whether full-time or part-time, meet at least the minimum requirements established by the Board of Governors for California Community Colleges. The full-time faculty is sufficient in size and experience to support all of the institution's educational programs. The statement of faculty responsibilities is posted on the Academic Senate website and also noted in the Faculty Association contract and the Faculty Handbook.

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<sup>20</sup> College Catalog, pages 45-46

<sup>21</sup> College Catalog, page 5

<sup>22</sup> MOU: Academic and Free Speech Rights

<sup>23</sup> Academic Freedom Statement

## Certification of Continued Compliance with Eligibility Requirements for Accreditation

14. **Student Services:** Las Positas College provides a wide range of student services including counseling, orientation, assessment, financial aid, transfer and career information, health services, and disabled student services. Each of the student services has established service area outcomes (SAOs), and these are regularly assessed through the program review process. The purpose of all student services is to help students successfully meet their educational goals.

15. **Admissions:** Las Positas College is an open-access institution. The College admission policy is published in the College Catalog and clearly states the qualifications for admission to the College and its programs in accordance with the California Education Code of Regulations Title V.<sup>24</sup>

16. **Information and Learning Resources:** Las Positas College maintains a full-service library for student use. The LPC Library offers a wide range of print material including books, periodicals, and newspapers, as well as access to a vast array of electronic databases. The Library also has a resource-sharing agreement with the library at Chabot College. Items are transferred between libraries when requested by faculty or students. The LPC Library encourages use of and provides instruction in LINK+, an interlibrary loan platform used by local Bay Area public libraries. Also, the Library has a formal arrangement with California State University East Bay that enables Las Positas College students to check out materials from the University library by presenting a valid Las Positas College student identification card.

There are several academic support resources on campus including the Integrated Learning Center, the Tutorial Center, the Reading and Writing Center, the Computer Center, and several computer and discipline labs where students and faculty have Internet access. The Teaching and Learning Center provides training, support, and resources to faculty and staff on a variety of instructional technology topics with the ultimate goal of enhancing student learning.

17. **Financial Resources:** The Chabot/Las Positas Community College District is funded by local property taxes and state apportionment. The District develops a budget, which is Board approved. The annual District budget serves as a financial plan for all District entities and is broadly distributed. District budgets are available on the District website.<sup>25</sup> The annual budget identifies revenues, their sources and amounts, and a detailed description of budgeted revenue and expenditures by fund. Using a District allocation process, the District distributes a portion of funds to Las Positas College, and the College independently develops an operating budget to support and improve student learning programs and services. In addition, Las Positas College is the recipient of several grants, which enhance the ability to provide program and services for students and staff. The College is financially stable.

18. **Financial Accountability:** The Chabot-Las Positas Community College District undergoes an annual external audit by an independent audit firm of certified public accountants using generally accepted audit standards. The accountants present and explain the audit at a Board of Trustees meeting. Las Positas College is included in the audit as a sub-unit. Audits for the last two years are available to the public with all other annual reports on the District website. In addition, Las Positas College complies with all federal, state, and county financial standards and regulations which apply to its operations.

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<sup>24</sup> [College Catalog, page 7](#)

<sup>25</sup> [District Budgets](#)

# Certification of Continued Compliance with Eligibility Requirements for Accreditation

19. **Institutional Planning and Evaluation:** Las Positas College has a clear, transparent, and accountable planning and budget cycle, with program reviews containing student learning outcomes assessment as a foundational element. In addition, the College has assessed progress made to reach College goals, and the resulting data is used to improve institutional effectiveness.

20. **Public Information:** The Las Positas College Catalog is available in print and on the web. The catalog contains all of the following information in precise, accurate, and current entries:

Official name, address, telephone number, and website address of the College	Requirements for: Admissions
Educational mission	Student fees and other financial obligations
Course, program, and degree offerings	Degrees, certificates, graduation, and transfer
Academic calendar and program length	Major policies affecting students, including:
Academic freedom statement	Academic regulations, including academic honesty
Available financial aid	Nondiscrimination
Available learning resources	Acceptance of transfer credits
Names and degrees of administrators and faculty	Grievance and complaint procedures
Names of Board of Trustees	Sexual harassment
	Refund of fees

Many of these and other policies and procedures are to be found in the Schedule of Classes, the Student Handbook, the Faculty Handbook, and District Rules and Regulations.

21. **Relations with the Accrediting Commission:** Las Positas College adheres to the eligibility requirements and accreditation standards of the Commission and describes itself in identical terms to all agencies. The College communicates any changes in its accredited status and agrees to disclose all information required by the Commission to carry out its accrediting responsibilities. In addition, the College quickly and accurately responds to any commission queries, directives, and policies.

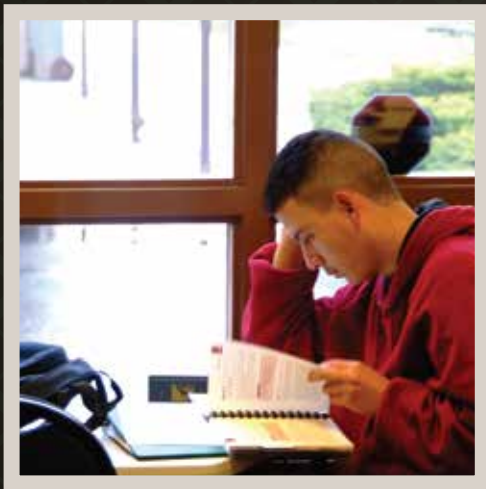
## STATEMENT OF ASSURANCE

We hereby certify that Las Positas College continues to meet the eligibility requirements for accreditation.

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# Certification of Continued Compliance with Commission Policies

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*Students First is more than a slogan at Las Positas College. Our faculty and staff serve nearly 8,500 students that are seeking to transfer to a four-year institution, earn certification in career education, or develop skills that lead to additional educational opportunities.*

## Policy on Distance Education and on Correspondence Education

The evidence and evaluation in standards II.A and II.B of this self-evaluation demonstrate that Las Positas College is in compliance with the policy on Distance and Correspondence Education. Distance Education is instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology. Distance Education supports the College's mission by providing educational access to a diverse student body, including students unable to attend on-campus classes, through a variety of instructional methods as students seek certificates, degrees, transfer, and improvement of basic skills.

Through its ongoing responsiveness to student needs, the College has steadily increased distance education offerings since their inception in 1999. Initially, offerings were a small component of instructional modes of delivery, but the College offered as many as 92 online sections of 69 different courses in fall 2014. In some programs, students may complete their certificates or degrees by taking 50 percent or more of the required courses online. These programs include those leading to degrees in humanities, psychology, and sociology, as well as those with certificates in marketing, retailing, and project management. In May 2013, the ACCJC approved the College's latest Substantive Change Proposal for the addition of courses that constitute 50 percent or more of a program offered through a mode of distance or electronic delivery. Previous approvals were granted in 2007 and 2010. The College regularly monitors its degrees and certificates to ensure programs approaching the 50 percent mark are evaluated for substantive change.

All courses conducted through Distance Education include regular effective contact between an instructor and students, using techniques and tools such as feedback on assignment submissions, discussion boards, blogs, journals, wikis, chat, email, and various forms of social media. Regular effective contact is an academic and professional matter pursuant to sections of California's Education Code (55204 Chancellor's Office, California Community Colleges). The College's Regular Effective Contact Guidelines were approved by the Academic Senate in 2012. All proposals for new Distance Education courses must include examples of regular, effective contact and must be approved by the Curriculum Committee.

The Distance Education Committee has led the efforts to establish Distance Education outcomes, a Blackboard Privacy Statement, Best Practices in Online Courses guidelines, course evaluation processes, academic honesty provisions, and a Board policy on Distance Education.

The Board policy's administrative procedures outline the College's efforts on student authentication. This authentication is effected through the secure Blackboard login process. Each student is assigned a randomly generated user identification number that is used to log into Blackboard. Students enter their passwords, which are encrypted by Blackboard, and the system is further enhanced by the District's addition of SSL security to the login page. This, along with information that details the protection of student privacy, is explained to students in the College's Blackboard Privacy Statement. As a secondary measure, students are identified by the default email addresses in Blackboard that are given to them by the District. Each email address is formatted based on the student's name.

# Certification of Continued Compliance with Commission Policies

## **Policy on Institutional Compliance with Title IV**

Recognizing the financial obligations of the College and the various economic realities of its diverse student population, the Financial Aid Office provides comprehensive information and access to an array of federal (Title IV) and state student financial aid programs, and it maintains compliance with all Title IV regulations.

Las Positas College's most recent (2010) 3-year cohort default rate is 13.8 percent. Because this default rate is considered acceptably low, the College is not required to provide a default reduction plan.

Financial aid information is provided in person, through the College website, by phone, and by email. The College also provides financial aid outreach events in the community and on campus. Information about student financial aid accounts is available continuously through the 'Zone' and 'Class Web,' two self-service websites linked to the Banner software. Additionally, self-help videos, entrance and exit loan counseling, and other orientation information are available to students via online Financial Aid TV. Title IV student eligibility requirements and refund policies are stated in the College Catalog, and summaries of this information are included in the class schedule.

## **Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status**

The evaluation presented under Standard II.B of this self-evaluation demonstrates that Las Positas College complies with the institutional policies on advertising, student recruitment, and representation of accredited status.

## **Policy on Institutional Advertising**

The official name, address, telephone numbers, and website of Las Positas College are in the 2014 - 2016 Las Positas College Catalog back cover, and they are listed on the home page of the Las Positas College website. The mission, vision, values, and institutional strategic goals statements are in the Catalog on page 4 and on the President's Page on the College website. The academic calendar with all pertinent deadlines is in the Catalog on page ii; the College's accredited status is on page 6; the College entrance requirements are found on page 7; all fees and expenses are explained on page 13; financial aid requirements and policies are on page 15; and the institution's refund policy is on page 14. All of this information is also available on the Las Positas College website.

The academic, career, and certificate programs at Las Positas College are described in the College Catalog from page 59, and they can be found under Academics on the Las Positas College website. A chart identifying all Associate of Arts degrees, Associate of Science degrees, Associate of Arts - Transfer, Associate of Science - Transfer, and certificates is located on pages 55 - 56. Licensure eligibility and requirements are identified in respective program descriptions; Graduation and transfer requirements are listed on page 47 and are on the College website.



## Certification of Continued Compliance with Commission Policies

A list of College administrators and the Board of Trustees can be found on page 2 of the Catalog, and academic faculty and their credentials are listed from page 192. A complete directory of administrators, managers, faculty members and their credentials, and classified staff can be found on the College website. Information on the Board of Trustees is available on the Chabot-Las Positas Community College District website.

Information about the College Student Code of Conduct is provided on page 31 of the Catalog, academic freedom and academic honesty are described on page 32, grade grievances are addressed page 30, and counseling services that include campus resources, instruction, matriculation, outreach, re-entry, transfers, and the petitioning process begins on page 22. Information for international students is on page 7 of the Catalog, information for disabled students is on pages 26 - 27, and veterans' educational benefits are described from page 19. The College non-discrimination policy and diversity statement are on page 34. All of this information is also available on the Las Positas College website.

The facilities use information for the College is available on the College website on the Facilities Use page. Information about library services, bookstore hours, the College newspaper, food services, the job center, the Associated Students of Las Positas College (ASLPC), and student clubs can also be found on the Las Positas College website and in various printed materials distributed through College programs and offices.

### **Policy on Institutional Student Recruitment**

As described in Standard II.B of the self-evaluation, admissions officers work in specified jobs with descriptions and practices that are in compliance with policies, and admission and recruitment activities for students and prospective students are also in compliance. College information and publications available through the Las Positas College website are accurate and faithful representations of information detailed in the policy.

### **Policy on Institutional Representation of Accredited Status**

The College's accredited status is accurately represented on the College website and other College publications. The College Council created an Accreditation Committee team, to provide a forum for coordinating the College's efforts in achieving and maintaining compliance with Accrediting Commission for Community and Junior Colleges (ACCJC) standards. The Accreditation Committee is chaired by the Accreditation Liaison Officer and reports to the College Council. Information about the College's accreditation status can be found on page 6 of the 2014 – 2016 Las Positas College Catalog and on the College website.

# Certification of Continued Compliance with Commission Policies

## **Policy on Institutional Degrees and Credits**

By authorization of the Board of Governors of the California Community Colleges, Las Positas College confers the Associate of Arts degree on students who complete 60 units with a grade of “C” or better in prescribed courses. Las Positas College also grants the degree of Associate in Science only for the majors listed in Associates in Science Degree requirements section in the Las Positas College Catalog. The College awards the Certificate of Achievement to students who successfully complete the required courses of a certificate program with a minimum of 18 units. Las Positas College also grants the certificates (less than 18 units) to students who complete a specially designed or intensive learning activity.

The Curriculum Committee ensures that required credit hours meet the federal definition and requirements. The Curriculum Committee also approves, revises, and suspends or retires programs and courses. It also recommends changes in degree, certificate, and general education (GE) requirements for the Associate in Arts, the Associate in Science, the Associate of Arts – Transfer, and the Associate of Science – Transfer degrees. The Curriculum Committee must also approve new online courses. In addition, the Curriculum Committee reviews noncredit courses for compliance with state guidelines.

The integrity of instructional programs and courses is maintained by faculty participation in the Curriculum Committee; in the program review process, which requires programs to exhibit support of the College mission; and in the development and assessment of student learning outcomes (SLOs). The Curriculum Committee Chair, the Program Review Coordinator, and the Student Learning Outcomes Coordinator are all endorsed by the Academic Senate and work closely with the Senate to maintain the integrity of instructional programs and courses.

The program review process requires the evaluation of all College programs on an annual cycle with a comprehensive review every three years. Recommendations for program improvement are sent to the division dean and the Program Review Coordinator. The College has established an infrastructure to systematically review and evaluate the appropriateness and quality of its offerings. Program review is fully integrated into the College’s planning and budget process.

## **Policy on Institutional Integrity and Ethics**

The College provides information regarding its compliance with commission policies in a clear, accurate, and current fashion through its reports to accrediting agencies and cooperation with evaluation visits.

Internally, the College upholds its integrity and ethical standards for its students and staff through published guidelines for conduct and clearly outlined grievance procedures. The student code of conduct and due process procedures are outlined on pages 31 through 33 of the College Catalog.

## Certification of Continued Compliance with Commission Policies

Las Positas College has policies that ensure integrity in the hiring processes as outlined in District Board policies 4110, 4210, 4312, 4410. In addition, each professional category (administrators, faculty, and classified) has developed a code of ethics that meet each constituency group's specific needs.

Using faculty contract language, the Faculty Association drafted an ethics code which was subsequently approved by the Academic Senate. In spring 2012, the Faculty Association revised the language for a faculty ethics code to reflect changes in the current contract language; the Academic Senate approved and adopted the proposed faculty code of ethics. The policies are outlined in the full and part-time faculty handbooks in the Faculty Academic Integrity section.

The Classified Senate took the lead on the development of the Classified Ethics Code. The process was inclusive, and changes were adapted to meet the concerns/corrections given to the Classified Senate by the LPC classified staff. The Classified Senate approved the Classified Ethics Code.

The administrators' ethics code is reviewed every two years, most recently in fall 2014.

The District Board of Trustees' code of ethics is outlined in Board Policy 2715. Furthermore, Administrative Procedure 2710 outlines the procedures for addressing a circumstance of Board member conflict of interest.

A whistle-blower policy has been reviewed by the Board and is currently proposed as Board and Administrative Policy 7700. The processes for investigation of complaints are outlined in the relevant employee contracts, Board policy, and on the requisite employee notification forms. [26](#), [27](#)

The process for resolving violations, the appeal process, and information regarding student rights are stated in the Las Positas College Catalog, the Faculty Employee Handbook, and Classified Staff Handbook.

### **Policy on Contractual Relationships with Non-Regionally Accredited Organizations**

Although Las Positas College contracts with more than 100 different organizations to deliver quality internship and clinical experiences to students, the College provides the curriculum and instructors. Therefore, Las Positas College does not have any contractual relationships with non-regionally accredited organizations.

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[26 Employee Notification Summary Form](#)

[27 Notification Procedure for Faculty Investigations](#)

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# Institutional Mission & Effectiveness

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*LPC's focus on student success is a direct result of the intentional and deliberate acts undertaken through the collaborative efforts of the campus leadership structure. Administrators, faculty, and staff work together to ensure that learning is productive and programs are successful.*

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implantation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

### **STANDARD I.A: MISSION**

The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.

#### **Descriptive Summary**

Las Positas College's current mission, vision, and values statements were approved on March 27, 2013 by College Council and reviewed and adopted by the Chabot-Las Positas Community College District's Board of Trustees on April 16, 2013.<sup>28, 29</sup>

#### **Mission Statement:**

Las Positas College is an inclusive learning-centered institution providing educational opportunities and support for completion of students' transfer, degree, basic skills, career-technical, and retraining goals.

#### **Vision Statement**

Las Positas College strives to be California's premier Community College, setting the standard through opportunities for developing knowledge, skills, values, and abilities that foster engaged and contributing members of the society.

#### **Values Statement**

Las Positas College thrives as a collaborative teaching and learning community committed to integrity and excellence by:

1. Encouraging and celebrating lifelong learning
2. Responding to the needs of the ever-changing workplace
3. Demonstrating civic, social and environmental responsibility
4. Promoting ethical behavior, tolerance and mutual respect in a diverse community
5. Fostering a climate of discovery, creativity and personal development
6. Holding firm to the belief that each of us makes an astonishing difference.

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<sup>28</sup> [College Council minutes, 03-27-13](#)

<sup>29</sup> [Board of Trustees minutes, 04-16-13](#)

# Standard I: Institutional Mission and Effectiveness

## Goal of the College Mission, Vision, and Values Statements

Las Positas College's mission, vision, and values aim to foster growth and success, both in its students and in its community. The College creates an inclusive and welcoming environment for all students groups by leveraging its resources to provide a variety of student support services that meet the diverse needs of its students.<sup>30</sup> Administrators, faculty and staff work together to provide a variety of educational opportunities that enrich students' learning experiences, in and out of the classroom. Las Positas College maintains its commitment to students and the community, as a learning-centered institution, through its planning of academic programs and investments in facilities and technology. It augments and strengthens this commitment by partnering with local businesses and organizations to promote the welfare of its students and the economic and social health of its service area.

To achieve this, Las Positas College offers a strong instructional foundation for its students and aims to cultivate in them:

- The ability to think critically and communicate effectively;
- An appreciation for the role of creativity and aesthetics in society;
- An understanding and respect for difference and diversity;
- The ability to make humane, informed, and ethical decisions;
- The willingness to adapt to change in the workplace;
- An expertise in effective technology utilization; and
- The desire to participate in society as responsible citizens.<sup>31</sup>

The Mission Statement addresses the broad educational purposes of the College, and identifies the College's intended students as those interested in transferring to a four-year university or college, earning an associate's degree, career training, or improving their basic skills. The mission is accomplished via comprehensive educational programs and services, which are in line with the overall goals of a higher educational institution.

## Self-Evaluation

The college meets the standard.

## Action Plan

None.

## Continuous Improvement Plan

None.

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[30 Student Services](#)

[31 Core Competencies](#)

## I.A.1

The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.

### Descriptive Summary

The Mission Statement for Las Positas College is as follows: “Las Positas College is an inclusive learning-centered institution providing educational opportunities and support for completion of students’ transfer, degree, basic skills, career-technical, and retraining goals.”<sup>32</sup>

Las Positas College continues to establish student learning programs and services aligned with its purpose, its character, and its student population. Specifically, Las Positas College develops and supports high quality student learning programs and services that allow students to embark upon, pursue, and complete “[their] transfer, degree, basic skills, career-technical, and retraining goals,” the core goals identified in the mission statement.

The commitment to the mission is demonstrated throughout the College’s structure and is especially prevalent in College planning as is evidenced by the College’s program reviews, which directly address the College Mission, student learning outcomes, Integrated Planning Committee, and overall planning, allocation, and assessment processes.<sup>33, 34, 35</sup> As set forth in each of the individual program reviews, the educational programs are aligned to student educational goals, and student services are ubiquitous, providing students not just the opportunity to achieve their goals but also the support needed to overcome obstacles they may face.

The institution addresses the needs of its student population by focusing on student learning and success and adopting a “students first” approach to programs and services.<sup>36</sup> The College support system includes Counseling, Admissions & Records, a wide array of tutoring services and specialized programs and projects such as Puente, CalWORKs, EOPS, Veterans First, and the AB 86 initiative, among others.<sup>37</sup> In the AB 86 initiative, the College has worked with participants in the larger community to align programs and curriculum with Tri-Valley adult education, with a focus on planning for offerings in ESL, Basic Skills, CTE and support services such as counseling.<sup>38</sup> The College supports students in their admission and matriculation processes, helps students to create Student Educational Plans, and guides students as they achieve their educational goals through strong educational program and services based on the College mission.

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<sup>32</sup> [Mission Statement](#)

<sup>33</sup> [Annual Program Review, 2011-2012](#)

<sup>34</sup> [SLO Program Review](#)

<sup>35</sup> [Integrated Planning, Budget, and Assessment Process](#)

<sup>36</sup> [LPC website](#)

<sup>37</sup> [Student Services](#)

<sup>38</sup> [AB 86 Consortia](#)

# Standard I: Institutional Mission and Effectiveness

In order to ensure that it is fulfilling its mission, the College surveys students about needs, goals, and desires.<sup>39</sup> It also looks to data such as student success rates and transfer rates to ensure that the mission is being fulfilled. The College Institutional Effectiveness Report specifically focused on assessing institutional effectiveness, the college mission statement, vision statement, and the values statement process.<sup>40</sup>

Since the last accreditation site visit in 2009, the College has continued to demonstrate its commitment to student learning by focusing on fully integrating its mission statement into all College planning processes.<sup>41</sup> At the same time, the College has refined its mission statement, more closely aligning it to current student goals and state measures aimed at increasing student success. The College Council has continued to take the lead in incorporating regular review of the mission statement into its structure.<sup>42</sup> The commitment to the mission is also reflected in the role that the mission statement has taken in planning processes, especially in the development of the newly created Integrated Planning Committee, which evolved from the Planning Task Force and helps to ensure that the College sets and works to achieve goals based on its mission.

The Accreditation Survey of Faculty/Staff/Administrators in fall 2014 shows how effectively the College has aligned its mission with its purposes, its character, and its student population. A strong majority of 77 percent agreed or strongly agreed that “LPC programs and services are aligned with the Mission Statement.”<sup>43</sup> The overall satisfaction of students reflected in the “Student Satisfaction Survey Results: Fall 2014,” which has shown some improvement since fall 2012, tends to show the success of the College’s efforts to align specifically with its students’ goals.<sup>44, 45</sup>

## Self-Evaluation

Las Positas College meets the standard. The College has adopted processes and a philosophy that is inclusive, student-centered, and facilitates students achieving their goals by providing educational opportunities and support. The College is committed to aligning its programs and services with its purposes, its character, and its student population.

## Action Plan

None.

## Continuous Improvement Plan

None.

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<sup>39</sup> [Institutional Planning and Research: Surveys](#)

<sup>40</sup> [Institutional Effectiveness Report](#)

<sup>41</sup> [Annual Program Review, 2011-2012](#)

<sup>42</sup> [College Council](#)

<sup>43</sup> [Fall 2014 Staff Survey](#)

<sup>44</sup> [Fall 2014 Student Survey](#)

<sup>45</sup> [Fall 2012 Student Survey](#)



## I.A.2

The mission statement is approved by the governing board and published.

### Descriptive Summary

Reviewing relevant documents, such as meeting minutes and agendas, create a chronology of events related to the standard.

The current College mission statement was approved by the Chabot-Las Positas Community College District's Board of Trustees on April 16, 2013.<sup>46</sup> The College mission is published in a number of locations, including the College's Academic Catalog and the College website.<sup>47, 48</sup>

### Self-Evaluation

The College meets the standard, as its mission is appropriately approved and published.

### Action Plan

None.

### Continuous Improvement Plan

None.

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<sup>46</sup> Board of Trustees minutes, 04-16-13

<sup>47</sup> College Catalog, page 4

<sup>48</sup> College Mission

# Standard I: Institutional Mission and Effectiveness

## I.A.3

Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.

### Descriptive Summary

Las Positas College reviews its mission on a regular basis and revises it as necessary. The charge of the College Council, whose membership includes chairs from standing committees, representatives from academic, classified, and student senates, and the entire executive team, includes the review of the College mission.<sup>49</sup> The most recent review and approval of the College mission statement occurred in 2012-2013.

In early fall 2012, the College Council approved a timeline for reviewing, revising as necessary, and approving the College's mission, vision, and values statements.<sup>50</sup> The task of reviewing the statements was given to the newly created Planning Task Force, which reported to the College Council.

In consideration of possible revisions to the LPC Mission Statement, the Planning Task Force conducted an extensive review of literature related to college mission statements, including surveys of other college mission statements, ACCJC-related requirements for a college mission, and regulations such as the Student Success Act of 2012. Following their review, the Planning Task Force decided to initiate a revision.

A draft of the College Mission Statement was taken to the October 3, 2012 college wide Town Hall Meeting for discussion and feedback.<sup>51</sup> In recognition of the importance of a mission statement's wording, an hour of this meeting was also used to build a mission statement glossary. The feedback and input gathered at the meeting were used to make further revisions to the draft statement.

Next, the Planning Task Force addressed the College Vision and Values Statements. The Committee first reviewed the purposes of these statements. Then a subcommittee was formed to draft revisions.

The revised draft of the College Mission, along with the proposed drafts of the College Vision and Values Statements, were presented at the November 7, 2012 Town Hall Meeting for further discussion and feedback.<sup>52</sup> Based on the feedback from this college wide meeting, final drafts of the College Mission, Vision, and Values Statements, along with a glossary of terms used in these statements, were produced by the Planning Task Force and forwarded to College Council.

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<sup>49</sup> [College Council charge](#)

<sup>50</sup> [College Council minutes, 09-20-12](#)

<sup>51</sup> [Town Hall meeting, 10-03-12](#)

<sup>52</sup> [Town Hall meeting, 11-07-12](#)

The final drafts of the College Mission, Vision, and Values Statements were reviewed by the College Council and forwarded to the Academic Senate, Classified Senate, and the Student Senate for approval. All three senates approved the proposed statements. At its March 27, 2013 meeting, the College Council approved the statements and forwarded them to Chancellor's Council.<sup>53</sup> The statements were reviewed and approved by the Chancellor's Council and forwarded for final approval by the Board of Trustees for the Chabot-Las Positas Community College District. The Board approved the statements at their April 16, 2013 meeting.<sup>54</sup>

The process for reviewing and approving the College Mission was thorough, inclusive, and extensive, and the majority (60 percent) of College personnel agreed or strongly agreed that the process for developing, approving, and communicating the mission statement was effective.<sup>55</sup>

### **Self-Evaluation**

The College meets the standard, as evidenced by the necessary and successful revision of the College mission in 2012-2013.

### **Action Plan**

None.

### **Continuous Improvement Plan**

None.

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<sup>53</sup> [College Council minutes, 03-27-13](#)

<sup>54</sup> [Board of Trustees minutes, 04-16-13](#)

<sup>55</sup> [Fall 2014 Staff Survey](#)

# Standard I: Institutional Mission and Effectiveness

## I.A.4

The institution's mission is central to institutional planning and decision-making.

### Descriptive Summary

Since the last site visit in fall 2009, Las Positas College has achieved several goals that more deeply integrate the institution's mission to planning and decision making.

To make the College's mission as effective as possible as a basis for planning, it had to be realigned with the current needs and priorities of the community it serves. In 2012, the College President's office and College Council created a Planning Taskforce that was charged with reviewing and revising the Mission, Vision, and Values Statements to make sure that the College's articulation of its purpose and character also represented its role in its service area. The Planning Task Force consulted external sources, sought input and feedback from all constituencies, and presented drafts for extensive review before asking the College Council to approve them. The College and Board of Trustees approved the statements in spring 2013.<sup>56</sup>

To help create conditions at the College that would facilitate a transparent system of linkages between the Mission Statement and shared governance planning and decision-making processes, the College Council then asked the Planning Task Force to undertake the development of an integrated planning system for the College that synthesized the College's stated purpose and goals with planning activity and budgeting activity in an inclusive and coordinated cycle. Subsequently, the Integrated Planning Committee (IPC) was created in fall of 2013 and began meeting in spring 2014.<sup>57</sup>

The College's program review process, which has developed into one of the College's primary tools for planning and decision making, has been revised to feature substantial links to the College mission. In fall 2010, the Program Review Committee evaluated its current processes and created new tools with an emphasis on refining the practical uses of the process in College planning. These tools include a template that makes the College Mission Statement an explicit consideration of each program and service's assessment and goals.<sup>58</sup> The most recent comprehensive program reviews were completed for 2011-2012, and an update was completed in 2014-2015.<sup>59 60</sup>

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<sup>56</sup> [College Council minutes, 10-10-13](#)

<sup>57</sup> [Integrated Planning Committee page](#)

<sup>58</sup> [Program Review template](#)

<sup>59</sup> [Instructional Program Planning Update](#)

<sup>60</sup> [Non-Instructional Program Planning Update](#)

The planning and budget cycle created by the Integrated Planning Committee included the integration of this revised program review process. In conjunction with the College Mission Statement and other relevant data and processes, the IPC uses program reviews to identify planning priorities that will guide resource allocations the following year. In spring 2014, the IPC forwarded four planning priorities to the President and College Council for approval. The President then used these recommendations to compose Planning Priorities for the College that have been distributed widely and to all shared-governance committees for their use in 2014-2015.<sup>61, 62, 63, 64</sup>

In responses to the 2014 Accreditation Survey, 76 percent of faculty, classified professionals, and administrators felt that “The Mission Statement is central to institutional planning and decision making.” In addition, 67 percent see a clear link between planning in their area and the College mission.<sup>65</sup>

### Self-Evaluation

The College meets the standard. Its mission is the core of the planning processes that have been revised and improved since fall 2009.

### Action Plan

None.

### Continuous Improvement Plan

To achieve continuous improvement, the College should develop more linkages between the mission and the whole range of planning committees on campus.

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<sup>61</sup> [2014-2015 Planning Priorities](#)

<sup>62</sup> [Integrated Planning Committee charge](#)

<sup>63</sup> [Faculty Position Request form](#)

<sup>64</sup> [Classified Senate agenda, 11-13-14](#)

<sup>65</sup> [Fall 2014 Staff Survey](#)

# Standard I: Institutional Mission and Effectiveness

## **STANDARD I.B: IMPROVING INSTITUTIONAL EFFECTIVENESS**

The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

### **I.B.1**

The institution has an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

#### **Descriptive Summary**

Since the last accreditation site visit in 2009, Las Positas College has continued to create transparent and integrated institutional structures and practices that include the College's formal and informal culture of dialogue around the continuous improvement of student learning. In the past several years, the College has made ongoing collegial and self-reflective dialogue integral in areas including Program Review, Student Learning Outcomes (SLO) and Service Area Outcomes (SAO), Integrated Institutional Planning, and Institutional Effectiveness. The Accreditation Survey of Faculty/Classified Staff/Administrators conducted in fall 2014 shows agreement with key statements about the strengths of the College's institutional effectiveness. For example, of those who responded, 62 percent agreed with the statement, "LPC systematically dialogues, reviews, and modifies as appropriate, all parts of the planning cycle, including institutional and other research efforts."

Generally, writing, implementing, and assessing SLOs and SAOs has been paramount to the work of the College since the last site visit. The eLumen software system for tracking and assessing the results of SLO data remains the basis of the SLO Committee's system for assessing student learning outcomes. The Committee has developed a timeline that shows their progress toward reaching SLO goals. By presenting assessment data, the timeline also helps create conditions for the ongoing continuous improvement of courses and services, as well as connect learning outcomes to institutional planning.<sup>66</sup> In 2013, the SLO Committee identified and dialogued with disciplines needing support in their progress along the timeline.

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<sup>66</sup> [SLO Timeline](#)

While the SLO Committee has initiated dialogue about student learning on campus in various settings, including Town Hall Meetings, professional development events, and electronic discussions with the College community, student learning is also an ongoing focus in a range of institutional planning processes.<sup>67</sup> Dialogue around SLOs and SAOs occurs regularly in various shared-governance bodies on campus. For example, continuous improvement of student learning and its connection to institutional activities was the focus of the Planning Task Force that was charged in 2012 with reviewing the College Mission, Vision, and Values Statements and recommending improvements to the College's planning processes. Also, when conducting their program reviews, all instructional and non-instructional programs examine SLO and SAO assessment data in developing plans for improvement. Department meetings, division meetings, and emails between campus constituencies including students also contribute to the ongoing college wide discussion of student learning.<sup>68</sup>

Institutional research reflects the effects of the College's focus on student learning. The Institutional Effectiveness Report presents data indicating that continuing efforts to improve student learning has led to high levels of achievement. Student success data show that overall course success rates since the last site visit have remained at 70 percent or higher. Additionally, the College awards about 500 degrees each year. The number of certificates awarded has increased since 2009 from 175 to 198 in 2012-2013. The number of students transferring peaked in 2010-2011, as 414 students transitioned to other colleges. These statistics show that LPC's attention to student learning helps students achieve their educational goals.<sup>69</sup>

Collegial dialogue is a feature of LPC culture that is central to ongoing institutional improvement. When the Planning Task Force set about realigning the College Mission, Vision, and Values Statements, it used workshops, Town Hall Meetings, presentations at shared-governance committee meetings, as well as dialogue in informal settings to guide its review and revision of the statements. To create a new committee, the Integrated Planning Committee (IPC), the Task Force again used dialogue in large and small forums to share ideas with and gather feedback from the whole campus community. Once it was formed, the IPC used input from sources including collegial dialogue to develop planning priorities for the next year's institutional decision making.

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<sup>67</sup> [Repository notes and timeline of flex day presentations](#)

<sup>68</sup> [SLO minutes, 10-07-13](#)

<sup>69</sup> [Institutional Effectiveness Report](#)

## Standard I: Institutional Mission and Effectiveness

Program Review is another area that has used dialogue about student learning to make improvements since the last site visit. In the past three years, the Program Review Committee has conducted dialogue to review the purposes of program review and consider how its processes can best be used in institutional planning for improvement. These discussions occurred in committee meetings, division meetings, Town Hall Meetings, and in informal settings.

Recently, efforts to address the implications of the new Student Success Act (3SP) have included college wide and districtwide dialogue. Discussions on student learning and success as they relate to items such as priority registration rankings, the hiring prioritization of classified and faculty, and the implementation of new software that allows students to track their progress through their education have helped integrate these mandates with existing systems and resources to improve College processes.

Finally, the Institutional Effectiveness Committee is charged with assessing the effectiveness of the College through changes such as those described here. Hence, the IEC provides feedback to the College that supports an ongoing cycle of improvement with data relevant to the College's current ability to fulfill its mission.<sup>70</sup>

### **Self-Evaluation**

The College meets the standard as evidenced by the continuing work being done to improve, organize, and assess Student Learning Outcomes and Service Area Outcomes college wide, and through the continuing work being done to create, to assess, and to improve the institutional planning process and other key processes on the campus.

### **Action Plan**

None.

### **Continuous Improvement Plan**

None.

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<sup>70</sup> [Institutional Effectiveness Committee charge](#)



## I.B.2

The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.

### Descriptive Summary

Since its last accreditation site visit in 2009, Las Positas College has established goals and articulated objectives in efforts to continually improve institutional effectiveness. In June of 2009, the Board of Trustees approved the following ten strategic goals for the College: Teaching and Learning, Institutional Advancement, Accountability, Economic Development, Resource Development and Allocation, Academic and Professional Excellence, Diversity and Pluralism, Communication and Infrastructure, Community Life, and Sustainability. In order to translate these strategic goals into measurable objectives and strategic actions, the College held two events that led to the creation of a set of strategies and Key Performance Indicators (KPIs) for each of the strategic goals: In fall 2009, the College hosted an event called Visioning Day that was attended by full-time faculty, classified staff, and administrators. Throughout Visioning Day, this team developed 59 strategies to help the College progress toward its strategic goals. Then, in spring 2010, the College organized a Flex Day to determine KPIs for each of the 59 strategies; the result was the creation of 116 KPIs intended to enable the College to assess progress toward the strategic goals.<sup>71</sup>

While the process of developing KPIs compelled the College community to consider and articulate specifically how its strategic goals could be realized, subsequent analysis of the KPIs resulted in a large reduction of their number. The task of reporting on the College's status and progress for each KPI was assigned to the Institutional Effectiveness Committee (IEC). However, as the IEC studied the KPIs, it became apparent to the Committee that many of them were not as practical as had been presumed, either because they were not sufficiently specific, measurable, achievable, realistic, or trackable. After their thorough review of the applicability of each KPI, the IEC reported its conclusions to the College Council, which agreed to the elimination of 94 of them.<sup>72</sup> The IEC then turned its attention to the remaining 22 Key Performance Indicators, and it described the progress made toward them in the 2012-2013 Institutional Effectiveness Report.<sup>73</sup>

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<sup>71</sup> 2010-2015 Strategic Plan

<sup>72</sup> College Council minutes, 02-21-13, pages 4 and 5

<sup>73</sup> 2012-2013 Institutional Effectiveness Report, pages 16 to 38

## Standard I: Institutional Mission and Effectiveness

In 2012-2013, the College undertook a revision of its strategic goals. A foundational step in the process was the review of its Mission, Vision, and Values Statements. As it developed new statements, the College realized that a full revision of its strategic goals would need to follow the completion of the new educational master plan in 2015. Because of this, several relatively shorter-term goals would be necessary to guide College planning and activities while the process of developing the longer-term plan was underway. Consequently, three “focus” goals were identified: excellence, equity, and achievement. To complement these, the Integrated Planning Committee and College President also created measurable planning priorities to be used by the College’s shared-governance processes, and these include staff development, curriculum, basic skills, and accreditation.<sup>74</sup>

With these focused goals and planning priorities widely distributed at Town Hall and shared-governance meetings, the campus community understands them and works to accomplish them. According to the 2014 Staff Survey, the majority (67 percent) of staff at Las Positas College understands institutional goals and works collaboratively toward their achievement.<sup>75</sup>

### Self-Evaluation

The College meets the standard, as evidenced by its development, review, and evaluation of strategic goals, Key Performance Indicators, planning priorities, and new educational master plan.

### Action Plan

None.

### Continuous Improvement Plan

None.

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<sup>74</sup> College Council minutes, 03-27-14, pages 2-4

<sup>75</sup> Staff Survey, Fall 2014

### **I.B.3**

The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.

#### **Descriptive Summary**

Since the previous site visit in 2009, Las Positas College has implemented a clear, transparent, and accountable planning and budget cycle. This planning and budget cycle is comprised of four processes: program review, institutional planning, resource allocation, and budget development. Assessment of planning and budget occur throughout the cycle to ensure the effectiveness of the activities and processes.

#### **Program Review Process**

Program reviews and updates are written each fall, summarized by division/area, and forwarded to the Integrated Planning Committee (IPC) through a formal process. Each program in the areas of instruction, student services, and administration completes a program review at least once every three years, with updates written during intervening years. In their reviews, programs describe their achievements, obstacles, and future plans. They draw on data from a number of sources: data from the SLO process, institutional data regarding enrollment and success, external data from the government and advisory boards, and internal program data such as surveys and student interviews. The program review is also a major focus for reporting and reflecting upon student learning outcome data and incorporating that data into program planning. Program reviews are read by the Program Review Committee and division deans. Each dean (or vice president when appropriate) then writes a division program review summary, with the help of the Program Review Committee. This divisional summary is reviewed by the members of the division, who may suggest revisions. The finalized summary is sent to the IPC for use in creating college planning priorities.

#### **College Planning Process**

In the spring, the IPC determines and drafts the following year's recommended planning priorities to the President. Planning priorities are based on a review of planning documents (mission, vision, and values statements, as well as strategic plans), college goals, college assessments (program reviews, SLOs, institutional research), and external mandates (state, federal, and ACCJC). The President reviews the recommended planning priorities and determines which planning priorities will be adopted by the College. The President has the discretion to modify the language contained in the planning priorities. The President then announces the adopted planning priorities at the Town Hall Meeting in May. These planning priorities help guide the budget and allocation processes for the next academic year.

# Standard I: Institutional Mission and Effectiveness

## Resource Allocation Process

The College's resource prioritization committees review and prioritize resource requests based on the College mission, goals, and planning priorities. Prioritized requests are forwarded to the President and executive staff for review and determination of alignment with the College planning priorities; once this has occurred, the President approves the fundable resource allocations that he or she has determined to have the greatest alignment with College priorities.

## Budget Development Process

Budget assumptions are developed early in the spring on the basis of several inputs: the governor's proposed budgets, apportionment reports, resource priorities identified by the resource prioritization committees, and College planning priorities; the Office of Administrative Services uses this information to create the tentative budget. The College Council, interfacing with the executive staff, reviews the tentative budget to ensure there is integration with planning priorities. Once the College Council has provided feedback, the President works with the executive staff to finalize the budget and forward it to the District for review and approval by the Board of Trustees.

## Assessment of Planning and Budget Cycle

Assessment is a crucial part of ensuring that the College has an effective planning and budget cycle. The College assesses progress toward achieving its stated goals for institutional improvement primarily through its Institutional Effectiveness Committee (IEC), Integrated Planning Committee (IPC), the College Council, and program review processes.

The shared-governance body charged with tracking the College's progress toward its goals is the IEC. The IEC does this by providing ongoing and systematic evaluation of key College processes and metrics that also lead to recommendations for further improving student learning and institutional outcomes. An important product of the IEC is the annual Institutional Effectiveness Report. The Institutional Effectiveness Report provides a detailed assessment of metrics and processes. The 2012-2013 Institutional Effectiveness Report, for example, included data on the progress made on the College's key performance indicators.<sup>76</sup> This report also described the IEC's evaluation of central shared-governance processes.<sup>77</sup> The IEC's Institutional Effectiveness Report for 2014-2015 includes an assessment of the College's 2014-2015 Planning Priorities.<sup>78</sup>

The College's Integrated Planning Committee also provides assessment and helps create institutional strategies. The IPC is charged with recommending planning priorities for the College, and it develops these by consulting data including the College's mission, vision and values statements, college goals, strategic plans, program reviews, SLOs, institutional research data, and accreditation documents.<sup>79</sup> Planning priorities proposed by the IPC for 2014-2015 indicated support for the curriculum process, technology utilization with an emphasis on staff development, success and persistence through the basic skills sequence, and accreditation.<sup>80</sup>

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<sup>76</sup> 2012-2013 Institutional Effectiveness Report, pages 16-38

<sup>77</sup> 2012-2013 Institutional Effectiveness Report, pages 39-47

<sup>78</sup> 2014-2015 Institutional Effectiveness Report

<sup>79</sup> Integrated Planning Committee charge

<sup>80</sup> College Council minutes, 05-22-14

Each program at the College regularly assesses its own area through the program review process. To facilitate assessments, the Office of Institutional Research and Planning provides programs with individualized packets of information including program-set standard data, course success rates, and numbers of degrees and certificates awarded annually.<sup>81</sup> Programs analyze this data along with external data from state agencies and local advisory boards to evaluate their effectiveness and use their conclusions for planning.

The role of College Council is to determine the degree of integration of planning and budget activities, including whether there is alignment between planning priorities and resource allocation.

### **Self-Evaluation**

The College meets the standard. Its planning and budget cycle includes effective mechanisms for assessing its progress toward program and institutional goals, including a comprehensive program review process and the Institutional Effectiveness Report.

### **Action Plan**

None.

### **Continuous Improvement Plan**

None.

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<sup>81</sup> [Program Review data](#)

# Standard I: Institutional Mission and Effectiveness

## I.B.4

The institution provides evidence that the planning process is broad based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

### Descriptive Summary

Las Positas College has integrated a planning process that is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources when available, and leads to improvement of institutional effectiveness. As is evidenced by the Mid-Term Progress Report, over the last several years the College has refined and delineated processes to improve planning, with two of the most significant developments being the creation of an overarching strategic planning/institutional effectiveness program review model in the 2010-2011 academic year and the recent creation of the Integrated Planning Committee in October 2013.<sup>82, 83</sup> A comprehensive model shows the interrelationship of all committees and resources available to the campus, and as part of a continuous cycle of improvement, both the model and the committee structure have been refined to reflect and improve upon existing planning processes.<sup>84</sup>

The creation of the Integrated Planning Committee reflects the College's commitment to offering opportunities for input from different constituencies. The plan for this new committee, which replaced a task force, was fully vetted before constituencies including the Associated Students of Las Positas College, the Classified Senate, the Academic Senate, and College Council.<sup>85</sup> The plan for the committee was also distributed to the entire College and discussed at the November 2013 Town Hall Meeting.<sup>86</sup> Thus, the plan for the committee was fully vetted and refined through the process that led to its creation.

As the map of the Integrated Planning, Budget, and Assessment Process shows, the planning processes include multiple mechanisms for participation in College planning, with different committees responsible for different steps in the annual planning process. Two of the major committees contributing to the planning process are the Program Review and Student Learning Outcomes Committees, both of which provide the building blocks underlying the entire process: strong programs with a clear focus on student learning. Both of these committees are chaired by faculty, and both feature processes that require its participants to make a direct connection from resources requested to student learning.<sup>87, 88</sup> The College mission, with its focus on student learning, also guides and contextualizes all decision making.<sup>89</sup>

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<sup>82</sup> Midterm Report, 2012, pages 8-14

<sup>83</sup> Integrated Planning Committee

<sup>84</sup> Integrated Planning, Budget, and Assessment process

<sup>85</sup> College Council minutes, Fall 2013

<sup>86</sup> Collegial Consultation: Establishing an Integrated Planning Committee

<sup>87</sup> The SLO Process

<sup>88</sup> Program Review: Program Planning Updates

<sup>89</sup> Mission Statement

As the minutes of committees that allocate resources demonstrate, the College effectively allocates its resources toward documented goals and priorities. For example, the Resource Allocation Committee allocates funding for equipment and non-instructional hiring.<sup>90</sup> In all cases, the amounts allocated are matched to the identified program needs as they relate to the larger institutional objectives. This is assured through resource request processes for non-instructional positions and for instructional equipment that are tied to program objectives and student learning through program reviews.<sup>91</sup> In some cases, resources may not exist to meet all objectives stated in a program review; for example, because budget cuts have led to diminished capacity to invest in personnel, conferences, and equipment. Programs in this situation may seek additional funding through state initiatives (such as recent Career Technical Education and Student Success Funding) or through College Foundation Grants.

As set forth in the map of the Integrated Planning and Budget Cycle, planning begins at the level of the student in the program. SLO data is reported and assessed in program review. The program reviews and program review updates are vetted through both the Program Review Committee and the division dean with a dialogue created between committee members, the dean, and the programs. As a check on decision making, the planning process is intentionally redundant, requiring faculty to identify needed resources in their program review documents and again requiring reference to program review in ensuing requests for resources.

In response to its review of past planning documents, the College has created the map of the process and refined it to better meet and reflect the College's mission. This, in turn, has resulted in improvements to the current structure. For example, in spring 2014, the Academic Senate undertook a process to refine shared-governance organization and membership, streamlining some committees, decreasing the membership in others, and identifying new priorities such as the new Integrated Planning Committee, which oversees the creation of planning priorities for the entire process.<sup>92</sup> Taken as whole, these changes contribute to improvements in institutional effectiveness.

### Self-Evaluation

Las Positas College meets the standard as evidenced by the Integrated Planning, Budget, and Assessment Process map, which shows the broad-based and inclusive nature of planning, and all documents referenced herein.

### Action Plan

None.

### Continuous Improvement Plan

None.

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<sup>90</sup> Resource Allocation Committee: Charge of Committee

<sup>91</sup> Resource Allocation Committee: Request Process for Non-Instructional Positions and Instructional Equipment

<sup>92</sup> Academic Senate minutes, 05-14-14

# Standard I: Institutional Mission and Effectiveness

## I.B.5

The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

### Descriptive Summary

Las Positas College proactively uses assessment data to communicate matters of quality assurance to appropriate individuals or groups. The variety of these data demonstrate the breadth of their use: program review data, including SLO data and data packets for all disciplines and student services to help faculty and staff assess effectiveness in their areas; enrollment management data used by the College Enrollment Management Committee to determine the allocation of FTEF; student satisfaction surveys and graduation surveys that assess institutional efficacy; and student learning outcomes data to assess achievement of learning.<sup>93, 94</sup>

Depending on the type of data, assessment results can be communicated both internally to the campus constituency groups and externally to stakeholders in the community. For example, presentations on the relationship between the academic preparedness of entering college students and student success were conducted at a College Town Hall Meeting and at a community forum. These presentations disseminated and explained data on the levels of academic preparedness for college-level coursework in English and math and the corresponding rates of success in these disciplines.<sup>95, 96</sup> The purpose of the presentations was to communicate the need to better prepare K-12 students for academic success in college.

Documented assessment results are communicated as appropriate by all offices and areas of the College. For instance, the Office of Institutional Research and Planning (OIRP) conducts presentations at College Town Hall meetings, College flex days, department meetings, committee meetings, regional researchers' meetings, and community forums. In addition, the OIRP presents important information such as accountability measures at Board of Trustees meetings.<sup>97</sup> These presentations enable the Board to better determine how the College is performing in helping students to succeed on a number of metrics and, if necessary, adopt steps to address areas of concern related to student performance.

### Self-Evaluation

The College meets the standard.

### Action Plan

None.

### Continuous Improvement Plan

None.

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<sup>93</sup> [Program Review data](#)

<sup>94</sup> [Student satisfaction and graduation surveys](#)

<sup>95</sup> [English Presentation, pages 7, 9, and 10](#)

<sup>96</sup> [Math presentation, pages 10 to 15](#)

<sup>97</sup> [Research Presentations](#)



### I.B.6

The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.

#### Descriptive Summary

A primary goal of the reorganization and realignment of shared-governance committees and committee structures since the last accreditation cycle has been to improve ongoing planning and resource allocation processes and institute more systematic review, enabling modifications for increased effectiveness. A major outcome of this reorganization has been the development of the Integrated Planning Committee (IPC), which itself emerged from a Planning Task Force. The charge of the IPC is as follows:

The IPC will provide institutional-level planning priorities to the College President by using the Mission, Vision and Values Statements, Strategic Plans, Program Reviews, SLOs, institutional research, and accreditation documents as its focus. The IPC will be informed by a variety of sources including district priorities, and State, Federal, and ACCJC mandates, as required.

The responsibilities of the IPC will include, but are not limited to:

1. Guide the institutional and strategic planning efforts, by establishing planning priorities
2. Identify, review and revise, as necessary, processes for:
  - a. Integrating the College strategic planning documents, including SLO and Program Review documents, into planning
  - b. Integrating and communicating the planning priorities to committees for allocation purposes
  - c. Integrating the assessment of institutional effectiveness into planning
3. Provide direction to the Institutional Research office to generate the data and analysis necessary for the planning efforts needed by the college
4. Review institutional responses to State, Federal and accreditation mandates to ensure incorporation into institutional planning
5. Recommend planning priorities to the College President
6. Communicate adopted planning priorities to the College and College Council
7. Evaluate charge, tasks and membership on a regular basis.<sup>98</sup>

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<sup>98</sup> [Integrated Planning Committee: Charge and Responsibilities](#)

## Standard I: Institutional Mission and Effectiveness

With this charge, the Committee assumes primary responsibility for reviewing planning documents and proposing revisions to institutional planning processes. Since this committee began meeting in spring 2014, full assessment of a completed annual cycle has not yet occurred, although assessment structures are in place.

Although the planning and budget cycle is too recently created to assess as of spring 2015, the Integrated Planning Committee has already fostered improvement in the effectiveness of planning and allocation processes. For example, to help the College and its shared-governance committees direct limited resources to areas of greatest need, the IPC recommended that the College adopt planning priorities. These planning priorities were accepted by the College President and presented to the College Council in spring 2014 for the next academic year:

- support for the curriculum process;
- technology utilization with an emphasis on staff development;
- success and persistence through the basic skills sequences; and
- accreditation.<sup>99</sup>

Other areas at the College involved with planning and allocation also review their effectiveness to make improvements. Through program review processes, for example, each instructional and student service program the College regularly reviews the effectiveness of its use of resources. To complete the recent Program Review Updates in fall 2014, faculty and staff analyzed data on program efficiency, including comparison data to the previous program review cycle. In the new College planning and budget cycle, the program review process is also integrated to the overarching College resource allocation processes.

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<sup>99</sup> [College Council minutes, 05-22-14](#)

## Standard I: Institutional Mission and Effectiveness

According to the fall 2014 Las Positas College Accreditation Survey of Faculty, Classified Staff, and Administrators, most respondents feel that the College is effective at improving institutional effectiveness.<sup>100</sup> The percentages below reflect the number that agreed or strongly agreed with the corresponding statements:

- 74 percent: LPC organizes key processes to support student learning (e.g., integrated planning, resource allocation, etc.)
- 64 percent: LPC uses ongoing and systematic evaluation and planning to refine its key processes.
- 67 percent: LPC employees understand institutional goals and work collaboratively toward their achievement.
- 62 percent: LPC systematically dialogues, reviews, and modifies, as appropriate, all parts of the planning cycle, including institutional and other research efforts.
- 61 percent: The college (or segments of the college) engages in inclusive, informed, and intentional dialogue about the effectiveness of our processes and policies.
- 52 percent: The planning process at LPC is effective at identifying college priorities.
- 52 percent: I use Institutional Research data in planning and evaluation of my courses/program/unit.
- 50 percent: The college planning and allocation process considers the needs of my area.

### Self-Evaluation

Las Positas College meets the standard as evidenced by the development of the Integrated Planning Committee and constant work to improve committee structure at the College over the past several years. Assessment of the newly developed processes will lead to continuing improvement.

### Action Plan

None.

### Continuous Improvement Plan

None.

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<sup>100</sup> [Fall 2014 Staff Survey](#)

## Standard I: Institutional Mission and Effectiveness

### I.B.7

The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.

#### Descriptive Summary

The College uses a variety of methods to review key evaluative processes for their effectiveness in improving instructional programs, student support services, and library and other learning support services.

The Program Review Committee, which oversees the process that all instructional and non-instructional areas use to evaluate their success at meeting student needs, has made large revisions to that process since the last accreditation site visit as a result of their evaluation of that evaluative process' effectiveness. New tools for writing program reviews were used both in the last comprehensive program review in 2011-2012 and in the Program Planning Updates completed in fall 2014. These tools are intended to make program reviews not only more meaningful to their authors, but also more effectively used by the deans and in shared-governance processes, including those involved in institutional budget and planning. Throughout the current program review cycle, the Program Review Committee is gathering feedback on the outcomes of the changes to these evaluative mechanisms so that it can make further revisions for ongoing improvement.

Input from the Integrated Planning Committee has been instrumental in helping with the assessment of the program review evaluation process. The Integrated Planning Committee grew out of the charge of the Planning Task Force since the last accreditation site visit. It is part of the charge of this committee to use the mission, vision and values statements, strategic plans, program reviews, SLOs, institutional research, and accreditation documents as its focus to provide institutional-level planning priorities to the College President. The IPC is also informed by a variety of sources including District priorities and state, federal, and ACCJC mandates, as required. The Committee used program review deans' summaries when issuing its first planning recommendations in spring 2014. Following that cycle, the Committee assessed the usefulness of the deans' summaries, and in the fall of 2014 it offered significant input toward the creation of a new tool for assessment of the program review at the dean's summary level.

The revision of the deans' program review summaries was a particularly illustrative part of this cycle of evaluation. In the College's newly revised integrated planning and budget process, the division deans were asked to examine each discipline or area's program review in their division and then synthesize them into one document. In 2013, the inaugural year for this process, the Program Review Committee chose not to prescribe a specific format or detailed guidelines for the program review summaries that the deans were to write to represent their respective divisions. This meant that while each dean could develop the format for his or her summary individually, the finished summaries did not have uniform characteristics that lent them to comparative analysis. Following that program review cycle, the Program Review Committee evaluated the process and decided to develop guidelines for the next year's deans' summaries. As mentioned above, to do this the Program Review Committee sought input from the Integrated Planning Committee, which at the October 2014 IPC meeting proposed format characteristics that would make each summary's content more accessible for use in supporting the IPC's role in College planning.<sup>101</sup>

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<sup>101</sup> IPC minutes, 10-20-14

Instructional and student service areas at the College also review and improve the evaluative mechanisms relevant to their program goals. For example, in 2013-2014 the English Department undertook a review of the effectiveness of previous changes made to the placement processes that evaluate student preparedness in English and direct them to a course in the English course sequence. With the Office of Institutional Research and Planning, the Department conducted comparative analyses of student success rates in both individual English courses and through the course sequence. It also created and distributed surveys to students and instructors for additional data that might show changes in the placement process' level of accuracy. To prepare for adjustments it might recommend to the English placement process as a result of its review, the Department formalized an agreement with the District that LPC and Chabot College could have independently functioning placement mechanisms.

Student service areas such as Admissions and Records review their evaluation mechanism to improve their service to students. For example, when these areas review the student surveys they use to assess their levels of effectiveness, the questions themselves are also subject to revision for clarity or relevance so that the surveys themselves become more effective tools on their next deployment.

Finally, the Institutional Effectiveness Committee plays an important role in the assessment of the College's evaluation mechanisms. The IEC used the 2012-2013 Institutional Effectiveness Report, created by the Office of Institutional Research and Planning, to help determine what institutional processes could be most effectively assessed. The IEC has completed evaluations of several key processes on campus.

The 2014 Accreditation survey shows that 73 percent of respondents feel that LPC organizes assessment procedures to support student learning, and 66 percent feel that LPC uses ongoing and systematic evaluation and planning to refine those procedures.<sup>102</sup> Since the 2009 site visit, activities that ensure the effectiveness of the evaluation mechanisms have been paramount work on the campus.

### **Self-Evaluation**

The College meets the standard. The Program Review Process, the Integrated Planning Committee and the English course sequence placement process are examples of processes that have been evaluated and changed to improve their effectiveness.

### **Action Plan**

None.

### **Continuous Improvement Plan**

None.

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<sup>102</sup> [Fall 2014 Staff Survey](#)

# Student Learning Programs & Services



*Students who come to the College can choose any of 24 Occupational Associate Degrees, 17 Transfer Associate Degrees, and 44 Certificate Programs. In addition, the College offers community education courses geared toward personal development and cultural enrichment.*

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

### **STANDARD II.A: INSTRUCTIONAL PROGRAMS**

The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

#### **Descriptive Summary**

Las Positas College's mission is to support students in their learning needs as they pursue completion of degrees, certificates, transfer requirements, and job skills. Through the College's curriculum development process, every instructional course and program offered in the name of this institution is aligned with this mission. Further, all course outlines are regularly evaluated and revised through the curriculum process to ensure their ongoing support of the mission.

The high quality and effectiveness of instructional programs is rigorously assessed and improved through the College's program review process. The program review process, which includes a comprehensive review every three years supplemented by annual updates, prompts discipline faculty to examine student learning outcome assessment data at the course and program level to determine the facilities, equipment, personnel, training, and curricular resources that would best sustain and improve student success according to each program's goals. New programs and instructional services responding to student learning needs, such as the recently instituted Math Jam or the new acceleration model for basic skills English, can also be catalyzed by program review.

The quality of instruction in each classroom or alternative site of delivery is assured through regular and direct evaluations of all instructional faculty, whether adjunct or full-time. Aggregate student learning and performance data is monitored for each mode of delivery, with distance education data receiving especially close examination, to assure quality consistency of instruction. The program review process, in coordination with advisory committee input, curriculum, enrollment management, and other resource prioritization and allocation processes, sustains the continuing relevance and currency of programs in the ways described in the following standard sections. Survey data regularly collected from students and staff confirm the experienced effectiveness of the College's instructional programs and services and help alert the institution to areas for program development.

## Standard II: Student Learning Programs and Services

### Self-Evaluation

Las Positas College meets the standard as evidenced by the regular and rigorous processes that maintain the alignment of instruction in all courses and across all modes of delivery to the College mission. The integration of student learning outcome activity to program review processes ensures that student learning is considered in all decision making related to the improvement of instruction and instructional programs. The regular evaluation of individual faculty maintains the quality of instruction and creates opportunities for improvement.

### Action Plan

None.

### Continuous Improvement Plan

None.



### II.A.1

The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.

#### Descriptive Summary

Las Positas College's programs address and meet the College's mission and uphold institutional integrity. The curriculum development process and annual program review process foster and capture program reflection and planning as programs develop responsively to revisions and improvements in the College mission. Evaluative processes ensure the quality of instruction in all locations and means of delivery.

The College's mission statement was revised in the spring of 2013 to focus on "completion of students' transfer, degree, basic skills, career-technical, and retraining goals." Every course adheres to the official course outline of record, thus assuring consistency and integrity, regardless of mode or location. The College is now using CurricuNet to streamline the review and approval process for all courses and programs, regardless of location or mode of instruction. One step of the curriculum process is reviewing the alignment of instructional courses and programs with the College mission.<sup>103</sup> The CurricuNet interface requires rationale for developing new courses that align with the College mission as a first step in the process. Distance education courses are evaluated to assure they meet all federal and state regulations about regular and substantive contact between teachers and students. In accordance with Title V, course outlines are evaluated systematically and regularly, every five years for academic courses and every two years for vocational courses.<sup>104</sup>

The annual program review and faculty evaluation processes are additional ways that the campus upholds institutional integrity regardless of location or means of delivery. During program review, each program reviews its mission and reflects on its alignment to the College mission.<sup>105</sup> Program review reports are publicly posted, examined, and summarized by division deans, and they are used extensively in shared-governance processes. To ensure the integrity of the instruction supporting each program, faculty are evaluated systematically and regularly. The faculty standards for evaluation outlined in the faculty contract specifically identify compliance with stated course learning objectives and the course outline of record as points of evaluation. These standards, through the College's curriculum process, are derived from the College mission and ensure that instruction and evaluation align with the needs of the students and the values of the College.

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<sup>103</sup> [Curriculum Handbook, page 31](#)

<sup>104</sup> [Curriculum Handbook, page 8](#)

<sup>105</sup> [Program Review Template](#)

## Standard II: Student Learning Programs and Services

In addition to offering classes on campus, the College offers several courses each semester at off-campus locations, such as the Livermore Valley Charter Preparatory School and high schools in the Livermore, Pleasanton, and Dublin school districts. Instruction at these off-campus locations is held to the same high standards as on-campus instruction. These courses follow the approved course outlines of record, are taught by Las Positas College faculty, and fall under the same evaluation procedures as all other courses. The College offers selected courses (between five and ten courses in a given semester) at these off-campus locations, but in no instance is more than 50 percent of any program offered off-campus.<sup>106</sup>

To help maintain the integrity of the College's expanding online course offerings, the Distance Education Committee assesses online student needs, takes actions to meet them, and closely tracks their effects on online students' success.<sup>107</sup>

### Self-Evaluation

Las Positas College meets the standard as evidenced by offering high-quality, comprehensive instructional programs that undergo regular and systematic review through the curriculum and program review processes and align with the updated (2013) College mission.

### Action Plan

None.

### Continuous Improvement Plan

None.

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<sup>106</sup> [High School/ROP courses](#)

<sup>107</sup> [TLC Non-Instructional Program Review outcomes](#)

### II.A.1.A

The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.

#### Descriptive Summary

The College gathers, distributes, and examines many types of data to identify the varied educational needs of its students. The Office of Institutional Research and Planning generates data that describes the populations of the College's service area, and this information is posted on the College's Institutional Research and Planning website.<sup>108</sup> The Institutional Research and Planning website also profiles student characteristics, educational goals, registration patterns, and analyses of demographic trends over time.<sup>109</sup> The College uses labor market data to plan or initiate programs that will best prepare students for careers.<sup>110</sup> While students are enrolled, the College reviews success, academic preparation, and student survey data to understand and meet student needs.

The College assesses its progress toward achieving stated learning outcomes through various measures captured in program review. These measures include SLO assessment data gathered in eLumen as well as assessment data obtained from individualized inquiries.<sup>111</sup> For example, data analysis has been used to examine persistence and success through developmental and transfer sequences in English and math, as well as the correlations of successful completion of English courses to success in other general education courses.<sup>112, 113, 114</sup> In addition, accountability reports are submitted to the Board of Trustees.<sup>115</sup>

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<sup>108</sup> [Local demographics](#)

<sup>109</sup> [Student Characteristics](#)

<sup>110</sup> [Local labor market data](#)

<sup>111</sup> [Program Review updates, 2014-2015](#)

<sup>112</sup> [English course sequence](#)

<sup>113</sup> [Math course sequence](#)

<sup>114</sup> [General Education course success rates by highest successful English course taken](#)

<sup>115</sup> [2009 Board Presentation](#)

## Standard II: Student Learning Programs and Services

Research and analysis are incorporated into program planning and assessment in a variety of ways. The College Enrollment Management Committee (CEMC), in their annual discipline planning process, sets College enrollment and productivity targets based, in part, on demographic projections for the ensuing academic year. The CEMC also provides enrollment data to the College's programs, which, in turn, use it to maximize student access and equity in their schedule proposals.<sup>116</sup> The Office of Institutional Research and Planning distributes comprehensive data packets that are used in the development of program reviews and in program goal-setting to maximize student success.<sup>117</sup> Through the annual program review process, integral to the planning process, programs use student learning outcome data to assess progress toward their student learning goals and to plan changes for improvement. Program reviews are reviewed by the Program Review Committee, academic deans, student services deans, Vice-President of Academic Services, and Vice President of Student Services. The deans also create summaries of their divisions' program reviews that are used by the Integrated Planning Committee in its planning activities, including the development of institutional planning priorities.

Lastly, the College collects information on students' views of the institution and their own success through surveys. The Office of Institutional Research and Planning conducts biannual student surveys as well as exit surveys of students participating in graduation ceremonies; these surveys contribute to the College's understanding of overall student progress toward learning objectives over time.<sup>118</sup>

### Self-Evaluation

Las Positas College meets the standard as evidenced by the use of research data, including environmental scans, to meet the needs of its students. The analysis of this data leads to institutional improvements such as revalidating assessment tests used to determine student preparedness, adjusting the schedule to more fully address students' needs, and creating new programs.

### Action Plan

None.

### Continuous Improvement Plan

None.

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<sup>116</sup> [Discipline Plans](#)

<sup>117</sup> [Program Review data packets](#)

<sup>118</sup> [Student surveys](#)

### II.A.1.B

The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.

#### Descriptive Summary

Las Positas College utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students. The College provides traditional, face-to-face instruction, as well as distance education instruction in the form of online and hybrid courses. Through the curriculum process, the College determines that delivery of instruction supports the objectives and content of its courses. All courses must follow the official course outline of record. During its development, each new course outline and course proposal must be vetted and approved by the discipline and division of its origin, as well as the Curriculum Committee. Instructors proposing online or hybrid courses must complete the distance education section of the proposal form and have it approved by the three aforementioned entities, along with the College's Instructional Technology/Open Learning Coordinator.<sup>119</sup>

Delivery methods are evaluated for their effectiveness in meeting student needs primarily through the faculty evaluation process. This regular evaluation of all instructors, as described in the Faculty Contract, allows students, peer instructors, and administrators to provide critical feedback on the effectiveness of course content delivery. In addition, the Contract states that instructors must be evaluated the first time they teach a distance education course.<sup>120</sup> Statistical data for retention and success rates for all courses is gathered and analyzed by faculty as part of the program review process. Retention and success rates are also analyzed by the Distance Education Committee.<sup>121</sup> Additionally, distance education faculty compare student learning outcome data for DE courses to data for face-to-face courses as part of their program review process.<sup>122</sup> Another tool for evaluating distance education courses is the annual student satisfaction survey that includes the College's distance education outcomes.<sup>123</sup>

Dialogue about delivery systems and modes of instruction takes place in a variety of venues and formats. The Curriculum, Distance Education, and Technology Committees all discuss delivery systems and modes of instruction, as do divisions, departments, and the Academic Senate. These discussions extend to various workshops, and they also occurred during the College's process of updating its mission statement.<sup>124,125</sup> In addition, the College's twenty advisory committees meet to discuss industry standards and support quality delivery systems for vocational programs. One example of this is the automotive advisory board's work to support the revision of program curriculum, certificates, degrees and the effort to pursue NATEF certification.<sup>126</sup> Communications about topical issues examined by the Distance Education Committee are sent monthly to all distance education instructors, to the Vice President of Academic Services, and to

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<sup>119</sup> [Sample DE course proposal](#)

<sup>120</sup> [Faculty Contract 2012-2014](#)

<sup>121</sup> [Retention and success rates for DE students](#)

<sup>122</sup> [Annual Program Review template](#)

<sup>123</sup> [DE Student Satisfaction Survey results](#)

<sup>124</sup> [Convocation 2013 DE session notes](#)

<sup>125</sup> [New Mission Statement brainstorming session](#)

<sup>126</sup> [Automotive Advisory Board minutes](#)

## Standard II: Student Learning Programs and Services

the Academic and Classified Senates.<sup>127</sup> Each year, a summary of all distance education-related activities is submitted to the Board of Trustees.<sup>128</sup> The College and Board have also reviewed and approved substantive change proposals for distance education in 2007, 2010, and 2013.<sup>129</sup>

Retention and success rates of distance education courses are compared to corresponding rates for face-to-face courses to help determine how effectively delivery systems and modes of instruction are facilitating student learning. In recent years, the success and retention rates for distance education courses have trended upward, narrowing the gap between courses in that modality and courses delivered face-to-face. In fall 2003—when the College began using Blackboard to deliver distance education—students' cumulative success rate in those courses was 52 percent, compared to 72 percent for students in face-to-face courses. The retention rate in distance education courses was 68 percent compared to 83 percent. In spring 2013, the distance education success rate was 62 percent versus 73 percent, and its retention rate was 82 percent versus 88 percent for face-to-face courses.<sup>130</sup>

Student learning outcomes have been written for all distance education courses, and the results of their assessments are entered into the eLumen outcomes management system. A comparison of a sampling of student learning outcomes assessment data from distance education courses to data from corresponding face-to-face courses during spring 2013 showed that 64 percent of distance education students scored at a level that indicated success, while 71 percent of face-to-face students did the same.<sup>131</sup>

Annually, students are asked to complete the Distance Education Student Satisfaction Survey, on which they rate their level of satisfaction with different components of online learning. Results of the fall 2013 survey found that the students who completed the survey were satisfied or very satisfied in most areas. This included the distance education program as a whole (76 percent), overall course quality (74 percent) and overall course satisfaction (74 percent). When asked if they would take another distance education course from Las Positas College, 89 percent indicated that they would. Students also indicated (63 percent) that they learned about the same in their distance education classes than they would have in an on-campus class. Interestingly, 21 percent said they learned more in their distance education classes, and 16 percent said they learned less.<sup>132</sup>

Since the last accreditation self-study, the Distance Education Committee has worked to enhance support for distance education students. It has focused in particular on a planning agenda item from the 2009 self-study: Discuss and review planning to offer technical support to online students on Saturdays and Sundays since many students take online courses because they work full-time during the week. To meet this planning agenda, the Distance Education Committee began discussing the possibility of providing technical support to online students on weekends at its Aug. 28, 2009 meeting.<sup>133</sup> With the understanding that the budget challenges prevailing at that time were likely to preclude hiring additional personnel, the Committee brainstormed ways to creatively cover weekends, including having staff rotate weekends to be on-call to

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[127 Sample DE report](#)

[128 Annual DE reports to the Board of Trustees](#)

[129 Substantive Change proposals](#)

[130 Retention and Success rates](#)

[131 Spring 2013 SLO comparisons](#)

[132 Distance Education Student Satisfaction Survey, Fall 2013](#)

[133 DE Committee minutes, 08-28-09](#)

answer phone messages and email. Once it was decided by the dean who oversees the help desk that no additional staffing for weekend support could be obtained, the Committee let the College's instructional technology staff work with the help desk staff to seek a software solution.<sup>134</sup> After evaluating various products, free help desk software called HESK was chosen and placed on a server for testing.<sup>135</sup> HESK provides automated responses to student inquiries, an online knowledge base, and a ticketing system to help track student questions and answers. After a successful testing phase, the DE Committee reviewed the product and made suggestions for its implementation. It went online live with students at the beginning of the 2010 summer session. Since then, the staff that provides technical support to students has reported that HESK is easy to use for both them and the students. In addition, the staff felt that with HESK's built-in knowledge base, students have been more likely to consult HESK instead of calling the support desk on the phone.<sup>136</sup> In fact, calls to the support desk have declined from 774 in spring 2009 to 391 in fall 2013.<sup>137</sup> On the fall 2013 Distance Education Student Satisfaction Survey, students were asked their levels of satisfaction with the help desk in general—of which HESK plays a major part—and 36 percent indicated they were either satisfied or very satisfied (57 percent were neutral or not applicable).<sup>138</sup>

Finally, the Distance Education Committee is providing leadership and direction as the College considers its level of participation in the On-line Education Initiative being developed by the state Community College Chancellor's Office.<sup>139</sup>

### Self-Evaluation

Las Positas College meets this standard as evidenced by its commitment to dedicate appropriate resources to curriculum review, course and instructor evaluation, and student learning outcomes. In addition, appropriate resources are available to faculty and students using online learning delivery systems. Dialogue occurring throughout the College helps ensure that delivery systems and modes of instruction are compatible with the objectives of the curriculum and appropriate to the current and future needs of students. Survey data demonstrates that these methods and procedures are effective in meeting student needs.

### Action Plan

None.

### Continuous Improvement Plan

None.

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<sup>134</sup> DE Committee minutes, 09-25-09

<sup>135</sup> HESK

<sup>136</sup> HESK analysis

<sup>137</sup> Support calls 2009-2013

<sup>138</sup> Distance Education Student Satisfaction Survey, Fall 2013

<sup>139</sup> Academic Senate minutes concerning the OEI

## Standard II: Student Learning Programs and Services

### II.A.1.C

The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

#### Descriptive Summary

Las Positas College identifies learning outcomes for its courses, programs, certificates, and degrees. As of June 1, 2015, 99 percent of the courses taught at Las Positas College have student learning outcomes, and 100 percent of programs, certificates, and degrees have student learning outcomes.<sup>140, 141</sup>

The College has supported programmatic efforts to assess student learning outcomes. Through the guidance of the Student Learning Outcomes Committee and the Staff Development Committee, the College held Faculty Flex Day workshops focused on SLO assessment in spring 2011 and spring 2012.<sup>142, 143, 144</sup> In addition, Student Learning Outcome Committee members have contacted discipline faculty in their divisions to offer support in assessing their SLOs.<sup>145</sup> Comparing the SLO assessments from the 2013-2014 program review cycle to the fall 2014 Program Planning Updates (PPUs), the efforts of the Student Learning Outcome Committee to support genuine, productive assessment are clear: the 2014 PPU's show evidence of broader, deeper SLO assessments throughout the College.<sup>146</sup>

Overall, the assessment that has taken place is authentic and robust, providing a focused lens through which to examine student learning. For example, in 2013-2014, the English as a Second Language Program assessed their SLOs for a sequence of grammar courses, discovering “a solid level of student proficiency in Grammar Terminology and Sentence Structure, moderate proficiency in Verb Form, and less proficiency in Verb Tense. The SLO data showed a clear need for improved instruction of Verb Tense over the entire sequence of grammar courses.” As a result of their assessment, the ESL program made a plan to implement common final exams, increase the unit value of grammar classes from two units to three units, and remove the lab hour.<sup>147</sup>

Other robust examples of SLO assessment leading to course or programmatic innovation are described in the 2014 Program Planning Updates for the math, business, English, chemistry, and geology departments, Admissions and Records, and the Library, to name a few. As a result of the math department's assessment of their SLOs, they developed a new week-long intensive pilot program called Math Jam, which met with high success when implemented in spring 2015.<sup>148</sup> Business' assessment resulted in improvements in success and retention.<sup>149</sup> The English department's assessment resulted in a plan to request funds for staff development training in reading apprenticeship.<sup>150</sup> Admissions and Records “will work with the college's

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<sup>140</sup> SLO Update, 06-01-15

<sup>141</sup> SLO list

<sup>142</sup> SLO Timeline

<sup>143</sup> SLO Committee minutes, 10-04-10

<sup>144</sup> SLO Committee minutes, 02-07-11

<sup>145</sup> SLO Timeline

<sup>146</sup> 2014 Program Planning Update

<sup>147</sup> ESL Program Planning Update

<sup>148</sup> Math Program Planning Update

<sup>149</sup> Business and Marketing Program Planning Update

<sup>150</sup> English Program Planning Update



‘website manager’ to prominently display important A&R information (priority registration, deadline dates).”<sup>151</sup> The Library has identified the need for increased hours of operation and campus outreach.<sup>152</sup> Based on SLO assessment, the chemistry department requested “a reduction in the maximum cap for students enrolling in the 12A/12B series.”<sup>153</sup> The geology department reports that their SLO assessment shows that “students are currently achieving appropriate success with the high level of materials, technology, equipment, support and specimens that are currently being employed, and we will continue to pursue to maintain, and even hopefully, improve upon these results.”<sup>154</sup>

The College has also engaged in work to assess the five institutional-level outcomes called core competencies, which are communication, critical thinking, creativity and aesthetics, respect and responsibility, and technology. In fall of 2010, the College chose to focus on the theme of respect and responsibility during the 2010-2011 academic year. In the summer of 2013, the SLO Committee reorganized eLumen to utilize the matrix model that facilitated mapping course SLOs to multiple institutional outcomes. In addition, as a regular practice, every student learning outcome is linked to one of the five core competencies. In order to assess college wide progress on core competencies, results of all SLOs are “rolled up” or aggregated across all courses and programs at the College. The resulting data for each core competency are analyzed to determine the degree to which students meet them and then used by the College’s Integrated Planning Committee to help inform the College’s planning priorities as described in the 2012-2013 and 2013-2014 Institutional Effectiveness Reports.<sup>155, 156, 157, 158</sup>

As of June 1, 2015, 93 percent of course-level student learning outcomes and 93 percent of student learning outcomes for programs, certificates, and degrees have been assessed. Since January 2015, when 60 percent of all courses had ongoing assessments, faculty made long strides toward the goal of 100% assessment. Most of this progress was made after the College invested in an SLO liaison position, a faculty member who then contacted faculty directly to help them document their work on student learning. In addition, the faculty liaison worked with technical support staff to simplify the process for assessment data entry by creating a Google survey that allowed each faculty member to enter their own data without needing to navigate the eLumen system.<sup>159</sup>

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<sup>151</sup> [Admissions and Records Program Planning Update](#)

<sup>152</sup> [Library Program Planning Update](#)

<sup>153</sup> [Chemistry Program Planning Update](#)

<sup>154</sup> [Geology Program Planning Update](#)

<sup>155</sup> [SLO Timeline](#)

<sup>156</sup> [SLO Committee minutes, 10-04-10](#)

<sup>157</sup> [2012-2013 Institutional Effectiveness Report, pages 12-15](#)

<sup>158</sup> [2013-2014 Institutional Effectiveness Report](#)

<sup>159</sup> [SLO Assessment survey](#)

## Standard II: Student Learning Programs and Services

One continuing challenge before the College is the modification of the process for developing and assessing student learning outcomes so that it is more fully integrated to the curriculum process. When the SLO process was first developed in 2004, following the advice of external consultants, administrators, and faculty leaders who had received training, the College governance intentionally separated the process for developing and assessing student learning outcomes from the process for developing and evaluating the course outlines of record, which is stewarded by the Curriculum Committee.<sup>160, 161</sup> Meanwhile, the Student Learning Outcome Task Force, later to become the SLO Committee in 2006, assumed full responsibility for the development of SLOs.<sup>162</sup> However, the charge of the SLO Committee did not include the evaluation of SLOs.<sup>163</sup>

Over time, questions arose regarding the relationship between the SLO and curriculum processes. The SLO Task Force initially recommended in 2005 that the Curriculum Committee should have a larger role in SLO work. Later, in 2012, the SLO Committee asked that the Curriculum Committee review SLO assessment plans and decide on the “collection process for completed assessment reports.”<sup>164, 165, 166</sup>

However, the bifurcation of these processes was guided by the premise that SLOs, which were designed to be “relatively dynamic,” must be easy to change as faculty inquirers would learn from their assessments and need to recraft their outcomes for student learning. The goal was to allow flexibility and make space for authentic inquiry. Members of the Curriculum Committee advised that such space would be difficult to achieve within the curriculum process given the fact that “the course outlines must be articulated and do not change often.”<sup>167</sup>

There was also a concern that SLO assessment data might be misused by the College, for example, to discontinue a program, as evidenced by the SLO leadership, in 2005, suggesting that “SLO’s not be a part of the syllabus or course outline specifically for this reason.”<sup>168, 169</sup>

As Las Positas College faculty members developed their process for developing and assessing student learning outcomes, they were advised by the College leadership, in 2006, to differentiate between what were labeled the “Expected Outcomes” on the course outline and “student learning outcomes.” Faculty responded by changing the name of the course outline’s “Expected Outcomes” to “Measurable Objectives” in an attempt to differentiate them from “student learning outcomes.”<sup>170, 171, 172</sup>

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<sup>160</sup> Curriculum Committee minutes, 09-27-06

<sup>161</sup> Curriculum Committee minutes, 09-28-05

<sup>162</sup> LPC 2009 Self Study

<sup>163</sup> SLO Committee

<sup>164</sup> SLO Committee minutes, 10-01-12

<sup>165</sup> Curriculum Committee agenda, 10-08-12

<sup>166</sup> Curriculum Committee minutes, 10-08-12

<sup>167</sup> Curriculum Committee minutes, 09-27-06

<sup>168</sup> Academic Senate minutes, 08-31-05

<sup>169</sup> SLO Committee minutes, 11-06-06

<sup>170</sup> Curriculum Committee minutes, 09-27-06

<sup>171</sup> Curriculum Committee minutes, 10-25-06

<sup>172</sup> Curriculum Committee minutes, 09-10-03

Since 2004, the faculty has engaged in two distinct and separate processes in the effort of assessing student learning. The faculty contract, however, requires both full-time and adjunct faculty to adhere to the course outline and, therefore, the curriculum process, while not mandating participation in the SLO process. The College's curriculum process had, and still has, a distinct and well-defined institutional role, benefitting from the contractually-mandated participation of full-time and adjunct faculty. The SLO process, while still a vital part of the College's work, has had a less clear role in the institution because participation is not contractually-mandated, which has significantly constricted part-time faculty participation. Efforts have been made to address the issue; for example, a February 12, 2012 MOU between the District and the Faculty Association specifies the following: for part-time (adjunct) unit members working on student learning outcomes (SLOs) and course learning outcomes (CLOs) or program learning outcomes (PLOs), "it is understood that any part-time (adjunct) unit members shall be paid for any work approved by the Division Dean when they participate in developing and/or assessing SLOs, CLOs, and/or PLOs." The MOU was subsequently discussed in division meetings, and full-time faculty were encouraged to engage their part-time faculty in SLO, CLO, and/or PLO discussions.<sup>173</sup> While the College encourages faculty to engage in SLO assessment, the faculty contract still does not require it. Discussion continues between the District and the Faculty Association to address this issue.

Meanwhile, the SLO Committee has overseen the development of SLOs for all of the College's courses and programs. In the spring of 2013, the Student Learning Outcome Committee required assessments be standardized on a five-point scale.<sup>174</sup> The assessments of SLO's have been integrated into the College's planning cycle through the program review process and are captured on a macro-level in their connections to the institutional core competencies. Currently, the course outlines of record at Las Positas College undergo an extensive review and still include "Measurable Objectives." These objectives, formerly described on course outlines of records as "Expected Outcomes," are developed using Bloom's Taxonomy to ensure their rigor and focus on the higher levels of learning. In fact, the leading statement on the curriculum form is, "The student will be able to..." suggesting that the measurable objectives are conceived very similarly to student learning outcomes. Las Positas College's student learning outcomes have also been developed using Bloom's Taxonomy and the measurable objectives on the course outlines.<sup>175, 176</sup> While the College's SLOs vary in scope and depth, they are consistent with the measurable outcomes for their courses. The SLO Committee, in 2007, did act to ensure that there is a correlation between course-level outcomes and measurable objectives.<sup>177</sup> In addition, faculty consult SLO data as they develop course outlines. The Curriculum Handbook directs faculty to consult their program review, which captures SLO data, when writing the rationale for course revisions or new courses.<sup>178</sup>

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<sup>173</sup> Faculty Association MOU

<sup>174</sup> SLO Timeline

<sup>175</sup> Getting Started with SLOs, February 2005

<sup>176</sup> SLO Committee minutes, 10-04-10

<sup>177</sup> SLO Timeline

<sup>178</sup> Curriculum Handbook, pages 16 and 23

## Standard II: Student Learning Programs and Services

Student learning at Las Positas College is measured both through the SLO process and through the measurable objectives as required in the faculty contract. When faculty are evaluated through classroom observation, the form used prompts the evaluator to assess whether the instructor addresses the measurable objectives: “Assignments and materials relate to objectives and content on the outline of record/Methods of evaluation and grading standards relate to the outline of record.”<sup>179</sup> The faculty contract also encourages faculty to include objectives on their syllabi to inform students of what they can expect to learn in their classes.

The bifurcation of the SLO and curriculum processes at Las Positas College reflects the desire to both comply with the decision that the College needed to distinguish between Measurable Objectives and Student Learning Outcomes and to create an SLO process that had integrity in supporting student learning and faculty inquiry. However, this self-study process has prompted dialogue on the premises of the distinctions between SLOs and measurable objectives.

First, SLO Committee members and Accreditation Ad-hoc Committee members attended a Curriculum Committee meeting to describe the challenges posed by the bifurcation of these processes. This discussion led to a request to the deans that they accommodate a meeting of the faculty-at-large during the scheduled division meeting time.<sup>180</sup> This faculty-at-large discussion resulted in the request for a survey to capture faculty concerns about the SLO process as well as its relationship to the curriculum process.

In addition, faculty leadership from key campus committees engaged in a Common Ground meeting with the intention of formulating a plan focused on the College’s SLO process to present to the broader campus community.<sup>181, 182</sup> The following recommendations emerged from the Common Ground Committee meeting on March 27, 2015:

- SLOs may be identical to the Measurable Objectives from the course outlines of record. If they are not identical to the Measurable Objectives, they should be consistent with Measurable Objectives or map to one of the college’s Core Competencies. As curriculum is created/updated, the SLO Committee will be automatically notified so they can record the SLOs for all courses. The SLO committee will work with faculty to provide professional development regarding SLO development, mapping, and assessment.
- Time for discussions about assessment results will be provided through flex days and other staff development opportunities.
- In order to be compliant, it is highly recommended that SLOs or Measurable Objectives appear on all course syllabi. A student-friendly paraphrase is acceptable.

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<sup>179</sup> Faculty Association Agreement, page 58, section 9B

<sup>180</sup> Email from John Ruys

<sup>181</sup> Common Ground Meeting Agenda and Notes 3-27-15

<sup>182</sup> Email from John Ruys

## Standard II: Student Learning Programs and Services

- We recommend that each discipline be free to create their own assessment scale. The SLO Committee will help to map that scale to the Core Competency scale in a meaningful way.
- A dedicated support person is critically needed for curriculum committee (50%), SLO committee (25%), and program review committee (25%)
- The Accreditation Task Force and the SLO committee will continue to investigate best practices in assessment and make periodic recommendations over the next year.

Finally, the SLO leadership administered a survey to capture faculty concerns about the College's approach to SLO's, as requested by the faculty-at-large. 72% of full-time faculty and 35 part-time faculty responded. The results of the survey indicate that there is strong support from the faculty to put SLOs (80% agreed or strongly agreed) or Measurable Objectives (74.5% agreed or strongly agreed) on syllabi. In addition, 77% of faculty agreed or strongly agreed that their SLOs are linked to Measurable Objectives. 61% agreed or strongly agreed that they coordinate with other faculty to make course related improvements. 51.9% agreed that assessing SLOs has informed them about student learning. 70.6% say they have used assessment results to make course changes. On average faculty have changed SLOs 1 time in the last 5 years (that was the median). A small number of faculty have changed SLOs 5+ times, pushing the mean up to 1.9 times. The median is a better indicator of the average response but the results suggest that some faculty might need the SLO process to be easy and flexible. The need for flexibility is reinforced in the written responses. While some faculty found SLOs on the course outline of record acceptable, most faculty prefer the safe, protected, flexible process that allows them to experiment and modify SLOs. The written responses suggest that faculty seem more supportive of having Measurable Objectives or SLOs on the syllabus (some already include them on the syllabus). 83% of respondents would prefer SLOs to be assessed on a 3 year cycle. Faculty are split about whether SLOs are more narrow, the same, or broader than Measurable Objectives, again highlighting that faculty are using SLOs in a variety of ways and need a process that accommodates this diversity.<sup>183</sup>

Building on its work throughout the 2014-2015 academic year, the College is planning to begin its 2015-2016 academic year with a focus on supporting SLO work through the dedication of College Day, August 14, and a flex day, September 15, to this effort. Furthermore, the 14 new faculty hired in spring 2015 were asked, as part of the final interview process, to address their experience in identifying and assessing SLOs. These faculty will undergo an orientation in the 2015-2016 academic year in which SLO development and assessment is a focus.

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<sup>183</sup> SLO survey

## Standard II: Student Learning Programs and Services

### Self-Evaluation

The College partially meets the standard. The College identifies learning outcomes for its courses, programs, certificates and degrees through both its measurable objectives and its student learning outcomes. The College assesses achievement of those outcomes through the curriculum and SLO processes. The College uses assessment results to make changes through the process of program review as well as the processes that guide curriculum and SLO work. As of spring 2015, 90 percent of the course-level SLOs had been assessed. To achieve continuous quality improvement, the college needs to engage in broader assessment of course-level SLOs and reach the goal of 100 percent assessment.

### Action Plan

Refine, simplify, and integrate the College's curriculum and SLO processes to more regularly assess the correlation between measurable objectives and course-level SLOs with the goal of ensuring consistency, particularly in courses developed since 2007.

Continue to provide regular staff development opportunities focused on the assessment of SLOs, in prioritizing the engagement of part-time faculty.

### Continuous Improvement Plan

None.

### II.A.2

The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.

#### Descriptive Summary

The College offers a full range of courses including pre-collegiate courses, non-degree courses, and degree-applicable courses (Las Positas College Catalog). These pre-collegiate courses are offered by disciplines including English, mathematics, music, and ESL (LPC Schedule). The Community Education Program is an extended-learning program offering self-supporting, not-for-credit, fee-based classes and workshops that serve the personal enrichment and educational interests of the wider community. The international program currently serves 134 international students from 34 different countries, which is significant increase since the last report, when 110 students from over 30 different nations were served.<sup>184</sup>

A central process through which the College ensures that its programs and courses are all of high quality is program review, executed on a three-year cycle. The College's curriculum process, described in the Curriculum Handbook and overseen and implemented by the faculty through the College's Curriculum Committee, also helps maintain quality instruction by guiding the updating of course outlines every five years for academic classes and every two years for career technical educational classes, as well as by overseeing the adherence of course outlines to Title 5 requirements. (Curriculum committee minutes, Curriculum Handbook) Advisory board input helps assure quality by maintain programs' currency. The College's shared-governance structure allocates resources for personnel, equipment, facilities, and professional development that underlie the continuing improvement of courses.

Contract Education is a districtwide program administered through the District Department of Economic Development and Contract Education, which works in collaboration with the College. Most Contract Education offerings are not-for-credit classes that address workforce development and/or skills upgrades as required by regional employers. Most classes offered through Contract Education are short (3-4 hours), industry-specific classes to address employer needs.

About five percent of contract education requests include a for-credit course in a contract education delivery mode, usually to be delivered on site at the client's venue. In those cases, Contract Education collaborates with the College to assign a qualified instructor for those classes. Once an instructor is assigned, that faculty member collaborates with Contract Education and the client to customize as the course as much as allowable to best meet the needs of the client. Client-students are then assisted with the College registration and enrollment processes, and Contract Education partners with the Office of Admissions and Records to make this process as smooth as possible.

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<sup>184</sup> [International Students Program](#)

## Standard II: Student Learning Programs and Services

In addition to the not-for-credit and occasional for-credit course offerings, Contract Education administers the College's apprenticeship programs, including auto, electrical, fire/life safety, painting & drywall, roofers, and telecommunications. These apprenticeship programs are offered for credit through the College. As with other for credit contract education offerings, each program's curriculum is submitted to the College's Curriculum Committee. Once a program and its instructors are approved by the College and the state chancellor's office, Contract Education works with the College to create course numbers, register and enroll the apprentices, and track their progression through their program. The College's Office of Admissions and Records assists with tracking both classroom and on-the-job training hours for the apprentices. To ensure the high quality of instruction, instructors are assigned to courses based on their areas of expertise, feedback from students is gathered and examined at the completion of each course, and the input of professional experts is used to update curriculum.

### **Self-Evaluation**

Las Positas College meets the standard by having structures and processes in place such as the Curriculum Committee and the Program Review Committee, ensuring the quality of courses and programs in all locations, at every level, regardless of how they are offered.

### **Action Plan**

None.

### **Continuous Improvement Plan**

None.



### II.A.2.A

The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

#### Descriptive Summary

Las Positas College has established procedures for the student learning outcome process through faculty-driven choices emanating from curriculum and shared governance committees.

Las Positas College's "Measurable Objectives," listed on the course outlines of record, correlate with the student learning outcomes for the courses. The measurable objectives and the SLOs are developed and revised in reference to each other. Both use Bloom's Taxonomy to specify what the student should be able to do upon completion of the course. The Curriculum Handbook and the guide for developing SLOs, "Getting Started with SLOs," developed in 2005, direct faculty work so that measurable outcomes and SLOs are correlated [185](#), [186](#), [187](#), [188](#)

The procedures for both processes are faculty-driven. In fall of 2013, Las Positas College implemented an electronic procedure for the curriculum proposal and review process. The College's Curriculum Committee's efforts to update the previous paper curriculum process by replacing this process with an electronic process began in fall 2008. CurricuNet from Governet was used to develop the electronic process. While the first semester of implementing this new system was not without the expected hiccups of adopting a new method, the CurricuNet system now is the delivery system for curriculum proposals. In order to assist faculty and administrators with adopting this new system, multiple training sessions were held both by Governet and LPC faculty. The process of proposing curriculum remains faculty driven, and the validation of outlines requires several levels of review and approval before final review and approval by the Curriculum Committee. When CurricuNet was implemented, the faculty curriculum handbook was also updated to reflect this electronic curriculum process.

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[185 Getting Started with SLOs, February 2005](#)

[186 SLO Timeline](#)

[187 SLO Committee minutes, 10-04-10](#)

[188 Curriculum Handbook, pages 16 and 23](#)

## Standard II: Student Learning Programs and Services

SLO process are also faculty-driven. Once course SLOs are created by faculty, in collaboration with the SLO Committee, they are recorded in eLumen, and assessments of courses and programs are completed at regular intervals. Funding for adjunct faculty participation in this process has been allocated, making it possible for programs to improve the breadth and number of assessments.<sup>189</sup> The assessment process is complete when faculty and their disciplines analyze SLO assessment data and make changes for improvement based on their findings.

Through the faculty-driven annual program review process, faculty capture and reflect upon their assessments of their courses and programs and use their conclusions to guide plans to improve student learning.<sup>190</sup>

### Self-Evaluation

Las Positas College meets the standard as evidenced by the faculty-driven procedures involving the regular assessment and development of learning outcomes; the robust curriculum proposal process, continually evaluated for quality and efficiency improvements; and its program review process, during which faculty evaluate current curriculum offerings and plan for future curricular changes.

### Action Plan

None.

### Continuous Improvement Plan

None.

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<sup>189</sup> [Faculty Association MOU](#)

<sup>190</sup> [Program Review](#)

### II.A.2.B

The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.

#### Descriptive Summary

Las Positas College relies on faculty members for the identification, creation, updating, and maintenance of degrees, certificates, programs, and courses. Faculty, who are fully qualified based upon demonstrating minimum qualifications during the hiring process, have developed student learning outcomes that reflect student competency based on both the Las Positas College core competencies and course objectives.<sup>191</sup> Additionally, faculty of vocational programs have integrated technical and discipline-specific skills into their course SLOs.<sup>192</sup> The advisory committees for vocational programs at Las Positas College meet two times each academic year. These twenty advisory committees actively support programs by facilitating the establishment of pre- and co-requisites, standards of performance, equipment and facilities required, financial and legislative matters, internships, donations of cash or equipment, resource development, student scholarships, and guest lecturing. Members of the advisory committee typically include full and/or part time faculty, administrators, representatives of the constituency served by the program, and students.<sup>193</sup> Faculty and advisory boards work together to create new curriculum and modify existing curriculum. For example, the automotive advisory board reviewed auto curriculum at the fall 2014 advisory board meeting. This has led to revision of curriculum, certificates, and degrees (all in progress), and pursuing NATEF industry certification. Another example of advisory board participation is in the new engineering technology program, which was created in response to industry need. Industry partners on that advisory board proposed outcomes that graduating students will need in order to meet workforce expectations. Three existing course outlines have been modified to meet industry needs, and one new course was created. Faculty and advisory board/industry partners also worked together to identify competencies and learning outcomes for the courses and new degree.

Other examples of collaboration with an advisory board include EMS updating curriculum for EMS 61 (Emergency First Responder) and EMS 81 (EMT) to follow industry/licensure/certification outcomes. Advisory boards recommend and/or confirm industry licensure/certification which aligns with curriculum.

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<sup>191</sup> [SLO Core Competencies](#)

<sup>192</sup> [LPC Strategic Plan, page 17](#)

<sup>193</sup> [LPC Catalog, pages 198-203](#)

## Standard II: Student Learning Programs and Services

### Self-Evaluation

Las Positas College meets this standard as evidenced by the faculty's development and maintenance of processes to validate the learning outcomes to both internal and external standards. Faculty are involved in every step of the process, and the College supports the development and assessment of programs through the Curriculum Committee and the program review process. Regular review and assessments improve the quality and effectiveness of programs.

### Action Plan

None.

### Continuous Improvement Plan

None.

### II.A.2.C

High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.

#### Descriptive Summary

The Las Positas College mission statement mandates the College provide high-quality programs through its focus on being a learning-centered institution with programs that provide support and opportunities to help students achieve their goals.<sup>194</sup> Additionally, one of the College's Institutional Strategic Goals, adopted since the last accreditation visit, is to "commit to excellence in teaching, student learning, and scholarship by expanding professional development for all employees and nurturing the intellectualism within the campus culture."<sup>195</sup> The College hires excellent instructors and supports high-quality instruction by providing professional development through the Staff Development Committee.

The appropriateness of curriculum in its breadth, depth, rigor, sequencing, time to completion, and synthesis of learning is vetted during the program review process and in the Curriculum Committee curriculum review process, which was migrated to CurricuNet software in fall 2013. Programs submit curriculum for regular review every two to five years, per Title 5, in order to encourage proper sequencing of courses and to respond to SLO assessments examined during the annual program review process. Through the curriculum review process, new and updated courses are thoroughly reviewed by discipline faculty, division technical reviewers, an articulation officer, distance education reviewers when applicable, library faculty, the Curriculum Committee, division dean, Vice President of Academic Services, and the Board, before going to the state for approval.<sup>196</sup> When updating or proposing a new course, faculty consider how the course connects to program planning, the revised mission of the California Community Colleges, and the College mission and core competencies; faculty also consider how the new or updated course will affect other courses and disciplines.<sup>197</sup> These factors are considered when curriculum is reviewed by the Curriculum Committee as well.

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<sup>194</sup> [Mission Statement](#)

<sup>195</sup> [Institutional Strategic Goals](#)

<sup>196</sup> [Curriculum Handbook, page 12](#)

<sup>197</sup> [Curriculum Handbook, pages 17-24](#)

## Standard II: Student Learning Programs and Services

In addition to examining curriculum's connections to broader programs and factors, the curriculum review process examines requisites for new course proposals, modified course proposals, and course updates in order to ensure students are given a pathway to success so that students entering a course are prepared to build upon knowledge and skills gained in previous courses.<sup>198</sup> The review of prerequisites, corequisites, or other advisories during the curriculum review process ensures a set of standard expectations across programs as well as across the College that enable instructors to predict the preparation of the students entering their classes.

Over the past two years, new courses and degrees have been created, and existing courses updated or modified and reviewed, with increased frequency to align courses with CID (Course Identification Numbers) and allow for use of these courses in the development of Associate Degrees in Transfer (ADTs). As of May 11, 2015, 109 courses had been approved by the state for CID alignment.<sup>199</sup> All ADTs that faculty develop must align with the Transfer Model Curriculum (TMC) approved by the state in the corresponding discipline. This TMC is designed with consideration to optimum sequencing and time to completion. Currently, LPC offers three AS-T degrees and seven AA-T degrees, and more are currently being designed and submitted for review by the Curriculum Committee.<sup>200, 201</sup> Faculty designing ADTs have available to them on the LPC website training materials such as the "Creating an AAT or AST Tutorial," "Transfer Model Curriculum Templates," "AAT and AST Submission Guidelines," and "AAT and AST Degrees" PowerPoints designed by the articulation officer.<sup>202, 203, 204, 205</sup> In aligning with this model curriculum, LPC's new ADT programs are meeting the state-approved guidelines for rigor, depth, breadth, sequencing, and time to completion.

In addition to TMC alignment, state-mandated repeatability guidelines have also contributed to more frequent review of curriculum. Faculty are instructed in the Curriculum Handbook to consider the new repeatability guidelines when proposing new or modified courses.<sup>206</sup> Detailed information about these new repeatability guidelines is also made available to faculty on the LPC website.<sup>207</sup>

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<sup>198</sup> Curriculum Handbook, pages 18-19 and 25-26

<sup>199</sup> List of CID approved courses as of 03-10-14

<sup>200</sup> Approved LPC AS-T Degrees, CCC Curriculum Inventory

<sup>201</sup> Approved LPC AA-T Degrees, CCC Curriculum Inventory

<sup>202</sup> Creating an AAT or AST Tutorial

<sup>203</sup> Transfer Model Curriculum Templates

<sup>204</sup> AAT and AST Submission Guidelines

<sup>205</sup> AAT and AST Degrees

<sup>206</sup> Curriculum Handbook, page 25

<sup>207</sup> Course Repeatability, Faculty and Staff Resources: Curriculum Development

Course approval processes further ensure the rigor and depth of instruction. Faculty petition to the Curriculum Committee for courses to receive LPC GE, CSU GE, IGETC or UC GE status and to receive UC and CSU transferability. The Curriculum Committee approves courses that adequately meet the LPC guidelines as detailed in the LPC Curriculum Handbook, the CSU GE guidelines, and the IGETC standards.<sup>208</sup> After being approved for GE, degree applicability, and/or transferability, courses are then submitted by the LPC Articulation Officer to the CCC Chancellor's office, the CSU Chancellor's office, or the UC office of president, where the courses are further evaluated for rigor and appropriateness. All programs are subject to similar approval process through the Curriculum Committee and state offices. All program updates are evaluated and voted on by the Curriculum Committee.

### **Self-Evaluation**

Las Positas College meets the standard as evidenced by the hiring and professional development of excellent faculty and the approval of curriculum and programs at the state level, approval of CSU and UC GE and transferability, and the thorough review of courses and programs in both the curriculum review process and program review.

### **Action Plan**

None.

### **Continuous Improvement Plan**

None.

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<sup>208</sup> Curriculum Handbook, page 47-68

## Standard II: Student Learning Programs and Services

### II.A.2.D

The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.

#### Descriptive Summary

Las Positas College recognizes and addresses the diverse needs and learning styles of its students by providing a variety of delivery modes, teaching methodologies, and support services that are formed by analysis of student needs data as well as the examples of programs and services proven effective at other institutions.

Instruction is offered by the College in a range of formats to accommodate the varied schedules and commitments of its students, including semester-length lecture/lab courses, short courses, independent study courses, off campus courses, hybrid courses, and online courses.

When faculty create or update a course outline, the Curriculum Committee requires a formal description of the teaching methodologies and an explanation of their use in that course. Teaching methodologies are selected by faculty based on their appropriateness to the course content and the diversity of student learning styles (visual, aural, and kinesthetic). Teaching methods employed by instructors at the College include field trips, demonstrations, guest speakers, hands-on learning, technology-supported learning, group discussions, collaborative learning, lecture, internships, research projects, real-world based learning, and problem solving tasks. Faculty are provided with opportunities for professional development to hone their skills, increase their effectiveness, and provide instruction in new methodologies; for example, faculty receive support to attend professional conferences, are able to take sabbaticals, and are given opportunities to take classes through the Teaching and Learning Center.<sup>209, 210, 211</sup>

Some examples of programs which emerged from analysis of student needs and provide students with alternatives based on their learning style include the following:

- Math Jam is a thirty-hour program held over five days between semesters that is designed to better prepare students for the math assessment test, as evidence supports the effectiveness of a short review of mathematical principles to prepare students to take the math assessment test as a better predictor of actual math readiness.<sup>212</sup>
- English 104W is a companion class offered to all students who assess at the English 100A level, two levels below transfer English and one level below English 104. 104W is a course modeled after the innovative and successful acceleration program out of City College of Baltimore, created by Peter Adams, and offers support, teaching, and learning to students who believe they can accelerate learning with additional instruction.<sup>213</sup>

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<sup>209</sup> [Staff Development website](#)

<sup>210</sup> [Staff Development Proposal instructions](#)

<sup>211</sup> [Sabbatical leave info](#)

<sup>212</sup> [Math Jam page](#)

<sup>213</sup> [What Course is Right for Me?](#)



Both Math Jam and English 104W potentially enable students to reach their academic goals in fewer semesters, which also supports improved rates of completion.

- The Las Positas College Puente program, like Puente programs across the state, pairs English with psychology-counseling courses, counseling support, professional mentors, field trips to four-year college campuses, and motivational conferences in the effort to increase the transfer rates of traditionally underrepresented students.<sup>214</sup>
- Disabled Students Programs and Services provides testing, counseling support, and accommodations for students with learning disabilities.<sup>215, 216</sup>
- The LPC Tutorial Center offers a variety of student support services, from peer tutoring in a wide variety of subjects to one-on-one help in the Reading and Writing (RAW) Center with any reading or writing assignment for any subject. Staffed by English and ESL instructors, the RAW Center also offers online services to serve students from any location, according to their needs.<sup>217</sup>

Lastly, the diverse needs of students and learning styles is considered by the institution through its processes of hiring faculty and staff.<sup>218</sup>

### Self-Evaluation

Las Positas College meets the standard by providing a variety of teaching methodologies that are keyed to student needs. According to the 2014 Student Survey, 87 percent of students report being very satisfied or satisfied with their overall experience at Las Positas College, and 83 percent report being very satisfied or satisfied with the overall quality of instruction offered at the College.

### Action Plan

None.

### Continuous Improvement Plan

None.

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<sup>214</sup> Puente Program

<sup>215</sup> DSPS Program Review

<sup>216</sup> DSPS accommodations

<sup>217</sup> Tutorial Center

<sup>218</sup> HR minimum and desirable qualifications

## Standard II: Student Learning Programs and Services

### II.A.2.E

The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

#### Descriptive Summary

Programs and courses at LPC are regularly and thoroughly evaluated through the program review process. The mission of the Program Review Committee is to promote “an effective and meaningful process with clear links to institutional planning and resource allocation.”<sup>219</sup> According to the Program Review Committee charge, the role of the Committee is to do the following:

- Create, evaluate, and modify as needed the forms and processes for program review
- Mentor program review writers through a peer review process
- Work collaboratively with administrative offices, shared-governance committees, and other College constituencies on the integration of program review into institutional planning and resource-allocation processes<sup>220</sup>

Following its charge, since the last accreditation site visit the Program Review Committee has evaluated and modified the program review process in order to help all programs continually improve service to students. Through the program review process, all College programs, both instructional and non-instructional, are required to evaluate the effectiveness, currency, relevancy, and appropriateness of their programs via student learning and success data and other evidence including results of SLO and SAO assessment analysis, student success rates, transfer rates, fill rates, WSCH/FTEF, demographic trends, and students’ academic goals.<sup>221, 222</sup> Programs may also examine student surveys, community scans, local business/employment surveys, advisory board data, transfer rates, student academic goals, and state and federal mandates.<sup>223</sup> Non-instructional programs may request additional customized data according to their specific evaluation needs. This data is produced and distributed to programs by the Office of Institutional Research and Planning.<sup>224</sup>

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<sup>219</sup> Program Review Charge, Section IIC

<sup>220</sup> Program Review Charge, Section IIC

<sup>221</sup> Program Review Charge, Section IID

<sup>222</sup> Program Review Charge, Section Iii

<sup>223</sup> “Data Packets,” IR Program Review Data page

<sup>224</sup> Program Review Charge, Section IIC

## Standard II: Student Learning Programs and Services

Guided by program review templates, programs analyze their data to determine their effectiveness at serving students according to their goals.<sup>225</sup> Based on their findings, and through discussions among program faculty, staff, and deans, programs identify needs and develop plans to continue progress toward their program goals. These needs and plans address areas such as human resources, technology, financial needs, equipment, and supplies.<sup>226</sup> In their reviews, programs must explain how their needs and plans are linked to student learning outcomes.<sup>227</sup> The program review template also prompts programs to assess the effectiveness of their curriculum and describe any modifications to course offerings in terms of student learning. Additionally, programs discuss the roles of outside resources and other shared-governance and allocation processes.<sup>228, 229, 230</sup>

Besides helping programs assess effectiveness in serving students, the program review process asks each program to assess how its mission supports the College mission. This discussion entails a description of how the program integrates to all institutional activity, for example, how the program's course offerings support, or are supported by, other programs.<sup>231</sup>

Evaluative findings of the program review process are discussed with the appropriate dean for further input and potential modification. The dean's summary, vice president's summary, and each program's effectiveness plan are then used by the Institutional Planning Committee in determining recommendations for College planning priorities for the next academic year.<sup>232</sup>

As the program review process has evolved since the last accreditation visit, the Program Review Committee itself has been modified to continually improve its support of programs and students. In fall 2010, the Instructional Program Review Committee (IPRC) was instituted as a sub-committee of the Academic Senate.<sup>233</sup> Prior to this, the Committee had operated as an ad hoc committee of the Academic Senate.<sup>234, 235</sup> During spring 2013, the Committee officially became the Program Review Committee, charged with responsibility for both instructional and non-instructional program reviews.<sup>236</sup>

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<sup>225</sup> Program Review Charge, Section IIE-H

<sup>226</sup> Program Review Charge, Section IIC4c & d

<sup>227</sup> Program Review Charge, Section IV

<sup>228</sup> Program Review Charge, Section IIA1 & 2

<sup>229</sup> Program Review Charge, Section IIID

<sup>230</sup> Program Review Charge, Section I

<sup>231</sup> Program Review Charge, Section IV

<sup>232</sup> Academic Senate minutes, 08-25-10

<sup>233</sup> Academic Senate minutes, 04-22-09

<sup>234</sup> Academic Senate minutes, 10-10-12

<sup>235</sup> Academic Senate minutes, 12-12-12

<sup>236</sup> IPRC minutes, 02-07-11

## Standard II: Student Learning Programs and Services

A central development in the program review process has been the creation, assessment, and continuing refinement of a program review template. Extensive discussions and planning led to the creation of an Annual Program Review Template that is again being updated in spring 2015. In spring 2011, the IPRC evaluated its process and forms and worked collaboratively with the Office of Institutional Research and Planning to determine its data needs.<sup>237, 238</sup> It also worked collaboratively with the SLO Committee to improve SLO discussion and integration of assessment results into planning.<sup>239</sup> This collaboration with the SLO Committee resulted in enduring improvements in coordination and communication between the committees. For example, the SLO Committee chair now attends Program Review Committee meetings, and when changes to the SLO section of the program review template are proposed, the SLO chair takes the proposal back to the SLO Committee for review. The SLO Committee then communicates its feedback to the Program Review Committee, and the process continues until the language for the proposed change is agreed upon by both committees.

In fall 2011, the Program Review Update form was devised, and this template emphasized the importance of discussion of SLO assessment data.<sup>240, 241, 242</sup> Consequently, in fall 2011 and early spring 2012, programs began writing program review updates, which were submitted in spring 2012. In fall 2012, program review updates were read by the Program Review and SLO Committees, update summaries were discussed, and update forms and processes were evaluated.<sup>243</sup> Results were used to develop an annual program review template and process in spring 2013. Additionally, that semester, the annual program review expanded to include Student Services (Counseling and Admissions & Records). In fall 2013, instructional and non-instructional programs wrote annual program reviews using the new template. Deans and Program Review Committee members, along with faculty volunteers, read and summarized the program reviews.

In spring 2014, each dean produced a divisional program review summary, to be submitted to the vice presidents. These were used by the VPs, College President, and Integrated Planning Committee to identify planning and budget needs for 2014-2015.

When the Program Review Committee conducted an intensive evaluation of the effectiveness of the annual program review process and templates, it concluded that the APR template was too complex for an annual program review and should be revised into a triennial program review template with appropriate depth and length. The Committee also concluded that future program reviews needed to incorporate accreditation standards for review of curriculum and degrees.<sup>244</sup>

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<sup>237</sup> [Evaluation of IPR Survey Results, 03-21-11](#)

<sup>238</sup> [SLO Committee minutes, 03-07-11](#)

<sup>239</sup> [Program Review Update 2011](#)

<sup>240</sup> [IPRC Minutes 10-03-11](#)

<sup>241</sup> [IPRC Meeting Notes 12-05-11](#)

<sup>242</sup> [SLO Committee minutes, 11-05-12](#)

<sup>243</sup> [SLO Committee minutes, 02-04-13](#)

<sup>244</sup> [Program Planning Update form, page 1](#)

In spring 2015, as the annual program review template underwent a revision to become a triennial program review template, programs are using annual program planning update forms as part of their program review process. Academic and non-instructional programs complete these updates that ask programs to review their courses' SLO processes and assessment results and then discuss how they indicate success in student learning as well as areas for improvement.<sup>245</sup> Program planning updates also include reviews of successful course completion rates compared to program set standard course completion rates in order to identify trends in student success so that improvements can be made.<sup>246</sup>

After reviewing the SLO data and assessment process, programs use the PPU's to summarize the program's plans, initiatives, and objectives accomplished since the previous year's program review and then address the following in order to guide decision making:

- Programs are advised that 100 percent of courses in their disciplines should be assessed a minimum of once every two years. As a guideline, each program should be assessing 25 percent of its courses every semester.
- Programs are asked how they plan to use assessment results for the continuous improvement of student learning.
- Programs are asked whether their assessment results show a need for new SLOs.
- Programs are asked what percentage of courses they plan to assess in the next academic year.

### Self-Evaluation

Las Positas College meets this standard as evidenced by the program review process' consideration of relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans in evaluation of programs and courses.

### Action Plan

None.

### Continuous Improvement Plan

None.

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<sup>245</sup> [Program Planning Update form, pages 2-4](#)

<sup>246</sup> [Program Planning Update form, pages 5-6](#)

## Standard II: Student Learning Programs and Services

### II.A.2.F

The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.

#### Descriptive Summary

Through processes stewarded by the Program Review Committee, the Integrated Planning Committee and the Institutional Effectiveness Committee, Las Positas College engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees.

In the annual program review process and template, all of the College's programs, regardless of the type of program (e.g.: instructional, non-instructional), are required to analyze student learning outcomes and service area outcomes to assess student achievement and services to students, and to discuss the outcome of their analysis. Programs assess how well students are achieving student learning outcomes by analyzing both short and long-term SLO data. Achievement gaps are discussed among staff and faculty, and modifications are made to improve student learning. All programs identify and discuss future needs in areas such as human resources, technology, financial needs, and supplies, and they discuss how meeting these needs will improve student learning. Programs are specifically asked how any future needs and plans are linked to student learning outcomes. Additionally, programs discuss their plans for achieving program goals and objectives and consider what outside resources or shared-governance processes will be necessary to reach them. Program plans are shared and discussed with the appropriate dean for further input and potential modification, and they are routed through the appropriate channels in the integrated planning process, such as the Integrated Planning Committee, the Resource Allocation Committee, or the Vice President of Academic Services.<sup>247, 248, 249, 250, 251</sup>

Recent evidence of SLO data driving requests, which are then routed through the integrated planning process, can be found in the 2014 Program Planning Updates (PPU's). For example, the business department's SLO assessment resulted in identifying a need for additional full-time faculty. Department faculty submitted a request to the Faculty Hiring Prioritization Committee, which ranked their request and made a recommendation to the College President. Consequently, the business department is hiring a new position in spring 2015.<sup>252</sup> In another example, the geology department has used its SLO assessment results to identify needs for samples, specimens, equipment, supplies, color maps, laminations, and copies. Geology faculty will submit their requests to the Resource Allocation Committee (RAC).<sup>253</sup>

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<sup>247</sup> Program Review: Annual Program Review 2011-2012

<sup>248</sup> Student Learning Outcomes: SLO-Program Review

<sup>249</sup> Program Review template, section C

<sup>250</sup> Program Planning Updates, 2014

<sup>251</sup> Division annual program review summaries

<sup>252</sup> Business and Marketing PPU

<sup>253</sup> Geology PPU

## Standard II: Student Learning Programs and Services

The division dean's summary, Vice Presidents' summary and each program's Effectiveness Plan (Section IV in the Annual Program Review) is read and used by the Institutional Planning Committee. The program review information, including SLO data and analysis, is used by the IPC to determine institutional plans and priorities. [254](#), [255](#), [256](#), [257](#), [258](#), [259](#)

Las Positas College strives to improve those outcomes and make the results available to appropriate constituencies. The College has created an increasingly transparent and integrated planning cycle that includes its more informal culture of dialogue around continuous improvement. The College engages in ongoing collegial and self-reflective dialogue as an integral part of the work of committees and areas across the campus, including program review, student learning outcomes and service area outcomes, integrated institutional planning, and institutional effectiveness. Each year, the Institutional Effectiveness Committee examines key processes such as these and helps to define the effectiveness of these processes and how to continue to assess and improve them through data-driven and qualitative means, along with process improvement recommendations. [260](#), [261](#), [262](#), [263](#)

### Self-Evaluation

Las Positas College meets the standard as evidenced by the fact that student learning outcome data, as captured in program review, is routed through the planning and budget cycle which, as part of the cycle, involves assessment by the Institutional Effectiveness Committee and discussion among College constituencies. The 2014 Accreditation Survey shows agreement with several statements about the College's institutional effectiveness. For example, 62 percent of respondents agreed with the statement, "LPC systematically dialogues, reviews, and modifies as appropriate, all parts of the planning cycle, including institutional and other research efforts."

### Action Plan

None.

### Continuous Improvement Plan

None.

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[254 Fall 2013 Program Review Reading Team Summaries](#)

[255 Division annual program review summaries](#)

[256 Integrated Planning Committee](#)

[257 SLO minutes, 10-06-14](#)

[258 Goals from IPC, 05-28-14](#)

[259 Planning and Budget Cycle](#)

[260 Integrated Planning, Budget, and Assessment Process](#)

[261 SLO minutes, 10-06-14](#)

[262 SLO minutes, 09-08-14](#)

[263 Institutional Effectiveness Report, 2012-2013](#)

## Standard II: Student Learning Programs and Services

### II.A.2.G

If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.

#### Descriptive Summary

Some departments at LPC use departmental course and/or program examinations that measure student learning. For example, the final examination for courses in English and ESL that feed into transfer-level English is holistically graded to a rubric that also describes student learning outcomes for those English courses. A biannual norming workshop and a grading process that averages the scores of two independent “normed” readers for each exam help to preclude bias. However, while this examination is an important measure of student learning and serves as a tool for evaluating student learning outcomes for the courses, whether the student advances to the next level is not predicated solely upon passing the examination but, rather, the student’s overall performance in the class.<sup>264</sup>

Beyond departments’ individual efforts, an examination’s effectiveness in measuring student learning and the work on minimizing test biases is also accomplished through the College’s rigorous curriculum process. Furthermore, other external validation, such as the Student Success Scorecard, details student success according to specific demographic characteristics and research conducted by the College’s Office of Institutional Research and Planning.<sup>265, 266, 267</sup>

#### Self-Evaluation

Las Positas College meets the standard as evidenced by the many processes in place to validate examinations’ effectiveness in measuring student learning and to minimize test biases

#### Action Plan

None.

#### Continuous Improvement Plan

None.

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<sup>264</sup> Final Exam standards for English 104 and 105

<sup>265</sup> Student Success Scorecard

<sup>266</sup> Presentation to the English Department: Correlations between English 104 success rates and student characteristics

<sup>267</sup> Presentation to the Math Department: Relationship Between Math Success Rates and the Semesters Elapsed Since the Prerequisite Math Course



### II.A.2.H

The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.

#### Descriptive Summary

Course credit is awarded according to student achievement of measurable objectives stated in course outlines of record. The measurable objectives are correlated with the student learning outcomes for each course.<sup>268, 269, 270, 271</sup>

Per Title 5, course outlines are reviewed by the Curriculum Committee every five years (academic courses) or two years (CTE courses).<sup>272</sup> The review of a course's measurable objectives by the Committee is considered in combination with the review of the course's content and methods of evaluation.<sup>273</sup>

The College continues to award credit based on the Carnegie Unit, the standard accepted in most institutions of higher learning. During the Curriculum Committee's curriculum review process, a course's number of units is reviewed in CurricuNet, the curriculum review software used by the College. Similarly, the number of units in proposals submitted for new or modified courses is reviewed in CurricuNet. The Curriculum Handbook, revised in November 2012, instructs authors of both new and modified course proposals to consider the following: "The number of lecture and lab hours determines the unit value of a course. A one unit lecture course will involve a minimum of 18 total hours of lecture time along with a minimum of 36 hours of additional work outside of the lecture environment, for a total of 2 hours of outside work for every hour spent in class. This expectation is set by state requirement."<sup>274</sup> The Handbook also details the expectations for units and hours involved in online courses and labs.<sup>275</sup>

#### Self-Evaluation

Las Positas College meets the standard as evidenced by the awarding of credit based on achievement of outcomes stated in course outlines and the use of the Carnegie Unit as a basis for determining units of credit.

#### Action Plan

None.

#### Continuous Improvement Plan

None.

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<sup>268</sup> [Getting Started with SLOs, February 2005](#)

<sup>269</sup> [SLO Timeline](#)

<sup>270</sup> [SLO Committee minutes, 10-04-10](#)

<sup>271</sup> [Curriculum Handbook, pages 16 and 23](#)

<sup>272</sup> [Curriculum Handbook, page 9](#)

<sup>273</sup> [Curriculum Handbook, page 31](#)

<sup>274</sup> [Curriculum Handbook, page 24](#)

<sup>275</sup> [Curriculum Handbook, page 25](#)

## Standard II: Student Learning Programs and Services

### II.A.2.I

The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.

#### Descriptive Summary

The College awards degrees and certificates based on student achievement of a program's stated learning outcomes. Program-level learning outcomes are monitored by the Student Learning Outcome Committee. The SLO Committee oversees the process of linking the outcomes for each course within a program to program-level outcomes and the institutional core competencies. As of March 2015, 95 percent of the program-level outcomes have been created and 92 percent of those have been assessed.<sup>[276](#), [277](#), [278](#)</sup>

Programs report on and evaluate student achievement of a program's stated learning outcomes through the program review process. The program review process is one means by which the integrity of awarded degrees and certificates is ensured.<sup>[279](#), [280](#)</sup>

In addition, the College's curriculum process ensures the integrity of awarded degrees and certificates. Courses and programs have stated objectives and methodologies for teaching and assessment approved by the curriculum committee which ensures that courses and programs meet the standards of the College and the state. The measurable objectives stated on the course outlines correlate with the course's student learning outcomes.<sup>[281](#), [282](#), [283](#), [284](#)</sup>

After these courses and programs are approved at the college level, they are submitted for final approval to the state chancellor's office. The course outline ensures minimum standards are met.<sup>[285](#)</sup>

#### Self-Evaluation

Las Positas College meets the standard as evidenced by the program review and curriculum processes. Degrees and certificates are awarded based on student achievement of a program's stated learning outcomes.

#### Action Plan

None.

#### Continuous Improvement Plan

None.

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[276 SLO Program Outcomes](#)

[277 SLO Program Outcomes form](#)

[278 Most current list of Program Outcomes](#)

[279 Program Review Template](#)

[280 Instructional Program Planning Update form](#)

[281 Getting Started with SLOs, February 2005](#)

[282 SLO Timeline](#)

[283 SLO Committee minutes, 10-04-10](#)

[284 Curriculum Handbook, pages 16 and 23](#)

[285 Curriculum Handbook, page 6-13 and 44-46](#)

### II.A.3

The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalogue. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course. General Education has comprehensive learning outcomes for the students who complete it, including the following:

- a. An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.
- b. A capability to be a productive individual and lifelong learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.
- c. A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.

#### Descriptive Summary

The Las Positas College Catalog details the faculty-developed rationale for general education in the “Statement of the Objectives of the General Education Program” and “General Education Philosophy.” This rationale speaks to the faculty’s commitment to “a program of studies that introduces the student to areas of study that mature the mind, enrich family, and widen social and ethnic relationships.” A general education will “develop skills and aptitudes that can aid the student[s] in furthering personal and social usefulness, and in living in the environment as thinking and contributing citizens. It is a program, furthermore, that activates the imagination, deepens the perspective of life, and gives life direction and purpose.”<sup>286</sup> Courses included in GE curriculum have been deemed appropriate by faculty through the curriculum review process. The General Education Philosophy addresses both practical components and aspirational hopes for well-educated students, ranging from core skills in English and math to an appreciation for the cultural diversity of the United States. Students who complete the GE requirements at LPC will have gained understanding in major areas of knowledge, including arts and humanities, natural sciences, and social sciences; they will also have gained both the skills to be productive lifelong learners and knowledge of the traits of responsible, ethical citizens. Results of the fall 2014 Student Accreditation Survey show evidence that students are experiencing growth in these areas during their time at LPC. For instance, the following examples show the percentage of respondents who reported making “some” or “a lot” of progress (opposed to “a little” or “none”) in areas associated with being productive and lifelong learners as well as ethical human beings and responsible citizens:

- Writing skills: 78 percent
- Oral communication: 72 percent
- Critical thinking: 79 percent

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<sup>286</sup> 2014-2016 Catalog, page 5

## Standard II: Student Learning Programs and Services

- Gathering information from multiple sources: 80 percent
- Using logic to draw conclusions from information: 79 percent
- Clarity of my own values and ethical standards: 80 percent
- Appreciation of my role in a democratic society: 70 percent
- Understanding diverse philosophies, cultures, ways of life: 76 percent<sup>287</sup>

In addition, 79 percent of respondents said they were “very satisfied” or “satisfied” with the overall quality of instruction in general education courses, and 76 percent said they were “very satisfied” or “satisfied” with the progress they were making toward achieving their educational goals.<sup>288</sup>

A significant change in reviewing curriculum for appropriateness for inclusion in general education occurred when the College began using CurricuNet software as the means for review in fall 2013. All new courses outlines, course outline updates, and outlines of courses undergoing delistment are reviewed by faculty and other members of the Curriculum Committee at multiple levels during the review process in CurricuNet. Each proposal or update must include detailed rationale for how the course aligns with the revised mission of the California Community Colleges, LPC’s mission statement and core competencies, and program review.<sup>289</sup> In addition, this rationale must detail how the course aligns with the approved LPC GE criteria, which were based on Title 5, the LPC General Education Philosophy, and LPC’s core competencies: communication, critical thinking, creativity and aesthetics, respect and responsibility, and technology.<sup>290, 291, 292</sup> The GE pattern consists of 25 units from eight areas: language and rationality (including subcategories of English composition, writing and critical thinking, communication and analytical thinking), mathematics, natural sciences, humanities, social and behavioral sciences, wellness, American institutions, and American cultures.<sup>293</sup> Proposals and course updates, including rationales for GE qualification, are first reviewed by discipline faculty and division technical reviewers before moving forward for review by the articulation officer, Distance Education Committee, Library, Curriculum Technical Review Committee, division dean, Vice President of Academic Services, and the Board.<sup>294</sup> Besides reviewing GE rationale, the Curriculum Committee reviews each proposal or update’s number of units, measurable objectives, content, methods of instruction and evaluation, requisites that detail expected skill levels upon entering the course, typical assignments and textbooks, distance education requirements (when applicable), and other required materials requested.<sup>295</sup> During review of course outlines, reviewers make sure measurable objectives include and cover all areas of content outlined in the proposal; in addition, in reviewing proposed methods of evaluation, reviewers look at how student skills will be measured. Besides voting on the approval of entire proposals and updates, the Curriculum Committee also holds a separate vote on each proposal or update’s request for GE qualification.<sup>296</sup>

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<sup>287</sup> Student Accreditation Survey, Fall 2014, page 6

<sup>288</sup> Student Accreditation Survey, Fall 2014, pages 1 and 4

<sup>289</sup> Curriculum Handbook, pages 23-27

<sup>290</sup> Curriculum Handbook, page 33

<sup>291</sup> 2014-2016 Catalog, page 5

<sup>292</sup> Core Competencies

<sup>293</sup> 2014-2016 Catalog, pages 45-46

<sup>294</sup> Curriculum Handbook, page 12

<sup>295</sup> Curriculum Handbook, pages 30-43

<sup>296</sup> Curriculum Handbook, page 45

## Standard II: Student Learning Programs and Services

While course SLOs are not directly examined during the curriculum review process to evaluate courses for inclusion in the LPC GE pattern, courses proposed for GE are evaluated using criteria based on the College's GE philosophy and core competencies, and faculty proposing new or updated courses to the Curriculum Committee are instructed when writing the proposal's rationale to "motivate your rationale by referencing specific needs and goals already included in your discipline's program review."<sup>297</sup> In each discipline's yearly program review process, courses are reviewed and revised according to SLO assessments within the disciplines; for example, academic and non-instructional programs complete Program Planning Updates that ask programs to review their courses' SLO assessment results and then discuss how those assessment results indicate success in student learning as well as needs for improvement. In addition, these Program Planning Updates ask programs to respond to the following in order to ensure consistency in improving student success:

- Discuss how distance education courses assessment results compare to face-to-face courses, if applicable.
- Discuss how your discipline, or someone in your discipline, made changes in pedagogy as a result of SLO assessment results.
- Give an example of a change in the number of units and/or lab hours based on assessment data, if applicable.
- Did your program discover the need for additional resources based on the assessment results?<sup>298</sup>

In addition to reviewing SLO assessment results using the Program Planning Update worksheets, programs review their SLO processes to ensure consistency across disciplines. To do this, programs respond to the following prompts on the PPU worksheet:

- Describe how your program reaches consensus when writing student learning outcomes that are used in multiple sections.
- Describe how your program reaches consensus when developing and evaluating assessment results for student learning outcomes that are used in multiple sections.
- What methods does your program use for documenting SLO related discussions?<sup>299</sup>

Program Planning Updates also include reviews of successful course completion rates compared to program set standard course completion rates determined by averaging successful course completion rates for the program over a five-year period and then multiplying that result by 95 percent.<sup>300</sup> This process helps programs see trends in student success so that improvements can be made when needed.

After reviewing and commenting on the SLO data and assessment processes, programs will use the PPUs to summarize the program's plans, initiatives, and objectives accomplished since the previous year's program review and then address the following in order to take action based upon this new information:

- SLO assessments: Programs are advised that 100 percent of courses in their disciplines should be assessed a minimum of once every two years. As a guideline, each program should be assessing 25 percent of its courses every semester.

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<sup>297</sup> Curriculum Handbook, page 23

<sup>298</sup> Program Planning Update Worksheet, page 2

<sup>299</sup> Program Planning Update Worksheet, pages 2-3

<sup>300</sup> Program Planning Update Worksheet, page 4

## Standard II: Student Learning Programs and Services

- How does your program plan to use assessment results for the continuous improvement of student learning?
- Have your assessment results shown a need for new SLOs?

What percentage of courses will your program assess in the next academic year?<sup>301</sup>

The results of program review processes that examine SLO data, such as those described above in the Program Planning Update worksheets, are examined by faculty when writing rationales for courses proposed for GE inclusion.

Besides conducting the thorough review process for courses included in the GE pattern, LPC clearly communicates to students GE requirements. The College continues to utilize two differing sets of general education requirements for associate degrees in either arts or sciences. The requirements are detailed in the catalog and on student worksheets made available in the counseling office and on the LPC website.<sup>302, 303</sup> Students are encouraged to carefully plan completion of these requirements with a counselor. According to the 2014 Student Accreditation Survey, the following percentages of students said they were “very clear” or “clear” in understanding College expectations for completing the following:

Each of my courses: 84 percent

My major/program: 69 percent

My degree/certificate: 69 percent<sup>304</sup>

These survey results show improvement in the College’s communication of expectations when compared to the 2012 Las Positas College Student Satisfaction survey, in which 81 percent of students said they were “very clear” or “clear” in understanding college expectations for completing each of their courses, 65 percent for major/program completion, and 64 percent for degree/certificate completion.<sup>305</sup>

### Self-Evaluation

Las Positas College meets this standard as evidenced by the clearly defined General Education Philosophy detailed in the College Catalog and the general education evaluation process whereby faculty evaluate all course proposals against the eight faculty-approved general education degree areas. Beyond aligning with the College’s philosophy, these general education areas are also in line with the College’s core competencies and Title 5.

### Action Plan

None.

### Continuous Improvement Plan

None.

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<sup>301</sup> Program Planning Update Worksheet, pages 5-6

<sup>302</sup> 2014-2016 Catalog, pages 45-46

<sup>303</sup> 2014-2015 Las Positas College Associate of Arts or Science Degree Requirements

<sup>304</sup> Student Accreditation Survey, Fall 2014, page 5

<sup>305</sup> Student Accreditation Survey, Fall 2014, page 1

### II.A.4

All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.

#### Descriptive Summary

All degree programs at Las Positas College include focused study in at least one area of inquiry or in an established interdisciplinary core. LPC offers associate of science degrees, associate of art degrees, and associate degrees for transfer. The College Catalog contains a list of programs that offer degrees and degree requirements.<sup>306, 307</sup> Each degree option requires students to complete 60 semester units, and of these, at least 18 semester units must be completed in the major or area of emphasis.<sup>308</sup>

Since the last accreditation site visit, Las Positas College has amended its associate of arts in liberal arts and sciences degree to provide specific areas of emphasis. This degree is designed for students who wish to have a broad knowledge of liberal arts and sciences supplemented by additional coursework in an area of emphasis. A student pursuing the liberal arts and sciences degree will choose one of the six areas of emphasis and complete a minimum of 18 units from that area. The six areas of emphasis offered at LPC are business, computer science, humanities, language arts, mathematics and science, and social science.<sup>309</sup>

Starting in the fall of 2011, Las Positas College began offering associate degrees for transfer pursuant to SB 1440. The College continues to develop ADTs as TMCs become available. All proposals for degrees (including ADTs), and revisions, go through the Curriculum Committee process to ensure that each degree has a focused area of study.<sup>310</sup>

#### Self-Evaluation

The College meets the standard. All degree programs include focused study in a major or an interdisciplinary area of emphasis.

#### Action Plan

None.

#### Continuous Improvement Plan

None.

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<sup>306</sup> 2014-2016 Catalog, pages 55-56

<sup>307</sup> 2014-2016 Catalog, pages 45-46

<sup>308</sup> 2014-2016 Catalog, pages 45-46

<sup>309</sup> 2014-2016 Catalog, pages 143-146

<sup>310</sup> Curriculum Handbook, page 8

## Standard II: Student Learning Programs and Services

### II.A.5

Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.

#### Descriptive Summary

The College has a total of 62 vocational and occupational certificates and degrees programs. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment standards. The College collects and reports annually the percentage of job placement rates for CTE associate degree and certificate programs that have 10 or more annual graduates; the 10-graduate annual minimum for reporting purposes is required in order to maintain compliance with the Family Educational Rights and Privacy Act (FERPA). These reports indicate the high percentage of graduates employed in vocational and occupational areas.

The vocational courses at the College are designed to meet industry standards and follow industry curriculum so that students are prepared for licensing and certification. An advisory board and adjunct faculty working in the field make recommendations to ensure that courses stay current with the industry standards. Furthermore, in order to achieve and maintain a high level of excellence, data on student body composition and success are reviewed by the programs. For their review, programs receive annual data packets that contain multi-semester, program-specific information on trends related to demographics and student success.

As a result of the effort to achieve and maintain student success, students are prepared for external licensure and certification. For example, 88 percent of the students who took the National Registry of EMTs Written Exam for EMT certification passed in 2013.

#### Self-Evaluation

Las Positas College meets the standard as evidenced by the course outlines, Curriculum Committee minutes, program review data packets, and licensure/certification reports. To achieve continuous quality improvement, the College should determine more ways to track graduates for both employment and licensure/certifications.

#### Action Plan

None.

#### Continuous Improvement Plan

None.



### II.A.6

The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning outcomes consistent with those in the institution's officially approved course outline.

#### Descriptive Summary

Las Positas College assures that its students receive accurate information about programs and courses by providing a regularly reviewed, updated, and accessible college catalog, by providing course outlines of record, and by ensuring that syllabi comply with the course outlines of record. The College Catalog informs students and prospective students of the College's programs, courses, transfer policies, degrees and certificates.<sup>311</sup> The College Catalog is updated every two years. A Catalog addendum is produced alternate years, to ensure that students receive the most up-to-date information in between publications.<sup>312</sup> Since its last accreditation site visit in fall 2010, the College Catalog was updated for 2010-2012, 2012-2014, 2014-2016, and Catalog addenda were produced for 2011 and 2013. The Catalog is available for purchase in the College bookstore, and available for free online through the College's website.<sup>313</sup>

The catalog description for each program of study typically includes, as applicable, degree(s), certificate(s), courses, course requirements, transferability, the purpose or career opportunities relevant to the program, and program-level outcomes.<sup>314, 315</sup>

Handouts for certificate and degree programs that include a list of required courses are also available in the counseling office. The College's articulation officer oversees the development of the hard-copy handouts and updates them on an annual basis. As a permanent member of the Curriculum Committee and the Catalog Workgroup, the articulation officer ensures that the program handouts contain clear and accurate information. In addition to the catalog and handouts, some programs publish their certificate and degree descriptions on the College's website.

The Curriculum Committee ensures that course outlines and degrees are clear and accurate. Information from approved curriculum shapes the catalog text. When the catalog or addendum is updated, correspondence is made with the Curriculum Committee to ensure accuracy of information. The Curriculum Committee chair serves on the Catalog Workgroup. Drafts of each catalog and addendum are also reviewed by the academic divisions.

The catalog and addendum are also used for consultation in Admissions and Records, counseling, student education planning sessions, and the academic division offices. This helps ensure that students receive accurate information at each point of contact with the institution.

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[311 2014-2016 Catalog](#)

[312 Catalog Addendum](#)

[313 College Catalog](#)

[314 2014-2016 Catalog](#)

[315 Curriculum Handbook](#)

## Standard II: Student Learning Programs and Services

Following contractual agreement, all faculty members distribute syllabi to students by the end of the first week of class.<sup>316</sup> Faculty members also submit course syllabi to their division deans, who verify the presence of required course information in the syllabi. The course content and objectives included on each syllabus come from the approved course outline of record. According to the faculty contract, “The Syllabus should include a statement of student responsibilities and behaviors and a summary of course content and expectations (general course content, course objectives, and prerequisites).”<sup>317</sup>

The course’s measurable objectives from the course outline of record correlate with the student learning outcomes. On syllabi, students are informed of outcomes for the course or measurable objectives which are consistent with those on the course outlines of record.

### Self-Evaluation

The College partially meets this standard. Established processes assure that accurate information of courses, programs, and policies is available to students and the community in a variety of forms, including the catalog, handouts, and the College website. Course syllabi are reviewed for accuracy and completeness by division offices and distributed by all faculty to students. In all class sections, students receive a course syllabus that should specify learning outcomes and/or measurable objectives consistent with the course outline of record.

### Action Plan

Staff development should be provided to all faculty providing clearer and more consistent guidelines for including measurable objectives/student learning outcomes on course syllabi.

### Continuous Improvement Plan

None.

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<sup>316</sup> Agreement CLPFA/Chabot Las Positas Community College District, Article 9B

<sup>317</sup> Agreement CLPFA/Chabot Las Positas Community College District, Article 9B, page 58

### II.A.6.A

The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the receiving institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.

#### Descriptive Summary

A primary document used to inform students of the College's courses, programs, and policies, including transfer-of-credit policies, is the College Catalog.<sup>318</sup> The College Catalog is updated every two years. A Catalog addendum is produced alternate years, to ensure that students receive the most up-to-date information in between publications.<sup>319</sup> Since its last accreditation site visit in fall 2010, the College Catalog was updated for 2010-2012, 2012-2014, and 2014-2016. And Catalog addenda were produced for 2011, 2013, and 2015. The Catalog is available for purchase in the College bookstore, and available for free online through the College's website.<sup>320</sup>

The College Catalog outlines the matriculation process for new students. The matriculation process for new students includes an online orientation session, assessment/placement testing, and a program planning session. The online orientation session provides students with general information about degree and transfer requirements, and it highlights College resources including the counseling office and the transfer center, which offers a variety of services including the opportunity to meet with representatives from four-year colleges, assistance with transfer applications, and personal essay writing workshops.<sup>321</sup> The online orientation specifically instructs students who have attended another college, to "please see a counselor," and to "schedule an appointment with a counselor" with transcripts from other colleges in hand.<sup>322</sup> The program planning component of the matriculation process provides students with an overview of general education, major, and transfer requirements, as well as TAGs, ASSIST, C-ID, AD-Ts, and other transfer resources.

Las Positas College accepts the transfer of credits into the College so students can more easily fulfill certificate, transfer, and degree requirements. These transfer-of-credit policies are described in the College Catalog under Transcripts from Other Colleges, Advanced Placement, Request for Course Substitution, Evaluation of Prior Education and Training [for Veterans], High School Articulation, and General Education Reciprocity Program with Community Colleges.<sup>323</sup>

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<sup>318</sup> College Catalog

<sup>319</sup> Catalog Addendum

<sup>320</sup> College Catalog

<sup>321</sup> Transfer Center

<sup>322</sup> New Student Online Orientation

<sup>323</sup> College Catalog

## Standard II: Student Learning Programs and Services

Students seeking to transfer credits into the College must submit official transcripts from other accredited colleges and universities to the Office of Admissions and Records for consideration. Students with international records are required to obtain a translated written evaluation from a campus-approved foreign transcript evaluation service prior to determination of transfer credit. To be credited by Las Positas College, coursework must meet the following criteria:

- The course(s) must have been taken at an accredited college/university;
- The course(s) must be lower division;
- The course(s) must have been completed with a grade of “D” or higher. All transferred grades (including “F” grades) will be used in the calculation of units attempted, units completed, and the grade point average;
- The content of the course(s) must be determined to be equivalent to the current Las Positas College course standards. The initial evaluation of course credit is done by the Records Evaluator under the supervision of the Dean of Enrollment Services.
- The final responsibility for determining course equivalency is the discipline faculty, through the Request for Course Substitution process.<sup>324</sup>

Specific transfer-of-credit policies are also included in the College Catalog for special populations such as veterans and high school students.<sup>325</sup> Veterans are required to complete a Veterans Evaluation with a counselor, which establishes a personalized education plan to evaluate prior education and training and to grant credit as appropriate.

Las Positas College recognizes the value of coursework previously completed at the secondary level through local high schools and ROPs (Regional Occupational Programs). Two levels of articulation agreements—Noncredit Articulated High School Courses, and Credit-By-Examination Articulated High School Courses—are reviewed regularly and implemented when appropriate.<sup>326</sup>

The Chabot-Las Positas District also participates in the General Education Reciprocity Program with other local community colleges, so that students who complete general education at one community college can have their general education met at Las Positas College.<sup>327</sup>

Las Positas College works hard to ensure that transfer-of-credit to other institutions is available to students. The College actively pursues articulation agreements with CSU, UC, and independent universities; TAGs; C-ID; and associate degrees for transfer.

Articulation agreements are under the purview of the Articulation Officer, who is responsible for coordinating general education requirements and major requirements with baccalaureate institutions. The College submits and updates CSU General Education and Intersegmental General Education Transfer Curriculum (IGETC) courses on an annual basis. These agreements are published in the College Catalog, on the College web site, and in flyers available in the counseling office. The Articulation Officer maintains all course-to-course and

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<sup>324</sup> College Catalog

<sup>325</sup> College Catalog

<sup>326</sup> High School/ROP Articulation

<sup>327</sup> College Catalog

## Standard II: Student Learning Programs and Services

major articulation agreements between this college and California State University (CSU), University of California (UC), and independent colleges and universities.

Articulation agreements between Las Positas College and the public California universities are available through project ASSIST, the California articulation database. ASSIST ([www.assist.org](http://www.assist.org)) is the official repository of articulation information for California public postsecondary educational institutions. ASSIST includes reports of how course credits earned at a California community college, including Las Positas College, may be applied when transferring to a public California university. Students are advised to meet with a counselor to learn how to use the information posted on ASSIST.

Articulation agreements between Las Positas College and independent universities are catalogued and housed with the Articulation Officer. Courses which have been accepted for transfer to CSU and/or UC campuses are indicated in the College Catalog, the schedule of classes, and handouts available in the counseling office and the Transfer Center.<sup>328, 329</sup>

To evaluate articulation agreements, the Articulation Officer works closely with faculty to ensure that articulation criteria have been fully considered for all new and revised curriculum proposals. Review by the Articulation Officer is required for all new and revised curriculum proposals prior to consideration by the Curriculum Committee. The Articulation Officer is in regular communication with counterparts at UC, CSU and independent universities, and attends district, regional, and statewide curriculum and articulation meetings to ensure the accuracy and consistency of the College's articulation agreements.

Las Positas College has agreements with several universities that allow students guaranteed admission as a transfer student. These programs are often referred to as transfer admission guarantees, or TAGs. Las Positas College has TAG programs with the following schools: University of California Davis, Irvine, Merced, Riverside, Santa Barbara, Santa Cruz, California State University Monterey Bay, St. Mary's College, and University of the Pacific. Because transfer requirements vary among universities and change every year, the College suggests that students "meet with a counselor to develop a student educational plan for transfer. For up to date information, please visit [www.laspositascollege.edu/transfercenter](http://www.laspositascollege.edu/transfercenter)."<sup>330</sup> To further disseminate transfer information for other institutions, the Transfer Center hosts two events annually (Transfer Day in fall semester, and Transfer Night in spring semester) which are attended by approximately 35 transfer institution representatives who provide information and answers to students.<sup>331</sup> The Transfer Center also holds regular workshops on preparing applications and personal statements to transfer colleges.<sup>332</sup>

The Course Identification Numbering System (C-ID), was initiated since the college's last accreditation report. C-ID is a statewide numbering system independent from the course numbers assigned by local California community colleges. A C-ID number next to a course signals that participating California colleges and universities have determined that courses offered by other California community colleges are comparable in content and scope to courses offered on their own campuses, regardless of their unique titles or local course number. The C-ID numbering system is useful for students attending more than one community college and is

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<sup>328</sup> [College Catalog](#)

<sup>329</sup> [Schedule of Classes](#)

<sup>330</sup> [Transfer Center webpage](#)

<sup>331</sup> [Transfer Center events](#)

<sup>332</sup> [Transfer Center, Representative Appointments, Drop-In or Tabling](#)

## Standard II: Student Learning Programs and Services

applied to many of the transferable courses students need as preparation for transfer. Because these course requirements may change and because courses may be modified and qualified for or deleted from the C-ID database, students are advised to always check with a counselor to determine how C-ID-designated courses fit into their educational plans for transfer. Students may consult the ASSIST database at [www.assist.org](http://www.assist.org) for specific information on C-ID course designations. As needed, counselors can help students interpret this information. Las Positas College actively pursues C-ID numbering to facilitate the mobility of students to and from community colleges and other colleges/universities. Since the last accreditation and the creation of C-ID, Las Positas College has submitted 92 courses to C-ID.<sup>333</sup>

The C-ID infrastructure is being used to develop transfer model curricula (TMC), and associate degrees for transfer (AD-Ts). The purpose of the associate degrees for transfer is to simultaneously award students an associate degree at the community college and prepare them for special benefits/guarantees upon transfer to CSU. Las Positas College faculty are currently proposing AD-Ts through the local and state curriculum processes, as C-ID approval for relevant courses is awarded and TMCs are finalized. Some challenges, including the time required for C-ID approval, the modification of some TMCs at the state level several times since their creation, and the evolution of TMC Development Guidelines over the past several years, have affected the College's progress in achieving approval of additional courses and AD-Ts.<sup>334</sup>

Las Positas College AD-Ts as of summer 2015

Active AA/AS; TMC Available	AD-T Approved at College	AD-T in Progress at College
19	14	2

### Self-Evaluation

Las Positas College meets the standard, as evidenced by its clearly stated transfer of credit policies, effective processes for the acceptance of transfer credit into the institution, and high number of articulation and transfer agreements in place with four year colleges and universities.

### Action Plan

None.

### Continuous Improvement Plan

To achieve continuous improvement, the College will need to improve its C-ID, TMC, and AD-T progress. Currently, the College's Articulation Officer position is 50 percent, which is insufficient to meet the demands and turn-around time needed to effectively consult with faculty and to move courses and degrees through the local curriculum process.<sup>335</sup>

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<sup>333</sup> C-ID Courses

<sup>334</sup> AAT/AST Certification Form, revised 10-2014

<sup>335</sup> Student Services Organization Chart

### II.A.6.B

When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

#### Descriptive Summary

The Chabot-Las Positas Community College District has clearly defined program revitalization and discontinuance policies. The policies were jointly created by the Chabot and Las Positas College Academic Senates.<sup>336</sup> Since its last accreditation site visit in fall 2010, the Chabot-Las Positas Community College District has updated its Board policies and administrative procedures to more closely align with changes in laws, regulations, and accreditation standards. New Board Policy 4021, which replaces the old BP 6200, describes the program revitalization/discontinuance policy, entailing a two-year process.<sup>337</sup>

The College works to accommodate students who are impacted by program discontinuance. The College Catalog describes students' rights that would apply when changes to the Catalog are made, including changes due to program discontinuance.<sup>338</sup> When a program is discontinued, affected students work with counseling, the relevant discipline faculty, and/or the dean to create a course of study that will meet each individual student's goals. Options include course substitution or waiver, or in some instances, an individualized degree tailored to the student.<sup>339</sup>

#### Self-Evaluation

The College meets this standard, as evidenced by approved Board policies, written documentation of resources for students in the College Catalog and Schedule of Classes, and online resources on the Las Positas College website. Additionally, students have access to counselors, faculty, and administrators, who can assist with selection of suitable courses of study that meet students' educational goals.<sup>340</sup>

#### Action Plan

None.

#### Continuous Improvement Plan

None.

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<sup>336</sup> Board Policy 6200

<sup>337</sup> Board Policy 4021

<sup>338</sup> College Catalog, page 38

<sup>339</sup> Request for Course Substitution or Waiver of Program Requirement form

<sup>340</sup> 2014-2016 Catalog, page 25

## Standard II: Student Learning Programs and Services

### II.A.6.C

The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.

#### Descriptive Summary

Several publications, including the College Catalog and the Schedule of Classes, are printed and distributed widely to prospective and current students, the public, and its personnel. The College Catalog is updated every two years.<sup>341</sup> A Catalog addendum is produced alternate years, to ensure that students receive the most up-to-date information in between publications.<sup>342</sup> Since the last accreditation site visit in fall 2010, the College Catalog was updated for 2010-2012, 2012-2014, 2014-2016, and Catalog addenda were produced for 2011, 2013, and 2015. The Catalog is available for purchase in the College bookstore and available for free online through the College's website.<sup>343</sup>

The College Schedule of Classes is produced twice a year—summer/fall, and spring. Print copies are distributed in the College bookstore, Admissions and Records, counseling offices, division offices, and local high schools. The schedules are also available online in pdf format and through Class-Web, the College's online enrollment program.

Brochures are distributed at events such as High School Senior/Parent Day, College Day at local high schools, and CTE Career Fairs.

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<sup>341</sup> [College Catalog](#)

<sup>342</sup> [Catalog Addendum](#)

<sup>343</sup> [College Catalog](#)



The Las Positas College website is also used to communicate information to students and the public. Due to budget constraints, the position of webmaster has remained vacant since 2011. As a result, the College website has not been consistently updated. While some departments and programs have access to update their webpages, the College website as a whole does not present accurate information consistently across the site. The College, however, has made efforts to address the issue. In the spring of 2011, the decision was made to combine the webmaster functions at the colleges into one position and move it under the Public Information Office at the District. Shortly after, this webmaster position was vacated, and various temporary solutions for managing content on the web sites were identified.<sup>344, 345</sup> In fall 2012, the webmaster position was reassigned back to the College.<sup>346, 347</sup> In fall 2014, the webmaster position was submitted to the LPC Resource Allocation Committee (RAC) for hiring prioritization and ranked 2nd by the Committee. In spring 2015, the LPC Technology Committee was asked to develop a plan on the future direction of the College web site to recommend to the President.<sup>348</sup>

### Self-Evaluation

The College partially meets the standard. While the College's catalogs, statements, and written publications are clear and accurate, the College's website does not consistently provide clear and accurate information.

### Action Plan

The College should provide clear and accurate information consistently across its website.

### Continuous Improvement Plan

None.

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<sup>344</sup> Technology Committee minutes, 09-26-11

<sup>345</sup> Technology Committee minutes, 01-23-12

<sup>346</sup> Technology Committee minutes, 09-24-12

<sup>347</sup> Technology Committee minutes, 03-25-13

<sup>348</sup> Technology Committee minutes, 01-26-15

## Standard II: Student Learning Programs and Services

### II.A.7

In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.

#### Descriptive Summary

Las Positas College values academic freedom, free speech, integrity, and ethical behavior among students, faculty, and staff. The College states its "commitment to integrity and excellence by... demonstrating civic, social and environmental responsibility... [and] promoting ethical behavior, tolerance, and mutual respect in a diverse community" in its values statement.<sup>349</sup> And, in support of the College's values, one of the five institutional core competencies for students is respect and responsibility.<sup>350</sup>

Policies on student academic honesty are printed in the College Catalog.<sup>351</sup> Additionally, the College's Academic Senate has produced an academic honesty statement that faculty may include on their syllabi, as well as an academic honesty booklet that faculty may present to students in class.<sup>352, 353</sup>

Since the last accreditation site visit, an administrators' code of ethics was developed.<sup>354</sup> The code is reviewed regularly by the College's administrators.

The Chabot-Las Positas Board of Trustees has approved clear policies on academic freedom, free speech, and student academic honesty (8. Board Policy 5512; AP 5512).<sup>355, 356, 357, 358, 359, 360, 361</sup>

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<sup>349</sup> Values Statement

<sup>350</sup> College Catalog, page 6, referred to as College Core Competencies

<sup>351</sup> College Catalog, page 32

<sup>352</sup> Academic Senate Honesty Statement

<sup>353</sup> Academic Honesty Booklet

<sup>354</sup> Administrators' Code of Ethics

<sup>355</sup> Board Policy 4030

<sup>356</sup> Board Policy 4322

<sup>357</sup> Administrative Procedure 4322

<sup>358</sup> Board Policy 5510

<sup>359</sup> Administrative Procedure 5510

<sup>360</sup> Board Policy 5512

<sup>361</sup> Administrative Procedure 5512

### Self-Evaluation

The College meets the standard. The College has clear policies on academic freedom and student academic honesty, and it makes these policies publically available. In the fall 2014 Accreditation Survey, 95 percent of respondents strongly agree or agree that College instructors demonstrate a commitment to high standards of teaching, and 93 percent strongly agree or agree that the College provides a high quality learning experience for students.<sup>362</sup> Eighty percent of students report that they have more clarity of their own values and ethical standards as a result of being at Las Positas College, and that they exhibit personal, professional, and academic honesty as a result of being at Las Positas College.<sup>363</sup>

### Action Plan

None.

### Continuous Improvement Plan

None.

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<sup>362</sup> Staff Survey, Fall 2014, page 2

<sup>363</sup> Student Survey, Fall 2014, page 6

## Standard II: Student Learning Programs and Services

### II.A.7.A

Faculty distinguishes between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

#### Descriptive Summary

The College's policy on academic freedom states, "Academic freedom exists and is nurtured in our community for the common good of all citizens. Students, faculty, administrators and society itself derive benefits from the practice of academic freedom with its open search for truth and its free exposition. Academic freedom is fundamental for the protection of the instructor's right in teaching and the student's right in learning in the classroom and on the campus. Academic freedom carries with it responsibilities correlative with rights, such responsibilities being implicit in all freedoms and assured by all members of the college to insure the rights of others.

"Any issue involving the alleged violation of academic freedom on campus shall follow the procedures of academic due process as provided for the students, faculty, and the college, whichever is appropriate."<sup>364</sup> This policy defines and supports academic freedom. The policy is also referenced in the faculty contract.<sup>365</sup>

The academic freedom policy does not distinguish between personal conviction and professionally accepted views since this distinction would be discipline-specific. Course outlines of record specify the course content which is to be covered regardless of an individual instructor's personal views. Faculty evaluations are the mechanism the College uses for determining how effectively instructors differentiate between course content as described by the outline and personal opinion. Tenured faculty are evaluated every three years by a committee consisting of two tenured faculty peers; part-time faculty are evaluated every three years by a faculty member, and untenured faculty are evaluated both of their first two years at the College, and once more during their third or fourth year, by two full-time faculty members and their dean. All faculty evaluations also include a student survey.

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<sup>364</sup> Board Policy 4030

<sup>365</sup> CLPCCD/CLPFA Agreement, Article 23 - Academic Freedom

The College's Board-approved academic freedom policy is made public in four ways. First, it is posted on the CLPCCD website.<sup>366</sup> Second, it is printed in the Full Time Faculty Handbook.<sup>367</sup> Third, it is printed in the Adjunct Faculty Handbook. Finally, it is published in the Faculty Association Handbook.

The policies demonstrate institutional commitment to free pursuit and dissemination of knowledge by emphasizing the importance the College places on academic freedom and integrity, and by making these policies widely available.

### Self-Evaluation

The College meets this standard. There is a clear, Board-approved academic freedom policy, which is made public and accessible in a variety of ways. Instructor evaluations ensure that instruction content follows the course outline of record. Eighty-nine percent of students strongly agree or agree that they are treated with respect by instructors. Students also report that there is respect for differences, including race-ethnicity (88 percent), age (89 percent), religion (84 percent) to name a few. Seventy-seven percent of students report that instructors encourage them to examine different points of views.<sup>368</sup>

### Action Plan

None.

### Continuous Improvement Plan

None.

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<sup>366</sup> Board Policy 4030

<sup>367</sup> Faculty Handbook

<sup>368</sup> Student Survey, Fall 2014

## Standard II: Student Learning Programs and Services

### II.A.7.B

The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.

#### Descriptive Summary

The College has clear expectations concerning student academic honesty published in the College Catalog and on the College's website.<sup>369, 370</sup> Faculty are encouraged to include academic honesty statements on their syllabi within the faculty contract, and by the Academic Senate; and many faculty do so.<sup>371, 372</sup> Suspected instances of academic dishonesty are reported to Student Services. Student Conduct and Due Process is also described in the College Catalog and on the College's website.<sup>373, 374</sup>

Since the last accreditation site visit, the Academic Dishonesty Reporting Form was created to assist instructors with documenting instances of academic dishonesty, conversing with the student about instances, referring to the dean if appropriate, and reporting to the Vice President of Student Services.<sup>375</sup>

#### Self-Evaluation

The College meets the standard. Expectations concerning student academic honesty and consequences for dishonesty are clearly stated and published in a variety of media.

#### Action Plan

None.

#### Continuous Improvement Plan

None.

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<sup>369</sup> College Catalog, page 32

<sup>370</sup> Academic Honesty Statement

<sup>371</sup> CLPCCD/CLPFA Agreement, Article 9B - Syllabus Requirement

<sup>372</sup> Academic Senate Honesty Statement

<sup>373</sup> College Catalog, page 31

<sup>374</sup> Student Code of Conduct

<sup>375</sup> Academic Dishonesty Reporting Form

### II.A.7.C

Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate handbooks.

#### Descriptive Summary

Las Positas College uses District and Board policies, administrative procedures, and participatory governance procedures to develop and maintain clear conduct codes for students, staff, faculty, and administrators. There is no College or District code of conduct that seeks to instill specific beliefs or world views.

A clear, well-defined Student Code of Conduct is published in the Catalog and available online.<sup>376</sup> The Student Code of Conduct is also published in the District Board Policies and Administrative Procedures. Codes of conduct for staff, faculty, and administrators are well defined in Board policy. The Full Time Faculty Handbook and Part Time Faculty Handbooks provide clear guidelines to help guide faculty professional behaviors.<sup>377, 378</sup>

#### Self-Evaluation

The College meets the standard. The College makes policies on student conduct widely available in College publications and online. In addition, the College makes codes of conduct for staff, faculty, and administrators available to all employees through published Board policies and handbooks.

#### Action Plan

None.

#### Continuous Improvement Plan

None.

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<sup>376</sup> [Student Conduct Code](#)

<sup>377</sup> [Full Time Faculty Handbook](#)

<sup>378</sup> [Adjunct Faculty Handbook](#)

## Standard II: Student Learning Programs and Services

### STANDARD II.B: STUDENT SUPPORT SERVICES

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services

#### Descriptive Summary

Las Positas College admits a diverse population of students who are able to benefit from its programs, consistent with the College's mission to be an "inclusive learning centered institution" and vision to "serve a diverse college community." And through a variety of programs and processes, LPC has continually increased the diversity of its student body.<sup>379</sup>

Admission is open to anyone who has graduated from high school or the equivalent, as well as anyone age 18 or over who can benefit from instruction. Concurrent enrollment is also offered to high school students grades 10 to 12 with high school administration and Las Positas College Admissions approval. Additionally, the College recruits and admits international students through an admissions process consistent with federal guidelines. Through the International Student Program, which addresses the needs of international students to increase their academic success and increase global awareness of all students, the College recently admitted over 136 international students from more than 37 countries.<sup>380</sup>

Also contributing to LPC's diversity, outreach is targeted to people who present the ability to benefit from instruction with the support of campus programs. Counselors, often in the company of student ambassadors, act as liaisons to the local high schools, attending high school and community events, making presentations, and working to disseminate College information.<sup>381</sup> Spanish-speaking counselors have reached out to the Latino community, for example, by organizing an annual campus event called Learning to Triumph or Aprendiendo A Triunfar (AAT). Learning to Triumph began in 2006 and has grown to offer Spanish-language college success workshops to an average of over 225 students each year.<sup>382</sup> The College also holds an annual Major Exploration Fair to introduce current and prospective students to its academic programs and faculty.<sup>383</sup> In 2014, the Fair expanded to include career exploration opportunities, connecting students to over 45 local employers. Faculty and staff also host College Day (formerly High School Senior Parents' Night), an outreach event open to local high school seniors and their parents.<sup>384</sup>

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<sup>379</sup> [College Program Review data packet](#)

<sup>380</sup> [International Students website](#)

<sup>381</sup> [Counselor Liaison list](#)

<sup>382</sup> [Learning to Triumph email](#)

<sup>383</sup> [Major Fair flyer](#)

<sup>384</sup> [College Day flyer](#)



## Standard II: Student Learning Programs and Services

Student support services at the College guide students along the path from admission to their first classes. Once they have completed a required online orientation, new students (excluding those who are exempt) take the math and English assessments. An English as a Second Language (ESL) assessment is offered to students who wish to take ESL courses or who have scored correspondingly on the initial English assessment. After receiving the results of the placement tests, students attend counselor-led program planning sessions where they learn how to understand those results and the consequent course placements.<sup>385</sup> When assessment scores indicate a potential learning disability, students may be referred to the Disabled Students Programs and Services (DSPS) office for additional assistance in selecting courses that will best support the students' goals and needs. Many students develop an Initial Student Education Plan at their program planning session, which details an educational goal and suggests courses to complete in their first year of study.<sup>386</sup> This Plan then helps students register for the courses most appropriate to their ability to succeed and benefit. Students can also develop a comprehensive education plan directed toward a degree, certificate, or transfer. All of the College's orientation, assessment, and educational planning processes are developed through the analysis of retention, graduation, and transfer data and are in line with the recommendations of the Student Success Act of 2012 (SB 1456).

From the day students begin their classes to the completion of their academic goals, student support services remain engaged with and responsive to their progress. Throughout each academic term, the College requests from each instructor midterm progress reports for their students.<sup>387, 388</sup> When a potential problem is detected early, a response to that problem can impact the student's chances for success. First, the identified students are sent a mailer indicating their instructor's concerns and identifying campus resources that may assist them. The Student Interventions Developer also administers a program serving those students who struggle academically, identified as those whose GPA falls below a 2.0 (academic probation), those who withdraw from more than 50 percent of their attempted units (progress probation), and those who find themselves on academic and progress dismissal. The College offers a mandatory workshop that students on probationary status must attend before they can register for classes the following term.<sup>389</sup> The Student Success Workshops educate students on ways to improve their academic standing and refer them to the campus resources that will support their success.<sup>390</sup> Those students who experience academic difficulty for more than two consecutive semesters, resulting in dismissal, are required to enter into a contract with the College.<sup>391</sup> This student success contract refocuses students by limiting the number of units they may enroll in each term, mandating counseling sessions every semester, and requiring students to submit progress reports twice a semester.<sup>392</sup> These reports help student services monitor progress and facilitate early intervention, when appropriate. The Student Interventions Developer keeps detailed records of activities and works closely with Admissions and Records as students strive to improve their academic standing.

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[385 Programming Planning workshop](#)

[386 Initial Student Education Plan](#)

[387 Midterm Progress Report memo](#)

[388 Midterm Progress Report instructions](#)

[389 Student Success workshop](#)

[390 Probation Clearance Form for Academic Success](#)

[391 Dismissal Contract](#)

[392 Dismissal Progress Reports](#)

## Standard II: Student Learning Programs and Services

Las Positas College offers several programs designed to serve disadvantaged students. The College Foundation Semester has provided enhanced access and support to disadvantaged students in their first semester on campus, when they are particularly at risk.<sup>393, 394</sup> Students in this learning community experience a set of coordinated courses in English, math, computer information systems, and psychology-counseling (“Bridge to College and Careers”) that maximizes their contact with student services, their academic instructors, and each other. In fall 2012, the College also developed and implemented the Puente Program.<sup>395</sup> This program uses a combination of counseling, mentorship, community engagement, and academic coordination to increase the number of educationally underrepresented students who enroll in four-year colleges and universities and earn degrees.

Las Positas College offers faculty, staff, administration, and students a variety of opportunities to engage in discussions centered on student access, progress, learning, and success. In addition to weekly student services departmental meetings, a range of committees and task forces meet regularly:

**Basic Skills Committee:** Through gathering and reviewing data on student success, promoting best practices for supporting student needs, removing barriers to student success, closing gaps in student achievement, and providing related professional development for faculty, the Basic Skills Committee works to improve student success, equity and access. Reporting to the Academic Senate, this committee strives to produce large-scale, sustainable, and measurable improvements in the College’s delivery of basic skills education primarily in reading, writing, mathematics, learning skills, study skills, and English as a Second Language.<sup>396</sup>

**Counseling Division:** The division meets weekly to discuss issues such as assessment, orientation, and other counseling services that affect student access, progress, learning, and success. The elements of the Student Success Initiative are a recent product of these discussions.<sup>397</sup>

**Equity Planning:** After the College’s Office of Institutional Research and Planning disseminated data and analysis showing disproportionate impact, in spring 2014, two faculty began meeting with constituent groups across campus to inquire further into the topic of student equity. Additional breakout groups occurred during the campus wide Town Hall Meeting in fall 2014 to give faculty and staff an opportunity to discuss strategic shifts on campus aimed at eliminating the disproportionate impact of campus policies and procedures on traditionally underserved or underrepresented populations.<sup>398</sup>

**Student Intervention Team/Committee:** On the recommendation of members of the counseling division, the Student Intervention Specialist and Dean of Enrollment Services meet regularly during registration periods to individualize enrollment plans for all students making substandard academic progress for more than two consecutive semesters.

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<sup>393</sup> [College Foundation Semester](#)

<sup>394</sup> [Learning Communities](#)

<sup>395</sup> [Puente Program Recruitment Flyer](#)

<sup>396</sup> [Basic Skills Committee](#)

<sup>397</sup> [Student Services schedule of meetings, Spring 2015](#)

<sup>398</sup> [Student Equity Plan](#)

**Student Success Act (SB1456) District and College Workgroups:** Administrators, staff and faculty across the District meet to discuss the implementation of the Student Success Act and to develop new coding to implement corresponding enrollment priorities. Beginning in fall 2014, the College established a Student Success Workgroup (inclusive of students) that began implementing activities outlined in the College's Student Success Act Implementation Plan.

**The Campus Change Network:** Though on hiatus since spring 2013, when active, this group of administrators, faculty, staff, and students focuses on increasing diversity, equity, and inclusion in order to create an environment that better supports access, progress, and success for all students.

At Las Positas College, a comprehensive set of student support services assures that students benefit to their potential from the College's programs:

### Admissions & Records

Often the first point of contact between the College and the student, the Office of Admissions & Records serves students from the processing of their admissions applications to the processing of transcripts and conferral of degrees.

### Alpha Gamma Sigma (AGS) Honor Society:

Through a combination of leadership, community service, and fundraising, AGS provides opportunities for students with a 3.0 GPA or above to get involved in student life and pursue academic excellence.<sup>399</sup>

### Assessment Center

Assessment testing increases the likelihood of initial placement into the courses that maximize student success. Through assessments, students determine whether to enroll in a college-level courses or begin in pre-college courses that cover basic skills in English, mathematics, or ESL. Chemistry testing for Chemistry 1A is also available. Furthermore, students who have not graduated high school may demonstrate college readiness by taking the Ability to Benefit Test, providing they meet state eligibility guidelines that went into effect in July 2012.<sup>400</sup>

### Associated Students of Las Positas College (ASLPC)

The Associated Students provides all students with access to involvement in the College's planning and decision making, through student government and student-elected representatives, which contributes to LPC's strategic goal of "crafting a culture of collective responsibility."<sup>401</sup>

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<sup>399</sup> [Alpha Gamma Sigma website](#)

<sup>400</sup> [Financial Aid website](#)

<sup>401</sup> [LPC Strategic Goals](#)

## Standard II: Student Learning Programs and Services

### CalWORKs

Through collaboration and advocacy within the College and the community, CalWORKs serves its students and their families by providing educational and career opportunities and support services to students with children. The counseling, coordination, advocacy, and support provided enable CalWORKs students to complete their educational goals, find meaningful employment, and successfully transition into the workforce.

### Campus Safety & Security

Working with all members of the campus community to ensure safe learning and working environments and to protect persons and property, Campus Safety & Security provides high-quality security and safety services to LPC students and staff.

### Child Development Center

The Child Development Center is an inclusive, learning-centered program providing early educational opportunities to the children of students, faculty, staff, and the community. The Center offers a quality learning environment to toddlers and preschool-aged children, while providing academic instruction, observation opportunities, and on-floor interactions to students enrolled in Early Childhood Development courses.

### Counseling

From the beginning to the end of a student's experience, the Counseling Division guides students through academic, career, and personal issues in support of their goals. Counselors help students have a positive and successful educational experience by assisting with the development of realistic educational and career goals, creating Student Education Plans, encouraging behaviors that increase academic success, and resolving concerns that may otherwise interfere with their progress.<sup>402</sup>

### Disabled Students Program and Services (DSPS)

The DSPS office is committed to providing access to students with physical, psychological, and learning disabilities, providing multiple opportunities for orientation and enrollment into DSPS services. These opportunities include visits to high schools to provide Disability Services Information Nights to high school students with disabilities, as well as a one-half unit learning skills class in the spring to assist students with disabilities in transitioning to Las Positas College in the fall. Through counseling, learning disability assessment, accommodations, and learning skills courses, the faculty and staff in the Disability Resource Center encourage students to become independent and assertive participants in their own educational processes and promote the development of the individual as a full participant in the productive, creative, and social dynamics of the community.

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<sup>402</sup> [Student Educational Plan](#)

### Extended Opportunity Programs and Services (EOPS) and CARE

Through the identification, recruitment, and retention of low-income students with unique and special needs created by language and social and economic situations, the EOPS program increases the number of underrepresented students enrolled in Las Positas College. The EOPS Program then assists these educationally disadvantaged students in achieving their educational and career goals by providing further services that promote academic success and personal growth.

### Financial Aid

The Financial Aid Office provides grants, fee waivers, scholarships, loans, and federal work-study to qualified students to ensure that each student has sufficient resources to attend college. Funds are provided to assist in covering the student's cost of attendance, which includes enrollment fees, books and supplies, housing, food, transportation, child care, and other personal and living expenses. Utilizing drop-in appointments, phone, and email, the staff provide timely service to assist students through the process of financing their college experience.

### Health & Wellness Center

The Student Health & Wellness Center provides access to quality healthcare and wellness education on campus. Available to all students, the Health & Wellness Center provides primary and urgent care, mental health and wellness services, women's health services, and community referrals.

### International Student Program

The International Student Program is dedicated to assisting international students with academic matters, immigration regulations, and personal concerns. The program provides international students with educational life experiences, creates opportunities for personal growth, promotes global citizenship through a mutual exchange of cultural perspectives, and provides support to facilitate progress toward the completion of educational goals.

### Transfer Center

Utilizing a new, state-of-the-art location in the Student Services Administration Building and an updated web presence, the LPC Transfer Center connects students to admissions representatives from local baccalaureate institutions, provides transfer-related workshops, and assists students with the completion and submission of transfer applications.<sup>403, 404</sup>

### Tutorial Center

The LPC Tutorial Program is dedicated to students' educational success by providing quality learning support relevant to their individual academic needs. The Tutorial Center provides services to help students become independent learners and function successfully in an academic environment. Tutorial Center staff strive to create a positive and encouraging atmosphere for all students who use tutorial services.<sup>405</sup>

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<sup>403</sup> [Transfer Center website](#)

<sup>404</sup> [Transfer Tuesday flyer](#)

<sup>405</sup> [Tutorial Center website](#)

## Standard II: Student Learning Programs and Services

### Veterans First Program

The LPC Veterans First Office offers support services to those who have served or are currently serving in the armed forces, as well as their dependents and spouses, for a successful transition to college, providing information regarding the GI-Bill benefits, and ensuring required documentation is processed in a timely manner. Furthermore, the LPC Veterans First Program educates the College and community about the need for resources and assistance for veterans to create a supportive culture in which veterans can succeed.

Programs within Academic Services that support students include the Integrated Learning Center (ILC), the Reading and Writing Center (RAW), the Honors Transfer Program, the English as a Second Language Program, and the Library. All of these programs are involved in one or more components of students' access, progress, learning, and success, and they reach students at all stages of their education at Las Positas College, from outreach to their graduation.

Each student service program at the College regularly and systematically works to improve the quality of its student supports services. Over the last two years, the program review process has been revised to join the College's instructional and non-instructional programs in a uniform review. This revised process, the College's commitment to integrating program review recommendations into institutional planning, and the development of student learning and student area outcomes have also enabled the evaluation and improvement of student services programs.

### **Self-Evaluation**

The College meets this standard as evidenced by the College's inclusive admission process, efforts to insure that all students are able to benefit from its instruction, programs furthering student learning and success across all populations, and systematic and ongoing review, assessment, and improvement of campus programs and service.

### **Action Plan**

None.

### **Continuous Improvement Plan**

In a joint effort with Chabot College, Las Positas College is implementing a degree audit system, DegreeWorks. When fully implemented, DegreeWorks will assist counselors with creating student educational plans, aid evaluators with the evaluation process, and give students the ability to independently access their student educational plans and degree audits. Completion of this project will enhance the student learning environment and provide an additional avenue by which students will be able to track their progress toward completion of their educational goals.

### II.B.1

The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.

#### Descriptive Summary

All student support services, and the faculty and staff in each service area, are consistently evaluated to assure that students receive quality information and assistance. Through both the untenured and tenured review processes, each Student Services faculty member is individually evaluated by administration, faculty, and students.<sup>406, 407</sup> Counseling faculty members may be observed during counseling sessions or during course instruction and are evaluated by peers on relevant competencies.<sup>408</sup> Providing additional input, students present during the observation complete an evaluation of their class or session experience.<sup>409</sup> The aggregated data from the student evaluations, in combination with the peer and administrator evaluations, are shared with the observed faculty to improve faculty awareness and encourage thoughtful dialogue. The professional development that occurs through the faculty evaluation process and resulting dialogue strengthen the service provided to students.

In addition to individual faculty and staff evaluations, Student Services programs are evaluated through the program review process, which include both annual updates and a comprehensive study every three years. Through discussion and consideration of past program reviews, faculty and Student Services program coordinators develop and revise program-level goals and desired outcomes. Through student, staff, and faculty surveys, newly implemented interventions and programs are evaluated for their effectiveness and quality.<sup>410, 411, 412, 413, 414, 415</sup> Faculty and program coordinators review the survey results to determine to what extent and how program goals are being met.<sup>416, 417, 418</sup> Based on the findings, recommendations are made for program improvements. Faculty and program coordinators then develop plans for addressing the recommendations or areas identified for potential development.

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[406 Evaluation - Performance Observation](#)

[407 Evaluation - Student Survey](#)

[408 Evaluation - Course Instruction](#)

[409 Evaluation - Student Response to Instruction](#)

[410 Email Survey Questions](#)

[411 Satisfactory Academic Policy Evaluation](#)

[412 Student Satisfaction Survey](#)

[413 Counseling 2013-2014 SLOs](#)

[414 Counseling Point of Service Survey, Spring 2014](#)

[415 Embedded Workshop Surveys](#)

[416 Email Survey Summary Response Data](#)

[417 Question 8 Responses Data](#)

[418 SAP Workshop Survey Summary Data](#)

## Standard II: Student Learning Programs and Services

In order to assess how Student Services programs support student learning, each program has developed Student Learning Outcomes (SLO), Service Area Outcomes (SAO), or both.<sup>419</sup> Through a process of development, implementation, and evaluation of desired outcomes, each program's SLOs and SAOs continually evolve. An example of this evolution is evident in comparing the 2009 Counseling Division SLO, "Students will plan and execute a program of study," to the more precise and descriptive current SLOs: "As a result of meeting with a counselor, students will be able to identify course work required to complete their academic goals," and "Students will be able to articulate a timeline for meeting their academic goals."<sup>420</sup> As each program's SLOs are assessed, the assessment results are entered into the eLumen assessment software, and the resulting data are used across the division to dialogue about current practices.<sup>421, 422</sup> Through this process, programs continually discuss and implement modifications to outcomes to strengthen student learning.

In addition to the planning resulting from the program review process, the Vice President of Student Services holds a planning retreat each year with all of the Student Services Program Coordinators and full-time faculty. The agenda items from the most recent retreat, including Student Success Act Implementation, Counseling Workshop Offerings and Assessments, Professional Development, and Program Review, show that a central focus of the retreat was student success and student learning outcomes.

Finally, the categorical programs in Student Services (DSPS, EOPS/CARE, CalWORKS, and Matriculation) underwent a site visit from the State Chancellor's office in February 2008. The College submitted a self-study to the visiting team in preparation for their visit. The exit interview provided the College with substantial positive feedback on these programs, and those recommendations continue to inform the development and growth of the categorical programs across campus.

### Self-Evaluation

The College meets the standard as evidenced by its ongoing commitment to evaluation and improvement of its student services programs. This commitment is demonstrated through the regular evaluation of faculty and staff, the incorporation of student satisfaction data in the program review process, the utilization of program review and SLO/SAO assessment in the improvement of student support programs, and the student-centered conversations at the forefront of Student Services Division meetings and retreats.

### Action Plan

None.

### Continuous Improvement Plan

None.

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<sup>419</sup> [Student Services SLOs](#)

<sup>420</sup> [Counseling 2013-2014 SLOs](#)

<sup>421</sup> [Counseling 2013-2014 SLO Results](#)

<sup>422</sup> [March 2014 Student Services Division Meeting Minutes, page 3](#)



### II.B.2

The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:

- a. General Information—Official Name, Address(es), Telephone
  - Number(s), and Website Address of the Institution
  - Educational Mission
  - Course, Program, and Degree Offerings
  - Academic Calendar and Program Length
  - Academic Freedom Statement
  - Available Student Financial Aid
  - Available Learning Resources
  - Names and Degrees of Administrators and Faculty
  - Names of Governing Board Members
- b. Requirements
  - Admissions
  - Student Fees and Other Financial Obligations
  - Degree, Certificates, Graduation and Transfer
- c. Major Policies Affecting Students
  - Academic Regulations, including Academic Honesty
  - Nondiscrimination
  - Acceptance of Transfer Credits
  - Grievance and Complaint Procedures
  - Sexual Harassment
  - Refund of Fees
- d. Locations or Publications Where Other Policies May be Found

#### Descriptive Summary

Las Positas College publishes a comprehensive academic catalog every two years that provides current and accurate information. The catalog opens with general information including the items listed in the standard, as well as items such as campus policies and procedures, course descriptions, and academic program requirements.<sup>423</sup> In alternate years, an addendum with curricular and policy updates is also provided.

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<sup>423</sup> [College Catalog](#)

## Standard II: Student Learning Programs and Services

Information in the catalog is clearly and logically organized, making it easy to use and understand, and the campus has a well-developed process for systematic catalog review and updates.

A Catalog Committee is formed each academic year to update the catalog, and it is typically comprised of the Vice President of Academic Services, Vice President of Student Services, Executive Assistant to the Vice President of Academic Services, division deans, and Articulation Officer. The Committee establishes a timeline and distributes responsibilities to ensure that the content is reviewed for accuracy and currency in a timely manner.<sup>424, 425</sup> Each academic and student services department is responsible for reviewing and modifying information about its programs and services as necessary. The deans liaise between their divisions and the Committee to involve the campus in the review process. The Executive Assistant to Vice President of Academic Services ensures that the curricular changes are accurate. The Articulation Officer ensures that the transfer information within the program information and for each individual course is accurate. Since the retirement of the Visual Communications Coordinator in 2011, the College has hired a professional specialist to oversee the catalog layout, graphics, print production, and web format.

The catalog and other publications such as the class schedule and informational flyers are made accessible to students, prospective students, and the public in multiple formats and locations.<sup>426</sup> Students can purchase the catalog and schedule in the bookstore or access them online via the Las Positas College homepage. Catalogs and schedules are also distributed to local high schools by counselors during outreach events, and they are made available at the Admissions and Records Office. Selected publications from the International Student Office and the Financial Aid Office, in addition to outreach materials, are distributed in Spanish and are available online.

### Self-Evaluation

The College meets the standard as evidenced by its comprehensive publications of accurate and current information. The Catalog Committee and its members have established regular and timely processes to ensure the ongoing quality of the publication. All academic catalogs and class schedules are made available online in searchable and printable formats. Beginning with the 2013-2014 Academic Catalog Addendum, Las Positas College moved the printing of the physical catalogs onto campus, awarding the task to the LPC Copy Center. The most recent version of the Academic Catalog, the 2014-2016 edition, was therefore the first full catalog designed and produced entirely on campus.

### Action Plan

None.

### Continuous Improvement Plan

None.

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[424 Catalog Timeline](#)

[425 Catalog Responsibilities](#)

[426 Class Schedules](#)

### II.B.3

The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

- a. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.
- b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.
- c. The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.
- d. The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.
- e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.
- f. The institution maintains student records permanently, securely, and confidentially, with provisions for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

#### Descriptive Summary

The learning support needs of the student population are identified in a variety of ways within Student Services, including Student Services Program Review, Instructional Program Review, and the RP Group multiyear research project. All comprehensive program reviews are conducted on a three-year cycle, and Program Planning Updates (PPUs) are completed annually. Each of the Student Services programs undergoing comprehensive program review conducts student satisfaction surveys. Program reviews are submitted to the Program Review Committee, which studies each program review and provides feedback. Program reviews are then forwarded to the deans. The deans and the Program Review Committee members then write a summary of the findings and send this to the vice presidents and the Integrated Planning Committee. The Integrated Planning Committee uses this information to set the College priorities for the next year.

## Standard II: Student Learning Programs and Services

Another way Las Positas College has identified the learning support needs of its students was through its participation in a research project conducted by the RP Group. Las Positas College was one of 13 California Community Colleges that participated in the RP Group study, “Student Support (Re) defined.” The multiyear study (2011-2014) focused on how community colleges can best deliver support to improve student success. To gather data, researchers asked students what contributed to their community college success. The RP Group disseminated the results of this report to at a workshop in spring 2013.<sup>427</sup> These results were then presented to the College by the Vice President of Student Services and Dean of Counseling at a Town Hall Meeting in fall 2013.

Additionally, the College periodically conducts a campus wide survey of students, requesting feedback on services and student needs. This survey was conducted most recently in fall 2014.<sup>428</sup>

Students also have direct input into the development of support programs through involvement in participatory governance through the Associated Students of Las Positas College (ASLPC). ASLPC members serve on college wide governance committees as student representatives.

### Self-Evaluation

The College meets the standard. The College thoroughly evaluates its Student Services programs and analyzes and distributes data through a comprehensive program review process.

### Action Plan

None.

### Continuous Improvement Plan

None.

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<sup>427</sup> RP Group Report, Fall 2013

<sup>428</sup> Student Accreditation Survey, Fall 2014

### II.B.3.A

The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

#### Descriptive Summary

Comprehensive, reliable, and equitable access for students to various support services begins with outreach activities and continues with the institutionalized matriculation components of admissions, orientation, assessment, counseling, and student follow-up. Additional support services available to students include services offered through Admissions and Records, Financial Aid, Transfer Center, Student Health Center, Tutorial Center, and International Students Program. Information concerning various service components can be accessed online through the College website. All Student Services areas and departments have webpages with information including email addresses that give students online access to help with their questions or concerns.

Student Services conducts outreach activities in the College's service area to meet prospective students' needs in a variety of ways. Visits to local high schools are conducted each semester by staff and faculty from Counseling, Financial Aid, Disabled Students Programs and Services, and Extended Opportunity Programs and Services. College brochures and other printed information are distributed to all local high schools and also made available at local events. Student Services faculty and staff also participate in community events to provide outreach materials and guidance to the public.

Students with specific learning or physical disabilities are supported through the application, registration, orientation, assessment, and counseling processes by the College's DSPPS faculty and staff, who also identify students' specific needs and provide appropriate accommodations.

To make access to services as equitable as possible, Las Positas College provides services to students in languages other than English. For example, observing significant increases in the enrollment of Latino students since 2009, to approximately 27 percent of the student population currently, in fall 2014 the Counseling Department added three Spanish-speaking faculty members to its full-time staff, more than doubling the access students have to counseling in Spanish.<sup>429</sup> Student Services staff and faculty are also available to work with students in languages including Chinese, Farsi, German, Japanese, Tagalog, Vietnamese, and American Sign Language.<sup>430</sup>

All matriculation processes are appropriately accessible. Students can apply for admission to the College via paper application or online through the College website.<sup>431</sup> Computers are provided in the Online Service Center adjacent to the Admission and Records Office to assist students with their application and registration for courses. Orientations for new students are provided online and on campus. Assessment testing is web-based and is conducted through the Assessment Center. Financial Aid FAFSA applications may be completed online or at the Financial Aid office.

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<sup>429</sup> College Wide Program Review, page 3

<sup>430</sup> Bilingual Interpreter List

<sup>431</sup> Online Application

## Standard II: Student Learning Programs and Services

Counseling and student follow-up services including educational planning, study skills development, and personal development are provided through the main on-campus counseling area, in counselor-led workshops, and in psychology-counseling courses. General information about counseling and extensive counseling resources is provided on the counseling services website. Students can schedule appointments in person, by phone, or through email. Most recently, the Counseling Department created a formal online counseling program.<sup>432</sup> Its implementation includes the creation of an E-advising icon on SARS, a regular rotation of two e-counselors serving the online population, and student access through the LPC counseling web page.

### Self-Evaluation

The College meets this standard as evidenced by the comprehensive and reliable services provided to students in all areas. The College has a diverse faculty and staff to provide services to students in a range of languages, and it has made information about its services available in multiple forms and locations.

### Action Plan

None.

### Continuous Improvement Plan

None.

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<sup>432</sup> [Online Counseling Program](#)

### II.B.3.B

The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.

#### Descriptive Summary

Through its programs and services, Las Positas College provides a learning environment that promotes personal and civic responsibility, as well as intellectual, aesthetic, and personal development, for all of its students. Students have a variety of opportunities to serve on student government, join one of the College's 34 clubs representing a rich variety social, recreational, or intellectual interests, and participate in other co-curricular activities.<sup>433</sup>

While each club at the College has its own unique mission, all share a common goal of having a positive effect on wider society. One example, the Alpha Gamma Sigma Honor Society, requires its members to participate in a minimum of four hours of club activities, four hours of community service, and four hours of fundraising per semester to maintain membership.<sup>434</sup> Another important organization, with up to 30 active members, the Associated Students of Las Positas College (ASLPC) organizes and supports various College events, develops leadership skills of its members, and represents the student body by participating in the College and District's shared governance structure as committee members. Additionally, ASLPC has provided almost 35,000 dollars in scholarships and served approximately 400 students with a Textbook Loaner Program.<sup>435</sup> ASLPC and other clubs have sponsored guest speakers on subjects such as anti-bullying awareness, brain awareness, sexual health, ADHD, and mental health awareness, and each semester the student clubs on campus host Welcome Week, Club Day, and Prep-to-Pass, a popular tutoring event held the week prior to final exams.<sup>436</sup>

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<sup>433</sup> [Student Clubs](#)

<sup>434</sup> [Alpha Gamma Sigma](#)

<sup>435</sup> [Textbook Loaner Program](#)

<sup>436</sup> [Student Life Annual Report](#)

## Standard II: Student Learning Programs and Services

In addition to clubs and activities that foster personal development and civic responsibility, LPC offers courses in the social sciences and other disciplines that emphasize these as a formal learning outcome. Two examples of courses designed to teach civic responsibility alongside intellectual development are Speech 48, Activities in Forensics, and Mass Communications 16 A/B, which develops the Express college newspaper.<sup>437, 438</sup> Demonstrating its civic significance, this student newspaper has won awards both for its editorials and its web presence.<sup>439</sup>

According to the Student Satisfaction Survey given in 2012, 90 percent of students who were involved in Student Life activities were satisfied or very satisfied with their experience. Additionally, nearly half of all students reported being more aware of the civic and community responsibilities than when they began at LPC.<sup>440</sup>

### Self-Evaluation

The College meets this standard. It maintains a robust schedule of events on its Student Life activity calendar, and a variety of clubs and organizations develop students personally and civically.

### Action Plan

None.

### Continuous Improvement Plan

None.

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<sup>437</sup> [Speech Forensics](#)

<sup>438</sup> [Express College Newspaper](#)

<sup>439</sup> [LPC Express Online](#)

<sup>440</sup> [Student Satisfaction Survey, 2012](#)



### II.B.3.C

The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.

#### Descriptive Summary

Counselors at Las Positas College support student development and success by helping them clarify personal, career, and educational goals and make choices that will improve the quality of their lives. A team of professionally trained counselors is available to assist students with the following:

- career exploration
- educational planning
- personal counseling
- crisis counseling
- Psych-Counseling classes
- referral services
- transfer services
- study skills

In order to ensure that faculty counselors are fully prepared to assist students in these areas, all newly hired counselors are evaluated annually for four years before they are granted tenure. During their first year, a committee for untenured review is formed consisting of one faculty member outside the Counseling Department that is assigned by the Academic Senate, one tenured counselor from the division, and the Dean of Counseling.

The evaluation committee members observe counseling sessions, observe classes, and gather input from students. Using this data, the committee members assess the new counselor's effectiveness and compose a series of reports to document observations and recommendations. After this four-year process, full-time, tenured faculty are evaluated again every three years. Part-time counseling faculty are evaluated once during their first year of employment. To encourage their professional development, new counselors are also encouraged to attend the annual UC and CSU Counselor Conferences and to participate in student activities and clubs.

The Counseling Department offers a comprehensive internship program in accordance with Title 5 Section 53502. A notification is sent to local graduate counseling programs informing them of the internship opportunity at Las Positas College. Eligible candidates submit an application to the Counseling Department and are interviewed by a panel which includes counseling faculty and an administrator (or designee). Once candidates are selected, they must complete a Volunteer Hiring Packet that includes a background check. Selected candidates are subject to approval by the Board of Trustees. Graduate students who participate in the internship program have the option to work for one or two semesters, for up to 20 hours per week, subject to department approval and graduate program requirements.

## Standard II: Student Learning Programs and Services

During the internship, interns are assigned one or two primary mentors. They are expected to observe individual counseling sessions, psychology-counseling classes, new student orientations, probation workshops, and other counseling functions. They are also assigned sample Student Educational Plan exercises. As the internship progresses, interns may conduct workshops, teach selected lessons in courses, and counsel students in an individual or group setting under supervision of a mentor. A comprehensive evaluation is provided to the intern upon conclusion of the internship, in accordance with graduate counseling program requirements.

The Counseling Internship Program at Las Positas College is well established, provides valuable training for graduate students, makes a substantial contribution to the training of the future community college counselors, and offers a valuable resource for the College through additional support these interns provide to the counseling faculty and LPC students.

Through the program review process, LPC counseling faculty and staff maintain, evaluate, and improve counseling and academic advising programs. The Counseling Department completes a comprehensive review every three years and a program planning updates annually.

Recently, Las Positas College has also evaluated how it supports student development and success through a research project funded by the RP Group. In 2011, Las Positas College was one of 13 California Community Colleges selected to participate in a three-year study. The study aimed to increase understanding of what students find particularly supportive of their success. The conclusions were published in a report, "Student Support (Re) defined: Using student voices to redefine support."<sup>441</sup> They were also discussed at a conference on the LPC campus in spring 2013.<sup>442</sup>

Recent Student Satisfaction Surveys show an increase in both student use of and satisfaction with student services. In 2012, 67 percent of the students sampled had used counseling services, and of those, 73 percent were satisfied or very satisfied with their counseling experience.<sup>443</sup> In 2014, 72 percent of the students sampled had used counseling services, 88 percent of those students were satisfied or very satisfied with counseling services.<sup>444</sup>

### Self-Evaluation

The College meets the standard. Services provided to students support their educational and career goals. Regular evaluation and training of counselors assures their preparation and effectiveness. Counseling programs are also regularly evaluated and improved.

### Action Plan

None.

### Continuous Improvement Plan

None.

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<sup>441</sup> [January 2013 RP Group Report - LPC Summary](#)

<sup>442</sup> [Spring 2013 RP Group Workshop on Las Positas Campus](#)

<sup>443</sup> [Fall 2012 Student Satisfaction Survey](#)

<sup>444</sup> [Fall 2014 Student Satisfaction Survey](#)

### II.B.3.D

The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.

#### Descriptive Summary

Las Positas College celebrates its commitment to diversity, equity, and inclusion, and it continually strives to enhance and empower diversity throughout the community. The importance of these values to the College is reflected in the College's mission statement, educational master plan, and student equity plan.<sup>445, 446, 447, 448</sup> The College incorporates diversity, accessibility, and equity in its courses, programs, services, outreach efforts, marketing tools, and student life activities and events.

Las Positas College supports and enhances diversity through curricular and co-curricular programs and activities:

#### Associated Students of Las Positas College (ASLPC)

The ASLPC is a non-partisan organization focused on promoting student involvement on campus and advocating for student interests. The student government, as with all clubs on campus, is open to any student, regardless of race, culture, financial ability, or sexual orientation. ASLPC is committed to fostering student participation in government, activities, organizations, and cultural events, as well as improving student success and ensuring access, equity, and inclusion for all students.<sup>449</sup>

The ASLPC and Inter-Club Council (ICC) promote understanding and appreciation of diversity by providing students the opportunity to create clubs. In recent years, students have formed clubs based on their various areas of interests. There are currently 31 clubs on campus, 8 of which specifically promote diversity: Friends Advocating & Celebrating Educational Differences (FACE), Indian Club, International Students Club, International Business Club, Middle Eastern Awareness Club, Queer Straight Alliance, Big Siblings, Christ on Campus, National Honor Societies and Peace and Social Justice Club.<sup>450</sup>

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<sup>445</sup> [Mission Statement](#)

<sup>446</sup> [Educational Master Plan, page 4](#)

<sup>447</sup> [Student Equity Report](#)

<sup>448</sup> [Student Equity Plan](#)

<sup>449</sup> [2010 ASLPC Constitution](#)

<sup>450</sup> [ICCC New Student Clubs](#)

## Standard II: Student Learning Programs and Services

Events sponsored by ASLPC and student clubs also show an appreciation of diversity:

- Informational speakers
- Food drive for the local food bank
- Coat drive for the local homeless shelter
- Sponsored international nights (cultural food and dance)
- Clothesline Project (Sexual Violence Awareness Project)
- Sponsored National Coming Out Day
- “March in March”(lobby state officials on issues that affect students)
- Sponsored Disability Awareness Month and Activities.<sup>451, 452, 453</sup>

### CalWORKs

LPC CalWORKs designs and maintains programs and services that support and enhance student understanding and appreciation of diversity through the workshops and events that they offer. Because the CalWORKs students are diverse in many ways—age, ethnicity, gender, educational backgrounds—the CalWORKs program consistently creates opportunities for its students to gain a better understanding of others in their diverse community.

CalWORKs offers opportunities for students to attend conferences that promote the appreciation of diversity. Conferences that CalWORKs students have attended include the Northern California Diversity and Leadership Conference, the Annual CalWORKs Training Institute, and the March in March in Sacramento.

### English as a Second Language

English as a Second Language (ESL) program helps students from diverse backgrounds and cultures succeed in their academic pursuits by providing a comprehensive education in English reading, writing, and oral communication skills to speakers of other languages. ESL coursework focuses on the importance of recognizing and respecting diversity and facilitates the interaction of students from diverse backgrounds. For example, for one interdisciplinary project with the Anthology Department, ESL students are paired with anthropology students. The students interview one another and write about their different cultural, political, and personal histories.

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[451 2010-2011 ICC Events and Accomplishments](#)

[452 2011-2012 ICC Events and Accomplishments](#)

[453 2012-2013 ICC Events and Accomplishments](#)

### EOPS/CARE

Extended Opportunity Programs and Services and the Cooperative Agencies Resources for Education (EOPS/CARE) promote diversity through their service to educationally and economically disadvantaged students. Many students in EOPS/CARE are ethnic minorities and live in homes where English is a second language. EOPS/CARE supports and nurtures diversity by reaching out to students of all backgrounds and by encouraging student interactions through orientations and workshops.<sup>454</sup>

### Foreign Language Courses

Through its Foreign Language Program, the College helps foster cultural awareness and understanding in its student population. In addition to learning to speak, read, write in a foreign language, students also learn about the culture associated with that language.

### International Student Program

The International Student Program is dedicated to facilitating the inclusion of international students into the wider LPC population and promoting student retention by providing them with a positive education and life experience. The program goal is to enrich the entire campus climate by promoting tolerance and mutual respect among all students through the understanding of diverse cultures. International students participate in the International Student Club, which promotes diversity appreciation through its activities for both international and domestic students. The College is committed to fostering growth of its international student population and is developing a comprehensive three-year recruiting plan. Between fall 2006 and fall 2013, the program grew from 68 students to 139 students.

### Puente

The Puente Program is a learning community that promotes and honors diversity. While all students can participate in Puente, one of the program's primary goals is to aid Latino students in transferring to four-year universities and earning degrees. The Puente Program navigates students through two English composition classes by providing counseling and mentoring. The Puente English composition courses use diverse materials from Latino, Filipino, Afghani (Muslim), American Indian, English, and African American literature to strengthen critical thinking skills. The Puente Program also sponsors events that focus on an aspect of diversity:

- Learning to Triumph: workshops on education, legislation, and immigration issues, including AB540 and the Dream Act.
- Hispanic Heritage Month
- Guest speaker Bobby Lee Verdugo, a civil rights activist.
- Mentor Mixer Events. Participants are a combination of more than 25 professionals in the community from different industry sectors.

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<sup>454</sup> EOPS Program Review

## Standard II: Student Learning Programs and Services

### Veterans First

The Veterans First program promotes and honors diversity through its service to veterans, who enhance the student population's age diversity and come from various economic and social backgrounds. Various events sponsored by the program honor and celebrate diversity:

- Tuskegee Airmen presentation: The three Airmen were the first African-American military aviators in the United States armed forces.
- Women Airforce Service Pilots (WASP): paramilitary aviation organization.
- Women's Auxiliary Ferrying Squadron (WAFS): pioneering organizations of civilian female pilots.
- Annual Honoring Women in the Military event in March
- Annual September 11 event
- Annual Veteran's Day event in November.
- Annual LPC student veteran panel discussion and presentation<sup>455</sup>

### Self-Evaluation

The College meets the standard. The College encourages a diverse campus culture, providing opportunities for students to engage in an array of activities and programs that promote cultural awareness and understanding. The Associated Students of Las Positas College, the International Student Club, Puente, and the Veterans First Program organize cultural events on campus. Through its foreign language and ESL programs, LPC promotes diversity through a broader understanding of various cultures, worldviews, and languages.

### Action Plan

None.

### Continuous Improvement Plan

None.

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<sup>455</sup> [Veterans Events Flyers](#)

### II.B.3.E

The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

#### Descriptive Summary

Las Positas College evaluates its admissions and placement programs, policies, and processes to validate their effectiveness and reduce bias. Enrolled students, including international, disabled, and English as Second Language (ESL) students are encouraged to take validated, unbiased assessment tests in English, math, and chemistry as well as attend program planning sessions to fulfill matriculation requirements.

The College is an open-access institution that admits all applicants who have a high school diploma or equivalent, or who are 18 years of age or older and can benefit from instruction. International and concurrent enrollment high school students must submit supplemental information with their College application. These policies are outlined in the College Catalog, Class Schedule, and College website.

The majority of students apply to the College using the California Community Colleges' statewide online admission application (CCCApply). Paper applications are also available at the Office of Admissions and Records. Students may also access the online application through the College's Online Service Center where Admissions & Records staff are available to assist students in navigating the admissions application process.

To ensure the online application meets state and federal regulations, the California Community College Chancellor's Office established a CCCApply Steering Committee which meets regularly to monitor and evaluate the effectiveness of the online application system. The Steering Committee is responsible for system design and issue resolution, and it holds regular meetings and statewide workshops to address and interpret the laws governing admission to the California Community Colleges. Furthermore, CLPCCD annual audits ensure that the Office of Admissions & Records complies with state and federal regulations related to admissions and residency requirements.

LPC's admissions processes abide by the rules and regulations of Title 5 as well as the California Education Code, which requires evaluation of assessment instruments at least every six years. The College's most recent validation in 2013 confirmed that all assessment instruments are in compliance with the California Community College's State Chancellor's Office. At the beginning of the validation process, the Institutional Researcher, Assessment Coordinator, and faculty from math, English, and ESL attended the CCC Assessment Validation Technical Assistance Training in March of 2012.<sup>456</sup> This training emphasized the monitoring of disproportionate impacts in assessment and placement tools.<sup>457</sup> The faculty and staff then performed a validation study and cut score analysis in spring 2013.<sup>458</sup> The most recent analysis of placement tests resulted in adjustments in cut scores for math to more reliably place students in the appropriate math course.<sup>459</sup>

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<sup>456</sup> [Assessment Validation Training](#)

<sup>457</sup> [Disproportionate Impact Training](#)

<sup>458</sup> [Math Alignment Meeting Minutes](#)

<sup>459</sup> [Cut Score Changes, 06/13](#)

## Standard II: Student Learning Programs and Services

The Assessment Center provides ability to benefit (ATB) tests only for students who were enrolled at Las Positas College before June 30, 2012, and who do not have a high school diploma or General Education Diploma and wish to apply for financial aid. Non-native speakers take the CELSA test for ESL placement. ESL faculty select topics for the writing component of this test. The Student Education Planning (SEP) process includes multiple measure adjustments that help to validate assessment testing, consequential validity, cut score analysis, and disproportionate data.<sup>460</sup>

To check for bias, staff review and assess each test item for potential cultural misunderstandings. For disproportionate impact, placement results are statistically analyzed by gender, ethnicity, age, learning disability, and the categories of native/nonnative speaker. Test scores are adjusted with faculty-identified multiple measures based on levels of education and high school grades.

### Self-Evaluation

The College meets this standard through its continued focus on equity and accessibility. Faculty, staff, and administrators use a regular cycle of evaluation and improvement of its services and placement instruments.

### Action Plan

None.

### Continuous Improvement Plan

As a result of instability in the positions responsible for overseeing assessment instruments and their effectiveness, the validation process has become decentralized. While the institution does evaluate its instruments and validates their effectiveness, this process should be restructured to ensure its continued effectiveness.

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<sup>460</sup> [Multiple Measures](#)



### II.B.3.F

The institution maintains student records permanently, securely, and confidentially, with provisions for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

#### Descriptive Summary

Las Positas College protects all student records and adheres to appropriate policies for their release. Student records from summer 1994 to the present are maintained on Banner, an online automated Enterprise software package. CLPCCD Information Technology Services (ITS) personnel support the Banner baseline system and the unique CLPCCD customizations, with access granted to the ITS staff as appropriate to install new modules or upgrade and fix existing modules. The Banner System has been set up to meet the compliance obligations for FERPA, ADA, and PCI credit card. The Banner System resides on two IBM Enterprise servers, one as the primary computer for production operation and the other as the redundant backup computer to be used for disaster recovery purposes when hardware or software failures occur. The Banner server is housed at Las Positas College in the restricted Technology Building 1900, where the server resides in a secure district data center computer room, accessible only to District ITS and security personnel. Entry into this restricted server room is controlled by magnetic cards with PIN numbers. Keys to the computer room are used only for emergency purposes, and only security and the District CTO possess them.<sup>461</sup>

Banner data is backed up daily on tape and stored in a locked fireproof unit within the secured building that is accessible only to the ITS staff who are responsible for the tape backups and tape rotations. District system backups occur automatically on a nightly and weekly schedule. Weekly backup tapes made each Friday are stored offsite at one of the alternate computer room locations at the District office in Dublin. Offsite tapes are rotated back to the central data center as new tapes are generated. As this is a District-maintained function, access to documentation or Banner system processes requires District login, which is restricted to the ITS staff who are responsible for the Banner modules.

The Banner system can be accessed in four ways: the web self-service (CLASS-Web), which provides local or remote access; Banner client feature called Internet Native Banner (INB), which is restricted to local on-campus access only; The Zone, which is the Banner portal that provides single sign-on features for the Banner and CLASS-Web functions; and the Banner Mobile App, the most recent addition to the Banner Enterprise System that provides query capabilities, but not update, for specific student functions. The web self-service uses a HTTPS browser that requires server authentication using a VeriSign certificate. This allows the user's browser session to be encrypted over the Internet. The Zone portal and the Mobile App are protected in a similar manner through an HTTPS browser with authentication using a VeriSign certificate, and the Banner system has been set up with a built-in timeout of fifteen minutes to prevent inadvertent intrusions.

Document security levels have been established to maintain confidentiality and ensure compliance with federal and College regulations. In 1998, the College implemented the image-scanning system ATIFiler for electronic storage of permanent records. Scanned images were backed up daily and stored in a fireproof safe. Security levels for viewing and scanning student records were established by department deans and

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<sup>461</sup> [Board Policy 5511](#)

## Standard II: Student Learning Programs and Services

enforced by LPC Technology Department system administrators. In 2012, the District implemented the Banner Document Management System (BDMS) at the College, which replaced the previous ATIFiler System for storage and retrieval of scanned images. This migration provided a fully integrated system whereby the Banner student data and the electronic documents for transcripts, financial aid files, and other forms submitted to Admissions and Records were merged into one location. With the transition to the new BDMS system, the responsibility for the imaging system shifted from the College's Technology Department to the District ITS Department, since this new system is now part of the Banner Enterprise System. The BDMS servers are housed in the same District data center as the Banner Enterprise System, with the same security access levels. Authorized viewers of student records cannot edit or delete them, and the Admissions and Records administrator must approve all requests for access.<sup>462</sup>

Active student records are housed in the new SSA Building with Admissions and Records. The area is locked and is accessible to authorized personnel only. Microfilm copies of LPC student records prior to 1994 are located at LPC and the CLPCCD offices. Original microfilm tapes are stored at Chabot College. The copy of the microfilm sent to LPC is for viewing only.

All student records are kept confidential and destroyed in accordance with the guidelines of the Family Rights and Privacy Act of 1974 (FERPA) and Board Policy. All Admissions and Records and Financial Aid staff are knowledgeable about FERPA and College guidelines related to student record confidentiality. All staff who use Banner are required to sign an agreement stating they will adhere to FERPA mandates. When staff with Banner access leave their positions, the management revokes system access privileges.

Each campus program takes care to insure that their files are securely and confidentially stored and that they carefully monitor access and distribution of student records in accordance with FERPA guidelines. Each program makes individual decisions about storage, utilizing paper files in locked filing cabinets, BDMS, SARS, and Microsoft Excel data tracking where appropriate.<sup>463</sup>

### Self-Evaluation

The College meets the standard. Student records are kept secure and confidential, with established policies for their release.

### Action Plan

None.

### Continuous Improvement Plan

None.

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<sup>462</sup> Board Policy 5310

<sup>463</sup> LPC Records Maintenance by Program

### II.B.4

The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

#### Descriptive Summary

Student services provided by the College are developed from and responsive to students' needs. Previously, Student Services performed annual program reviews using a format different from that used by programs in Academic Services. Now, all the College's programs and services undergo a comprehensive program review every three years, and complete annual updates, using similar templates.<sup>464</sup> Both the comprehensive program review and the annual program planning updates require the integration of student learning outcomes (SLOs) or service area outcomes (SAOs) to planning. As reviews are drafted, the Program Review Committee guides program reviews through a process of feedback and revision. It then works with the dean of each division to create a summary of observations on all the program reviews in the division. This summary is then shared with the divisions and forwarded to the vice presidents and the Institution Planning Committee (IPC), which uses the program review summaries to create recommendations for the following year's college wide planning and budget priorities. Program review data are also used by the Resource Allocation Committee in its decision-making processes.<sup>465</sup> The role of the College's Institutional Effectiveness Committee is to assess the impacts of these planning and budget decisions, and their conclusions can be considered in the next cycle of program reviews.

SLOs and SAOs in Student Services are developed to align with institutional learning outcomes. Discussions of outcomes and their assessment take place in Student Services managers meetings, Student Services planning meetings, and department meetings.<sup>466</sup>

In addition to outcome assessments, Student Services analyze survey data in their program reviews to evaluate their effectiveness and identify student needs. These periodically administered surveys are validated by the Office of Institutional Research and Planning.<sup>467, 468</sup>

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<sup>464</sup> [Program Planning Update \(PPU\) Form](#)

<sup>465</sup> [Integrated Planning and Budget Model, page 2](#)

<sup>466</sup> [March 2014; S.S. Division Meeting Minutes \(SLO Dialogue, p. 3\)](#)

<sup>467</sup> [Student Satisfaction Survey](#)

<sup>468</sup> [Counseling Point of Service Survey Spring 2014](#)

## Standard II: Student Learning Programs and Services

Examples of programs that have made improvements in their services based on SLO/SAO and program review processes are Counseling, EOPS, and CalWORKs. In spring 2012, counseling faculty identified a decrease in student satisfaction due to long wait times and difficulty accessing services. Specifically, those satisfied or very satisfied with the “convenience of getting a counseling appointment” decreased to a low of 45 percent.<sup>469</sup> In response to decreasing student satisfaction over access to counseling services, the Counseling division created the following SAOs:

1. To serve larger numbers of students more efficiently and increase new student access to courses, counselors will provide matriculation services (orientation, assessment, and counseling) and group program planning sessions in a large group event entitled Mega Day, resulting in timelier student registration.
2. To serve larger numbers of basic skills students more efficiently and provide timely study skills and educational planning information, counselors will deliver embedded workshops to students enrolled in basic skills English courses.
3. To serve larger numbers of probationary students prior the onset of registration, counselors will provide group workshops educating students on the probation process and policies, informing them of available campus resources, and assisting them in the completion of their probation clearance form.<sup>470</sup>

The LPC CalWORKs program evaluates its services through data including the assessment of established SLOs and makes improvements based on results.<sup>471, 472</sup> For example, through assessment it was discovered that students were not satisfactorily successful at submitting their Books/Supplies packets to Alameda County on time and with minimal errors. Therefore, they designed a Books/Supplies Workshop that guided the students more closely through the requirements. To provide extra incentive, they also instituted a gas card reward for punctuality. Following the implementation of these two program changes, the outcomes were again assessed with results showing increased student success. As another example of assessment-driven change, CalWORKs discovered through analysis of assessment data that students did not adequately understand how CalWORKs at LPC related to County CalWORKs. As a result, the program redesigned their New and Returning Student Orientation, focusing the Orientation on two themes: The LPC CalWORKs program and on-campus support services; and the County CalWORKs program including Welfare-to-Work requirements and students’ rights.<sup>473</sup> In subsequent assessments, students demonstrated a better understanding of how the LPC CalWORKs program serves them and their responsibilities to their County CalWORKs programs. CalWORKs continues to assess and evaluate the following SLOs to improve its services to students:

1. CalWORKs students will independently navigate their CalWORKs County responsibilities.
2. Student has the ability to successfully identify their career and educational goals
3. Student has the ability to clarify their educational and career goals.

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<sup>469</sup> [Student Satisfaction Survey](#)

<sup>470</sup> [Counseling SAOs, 2012](#)

<sup>471</sup> [CalWORKs Orientation Evaluation](#)

<sup>472</sup> [CalWORKs Program Survey](#)

<sup>473</sup> [CalWORKs Program Review](#)

The EOPS/CARE program is another Student Services program that carefully evaluates its SAOs, measuring the program's impact on student success and improving their offerings as a result of assessment.<sup>474</sup>

In the 2013-2014 academic year, EOPS/CARE focused improving their program in three main areas: more effectively delivering new student orientation, communicating priority registration requirements, and informing students of the EOPS Book Service. Plans for improvement were implemented, and as a result students showed improvement in all three areas. One to two months after receiving their new student orientation, 90 percent of students scored 80 percent or higher on the orientation posttest.<sup>475</sup>

In fall 2013, only 77 percent of continuing EOPS students registered on their priority registration date for the next term's classes. However, in spring 2014, 82 percent of continuing students did the same. This improvement from 77 to 82 percent is a result of the increased communication efforts through email, phone calls, and in-person reminders that were motivated by SLO assessment.

Finally, only 45 percent of continuing EOPS students qualified for the spring 2014 Book Service. EOPS faculty and staff simplified the mid-semester progress reporting instructions and increased the communication of the requirements. In fall 2014, 54 percent of continuing EOPS/CARE students qualified for the same Book Service being offered for fall 2014, a 9 percent increase from the previous semester.

EOPS faculty and staff will continue to focus their efforts on the established SLOs:

1. As a result of participating in orientation, new EOPS/CARE students will be able to identify and understand both their obligations to the program and the services that are offered to them.
2. As a result of participating in EOPS/CARE, students will register for classes taking advantage of their priority registration status.
3. By following the EOPS/CARE Student Mutual Responsibility Agreement (SMRA), students will qualify for the book service program.

While using established SLOs and SAOs to make program improvements, Student Services also continually reviews and revises outcomes to respond to student needs. One example of this is the revision made by Counseling in 2014 to the SAO created in 2012 that focused on student access to counseling services. Having addressed that outcome by developing a suite of workshops including probation workshops, embedded counseling workshops, workshops for athletes, and financial aid workshops, Counseling faculty then adjusted the associated SAOs to evaluate the effectiveness of those workshops:

1. Students who attend Probation Workshops will gain awareness of and commit to utilizing campus resources designed to improve academic achievement.

The Counseling Faculty distributed surveys in the workshop to evaluate its effectiveness, and the resulting data was again discussed and evaluated in the cycle of program improvement.<sup>476, 477, 478</sup>

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<sup>474</sup> [EOPS SLO Analysis](#)

<sup>475</sup> [EOPS Orientation Post-Test](#)

<sup>476</sup> [Embedded Workshop Surveys](#)

<sup>477</sup> [Probation Workshop Surveys](#)

<sup>478</sup> [Counseling SLO Analysis](#)

## Standard II: Student Learning Programs and Services

### Self-Evaluation

The College meets the standard. Student Services programs have written and regularly assess SLOs and SAOs that align with institutional outcomes. Student Services programs also conduct program reviews that involve outcome assessments in College processes and are used to make programs increasingly effective at meeting student needs.

### Action Plan

None.

### Continuous Improvement Plan

All programs within Student Services have established SLOs and SAOs; however, to promote a more regular and systematic approach to outcome development and assessment, Student Services needs to develop and implement a more systematic approach that communicates established timelines and oversees program accountability.

### **STANDARD II.C: LIBRARY AND LEARNING SUPPORT SERVICES**

Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

#### **Description**

The Las Positas College Library and other learning support services use broad and regular input, ongoing training, evaluation, and improvement to ensure that instructional programs and other College activities are well supported. The College Library provides useful, efficient facilities, including a major building renovation completed in spring 2015, and it maintains and updates appropriate educational materials and equipment with significant faculty involvement. Library faculty and staff support students in the Library with individualized assistance and instruction, through activities across the campus, and through online services. Instruction in information competency is widespread and offered in several formats, including courses and research orientations. Library hours are adequate, if limited, though online access to many services is continuous. Reliable maintenance and security systems protect the safety of all persons and physical resources in and associated with the Library. All of the College's learning support services, including the Computer Center, the Integrated Learning Center, the Open Math Lab, the Teaching and Learning Center, the Tutorial Center, and the Reading and Writing Center, assess their effectiveness and respond to input.

#### **Self-Evaluation**

The College meets this standard.

#### **Action Plan**

None.

#### **Continuous Improvement Plan**

None.

## Standard II: Student Learning Programs and Services

### II.C.1.

The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.

#### Description

The Las Positas College Library and other learning support areas offer a range of services in various formats and locations to facilitate educational offerings.

#### Library Reference /Information Services

The LPC Library's reference desk and circulation desk are staffed by professional librarians and classified library assistants during all hours that the Library is open to the public. The circulation staff prepares and monitors the heavily-used faculty course reserves for students. The faculty course reserves are materials such as supplemental readings, textbooks, CDs, and DVDs that have been identified or provided by an instructor and which are made available to students for short-term loan. Previously, course reserves were stocked with photocopies of required readings of scholarly articles. However, with the increased use of the full-text database articles and the ability instructors have to link or post articles in Blackboard, that aspect of course reserves has dropped dramatically. A very popular extension of the course reserves is the Associated Students of Las Positas College (ASLPC) Textbook Loaner Program, since it allows students to borrow textbooks at low cost for one semester. For this program, the Library adds the ASLPC textbooks into its database so that students can easily search for them and check them out.

LPC Library faculty provide several types of instruction to support academic programs. At an instructor's request, librarians create and deliver assignment-specific lessons in library research for classes from all disciplines. Librarians have also worked with individual faculty to embed specific components of information competency into their course syllabus and assignments. Programs and disciplines that have collaborated with the librarians on such projects include the College Foundation Semester, health, business, English, psychology, and CIS.

The Library also offers for-credit library research skills classes each semester. For example, in spring 2014, the Library joined the LPC Puente Program to offer a for-credit library research skills course to students in the Puente learning community cohort. This course is customized to provide information literacy instruction and research support specific to the needs of Puente students as they prepare for and work on their English 1A research project.

To support the distance-education student, the LPC Library has made services accessible through the Library homepage, including Email a Librarian; directions for remote authentication; a plagiarism tutorial; research guides with linked resources; a variety of databases, eBooks, and streaming videos; an online citation generating tool; and a bibliographic citation help section. A new online chat and text reference service was introduced in spring 2015 to reach students who may find it more convenient to seek out research assistance using these alternate methods of contact.



### Staffing

LPC Library staff consists of four full-time faculty librarians and four classified staff members. The staff also includes part-time librarians who play a crucial role in the day-to-day operations of the Library. Part-time librarians enable the Library to provide many more assignment-specific orientations, cover the reference desk efficiently during peak times, create online library instructional tools, and conduct classroom visits to demonstrate research strategies and library resources. The staff of part-time librarians also enables the full-time librarians to actively participate in the College shared governance committees, several whose charge requires librarian membership, and fulfill other professional responsibilities.

In addition to these Library services, the College maintains a variety of focused learning resource centers to support student learning and instructional programs:

### Computer Center

The Computer Center is a quiet open lab environment for students to work on assignments for any class. The Center has over 100 computers and also provides access to various software and printer options installed and maintained according to faculty requests. Since the computers in the Center cannot be reserved, they are available to students whenever not in active use. Centrally located on campus, the Center is wheelchair-accessible and equipped for vision and hearing-impaired students. During the fall and spring semesters, the Computer Center is open Monday through Thursday, 7:30 a.m. to 9:30 p.m.; and Friday, 8:30 a.m. to 3:00 p.m. Open hours are reduced hours during the summer session: Monday through Thursday, 8:00 a.m. to 9:00 p.m.<sup>479</sup>

To nurture the development of information competency skills, instructional support from experienced staff is available in the Computer Center on a drop-in basis; students can also reach staff by email or phone. Currently, the Center has three instructional assistants (one full-time twelve month, one full-time ten month, and one part-time ten month) and one full-time Instructional Computer Laboratory Specialist. Two to four staff are present whenever the Center is open. Staff members use their knowledge of computer software applications, including Blackboard, and troubleshooting skills to guide students to solutions for their software and hardware problems.

### Integrated Learning Center (ILC)

The Integrated Learning Center (ILC) provides assistance to students in mathematics and English as a Second Language (ESL) in the form of the Open Math Lab (OML) and the ESL Lab. The ILC contains 20 personal computers and uses a computer-based tracking system to monitor student use of the lab. The ILC, open five days and four nights a week, is staffed by ESL and mathematics faculty.<sup>480</sup>

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<sup>479</sup> [Computer Center website](#)

<sup>480</sup> [Integrated Learning website](#)

## Standard II: Student Learning Programs and Services

### Mathematics Learning Resources

Within the ILC, the OML supports two activities: (1) students in some math classes schedule their lab hour in the ILC and do their lab assignments there; (2) students get help with any math question based on availability of faculty staffing. This gives the Open Math Lab characteristics of a collaborative, open-door learning environment in which any student seeking help with a math problem can feel welcome.

The self-paced math lab (MATH X) provides students taking some basic skills math classes with an alternative mode of delivery in which they work independently using a self-paced style, with individualized instruction.<sup>481</sup>

### Math Jam

In January 2015, Las Positas College held its first Math Jam, an intensive week of working with students in a self-paced environment on the particular math for which they need support. LPC students from all different levels, including pre-algebra, algebra, statistics, trigonometry and pre-calculus, attended the program at no cost to them. Students who attended generally had one of two goals: They were either preparing for their upcoming math course or studying to re-take the Accuplacer Math Placement Test. They began work each day at 9 a.m., attended lunchtime workshops, and continued studying until 3 p.m. The lunchtime workshops included Growth Mindset, Financial Aid, Time Management, Math Anxiety, Test Taking, and Preparing for Accuplacer. The initial data shows that the Math Jam was both well-attended and highly successful at improving students' eligibility for higher math courses.<sup>482</sup>

### The Reading and Writing Center (RAW Center)

The RAW Center, located in the Tutorial Center, offers students from across the curriculum drop-in and online email tutoring by English and ESL instructors, as well as online writing and reading resources and workshops. Additionally, the RAW Center has collaborated with several disciplines on specific projects, and tutors also help students with their transfer application essays. The RAW Center is open from the fourth week of class until the end of the semester, six hours daily from Monday to Thursday. Tutoring through email is continuous. As of spring 2014, the RAW Center has had 4,259 visits since it opened in fall 2009, from students in at least 38 disciplines.<sup>483, 484</sup>

### Teaching and Learning Center

Though primarily used for faculty and staff training, some student training also takes place in the Teaching and Learning Center (TLC). The TLC is a 1,879-square-foot facility that contains 16 computers, a scanner, a printer, and a studio used to create multimedia content.<sup>485</sup> The TLC is responsible for directing the College's distance education development, and because of that, it conducts student training on how to be a successful online learner and acts as a liaison with the Tutorial Center for online tutoring and with the Computer Center for online student technical support.

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<sup>481</sup> [Open Math Lab website](#)

<sup>482</sup> [Math Jam website](#)

<sup>483</sup> [Reading and Writing \(RAW\) Center website](#)

<sup>484</sup> [RAW Center Usage Data](#)

<sup>485</sup> [Teaching and Learning Center website](#)

To help prepare students for success in online education classes, students enrolled in online and hybrid courses are invited to attend on-campus or virtual orientations held the week before the semester begins and during the first week of classes. These orientations are designed to familiarize students not only with online learning in general, but also with utilizing Blackboard.<sup>486</sup> For students who cannot attend the on-campus or virtual orientations, there is an asynchronous orientation posted on the Online Learning web site that includes video tutorials on how to perform typical tasks in Blackboard.<sup>487</sup> Also on that web site is a tutorial, “Succeeding in an Online Course,” that consists of seven lessons intended to maximize students’ capacities to excel online.<sup>488</sup> Within many online courses, instructors have students complete an initial module that familiarizes students with Blackboard.<sup>489</sup>

Each year, the TLC distributes a Distance Education Student Satisfaction Survey to gather data on students’ online learning needs and to evaluate their experiences. Results of the survey consistently show that students are satisfied with the Distance Education program at the College, including their interactions with online student technical support.<sup>490</sup> Separate surveys are distributed to students who attend the on-campus or virtual orientations and who participate in online tutoring.<sup>491, 492</sup>

### Tutorial Center

The Las Positas College Tutorial Center is a vibrant and growing program that offers free tutoring to students five days a week, usually from 8 a.m. to 6 or 7 p.m. Located in Room 2401 (called STaRR—the Study, Tutoring and Reading Room) in the Multidisciplinary Building, the Center is a quiet and comfortable learning environment with one large room and several small study rooms. All tutors in the LPC Tutorial Center must have an instructor recommendation and be trained through either the class TUTR 17 or TUTR 29.

The Tutorial Center provides its service in several formats. Many students schedule weekly tutoring sessions with a peer tutor in the Center. Drop-in tutoring is also available to students, as well as tutoring in math x and music classes. Online math and writing tutoring through email is available for distance education students and others wishing to access tutoring from off-campus locations. The Reading and Writing (RAW) Center is also housed in the Tutorial Center. Finally, Prep2Pass, a popular finals tutoring and study event the last week of classes, allows students to receive tutoring two nights during that week until 10:30 or 11 p.m.

The LPC Tutorial Center website contains helpful information for students, tutors, and the community, including study skills and advice, important events, and online registration for tutoring. The website also includes information for tutors: how to become a tutor, important deadlines, and information on training. Community members who volunteer to be tutors for LPC students frequently use the Private Tutor List that provides information on tutors who work in the community.

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<sup>486</sup> [Synchronous Online Learning orientations](#)

<sup>487</sup> [Asynchronous Online Learning orientations](#)

<sup>488</sup> [Succeeding in an Online Course tutorial](#)

<sup>489</sup> [Module 1 screenshot](#)

<sup>490</sup> [DE Student Satisfaction Survey results](#)

<sup>491</sup> [Spring 2014 orientation survey results](#)

<sup>492</sup> [Online tutoring survey results, Spring 2013](#)

## Standard II: Student Learning Programs and Services

The Tutorial Center provides tutoring to students from 370 classes in 28 subjects (ASL, Anthropology, Anatomy, Biology, Microbiology, Physiology, Business, Chemistry, CIS, Computer Science, ECD, Economics, English, ESL, French, Geology, History, Humanities, Italian, Learning Skills, Math, Music, Philosophy, Physics, Psychology, Spanish, Speech, Women's Studies). In fall 2013 there were 408 requests for scheduled tutoring. As of November 2014, there have been 493 requests for scheduled tutoring.<sup>493</sup>

### Self-Evaluation

The College meets this standard. The College supports student success outside of the classroom by providing a variety of instructional programs such as the College Library, Tutorial Center, Computer Center, mathematics learning resources, Integrated Learning Center, and Reading and Writing Center. The quality and breadth of these programs is maintained through collaborative efforts of the faculty and staff of these centers and the faculty of the academic programs they support. Students can access these instructional services during posted hours as well through newly implemented online methods

### Action Plan

None.

### Continuous Improvement Plan

While the College offers students high-quality and varied learning support services, levels of funding, staffing, access and coordination between services may not be consistently optimal for student learning and success. Data gathered through Library Student Surveys in 2013 and 2014 show that some students do not feel that current Library open hours are sufficient.<sup>494, 495</sup> The budget to have part-time librarians and student assistants available during peak Library hours, evenings, and Saturdays needs to be reinstated. Part-time librarian hours vary depending on funding, which has been inconsistent over the past several years. In the past, the Library was able to employ student assistants, including those assigned to provide assistance at the circulation desk, shelving, and assisting in the computer lab. These student assistants allowed the classified staff and Library faculty the opportunity to concentrate on providing public service, instruction, reference services, and maintenance of operations, outreach, and development and planning of future programs. The Library needs funding for proper staffing, which is essential to providing flexibility in scheduling and services that support student learning.

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<sup>493</sup> Tutorial Center website

<sup>494</sup> Library Student Survey, Spring 2013

<sup>495</sup> Library Student Survey, Spring 2014

### II.C.1.A

Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.

#### Description

In support of the College's educational programs, the Las Positas College Library provides resources, information services, classes, and facilities that directly contribute to the achievement of student learning outcomes. To accomplish this, the LPC Library selects and makes available educational materials and equipment, while maintaining comfortable facilities to support the varied learning needs of a diverse student population.

#### Information Resources/Materials

The LPC Library's collection consists of print, audiovisual, and online materials that support the LPC curriculum as well as its mission and goals. Online resources are a major part of the collection since they contain essential periodical articles, streaming videos and music, and encyclopedia articles required for conducting research. The databases provide access to thousands of periodicals providing coverage into topical issues as well as the major disciplines studied at LPC. These online resources are accessible at all times from the Library web page, providing convenient access to research materials for both the on-campus and off-campus student. With the migration to the OCLC Worldshare library management service in January 2014, ebooks, streaming videos, and the Library's two major aggregated periodical databases, Academic Search Complete and MasterFILE Premier, have been incorporated in the Library's WorldCat online catalog. Students can search the content of these online resources while they are using the traditional print and media collections.<sup>496, 497</sup>

The number of titles or each resource type held by the Library approximates the current collection size:

Books:	29,156
Ebooks:	133,000
Print Periodicals:	58
Databases:	43
DVDs:	3318
VHS:	183
Streaming Videos:	23,000
CDs:	2422
Streaming Music	516,000 <sup>498</sup>

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<sup>496</sup> [Library website](#)

<sup>497</sup> [Library online catalog](#)

<sup>498</sup> [Library Collection Statistics](#)

## Standard II: Student Learning Programs and Services

LPC Library faculty review, select, and maintain a variety of resources to enhance and promote lifelong learning for a diverse student body. Policies for Collection Development and Faculty Services are on the Library website.<sup>499</sup> To develop and maintain a collection of print, audiovisual, and online resources that align with the LPC curriculum and reflect student learning needs, LPC Library faculty take into consideration the following: requests submitted by faculty, staff, and students; discussions with faculty regarding course content and research assignments; review of curriculum outlines and proposals; analysis of course syllabi; examination of faculty course reserve materials; documentation of student inquiries at the reference desk; and Library faculty selections from publisher catalogs and journals. Classroom faculty are encouraged to confer with the librarians over assignments and the resources required to support these assignments. A librarian also serves on the Curriculum Committee. The curriculum proposal process requires the approval of the Library Coordinator, which provides the Library with further access to new curricular areas under development.<sup>500, 501</sup>

To weed the collection, librarians analyze circulation statistics and evaluate the currency and physical condition of the material as guidelines for discard. Subject areas are reviewed systematically with newer editions or similar titles considered for purchase as part of the process. The Library also provides faculty with regular opportunities to select and deselect materials pertaining to their areas. During spring 2014, in preparation for the Library remodel and temporary relocation to a smaller building, the Library faculty, in collaboration with discipline faculty, reviewed the entire print collection and withdrew titles that were no longer relevant to the current course offerings.

### **Equipment and Facilities**

The renovated library houses many features and functionalities that improve support to students and are more conducive to current pedagogical approaches to research and learning. Many of the decisions regarding the upgrades were based on student survey data and other student input.<sup>502, 503</sup> The Library renovation includes two dedicated classrooms with 44 seats each for accommodating Library research classes, increased electrical capacity, upgraded technology, and updated equipment and furnishings. Additionally, the number of group study rooms is increased from six to eleven, including four rooms equipped with smart technology enabling student collaboration on class projects. The main reading room of the renovated Library houses 186 seats, compared to about 156 seats formerly, for independent study or small group work. With the addition of the two classrooms, the main reading room is no longer used for the library research classes.

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<sup>499</sup> [Library Collection Development policy](#)

<sup>500</sup> [Curriculum Committee website](#)

<sup>501</sup> [Curriculum Committee handbook](#)

<sup>502</sup> [Library Student Survey, Spring 2013](#)

<sup>503</sup> [Library Student Survey, Spring 2014](#)

Prior to renovation, the Library had computers for student research, nine circulating wireless laptops, and one disability-accessible computer setup provided and maintained by DSPS. The computers have been maintained by the College's Technology Department and replaced every four years. The Library computer lab has been heavily used by students doing independent work and librarians teaching library orientation classes. In fact, the lowest area of satisfaction for the library section in the fall 2014 Student Accreditation Survey was the number of computers available to meet student needs.<sup>504</sup> The renovated library will have a total of 104 computers, an increase from the former 53. In addition to the computer lab, one of two new classrooms that has 44 dedicated workstations will be available to students as an open lab when not in use for a library class. The second classroom is also designed to be used as an open lab even though it will not have computers. Students will have the option to check out one of the Library's laptops or to bring their own to use in that classroom.

Another important feature of the renovated Library is its group study rooms. Prior to the remodel, there were two large group study rooms that could hold eight to twelve students and three soundproof rooms that could hold three to four students; these were not enough to accommodate all request. The remodeled library has eleven study rooms of various sizes to suit the needs of different groups. Larger rooms have built-in collaborative technology such as monitors and connectivity. A new online room-scheduling program was also rolled out when the Library reopened to track room use and make reservations accessible. The LPC Library also offers the use of a variety of equipment to support student needs, including TV/VCR/DVD combination players, a DSPS cassette player, CD players, photocopiers, and networked printers. The Library continually engages College processes such as Instructional Equipment Request for improvements in equipment and materials that would enhance its learning environment, though these requests are not always met.

### Self-Evaluation

The College meets this standard. The Library maintains equipment and materials that support student needs, and the Library renovation provides improved facilities and learning environments for students. As Library resources have become reliant on the Measure B Bond, instead of the College's general budget, future budget planning is needed to identify a stable, consistent funding source for the Library so that support for instructional programs, materials, and services will continue uninterrupted when the Measure B Bond money is depleted in spring 2017.

### Action Plan

None.

### Continuous Improvement Plan

Develop and implement a budget that would stabilize funding for equipment and collection development.

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<sup>504</sup> Fall 2014 Student Survey

## Standard II: Student Learning Programs and Services

### II.C.1.B

The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.

#### Description

The LPC Library supports student success and learning by providing a suitable environment that promotes students' acquisition of information competency skills. Librarians teach the components of information competency continuously in a variety of formats:

#### Library Research Courses

The LPC Library offers four hands-on courses worth .5 credits each: Introduction to Research in the Library, Introduction to General Research Databases, Introduction to Specialized Research Databases, and Introduction to Internet Research. Each course teaches the full range of information-competency components following the standards set by Association of College & Research Libraries (ACRL).<sup>505</sup> Additionally, a 2-unit course combining content from the four courses listed above, called Introduction to Library Research, is available both on campus and online. The course is transferable to CSU and UC.

Student learning outcomes have been written for each of these courses and are being tracked in eLumen, the institution's software repository for assessing, analyzing, and tracking improvement goals for student learning outcomes. Enrollments for these courses are as follows: 36 (2007-2008), 79 (2008-2009), 103 (2009-2010), 60 (2010-2011), 32 (2011-2012), 59 (2012-2013), and 91 (2013-2014). The overall success rates of these courses range from 53 to 78 percent.<sup>506, 507</sup>

#### Library Orientations

Library orientations are conducted throughout the academic year and, in most cases, are held in the Library, though they can be held in the instructor's classroom by arrangement. The purpose of a library orientation is to support classes that have a research assignment. These orientations are tailored to specific course content and assignment requirements.

Orientations most often focus on teaching the basic use of the Library's online research tools (e.g., magazine and journal databases and the Library online catalog for book and audio-visual collections), search techniques to locate and retrieve relevant information, and evaluation of information sources. Also addressed in the Library orientations are the ethical and legal issues surrounding information and information technologies, including citation formats.

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<sup>505</sup> [ACRL Information Competency Standards](#)

<sup>506</sup> [Library Program Review](#)

<sup>507</sup> [eLumen](#)



The high number of orientations given and number of students participating in the last six years shows the campus-wide reach of this instruction:

2008-2009: 171 orientations and 5,674 students

2009-2010: 155 orientations and 5,085 students

2010-2011: 175 orientations and 5,416 students

2011-2012: 178 orientations and 5,887 students

2012-2013: 161 orientations and 5,517 students

2013-2014: 138 orientations and 4,950 students<sup>508</sup>

In conjunction with these course-related Library orientations, librarians regularly create custom research guides and other instructional handouts related to specific research assignments to support student success. Librarians also participate in learning communities and have been embedded librarians in face-to-face and online courses. These opportunities for extended involvement in some classes allow the librarians to collaborate with discipline faculty in delivering information competency skills.<sup>509</sup>

The fall 2014 Accreditation Survey of Faculty/Classified Staff/Administrators indicates 83 percent of 157 respondents “Strongly Agree or Agree” that the Library orientations adequately address the needs of students.<sup>510</sup> The Library’s 2014 student survey shows that 179 of 238 students attended a librarian lead research session and 152 respondents found the session to be “extremely or very” useful in preparing them for their research assignments.<sup>511</sup>

### Reference Service

The reference desk is staffed by librarians during all hours that the Library is open to students and the public. Reference services are delivered in person, by phone, and by email. Librarians provide information competency instruction in an informal, individualized manner suitable to each student’s learning needs for a given task or assignment. In this way, librarians are able to address information competency issues such as identifying manageable topics including focusing or expanding a topic; using proper citation format; finding appropriate information sources; evaluating web site resources; and formulating basic search strategies to ensure the best results.

### Library Website

The LPC Library website is integral to Library services and a pivotal part of the instructional process. The site includes Library hours, services, news, and policies, as well as links to Library databases, the online catalog, access to faculty course reserves, Library research guides and tip sheets, a plagiarism tutorial, and a citation generator tool.<sup>512</sup>

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<sup>508</sup> [Library Statistics: Orientations](#)

<sup>509</sup> [Library Guides](#)

<sup>510</sup> [Fall 2014 Staff Survey](#)

<sup>511</sup> [Library Student Survey, Spring 2014](#)

<sup>512</sup> [Library website](#)

## Standard II: Student Learning Programs and Services

Librarians are available by appointment or drop-in to provide individualized training sessions to faculty. The LPC Library also provides workshops as needed to introduce new Library services, collections, and learning tools. The Library has collaborated with the Teaching and Learning Center (TLC) to list Library workshops alongside TLC workshops. Since enrollment so far has been very low, however, Library faculty are seeking other methods of reaching out to faculty to introduce new Library collections or instruction on practical applications for incorporating library resources into the curriculum. In 2013, a session on the Library's streaming media was offered.

Each discipline is responsible for student learning outcomes that encompass information competencies. These competencies are also addressed by basic skills standards, degree and certificate requirements, and on-demand technology assistance in the Computer Center.

### **Self-Evaluation**

The College meets this standard as evidenced by the instruction on research and information competency skills taught in the four Library Skills courses, library orientations tailored to support specific courses, learning communities in which librarians are embedded, instructional content and tutorials posted on the library website, and reference service provided in person, over the phone, and via email

### **Action Plan**

None.

### **Continuous Improvement Plan**

For sustained and increased success, as well as to remain compliant with the Association of College and Research Libraries (ACRL) Information Competency Standards, the basis for lifelong learning, the College needs to continue a dialog on Information Competencies (IC), determine the best means to fully integrate IC into the student learning experience across the disciplines, and commit to a plan and timeline for college wide adoption. The development of an appropriate plan should include the promotion and integration of information competency skills into both face-to-face and online classes.

### II.C.1.C

The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.

#### Description

Las Positas College strives to support adequate access to the Library and other campus learning support services. Regular Library hours during fall and spring semesters are Monday—Thursday 8 a.m. to 7 p.m. and Friday 8 a.m. to 2 p.m. Hours vary during holidays, intersessions, and summer. The circulation and reference desks are staffed with professional Library personnel during all Library hours.<sup>513</sup>

The Library's ability to maintain adequate open hours has been challenged by multiple budget cuts throughout the last eight years. The first major cut was in fall 2006 when evening hours were reduced so that the Library had to close at 8 p.m. instead of 9 p.m. In spring 2008, Saturday hours were eliminated. Another reduction took place in fall 2010, forcing the Library to close at 7 p.m. Monday through Thursday. An incremental increase in the budget will restore hours to 8 p.m. in spring 2015.

Complementing the physical library, the LPC Library web page is designed to support on-campus and remote access to information resources. Electronic access to all of the Library's subscription databases, the online catalog of the Library's print and audio-visual collections, and learning tools on the Library's website are available at all times.<sup>514</sup> To access the databases from off-campus, students and faculty log in with their college-assigned ID number and password.

Reference assistance by LPC librarians is available in person and by phone whenever the Library is open. The Library also provides an email reference service with a response time of within 24 hours Monday through Friday (with longer response times for requests submitted on weekends and holidays). Live chat reference with a librarian is available during posted hours; during off hours students are directed to a frequently asked questions page. The Library faculty strive to accommodate all faculty requests for orientations and in-class sessions even when the Library is normally closed, such as during evening hours or summer sessions.

The Library also hosts a Disabled Student Program and Services (DSPS) computer workstation in the Library computer lab. The specialized software and adaptive equipment provides students with learning differences, physical disabilities, and vision impairments the means to successfully use the Library. This workstation also provides the students an alternative place to study besides the DSPS lab. This workstation is maintained by College IT and DSPS.

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<sup>513</sup> [Library hours](#)

<sup>514</sup> [Library website](#)

## Standard II: Student Learning Programs and Services

### Self-Evaluation

The College meets this standard as evidenced by the instructional program, services, and resources provided by the Library through multiple access points including the library facility, website, online research collections, reference librarians, information competency instruction, instructional research guides, and circulation services

### Action Plan

None.

### Continuous Improvement Plan

To achieve continuous improvement, the College will need to develop a budget that includes funding for adequate hours and database licenses, which are resource-intensive. In 2012, to meet its goal of providing equitable access to all institutions, the state transitioned from allocating TTIP funds to individual colleges to providing libraries a single statewide core database package. The Ebscohost databases offer access to broad subject coverage that supports the common curriculum of California's community colleges. While the statewide databases have been an enormous resource for LPC students, funding is still needed in order to ensure that local programmatic needs are met as well. For example, funding for several LPC Library databases such as PscyARTICLES, Biological Sciences Collection, ARTstor, Noodlebib, Films on Demand, and Birds of North America needs to be more reliable. As new programs, courses-especially online classes-and curriculum are developed, even more database resources will be needed. A budget process and consistent funding for electronic resources is required to maintain and ensure access to quality research information for students both on and off campus.

### II.C.1.D

The institution provides effective maintenance and security for its library and other learning support services.

#### Description

The Library's infrastructure, holdings, computer hardware/software, and public safety are maintained and secured. Environmental control and electrical systems are maintained and serviced by the campus Maintenance and Operations Department (M & O). Telecommunications equipment is maintained and serviced by the College's Technology Department. The Library facility is secured by an alarm system monitored by Campus Safety & Security. A fire alarm system also protects the Library. Evacuation and emergency procedures have been developed.<sup>515</sup> The College conducts campus emergency drills every semester.

Maintaining an organized, easily accessible book, periodical, and audiovisual collection is an ongoing process. Due to shelf space limitations, the collection must be weeded and shifted continuously. The temporary relocation of the Library into smaller quarters during the Library remodel necessitated a thorough weeding of the subject collections through collaboration with discipline faculty. Numerous outdated items were withdrawn.

The Library uses a 3M brand security system to safeguard the collection. This security system was installed in 2008. Each book and periodical is tagged with an anti-theft device that sets off an alarm at the main entrance should the material be removed without being properly checked out.

One service that has been eliminated is the position of a student computer tutor to assist students with minor troubleshooting in the computer lab as well as performing basic maintenance on the computers and printers. Those tasks have been reassigned to the classified staff and Library faculty. Primary maintenance and upgrades of the network, hardware, and software is performed by the College's Technology Department or the District ITS according to their policies and procedures.<sup>516</sup>

All other resource center systems and peripherals are maintained through upgrade cycles and on demand by the IT department support staff. Campus Safety & Security provides monitoring of security systems for the various centers doors and intrusion detection.

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<sup>515</sup> [Emergency Response and Evaluation Procedures](#)

<sup>516</sup> [CLPCCD ITMP ITS Detailed Specifications](#)

## Standard II: Student Learning Programs and Services

### Self-Evaluation

The College meets this standard. Maintenance and basic security of the Library's infrastructure and computer hardware and software is adequate.

### Action Plan

None.

### Continuous Improvement Plan

To improve upon the maintenance of the computer labs in the Library, it is necessary to reinstate the student assistant budget. This would enable the hiring of student computer tutors who would troubleshoot computer and printer problems, clean equipment, verify computer and software updates, and report major issues to the Library faculty and ITS.

The College should also develop a plan with Campus Safety & Security for a visible presence and routine patrolling of the Library by security staff. This would lead to an overall improvement of security for the users and their property in the Library.

### II.C.1.E

When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.

#### Description

Las Positas College Library has in place a long-standing resource sharing agreement with Chabot College Library. Items are transferred between libraries when requested by faculty and students. With a current and valid Las Positas College ID, students may also check out materials from the Chabot Library. Holdings information for both libraries is included in the WorldCat Local online catalog.

Most of the databases the Library subscribes to are contracted through the Council of Chief Librarians California Community College Electronic Access and Resources Committee (CCL-EAR), a consortium of California Community College libraries which conducts a program of cooperative buying to leverage purchasing power, assists individual libraries with database contracts or services, and shares evaluations. This information is used by Las Positas College librarians to select appropriate databases. The database companies also provide regular usage reports for each database the Library subscribes to. These reports are considered by the librarians in reviewing the selection of databases to purchase.<sup>517</sup> The LPC Library hosts two databases as a community service:

1. All data, which is a collection of automotive repair manuals, is funded by the Automotive Technology department.
2. The Foundation Center Directory Online, a source of grant funding information, is widely used by residents and non-profit organizations in the Tri-Valley.

Through a formal arrangement with California State University East Bay, Las Positas College students can check out materials from the University library. Students need to show a current and valid Las Positas College ID and agree to all circulation policies posted by the University.<sup>518</sup>

#### Self-Evaluation

The College meets this standard as evidenced by documented collaboration with library organizations as well as local libraries and institutions

#### Action Plan

None.

#### Continuous Improvement Plan

None.

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<sup>517</sup> [Library Database Statistics](#)

<sup>518</sup> [CSU East Bay Library Resource Sharing Letter](#)

## Standard II: Student Learning Programs and Services

### II.C.2

The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

#### Description

The LPC Library services are evaluated by a variety of methods to ensure that student needs are met. Service area outcomes (SAOs) and student learning outcomes (SLOs) for library skills courses have been identified and posted on the LPC Library website. These items are assessed on a regular basis to inform improvement and planning agendas.<sup>519, 520</sup> The SAOs include public service, collections, library orientation, interdepartmental collaboration, and access. The SLOs include citation formatting, search strategies, database and online catalog usage, and use of print and online resources. Evaluation methods include student and faculty surveys; annual data surveys to the state; and usage data of the Library website, databases, and circulating materials. Library assessment of student learning includes faculty and student evaluation of workshops; pre- and post-testing in the Library Research Skills classes; and informal feedback from faculty and students concerning assignments. Moreover, Las Positas College includes several items about the Library on its annual student satisfaction survey. In the most recent student survey, fall 2014, students considered the Library satisfactory or better. In addition, 71 to 75 percent of students “strongly agree” and “agree” that the Library meets students’ needs for resources, hours, library staff, and reference assistance. The area of lowest student satisfaction, at 65 percent, was the availability of computers.<sup>521</sup>

Usage statistics that are generated for the Library web site and online databases, as well as statistics compiled of Library traffic, class orientations, and reference queries, are used to track patterns that lead to budget requests, equipment requests, collection development, weeding, database purchases, retooling of the Library webpage, and other resources that assist student learning.<sup>522, 523, 524</sup>

An important method used by the College to evaluate Library services and to assure that the Library adequately meets students’ needs is the program review process, which describes and evaluates the Library’s role and how it contributes to the mission and priorities of the College.<sup>525</sup>

Library instructional classes are evaluated with pre- and post-assessment, as well as an evaluation form.<sup>526</sup> Additionally, the Library uses student learning outcomes to evaluate effectiveness of the Library Research Skills classes in meeting student needs.<sup>527</sup> Analysis of this data helps the Library identify areas needing improvement or redesign.

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<sup>519</sup> LPC Library Service Area Outcomes (SAO's/SLO's)

<sup>520</sup> Student Learning Outcomes (SLOs) - LPC Library Courses

<sup>521</sup> Student Survey, Fall 2014

<sup>522</sup> Library Web Usage

<sup>523</sup> Library Reference Questions

<sup>524</sup> Library LibGuide Usage

<sup>525</sup> Library Program Review

<sup>526</sup> Library 5 Pre-Test, Post-Test, and Evaluation

<sup>527</sup> eLumen



Assessment tools are evaluated periodically to ensure the validity of the data collected.

The Integrated Learning Center, which opened in fall 2005, is involved in ongoing assessment of its effectiveness, with the method of assessment depending on the program (ESL or math).

The ILC has held orientations and workshops for faculty on integrating the lab into individual course sections and on learning outcomes for the lab. The group-designed outcomes in particular have driven the evolution of the lab over the past year-and-a-half.

In the ILC, students who attend the Open Math Lab (OML) are evaluated in two ways. First, a student enrolled in a mathematics course with a TBA lab hour attends the OML on a regular basis and completes lab assignments. These lab assignments support the learning of course content and the student learning outcomes associated with the course. When the SLOs for that course are assessed, they provide an indirect measure of the effectiveness of the lab assignments and the OML. Second, informal, unscientific surveys that ask students about their OML experience and whether they think it has helped them in their mathematics course are conducted periodically.

Data gathered since the opening of the OML in the Integrated Learning Center shows an increase in persistence by 6 percent in basic mathematics courses. The LPC institutional researcher, in a comprehensive survey of success rates in Math 65 and 55, has shown a strong correlation between students' success in these courses and time spent in the OML.<sup>528</sup> Data from STARS attendance-tracking software consistently shows a high level of usage of the Open Math Lab by mathematics students, indicating a strong desire on their part to access the help offered by the OML. In fact, students' most frequently voiced need is for increased space and additional staff. During peak hours, even two or three mathematics instructors on duty struggle to keep up with students' requests for help.

Student outcomes for the Reading and Writing Center (RAW) have been extremely positive: The RAW Center records student satisfaction and feedback through an anonymous student survey (Appendix B); for the period from fall 2012 to Nov 1, 2014, 94 percent of students believed they learned something new in their visit, and 95 percent of students believed the help they received would improve their grade for the assignment or class. The spring 2014 student survey reflects the highest level of student satisfaction to date (Appendix C): 96 percent of students believed they learned something new in their visit, and 98 percent of the students believed the help they received would improve their grade in the assignment or class.

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<sup>528</sup> [Math ILC report](#)

## Standard II: Student Learning Programs and Services

Assurance of the quality of Tutorial Center services begins with the instructor recommendation required for all LPC tutors. Besides making sure that the student is qualified to be a tutor from the instructor's point of view, the requirement also initiates instructional faculty participation in the tutoring program. Tutors meet with the instructional faculty for whom they tutor early each semester to determine how they might best help an instructor's students reach their learning outcomes. The LPC tutors and the Coordinator visit classes to disseminate information about the LPC Tutorial Center, and instructors also meet with the Coordinator to offer input about tutoring services for their students.

The Tutorial Center evaluates its effectiveness through student surveys that are given each semester to those who have received tutoring. The qualitative and quantitative questions on this survey relate to the Center's SAOs. The results give Tutorial Center staff information about students' experiences with tutors, their progress and success, and other ideas useful for Tutorial Center planning. On the surveys, students evaluate their coursework and grade before and after tutoring, their success in the class for which they sought tutoring, areas of improvement, and their number of visits to the Center. Students are also asked to assess their tutor's abilities as a tutor, as well as their own ability to identify their own needs, whether they come prepared for tutoring, and how they expressed their concerns. Finally, students are asked to indicate their level of satisfaction with the service. Once completed, these surveys are analyzed by the Tutorial Programs Coordinator, who then makes responsive improvements to the tutor training course and the information disseminated to instructors, administrators, and students.

The Tutorial Center hires tutors to the extent its resources allow. Students may become tutors by two methods:

A. Instructors are encouraged to recognize and recommend students in their present classes to become tutors the next semester. The Tutorial Program Coordinator provides instructors with five guidelines for choosing tutors. The letter sent to instructors explains each guideline:

As you think about which students to recommend, here are five guidelines:

1. **A tutor must have made an A or B in the class for which they tutor.** Students who make great tutors understand the material, work hard, study well, and make good grades. Grades often indicate the level of mastery of the material and a student's study skills but are not the only sign a student will be a successful tutor. Without the presence of the next four characteristics, an A student may not be the best tutor.
2. **A tutor must be comfortable working in close proximity with others.** Most tutoring is done in around a table with 2-3 people. For some students, this is an uncomfortable situation. Tutors need to be comfortable with and enjoy others. You might note these characteristics in your students by observing which students sit in groups, interact well with others, volunteer to help others, are just generally friendly to fellow students and respectful of differing viewpoints.
3. **A tutor must be patient.** This is a primary characteristic for tutors as they are often working with students who may need to have material reviewed many times. Stress levels in some students may make them "testy" or emotional and tutors need to have patience to handle such challenges. You may find patience demonstrated in your students by the way they wait for you when you are talking with others and the way they react in discussion or conversation.

4. **A tutor must be a good employee.** Students who make great tutors need to have good employee skills. Tutors must be punctual and responsible. In addition, they must be positive, flexible, respect individual differences, be courteous in their communication, and relate well to superiors. As students interact with you and others in your class or office, look for those exhibiting the characteristics of a good employee.
5. **A tutor must have English proficiency.** We are happy to have many international students and students who have gone through the ESL classes working as tutors. As tutors, it is important to understand English which spoken with various accents since many of our students are non-native speakers. On the other hand, tutors must also speak English clearly enough so that students will be able to understand their explanations. We seek to make tutoring sessions comfortable for both tutors and students. Some students who will make good tutors in the future may need a little more time to develop spoken English skills before they are ready to tutor.

B. Students who desire to be tutors come in and ask about being a tutor. They sign a potential tutoring list from which the Coordinator finds tutors in areas of need.

Instructors in the relevant disciplines are contacted throughout the semester when a tutor is needed. If none is found, through a program called TAGS, a trained tutor who is presently in a class (after receiving a recommendation from the instructor) may lead “Tutor Assisted Group Study” sessions in order to help other students in the class.

Tutors are evaluated and observed by master tutors and the Coordinator to make sure that they are providing well-balanced and effective tutoring.

In addition to the tutorial survey—since the Tutorial Center is also the College’s Study and Reading Room—the coordinator gives short surveys to all students who enter during a one-week period at the end of the semester to determine room usage, satisfaction level, and suggestions for change.<sup>529</sup>

The Computer Center uses periodic surveys as a method of gathering feedback from students about the effectiveness of its services. The survey asks questions regarding student satisfaction with assistance, available software programs, and desirability of new services. The Computing Center also gathers feedback from faculty through periodic surveys. These surveys allow the Computer Center staff to make recommendations to the Technology Committee to plan for improvements and new services. Purchase of equipment, hardware, and software resources is primarily identified through the LPC Technology Committee. The Technology and Resource Allocation Committees prioritize new computing equipment needs for all departments that have submitted their Annual Instructional Equipment Requests.

Evaluation of the Teaching and Learning Center is conducted periodically by surveying faculty and staff who use the Center’s services. The survey results are used to determine what training can be added and improved.<sup>530</sup>

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<sup>529</sup> [Tutorial Center Short Evaluation](#)

<sup>530</sup> [Innovation Center Satisfaction Survey 2008](#)

## Standard II: Student Learning Programs and Services

### Self-Evaluation

The College meets this standard, as LPC support services are regularly evaluated and improved. To evaluate its services, the Library gathers internal data and statistics from reports generated by the online catalog, database usage reports, and reference queries. The Library also surveys students online each spring semester, and faculty are surveyed annually.

### Action Plan

None.

### Continuous Improvement Plan

None.

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# Resources

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3  
STANDARD



*Academic rigor is maintained in a friendly, personal atmosphere. Las Positas College faculty and staff are distinguished by their energy, creativity, and commitment to making a difference in the lives of the students they serve.*

## STANDARD III.A: HUMAN RESOURCES

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage diversity. Human resource planning is integrated with institutional planning.

### III.A.1

The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.

#### Descriptive Summary

Las Positas College ensures the integrity of its programs and services by recruiting, selecting, evaluating, and retaining qualified personnel using a process based on policies set forth by the Board of Trustees.<sup>531</sup> The process is aligned with stated institutional goals and specific programmatic needs and includes several levels of analyses and discussion from the discipline level to final Board approval. The faculty position selection process is the process by which each division determines its needs for new and replacement full-time faculty positions. In consultation with its dean, a discipline in need of a faculty position submits a Request to Announce Faculty Position form to fill the personnel need. The faculty position request must address a list of criteria that includes current enrollment and staffing data, program characteristics, any cross-curricular impact, justification for the position (as supported by information from the Educational Master Plan, program review, advisory committees, etc.), projected enrollment growth, and the specific program, College, or District goals addressed by the additional position. All position requests must reflect needs identified in the associated area's program review.

The next level of discussion takes place within the division of each request's origin. Each request is described and explained by a discipline representative, and after divisional review, the position request is forwarded to the Faculty Hiring Prioritization Committee (FHPC).

A representative from the discipline or area, or the dean from that division, is given the opportunity to discuss the request with the FHPC. The role of the FHPC is to assess the value of the information provided in the position request and to create, by vote, a ranking of the positions. The final recommendation for ranking and prioritization is forwarded to the Academic Senate for approval. The Senate approved list is then forwarded to the college president. If the College President chooses a different prioritization, the President meets with the FHPC before moving forward with the new prioritization. Upon the President's approval, the resulting position request is forwarded to the Board of Trustees for final approval. A copy of the list is also sent to RAC for informational purposes.

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<sup>531</sup> Board Policies 4100-4400

## Standard III: Resources

Requests for classified and administrator positions were moved to the Resource Allocation Committee (RAC) in 2014-2015. The charge of RAC is to identify, prioritize, and recommend expenditures and non-instructional hiring priorities. The Committee determines the process for tangible resource allocation and makes recommendations to the college president. For each classified personnel request, a justification must be made according to the specific educational programs and institutional purposes supported. These requests include new positions, an increase to an existing position, or filling a vacant position which has been left unfilled for two years or longer (RAC considers this request to be a new position). All position requests must reflect needs identified in the associated area's program review.

The position requests are initially presented and discussed at the October division meeting. Then in November, the deans present the requests to the RAC. The RAC members review the non-instructional positions, and after careful consideration, rank them. In December, the RAC again reviews the rankings before sending the final list to the college president as a recommendation.

Throughout the hiring process, all involved personnel closely follow specified procedures. Manuals detailing procedures for classified, supervisory/confidential, and administrative personnel each have a philosophy, general principles, job announcement, development, recruitment, application process, selection committee size and membership, orientation, application review, minimum qualifications review, screening process (paper and interview), and approval process that is coordinated between the College and the District to ensure consistency districtwide in activities related to hiring. Contract faculty hiring procedures are based on guidelines, processes, and procedures approved in 2011.<sup>532</sup> Current hiring procedures for classified, administrative, and supervisory/confidential positions contain approved compliance training and adherence to EEO mandates and laws.<sup>533</sup>

Assurance of the qualifications of all personnel is achieved by the inclusion of state mandates followed through the job description development process, with the minimum qualifications review completed by the Office of Human Resources. Minimum qualifications state the necessary education and experience required for a faculty or administrative position as established by state regulation and conforming to general responsibilities for the position. Supplemental questionnaires addressing other eligibility factors may be included according to the hiring manual procedures. Assurance that these qualifications are met takes place in the paper screening process and the selection process.

Regular evaluations of all staff (administrative, classified, untenured, tenured, and adjunct faculty) provide the next level of quality assurance. The faculty contract, the classified contract, and District policy specify the systematic and timely evaluations of all personnel.<sup>534</sup> <sup>535</sup> Student feedback (e.g., class surveys, student services surveys) provide a tool to relate the job performance evaluation to the effectiveness of program and service delivery.<sup>536</sup> Input from faculty, classified, and administrators also indicate how well the integrity of programs and services is being maintained. All personnel at the College are given opportunities for professional development and job-specific training to maintain and strengthen their qualifications.

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<sup>532</sup> [Faculty Hiring Procedures](#)

<sup>533</sup> [Administrative Hiring Procedures](#)

<sup>534</sup> [Board Policy 4100—Evaluation of Management Personnel](#)

<sup>535</sup> [Classified and Faculty Contracts](#)

<sup>536</sup> [Student Survey, Fall 2014](#)

Campus survey results indicate that the hiring process is generally effective though there is room to improve. According to the fall 2014 Accreditation Survey, 64 percent of staff think that the hiring process is fair.<sup>537</sup> Based on the 2012 Student Survey, 77 percent of students agree or strongly agree that the overall quality of instruction is satisfactory. Similarly, 79 percent of students are satisfied or very satisfied with instructors.<sup>538</sup>

### **Self-Evaluation**

The College meets this standard as evidenced by the Student and Staff Accreditation Surveys, fall 2012 and fall 2014, Administrative Hiring Procedures; Faculty Hiring Prioritization Committee (FHPC); Faculty Hiring Procedures; Board Policy 4100; and Instructional Program Review.

### **Action Plan**

None.

### **Continuous Improvement Plan**

None.

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<sup>537</sup> [Staff Survey, Fall 2014](#)

<sup>538</sup> [Student Survey, Fall 2012](#)



## Standard III: Resources

### III.A.1.A

Criteria, qualifications and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty included knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-US institutions are recognized only if equivalence has been established.

#### Descriptive Summary

Las Positas College has processes and policies in place to assure that classified, faculty, and administrative personnel meet the requirements of their position as well as the goals and standards of the College and District.

To clearly and publicly state job openings, criteria, qualifications, and procedures, all personnel requests approved by the Board of Trustees are made available through the Office of Human Resource Services. Any job descriptions that are specific to one position (e.g., dean) are reviewed and updated by members of the hiring committee and District Human Resources, if necessary, at the time a vacancy is announced. Collective job descriptions (e.g., College Clerk II, Maintenance Technician I) typically are not reviewed for individual job openings because the job duties are subject to collective bargaining. Criteria and job qualifications are stated clearly in job announcements and are based on the job description and the State Chancellor's minimum qualifications. District policies for hiring faculty, classified, supervisory/confidential, and administrative staff are found in the CLPCCD Board Policies: Sections 4000-4400 Personnel. Job announcements for positions at the District office, Chabot College, and Las Positas College are publicly posted on campus, posted on the Office of Human Resources website, and posted on the CCC Registry. In addition, the Office maintains an extensive mailing list for distribution of job announcements. The Office can select from ten district lists when advertising an opening. Some are broad-based, but they can be generally categorized as follows:

- California Public and Private Universities and Colleges
- Historically Black Colleges and Universities
- Bay Area Public and Private Businesses and Public Assistance Organizations (classified positions)
- California Community Colleges
- Early Childhood Development Centers
- California Community College Affirmative Action Officers
- California Graduate School Programs
- California K-12 School Districts
- California Nursing Programs
- Local and Bay Area Businesses and Public Assistance Organizations (general)
- National and local newspapers
- Local job fairs

Each category contains numerous individual listings, which ensures a wide distribution of announcements both regionally and nationally.

Job descriptions are reviewed for connection to the institutional mission and goals, as well as accuracy in the description of position duties and authority, through the collective bargaining and hiring processes. Because duties, responsibilities, and organizational needs may change over time, the Classified Collective Bargaining Agreement (CBA) includes a reclassification process for staff positions. Requests for reclassification can be initiated by either the incumbent or the manager. Upon a request, a review of the position is conducted by an outside reclassification consultant who provides the District with a recommendation. The reclassification process is addressed in the Classified CBA, in Article 14: Reclassification.<sup>539</sup>

Criteria for selection of faculty are established through consultation by the hiring committee with the District human resources office to ensure that the hiring criteria prioritize knowledge of the subject matter or service to be performed, effective teaching, scholarly achievement, and potential to contribute to the mission of the institution. In order to provide consistent information and training for all screening and hiring committees, a new mandatory orientation is provided to all members of hiring committees.<sup>540</sup> Job descriptions are directly related to the institutional mission and goals and accurately reflect position duties, responsibilities, and authority through the hiring committee review of the goals and purposes of the job, the job description, including minimum qualifications, desirable qualifications, and particular job characteristics. District and state-mandated requirements are also included in job announcements, as are descriptions of the application process and basic selection procedures.

In order to assure institutional faculty play a significant role in selection of new faculty, the general composition of a faculty hiring committee is four faculty, one administrator, and, when appropriate, classified employees.<sup>541</sup> For classified personnel, the recommended composition of the hiring committee is one administrator, one faculty, one classified supervisor, and two classified staff members. For classified staff, the hiring manager establishes the hiring committee in coordination with classified union SEIU Local 1120 and the Classified Senate. For administrators, the recommended committee makeup depends on the position, but each consists of classified, faculty, and administration representation, with the College President's hiring committee also including a member of the external community. All committees are selected with consideration of ethnic and gender diversity.<sup>542, 543</sup>

The initial meeting of the hiring committee involves orientation training in the processes to be followed, including interview procedures, guidelines for rating candidates, and the Equal Employment Opportunity Policy.<sup>544</sup> After the job description and desirable characteristics have been determined and articulated, the committee determines the criteria to be used in evaluating the applications.<sup>545</sup> Each member of the committee reviews all applications and rates the candidates on a numerical scale. This paper screening narrows the pool to those who will be invited to an interview. Before the interviews, the committee

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[539 Classified Contract](#)

[540 Hiring Committee Training](#)

[541 Faculty Hiring Procedures](#)

[542 District Recruitment and Hiring Procedures](#)

[543 Equal Employment Opportunity Checklist](#)

[544 Selection Committee Instructions](#)

[545 Selection Criteria Application Evaluation Form](#)

## Standard III: Resources

determines a set of questions to be asked of each candidate, determines guidelines for a teaching demonstration, and, when appropriate, determines at-the-interview written work to be included in the interview process. Interview questions target the applicant's knowledge of the subject matter, knowledge of the community college environment, approach to teaching, and style of communicating. The teaching demonstration reveals how effectively the teacher engages students, organizes information, and delivers specific content. Once all interviews have been conducted, the committee compiles the numerical rankings of its members and determines what candidates advance to second-level interviews.<sup>546</sup>

Second-level interviews for faculty are conducted by three or more people, including the President, Vice President of Academic Services, and faculty member of the appropriate discipline. These interviews focus on an applicant's knowledge of the field teaching experience or potential, and the contribution the candidate will make to the College's mission and goals. Reference checks performed by members of the second-level committee provide another means of determining the applicant's effectiveness as an instructor or staff member, his or her experience in working as part of a learning community, and his or her collegiality.<sup>547, 548, 549, 550, 551</sup>

As a final means of ensuring appropriate professional capability and establishing minimum qualifications from an accredited institution or a District-approved equivalent, all hiring decisions require Board approval.<sup>552</sup> For faculty positions, an equivalency process exists for qualified applicants who do not have the specific degrees or meet the specific requirements of the job description.<sup>553</sup> The equivalency standard is based on professional experience in the field, academic background equivalency, or degree equivalency.

For faculty and administrators whose degree is from a non-U.S. institution, it is the responsibility of the applicant to acquire a validation from an independent evaluation service.

### Self-Evaluation

Las Positas College meets this standard. The College, working with the District, assures the integrity and quality of its programs and services by employing qualified personnel, secured by a thoughtful and thorough selection process.

### Action Plan

None.

### Continuous Improvement Plan

None.

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<sup>546</sup> [Evaluation of Applicants Compared to Selection Criteria](#)

<sup>547</sup> [District Recruitment and Hiring Procedures](#)

<sup>548</sup> [Equal Employment Opportunity Checklist](#)

<sup>549</sup> [Selection Committee Instructions](#)

<sup>550</sup> [Section A- Selection Criteria Application Evaluation form](#)

<sup>551</sup> [Section B - Evaluation of Applicants compared to Selection Criteria](#)

<sup>552</sup> [Board Policy: Sections 4000-4400 Personnel](#)

<sup>553</sup> [Equivalencies Granted](#)

**III.A.1.B**

The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

**Descriptive Summary**

To assure the effectiveness of personnel, all staff at Las Positas College are evaluated systematically and at prescribed intervals. Evaluation procedures for faculty and classified employees are negotiated with the bargaining units. Articles 14, 15, and 18 of the faculty contract describe evaluation procedures for untenured faculty, tenured faculty, and adjunct instructors.<sup>554</sup> Evaluation procedures for classified personnel are covered by article 9 of the classified contract.<sup>555</sup> Evaluation procedures for administrators are established by Board policy.<sup>556</sup>

The written criteria for personnel evaluations, the processes for encouraging improvement, and the formal evaluation timelines are documented on negotiated evaluation forms, Board policies and procedures, and in the faculty and classified contracts as appropriate. All tenured and untenured faculty are evaluated on four standards which assess the effectiveness of the faculty member. The standards, which are excellence in working with students, collegial participation, professional and personal enrichment, and professional responsibilities, are described in the faculty contract. There are also particular standards for instructional faculty, counselors, and library faculty. Each dean's office establishes the timeline for conducting evaluations and monitors their completion. The Office of Academic Services also oversees the process.<sup>557</sup>

Evaluations of contract faculty are conducted to ensure that these probationary instructors demonstrate the qualities and performance necessary to meet professional responsibilities. Untenured faculty are evaluated over a four-year period. Two one-year contracts and one two-year contract are offered to successfully evaluated faculty during this time. Evaluation is performed by a level-one committee consisting of two faculty members and a dean or supervisor, and then by a level-two committee consisting of a faculty member and a College officer, and finally by the College president. Probationary faculty undergo a rigorous evaluation that includes self-review, student evaluation, peer faculty observation, dean observation, and a faculty instructional material packet, before a recommendation is made. Recommendations are signed by the level-one committee and the level-two committee before the final recommendation to the Board is made by the College President. The evaluation process for tenured (regular) faculty members is designed to assist faculty in examining their objectives, techniques, and accomplishments, to provide a means to recognize outstanding performance, and to identify areas in which professional development might provide benefits to students' learning.

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<sup>554</sup> [Faculty Contract](#)

<sup>555</sup> [Classified Contract](#)

<sup>556</sup> [Board Policy 4120](#)

<sup>557</sup> [Faculty Contract](#)

## Standard III: Resources

Tenured faculty undergo a regular evaluation every three years. In addition, a non-scheduled evaluation may be performed when there are specific faculty performance concerns. The evaluation is done with a peer review committee consisting of two tenured faculty members. The faculty being evaluated prepares a professional review report based on an assessment of performance in relation to the professional standards and a discussion of achievements and any relevant obstacles. The peer review committee visits classes, administers student surveys, and discusses the professional review with the evaluatee. The peer review committee then forwards a report to the appropriate dean or supervisor. The dean or supervisor's report is then sent to the appropriate vice president.<sup>558</sup>

The purpose of part-time (adjunct) faculty evaluations is to ensure that these faculty provide students with instruction consistent with the high standards of the instructional program. The process is also designed to assist adjunct faculty in examining their objectives, techniques, and accomplishments, and as a means to recognize outstanding performance. The evaluation of adjunct faculty is done in the first semester of service and at least once every three years afterwards. The review is peer-driven and coordinated by the department dean. Evaluation consists of student surveys, observation and review by a full-time faculty member, and review by the dean.<sup>559</sup>

New classified employees are evaluated after the end of the third, fifth, and ninth month of employment (for confidential/supervisory employees the timeline is 4/8/12 months). After this probationary period, classified employees are evaluated every year or as deemed necessary.<sup>560</sup> The current evaluation form has been in effect since 2012. Performance areas evaluated include quantity of work, quality of work, job knowledge, dependability, attendance and punctuality, organization of work and time management, initiative, cooperation and professionalism, leadership, professional development, adaptability, strengths, and areas for growth. Evaluation consists of a written evaluation, an optional self-review, and a conference with the supervisor. The employee may request a review of the evaluation. Reports are retained by the human resources department at the District offices.<sup>561, 562</sup>

The purpose of administrator evaluations is to recognize and develop leadership ability and to assess job performance. The evaluation process used in the Chabot-Las Positas Community College District is designed to assist and guide the individual whose work is assessed, improve the unit to which the individual is assigned, and benefit the entire District through improved performance. The structure of the process guides the administrator being evaluated to consider institutional priorities and values, to discuss the relationship between policies and actions with his/her supervisor, and to clarify and define leadership attributes. Administrative evaluations are based on Board Policy 4120, and each administrator is evaluated annually by a procedure developed in conjunction with the administrative staff and approved by the Chancellor. The Administrative Performance Evaluation system is a two-tiered system consisting of an Annual Performance Evaluation Process and a three-year comprehensive evaluation process. The primary components of each process include goal setting, appraisal, and formal feedback. The process also includes additional multi-rater

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[558 Faculty Contract](#)

[559 Faculty Contract](#)

[560 Classified Evaluation Form](#)

[561 Classified Contract](#)

[562 Board Policy 4120](#)

or multi-source feedback and analysis. The process is documented in three forms: Form A (Annual Goals and Objectives and Target Dates for Completion), Form B (Goals and Objectives Outcomes Report), and Form C (Administrator Performance Appraisal Summary).

If an evaluation yields a “Needs Improvement” or “Unsatisfactory” designation, the classified and faculty contracts dictate a formal, timely, and documented process to encourage improvement and re-assess effectiveness of personnel in a follow-up evaluation. The administrative evaluation process similarly provides timelines and steps for improvement and follow-up evaluation when the results of an evaluation are not “Satisfactory.”

In the 2014 Accreditation Survey, several questions were asked about evaluation, and the results indicated the effectiveness of the current process. When asked if current evaluations procedures are effective in improving job performance, 78 percent strongly agreed or agreed, while 78 percent strongly agreed or agreed that evaluations of job performance are systematic and conducted at stated intervals.<sup>563</sup>

#### **Self-Evaluation**

The College meets this standard. The evaluation process for all personnel is both rigorous and effective as evidenced by both survey data and the success of the evaluation process in yielding positive results.

#### **Action Plan**

None.

#### **Continuous Improvement Plan**

None.

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<sup>563</sup> [Fall 2014 Staff Survey](#)

### III.A.1.C

Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

#### Descriptive Summary

At Las Positas College, faculty responsible for student progress towards achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing measurable objectives listed on the course outline of record.<sup>564, 565</sup> The measurable objectives listed on the course outlines correlate with the student learning outcomes for the courses. The measurable objectives and the student learning outcomes are developed and revised in reference to each other. Both use Bloom's Taxonomy to specify what the student should be able to do upon completion of the course. The Curriculum Handbook and the guide for developing SLOs direct faculty work so that measurable outcomes and SLOs are correlated.<sup>566, 567, 568</sup> In addition, the institution uses ongoing and systematic evaluation of program and faculty broad achievement of student learning outcomes through the annual program review process. The annual program review template now has a section dedicated to student learning outcome assessments for both face-to-face and distance education courses. The faculty contract requires that all faculty participate in program review, and in turn program review requires evidence of SLO work/assessment. Also, administrators at Las Positas College now have support for and achievement of student learning outcomes in their respective areas as part of their regular evaluations.

#### Self-Evaluation

The College partially meets the standard in that measurable outcomes listed on the course outlines of record are correlated with student learning outcomes for the courses, and faculty are evaluated on their effectiveness in meeting the listed measurable objectives. In addition, administrators' evaluations include support for and achievement of student learning outcomes and program review, involving all who are directly responsible for student progress towards achieving stated student learning outcomes, requires the assessment of student learning outcomes. However, to more fully meet the standard, a collectively bargained, consistent resolution more directly linking not only the assessment of measurable outcomes, but of student learning outcomes, to the evaluation process should be reached for faculty and others directly responsible for student progress toward achieving stated student learning outcomes.

#### Action Plan

A collectively bargained, consistent resolution more directly linking student learning outcomes to the evaluation process should be reached.

#### Continuous Improvement Plan

None.

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[564 Face to Face Class evaluation form](#)

[565 DE Class evaluation form](#)

[566 SLO Timeline](#)

[567 SLO Committee minutes, 10-04-10](#)

[568 Curriculum Handbook, pages 16 and 23](#)

**III.A.1.D**

The institution upholds a written code of professional ethics for all its personnel.

**Descriptive Summary**

The College has created and now upholds a written code of professional ethics for all its personnel using the collectively bargained standards for conduct.

Each personnel category (administrators, faculty, and classified) has developed an enforceable code of ethics according to their constituency group's responsibilities and needs. Administrators discussed and developed an ethics code over the course of several administrative staff meetings. The code was documented in 2010-2011 and subsequently reviewed and updated in 2011-2012. Administrators signed the document to indicate their support and compliance.<sup>569</sup>

In 2008-2009, the Academic Senate drafted language for an ethics code using contract language. In spring 2012, the Faculty Association revised the document to reflect changes in the current contract language. The Academic Senate approved the revised document.<sup>570</sup>

The Classified Senate took the lead on the development of a classified ethics code. The process included revision based on feedback from all classified staff, and the final Classified Ethics Code was approved by the Classified Senate.<sup>571, 572</sup>

**Self-Evaluation**

The College meets this standard. The College has created and upholds a written code of professional ethics for all its personnel.

**Action Plan**

None.

**Continuous Improvement Plan**

None.

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<sup>569</sup> [Administrators Code of Ethics](#)

<sup>570</sup> [Faculty Code of Ethics](#)

<sup>571</sup> [Classified Code of Ethics](#)

<sup>572</sup> [Classified Senate Approval of Code of Ethics](#)



### III.A.2

The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.

#### Descriptive Summary

In order to maintain a sufficient number of full-time, qualified faculty, the faculty and classified staffing needs for each program and service at the College are identified and discussed through the program review process.<sup>573</sup> In the annual Program Planning Updates, staffing needs are updated according to any progress made toward program goals. A program's request for a new faculty or staff position is documented and presented in the division of the request's origin. Requests for full-time faculty positions are then forwarded to the Faculty Hiring Prioritization Committee, which ranks all the requests it receives from the divisions and forwards a recommendation to the College President.<sup>574</sup> The number of requests ultimately granted depends on the number of requests funded by the College and District.

In order to assure a sufficient number of staff with appropriate preparation and experience, requests for classified positions are sent to the Resource Allocation Committee (RAC). The RAC prioritizes the positions and forwards a recommendation to the College President.<sup>575</sup> The number of requests ultimately granted depends on funding by the District. Administrative needs are regularly assessed and discussed by the College administrative team at monthly meetings and biannual retreats, and these needs are communicated to the Resource Allocation Committee.<sup>576</sup>

Faculty and administrators meet or exceed minimum educational qualifications as defined in AB 1725 and other state regulations. They also meet employment standards stated in the CLPCCD policies specified at the time of application.<sup>577</sup> All classified personnel meet or exceed minimum qualifications for their positions, and each is screened and hired on the basis of training, experience, and general suitability.

Las Positas College has 422 employees. There are 95 full-time faculty and 233 part-time faculty; 11 administrators, including a president and three vice presidents (Academic Services, Administrative Services, and Student Services), and 63 full-time classified and 20 part-time classified staff.<sup>578</sup>

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<sup>573</sup> Program Review

<sup>574</sup> Faculty Prioritization Committee

<sup>575</sup> Resource Allocation Committee

<sup>576</sup> RAC Minutes, 11-06-14

<sup>577</sup> Board Policy 4011

<sup>578</sup> LPC Staff Characteristics, Fall 2012

Through the years of economic recession since the last accreditation site visit, LPC has faced circumstances with an unwavering commitment to remain accessible to students; however, by 2014 the effects of adjustments in staffing levels were a significant concern to the campus community. In the 2014 Accreditation Survey, only 23 percent of the respondents strongly agreed or agreed that the size of the classified staff was adequate to meet the needs of the College. Furthermore, only 30 percent of respondents strongly agreed or agreed that the number of faculty was adequate to meet the needs of the College, and 56 percent of the respondents strongly agreed or agreed that the number of administrators was adequate to meet the needs of the College.<sup>579</sup> Very recently, the College and District have been able to begin restoring needed positions.

### **Self-Evaluation**

The College meets this standard. In order to achieve continuous quality improvement, more classified positions need to be considered for restoration or allocation.

### **Action Plan**

None.

### **Continuous Improvement Plan**

In order to achieve continuous quality improvement, the College should continue to restore needed classified positions.

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<sup>579</sup> [2014 Staff/Faculty/Administrator Survey](#)

## Standard III: Resources

### III.A.3

The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

#### Descriptive Summary

Las Positas College systematically develops personnel policies as specified in the Board policies and faculty and classified contracts.<sup>580</sup> Las Positas College develops and publicizes its personnel policies by producing District brochures that are made available to the public and mailed to the community.<sup>581</sup> The College also regularly creates current job listings which are posted on the District website.<sup>582</sup> The Office of Human Resources keeps related forms on its website that are consistent with contracts, Board policies, and the educational code.<sup>583</sup> Frequent communication between District managers and College administrators helps ensure fairness in the administration of policies. The Office of Human Resources also provides ongoing training and review of the personnel policies.<sup>584</sup> At the time of employment, each new staff member is issued a packet of payroll and personnel information to be completed and returned to the Office of Human Resources. This information comprises the foundation of each new employee's personnel record. The Office of Human Resources reviews the contents of this file using a checklist to ensure that all of the necessary documents are completed, returned, and filed appropriately.

#### Self-Evaluation

The College meets this standard. By contractual requirement and timely communication with the District, personnel policies and procedures are equitable, consistently administered and available for information and review.

#### Action Plan

None.

#### Continuous Improvement Plan

None.

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<sup>580</sup> [Board Policy 4000 Series](#)

<sup>581</sup> [District Brochures](#)

<sup>582</sup> [Current Job Listings](#)

<sup>583</sup> [Human Resources Forms](#)

<sup>584</sup> [Hiring Committee Training](#)

### III.A.3.A

The institution establishes and adheres to written policies ensuring fairness in all employment procedures.

#### Descriptive Summary

The institution has comprehensive written policies in matters regarding employment that are consistently followed by all those participating in employment procedures. Adherence to these policies is ensured by the dissemination of policies, managerial oversight of processes, and appropriate training. Recently, the District has created an updated Board policy for unlawful discrimination. This revised policy will support the District's commitment that no person shall be unlawfully denied full and equal access to the benefits of Chabot-Las Positas Community College District. This policy will provide an educational and employment environment free from unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct or communications constituting sexual harassment.<sup>585</sup>

According to the fall 2014 Accreditation Survey, 71 percent of staff strongly agree or agree that they are treated equitably. Additionally, 64 percent of staff strongly agree or agree that hiring processes are fair to all applicants.<sup>586</sup>

#### Self-Evaluation

The College meets this standard. It has developed and implemented policies that comply with faculty and classified contracts, board policies, and the educational code. The personnel policies are updated to guarantee fairness in personnel procedures.

#### Action Plan

None.

#### Continuous Improvement Plan

None.

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<sup>585</sup> [Board Policy 4006](#)

<sup>586</sup> [Fall 2014 Staff Survey](#)

## Standard III: Resources

### III.A.3.B

The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

#### Descriptive Summary

LPC keeps personnel records safe, confidential, and appropriately accessible. At the time of employment, each new staff member is issued a packet of payroll and personnel information to be completed and returned to the Office of Human Resources. This information comprises the foundation of each new employee's personnel record. The Office of Human Resources reviews the contents of this file using a checklist to ensure that all of the necessary documents are completed, returned, and filed appropriately. Personnel records are kept in locked files in the Office of Human Resources. The files are opened in the morning and locked at the close of the business day. New employees of this office are given explicit directions regarding the importance of file confidentiality and are instructed about the circumstances in which employees and managers can review the files.

Personnel files are kept "active" (in paper form) for five years. After a period of five years, the files are microfilmed, the paper copies are purged from the files, and the microfilm is kept as part of the District's permanent records. Employees and former employees are allowed to inspect their personnel files at reasonable intervals during regular business hours by completing a Personnel File or Payroll Records Request.<sup>587, 588</sup> The employee is notified of a date and time the file may be reviewed. If the request is denied, a notice is provided to the employee. The District monitors the employee's inspection of their personnel file to ensure that nothing is removed, destroyed, or altered. The employee is able to copy any document he or she has signed relating to obtaining or holding employment. This includes documents such as signed employment applications, employment contracts, warning notices, and records of employee discipline. Employees are also allowed to take notes about any contents of the file.

#### Self-Evaluation

The College meets this standard. It has developed and implemented policies that comply with faculty and classified contracts, board policies, and the educational code. The personnel policies are updated to guarantee fairness in personnel procedures. It ensures that personnel files are kept in a secure location at the District Office of Human Resources.

#### Action Plan

None.

#### Continuous Improvement Plan

None.

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<sup>587</sup> District Payroll Office

<sup>588</sup> Classified and Faculty Contracts

**III.A.4.A**

The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.

**Descriptive Summary**

Personnel benefit from the campus climate characterized by concern for issues of equity and diversity. In addition, particular personnel provisions are made to prevent discrimination and support a diverse staff. The faculty contract contains provisions that prevent discrimination and support a diverse staff, such as reasonable accommodations for mental or physical disabilities (article 9M), pregnancy leave and parental leave (11E and F), and non-discrimination practices (35a-c).<sup>589</sup> Also, all full-time Las Positas College personnel received training on preventing harassment and discrimination in the workplace (Preventing Harassment, Discrimination and Retaliation in the Academic Setting/Environment).<sup>590</sup>

The results of the 2014 Accreditation Survey indicate general satisfaction with issues of equity and diversity. Of those who responded, 73 percent either agreed or strongly agreed that “The College demonstrates its commitment to diversity through its hiring process, including job descriptions, diversity of the applicant pool, and the selection of hiring committee members.”

In response to the statement, “Personnel are treated equitably,” 71 percent either agreed or strongly agreed.

**Self-Evaluation**

The College meets this standard of creating and maintaining appropriate programs, practices, and services that supports its diverse personnel as evidenced by contractual provisions and the results of the 2014 Accreditation Survey.

**Action Plan**

None.

**Continuous Improvement Plan**

None.

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<sup>589</sup> Faculty Contract

<sup>590</sup> 09-03-14 Town Meeting

### III.A.4.B

The institution regularly assesses that its record in employment equity and diversity is consistent with its mission.

#### Descriptive Summary

The College Mission Statement supports the diversity of its whole community in its inclusivity: “Las Positas College is an inclusive learning-centered institution providing educational opportunities and support for completion of students’ transfer, degree, basic skills, career-technical, and retraining goals.”

Also implicit in this mission is the College’s observance of the District policies, as well as federal and state laws, that ensure equal opportunity in hiring practices.

Reflecting the College’s inclusivity, staff diversity at the College is as follows:

Race-Ethnicity	Number	Percent
Asian/Pacific Islander	35	8
African American	20	4
Filipino	8	2
Latino	28	6
Middle Eastern	3	1
Native American	3	1
White	311	69
Unknown	44	10
Total	452	100 <sup>591</sup>

#### Gender

Female	235
Male	187 <sup>592</sup>

#### Self-Evaluation

The College meets this standard as evidenced by the 2014 Accreditation Survey and the 2012 Staff Statistics which indicate that the College does regularly assess its record in employment equity and diversity, consistent with its mission.

#### Action Plan

None.

#### Continuous Improvement Plan

None.

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<sup>591</sup> Staff Statistics, Fall 2012

<sup>592</sup> Staff Statistics, Fall 2012

**III.A.4.C**

The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.

**Descriptive Summary**

The Chabot-Las Positas District provides services and policies to the College that ensure fair hiring processes through adherence to affirmative action practices. Board policy 4006 clearly states the District's position and commitment to fair hiring practices.<sup>593</sup> In addition, the District has updated its Board policy recently to include unlawful discrimination and sexual harassment. These policies prohibit anyone from being unlawfully subjected to discrimination on the basis of ethnic group identification, national origin, religion, age, sex, race, color, ancestry, sexual orientation, or physical or mental ability. Board policy 4012 ensures fairness in employment by requiring the selection procedures to be in accordance with the District Staff Diversity and Equal Employment Opportunity Plan in addition to federal and state laws relating to equal employment opportunity.<sup>594</sup> The Chabot-Las Positas Community College District requires all management to attend annual sexual harassment training to ensure that the employment environment is free from unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct or communications constituting sexual harassment.<sup>595</sup>

**Self-Evaluation**

The College meets this standard. The institution maintains policies that ensure integrity in the treatment of employees and students.

**Action Plan**

None.

**Continuous Improvement Plan**

None.

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<sup>593</sup> [Board Policy 4006](#)

<sup>594</sup> [Board Policy 4012](#)

<sup>595</sup> [Board Policy 4027](#)



### III.A.5

The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

#### III.A.5.A

The institution plans professional development activities to meet the needs of its personnel.

#### Descriptive Summary

Las Positas College offers its personnel appropriate opportunities for continued professional development through its Staff Development Committee, which is a standing committee in the College's shared-governance structure.<sup>596, 597</sup> This committee includes representatives from administration, classified, and faculty groups. The Staff Development Coordinator is given reassigned time to lead the Committee in monthly meetings in planning the annual professional development budget, reviewing and awarding conference proposals, planning and developing programs, requesting funding from other sources, and soliciting suggestions and ideas for future programs from the various campus constituencies based on identified teaching and learning needs, evolving state mandates and requirements, highlights from campus survey data, and needs identified through program reviews.<sup>598</sup> The needs identified by programs through these sources are used by the Staff Development Committee to help identify and develop programs and activities for funding. Funding levels for professional development vary from year to year, making the number of programs offered and amount of funding for conferences a yearly decision.

The Staff Development Committee and the District Calendar Committee coordinate to determine the number of mandatory and variable flex days to be included in each academic year. A flex day program might include workshops on teaching strategies, the use of technology in instruction, program development, SLO training, and working with students with special needs. Following the faculty contract, adjunct faculty who have classes during mandatory flex activities are obligated to fulfill the same number of flex hours as they would have taught on the designated flex days. With administrative approval, adjunct faculty who attend flex activities outside their teaching time are compensated.<sup>599</sup>

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<sup>596</sup> Staff Development

<sup>597</sup> Shared Governance

<sup>598</sup> Program Review, Section 8

<sup>599</sup> Faculty Contract

In addition to overseeing flex day activities, the Staff Development Committee supports activities such as the following:<sup>600</sup>

- Embedded Counseling and Tutorial and Supplemental Instruction workshop. Spring 2011.
- Reading Apprenticeship workshop. Spring 2012.
- Mandatory Flex day on Core Competencies and Student Learning. Spring 2012.
- Classified professional development on team building, doing more with less, and what to do in an emergency. Spring 2012.
- Active Shooter Training. Fall 2013.
- Presentation: The Algebra Problem: four conversations about one thing. Spring 2013.
- Presentation: STEM and Teaching Opportunities. Spring 2013.
- Kognito online training. Fall 2013.
- Presentation: Science and Math Teaching Pathways and Opportunities. Fall 2013.
- Presentation: ADHD Explosion: Myths, Medication, Money and Today's Push for Performance. Fall 2013.
- LLNL/LPC Seminar Series. Fall 2013 and spring 2014.
- Presentation: Universal design web page, providing services to students with disabilities. Fall of 2013.
- Speaker: Jeff Bell, national spokesperson for the Obsessive Compulsive Disorder Foundation. Spring 2014.
- SHREI Workshop on Humanitarian Intervention: Crisis and Practice. Spring 2014.
- Math Jam to Success. Spring 2014.
- Mental health first aid training. Spring 2014.
- Speaker: William DeMent: the "Father of Modern Sleep Research." Spring 2014.
- Convocation. Fall of each year.
- Staff wellness program. Continuous.

In addition to opportunities supported by the Staff Development Committee, the College Health Center supports a staff wellness program that is available continuously to all personnel.

The College Teaching and Learning Center (TLC) also offers a robust array of workshops throughout each semester:

- Blackboard
- Capturing screen movements: Camtasia
- Narrating PowerPoints for the Web: Camtasia
- CCC Confer
- Clickers in the Classroom

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<sup>600</sup> Past Flex Day Activities

## Standard III: Resources

- Creating Accessible Word Files for the Web
- Creating Accessible PowerPoint Files for the Web
- Document cameras
- Improving Teaching and Learning with Technology
- Mobile Learning
- Podcasts
- PowerPoint Basic Skills
- Streaming Media
- StudyMate
- Teaching with PowerPoint
- Teaching with a Tablet
- Web Accessibility Overview and Basics
- Contribute
- Google Docs<sup>601</sup>

While the institution supports these valuable opportunities for professional development, a truly comprehensive program would require more coordination between services and more stable funding. To this end, in spring 2014, the College Council agreed to set professional development as an institutional goal.<sup>602</sup>

The 2014 Accreditation Survey for staff suggests that there is room for improvement in the effectiveness and availability of staff development opportunities, with 57 percent of respondents agreeing or strongly agreeing with the statement, “Personnel are provided opportunities for staff development,” and 21 percent of respondents neither agreeing nor disagreeing.<sup>603</sup>

### Self-Evaluation

The College meets this standard by providing a wealth of professional development opportunities that address both technical and pedagogical needs.

### Action Plan

None.

### Continuous Improvement Plan

The College shared-governance planning committees should continue to review the priorities and funding structure for campus staff development.

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<sup>601</sup> [Teaching and Learning Center](#)

<sup>602</sup> [College Council Minutes, Spring 2014](#)

<sup>603</sup> [Fall 2014 Staff Survey](#)

### III.A.5.B

With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of those evaluations as the basis for improvement.

#### Descriptive Summary

Professional development at the College is routinely and systematically reviewed through several means. Professional training needs are assessed as part of the regular program reviews completed by staff and faculty throughout the campus. New or ongoing professional development needs are identified and shared throughout the campus via the administrative and committee review of the narratives in the program review documents. The Staff Development Committee requests written feedback from faculty and staff who participate in staff development workshops and flex day activities. New or ongoing professional development needs are identified and shared throughout the campus via the administrative and committee review of the narrative in the documents. In spring 2012 and 2014, the College administered surveys to identify staff development needs.<sup>604, 605</sup> Sabbatical leave activity at the College is also evaluated. The Sabbatical Committee reviews and evaluates sabbatical leave proposals to ensure that they meet the standards outlined in the Sabbatical Committee policies. After a sabbatical leave activity is completed, the Committee evaluates the written report of the activity submitted by the faculty participant.<sup>606</sup>

#### Self-Evaluation

The College meets this standard by systematically evaluating the professional development programs through regular assessment and surveys to determine what programs to offer and how effective they were. Contractual obligations insure evaluation of all aspects of the Sabbatical process.

#### Action Plan

None.

#### Continuous Improvement Plan

The College should systematically evaluate staff development processes and opportunities, and it should use those evaluations to increase program and service effectiveness.

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<sup>604</sup> [Staff Development Needs Assessment Survey Results](#)

<sup>605</sup> [Staff Development Needs Assessment Survey Results, Spring 2011](#)

<sup>606</sup> [Faculty Contract](#)

### III.A.6

Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

#### Descriptive Summary

Human resource planning is systematically integrated with institutional planning as Las Positas College assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement. Human resource planning and institutional planning are connected through the program review process, in which programs identify their staffing needs according to program goals as they relate to the College mission.<sup>607</sup> Program review guidelines and Program Planning Updates prompt programs to document their human resource needs based on institutional research data, student learning outcome assessment results, and other internal and external factors.<sup>608, 609</sup> The information from the program reviews documents is used by the Integrated Planning Committee to identify areas of need and develop planning priorities for the College.<sup>610</sup>

Requests for new faculty and staff positions that originate from program reviews are presented to divisions that then discuss the urgency of each need. Requests from each division are forwarded to the Faculty Hiring Prioritization Committee (FHPC), which in turn ranks requests based on program data and the College's planning priorities. The FHRC then presents the rankings to the Academic Senate.<sup>611</sup> Once approved by the Senate, the recommendations are forwarded to the College President. The President consults with the Chancellor to finalize position priorities. Administrative and classified position requests are submitted to the Resource Allocation Committee (RAC), which ranks the positions based on program/area data and the College's identified planning priorities. Recommendations are then forwarded to the College President and the District.<sup>612</sup>

In the 2014 Accreditation Survey, 40 percent of faculty and staff respondents agreed or strongly agreed that human resource planning is integrated with institutional planning, with an additional 40 percent neither agreeing nor disagreeing. To improve the integration of human resource and institutional planning, the College has undertaken a revision of its existing Educational Master Plan.<sup>613</sup> It has also created an Integrated Planning and Budget Model to coordinate and systematize all planning and allocation processes.<sup>614</sup> This Board-approved model is completing its first full cycle in 2014-2015.

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[607 Program Review](#)

[608 Program Review](#)

[609 Program Planning Update](#)

[610 Integrated Planning Committee](#)

[611 Faculty Hiring Prioritization](#)

[612 RAC Minutes, 11-06-14](#)

[613 Town Meeting, 11-05-14](#)

[614 District Function Map](#)

**Self-Evaluation**

The College meets this standard of integrating human resource planning with institutional planning through the program review process, hiring prioritization process, and the revision of the College's Educational Master Plan.

**Action Plan**

None.

**Continuous Improvement Plan**

To achieve continuous quality improvement, after the approval of the revised District Functional Map and the completion of the Educational Master Plan, the College Council should coordinate a comprehensive review of staffing and personnel needs in coordination with the Resource Allocation Committee and Faculty Hiring Prioritization Committee.

### **STANDARD III.B: PHYSICAL RESOURCES**

Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

#### **III.B.1**

The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.

##### **Descriptive Summary:**

Las Positas College provides safe and sufficient physical resources that support and ensure the integrity and quality of its programs and services, regardless of location or means of delivery. The College is situated on 147 acres on the boundary between rural and suburban settings. The campus consists of 24 buildings (which will be reduced to 20 once the demolition of Bldgs 100, 200, 300, and 1000 is complete). The Measure B General Obligation Bond, passed in 2004, has provided \$217,000,000 for the modernization of existing infrastructure and campus expansion. With the help of the bond, LPC has pursued a number of building projects, renovation projects, equipment additions, and security upgrades to ensure that its physical resources are safe and sufficient.

Since the 2009 ACCJC site visit, LPC has developed physical resources including the Early Childhood Development Center; the Mertes Center for the Arts; the District Maintenance and Operation (M&O) building; the Aquatics Center and multi-use athletic fields; the LPC Technology Department/District Information Technology Service Building; the Student Services/Administration Building; the Central Utility Plant; and Phase II of the Science/Technology Center. The College has also pursued infrastructure and site development including electrical, plumbing, outside wiring, and extension of the campus computer network. Solar panels provide 2.2 megawatts of solar power generation. On the sustainability front, LPC is building an earth tub, funded by Measure B, the Associated Students of Las Positas College, a grant from StopWaste.org, and the LPC Foundation. The earth tub will turn organics like kitchen food waste and grounds clippings into topsoil.<sup>615</sup>

Renovations supporting programs and services have included the library building, 2000; Bldg 600, which went from a large classroom to a newly designed Integrated Learning Center (ILC)/Math X Lab facility; Room 800, previously the College's Little Theater, which is now primary classroom space for Fire Service Technology; rooms in Bldg 800, renovated to accommodate viticulture and horticulture; Bldg 1300, the new home for the Veterans' Center due to the Bldg 1000 tear-down; Bldg 1700, which now houses not only the Health Center and Campus Safety & Security, but also the copy center, mailroom, and a group meeting area; and Bldgs 1900 and 400, which have undergone minor renovations.

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<sup>615</sup> Email conversation between Doug Horner and Catherine Eagan, 20 October and 28 October 2014

In December 2013, the Facilities Committee approved a plan to use the remaining funds from the bond to build a new classroom building, undertake a limited library renovation to upgrade the library's infrastructure, renovate the outdoor amphitheater, provide money for library materials (databases, books, and DVDs, for example), provide funds for instructional equipment, and provide funds for needs identified through the program review process. The Committee also voted to reserve a certain amount of the remainder of Measure B funding for small projects. To ensure transparency in processes guiding the development of smaller projects funded by bond monies, the Facilities Committee advised the Executive Team to develop a small projects list during the 2012-2013 academic year. Projects funded from that list, which were later ranked by the Facilities Committee with the help of input from the divisions, have included the painting of Bldg 1800, the addition of security cameras in the music classrooms, new "Spectrum" computer desks for the basic skills English Center, and the removal of plants from the pool deck.<sup>616, 617</sup>

The Facilities Committee worked with the larger campus community and its planning documents to assess what classrooms and academic centers should go in a new classroom building, and the President formed the Space Allocation Task Force in the summer of 2014 to work with a bridge architect to plan the building's basic shape, size, classroom arrangement, FF&E, and footprint. They also looked at secondary effects of the new building on existing programs, buildings, and infrastructure.<sup>618, 619</sup> Members of the executive team and the bridging architect met with faculty in visual communications and photography, since these disciplines would be affected by the demolition of Bldg 300. The renovation of the library, including the updating of the IT infrastructure and the addition of a classroom, began in summer 2014 and was completed in spring 2015.

All these projects have resulted from careful assessments of the needs of the College's programs and services. When the development of resources or facilities was needed to assure their quality, the College made decision-making processes transparent and inclusive. For example, when the District decided to discuss consolidating remaining bond money to fund a new classroom building at LPC and a building project at Chabot, the Vice Chancellor for Educational and Facilities Planning came to the Facilities Committee and presented the District's plan so that the campus would have sufficient time to research its feasibility and decide whether to endorse it. In turn, the Facilities Committee and the executive team consulted faculty and staff individually, in committees, and in college wide meetings to assess the need for a new classroom building.<sup>620</sup> In these discussions, areas of consideration included FTES growth projections, programs' projected facilities needs, total cost of ownership (TOC), budgetary planning, and technology upgrade planning. In December 2013, the Facilities Committee decided to support the new classroom building.<sup>621</sup>

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<sup>616</sup> Facilities Committee minutes, 03-17-14, page 3

<sup>617</sup> Facilities Planning: Small Projects

<sup>618</sup> Space Allocation Task Force Kick-Off meeting, 06-03-14

<sup>619</sup> Space Allocation Task Force meeting, 06-24-14

<sup>620</sup> Facilities Committee notes, 11-18-13

<sup>621</sup> Facilities Committee minutes, 12-16-13



## Standard III: Resources

The safety of physical resources is ensured in a number of ways. Firstly, it is ensured by the College's architects and contractors in collaboration with the District Director of Facilities. In addition, new access to the College via Campus Hill Drive provides a second point of access to emergency vehicles, and the newly finished freeway overpass and interchange on Isabel Avenue provides additional routes. Once the buildings and the infrastructure are built, various steps are taken to ensure the safety of persons using the buildings from other campus community members and from intruders. For example, all students and staff members are issued identification cards that they may be asked to produce if there is any question about their authorization to be in a specific area. The College has implemented key card access to rooms and buildings, in addition to video cameras, to ensure safe environments by allowing the College to track entry and exit and even limit access to certain buildings when necessary. This is done remotely from the Security Office in most cases. Key carded classrooms open a few minutes before a class is scheduled to begin in that room and lock again if no class will be meeting in that room again for some time. Certain doors are opened with key cards and lock immediately once they are closed. The safety of instructional equipment is also ensured through key card access to classrooms. In addition, LPC has kept abreast of new threats to campus safety by discussing best practices for responding to a shooter on campus, providing active shooter training for employees, running fire and bomb-scare drills, and undergoing mandated emergency training for administrators, faculty, and staff. [622](#), [623](#), [624](#), [625](#)

### Self-Evaluation

The College and the District meet the standard as evidenced by their effective use Measure B bond monies to build and renovate buildings, upgrade equipment, improve infrastructure, and be more sustainable. The College provides safe physical resources by following current building code and by integrating card-read doors into new and older buildings. It works to keep abreast of new threats to building and student safety.

### Action Plan

None.

### Continuous Improvement Plan

None.

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[622](#) [President Kevin Walthers, email to LPC, 01-23-13](#)

[623](#) "Active Shooter Training: Preparing for the Unthinkable." [LPC Connection](#) (February 2013), pages 1-2

[624](#) [ASLPC Minutes, 13 March 2013, page 4](#)

[625](#) "LPC Is First College to Host Safety Training," [LPC Connection](#) (January 2014), page 3

### III.B.1.A

The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.

#### Descriptive Summary

The College, plans, builds, maintains, upgrades, and replaces its physical resources to ensure effective utilization and continuing quality. The Facilities Committee addresses the planning and development needs of the College and makes recommendations to the College president. For the most recent building project, a new classroom building, the President has additionally convened a Space Allocation Task Force to join faculty, administrative, and District expertise with the planning expertise of a bridging architect. The bridging architect is required in order to create the intent documents that will guide the design build group. The College uses the Design Build Model to get the building under contract more quickly and constructed more efficiently. The Space Allocation Task Force has worked extensively to ensure that the new classrooms will be outfitted with sufficient technology and flexible enough to deal with the ever-changing student learning needs of different programs.<sup>626, 627</sup> When the science addition was planned, for example, faculty and staff met with Parsons Brinkerhoff, the project management company, to prioritize needs with a focus on student needs. Lab classrooms were added to respond to demand and growth whereas faculty offices and conference rooms were not added.<sup>628</sup>

All new buildings in the District are required by a Board of Trustees resolution to be LEED Silver certified minimum.<sup>629</sup> The College was proud to win a LEED Gold award for the new Science and Technology Building 1850.<sup>630</sup>

The maintenance of physical resources is monitored through the deans and the Facilities Committee. For example, the academic dean responsible for the Physical Education building has brought concerns about degraded turf to the Facilities Committee.<sup>631</sup> Faculty and administrators are careful custodians of the resources related to their own duties and take initiative to solve problems when they come up. For example, it was reported that the wrong countertops were installed in several of the laboratories in the new science addition, and so the countertops burned during their first semester of use because they were not chemical and heat resistant. Once the problem was verified, the countertops were replaced in the chemistry lab the following summer and in biology labs over winter break, 2015.<sup>632</sup>

<sup>626</sup> Space Allocation Task Force meeting minutes, 5 September 2014

<sup>627</sup> Space Allocation Task Force meeting minutes, 26 September 2014

<sup>628</sup> Email from Michael Ansell to Catherine Eagan, 20 October 2014

<sup>629</sup> Email conversation between Doug Horner and Catherine Eagan, 20 October and 28 October 2014

<sup>630</sup> Email from Michael Ansell and Gerry Gire to Catherine Eagan, 20 October 2014

<sup>631</sup> Facilities Committee minutes, 5 September 2014, page 2

<sup>632</sup> Email from Michael Ansell to Catherine Eagan, 20 October 2014

## Standard III: Resources

When major upgrades to or replacements of existing facilities are necessary, the District and Facilities Committee plan to minimize disruptions to programs and services caused by building vacancies or other changes. For example, the Committee worked with the Library to plan a swing space for the Library's collections while the major remodel and technology upgrade in the library building were being completed. During the renovation, the Library services were housed in Bldg 700, which had been vacated by Student Services when the new Bldg 1600 was opened.

Maintenance and Operations (M & O) at the College adhere to a maintenance schedule that ensures ongoing quality of physical resources. Maintenance of major equipment with components subject to wear and tear or having critical emergency functions, such as vehicles, central plant boilers, fire alarms, and eyewash stations, is performed according to a schedule managed by the District. The inspection interval (i.e., of mileage, time, or planned operation) for each item is planned according to manufacturers' recommendations.<sup>633</sup>

M&O is also undergoing a process of adaptation as the College's physical resources have rapidly grown. The addition of new buildings since 2002 has increased the square footage custodians must cover by 62 percent. Based on the increase in the District's square footage, up 38 percent since 2002, the District Director of Maintenance and Operations has determined that there is only enough custodial FTE to keep the district at level 5, "unkempt neglect."<sup>634</sup> Only 60 percent of respondents to the 2014 Accreditation Survey reported that they strongly agree or agree that the College is adequately maintaining facilities; 17 percent neither agreed nor disagreed, 18 percent disagreed, and 4 percent strongly disagreed. The survey also showed that only 55 percent of respondents feel that custodial services are satisfactory and consistent in providing a clean and pleasant environment - 21 percent disagreed or strongly disagreed that this was happening.<sup>635</sup> Maintenance of the grounds, especially the landscaping, is an area of concern as well, as grounds staff have decreased by 25 percent.<sup>636</sup>

Responding to the faculty and staff's maintenance concerns, LPC's Vice President of Administrative Services consulted M & O in September 2014 and found that the work order system is functioning, as 900 work orders for LPC were completed in the previous year. He also determined, however, that 300 work orders were waiting to be completed.<sup>637</sup>

Despite these problems, the 2014 Student Satisfaction Survey indicates that 89 percent of students are very satisfied or satisfied with the "maintenance/cleanliness of buildings and grounds."<sup>638</sup>

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<sup>633</sup> [Eye Wash Shower record example](#)

<sup>634</sup> [Maintenance and Operations 11/14/14: History/Current Information](#)

<sup>635</sup> [Fall 2014 Staff Survey](#)

<sup>636</sup> [Maintenance and Operations 11/14/14: History/Current Information](#)

<sup>637</sup> [Facilities Committee Minutes, 15 September 2014, page 1](#)

<sup>638</sup> [Student Accreditation Survey Results, October 2014, page 5](#)

### **Self-Evaluation**

The College and the District meet the standard as evidenced by the following: Facilities are planned, built, upgraded and replaced to ensure effective utilization by programs and students. M&O is working hard to maintain facilities and keep the campus clean with limited resources. Despite the perception of gaps in some custodial services, students feel satisfied with the appearance of the campus.

### **Action Plan**

None.

### **Continuous Improvement Plan**

The District and College will work to improve the perception of facilities maintenance and custodial services at LPC. The new District Director of M & O can work to raise the College to the next key-cleaning level on a day-to-day basis and give special attention to certain areas on specific occasions, for example an event in the Mertes Center.

## Standard III: Resources

### III.B.1.B

The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

#### Descriptive Summary

The College assures that all of its physical resources are accessible, safe, secure, and healthful. The initial construction of all buildings, as described in III.B.1.a, is done according to the highest safety standards. To provide access to persons with disabilities, stairways are complemented by pathways and elevators. One elevator in Bldg 2400 does not work properly, but a second elevator and the renovation of landscaping and pathways around that building provide access to persons with disabilities. Some pathways could be improved for persons who are blind or legally blind. All online courses offered by the College are accessible to persons with disabilities.

The College ensures campus safety by maintaining physical resources and protecting persons and property.<sup>639</sup> The Facilities Committee addresses personal safety matters related to physical resources, for example, when the poolside tiles proved dangerously slippery and when the path to the horticulture classroom was muddy and poorly lit.<sup>640, 641</sup> Campus Safety & Security also protects facilities through a schedule of routine inspections and maintenance. The Livermore/Pleasanton Fire Department conducts regular inspections of the campus to ensure the College is storing and handling hazardous waste properly. A private consulting company, Premier Chemical, was consulted to develop a complete set of standard operating procedures (SOPs) to standardize laboratory safety and hazardous waste handling according to OSHA protocol. The Prep Room examines the life safety equipment (eye wash & showers) monthly and documents results.<sup>642, 643</sup> The California Community Colleges Chancellor's Office provides funding through its Scheduled Maintenance program to replace items, like eye wash stations, if determined to be outdated, unsafe, or non-functioning. For regularly scheduled maintenance operations, the SPMMS work order system identifies specific problems and needs to the M & O group. The College's liability insurance company, Keenan and Associates, also conducts a yearly safety inspection of the campus. When an entity determines that improvements should be made to protect campus safety, the College takes action. For example, in recent years faulty key cards have been fixed, new security cameras installed (most recently in the music practice rooms), call boxes added, phones installed in classrooms, and revised emergency procedures posted in every classroom. The College uses an emergency texting system that informs the campus community of any emergencies. To improve the functioning of this system, IT is intending to improve wireless coverage on campus to compensate for the lack of penetration of cell phone signals into some buildings.<sup>644</sup> This will make it easier to receive calls and texts and make emergency calls.

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<sup>639</sup> [Campus Safety and Security Mission](#)

<sup>640</sup> [Facilities Committee minutes, 16 September 2013, page 3](#)

<sup>641</sup> [Facilities Committee minutes, 19 November 2012, page 3](#)

<sup>642</sup> [Email from Michael Ansell to Catherine Eagan, 10 November 2014](#)

<sup>643</sup> [Email from Doug Horner to Catherine Eagan, 13 May 2015](#)

<sup>644</sup> [Conversation with Stephen Gunderson, 13 April 2015](#)

To assess what types of crimes are occurring on campus and direct security resources toward ensuring law and order and protecting persons and property from those crimes, Campus Safety & Security collects crime reporting statistics, makes them available online, and reports them at regular meetings of the Health and Safety Committee.<sup>645, 646</sup> These reports record all crimes that occurred on campus property, public property within, or property immediately adjacent to and accessible from the campus, during the previous three years. These reports also include institutional policies concerning campus security, alcohol and drug use, crime prevention, the reporting of crimes, sexual assault, and other safety matters. The College is required to create reports for off-campus sites as well, such as the Livermore Valley Charter Preparatory High School (LVCPHS), where the College has run several courses since fall 2012. However, no crime statistics for the first two years of this concurrent enrollment program's existence have been collected or reported. Crime statistics for LVCPHS will be obtained from the Livermore Police Department for the next Cleary report to the federal government.

A particular challenge to maintaining the security of physical resources is the functioning and maintenance of the security equipment. Campus Safety & Security doesn't have the resources needed to maintain and repair 250 doors on campus that are card-read. Neither does it have the budget to maintain and repair eighty security cameras. Seventy-five percent of the security system needs to be fixed by a contractor that is qualified to do it. Some of the keypads in Bldg 2400 are faulty. Work orders have been filed to fix them, but the problem is that the wiring in the building and the wiring of the card-read doors are incompatible, and there is no resource to upgrade the entire system. Sometimes, equipment is left unprotected in vacant classrooms when an instructor is absent but Campus Safety & Security is not notified.

Regarding the health of the globe as important to the health of LPC, the campus created a Sustainability Task Force that was subsequently absorbed into the Facilities Committee. The sustainability goals of the College are to fashion a campus that uses water and resources responsibly, incorporates life-cycle planning to decision making, builds LEED Silver and Gold buildings, achieves low maintenance and operating costs, applies renewable energy sensibly, and creates building forms and landscapes that do not influence climate. The College designs landscapes to be low maintenance and water conserving. Specific improvements include waterless urinals, the earth tub for composting, changing lighting for parking lots and roadways to LED lighting, and supporting initiatives to encourage biking to campus. The College has received LEED credit for the showers installed in the Physical Education Building, the M&O Building, and the Aquatic Center.<sup>647</sup> The Facilities Committee hopes to expand electric vehicle charging access on campus.<sup>648</sup> Smoking, previously permitted on campus, has been restricted to the parking lots.

Finally, the College follows new legislative mandates that require oversight of responses to sexual harassment and assault, as well as coordination with local authorities.

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<sup>645</sup> [Jeanne Cleary Disclosure](#)

<sup>646</sup> [Agenda, Health and Safety Committee, 17 November 2014](#)

<sup>647</sup> [Email from Doug Horner to Catherine Eagan, 28 October 2014](#)

<sup>648</sup> [Email from Michael Ansell and Gerry Gire to Catherine Eagan, 20 October 2014](#)

## Standard III: Resources

### Self-Evaluation

The College meets the standard as evidenced by the providing of access and safety referenced above. In sum, access to persons with disabilities and online learners is provided, safety is maintained by monitoring and repair of infrastructure and equipment, disposal of hazardous waste, and adding of security surveillance cameras on campus. Crime statistics are collected and reported. A healthful working environment is enhanced by sustainability initiatives, the banning of smoking on campus, and the presence of a harassment and assault response officer. However, the College needs to add a crime statistics report for the off-campus site, Livermore Valley Charter Preparatory High School, to the Cleary report.

### Action Plan

None.

### Continuous Improvement Plan

To continuously improve campus safety, add the crime statistics report for the off-campus site, Livermore Valley Charter Preparatory High School, to the Cleary report. Contact Livermore Unified School District about safety of former Portola Elementary School campus, where LVCPHS is temporarily housed until it moves to a new campus.

At LPC, institutionalize contacting of Campus Safety when instructors are absent or leaving classrooms early.

### III.B.2

To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

#### Descriptive Summary

The College plans and evaluates its physical resources to ensure their support of LPC programs and services. Annual program reviews, instructional equipment requests, and the Facilities Master Plan (FMP) guide facilities improvements and additions on campus. Program reviews evaluate the effectiveness of current physical resources and support requests for additional or improved facilities resources, using curriculum needs, enrollment data, developments in the field, and the changing types and levels of training required in the workforce.<sup>649, 650, 651</sup> To respond to the current facilities and equipment needs of programs and services, the Resource Allocation Committee (RAC) grants funds for instructional equipment. The Instructional Equipment Request Form is used by programs to request instructional equipment that would support program and College goals.<sup>652</sup> Requests are first ranked within the division of their origin, and then they are forwarded to the RAC, which makes recommendations according to what will best support the educational master plan. Finally, the FMP, approved by the Board in 2012, is a living document that guides the planning of new buildings and other facilities in the context of the College's developing service area. Discussions of Bldg 100, which will be a classroom building, have been informed by the Facilities Master Plan, for example. The bridging architect has simultaneously designed Bldg 100 to avoid its overshadowing the nearby Bldgs 400 and 500 and to integrate logically and aesthetically with the surrounding buildings and Campus Boulevard, once Bldgs 400 and 500 are removed.<sup>653, 654, 655</sup> The District and College also plan carefully to cope with secondary effects of new structures. For example, the Library is now in Bldg 700, and many of its books are stored remotely in the current Bldg 100, now vacated. Eventually, Bldg 700 will be converted into computer, photography, and visual communications (VCOM) classrooms and labs once the Library has returned to Bldg 2000. The needs of photography and VCOM have been carefully estimated and accounted for in the design of the new space, using current enrollment data, scheduling data, and qualitative data, including student input.

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[649 2011-2012 Program Review Template](#)

[650 English 2011-2012 Program Review, page 15](#)

[651 Enrollment data](#)

[652 Instructional Equipment Requests](#)

[653 Building 100 Site Plan with Roof Plan](#)

[654 Building 100 Site Plan with Floor Plan](#)

[655 Facilities Master Plan](#)



## Standard III: Resources

When funds are not immediately available for a renovation, planning proceeds so that the College is able to act when funds are obtained. For example, a study of the parking lots was done in 2010 and recently updated.<sup>656</sup> The Director of Facilities comments, “As with any master plan, we have been implementing pieces as opportunities arise, i.e. blocking drive through at bus loop, [creating a] new drive at Lot C and creating pedestrian crossing from trail.” The Director recommends setting aside budget to “create an overhaul of parking and traffic if there is a new bond in our future.”<sup>657</sup>

While preventative maintenance is addressed in III.B.1.a, maintenance of other, generally non-mechanical, physical resources is ensured by use of a work order system. The Vice President of Administrative Services is charged with overseeing general wear and tear (e.g., of carpets, landscaping, and hardscapes), and he has also enlisted the deans to help with this. All College staff members are encouraged to report instances of deficiencies as well. Such deficiencies are reported to the M&O staff through work orders, usually submitted with the help of the deans’ administrative assistants. The work orders are addressed regularly by the M&O staff or, if necessary, by outside contractors with particular areas of expertise.

Standard III C discusses the evaluation and maintenance of Information Technology.

### Self-Evaluation

The College and the District meet the standard, as evidenced by their use data from program review, the FMP, and the work order system to plan and evaluate facilities and equipment.

### Action Plan

None.

### Continuous Improvement Plan

None.

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<sup>656</sup> [Parking Lot Study documentation](#)

<sup>657</sup> [Email from Doug Horner about parking](#)

### III.B.2.A

Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

#### Descriptive Summary

Long range capital planning at Las Positas College is linked to institutional planning through the development and use of educational master plan documents and shared governance processes.

Long range capital planning at Las Positas College is linked to institutional planning through the creation and use of the Facilities Master Plan (FMP). The development of the plan was overseen by outside consultants, Steinberg Architects. They prepared the document to reflect current facilities and planned growth. Its development involved consultation with all campus constituencies and aligned facilities growth with the Educational Master Plan.<sup>658</sup> The FMP was presented and accepted by the Board of Trustees on August 21, 2012.

In line with the growth and maintenance objectives spelled out in the FMP, the District enters existing and new facilities into the California Community College Chancellor's Office facilities deficiencies database on a regular basis. Each year, CLPCCD submits a five-year Capital Outlay Plan to the California Community College Chancellor's Office for consideration of funding. This gives the College the opportunity to update its five-year plan each year. Initial project proposals, final project proposals, and a comprehensive list of planned projects for both state and locally funded projects are shown in priority and sequence. The plan takes into account capacity to load ratios as future student enrollment numbers are adjusted each year.<sup>659</sup>

Capital equipment purchases, whether acquired through the College general fund, bond, or State Fixed Furnishings and Equipment (FF&E) funds associated with facility projects, are procured through processes which link the equipment requests to institutional planning. The evaluation of how that standard is met is a function of the Resource Allocation Committee. Instructional Equipment Requests, for example, requires justification by asking, "What educational program or institutional purposes does the equipment support?" In addition, such requests must be aligned with the overall objectives of utility, constituency, and currency set forth in the overall goals for technical equipment acquisition.<sup>660</sup> These standards include a reasonable total cost of ownership (TCO) for equipment, facilities, and operations as well as a planned replacement plan to avoid obsolescence and to ensure propriety. They are set forth as The Las Positas College Technology Master Plan.<sup>661</sup>

The cost of ownership associated with new buildings is discussed and projections are attempted during the planning and design of new facilities, M&O projects and staffing, operating expenses for lighting, and HVAC are projected and revised as necessary. For example, the College Central Plant, completed in 2011, has reduced the TCO associated with each building.

<sup>658</sup> Facilities Master Plan, 17 July 2012, page 8

<sup>659</sup> Facilities Master Plan, 17 July 2012, page 54

<sup>660</sup> See for illustration, Information Technology Update, June 30, 2014

<sup>661</sup> Available, with updates, on the District Technology web site

## Standard III: Resources

Despite the College's adherence to these protocols, the 2014 Accreditation survey reports that only 43 percent strongly agree or agree that "long-range capital plans reflect projections of the total cost of ownership of new facilities and equipment."<sup>662</sup> The lack of budget for maintenance of security cameras and card-read doors is a case in point. More needs to be done to build maintenance and repair costs, as well as custodial costs, into the anticipated costs of a building. To this end, the District and College are requiring design/build candidates for building 100 to provide a "life cycle cost analysis" as part of their bid package.<sup>663</sup>

### Self-Evaluation

The College and the District meet this standard. The Facilities Master Plan links long-range capital and institutional planning. Processes overseen by the RAC assure the consideration of institutional goals in equipment procurement.

### Action Plan

None.

### Continuous Improvement Plan

None.

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<sup>662</sup> 2014 Accreditation Survey for Faculty, Classified State, and Administrators, page 5

<sup>663</sup> Life Cycle Cost Analysis," February 2015

### III.B.2.B

Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.

#### Descriptive Summary

Over the past few years, the College has worked very hard to develop its planning processes. Integrating physical resource planning with institutional planning has been an important part of this effort.<sup>664</sup> The College is also working to more systematically assess the use of physical resources, and the lessons learned from building each building are used to plan improvements. However, according to the 2014 Accreditation Survey for Faculty, Staff, and Administrators, only 54 percent feel that physical resource planning is integrated with institutional planning.<sup>665</sup> As the College strengthens the integration of physical resource planning with institutional planning and makes assessment of its physical resource use systematic, there are some documents and entities that are particularly important. These include the Mission Statement and accompanying Vision Statement, Institutional Strategic Goals, Values Statement, and President's Goals<sup>666</sup>; the Institutional Planning and Budget model, the Educational Master Plan, the Facilities Master Plan (FMP), the Facilities Committee, the Resource Allocation Committee (RAC) and its Instructional Equipment Request Form, and the Program Review Committee.

The College has taken important steps related to the integration of planning processes. First, the Mission Statement was revised to be more precise and measurable and to more accurately reflect the role of community colleges in a changing society—it is more narrowly focused on workforce retraining, Career & Technical Education, and the needs of students planning to transfer.<sup>667</sup> This will affect physical resource planning in the future.

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<sup>664</sup> [Integrated Planning Committee Approved Charge and Membership, October 2013](#)

<sup>665</sup> [2014 Accreditation Survey for Faculty, Classified Staff, and Administrators, page 5](#)

<sup>666</sup> [Mission Statement](#)

<sup>667</sup> [Mission Statement](#)

## Standard III: Resources

The College also designed a process for institutional planning, which it began to use in 2013. The Institutional Effectiveness Committee, with other College offices, created a planning cycle, called the Institutional Planning and Budget Model (IPBM) that they vetted with the whole campus community and continue to adjust.<sup>668</sup> Unfortunately, LPC and the District have been without a Board-approved educational master plan for four years. For a second time, the District has contracted a company to help complete an educational master plan and has overseen the bidding and contracting to avert problems. In fall 2014, the drafting process is going well, including focus groups that have discussed top priority facilities needs and major strengths in facilities. The 2003-2010 Educational Master Plan is also still a helpful guide, influencing the 2012 Facilities Master Plan in its anticipation of college growth and the need for sufficient physical resources to accommodate that growth.<sup>669</sup> Recent discussions of the Facilities Committee and the Space Allocation Task Force, the group charged with planning the new classroom Bldg 100, reveal that plans for the new building and other small projects are consistent with the Educational Master Plan's goals to add more classroom space, add more lab space, create flexible classrooms and meeting areas with collaborative work environments and breakout work spaces, provide computer access in many more classrooms, and provide infrastructure upgrades and more instructional space and study rooms in the library.<sup>670, 671</sup>

The aforementioned Facilities Master Plan (FMP) is the pivotal document for all facilities planning. In 2011-2012, District personnel and a consulting firm worked with the campus community to draft the FMP. Focus groups contributed information on their programs' needs and how the campus might logically evolve. The Facilities Committee is guided more by the FMP than by the IPBM, as the Facilities Committee does not have its own budget to support planning priorities.<sup>672</sup> However, the Facilities Committee liaises with the overseer of Measure B funding and the new building budget, and it considers the budgets of committees and programs, such as the Library, which have significant materials and facilities needs and will increasingly be supported out of the LPC general fund; the Resource Allocation Committee (RAC), which funds instructional equipment to occupy new and renovated facilities; and the Program Review Committee, which helps the College identify facilities needs.<sup>673</sup> The Facilities Committee sometimes discusses the work of these planning and allocation committees during its meetings but also becomes familiar with it through the College Council, which includes constituent representatives from across the campus. The College Council meets monthly to facilitate communication between the various committees and support the coordination of activities.<sup>674</sup> The Committee works with District bond management consultants to ensure that fiscal expertise is integrated into all planning and decisions made by the Committee.

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<sup>668</sup> [Integrated Planning, Budget, and Assessment Process](#)

<sup>669</sup> [Educational Master Plan, Las Positas College 2003-2010, page 12](#)

<sup>670</sup> [Educational Master Plan, Las Positas College 2003-2010, pages 24, 35, 38, 45](#)

<sup>671</sup> [Library program review 2011-2012, page 13](#)

<sup>672</sup> [Facilities Planning](#)

<sup>673</sup> [Program Review 2013](#)

<sup>674</sup> [College Council](#)

Currently, RAC focuses on approving instructional equipment requests. Once new equipment is put into use, RAC is now requiring requestors to report on the status of their purchase and whether it met their programs' needs. This is an important component of assessing equipment's effective use.

The Program Review Committee also has an important part in the College's facilities planning. In recent years it has designed a process that uses data analysis to capture in accessible formats what each program needs. In fall 2013, the Program Review Update (PPU) included a section on facilities planning.<sup>675</sup> The form asked review authors to consider data on student success and enrollment trends and to evaluate the implications of this data for facilities and equipment needs. This section of the program review was reflected in the deans' program review and Vice President for Academic Services' summaries, and that information flowed to the President and has influenced the work of the Space Allocation Task Force, the task force charged with planning with the bridge architect for a new classroom building.<sup>676</sup> In the fall of 2014, the PPU again asked for information on renovations or upgrades of existing facilities or new facilities, upgrades of existing equipment, and the purchase of new equipment and supplies.<sup>677</sup>

The effectiveness of physical resource use has been overseen by the Facilities Committee. Various stakeholders on campus have used the Small Projects Request Form, renamed Facilities Fund Request in the spring of 2014, to request upgrades and repairs to campus facilities to be funded by Measure B bond money. The intent was to use bond money to fund projects that wouldn't ordinarily be handled by Instructional Technology, the M & O work order process, or RAC and did not need Department of State Architect approval. As described earlier, the Committee devised a rubric in the spring of 2014 to assess which projects to fund first, went to the divisions for feedback, ranked the projects, and directed the commencement of work. Assuming the bond money will be exhausted by the completion of these projects, the Committee will work with the new VP of Administrative Services to survey the work of M&O and prioritize deferred maintenance projects in 2014-2015.

Effective physical resources planning is also assessed through the Accreditation Surveys. The 2014 Accreditation Survey for staff gauges how staff feel about the effectiveness of physical resources in questions related to whether classroom facilities are adequate (70 percent strongly agree or agree), work and study environments are efficient (73 percent strongly agree or agree) conference rooms available on campus are sufficient (69 percent strongly agree or agree), and whether storage space is adequate (only 48 percent strongly agree or agree). These numbers indicate that a majority feel the College's physical resources are sufficient, given some areas for potential improvement.

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<sup>675</sup> [Program Review Template](#)

<sup>676</sup> [Summary for Arts, Letters, and Social Sciences](#)

<sup>677</sup> [Instructional Program Planning Update Form](#)

## Standard III: Resources

The Facilities Deficiency Database is another important way in which the effectiveness of LPC's physical resources is evaluated to provide information for further improvements. This database is generated from data on the current use of facilities, the observations of shortfalls of current facilities planning, and projected facilities needs. On-the-ground observation of all Las Positas facilities is done yearly. Data thus generated are input into the Prolog management system. The analysis of this data evaluates current facilities needs. This information is communicated to RAC, the Facilities Committee, and the other entities responsible for facilities planning, maintenance, and evaluation.

In addition to these assessments of effective use, the campus is piloting additional assessments to create a more direct feedback loop on specific buildings. For example, there is a review process for LEED certification, which surveys a building's occupants for comfort and studies its energy efficiency. Also, the District and Steinberg Architects initiated a survey for the users of the new Student Services/Administration Building to gauge how effectively the space is being used and how it might be improved. RAC has started asking successful Instructional Equipment requestors to report on the effective use of their new equipment.

### **Self-Evaluation**

The College partially meets the standard as evidenced by the discussion of physical resource planning at many levels of institutional and committee planning. The College does not yet systematically assess the effective use of physical resources and use the results as a basis for improvement, but it has done so in some cases.

### **Action Plan**

Upon its completion, use the new educational master plan with other institutional documents, such as the mission statement, for further integrating physical resource with institutional planning. Develop processes for institutional assessment that include the regular gathering and analysis of information on physical resource use, and integrate findings to the College's planning activities.

### **Continuous Improvement Plan**

None.

**STANDARD III.C: TECHNOLOGY RESOURCES**

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

**III.C.1**

The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.

**Descriptive Summary**

Las Positas College provides robust technology that supports all classrooms, communications, and operations. Banner and other operating systems that enable communication, data collection, curriculum development, and other vital processes and functions of the College are installed, maintained, and updated to maximize their effectiveness. The College Technology Department regularly uses various sources of information to understand and respond to technology needs as they change. Resources such as the Measure B Bond are used strategically through planning that integrates technology investments with institutional plans. Services provided by the Teaching and Learning Center assure that faculty, staff, and students have access to training on all new instructional technologies as they are implemented.

**Self-Evaluation**

The College meets this standard as evidenced by the 89 percent agreement that technology resources are used to support student learning programs and services and to improve institutional effectiveness as reported in the 2014 Accreditation Survey.<sup>678</sup>

**Action Plan**

None.

**Continuous Improvement Plan**

None.

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<sup>678</sup> Fall 2014 Staff survey



### III.C.1.A

Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.

#### Descriptive Summary

Technology is widely used throughout the College to enhance its operation and effectiveness. The needs for its usage are identified based upon federal and state requirements, as well as the regular activities of faculty, staff, administrators, and students. The Ellucian Banner enterprise system is utilized districtwide and contains modules that support Student Services, Academic Services, Finance, Human Resources, and Payroll. To complement Banner, the District has implemented a variety of other third-party products and built custom interfaces for a fully integrated system environment. The recent implementation of the Student Success Support Program (SSSP) required the College to make several system and procedural changes to the Banner and SARS systems for data collection and reporting. Degree Works has also been recently implemented as part of the SSSP requirement, and it provides capabilities for automated Student Education Plans (SEPs) and Student Degree Audits that counselors and students can access. Other system improvements that streamline processes to assist students include the state's Open CCCApply for student admissions and the Board of Governors Waiver (BOGW). This system replaced the previous vendor system in 2014. Improvements also include the eTranscripts system, which was implemented in 2013 to provide the ability to automatically send and receive electronic transcripts without manual intervention.<sup>679, 680, 681</sup>

The College has also used digital solutions to make information easier to access and processes less cumbersome. District ITS continues to implement Web-based systems to provide both local and remote access to enterprise systems for all employees and students. For faculty and students, the Banner Waitlist, which is connected to the student email Zonemail system, is used for notifications and online grades and is an example of a heavily utilized and efficient automated feature.<sup>682</sup> District ITS has also begun migrating to mobile apps. In fall 2014, it introduced the Banner Mobile apps for student grades, course schedules, and account holds, and it plans to continue expanding this offering as the vendor releases new features.<sup>683</sup> Many students also use mobile apps for Blackboard and the Follett Bookstore.

District ITS continues to focus on reducing manual processes with automation to improve the institution's productivity. The Argos ad-hoc reporting tool has been implemented for Enrollment Management, Administrative Services, and Human Resources reporting and is being extended to more groups for various types of Banner data.<sup>684</sup> The Banner Document Management System digitizes images and provides storage and retrieval of electronic documents for students and staff with automatic interfaces to the Banner Student, Financial Aid, Finance, and Human Resources/Payroll modules.<sup>685</sup>

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<sup>679</sup> IT Measure B Bond Activities Accomplishments and Future Plans 2005-2017

<sup>680</sup> Summary of Projects from District ITS Strategic Plan, June 2014

<sup>681</sup> Bond Activities - IT Update for June 2013 to June 2015

<sup>682</sup> IT Measure B Bond Activities Accomplishments and Future Plans 2005-2017

<sup>683</sup> Technology Committee Minutes, October 2013

<sup>684</sup> District Enrollment Management Committee Notes, September 2014

<sup>685</sup> IT Measure B Bond Activities Accomplishments and Future Plans 2005-2017

Increasing the efficiency of College operations, the utilization of the SARS suite of products has increased in recent years with eSARS, which is the Web interface for appointment scheduling; SARS-TRAK for positive attendance data collection; SARS-GRID for counseling appointments and SSSP data reporting, SARS-CALL for phone and email correspondence to students; and eAdvising for online chat capabilities between counselors and students.<sup>686</sup> In 2015, District ITS plans to implement the SARS-MSG module that provides text messaging capabilities to students as another medium for outreach as part of the Student Success Support Program initiative.

Another major districtwide change that will improve communications at the College is the elimination of the Novell operating system and Groupwise email system. LPC has been utilizing Microsoft Active Directory for instructional computing for several years while the District enterprise systems continued to operate under the Novell environment. From 2013 to the end of 2014, District ITS converted the services gradually with the Data Cove archive system being the first portion completed, followed by the Active Directory conversion with Windows 7 and Office 2010/2013. The final step for the Groupwise email conversion to the Exchange server with Outlook was completed in spring 2015.<sup>687, 688, 689</sup>

Las Positas College has been utilizing the CurricUNET curriculum system to develop courses and programs for several years. It is investigating migration to the Program Review module in CurricUNET to replace its current program review forms and processes to achieve a fully integrated database system for the program review cycle.<sup>690</sup> LPC utilizes eLumen for its SLO assessment processes, and it plans to migrate to the vendor's new cloud option, which provides other enhancements including additional reporting, in 2015.<sup>691</sup>

LPC student and faculty online learning needs are addressed on an ongoing basis. Results of the annual Student Distance Education Satisfaction Surveys are discussed and acted upon by the Distance Education Committee. For example, in 2013, 69 percent of students indicated that videos helped them learn best in distance education classes. As a result, instructors were reminded of the existing video-related workshops offered by the Teaching and Learning Center, and a new workshop, Enhance Your Classes with Library Streaming Videos, was created and facilitated by a College librarian.<sup>692, 693</sup> Via surveys, students have also expressed a desire to have a wide variety of courses and programs available online.<sup>694</sup> Faculty are surveyed annually to determine their online learning needs.<sup>695, 696</sup> Those needs typically include training on new technologies and result in additional workshops offered by the College's Teaching and Learning Center.<sup>697</sup> These workshops concentrate not only on the technical aspects of the new tools, but also on the pedagogical aspects. Faculty needs are also communicated through division representatives on the Distance

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<sup>686</sup> [Technology Committee Minutes, February 2014](#)

<sup>687</sup> [Technology Committee Minutes, February 2014](#)

<sup>688</sup> [Technology Committee Minutes, January 2014](#)

<sup>689</sup> [Summary of Projects from District ITS Strategic Plan, June 2014](#)

<sup>690</sup> [Summary of Projects from District ITS Strategic Plan, June 2014](#)

<sup>691</sup> [Student Learning Outcomes Committee Minutes, April 2014](#)

<sup>692</sup> [DE Committee Minutes, 02-28-14](#)

<sup>693</sup> [Spring 2014 TLC Workshops](#)

<sup>694</sup> [DE Student Survey Results](#)

<sup>695</sup> [TLC Survey Results, 2013-2014](#)

<sup>696</sup> [DE Faculty Survey Results, Fall 2012](#)

<sup>697</sup> [TLC Workshops Web Page](#)

## Standard III: Resources

Education Committee. Discussion and analysis of adding online courses, degrees, and certificates take place within disciplines and academic divisions, as well as within the Enrollment Management Committee, advisory committees, and the program review process.<sup>698, 699</sup>

The College's Technology Department uses various mechanisms for assessing technology needs on campus. Instructional computer systems are reimaged and updated every semester to meet the needs of the courses being taught. As part of this process, e-mail notifications are sent to faculty requesting feedback and any changes or updates to the technology that might be needed. Feedback is then reported back to the College's Technology Committee.<sup>700</sup> Additional hardware or software needs can be communicated through the Technology Support Desk, through Instructional Equipment Requests, or brought to the Technology Committee.<sup>701, 702, 703</sup> In 2008, after surveying the College, the institution created classroom instructional equipment standards to better support the use of technology in classroom instruction.<sup>704</sup> Currently, new standards are being developed to respond to the changing expectations of today's students. The districtwide Technology Coordinating Committee is in the preliminary stages of identifying new distance learning technologies for classrooms, in addition to new standards for general classroom technology.<sup>705</sup>

The College's Technology Department and District Information Technology Services have established standards for all infrastructure, equipment, and software in classrooms, computer labs, employee offices, multi-use areas such as conference rooms, and for employee access levels based on job function. These standards are developed based on industry standards, best practices, new product research, and information from the College community via surveys, Technology Committee discussions, and individual conversations.<sup>706</sup> The standardization of quality, user-friendly equipment and software throughout the campus enhances the teaching and learning experience by enabling faculty and students to move from one learning environment to another and still be familiar with the functionality of the technology, as well as by reducing the time that technology staff need to spend on troubleshooting equipment malfunctions. Computer standards are reviewed annually and updated as new technologies become available. The standards are also updated as new technologies are identified as needed upgrades, or in the case of the Measure B Bond, when specifying equipment for a new building.<sup>707</sup> Often, manufacturers provide their own roadmaps for life cycle, and these often outpace the timelines put in place by the institution. This usually results in adopting the latest technology into the institution as it becomes available. In these cases, the standards are updated at the time they are adopted. The life cycle document has identified timelines to review classroom equipment, as well as printers and other audio-visual items. These technologies are typically in place for at least seven years so the College can maximize their usage before upgrading.<sup>708</sup>

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<sup>698</sup> [Enrollment Management Committee Web Site](#)

<sup>699</sup> [Program Review Web Site](#)

<sup>700</sup> [Technology Committee Minutes, January 2014](#)

<sup>701</sup> [Request computer/network support](#)

<sup>702</sup> [Software Update Request](#)

<sup>703</sup> [Resource Allocation Committee Minutes, November 2013](#)

<sup>704</sup> [Classroom Equipment](#)

<sup>705</sup> [Technology Coordinating Committee Minutes, September 2014](#)

<sup>706</sup> [IT Measure B Bond Activities Accomplishments and Future Plans 2005-2017](#)

<sup>707</sup> [Computer hardware/software standards](#)

<sup>708</sup> [LPC ITS Technology Equipment Life Cycle Plan](#)

All classrooms are considered “smart classrooms” since they have a standard computer, document camera, a laptop port, and a mounted data projector. These are all connected to an SP controller for ease of use.<sup>709</sup> Some classrooms contain additional functionality to meet the needs of the disciplines taught within. The Technology Department maintains web pages that detail all the equipment that resides in each classroom and web forms that allow an instructor to request specialty equipment or services or to report equipment malfunction.<sup>710, 711, 712, 713</sup> Every classroom and conference room is also covered by wireless access points using the 802.11b/g/n standard. The department also maintains a web page showing the wireless coverage across campus and provides students with instructions on how to connect to the wireless network using Windows or Mac devices.<sup>714</sup>

District ITS has standardized on Cisco routing and switching products for the core WAN/LAN connectivity. District ITS also developed a set of Cabling Infrastructure standards that encompass copper and fiber connectivity for voice and data systems inside, and between, all buildings at LPC, Chabot, and the District office.<sup>715</sup> College computers and laptops are standardized through multi-year contracts that are either negotiated in an open bid process or obtained through the state. Multiple configurations are specified in the contracts based on College needs for student computing, faculty and staff computing, and current and forecasted industry standards.<sup>716</sup> All College PC computers use a standard image with the Windows 7 operating system, Microsoft Office 2010/2013, Internet Explorer 11, and Adobe Acrobat 11 Pro. Macintosh computers are imaged with OSX Office 2011 and Adobe products as needed.

Las Positas College and Chabot use the Blackboard course management system to support teaching on and off campus. The decision to license and utilize Blackboard was made in 2003 by a districtwide committee with representatives from various constituencies, including several faculty members. The committee also decided to have Blackboard host, maintain, and support the server. Today, Blackboard hosts a test and development server and the Snapshot Controller function that connects the District’s administrative computing system, Banner, to Blackboard.

So that technology use can be secure and individualized, when personnel are hired, they are asked to sign and submit requests for accounts to access various technology applications. These applications include computer/network access, copy/print/scan access, phone, and voice mail access. Using these requests, accounts are established to meet each employee’s needs. For employees who are hired on a temporary basis, expiration dates are set on the accounts so that access is denied after the position ends. Both of these actions are intended to reduce the potential for data compromise and malicious activity on the network.<sup>717</sup>

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[709 Technology Services](#)

[710 Classroom Equipment](#)

[711 Instructional Equipment Request](#)

[712 Report classroom equipment problem](#)

[713 Request equipment training or media duplication](#)

[714 Campus Wireless Information](#)

[715 Cabling Infrastructure Standards](#)

[716 IT Measure B Bond Activities Accomplishments and Future Plans 2005-2017](#)

[717 Request Systems Access form](#)

## Standard III: Resources

The Technology Department has undergone organizational changes to enhance its productivity. In December 2012, the technology department staffs at LPC and Chabot were changed to report to the District Chief Technology Officer. However, responsibilities to provide local support to the colleges remained the same.<sup>718, 719</sup> Both groups stay at their college sites, and the budgets for their areas remain local, as well. This consolidation of the college IT staffs under the CTO benefited both the College IT and the District ITS staffs by increasing collaboration across all sites to come up with more stable and compatible technology solutions that allow better and quicker service to the user community.

Where resources are constrained, adjustments are made to maximize efficiency. Due to the Measure B Bond, the use and deployment of technology on campus has increased significantly.<sup>720</sup> As noted in the College's midterm accreditation report, an assessment of the need for increased technology staff was performed.<sup>721</sup> Unfortunately, due to budgetary constrictions, the cost of hiring more staff to manage this increase has been prohibitive. The department decided to reduce service hours in the evening and on weekends to allow the existing staff to better serve the increasing needs on weekdays. Fortunately, in the last non-instructional hiring prioritization process, a new technician position was ranked first, and a hiring announcement is expected in the near future.<sup>722</sup>

Monitoring, evaluating, and improving the quality of distance education involves the same process as that used for on-campus instruction. First, there is the evaluation of instruction process through which an instructor teaching a distance education course for the first time is evaluated by a peer. After conducting the formal evaluation, the peer recommends improvements to the instructor.<sup>723</sup> Through the program review process, faculty in individual disciplines review their course and program outcome results to determine what, if any, changes need to be made, and what, if any, resources are necessary to implement those changes. To prepare their program reviews, faculty can compare data from their distance education classes with data from their on-campus classes with the eLumen assessment management system. The results of program review are used to integrate distance education to Las Positas College's planning, resource allocation, and institutional improvement processes.<sup>724</sup>

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<sup>718</sup> District Information Technology Org Chart, 2013-2014

<sup>719</sup> Las Positas Technology Org Chart, 2013-2014

<sup>720</sup> Planning Agenda 3C1a Staffing Levels, 2012

<sup>721</sup> Planning Agenda 3C1a Staffing Levels, 2012

<sup>722</sup> Resource Allocation Committee Minutes, February 2014

<sup>723</sup> Evaluation of Instruction form: Online Class

<sup>724</sup> LPC Planning Cycle

The Distance Education Committee is responsible for improving the effectiveness of the distance education program. The non-instructional program review for the Teaching and Learning Center includes, evaluates, and modifies the goals set by the Committee to make them more effective. For example, in spring 2014, the Committee addressed the goal of improving the success and retention rates of distance education students by developing recommendations, along with answers to frequently asked questions, to aid instructors in determining how many students to add, and when to add those students, near the beginning of the semester.<sup>725, 726</sup> New goals are added to the non-instructional program review during the College's update window. Goals from the non-instructional program reviews and the instructional program reviews are incorporated into the College's official planning and resource allocation process.

Las Positas College annually measures the rate at which its online students are meeting the program outcomes for distance education. These outcomes were written by the Distance Education Committee and are intended to identify the skills that students should be able to demonstrate as a result of participation in the College's distance education program. Students are asked to assess their skills in four areas: communication techniques online with instructors and classmates, basic skills within the course management system software, basic technology skills, and successful online study strategies. When results become available, the committee analyzes and discusses the results. It then decides what, if any, action needs to be taken to improve student outcomes. Overall, these results have been very positive.<sup>727</sup>

Results from the annual DE Student Satisfaction Survey have also been generally positive. When asked to rate their level of satisfaction with different components of online learning, the 275 students who completed the survey in fall 2013 were mostly satisfied or very satisfied in all areas. This included the DE program as a whole (76 percent), overall course quality (74 percent) and overall course satisfaction (74 percent). When asked if they would take another DE course from LPC, 89 percent indicated that they would. Students also indicated (63 percent) that they learned about the same in their DE classes than they would have in an on-campus class. Interestingly, 21 percent said they learned more in their DE classes, and 17 percent said they learned less.<sup>728</sup>

Faculty, too, are satisfied with their experiences teaching in the distance education mode. Of the 37 instructors who completed the fall 2012 DE Faculty Survey, 97 percent indicated that they were either satisfied or very satisfied with the DE program as a whole, 89 percent were either satisfied or very satisfied with Blackboard, and 100 percent were either satisfied or very satisfied with the technical and pedagogical support they received from the Teaching and Learning Center staff.<sup>729</sup>

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<sup>725</sup> TLC Non-Instructional Program Review outcomes

<sup>726</sup> Adding students to DE classes

<sup>727</sup> DE Student Survey results, Fall 2013

<sup>728</sup> DE Student Survey results, Fall 2013

<sup>729</sup> DE Faculty survey results, Fall 2012

## Standard III: Resources

Institutional studies show that the LPC Technology Department has been in effective overall in execution off and on campus. In 2010-2011, it participated in the pilot non-instructional program review. The results of the campus wide Key Performance Indicator survey associated with this review produced high scores in areas of effectiveness, responsiveness, and overall assessment of the department.<sup>730</sup> In the 2014 Accreditation Survey, the percentage of respondents who agreed or strongly agreed with each technology survey statement ranged from 75 percent to 89 percent, showing that more than three-quarters of the College faculty, classified, and administrators are satisfied with the technology on campus.<sup>731</sup>

Las Positas College meets the requirement in the Higher Education Act of 2008 that stipulates that institutions authenticate the identity of distance education students submitting coursework. This authentication is done through the secure Blackboard login process. Each student is assigned a randomly generated user identification number that is used to log into Blackboard. That number is used in lieu of students' social security numbers. Students enter their passwords, which are encrypted by Blackboard, and the system is further enhanced by the additional measure of adding SSL security to the login page. This—along with information that details the protection of student privacy—is explained to students in the College's Blackboard Privacy Statement.<sup>732</sup> As a secondary measure, students are identified by the default email addresses in Blackboard that are given to them by the District. Each email address is formatted based on students' names. LPC, along with its sister college, Chabot, crafted a board policy on distance education that includes an administrative procedure on student authentication.<sup>733, 734</sup> Blackboard is responsible for ensuring reliability, disaster recovery, and security.<sup>735</sup>

### Self-Evaluation

The College meets this standard as evidence by the use of various software and technology products designed to enhance learning and productivity. The College's Technology Department and Teaching and Learning Center, along with District ITS, provide quality support for technology usage.

### Action Plan

None.

### Continuous Improvement Plan

None.

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<sup>730</sup> [Non-Instructional Program Review, Technology Department, 2010-2011](#)

<sup>731</sup> [2014 Accreditation Staff Survey, page 5](#)

<sup>732</sup> [Blackboard Privacy Statement](#)

<sup>733</sup> [Board Policy on Distance Education](#)

<sup>734</sup> [Board Policy on Distance Education- Administrative Procedures](#)

<sup>735</sup> [Blackboard Managed Hosting Services](#)

**III.C.1.B**

The institution provides quality training in the effective application of its information technology to students and personnel.

**Descriptive Summary**

Las Positas College offers quality training in the use of technology in a variety of formats to its students and personnel. Training for students takes place formally in credit-based classes, such as those in the disciplines of Computer Information Systems, Computer Networking Technology, Computer Science, and Visual Communications. Training for students also takes place outside of classes, for example, in the Computer Center, Disability Resource Center, and Library. Students enrolled in online and hybrid courses are invited to attend on-campus or virtual orientations held the week before the semester begins and during the first week of classes. These orientations are designed to familiarize students not only with online learning in general, but also with utilizing Blackboard.<sup>736</sup> For students who cannot attend the on-campus or virtual orientations, there is an asynchronous orientation posted on the Online Learning web site that includes video tutorials on how to perform tasks in Blackboard.<sup>737</sup> Also on that web site is a tutorial titled “Succeeding in an Online Course” that consists of seven lessons intended to maximize students’ capacities to excel online.<sup>738</sup> Within many online courses, instructors have students complete an initial module that familiarizes students with Blackboard.<sup>739</sup> The College also offers an online study skills course (Psychology Counseling 25) that contains instruction on how to be a successful online learner.<sup>740</sup>

Much of the training in the application of instructional technology takes place in the Teaching and Learning Center (TLC), a 1,879-square-foot facility in Bldg 2400 that opened in 2007.<sup>741</sup> Training is also delivered virtually in order to reach as many people as possible. To effectively focus the delivery of training, faculty, staff, and students are first asked to identify their technology needs. Faculty and staff who use the TLC complete a survey that includes a question on needs.<sup>742</sup> Other students and staff express their needs through the Technology Department and the Technology Committee. Faculty who teach distance education courses complete a survey that asks for training needs so they can improve their classes.<sup>743</sup> Students taking distance education courses are asked about their needs on the Distance Education Student Satisfaction Survey.<sup>744</sup> Moreover, the Distance Education Committee identifies and discusses training for all faculty and students who use instructional technologies, not just for those who teach and take online courses.<sup>745</sup>

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[736 Synchronous Online Learning orientations](#)

[737 Asynchronous Online Learning orientations](#)

[738 Succeeding in an Online Course tutorial](#)

[739 Module 1 screenshot](#)

[740 PSCN 25 Information Page](#)

[741 Teaching and Learning Center](#)

[742 TLC Satisfaction Survey](#)

[743 DE Faculty Survey](#)

[744 DE Student Satisfaction Survey](#)

[745 DE Committee Minutes, 01-24-14](#)



## Standard III: Resources

The TLC staff trains faculty on a variety of topics, such as online learning, maintaining web sites, and using clickers in the classroom. Much of the training centers around Blackboard, but it also includes tools for developing multimedia instructional content that can be delivered both online and via mobile devices. Each training session incorporates techniques for making online materials accessible to students with disabilities. For faculty who cannot attend a particular session, one-on-one appointments are available. Training is also available online.<sup>746</sup> Specialized training is available to faculty who want to design online courses, design hybrid courses, or enhance their face-to-face classes with online content in Blackboard.<sup>747</sup> Faculty on the College's Student Learning Outcomes Committee provide training on writing and assessing outcomes, and staff in the TLC train faculty on entering outcomes and assessment data into eLumen.

Las Positas College gathers feedback to help ensure that the training and technical support it provides students, faculty, and staff are appropriate and effective. Students participating in the online learning orientations at the beginning of each semester are asked to complete a survey that measures their level of satisfaction with the instruction they received and gathers recommendations for improvements. The orientation facilitator analyzes the results to determine what changes, if any, need to be made. Student feedback indicates that orientations are effective.<sup>748</sup> The annual Distance Education Student Satisfaction Survey measures the College's distance education outcomes, which include the technical skills students need to master to be successful online. Results consistently show that students have met these outcomes. In the same survey, students are asked to rate their experiences, if any, with the technical support desk. In fall 2013, 36 percent indicated they were either satisfied or very satisfied (57 percent were neutral or not applicable) with the technical support they received.<sup>749</sup> The Distance Education Committee analyzes results of this survey to determine any necessary changes.<sup>750</sup>

The TLC surveys faculty and staff who utilize its services, and the results are generally positive. For example, 80 percent of respondents indicated in spring 2014 that their workshop/training session/support session met their needs (17 percent did not answer).<sup>751</sup> Results are discussed among the TLC staff and the Vice President of Academic Services.<sup>752</sup> Since the TLC staff also supports distance education faculty, the Distance Education Faculty Survey asks instructors to rate their level of satisfaction with the support they receive. In the latest results, 86 percent indicated that they were very satisfied, and the other 14 percent indicated that they were satisfied.<sup>753</sup> As they do with the student survey, the Distance Education Committee analyzes results of this survey.<sup>754</sup> Faculty who complete the Online Course Development Program are also surveyed, and when asked to rate the quality of instruction they received, 90 percent rated it as excellent, and 10 percent rated it as above average. Survey results are used to make any improvements to the training.<sup>755</sup>

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<sup>746</sup> [Workshops and Appointments](#)

<sup>747</sup> [Blackboard Training](#)

<sup>748</sup> [Spring 2014 orientation survey results](#)

<sup>749</sup> [DE Student Satisfaction Survey, Fall 2013](#)

<sup>750</sup> [Survey results follow-up](#)

<sup>751</sup> [TLC Satisfaction Survey results, 2013-2014](#)

<sup>752</sup> [TLC Satisfaction Survey results, 2013-2014 dialog](#)

<sup>753</sup> [DE Faculty Survey results, 2012](#)

<sup>754</sup> [DE Committee minutes, 11-30-12](#)

<sup>755</sup> [OCDP survey results](#)

College employees also receive high-quality technology training from District ITS. To identify training priorities and topics, District ITS conducted interactive training surveys with administrators and classified professionals during the summer of 2014 and plans to do a similar session with the Academic Senate for faculty in fall 2014.<sup>756, 757</sup> Topics for training are also selected based on the systems that District ITS administers for faculty, staff, and administrators. Those systems include software for email and Curricunet, along with the various Banner Enterprise System modules and tools like Financial Aid, Document Management System, Degree Works, Human Resources, and Argos. For major new systems, District ITS coordinates with the vendor of the applications to assist in providing initial user training, which is done in groups. These training sessions are recorded to enable users to watch them asynchronously. Non-vendor trainings are recorded, too, and these trainings also come in the form of onsite classroom workshops, remote online webinars, and one-on-one assistance.<sup>758, 759</sup> In addition, District ITS utilizes the train-the-trainer model within the user departments to emphasize internal departmental procedures. Tutorial software packages for the Banner system and other general purpose software, such as Microsoft and Adobe products, have been purchased and distributed.<sup>760, 761, 762, 763</sup> However, District ITS does not include a dedicated trainer on its staff. The Organizational Review of District Office and Maintenance and Operations Department, conducted by School Services of California, Inc., identifies the benefit of hiring dedicated trainers to the ITS staff to handle solely the user training and documentation needs, but this has not been possible due to lack of resources.<sup>764</sup>

### Self-Evaluation

The College meets this standard as evidenced by the high level of satisfaction that students and personnel report after they receive training.

### Action Plan

None.

### Continuous Improvement Plan

None.

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<sup>756</sup> [Administrators training survey, 2014](#)

<sup>757</sup> [Classified training survey, 2014](#)

<sup>758</sup> [DegreeWorks Training - LPC A&R, April 2012](#)

<sup>759</sup> [WebEx Training Session - AR/Counseling](#)

<sup>760</sup> [Banner User Guides](#)

<sup>761</sup> [Microsoft Online Learning](#)

<sup>762</sup> [Adobe Software Resources](#)

<sup>763</sup> [CLPCCD Migration from GroupWise to new Outlook Email](#)

<sup>764</sup> [Organizational Review of District Office and Maintenance and Operations Dept.](#)

### III.C.1.C

The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

#### Descriptive Summary:

The LPC Technology Department staff (IT) and District Information Technology Services (ITS) collaboratively provide support for the management, maintenance, and operation of the technological infrastructure and equipment. Services provided include instructional computing, administrative computing, system design and applications programming, network infrastructure (WAN and LAN), servers, desktop support, Web development and support (Internet and Intranet), hardware and software support, audio visual support for smart classrooms, phone systems, Help Desk assistance, and user training. District ITS provides for the system planning, development, operational control, monitoring, and security of services offered via the District's network infrastructure. The District establishes vendor maintenance agreements or warranty terms to ensure service levels are sustained for all standard hardware and software.<sup>765, 766, 767</sup>

At the start of the Measure B Bond, the College's Technology Department developed a life-cycle plan for systematically analyzing equipment needs and determining standardized system specifications, as well as when to retire and replace existing equipment with updated systems. This regular cyclical process spreads out the expense and the staff workload evenly over the life of the bond's technology funding and ensures that faculty, staff, and administrators have the equipment they need to be effective. The life-cycle plan identifies equipment life expectancies and refresh as follows:

- Network equipment: five years
- Desktop computers: four years
- Laptop computers: five years
- Servers: five years
- Printers: five years
- Audio-Visual equipment and accessories: three to five years

This plan serves the institution because it allows equipment to be replaced before it fails.<sup>768</sup> When the Measure B funding expires, the College's technology and infrastructure will still be viable for several years, although normal operational and alternative funding will need to be gradually increased to cover replacement costs.

The IT staffs, in collaboration with the College committees and constituent groups, continue to follow the technology plans as specified in the Measure B Bond Information Technology Plan documents for network and facility infrastructure improvements. Each of these technology plans has been completed as planned and has achieved a first-class technology environment with a solid foundation. For the network infrastructure,

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<sup>765</sup> Information Technology Master Plan ITS Detailed Specifications, Updated 2012

<sup>766</sup> Information Technology Master Plan ITS Detailed Specifications

<sup>767</sup> CLPCCD Network Infrastructure Upgrade

<sup>768</sup> LPC ITS Technology Equipment Life Cycle Plan

the emphasis over the last several years was to increase bandwidth for system access, migrate to more wireless solutions, consolidate the district data storage for the enterprise servers, and provide streaming media capabilities for the classroom.<sup>769, 770</sup>

Some years ago, Las Positas College had purchased a Siemens HiCom 300 telephone exchange system to replace a secondhand AT&T system that didn't support voice messaging. With the completion of the Student Services and Administration Building in 2013, this phone system reached capacity.<sup>771</sup> Plans to replace the phone system are integrated with the construction of the new classroom building, which is in the preliminary design phase in fall 2014.

District ITS completed a districtwide Disaster Recovery Plan in August 2010 to satisfy the accreditation requirement to protect the District Data Center in the IT Building at LPC, as well as the remote college server rooms. This Disaster Recovery Plan was reviewed and approved in 2010 for the Accreditation Midterm Report.<sup>772</sup> The comprehensive Disaster Recovery Plan reflected the significant changes made for the new District Data Center at LPC, which was fully operational in April 2010. The District Data Center at LPC and the College server room have generators and UPS units to maintain continuous system availability, along with alternate failover capabilities through redundancy for critical servers supporting the major enterprise systems.<sup>773, 774</sup>

All data on District and College servers are backed up to tapes and/or disk using industry best-practice procedures. The CLPCCD backup strategy uses a multi-tiered approach, including disk-to-secondary-disk backup of the production data, secondary disk-to-tape backup to high-capacity tape drives, and tape drive rotation and offsite storage. The tapes are rotated in a daily/weekly/monthly/yearly algorithm with a selection of tapes stored offsite in a separate location from the servers. New tape backup equipment has been installed to consolidate server backups where appropriate.<sup>775</sup>

### Self-Evaluation

The College meets this standard as evidence by the continued use of the equipment life cycle plan that was developed in 2005 and supported by the Measure B Construction Bond for capital improvements.

### Action Plan

None.

### Continuous Improvement Plan

None.

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<sup>769</sup> Information Technology Measure B Bond Activities Accomplishments and Future Plans, 2005-2017

<sup>770</sup> Bond Activities - IT Update for June 2013 to June 2015

<sup>771</sup> Information Technology Measure B Bond Activities Accomplishments and Future Plans, 2005-2017

<sup>772</sup> Planning Agenda 3C1d Completed

<sup>773</sup> Information Technology Services Disaster Recovery Plan, August 2010

<sup>774</sup> Information Technology Services Disaster Recovery Plan, August 2014

<sup>775</sup> Information Technology Measure B Bond Activities Accomplishments and Future Plans, 2005-2017

### III.C.1.D

The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.

#### Descriptive Summary

Effective planning and responsiveness assure that technology resources support programs and services throughout the District. The District Strategic Plan for ITS Requests delineates the project priorities on all campuses for both the Banner Enterprise System projects and the Measure B Bond projects.<sup>776</sup> The District Strategic Plan for ITS Requests was approved by the Chancellor's Cabinet, which reviews new college and district requirements for enhanced or improved system features that benefit the students, faculty, and staff.<sup>777</sup> The District Strategic Plan for ITS Requests is developed in collaboration with the Chancellor's Cabinet, college deans, directors/managers of Banner user departments, college technology committees, and college planning committees. Additions for new critical projects are made as needs arise and include state and regulatory mandates as well as changes to accommodate contract negotiations.<sup>778</sup> Besides consideration of the state and regulatory directives, the Chancellor's Cabinet's prioritization of the Banner projects considers three factors: impact on students, improved productivity, and reduction of costs.

Communication on the status of these development projects for Banner and other enterprise systems implementations occurs on a routine basis in several forums. First, District ITS meets with the Banner users to discuss possible new initiatives. These potential projects are discussed with the college technology committees and college user departments that might be affected by the requested change. District ITS is also an active participant in the college technology committees, where new technology initiatives and progress on current projects are discussed. Once the various groups decide to proceed with a proposed new project, the District Chief Technology Officer (CTO) presents the new item to the Chancellor's Cabinet for final review, approval, and prioritization relative to other projects on the task list. Core teams with representation from all impacted locations are established for the major new projects being implemented, and they meet regularly during the project, planning, and implementation phases. Besides communication with the groups involved in the selection and implementation of the projects, District ITS corresponds broadly via email announcements and status updates on the District's websites. In addition to the Banner users and the technology committees, project status updates are also provided by the District CTO to the college presidents, vice presidents, and the Chancellor's Cabinet when major milestones are reached on specific projects.<sup>779, 780</sup>

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<sup>776</sup> District Strategic Plan, ITS Requests, August 2007

<sup>777</sup> Banner Project Priorities from Chancellor's Cabinet, August 2007

<sup>778</sup> Annual Update for District Strategic Plan Assessment and Proposed Plans, May 2009

<sup>779</sup> Summary of Projects from District ITS Strategic Plan, 2014

<sup>780</sup> Technology Committee Minutes, October 2013

The District ITS Strategic Plan was initially developed in 2007 and updated in 2009 for the new districtwide initiatives for its enterprise systems and services for a five-year period.<sup>781, 782</sup> A new revision to the District ITS Strategic Plan for the next five years will be completed in conjunction with an update to the Educational Master Plan for the colleges that is scheduled for completion by fall 2015. Fortunately, District ITS has already purchased software needed for the current priority development projects in the District ITS Strategic Plan, so implementations can proceed without any software or hardware cost impact.<sup>783, 784</sup>

The strategic purpose of the Measure B Bond projects is to upgrade network and computer equipment through 2015 so that the equipment will be usable a few years beyond 2015 when the bond funds have been exhausted. Indeed, most of the technology upgrades and additions to the college campuses over the past several years have been funded by the Measure B Bond.<sup>785</sup> Only those few products that were not eligible for bond funding remained in the operational budgets. As such, equipment procured from 2013 to 2015 will continue to provide a robust platform for CLPCCD users for several years. When the performance of the technology infrastructure begins to gradually degrade, operational funds for technology will need to be increased accordingly to cover these technology replacement costs.

Using bond funds, District ITS has installed high-performing networks at CLPCCD locations and established a Cisco standard for all switches, routers, and wireless access points. The network equipment consists of switches that connect to the cabling in the walls, and these switches allow computers to connect to resources such as printers and servers. Network routers join the switches to provide a connection outside of the local campus network, either to another CLPCCD campus or to Internet resources. CLPCCD has completed four vendor bid awards for new switches and routers, and these changes have effectively doubled the size of the networks at each campus since 2005. These switches also expanded the 10 GB fiber connections so that buildings with high-density connections could take advantage of increased uplink speeds to server and Internet resources. The current network has nearly three times the availability and over 1,000 times the performance of the 2005 network.<sup>786, 787, 788, 789</sup>

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<sup>781</sup> District Strategic Plan, ITS Requests, August 2007

<sup>782</sup> Annual Update for District Strategic Plan Assessment and Proposed Plans, May 2009

<sup>783</sup> Information Technology Measure B Bond Activities Accomplishments and Future Plans, 2005-2017

<sup>784</sup> Bond Activities Information Technology Update, 2013-2015

<sup>785</sup> District Budget Study Group Minutes, May 2011

<sup>786</sup> Information Technology Measure B Bond Activities Accomplishments and Future Plans, 2005-2017

<sup>787</sup> Information Technology Master Plan ITS Detailed Specification, Updated 2012

<sup>788</sup> CLPCCD Network Infrastructure Upgrade

<sup>789</sup> Bid 14-03 Network Infrastructure Equipment

## Standard III: Resources

Computer infrastructure has developed appropriately as application and user demands have increased. Upgrades were required at both the server and desktop level to increase capacity. District ITS and College IT groups standardized on Hewlett-Packard servers after a joint industry analysis process at the beginning of the Measure B Bond. Beginning in 2005, servers were migrated to HP DL server platforms in administrative server/data centers. District ITS has migrated to a blade/SANS infrastructure in lieu of dedicated servers. The District ITS upgrades to blade servers, SANS, and VMW represent the implementation of new technologies that balance server CPU, memory, and disk resources across all applications, enabling expansion of the hardware resources with minimal downtime and providing quicker recovery from failures.<sup>790, 791</sup>

The District achieved its overall network design goal of replacing aging hubs and switches with state-of-the-art 10/100 switching to the desktop, Gigabit (copper) connectivity to the servers, and Gigabit (fiber) backbones to each building. All connections between the colleges and the District were upgraded to the new Opteman metro Ethernet Wide Area Network (WAN). As part of the network infrastructure upgrades, District ITS purchased and deployed higher-performance routers for the internal Opteman WAN links. To keep ahead of the bandwidth demand for site-to-site network communication, District ITS upgraded the port speeds of the LPC campus to 50 Mb.

Over the past several years, ITS has implemented significant expansions in the data connections between the campuses. Since 2009, it transitioned from the old T-1 data lines, which had a maximum bandwidth of 1.5 Mb, to the DS-3 lines, which had 4.5 Mb. In 2009, CLPCCD transitioned to the most current Opteman Ethernet connections that began with a bandwidth between campus locations up to 20 Mb. In 2010, the Opteman bandwidth was increased to 50 Mb between campus locations to support the move of the District ITS Data Center from Chabot to LPC. The new Opteman connections have the added advantage of providing flexible bandwidth options so that as site traffic changes, the bandwidth can be increased accordingly. In 2014, the Opteman WAN data lines were again expanded to support the ValleyCare Medical facility.<sup>792</sup>

In addition to the Opteman connections, ITS also expanded the CENIC Internet connections that are provided by the state from 45 Mb to 1GB speed. This provides substantial room for growth. Within the next year or so, the CENIC connection is anticipated to be expanded to 10Gb, and CLPCCD is positioned to take advantage of that Internet speed increase when it becomes available.<sup>793, 794</sup>

District ITS and the college technology departments maintain physical security and network accessibility to administrative and instructional servers. The servers are located in a locked room accessible only to appropriate technical staff with key card access and are controlled with alarms after hours in the restricted areas.<sup>795, 796, 797</sup>

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<sup>790</sup> Information Technology Measure B Bond Activities Accomplishments and Future Plans, 2005-2017

<sup>791</sup> CLPCCD Network Infrastructure Upgrade

<sup>792</sup> Information Technology Measure B Bond Activities Accomplishments and Future Plans, 2005-2017

<sup>793</sup> Information Technology Measure B Bond Activities Accomplishments and Future Plans, 2005-2017

<sup>794</sup> CLPCCD Network Infrastructure Upgrade

<sup>795</sup> Information Technology Measure B Bond Activities Accomplishments and Future Plans, 2005-2017

<sup>796</sup> Information Technology Services Disaster Recovery Plan, August 2010

<sup>797</sup> Information Technology Services Disaster Recovery Plan, August 2014

The District Data Center that supports the enterprise systems and network infrastructure districtwide was fully operational in its new location in April 2010. Located on the LPC campus, the data center includes a District Administrative Computer Room, Network Room, LPC Instructional Computer Room, and staff offices for both the District ITS staff and the LPC technology staff. The building is equipped with UPS units, a backup generator for continuous availability, HVAC units with primary and secondary units for redundancy or failover, and an Inergen system for fire suppression. The Central Utility Plant (CUP) on campus is equipped with a primary and secondary pump/chiller to provide water to the HVAC systems in the IT Building, and if the CUP system fails, the IT building is equipped with a backup chillers. Several levels of control and monitoring within the server rooms, including electrical panels, UPS, building security, server room heat levels, and general EMS monitoring using the campus Allerton system, identify any problems quickly. The building security is restricted to IT, security, and Maintenance & Operations personnel. The exterior doors require personalized access cards using card readers. Access to the internal doors to the server and network rooms requires two-factor authentication using an authorized access card plus a matching PIN number. The building security is based on the AMAG System for access and includes emergency communication and video surveillance monitored by LPC Campus Safety and Security.<sup>798, 799, 800</sup>

The District uses anti-virus protection on each desktop to limit the possibility of virus attacks. Another important element of ongoing network security is the monitoring and interpretation of traffic and event logs. District ITS has deployed products for log management and traffic monitoring, such as Intermapper, that has the ability to graph bandwidth usage and provides quick identification of traffic abnormalities, such as high peaks of usage. District ITS monitors and operates Cisco ASA firewalls for daily security protection from network intrusions. The campus has two firewalls in the redundant failover configuration, and this functionally has been successful in maintaining constant Internet access/presence during the infrequent outages that have occurred. Firewall logs are exported and stored to the Manage Engine Log Management server for analysis and trending.<sup>801, 802, 803</sup>

For the Banner Enterprise Student Information System (CLASS-Web), security access for students, faculty, and staff is controlled through a User ID and Password (PIN). The User ID is a generated number, and the passwords are user-controlled and must be changed every six months. Besides the login access restrictions, the Banner system has a timeout of fifteen minutes to prevent inadvertent intrusions. For all Banner access, Banner Role Security defines that to which each user has access.<sup>804</sup> Banner uses an HTTPS browser that requires server authentication and allows the user's browser session to be encrypted over the Internet.

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<sup>798</sup> [Information Technology Measure B Bond Activities Accomplishments and Future Plans, 2005-2017](#)

<sup>799</sup> [Information Technology Services Disaster Recovery Plan, August 2010](#)

<sup>800</sup> [Annual Update for District Strategic Plan Assessment and Proposed Plans, May 2009](#)

<sup>801</sup> [Information Technology Measure B Bond Activities Accomplishments and Future Plans, 2005-2017](#)

<sup>802</sup> [Information Technology Services Disaster Recovery Plan, August 2010](#)

<sup>803</sup> [Information Technology Services Disaster Recovery Plan, August 2014](#)

<sup>804</sup> [CLPCCD Information Systems Memo, 06-30-07, pages 4 & 5](#)



## Standard III: Resources

There is substantial wireless coverage throughout the campus as a result of new building renovations in recent years that have added the cabling infrastructure to support the wireless access points. Older buildings have also been equipped with wireless in areas where the cabling was adequate to support the wireless access points. LPC has over 95 percent wireless coverage in all major buildings, with 74 access points throughout 28 buildings. District ITS installed a centralized Wireless Management System in 2010 to allow College and District IT staffs to monitor traffic remotely from any location in order to identify and repair problems.<sup>805, 806, 807</sup>

The decision to license and utilize the Blackboard course management system was made in 2003. Blackboard also hosts, maintains, and supports the system. Additionally, Blackboard hosts a test and development server and supports the Snapshot Controller function that connects Banner to Blackboard. The LPC's Teaching and Learning Center (TLC) provides hardware and software to use in conjunction with Blackboard. Software includes the Adobe suite of multimedia products and Camtasia Studio, which is used to create videos from screen recordings and PowerPoint presentations.<sup>808</sup> When distance education faculty were asked to rate their satisfaction with "facilities and equipment used for DE," 78 percent marked either satisfied or very satisfied, while 16 percent marked "Not Applicable."<sup>809</sup> In the same survey, 89 percent of distance education faculty and 84 percent of students were either satisfied or very satisfied with the Blackboard system.<sup>810, 811</sup>

### Self-Evaluation

The College meets this standard as evidence by regular conversation with College and District staff to determine immediate and long-term needs and develop strategies for ensuring the stability and effectiveness of technology resources.

### Action Plan

None.

### Continuous Improvement Plan

The College meets the standard; however, to achieve continuous improvement, the College will continue to analyze funding sources that will allow the technology equipment and infrastructure to be upgraded or replaced after the Measure B Bond expires.

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[805 Campus Wireless Information](#)

[806 Information Technology Measure B Bond Activities Accomplishments and Future Plans, 2005-2017](#)

[807 Annual Update for District Strategic Plan Assessment and Proposed Plans, May 2009](#)

[808 TLC Technology Web Page](#)

[809 DE Faculty survey results, Fall 2012](#)

[810 DE Faculty survey results, Fall 2012](#)

[811 DE Student Survey results, Fall 2013](#)

### III.C.2

Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.

#### Descriptive Summary

Technology and institutional planning are integrated at the College and districtwide. Collaboration between the District and College committees including the technology committees, the Bond Technology Team, and the distance education committees occurs to ensure consistency of standards and procedures, as well as to establish strategies for new initiatives and standards. A new districtwide Technology Coordinating Committee (TCC) was established in spring 2014 as part of the new Board-approved Integrated Planning and Budget Model (IPBM).<sup>812</sup> The TCC will be instrumental in promoting coordination across all locations and expanding communication to ensure transparency on technology recommendations. In addition, the TCC will provide an opportunity for user groups to become more actively engaged in technology reviews, product selections, project implementation, and assessment.<sup>813</sup>

The 2012 Facilities Master Plan was developed from meetings with constituency groups, shared governance groups, and technology staff, as well as information from the Information Technology Plan and departmental program reviews.<sup>814</sup> The Facilities Master Plan and the Information Technology Master Plan have driven most of the technology projects and improvements funded by the Measure B Bond.<sup>815, 816</sup>

Several other sources of information influence technology planning. Results from an instructional systems survey helped identify technology needs in the smart classroom environment.<sup>817</sup> For example, the current projection control systems are a result of a faculty need for more intuitive control of the equipment in the classroom. Another survey is scheduled to be released in 2015 to help identify new technology needs in the new classroom building. In addition, technology needs are documented in program reviews or brought to the attention of the Technology Committee either at the college or district level.<sup>818, 819</sup> These mechanisms ensure that all requests or needs are properly vetted and discussed to ensure a successful solution.

The LPC technology staff regularly initiates communication with programs and services about their changing technology needs. Faculty or staff requesting software or hardware contact the College Technology Department for consultation, review, and compatibility of the desired equipment or software prior to its acquisition.<sup>820</sup> This enables the Technology Department to work collaboratively with the other areas to

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<sup>812</sup> [Integrated Planning and Budget Model \(IPBM\)](#)

<sup>813</sup> [CLPCCD Technology Coordinating Committee, March 2014](#)

<sup>814</sup> [2012 Facilities Master Plan](#)

<sup>815</sup> [Information Technology Master Plan ITS Detailed Specification, Updated 2012](#)

<sup>816</sup> [Information Technology Master Plan ITS Detailed Specifications](#)

<sup>817</sup> [Classroom Technology Survey Results, 2006](#)

<sup>818</sup> [Program Review Template](#)

<sup>819</sup> [Technology Committee Minutes, October 2011](#)

<sup>820</sup> [Computer software request](#)

## Standard III: Resources

develop collective purchasing and implementation plans that best utilize the resources available. The 2014 Accreditation Staff Survey shows that 89 percent agree or strongly agree that technology resources are used to support student learning programs and services and to improve institutional effectiveness.<sup>821</sup>

Other processes integrating technology and institutional planning include the Technology Life Cycle Plan, which forecasts purchasing decisions regarding computer, network, audio and visual hardware. This plan describes what type of system should be installed for what need and when certain equipment will be replaced by the College's Technology Department.<sup>822</sup> For other equipment needs that have a technology component, the College utilizes the Instructional Equipment (IE) request process that is managed by the Resource and Allocation Committee (RAC). The IE process asks the requestor to identify the need and how it relates to that area's program review. If the equipment requested has a technology component, the request is routed to the Technology Department for review and confirmation that the equipment is compatible with the districtwide network infrastructure. The RAC then reviews and prioritizes all the equipment requests and forwards the final listing to the President.<sup>823, 824</sup>

In the 2014 Accreditation Survey, 82 percent of the responders agreed or strongly agreed that there is sufficient technology to perform their jobs.<sup>825</sup>

### Self-Evaluation

The College meets this standard as evidenced by the level of planning and coordination between the technology staff and all of the appropriate stakeholders on campus. Its assessment and evaluation processes are also effective based on the high level of satisfaction that staff report.

### Action Plan

None.

### Continuous Improvement Plan

None.

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<sup>821</sup> 2014 Accreditation Staff Survey

<sup>822</sup> LPC ITS Technology Equipment Life Cycle Plan

<sup>823</sup> Resource Allocation Committee minutes, November 2013

<sup>824</sup> Instructional Equipment Request form, 2014

<sup>825</sup> 2014 Accreditation Staff Survey

## STANDARD III.D: FISCAL RESOURCES

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resource planning is integrated with institutional planning.

### Descriptive Summary

Las Positas College manages its financial resources to effectively support its programs and services. The College's annual budget process begins with the release of the governor's preliminary budget in January of each year and follows a budget calendar approved by the Board of Trustees. The budget is developed in accordance with Title 5, California Community Colleges Budget and Accounting Manual (BAM), and the fiscal policies and assumptions set forth by the Board. The institution relies upon its mission and goals of the institution for financial planning. [826](#), [827](#), [828](#), [829](#), [830](#)

Las Positas College receives unrestricted general funds via the CLPCCD Resource Allocation Model, which distributes funding to the two colleges, the District office, and Maintenance and Operations. The 2014-2015 allocation model distributed funding at the following levels: 10.48 percent for the District office, 8.53 percent for M&O, and the remainder of the revenue allocated to the two colleges based on an FTES split. Las Positas College was distributed at 41.08 percent and Chabot College at 58.92 percent. The Las Positas College Fiscal Year 2013-2014 Unrestricted General Fund budget totaled \$29 M. [831](#), [832](#)

CLPCCD has been in financial decline in recent years due to the state budget cuts. This has impeded improvements across all programs. Accordingly, caps in FTES have declined, and expenses have been adjusted to match revenues, resulting in cuts in most areas. The Board's adopted directives have guided the development of a strategic budget that carefully balances the need to provide access to educational resources for Las Positas College communities and provide academic excellence in Las Positas College classrooms. The College and District have responded to budgetary declines over the last several years by making reductions in class offerings, reductions in non-instructional faculty activities, and reductions in management positions, layoffs of classified professionals, contract reductions, and early-retirement incentives (SERP). Fortunately, in 2014-2015 the College saw budgets start to increase and some restoration of course offerings and services.

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[826](#) January 2014 Budget in Brief

[827](#) May 2014 Budget In Brief

[828](#) Tentative Budget, 2014-2015

[829](#) Presentation for Adoption Budget, 2014-2015

[830](#) Budget Development Calendar

[831](#) 2013-2014 Budget

[832](#) 2014-2015 Budget

## Standard III: Resources

For Fiscal Year 2014-2015, the budgeted revenue and expenditures for Chabot-Las Positas Community College District are as follows:<sup>833, 834</sup>

<b>FUND</b>	<b>Revenue</b>	<b>Expenditures</b>	<b>Ending Fund Balance</b>
General Fund	\$121,408,544	\$121,265,631	\$11,836,090
Cafeteria Fund	\$79,844	\$30,734	\$171,517
Child Development	\$1,230,545	\$1,230,545	\$0
Self-Insurance Fund	\$6,093,992	\$6,089,992	\$4,262,165
GO Bond Fund	\$141,427	\$24,000,000	\$76,893,804
Capital Projects	\$3,317,619	\$1,907,134	\$6,510,303
Special Reserve	\$3,000	\$513,322	\$2,832,486

Currently, LPC has enough revenue, as well as the autonomy and discretion, to support educational improvements. Over 90 percent of revenues are allocated to long-term commitments with the balance used for supplies and campus services. In addition, by law, the District is required to maintain a minimum 5 percent reserve. In FY 2014-2015 CLPCCD has an \$11.5 M reserve and it is currently at 11.47 percent, up from 7.34 percent in the FY 2013-2014 Adoption Budget.<sup>835, 836</sup>

### Self-Evaluation

The College meets the standard. Financial planning is conducted with transparency, in accordance with the College's mission and goals and with responsible allocation of resources to maintain fiscal solvency and support institutional planning. To assure the financial integrity of the institution and the responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound decision making.

### Action Plan

None.

### Continuous Improvement Plan

None.

<sup>833</sup> Presentation for Adoption Budget, 2014-2015

<sup>834</sup> 2014-2015 Budget

<sup>835</sup> 2014-2015 Budget, page 9

<sup>836</sup> 2013-2014 Budget, page 12

**III.D.1**

The institution relies on its mission and goals of the institution for financial planning.

**Descriptive Summary**

Priorities are set for funding institutional improvements through shared-governance processes. The College Enrollment Management Committee works with the range of disciplines at the College to allocate resources for instruction in the form of FTEF. The Faculty Hiring Prioritization Committee makes recommendations to the President for the hiring of new and replacement of full-time faculty members, and the Resource Allocation Committee (RAC) makes a prioritized recommendation of non-instructional positions and instructional equipment needed to meet the educational needs of the institution. All of these bodies refer to the College mission and goals in their decision making, and their activities are utilized in the budget development process.<sup>[837](#), [838](#), [839](#)</sup>

**Self-Evaluation**

The College meets the standard. The institutional mission and goals underlie all budget development and allocation processes.

**Action Plan**

None.

**Continuous Improvement Plan**

None.

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[837 College Enrollment Management Committee](#)

[838 Resource Allocation Committee](#)

[839 Faculty Hiring Prioritization](#)

## Standard III: Resources

### III.D.1.A

Financial planning is integrated with and supports all institutional planning.

#### Descriptive Summary

The College Council serves as the main forum for discussion around institutional and financial planning and other relevant policy matters. The President chairs College Council meetings, with membership including administration, faculty, staff, and student representatives as well as the chairs of other shared-governance committees. The College Council's charge is specifically to facilitate communication and appropriate involvement among all members of the College community. Responsibilities include, but are not limited to the following:

- Formulating, reviewing, and revising College institutional principles, including mission statement, vision statement, values statement, and strategic goals
- Reviewing and evaluating the shared governance system, including committee structure, making recommendations for revisions on a regular basis and when necessary
- Developing recommendations and delegating issues to shared governance and committees, as appropriate
- Functioning as the steering committee for various collegewide projects
- Serving as the steering committee for the accreditation process, to initiate, coordinate, and validate the process
- Leading institutional and strategic planning efforts for the College
- Operating as the “conduit” for College issues going forward to the Chancellor and Board of Trustees, based on District policy

The College Council is also responsible for integrating budget development and other fiscal and budgetary matters with institutional planning and with the institution's mission and vision statements.<sup>840</sup>

Accordingly, the College Council utilizes the College's mission, vision, focus goals, and planning priorities to evaluate program review reports, new program proposals, service proposals, and resource allocation matters. The Resource Allocation Committee (RAC) formulates recommendations to the President regarding non-instructional positions and instructional equipment, and it reviews plans relevant for prioritizing allocations to new programs and facilities.<sup>841</sup>

These recommendations are integrated with those of the District and presented to the Board of Trustees for approval.

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<sup>840</sup> [College Council](#)

<sup>841</sup> [Resource Allocation Committee](#)

Coordinated with the College Council, financial and institutional planning also takes place at various levels within the organization. For example, instructional departments develop program plans with student learning outcomes that include the resource needs to achieve those outcomes. These program reviews then become the basis for many resource allocation processes. Non-instructional departments also conduct program and planning reviews that include resource requests.

The Facilities Committee reviews the College capital plans, which include all major construction and remodeling projects, to ensure consistency with the goals and objectives of the College. The resulting Facilities Master Plan informs the annually updated five-year capital plan and guides these expenditures. It is reviewed and approved annually by the Board, the District Chancellor and the College President.<sup>842</sup>

### **Self-Evaluation**

The College meets the standard. The institution relies on its mission and goals of the institution for financial planning. The financial planning is integrated with and supports all institutional planning.

### **Action Plan**

None.

### **Continuous Improvement Plan**

None.

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<sup>842</sup> [Approval of Facilities Master Plan Update](#)



### III.D.1.B

Institutional planning reflects a realistic assessment of financial resources availability, development of financial resources, partnerships and expenditure requirements.

#### Descriptive Summary

Budgetary resources to the College are allocated through the BAM, which is driven by enrollment. Enrollment decisions are made from recommendations by the District Enrollment Management Committee, which recommends FTES and FTEF allocations for both colleges to the chancellor. As enrollment drivers are established, a corresponding relationship to funding allocations is determined to meet stated targets. This allocation is in the form FTEF, which also has a dollar value. The final distribution of new FTEF to the two colleges is determined through discussions between the chancellor and the presidents. The primary goal of this allocation decision is for the two colleges to be equitably accessible to students, so budgetary and FTES growth and reduction should respond to and anticipate changes in each community's learning needs.

At LPC, development of the campus budget is dependent upon the funding allocation made by the District. As early as the governor's budget in January, information is shared with the colleges regarding other budget factors influencing the campus budget including categorical fund proposals, cost of living adjustments (COLA), health and welfare costs, and utility cost assumptions. During the legislative process, information regarding the budget is shared districtwide and by statewide advocacy groups. The analysis of availability of resources compared to expenditure requirements is performed by the College Office of Administrative Services. The conclusions of these analyses determine the amount available for allocation. The campus budget process for several years has been a baseline (incremental) budgetary approach. The vice presidents' and the president's offices are allocated essentially the same amount as the prior year with adjustments as provided through the College's budget process. These adjustments come in the form of new faculty positions, new classified positions, and equipment allocations. Operating budgets outside these categories have received adjustment only through special agreements with the President; supplies and services budgets have not been a part of the formal budget review in shared-governance committees.

The Resource Allocation Committee (RAC) formulates an activity calendar at the beginning of each academic year, and its request processes are outlined at that time. Recently, the calendar was modified to respond to the schedules of the end users, particularly in the academic areas. The Committee recommended implementing a process for responding to instructional equipment needs twice each year (fall and spring), rather than only once. This modification will allow the shared-governance processes to be in alignment with institutional budget-development timelines. [843](#), [844](#), [845](#)

New programs and projects are funded by the College through its allocation model. Most of the new resources made available to the District are generated by enrollment and compensation factors (FTES and step/column/benefit increases) and, therefore, the new monies distributed to the College are allocated to related expense lines. Because of this funding methodology, total compensation ratios of expenditure over the last five years have increased as dollars have been allocated almost exclusively to salary and wage line items.

### **Self-Evaluation**

The College meets the standard. The institution's planning reflects a realistic assessment of financial resources availability, development of financial resources, partnerships and expenditure requirements.

### **Action Plan**

None.

### **Continuous Improvement Plan**

None.

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[843 2014-2015 RAC Request Timeline](#)

[844 RAC Minutes, 09-04-14](#)

[845 RAC Minutes, 09-05-13](#)

### III.D.1.C

When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability, the institution clearly identifies and plans for payment of liabilities and future obligations.

#### Descriptive Summary

Processes for funding requests for new faculty and staff positions, replacement positions, equipment purchases, and facility development require documented justification including a demonstrable relationship to institutional planning documents. The shared-governance committee structure, divisional meetings, Town Hall Meetings, and other assemblies provide the channels of communication necessary for short and long-term planning. The linkage between plans and resource allocations is present; the College is always examining ways of improving the connection. Facilities and equipment needs are identified when campus position requests are reviewed. Grant requests similarly are expected to identify immediate and long-term resource needs of the College including office space, equipment, and maintenance. The LPC Foundation has established a similar linkage in its funding request process. College wide dissemination of timelines, procedures, and review schedules occurs through email and the intranet. [846](#), [847](#), [848](#)

The Measure B Bond has provided some relief to the general operating budget of the College in the short term to certain resource requirements including library books and instructional equipment. However, as a result of the bond-funded projects and the much-needed and anticipated classroom, lab, office, and student space being constructed on campus, additional staffing, maintenance, and operational needs of the College will require additional general fund resources. These funding issues will require significant planning and potential modification of the current District allocation model. Most long-term human resource, payroll, and insurance issues are administered at the district level. The District adheres to generally accepted accounting principles (GAAP) related to its liabilities and recently started the process of addressing OPEB liabilities outlined in GASB 45. Historically, the District has maintained a 5 percent general reserve.

#### Self-Evaluation

The College meets the standard. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability, the institution clearly identifies and plans for payment of liabilities and future obligations.

#### Action Plan

None.

#### Continuous Improvement Plan

None.

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[846 Non-Instructional Equipment Request form](#)

[847 Instructional Equipment Request form](#)

[848 Faculty Position Request form](#)

**III.D.1.D**

The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

**Descriptive Summary**

The annual budget calendar clearly outlines and defines the District's financial and budget development process.<sup>849</sup> Prepared by the District in conjunction with the Vice President of Administrative Services, the budget calendar outlines milestones and deliverables to complete the budget, including when key fiscal information will be shared with the College.

The College's instructional and non-instructional programs provide input to budget development via their program reviews. The program reviews are used to inform resource requests submitted by divisions to the College's resource prioritization committees which then develop, prioritize, and recommend resource requests. The resource prioritization recommendation is submitted to the President and executive staff for final review, prioritization, and acceptance to inform the College's tentative budget. The Office of Administrative Services uses the final resource prioritization recommendation for budget development and submits the tentative budget to the President and executive staff for review and input. The President and executive staff finalize the budget and submit it to the District. The District compiles all budgets and submits the districtwide adoption budget to the Board of Trustees for approval of. The adopted College budget is brought back to the College Council and other shared-governance bodies and shared as an informational item.<sup>850, 851, 852, 853, 854, 855, 856, 857, 858</sup>

The College Council's role of overseeing and integrating institutional and financial planning is ultimately fulfilled through the Committee's recommendations to the President. The President, after consulting with the District, presents the plans to the Board, first as information items and subsequently for action. The Board holds an annual retreat to develop its goals, which are used as a basis for decision making and resource allocation. These goals have also been used to guide the negotiation process with all bargaining units.

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<sup>849</sup> [Budget Development Calendar](#)

<sup>850</sup> [IPBM Chart, 01-30-15](#)

<sup>851</sup> [College Council Minutes, 08-29-13 \(6B\)](#)

<sup>852</sup> [College Council Minutes, 09-26-13 \(5A\)](#)

<sup>853</sup> [College Council Agenda, 10-23-14 \(7E\)](#)

<sup>854</sup> [RAC Minutes, 09-05-13](#)

<sup>855</sup> [RAC Minutes, 09-14-14](#)

<sup>856</sup> [RAC Minutes, 10-02-14](#)

<sup>857</sup> [Budget Allocation Model](#)

<sup>858</sup> [Town Meeting Announcements, 10-01-14](#)

## Standard III: Resources

### Self-Evaluation

The College meets the standard. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

### Action Plan

None.

### Continuous Improvement Plan

None.

### III.D.2

To ensure financial integrity of the institution and the responsible use of resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound decision-making.

#### Descriptive Summary

The budget development process is guided by the College's planning documents and incorporates input from both instructional and non-instructional program planning. Ultimately, this information is presented to the Office of Administrative Services which ensures integration of institutional and financial plans to support student learning programs and services. The College's budget development process ensures that funds are allocated in accordance with the institution's mission statement, planning priorities, and focus goals. The College Council presents its recommendations to the President, who in turn presents recommendations to the District prior to seeking approval of the adoption budget from the Board of Trustees. [859](#), [860](#)

#### Self-Evaluation

The College meets the standard. There are appropriate control mechanisms in place ensure the financial integrity and responsible use of resources, which give evidence of their effectiveness by occasionally bringing to light deficiencies that need to be corrected in internal processes.

#### Action Plan

None.

#### Continuous Improvement Plan

None.

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[859 Educational Master Plan](#)

[860 IPBM Chart, 01-30-15](#)

## Standard III: Resources

### III.D.2.A

Financial documents including the budget and independent audit have a high degree of credibility and accuracy and reflect appropriate allocation and use of financial resources to support student learning programs and services.

#### Descriptive Summary

Integrity of financial operations is ensured by means of established internal controls and through annual independent external audits. Each year, the Board of Trustees reviews the findings and recommendations made by the auditors. The District business office in conjunction with the College business office prepares a management report in response to the annual audit that includes actions taken or planned in response to the auditor's findings and recommendations. Recommendations made by the auditors are fully implemented. If they are not, an explanation is provided by management. In the most recent report, "no significant disagreements with management" were noted in review of the College's financial practices.<sup>861, 862, 863</sup>

The Board also receives quarterly financial reports, foundation updates, investment reports, cash-flow projections, bond reports, and financial updates that provide timely fiscal information to help the Board to understand the District and College's financial condition and to facilitate decision making.<sup>864, 865, 866, 867, 868</sup>

#### Self-Evaluation

The College meets the standard. Financial documents including the budget and independent audit have a high degree of credibility and accuracy and reflect appropriate allocation and use of financial resources to support student learning programs and services.

#### Action Plan

None.

#### Continuous Improvement Plan

None.

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<sup>861</sup> CLPCCD Financial Statements, 06-30-12 and 2011

<sup>862</sup> CLPCCD Financial Statements, 06-30-13

<sup>863</sup> CLPCCD Financial Statements, 06-30-14

<sup>864</sup> CLPCCD 2011-2012 Budget

<sup>865</sup> CLPCCD 2012-2013 Budget

<sup>866</sup> CLPCCD 2013-2014 Budget

<sup>867</sup> CCLC Board Policy Agreement Recommendation

<sup>868</sup> CCLC Board Policy Agreement

**III.D.2.B**

Institutional responses to external audit findings are comprehensive, timely and communicated appropriately.

**Descriptive Summary**

Audit reports are presented to the Board of Trustees annually as soon as they are available. Through the audit report, the Board is made aware of any audit findings and recommendations along with the College's response to each finding and the management report. Recommendations made by the auditors are fully implemented. If they are not, an explanation is provided by management. Each annual audit report also includes the previous year's audit findings and recommendations along with a summary of corrective actions taken by the District.<sup>[869](#), [870](#), [871](#)</sup>

**Self-Evaluation**

The College meets the standard. The institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

**Action Plan**

None.

**Continuous Improvement Plan**

None.

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<sup>869</sup> CLPCCD Financial Statements, 06-30-12 and 2011

<sup>870</sup> CLPCCD Financial Statements, 06-30-13

<sup>871</sup> CLPCCD Financial Statements, 06-30-14



### III.D.2.C

Appropriate financial information is provided throughout the institution in a timely manner.

#### Descriptive Summary

Key financial information is disseminated to the College community throughout the year using a variety of communication methods. The Vice President of Administrative Services regularly attends College Council meetings providing updates and projections regarding the budget. Presentations of financial information include easy-to-follow materials outlining possible scenarios and courses of action. Furthermore, the Vice President (and/or designee) thoroughly explains the details included in presented materials and answers questions from the Council. Examples of information shared are: ending balances for the unrestricted funds (\$10.6 million for FY 2011-2012, \$15.5 million for FY 2010-2011 and \$13.4 million for FY 2009-2010). Annual budget projections are always presented in a manner that allows College Council to easily understand, review, and make a recommendation to the College President.<sup>[872](#), [873](#), [874](#)</sup>

Most relevant financial information is accessible online. The district maintains a web page with key fiscal information, such as the annual preliminary and final budget, annual audit reports and OPEB actuarial reports. The College's Office of Administrative Services web page also includes materials documenting fiscal and budgeting processes, such as the Business Guide and the current state Budget, Accounting Manual and current statewide information from the Chancellor's Office. Finally, on behalf of the Board, the district's web page includes all fiscal information presented to the board and is easily accessible to all community members, including the public.<sup>[875](#), [876](#), [877](#), [878](#), [879](#)</sup>

Other forms of communication include periodic in-person meetings and Town Halls that are held throughout the year. For these meetings, to explain complex budget matters to the entire campus community, the Vice President of Administrative Services and his team develop even more granular breakdowns of the budget. Additionally, College Council members routinely share fiscal information with their constituencies, fostering routine discussions of financial information within the Faculty Senate, Faculty Union (FA) and Classified Union (SEIU).<sup>[880](#), [881](#), [882](#), [883](#)</sup>

In addition to these efforts, fiscal information is accessible via the College's financial system, which is available to every financial position assigned to each of the College's divisions.

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<sup>872</sup> [College Council minutes, 09-26-13](#)

<sup>873</sup> [Administrative Services Budget procedures](#)

<sup>874</sup> [College Council minutes, 01-22-14](#)

<sup>875</sup> [Business Services Budget page](#)

<sup>876</sup> [Budget Procedures](#)

<sup>877</sup> [Actuarial Study](#)

<sup>878</sup> [Administrative Procedures Chapter 6 Table of Contents](#)

<sup>879</sup> [CCC Budget and Accounting Manual](#)

<sup>880</sup> [Town Meetings](#)

<sup>881</sup> [Town Meeting announcements, 10-01-14](#)

<sup>882</sup> [College Council minutes, 08-28-14](#)

<sup>883</sup> [Chabot Las Positas Faculty Association](#)

**Self-Evaluation**

The College meets the standard by ensuring that appropriate financial information is provided throughout the institution in a timely manner.

**Action Plan**

None.

**Continuous Improvement Plan**

None.

### III.D.2.D

All financial resources include short and long-term debt instruments such as bonds and certificates of participation, auxiliary activities, fund raising efforts, and grants which are used with integrity in a manner consistent with the intended purpose of the funding source.

#### Descriptive Summary

Extensive procedures have been developed and implemented by the College to ensure consistent use of resources in alignment with the goals and objectives of the funding source.

In addition to the Governing Board's involvement in the budget development process for all expense categories, including salaries, benefits, other operating expenses and capital improvements, processes are in place to align spending with potential funding restrictions. For example, at Las Positas College unrestricted fund personnel costs, which currently account for approximately 92 percent of total expenses, are dictated by contractual obligations with union groups and by compliance requirements with state regulations such as the FON requirement and the 50 percent Law.

Capital improvements and other bond-related projects are reviewed and overseen by a community bond oversight committee. All significant purchases are processed through a purchase order process, which includes review and vetting by both the District's Purchasing Office and the District's Business Office.<sup>884, 885, 886</sup>

The Governing Board approves all grants. Budgets to guide grant spending appropriately are loaded into Las Positas College's financial accounting system. Internal audits are conducted as needed to verify that grant spending is consistent with the goals of the funder. For example, Chancellor's Office grants for CTE programs are audited and certified quarterly for compliance with approved budget allocations and spending restrictions.

Collectively, through the efforts of the shared-governance committees and administration's oversight, the process of allocating resources is aligned with the overall institutional and financial goals of the College.<sup>887, 888, 889, 890, 891</sup>

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<sup>884</sup> [Measure B Oversight committee](#)

<sup>885</sup> [Procurement Guidelines](#)

<sup>886</sup> [CLPCCD 2014-2015 Budget](#)

<sup>887</sup> [Business Services Budget page](#)

<sup>888</sup> [Planning and Budget Committee](#)

<sup>889</sup> [Budget Procedures](#)

<sup>890</sup> [Request Process for New Positions](#)

<sup>891</sup> [Instructional Equipment requests](#)

**Self-Evaluation**

The College meets the standard. All financial resources include short and long-term debt instruments, such as bonds and certificates of participation, auxiliary activities, fund raising efforts, and grants are used with integrity in a manner consistent with the intended purpose of the funding source.

**Action Plan**

None.

**Continuous Improvement Plan**

None.

### III.D.2.E

The institution's internal control systems are evaluated and assessed for validity and effectiveness. The results of this assessment are used for improvement.

#### Descriptive Summary

The District and College business offices evaluate internal control systems throughout the year. In 2014, for example, a review of the established procedures related to signature authorizations on business forms was conducted. This examination revealed the need for continued training in signature requirements for new employees with fiscal responsibilities and also identified potential areas for streamlining and improved efficiency.

These internal reviews are augmented by independent external examination since internal controls are part of the College's annual audit by the independent auditors. No material weaknesses related to deficiencies in internal controls over financial reporting were identified in the most recent audit report for 2011. [892](#), [893](#)

#### Self-Evaluation

The College meets the standard. The institution's internal control systems are evaluated and assessed for validity and effectiveness and the results of this assessment are used for improvement.

#### Action Plan

None.

#### Continuous Improvement Plan

None.

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[892 CLPCCD Financial Statement, 06-30-14, page 55](#)

[893 CLPCCD Financial Statement, 06-30-13](#)

### III.D.3

The institution has policies and procedures to ensure sound financial practices and financial stability.

#### Descriptive Summary

A complete update of the District's business policies and procedures took place over the past three years. The review and update aligned the structure of the business policies and procedures with the template of the California Community College League, the legislative body of the California Community College System. The League template for policies and procedures provides the legal framework and requirements for each business area. It also provides consistent language, alignment with other colleges in the system, and an organized framework as well as a template to ensure consistent updating through subscription to the League's policy change program. This program pushes updates to the College when triggered by a legal language change at the state level.<sup>[894](#), [895](#), [896](#), [897](#), [898](#)</sup>

#### Self-Evaluation

The College meets the standard. The financial policies and procedures in place ensure sound financial practices and financial stability.

#### Action Plan

None.

#### Continuous Improvement Plan

None.

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<sup>894</sup> [Board Priorities](#)

<sup>895</sup> [CCLC Board Policy Agreement Recommendation](#)

<sup>896</sup> [CCLC Board Policy Agreement](#)

<sup>897</sup> [06-17-14 Board Packet](#)

<sup>898</sup> [04-01-14 Board Packet](#)

### III.D.3.A

The institution has sufficient cash flow and reserves to maintain stability, strategies for the appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.

#### Descriptive Summary

The College has maintained a substantial unrestricted general fund balance in the past. Even with the planned draw down to bridge state funding shortfalls, the College still maintains a fund balance greater than 11.47 percent of total expenses.

Fund balances are managed through careful budget preparation, continuous monitoring, and frequent updates to year-end balance projections. These efforts help the College maintain balances at levels deemed necessary to offset the risks associated with unanticipated emergencies. Additionally, specific reserves are established to accommodate the risk associated with known changes that have unknown consequences.

Both IPBC and the Governing Board are provided the cash and fund balance analysis throughout the year to assist their decision making as they guide the budget development process for the upcoming fiscal year.<sup>[899](#), [900](#), [901](#)</sup>

#### Self-Evaluation

The College meets the standard. The institution has sufficient cash flow and reserves to maintain stability, strategies for the appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.

#### Action Plan

None.

#### Continuous Improvement Plan

None.

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[899](#) 2014-2015 Budget, page 9

[900](#) CLPCCD Financial Statement, 06-30-14

[901](#) Planning and Budget Committee

**III.D.3.B.**

The institution practices effective oversight of finances including management of financial aid, grants, external funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

**Descriptive Summary**

The District and the College perform many financial functions that provide appropriate fiscal integrity, ensure compliance with generally accepted accounting principles, and maintain appropriate oversight of fiscal operations and business practices. Central to the financial management system is the Banner administrative software, which as implemented includes human resources, finance, and student/financial aid systems. The Banner administrative software is managed by the District information technology staff and upgrades are installed annually or as needed. User training is available by request.

Adequate checks and balances exist between College and District business operations regarding hiring, payroll, accounting entries, purchasing, and accounts payable to ensure that prudent business practices are in place. Audit reports are conducted on an annual basis to confirm that these business practices are performed within state, Chancellor's Office, and District policies. Audit exceptions are referred to the Colleges and the District for timely action and are also reported to the Board of Trustees as information.<sup>902</sup>

All externally funded programs including categorical programs, financial aid, and grants require end-of-the-year financial and programmatic reports that are prepared by the College, reviewed by the College's Office of Administrative Services, and signed by the District Vice Chancellor of Business Services.

The Board of Trustees takes action on all contracts, grant acceptances, payroll warrants, and personnel hires. In addition, the Board approves all facilities contracts and awards pertaining to the Measure B bond. College and District oversight and administration of procurement and contracts are sound. In addition to College and District administration of Measure B funds, the Citizens' Bond Oversight Committee provides further review and assurances to the expenditure of public funds.<sup>903</sup>

The District office processes payments for payroll, financial aid, and vendor payments. Requests for payments, purchases, hires, contracts, and grants are analyzed, reviewed, and approved by the College at multiple organizational levels including deans, vice presidents, and the president. Requests for payments by student organizations are submitted through prescribed procedures and reviewed within Student Services and payments are prepared by the College's Office of Administrative Services.

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<sup>902</sup> [Board Policy 6400](#)

<sup>903</sup> [Board Policy 6340](#)



## Standard III: Resources

College investments are administered by the District. The College Foundation maintains its own checking and investment accounts. Payments for grants and other awards are administered by the College Foundation office, which has its own bookkeeper and accounting system. The Foundation reports via the president to a separate board that has a finance committee for regular review of financial statements, investment policies, and cash flow.

Financial aid awards are administered by the College with the financial aid office processing requests for awards and performing qualification assessments. Checks are prepared by the District; however, recently the College and District implemented a debit card system that will help expedite financial aid payments to students and minimize the number of checks that need to be issued.

### **Self-Evaluation**

The College meets the standard. The institution practices effective oversight of finances including management of financial aid, grants, external funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

### **Action Plan**

None.

### **Continuous Improvement Plan**

None.

### III.D.3.C

The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee-related obligations.

#### Descriptive Summary

The District has elected to pay for retiree medical benefits on a “pay-as-you-go” basis as is its right under the law. The most recent actuarial report prepared for GASB 45 reporting was June 1, 2013.<sup>904</sup> In addition, the District has set up a self-insurance fund for this purpose. On June 30, 2014, the fund had an ending reserve balance of \$4.3 million.<sup>905</sup>

The District has not set up an irrevocable trust for this purpose; however, the District provides that an actuarial report will be performed every two years. Moreover, through the collective bargaining process, staff members in all bargaining units hired after January 1, 2013, will not be entitled to lifelong medical benefits from the District. Rather, for each member of this new tier of employees, the District will contribute \$200 monthly to a Health Retirement Savings Plan/Health Reimbursement Account (HSA), for the purpose of funding the unit member’s retirement health benefits. The HSA constitutes a defined contribution plan, which does not generate future fiscal liabilities; therefore, as of January 1, 2013, new hires will not represent any additional accruals to the GASB 45 liability.<sup>906, 907</sup>

The District’s only locally-incurred debt instrument is general obligation bond debt, which is paid by ad valorem taxes, so it has no adverse impact on institutional operations or financial stability. Health benefits for bond-funded positions are included in the operating budget, and employees contribute toward the premium cost like other District employees. Insurance and building maintenance are also included in the operating budget. The District is a member of four joint powers agreements: Statewide Association of Community Colleges (SWACC), Protected Insurance Program for Schools (PIPS), School Project for Utility Rate Reduction (SPURR), and Community College Insurance Group (CCIG). SWACC provides property and liability insurance; PIPS provides workers’ compensation insurance; SPURR provides access to the wholesale natural gas market; and CCIG provides dental and vision insurance.

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<sup>904</sup> [June 2013 Actuarial Report](#)

<sup>905</sup> [2014-2015 Budget, page 38](#)

<sup>906</sup> [Faculty Contract, Article 20D.3](#)

<sup>907</sup> [Classified Contract, Article 16](#)

## Standard III: Resources

### Self-Evaluation

The College meets the standard. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations.

### Action Plan

None.

### Continuous Improvement Plan

None.

**III.D.3.D**

The actuarial plan to determine Other Post-Employment Benefits (OPEB) is prepared as required by appropriate accounting standards.

**Descriptive Summary**

An actuarial study related to the District's OPEB liability is conducted bi-annually as prescribed by the Governmental Accounting Standards Board (GASB 45). The estimated liability is recognized and reported in the annual audit. A description of the funding plan (a combination of pay-as-you-go with partial funding of the ARC) is also included in the external auditor's report.<sup>[908](#), [909](#)</sup>

**Self-Evaluation**

The College meets the standard. The actuarial plan to determine the post-employment benefits is prepared as required by appropriate accounting standards.

**Action Plan**

None.

**Continuous Improvement Plan**

None.

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[908 CLPCCD Financial Statement, 06-30-14](#)

[909 CLPCCD Financial Statement, 06-30-13](#)

### III.D.3.E

On an annual basis the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

#### Descriptive Summary

As part of the annual budget development process, all debt obligations are recognized and sufficient resources are allocated for the payment of the upcoming fiscal year's debt obligation. The District's overall financial stability has been characterized as having a 'very strong capacity to meet financial commitments,' as evidenced by the recent Standard & Poor's and Moody's ratings of A+ and 'Aa2.'

Both short and long-term debt obligations are regularly reviewed, and relevant information is provided as part of the annual budget report to the Board. In addition, independent external auditors examine all debt obligations and related fiscal information as part of the annual audit process.<sup>[910](#), [911](#), [912](#)</sup>

#### Self-Evaluation

The College meets the standard. On an annual basis the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

#### Action Plan

None.

#### Continuous Improvement Plan

None.

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[910 CLPCCD Financial Statement, 06-30-14](#)

[911 CLPCCD Financial Statement, 06-30-13](#)

[912 CLPCCD Financial Statement, 06-30-12 and 2011](#)

**III.D.3.F**

Institutions monitor and manage student loan default rates, revenue streams and assets to ensure compliance with federal requirements.

**Descriptive Summary**

The Financial Aid Office, under the guidance of the Vice President of Student Services, is tasked with oversight and administration of all federal and state-funded aid inclusive of the student loan program. The College's student loan default rates for the past three years are as follows: 7.2 percent for FY 2007-2008, 13.2 percent for FY 2008-2009, and 11.6 percent for FY 2009-2010. Overall, the College has experienced relatively low default rates as well as a downward trend for the past year. However, recent changes to the default rate calculation will require LPC to continue working on improving existing processes and procedures related to the issuance of student loans with the aim of maintaining or improving the College's relatively low student loan default rates.

Compliance with all federal and state mandates and regulations is managed through established processes and extensive use of internal control mechanisms. The federal and state-funded programs are reviewed as part of the annual audit by the District's independent auditors.<sup>[913](#), [914](#), [915](#)</sup>

**Self-Evaluation**

The College meets the standard. Institutions monitor and manage student loan default rates, revenue streams and assets to ensure compliance with federal requirements.

**Action Plan**

None.

**Continuous Improvement Plan**

None.

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[913 CLPCCD Financial Statement, 06-30-14](#)

[914 CLPCCD Financial Statement, 06-30-13](#)

[915 CLPCCD Financial Statement, 06-30-12 and 2011](#)

### III.D.3.G

Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.

#### Descriptive Summary

Contracts with external entities follow an established set of Board policies aimed at ensuring consistency with institutional goals and objectives. Internal controls have been put in place to ensure compliance with policies, dictating which contracts need Board approval and which can be approved by administrative offices.

Contracts are first reviewed by the initiating department, which in turn forwards the documents to the College's Office of Administrative Services for formal vetting and then to the District business services office for review and submission to the Chancellor's Senior Leadership Team (SLT) for final review. Contracts deemed to meet the institution's goals and objectives are then presented to the Board of Trustees for approval or (if Board policy dictates), presented to the Vice Chancellor of Business for approval.<sup>916</sup>

Contracts are also prepared for maintenance agreements, professional services, annual services, facility rentals, and grants. These services assist the College in meeting its objectives. Contracts initiated and prepared by the College must be reviewed by the Vice President of Administrative Services for review and submission to the Chancellor's SLT for final review. Contracts that are deemed to meet the institution's goals and objectives are then presented to the Board or the Vice Chancellor of Business Services for approval. Without the approval of the Vice Chancellor, the contract is not valid. Board approval is required for contracts and no dollar threshold is established. Purchases and contract policies and procedures adhere to and are compliant with the California Education Code, the Government Code, Public Contracts Code, and Civil Code.

There are dollar thresholds for certain contract and purchasing processes that are established statewide, the amounts of which are routinely adjusted. Currently, purchases exceeding \$86,000 for materials, supplies, and services sold or leased must be legally advertised, formally bid, and awarded by the Board of Trustees to the lowest responsive bidder. Professional services are exempt from bid requirements. For public works projects, the dollar threshold requiring a formal bid process is \$125,000.

Assurance of compliance to these contract and purchasing laws occurs at multiple levels of the organization. Managers are provided necessary information regarding procedures and dollar threshold adjustments; the College's Office of Administrative Services reviews and approves the forwarding of such agreements to the District; and the District-purchasing manager approves the agreement prior to submission to the Vice Chancellor.<sup>917</sup>

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<sup>916</sup> [Board Policy 6340](#)

<sup>917</sup> [Procurement Guidelines](#)

**Self-Evaluation**

The College meets the standard. Contractual agreements with external entities are consistent with the mission and goals of the institution governed by institutional policies and contain appropriate provisions to maintain the integrity of the institution.

**Action Plan**

None.

**Continuous Improvement Plan**

None.



### III.D.3.H

The institution regularly evaluates its financial management processes and the results of the evaluation are used to improve internal control structures.

#### Descriptive Summary

Regular assessment of fiscal management processes takes place throughout the year both internally and by external entities. Internally, all departments undertake program reviews, which include self-assessment and identification of areas for improvement. Additionally, throughout the year, management analyzes processes and identifies potential areas for improvement. For example, the Office of Administrative Services examines cash-flow needs for the College, between fiscal years as well as during key periods of the year when cash availability is strained.

Externally, independent auditors annually examine LPC's finances, along with Foundation and bond-related activities. The results of these audits provide the catalyst for improvement. [918](#), [919](#), [920](#), [921](#), [922](#)

#### Self-Evaluation

The College meets the standard. The institution regularly evaluates its financial management processes and the results of the evaluation are used to improve internal control structures.

#### Action Plan

None.

#### Continuous Improvement Plan

None.

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[918 2014 Program Planning Update](#)

[919 College Council minutes](#)

[920 CLPCCD Financial Statement, 06-30-14](#)

[921 CLPCCD Financial Statement, 06-30-13](#)

[922 CLPCCD Financial Statement, 06-30-12 and 2011](#)

### III.D.4

Financial resource planning is integrated with institutional planning. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement of the institution.

#### Descriptive Summary

The College Council is tasked with overseeing and integrating institutional and financial planning. The Council fulfills this responsibility by authoring recommendations to the President regarding all matters affecting the College master plans.<sup>923</sup>

While the College Council was created with the specific purpose of developing, reviewing and monitoring College master plans, the Council has evolved to become responsible for developing, overseeing, and integrating budget development and other fiscal matters with institutional planning.<sup>924</sup> Accordingly, the College Council utilizes the institution's mission and vision statements to evaluate program review reports, new program proposals, service proposals, resource allocation matters, and resource reduction proposals. In coordination with the Council, financial and institutional planning also takes place at various levels within the organization. Instructional departments review and develop program plans and student learning outcomes, and they assess the resources needed to achieve those outcomes. These instructional plans are presented to and reviewed by the Integrated Planning Committee (IPC), which forwards its priority recommendations to the College Council. Non-instructional departments also conduct program and planning reviews for College Council consideration.<sup>925, 926</sup>

An assessment of the effective use of financial resources is conducted annually at various levels of the institution. Both instructional and non-instructional departments conduct the evaluation as part of their program review process. The results of this evaluation process are shared with College Council and are considered in the context of the College's standing on the 50 percent Law, FON obligation, student success initiatives, and other relevant factors. Collectively, the information influences and helps shape College Council's final recommendations to the President.

To facilitate early identification and resolution of critical fiscal challenges, efforts are ongoing to improve communication with all constituencies regarding important fiscal matters. Different methodologies of delivering and presenting complex fiscal items such as cash flow and fund balance needs are often developed and refined as a result of audience feedback.

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<sup>923</sup> [College Council](#)

<sup>924</sup> [College Council minutes](#)

<sup>925</sup> [Integrated Planning Committee](#)

<sup>926</sup> [Integrated Planning Committee minutes](#)

## Standard III: Resources

### Self-Evaluation

The College meets the standard. The integration of financial resource planning with institutional planning takes place at all levels of program planning and is reviewed at a college wide level by the College Council, and the various programs systematically assess the effective use of financial resources and use the results to improve effectiveness.

The College continues to prioritize efforts to integrate institutional and financial planning. The College is committed to maintaining data integrity, transparency, and timely delivery of information, all within its participatory governance structure.

Las Positas College meets this standard as evidenced by its commitment to dedicate appropriate resources to curriculum review, course and instructor evaluation, and student learning outcomes. In addition, appropriate resources are available to faculty and students using online learning delivery systems. Dialogue at various levels of the college helps ensure that delivery systems and modes of instruction are compatible with the objectives of the curriculum and appropriate to the current and future needs of students.

### Action Plan

None.

### Continuous Improvement Plan

None.

# Leadership & Governance

4  
STANDARD



*Las Positas College is a learning-centered institution focused on excellence and student success, and is fully committed to supporting all Tri-Valley residents in their quest for education and advancement.*

### STANDARD IV.A: DECISION-MAKING PROCESS

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

#### IV.A.1

Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.

#### Descriptive Summary

Las Positas College strives to create a decision-making process which empowers all institutional leaders representing all constituencies in efforts to continually improve service to students. This includes not only encouraging innovation, but also making sure that foundation documents reflect this commitment to students. In 2013 the College reviewed and modified its mission, vision, and values statements to place a greater emphasis on student success and completion. The process began in fall 2012 with the LPC Planning Task Force (a committee comprised of all constituency groups), which examined ACCJC requirements, as well as models from other institutions, as guidelines for discussing the characteristics of the current mission.<sup>927, 928</sup> The Task Force identified several areas for improvement and crafted a proposed new mission, vision, and values statement to the campus community. The proposed mission, vision, and values statements were discussed at several Town Hall Meetings and by the College's senates.<sup>929, 930, 931, 932, 933, 934, 935</sup> In response to the consequent feedback, modifications to the language were made.<sup>936</sup> The College Council voted to adopt the new mission, vision, and values statements in spring 2013.<sup>937</sup>

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<sup>927</sup> [Planning Task Force minutes, 09-21-12](#)

<sup>928</sup> [Planning Task Force notes, 09-28-12](#)

<sup>929</sup> [Town Meeting agenda, 10-03-12](#)

<sup>930</sup> [Town Meeting discussion on Mission and Values, 10-03-12](#)

<sup>931</sup> [Instructions for Second Hour Activity - Mission Statement Revisiting](#)

<sup>932</sup> [Town Meeting agenda, 11-07-12](#)

<sup>933</sup> [Town Meeting discussion on Mission and Values, 11-07-12](#)

<sup>934</sup> [Academic Senate discussion on Mission and Values](#)

<sup>935</sup> [Classified Senate discussion on Mission and Values](#)

<sup>936</sup> [Planning Task Force minutes, 02-01-13](#)

<sup>937</sup> [College Council minutes, 03-27-13](#)

## Standard IV: Leadership and Governance

With new presidential leadership entering in December 2013, there was a need to bridge the gap between the mission development process of the past administration and the new administration. In spring 2014, the administrative team proposed institutional foci for the College, pulling three themes from the new mission statement: Completion, Equity, and Excellence. They presented these themes at a Town Hall Meeting.<sup>938</sup> The Integrated Planning Committee used these goals to identify planning and allocation priorities for the 2014-2015 academic year.<sup>939</sup> These priorities were also presented at a Town Hall Meeting.<sup>940, 941, 942</sup> In fall 2014, the College President outlined a set of institutional goals reflecting both the institutional foci and the planning priorities, which he presented at a Town Hall Meeting and distributed to the constituency groups for review.<sup>943</sup> Since their creation, the planning priorities are placed at the top of all College meeting agendas in order to remind participants of these broader institutional goals.<sup>944</sup> The 2014-2015 priorities reflect the mission's emphasis on student learning and success, for example, by emphasizing curriculum support and basic skills sequencing.

Programs and services at LPC identify their roles in supporting the College mission and goals through the program review process, as they are required to explain their connection to the College mission.<sup>945</sup>

The College endeavors to keep all constituencies apprised of its students' performance as a metric for continual improvement. Various indicators of performance are available for staff and students, relating specifically to student success in individual programs, as well as broader measurements of student success.<sup>946, 947</sup> The College posts its ScoreCard as required by the California Community College Board of Governors.<sup>948</sup> This ScoreCard lists retention and completion data by gender, age, ethnicity, and readiness. Program review data that looks at average success rates in the classroom is also made available online, and the posted program reviews analyze the SLO data pertinent to each program.<sup>949</sup> In addition, the Office of Institutional Research and Planning has gathered in-depth student success data for the English and math departments focusing on student completion of their basic skills sequences.<sup>950</sup>

The ScoreCard and program review summaries, created by division deans, are used by the Integrated Planning Committee as guiding documents for identifying future planning priorities.<sup>951</sup> The program review data is used by individual departments to develop plans for staffing, equipment needs, and other improvements.<sup>952, 953</sup> For example, the English department used program review outcomes and the in-depth research on course sequence success rates to make changes in that program's course sequence. Also, the program review outcomes

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<sup>938</sup> [Town Meeting agenda, 04-02-14](#)

<sup>939</sup> [IPC Planning Priorities, 04-10-14](#)

<sup>940</sup> [Town Meeting agenda, 05-07-14](#)

<sup>941</sup> [Town Meeting discussion, 11-06-13](#)

<sup>942</sup> [Proposed planning, budget, and assessment cycle PPT](#)

<sup>943</sup> [Town Meeting agenda, 11-06-13](#)

<sup>944</sup> [Example agenda](#)

<sup>945</sup> [Example Program Review template, see Section I](#)

<sup>946</sup> [Student Success & Outcomes](#)

<sup>947</sup> [Sociology program review data](#)

<sup>948</sup> [LPC ScoreCard](#)

<sup>949</sup> [English data from Research and Planning](#)

<sup>950</sup> [English program review update](#)

<sup>951</sup> [Program Review summaries](#)

<sup>952</sup> [IPC Minutes, 03-20-15](#)

<sup>953</sup> [IPC Minutes, 04-17-15](#)

and in-depth math-sequencing research resulted in an innovative program from the math department called Math Jam. Math Jam is an intensive week-long, pre-semester math workshop for students. The foci of Math Jam are to a) prepare students for upcoming math courses, and b) provide intensive review for students taking math assessments for course sequence placement. The success of this program has been remarkable: out of 47 students who participated in Math Jam and retook the placement test, 20 of them scored one to two levels above their original placement, significantly improving their likelihood of achieving their educational goals.<sup>954</sup>

Two committees were formed since the last accreditation site visit to help the College improve its planning effectiveness. The Institutional Effectiveness Committee (IEC), in collaboration with the institutional researcher, is responsible for institution-wide evaluation.<sup>955</sup> In the past several years, the IEC has evaluated several key processes. For example, in 2012-2013, two key processes were evaluated: a) the process for revision of the college mission, vision, and values, and b) the use of the “common tool,” a vehicle for documenting and communicating needs of programs in the program review process. The results of the evaluations are found in our annual Institutional Effectiveness Report.<sup>956</sup> Using these results for improvement, the College replaced the functions of the common tool with revisions to the program review template. The second committee, the Integrated Planning Committee, was the outcome of a year-long exploration into the institution’s planning needs. The College first created the Planning Task Force in August 2012 and gave it a one-year charge to review institutional documents (Mission, Vision, Values, and Goals Statements) and propose a planning process.<sup>957</sup> In spring 2013 the Task Force presented their proposal in a Town Hall Meeting.<sup>958</sup> The divisions and the Senates evaluated the documents and gave feedback that led to modifications.<sup>959</sup> This process of presentation and feedback underwent three iterations in order to achieve the widest possible participation. In fall 2013, the College President and the College Council modified the proposal again by adding a budgeting cycle, and the whole process was then approved.<sup>960</sup> This approval enabled the creation of the IPC in spring 2014, and following its charge, the new Committee undertook the development of planning and allocating priorities for the 2014-2015 academic year.

The specific uses and characteristics of these planning priorities were very carefully considered in IPC meetings. Wording that was too vague, for example, might limit their effectiveness; on the other hand, overly prescriptive language might be perceived as dictatorial.<sup>961</sup> After discussions, the IPC decided to integrate language into their charge indicating the recommendation of mid-level range priorities to the President, who would then be responsible for their implementation.<sup>962</sup> The College Council has been charged with the evaluation the integration of planning, allocation, and budgeting.<sup>963</sup> On May 28, 2015, the Council is scheduled to identify how planning priorities were used in allocation and budgeting recommendations and decision making.<sup>964</sup>

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<sup>954</sup> [Town Meeting Math Jam presentation, 02-04-15](#)

<sup>955</sup> [Charge of the IEC](#)

<sup>956</sup> [IEC report, 2012-2013](#)

<sup>957</sup> [Charge of the Planning Task Force](#)

<sup>958</sup> [Town Meeting presentation](#)

<sup>959</sup> [Planning Task Force minutes, 04-12-13](#)

<sup>960</sup> [College Council minutes, 09-10-13](#)

<sup>961</sup> [IPC minutes, 04-10-14](#)

<sup>962</sup> [IPC minutes, 04-29-14](#)

<sup>963</sup> [College Council minutes, 12-11-14](#)

<sup>964</sup> [College Council agenda, 05-28-15](#)

## Standard IV: Leadership and Governance

At the department level, planning for improvements engages shared-governance processes through program reviews, which are written every three years and updated annually. To write program reviews, College instructional and non-instructional programs assess their effectiveness in terms of SLO and SAO achievement, success rates, persistence rates, and other data related to student learning.<sup>965</sup> From this assessment, programs conceive plans for changes along with the actions and resources necessary to enact them. While the Program Review Committee guides this process and oversees the quality of program reviews, the program faculty and staff, along with the division dean, remain responsible for implementing their plans.<sup>966</sup>

After program reviews have been submitted and posted, each division dean synthesizes program reviews into a summary in order to make the most salient patterns and themes among the programs accessible to all College governance. The Integrated Planning Committee, in particular, uses the divisional summaries as the basis for creating institutional planning priorities.

The campus allocating committees (Staff Development, Resource Allocation, Basic Skills, and Faculty Hiring Prioritization) consider these planning priorities as well as program review documents in their allocation recommendations to the President. The President uses these planning priorities to evaluate the ranking of allocation recommendations and makes allocation decisions.

### Self-Evaluation

Las Positas College meets the standard by supporting the campus environment which empowers the College. As the improvements in the planning process indicate, the College is engaged in substantive dialog that has led to sound institutional improvements. In addition, the College continues to seek improvement in its governance of non-budgetary institutional priority development and implementation. The robust program review process and the creation of the Institutional Effectiveness Committee are two outcomes of an effective governance environment. The new planning process is finishing its first whole cycle, and this achievement is a result of a campus culture that continues to foster innovation and collaboration.

### Action Plan

None.

### Continuous Improvement Plan

The College will focus on assessing the effectiveness of the new integrated planning and budget cycle. It should refine the roles to be taken by the shared-governance committees, especially the Institutional Effectiveness Committee, the College Council, and the Integrated Planning Committee; it should also complete the integration of planning priorities into all allocating processes.

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<sup>965</sup> [Program Planning Update form](#)

<sup>966</sup> [Program Review Committee charge](#)



### IV.A.2

The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.

#### IV.A.2.A

Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.

#### Descriptive Summary

The College's written policies specify the different constituencies' roles in institutional governance. Board Policies 2010 through 2015 identify the roles and responsibilities of the Academic, Classified, and Student Senates in decision making.<sup>967, 968</sup> In addition, Faculty Association and SEIU contracts identify how and when they appoint representatives to committees.<sup>969</sup> The College governance and committee structure are also outlined in Board Policy and in a detailed Governance Handbook, which has been recently updated in January 2015.<sup>970</sup> The majority of shared-governance committees require participation from administration, faculty, classified staff, and students.

The written guidelines describing the new planning and budget cycle explain the roles different constituencies play in these processes. The faculty, classified staff, students, and administrators provide input, agendaize concerns, and vote on priorities and recommendations for planning and budgeting through the regular meetings of shared-governance bodies such as the Resource Allocation Committee (RAC), the Facilities Committee, and the Technology Committee. The meetings are open to non-committee members, and when addressing agenda items committee members are presented with and consider relevant information including program review data, SLO achievement data, the College mission and goals, student success data, College planning priorities, as well as the input and feedback of their respective constituency groups, in order to arrive at a decision. Once a recommendation or decision is made, the results are forwarded to the President. Throughout the year, the College President reviews the recommended planning and budgeting priorities and determines which priorities shall be adopted by the College as it looks toward the next year's allocation activities. In the spring, the College Council, interfacing with the President and executive staff, reviews the

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<sup>967</sup> Board Policy 2010

<sup>968</sup> Board Policy 2015

<sup>969</sup> Union agreements

<sup>970</sup> Governance Handbook

## Standard IV: Leadership and Governance

tentative budget to ensure integration with planning priorities. Once the College Council has provided feedback, the President works with the executive staff to finalize the budget and forward it to the District and then the Board of Trustees for final approval.<sup>971, 972, 973</sup>

The role of the Institutional Effectiveness Committee, which is comprised of representatives from the college administration, student government, faculty, and classified staff, is to determine if the processes that make up the planning and budget cycle are effective and can be improved. The IEC is currently evaluating how committees have used the planning priorities.<sup>974</sup> The College Council's role in assessment is to determine the degree of planning and budget integration, including the alignment between planning priorities and resource allocations. The President then reports the planning priorities to the campus community.

At the committee level, the College has a history of responding to issues of functional effectiveness. For example, in 2009 the Resource Allocation Committee was responsible for both human and physical resource decisions. That year, the Committee deliberated about the potential ineffectiveness of prioritizing faculty position requests with Committee membership including only one dean. These discussions led to the creation of the Faculty Hiring Prioritization Committee, a subcommittee of the Academic Senate. The membership and charge of this committee were determined with particular consideration of the expertise and representation in its membership that would best support its purposes. Through the assessment of its own effectiveness, the RAC responded with a plan for change to College governance that, when executed, extended the whole institution's capacity to achieve student learning.

### Self-Evaluation

Las Positas College meets the standard by having established committees that are representative of all constituencies and have written guidelines which allow for substantial input on matters of governance. The new committees comprising the Planning and Budget Cycle will be evaluated at the close of their first cycle in spring 2016.

### Action Plan

None.

### Continuous Improvement Plan

After the completion of the first two years of the Planning and Budget Cycle, by spring 2016, the Institutional Effectiveness Committee will conduct an evaluation of the process.

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<sup>971</sup> IPC minutes, 01-30-15

<sup>972</sup> College Council minutes, 02-16-15

<sup>973</sup> College Council minutes, 03-26-15

<sup>974</sup> Potential planning priority

### IV.A.2.B

The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.

#### Descriptive Summary

Board Policy 2015 outlines faculty duties in terms of where the Board relies primarily on faculty and where faculty must reach mutual agreement with Board designates.<sup>975</sup> Currently, the Board relies primarily upon faculty for curriculum development, degree requirements, and grading policies. The Board reaches mutual agreement with faculty in the areas of program development, processes for program review, and student success.

The College's Academic Senate has six subcommittees: Curriculum, Faculty Prioritization, Student Learning Outcomes, Program Review, Basic Skills, and Distance Education. Their charge, composition, and reporting structure are clearly documented.<sup>976</sup>

Academic administrators provide support for the College's student learning and academic services by engaging with faculty and programs to make recommendations in program review and curriculum development to support students' achievement of stated outcomes.<sup>977, 978</sup> As noted previously, academic administrators are asked to describe their support for student achievement of student learning outcomes as part of their regular evaluation.<sup>979</sup>

#### Self-Evaluation

The College meets this standard by codifying the role of the Academic Senate on matters about student learning programs and services. The Curriculum Committee is active in approving and reviewing courses on a regularly scheduled basis.

#### Action Plan

None.

#### Continuous Improvement Plan

The Academic Senate will continue to evaluate the charge, composition, and reporting structure of its subcommittees.

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<sup>975</sup> Board Policy 2015

<sup>976</sup> Governance Handbook

<sup>977</sup> Committee Composition—Program Review

<sup>978</sup> Committee Composition—Curriculum Committee

<sup>979</sup> Board Policy 2015

## Standard IV: Leadership and Governance

### IV.A.3

Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.

#### Descriptive Summary

LPC's governance structure is outlined in Board policy.<sup>980</sup> With the exception of the College Enrollment Management Committee, which includes Faculty Association and administrative appointees, the College's committees have membership representing all constituencies.<sup>981</sup> The College Council, whose membership uniquely includes the chairs of other standing committees, is a central mechanism for exchanging information and introducing constituency groups to District and College initiatives.<sup>982</sup> In addition to committee meetings, important venues for information sharing, discussion and feedback, and professional development include monthly Town Hall Meetings which are attended by the whole College community.<sup>983</sup> Monthly division meetings also have a role in several of the College's governance processes, and they are a primary point of contact between faculty and their Academic Senate.<sup>984</sup>

#### Self-Evaluation

The College meets this standard through its established governance structure that incorporates the input of the Board and College constituencies to work for the good of the institution. Regular surveys conducted at the College help assess the effectiveness of governance processes. In the fall 2014 Accreditation Survey, 63 percent of respondents agreed that governance roles are designated to facilitate support for student learning programs and improved institutional effectiveness.

#### Action Plan

None.

#### Continuous Improvement Plan

None.

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<sup>980</sup> [Board Policy 2015](#)

<sup>981</sup> [Charge and composition of CEMC](#)

<sup>982</sup> [Charge and composition of College Council](#)

<sup>983</sup> [Town Meeting example agenda](#)

<sup>984</sup> [Example Division meeting minutes](#)

### IV.A.4

The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self-evaluation, and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.

#### Descriptive Summary

Las Positas College has consistently demonstrated integrity in its relationship with ACCJC by fully engaging ACCJC recommendations and using them to make improvements. The 2009 site visit resulted in five College recommendations, and two District recommendations.<sup>985</sup> In fall 2010, LPC wrote a one-year follow up report demonstrating the integration of student learning outcomes into program review (Recommendation 3A), the implementation of program review for all administrative programs (Recommendation 3B) and implementation of information competency requirements (Recommendation 4).<sup>986</sup> The College's midterm report showed improvement in its research capacity (Recommendation 1A), the program review process (Recommendation 3B), and the evaluation of the allocation model (District Recommendation 2).<sup>987</sup>

Through the past three years, the College has also worked continuously to create an integrated planning model (Recommendation 1A, 3A). In fall 2012, the Planning Task Force emerged out of College membership on the District Budget Study Group.<sup>988</sup> This group was tasked with evaluating the College mission statement and proposing an integrated planning model to the College community. After significant input from all constituencies, a budget cycle was added to the proposed planning model in fall 2013, and the College Council subsequently voted to implement this model.<sup>989</sup> In spring 2014, the Integrated Planning Committee was formed, and it made its first planning recommendations for the 2014-2015 academic year.<sup>990</sup> In fall 2014, the Integrated Planning Committee created a narrative explanation of the budget and planning cycle to make the processes accessible and transparent to the community.<sup>991</sup>

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<sup>985</sup> [2009 ACCJC recommendations](#)

<sup>986</sup> [2010 LPC follow-up report](#)

<sup>987</sup> [October 2012 midterm report](#)

<sup>988</sup> [Planning Task Force charge](#)

<sup>989</sup> [Proposed planning, budget, and assessment cycle](#)

<sup>990</sup> [IPC minutes, 04-29-14](#)

<sup>991</sup> [IPC minutes, 01-30-15](#)

## Standard IV: Leadership and Governance

Administrative offices, working with faculty, developed processes for the current self-study that ensure optimal accuracy and authenticity in the responses to ACCJC standards. The study's primary authors included faculty, classified staff, and administrators, guided by a steering committee and faculty Accreditation Liaison Officer.<sup>992</sup>

Las Positas College also applied for substantive changes in 2010 and 2013, both of which were approved by ACCJC.<sup>993, 994</sup>

The College's evidence of compliance with USDE regulations is its adherence to those policies within the regulations.

### Self-Evaluation

LPC meets this standard by responding promptly and fully to the Accreditation Commission's recommendations and providing all requested reports and data in a timely manner.

### Action Plan

None.

### Continuous Improvement Plan

None.

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<sup>992</sup> [Team listing](#)

<sup>993</sup> [Substantive Change Approval, 05-03-10](#)

<sup>994</sup> [Substantive Change Approval, 05-09-13](#)

### IV.A.5

The role of leadership and the institution's governance and decision making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

#### Descriptive Summary

In 2010 Las Positas College created the Institutional Effectiveness Committee (IEC), whose primary charge is to evaluate key College processes.<sup>995, 996</sup> The IPC provides input to the Office of Institutional Research and Planning, which creates an annual Institutional Effectiveness Report tracking progress toward College goals that support student learning.<sup>997, 998</sup> This report is presented at College Council and Town Hall Meetings, and it is made accessible to the public through the College website.

In spring 2015, the IEC assessed the College's resource allocation processes. In 2015-2016, the IEC will evaluate the effectiveness of the first completed cycle of the new planning and budget model. Specifically, it will assess how well the Integrated Planning Committee used program reviews to create College planning priorities for 2014-2015.

In spring 2013, the Planning Task Force performed an assessment of shared-governance committee functioning, especially as it related to membership and attendance.<sup>999, 1000, 1001</sup> Surveys and interviews of committee chairs suggested that the size of the shared-governance structure might not be optimal for the size of the College. In fall 2013, the Academic Senate conducted a survey of faculty, and it used the results to make modifications to the governance structure to improve its effectiveness, which the College Council adopted.<sup>1002, 1003</sup>

#### Self-Evaluation

Las Positas College meets this standard by having a standing committee that has as its charge the evaluation of key college governance processes. In addition, the Academic Senate has evaluated its governance structure and made changes based on that data.

#### Action Plan

None.

#### Continuous Improvement Plan

None.

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<sup>995</sup> [College Council minutes, 04-15-10](#)

<sup>996</sup> [IEC charge](#)

<sup>997</sup> [2012-2013 Institutional Effectiveness report](#)

<sup>998</sup> [Math presentation, 10-03-12](#)

<sup>999</sup> [Planning Task Force minutes, 11-30-12](#)

<sup>1000</sup> [Letter to committee chairs](#)

<sup>1001</sup> [Planning Task Force minutes, 02-01-13](#)

<sup>1002</sup> [Academic Senate minutes, 03-26-14](#)

<sup>1003</sup> [College Council minutes, 04-24-14](#)

### STANDARD IV.B: BOARD AND ADMINISTRATIVE ORGANIZATION

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.

#### Descriptive Summary

Las Positas College and Chabot College are the two independently accredited colleges of the Chabot-Las Positas Community College District. The governing body of the District is a nine-member Board of Trustees. Seven of the Trustees are elected biennially by the registered voters of nine specific communities: Castro Valley, Dublin, Hayward, Livermore, Pleasanton, San Leandro, San Lorenzo, Sunol, and Union City in accordance with Board Policy (BP) 2010 Board Membership and BP 2100 Board Elections.<sup>1004, 1005</sup> The two student trustees are non-voting members and are elected annually by students at each of the colleges in accordance with BP 2015 Student Membership.<sup>1006</sup> The Board of Trustees reviewed the composition of District lines in 2011-2012 and decided to keep the current structure.<sup>1007</sup> The terms of office for the members that are publicly elected are staggered with biennial elections in accordance with the California Education Code. Current members of the Board work in private business, for educational institutions, or are retired.

The role and responsibilities of the Board are outlined in BP 2200 and include, “represent the public interest, establish, review, and revise policies, assure fiscal health and stability, monitor the institutional performance and educational quality, hire and evaluate the Chancellor, and delegate power and authority to the Chancellor to effectively lead the District.”<sup>1008</sup>

The District and College organizational roles are outlined in the Function Map. The Function Map delineates the (P) “primary,” (S) “secondary,” and (SH) “shared” responsibilities of the district and the colleges.<sup>1009</sup> The District and College organizational charts also define the roles and responsibilities of District and College personnel.<sup>1010</sup> In 2014, the District employed services through the CCLC to review and recommend changes to policies and administrative procedures. All policies and procedures were brought into compliance. The District’s functional map was also reviewed in 2014 by the senior leadership team (presidents and vice chancellors) and the college accreditation chairs. The map was revised based on that input and then sent to the Chancellor’s cabinet where it was approved.

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<sup>1004</sup> [Board Policy 2010](#)

<sup>1005</sup> [Board Policy 2100](#)

<sup>1006</sup> [Board Policy 2015](#)

<sup>1007</sup> [Board minutes, 10-18-11](#)

<sup>1008</sup> [Board Policy 2200](#)

<sup>1009</sup> [Delineation of Functions map](#)

<sup>1010</sup> [LPC Org Charts](#)



The districtwide decision making process is outlined in the Integrated Planning & Budgeting Model (IPBM) process chart created in 2014.<sup>1011</sup> The participatory governance structure is outlined in both the District governance chart and AP2015 (collegial consultation).<sup>1012</sup>

When needs are identified by, “students, faculty, staff, or community and external factors...” they are then shared through the college committees which include Planning, Budget, Technology, Facilities, Resources, and Curriculum, and Enrollment Management (CEMC). The needs and interests of the College committees are communicated to the various District committees including Educational Support Services (ESS), Technology Coordinating Committee (TCC), Facilities Committee, District Enrollment Management Committee (DEMC), and District Planning and Budget Committee (PBC). Each of these districtwide committees may forward recommendations to the Chancellor. The Chancellor communicates relevant information and solicits input from the Chancellor’s Council, a group that meets monthly to review and discuss issues that may impact the colleges and the constituency groups.<sup>1013</sup> The Chancellor’s Council includes the leadership from the classified and faculty associations, student associations, and classified and academic senates. All appropriate items are forwarded to the Chancellor as recommendations and taken to the Board for a vote. These items include revisions to the allocation model, curriculum revisions, large purchase, and changes to facilities designated as the responsibility and authority of the Board.<sup>1014</sup>

### Self-Evaluation

The college and the District meet this standard by having a fully functioning Board of Trustees with clearly defined roles.

### Action Plan

None.

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<sup>1011</sup> [IPBM page](#)

<sup>1012</sup> [District Governance chart](#)

<sup>1013</sup> [Chancellor’s Council](#)

<sup>1014</sup> [Board Policy 4000 series](#)

## Standard IV: Leadership and Governance

### IV.B.1

The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.

#### Descriptive Summary

The responsibilities of the Board of Trustees are described within BP2200 and include its responsibility for establishing policies that assure the quality, integrity and effectiveness of the colleges' student learning programs and services as well as the financial stability of the District and its colleges.<sup>1015</sup>

The Board adheres to its policy and procedures for selecting and evaluating the Chancellor as outlined in BP 2431 and 2435.<sup>1016, 1017</sup> The Board and the Chancellor develop goals in consultation as part of the Chancellor's evaluation process. Those goals are consistent with the mission, vision, and values outlined in the Board Priorities.<sup>1018</sup> The Chancellor's evaluation, most recently completed in spring 2015, is noted on the Board agenda as an item for closed session.<sup>1019</sup>

#### Self-Evaluation

The College and the District meet this standard. The Board has established and revised policies to assure high-quality and effective instructional and student support programs. Policies and procedures are in place to assure prudent and fiscally sound financial decisions regarding all district funds, including bond funds. All contracts for goods and services, as well as subsequent changes, go through proper procedures and are ultimately approved and/or reviewed by the Board.

The Board has established and adheres to its policies and procedures governing the recruitment, selection, and evaluation of the Chancellor. The Board recognizes that it must work in consultation with the Chancellor in developing appropriate goals and priorities for evaluation.

#### Action Plan

None.

#### Continuous Improvement Plan

None.

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<sup>1015</sup> [Board Policy 2200](#)

<sup>1016</sup> [Board Policy 2431](#)

<sup>1017</sup> [Board Policy 2435](#)

<sup>1018</sup> [Board Priorities](#)

<sup>1019</sup> [Board agenda, 03-03-15](#)

### IV.B.1.A

The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.

#### Descriptive Summary

The role of the Board of Trustees is outlined in the BP 2000 series.<sup>1020</sup> Board members understand their responsibilities in representing the public interest by developing policies that support the broad interest of the community to ensure student access and success. The Board's mission statement approved on July 15, 2014, and posted on the District website states, "The Chabot-Las Positas Community College District (CLPCCD) prepares students to succeed in a global society by challenging them to think critically, to engage socially, and to acquire workplace knowledge and educational skills."<sup>1021</sup>

The Board understands the significance of reaching a decision and acting as a whole. Members ascribe to the ethical behaviors as outlined in BP 2715.<sup>1022</sup> The Board advocates for the District and the colleges in Board meetings and community settings, to ensure that the core values, mission, and vision as articulated through the college websites and planning committees are evident in their decision making. Board meeting minutes show that the Board most often achieves unanimous decisions.<sup>1023</sup>

#### Self-Evaluation

The College and District meet this standard as evidenced by Board Policies 2010-2750 and corresponding Administrative Policies 2015-2740. Additionally, significant professional development is provided to Board members during their orientation and throughout their tenure on the Board to ensure that they are clear regarding their responsibilities and scope of authority. The Board makes decisions as a whole, advocates for the colleges and each member upholds decisions, understanding the importance of working together to support the District's interests.

#### Action Plan

None.

#### Continuous Improvement Plan

None.

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<sup>1020</sup> [Board policies, 2000 series](#)

<sup>1021</sup> [District Mission Statement](#)

<sup>1022</sup> [Board Policy 2715](#)

<sup>1023</sup> [Board Meeting minute archives](#)

## Standard IV: Leadership and Governance

### IV.B.1.B

The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.

#### Descriptive Summary

All policies set forth by the Board of Trustees are consistent with its mission. In summer 2014, the Board evaluated and revised the District mission statement to better reflect the Board priorities adopted in spring 2013 as well as the attainment of student success goals: “The Chabot-Las Positas Community College District prepares students to succeed in a global society by challenging them to think critically, to engage socially, and to acquire workplace knowledge and educational skills.”<sup>1024</sup>

The Board is made aware of the progress of the colleges toward student learning goals through information shared at Board meetings, information on the colleges’ ScoreCards, and on each college’s student success and equity plan.<sup>1025</sup> The Board not only supports resource allocation for the continuation of student learning programs and services, but has also allocated funds to support expansion of specialized student programs that provide excellence and equity, such as the Veterans First Program and the Expanding Your Horizons Program.<sup>1026, 1027</sup>

Board Policy 2200 identifies the general objectives for the Board of Trustees, including to monitor institutional performance and educational quality; establish, review, and revise policies that define the institutional mission and set prudent, ethical, and legal standards for college operations aligned with appropriate state and federal policies affecting community colleges; and assure fiscal health and stability. Board decisions are made in accordance with federal, state, and local policy and guidelines.

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<sup>1024</sup> Board minutes, 07-15-14

<sup>1025</sup> Board presentation, 06-24-14

<sup>1026</sup> Veterans First Program

<sup>1027</sup> Expand Your Horizons Program

The Board reviews and regularly approves curriculum recommendations from the Curriculum Committees of both colleges as well as recommendations on student success activities such as those documented in the Student Equity Plan and Student Success and Support Program Plan (SSSP), and plans that are developed through the Educational Support Services Committee (ESS).

The Board regularly receives presentations from faculty and staff from various college programs, reviews reports including those from the colleges' offices of institutional research and planning, and attends campus and community events. Institutional mission statements and goals are reviewed during the annual planning retreat and at workshops throughout the year.

### **Self-Evaluation**

The College and the Board meet this standard. Decisions are made by the Board based on the mission and priorities, and the Board ensures that resources are available and used to support learning programs and services as evidenced in Board meeting minutes. Updates on programs, services and budgets are regularly provided to the Board.

### **Action Plan**

None.

### **Continuous Improvement Plan**

None.

## Standard IV: Leadership and Governance

### IV.B.1.C

The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.

#### Descriptive Summary

The Board of Trustees, in fulfilling its mission statement and Board policies, acts independently of all other entities and accepts its responsibility for educational quality, legal matters, and financial integrity, as described in Board Policy 2200.<sup>1028</sup> In addition, as a district composed of California public institutions, the Board must also comply with the California education code of regulations Title 5, as well as all pertinent federal and state codes and regulations. Actions at the colleges from hiring staff and faculty to initiating a new program require Board approval, as do all legal contracts. The Board has regular budget updates throughout the year (January, May, July, and September), and it approves the adopted budget before it is submitted to the state.<sup>1029, 1030, 1031</sup>

Through its adherence to the District mission statement, the Board affirms its commitment to educational quality for all students.<sup>1032</sup> The Board's priorities reiterate its commitment to fulfilling its financial, legal, and operational obligations and to support educational programs developed by the Colleges.<sup>1033</sup>

#### Self-Evaluation

The Board of Trustees, through its mission and Board policies, is ultimately responsible for the educational quality, legal matters, and financial integrity of the District. The Board reviews financial information as it relates to the District at its regularly scheduled meetings. In January of each year, the governor's initial budget proposal and the subsequent May budget revise are reviewed by the Board. The Board also reviews and approves the District tentative budget in June and the adopted budget in September.

The Board also receives quarterly updates on the financial status of the District and of academic and student support programs as well as general college activities, including accreditation matters.

#### Action Plan

None.

#### Continuous Improvement Plan

None.

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<sup>1028</sup> [Board Policy 2200](#)

<sup>1029</sup> [BoT minutes, 01-21-14](#)

<sup>1030</sup> [BoT minutes, 06-21-14](#)

<sup>1031</sup> [BoT minutes, 09-16-14](#)

<sup>1032</sup> [Board Mission Statement](#)

<sup>1033</sup> [Board Priorities](#)

### IV.B.1.D

The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

#### Descriptive Summary

In the past three years, all Board of Trustees' policies regarding size, duties, responsibilities, structure, and operating procedures have been evaluated and updated. The associated Administrative Procedures also have been updated.<sup>1034</sup>

Chapter 2 of Board Policies (BP 2010-2750) provides specifics regarding the size of the Board, its duties, responsibilities, structure, and operating procedures, and these policies are posted on the District's website. Chapter 2 also addresses the organization and authority of the governing Board, including a list of officers, the selection of student trustees, district elections, and meetings.<sup>1035</sup> Board Policy 2410 has been adopted and outlines how Board policies will be evaluated every six years.<sup>1036</sup>

The Board uses operating procedures complying with the provisions of the Ralph M. Brown Act, a California government code which details open meeting requirements for local government bodies. The Board complies with the Brown Act by posting the schedule of Board meetings, agendas, and minutes. The Board receives reports from the Chancellor, the College President, the Faculty Association, the Classified Bargaining unit (SEIU), the Academic Senate, the Classified Senate, and the Associated Student President at regular (non-study session) meetings. Anyone who completes a comment card prior to the beginning of the meeting is allocated three minutes to address the Board on any matter of interest. The Board President notes that no action will be taken at that meeting on any item brought forward during Public Comment.<sup>1037</sup>

#### Self-Evaluation

The Board of Trustees meets this standard as evidenced by the online Board policies and administrative procedures that address these responsibilities. As a public entity the Board adheres to all open meeting requirements required by state regulation.

#### Action Plan

None.

#### Continuous Improvement Plan

None.

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<sup>1034</sup> [Revised Board Policies](#)

<sup>1035</sup> [Revised Board Policies, Chapter 2](#)

<sup>1036</sup> [Board Policy 2410](#)

<sup>1037</sup> [12-22-14 Special Board Meeting](#)

## Standard IV: Leadership and Governance

### IV.B.1.E

The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.

#### Descriptive Summary

The District posts agendas and minutes of Board of Trustee meetings in accordance with the Brown Act and its policies and procedures.<sup>1038</sup> Board policies are reviewed and revised on a regular basis. From 2012 to 2014, the Chancellor led the District in revising Board policies to reflect CCLCPP recommendations. The Board policies were routed through the Chancellor's Council for review and recommendations for updates by the appropriate constituent groups through the shared-governance process. Following a review by the shared-governance committees, the Board of Trustees received the Board policies for a first reading and then a second reading for final adoption. The Board policies and administrative procedures are posted on the District website under the Board/Chancellor heading.<sup>1039, 1040</sup>

#### Self-Evaluation

The Board of Trustees meets this standard as evidenced by its continued adherence to and revision of Board policies every six years. Once the Board adopts the policies and procedures, it operates in accordance with them. The District publishes online Board policies and administrative procedures that address all areas of governance including the duties and responsibilities of the Board. The subject matter for each Board policy is listed in Chapter 2.

#### Action Plan

None.

#### Continuous Improvement Plan

None.

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[1038 Board Meeting Agendas](#)

[1039 Index of Revised Board Policies](#)

[1040 AP 2410](#)



### IV.B.1.F

The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

#### Descriptive Summary

The Board of Trustees has several vehicles for orientation and development. All new Board members participate in new member orientation, and the rotating Board President is provided with a training binder specific to that role. Board Policy 2100 assures the continuity of this training by requiring a staggered election cycle.<sup>1041</sup> Individual Board members have opportunities for development through the California Community College League, CCCT, and ACCT conferences and workshops for Board members and Board presidents.<sup>1042</sup> The Board President, for example, enrolled and attended workshops in 2013 in preparation for this leadership role. Additionally, Board members attend retreats throughout the year to focus on special concerns such as changes in state law or accreditation.<sup>1043</sup> The student Board members also attend student trustee training annually and work with District office staff throughout their tenure.

Board development and new member orientation includes ethics training as well as guidance on meeting protocol consistent with the Brown Act. The Chancellor works closely with the Board to ensure compliance with the Brown Act and other state laws, as well as best practices for Board members.<sup>1044</sup> Board retreats and study sessions provide members with opportunities to focus on specific topics, including new SSSP funding, student equity funds, and accreditation process updates.<sup>1045</sup> These sessions are open meetings and fully compliant with the Brown Act. Several Board members attended the Government Institute on Student Success (GISS) conference in March 2014. Following the GISS session, a Board action plan was developed.<sup>1046</sup>

Trustees provide training sessions to staff regarding budget, human resources, instructional and student services' programs, and accreditation. Once sworn into office, student trustees meet with the Chancellor to learn about their roles, are provided with a student trustee resource packet, and may attend a two-day student trustee training session.

#### Self-Evaluation

The Board of Trustees meet this standard as evidenced by their and the Chancellor's commitment to Board development and training. BP 2740 specifies Board Education and the extensive list of Board policies 2010 through 2750 outline matters regarding Board elections, terms of office, and self-evaluation.

#### Action Plan

None.

#### Continuous Improvement Plan

None.

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<sup>1041</sup> [Board Policy 2100](#)

<sup>1042</sup> [Board minutes, 02-17-15](#)

<sup>1043</sup> [Board retreat/training, 03-04-14](#)

<sup>1044</sup> [Board retreat/training, 03-03-15](#)

<sup>1045</sup> [Board meeting minutes, 04-21-15](#)

<sup>1046</sup> [Board minutes, 03-18-14, page 11](#)

## Standard IV: Leadership and Governance

### IV.B.1.G

The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.

#### Descriptive Summary

Board Policy 2745 outlines the self-evaluation process for the Board of Trustees. The process was reviewed, evaluated, and updated in April 2013 and January 2014.<sup>1047</sup> A change in the format of the Board meeting agenda was a result of a recent self-evaluation process. The purpose of a self-evaluation is to identify strengths and weaknesses in Board performance. The evaluation addresses Board operations and policies, instructional and student services programs, institutional planning, Board-Chancellor relations, and community relations. Board members complete an online, anonymous survey that includes seven categories. The results of the survey are provided in summary and discussed.

#### Self-Evaluation

The Board of Trustees meets this standard. A summary of the Board self-evaluation is presented and discussed at a Board retreat in open session. The Board identifies their accomplishments for the past year and discusses goals for the coming year and how it can successfully meet those goals. The online survey tool used for the self-evaluation was provided to the trustees at the GISS session in March 2014. Board Policy 2745 clearly outlines the requirement for Board self-evaluation.

#### Action Plan

None.

#### Continuous Improvement Plan

None.

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<sup>1047</sup> [Board Policy 2745](#)

### IV.B.1.H

The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.

#### Descriptive Summary

Following California Community College League Recommendations, in April 2013 the Board revised its ethics code. Board Policy 2715 outlines the Board's code of ethics and the process for dealing with ethics code violations.<sup>1048</sup> The policy specifically outlines the steps that will be taken to address misconduct.<sup>1049</sup> Each Board member signs a code of ethics statement, and a copy is filed in the Office of the Chancellor.

#### Self-Evaluation

The Board meets this standard, as it is fully committed to upholding its policies and procedures that ensure compliance with regulations and laws. Board Policy 2715 addresses the Code of Ethics and Standards of Practice and provides for due process for a Board member who may be referred to an ad-hoc committee to address allegations of misconduct.

#### Action Plan

None.

#### Continuous Improvement Plan

None.

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<sup>1048</sup> [Board minutes, 04-16-13](#)

<sup>1049</sup> [Board Policy 2715](#)

## Standard IV: Leadership and Governance

### IV.B.1.I

The governing board is informed about and involved in the accreditation process.

#### Descriptive Summary

The CLPCCD Board of Trustees' policies and practices assure its awareness of and involvement in accreditation processes. The Board educates itself on the stages of accreditation through presentations given by the College on the self-study standards, ACCJC recommendations, the One-Year Follow Up, and the Midterm Report. In October 2014, for example, the Board was given an update of student learning outcomes at the colleges as they apply to the standards.<sup>1050</sup>

The Board is informed about the accreditation process and regards it as an important aspect of ensuring quality in the District and at the colleges. The LPC Accreditation Liaison Officer (ALO) provides presentations leading up to the final draft of the self-study to ensure Board involvement in the accreditation process.<sup>1051</sup> Drafts and the final self-study are presented to the Board for a first reading and then for approval prior to the document's submission to ACCJC.

#### Self-Evaluation

The Board meets this standard. The Chancellor keeps the Board informed on the progress of the colleges' self-studies and has asked the ALOs to identify any potential concerns and to share those with the Board.

#### Action Plan

None.

#### Continuous Improvement Plan

For continuous improvement, the Board should fully incorporate ACCJC Standards in its self-evaluation process.

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<sup>1050</sup> Board minutes, 10-07-14

<sup>1051</sup> Board packet, 04-21-15

### IV.B.1.J

The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively. In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.

#### Descriptive Summary

Board policy 2430 (Delegating Authority to the Chancellor), administrative policy 2430 (Delegating Authority to the Chancellor), Board policy 2435 (Evaluating a Chancellor), administrative policy 2435 (Evaluating a Chancellor), Board policy 2431 (Searching for a Chancellor), and Board policy 2432 (Appointing an Interim Chancellor) were updated in March and April 2013 in response to the California Community College League's recommendations.<sup>1052</sup>

The Chancellor serves as an advisor to the Board on policy formation and is responsible for administering policies adopted by the Board.

The Chancellor is selected by the Board using a fair and open search process in accordance with its policies and state law. The Chancellor Search Committee includes appointees of all constituency groups, all of whom give recommendations for the job description and minimum qualifications to the Interim Chancellor and Vice Chancellor of Human Resources. The final job description is composed by these offices in collaboration with the Board.

The Committee develops screening criteria to ensure a broad selection of candidates and develops interview questions consistent with the position responsibilities. The Search Committee recommends to the Board eligible candidates, and finalists participate in a number of forums held at the colleges and the District office. Written feedback is solicited from the forum attendees and provided to the Board, which also meets with finalists and selects the Chancellor.

The Chancellor and the Board jointly agree to the evaluation process and consider the goals and objectives submitted by the Chancellor to the Board in addition to the Chancellor's job description. The Chancellor's evaluation is conducted in closed session and is noted on the agenda under Public Employee Performance Evaluation (Government Code Section 54957). This process is outlined in Board policy 2435 and administrative policy 2435.<sup>1053, 1054</sup>

The Board of Trustees also participates in the evaluation and selection of the college presidents, including interim presidents. Since the last visit, Las Positas College has hired two presidents and three interim presidents. Both presidents were selected using the District's presidential search process. The first presidential

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<sup>1052</sup> [Revised Board Policies](#)

<sup>1053</sup> [Board Policy 2435](#)

<sup>1054</sup> [Administrative Policy 2435](#)

## Standard IV: Leadership and Governance

search resulted in a hire in July 2011. The hiring process was directed by an outside consultant. The second presidential search was conducted in the fall of 2013 and led successfully to a hire in October 2013. The process was directed by the Vice Chancellor of Human Resources,<sup>1055</sup>

In both cases, the presidential search committees consisted of appointees of all constituency groups, all of whom gave recommendations for the job description and minimum qualifications to the Chancellor and Vice Chancellor of Human Resources. The job description was finalized by the Chancellor and the Board of Trustees.

After conducting the interviews, the search committee identified the candidates put forward as finalists. Forums were held at the College, and written feedback was solicited from the forum attendees. The finalists were interviewed by the Chancellor, who, in collaboration with the Board of Trustees, made the hiring selection.

The President undergoes an annual evaluation process that includes solicitation of feedback from various constituency groups. As part of the evaluation, the President establishes goals tied to the priorities, mission, and values of the College. As part of the Las Positas College President's self-evaluation, an evaluation survey based on the identified priorities and goals is sent to the campus community and local external constituents. The data is used to inform the self-evaluation and the annual evaluation process. The Chancellor and the College President annually assess the progress toward those goals. As part of the annual evaluation process, the Chancellor also briefs the Board on the President's progress. Most recently, in December 2014 the President solicited feedback through a survey distributed to all campus constituencies and community groups. The results were used by the President as part of his self-evaluation and will be part of the 2014-2015 formal evaluation. A follow-up survey is planned for the end of spring semester 2016.

### Self-Evaluation

The Board meets the standard as it applies to the search, selection, and evaluation process of the Chancellor and the College Presidents. All constituent groups are included in the search and interview process for both the Chancellor and the College Presidents. Forums for finalists are accessible to District employees and the community and are video-recorded and video-streamed live to facilitate access.

A timeline for evaluating administrators is included in the Human Resources' collection of documents. This timeline specifies timeframes and parties from whom feedback should be collected.

### Action Plan

None.

### Continuous Improvement Plan

None.

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<sup>1055</sup> [Board Priorities](#)

### IV.B.2

The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

#### Descriptive Summary

Through Board policy 4115, the responsibility of the management of the College is given to the College President. Policy 2012 codifies the responsibility of the President to develop the College as a comprehensive institution with its own character and uniqueness and a wide range of educational opportunities. In October 2013, Dr. Barry Russell was hired to fulfill these responsibilities as the College President. Dr. Russell brings both experience in community college administration and enthusiasm for the community college mission to bear as he leads the institution toward increasing effectiveness and excellence. The President has initiated new planning and budget elements in the governance structure that are based on College priorities determined by the College. He has also prioritized institutional research, which has bolstered the assessment of institutional effectiveness. Responding to the state and service area's recovering economy, he has brought on personnel, including several faculty, needed for the College's continuing development.<sup>1056</sup>

#### Self-Evaluation

The College meets this Standard through the leadership a highly qualified president who is devoted to the continued development of Las Positas College as an effective institution. Minutes of the shared-governance bodies such as the College Council provide evidence of his continual interest in planning and improvement.

#### Action Plan

None.

#### Continuous Improvement Plan

None.

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<sup>1056</sup> [Org Chart](#)

## Standard IV: Leadership and Governance

### IV.B.2.A

The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.

#### Descriptive Summary

The Organizational Chart of the College outlines the institution's personnel and administrative structure. The Organizational Chart is revised as positions are added or eliminated. The administrative structure includes ten positions. In addition to the President, three Vice Presidents oversee Academic Services, Student Services, and Administration. Five deans oversee three academic divisions and two student services divisions. In addition, the Foundation Director and the Director of Institutional Planning and Research both report to the President.

The Las Positas College Governance Handbook was revised in the fall of 2014 to reflect the reporting structure of committees responsible for planning, allocating, and evaluating the institution.<sup>1057</sup> This Handbook reflects the role of the President in terms of both considering recommendations and making decisions. The President delegates authority to the administrators to oversee and effectively manage their areas of responsibility.

The President facilitates the effectiveness of his organizational structure by having regular administrative retreats to discuss the institution's goals and priorities and to invite feedback from administrators. Throughout the year, the President has regular meetings with the ten College administrators monthly and with his three Vice Presidents weekly. In these meetings, the established annual College goals and priorities are reviewed to guide the discussions.

Through several years of decline in the community college budget statewide, and a number of administrative retirements, filling positions has been a challenge for the institution. This was particularly true in the Vice President of Academic Services position, which was vacated by retirement in the fall semester 2014 and not filled until May 30, 2015. In addition, for faculty, administrators, and classified staff, in order to assure the most effective use of limited resources, each vacancy underwent a review prior to being funded.

#### Self-Evaluation

Las Positas College meets this standard by having an administrative structure that is appropriate for the size and function of the College. The President delegates appropriate authority to the administrators reporting to him.

#### Action Plan

None.

#### Continuous Improvement Plan

None.

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<sup>1057</sup> [Governance Handbook](#)



**IV.B.2.B**

The president guides institutional improvement of the teaching and learning environment by the following:

- establishing a collegial process that sets values, goals, and priorities;
- ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;
- ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and
- establishing procedures to evaluate overall institutional planning and implementation efforts.

**Descriptive Summary**

The LPC President has guided institutional improvement through collegial processes, research, integrated planning, and evaluation. He exercises leadership through his participation in shared governance, for example, by chairing the College Council, which has been the primary driver of setting College values, goals, and priorities.<sup>1058</sup> The President's approach to effective governance is to take input from committees, the program review process, and reports on national trends and best practices, as well as asking for input on new ideas in appropriate venues in the organization. The existing governance structure is used to initiate and foster new initiatives whenever possible.

In fall 2012, the College Council, led by the College President, created the Planning Task Force to evaluate the College's mission, vision, and values statements and make recommendations about modifying those documents.<sup>1059</sup> The Task Force brought its recommendations for revision to the College Council for approval in spring 2013.<sup>1060</sup> The President also led the College Council in setting three institutional goals for 2014-2015.<sup>1061</sup> Subsequently, the Integrated Planning Committee used these goals to develop four planning priorities for the College, and these were also brought to the College Council for approval.<sup>1062</sup> The College Planning Priorities are to be considered in all resource allocation activities. A series of past LPC presidents have overseen earnest attempts at developing a practicable integrating planning cycle, but the current President has now guided the implementation of the new planning cycle, scheduled to be completed in August 2015 with the College Council's evaluation of integrated planning and budgeting.

The President has assured that high-quality research is available and effectively used for decision making and planning at the College. Since 2010, the output of research from the Office of Institutional Research and Planning, which reports to the President, has quadrupled.<sup>1063</sup> In fall 2014, the President approved the hiring of a research analyst to further support production of the research and analysis needed for central processes such as program review, student learning outcomes, and student success initiatives. Since the last accreditation visit, the College has developed a culture of evidence through this effort.

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<sup>1058</sup> [College Council charge](#)

<sup>1059</sup> [Planning Task Force charge](#)

<sup>1060</sup> [College Council approves the Mission, Vision, and Values](#)

<sup>1061</sup> [College Council approves 3 goals](#)

<sup>1062</sup> [College Council approves Planning Priorities](#)

<sup>1063</sup> [Office of Institutional Research and Planning](#)

## Standard IV: Leadership and Governance

One example of the integration of institutional research to the College Planning Priorities to affect student learning is the Math Jam program, which was implemented in spring 2015. This intensive, one-week program offered before the beginning of the semester helps students achieve optimal placement and succeed in their upcoming math course.<sup>1064</sup> Institutional research demonstrated the need for this program, and one of the Planning Priorities, success in basic skills, helped move the idea into formal planning processes. Ultimately, the Math Jam program is a result of extensive coordination between the math department, the Basic Skills Committee, student services, and many other parts of the College community acting with the support and guidance of the President.

The President uses several methods of communication to help ensure that education and resource planning are integrated. He uses College Council, as the primary constituency representative group, to gather feedback on executive initiated proposals, including identification of goals and priorities for the next academic year. The President has also encouraged every shared-governance committee to use the College's mission, values, and goals the heading for every shared-governance meeting agenda across campus, so that they have a presence in all decision-making activity. The President also uses monthly Town Hall Meetings to solicit feedback and convey executive decisions about institutional goals. Lastly, the President reminds the College community of its goals and priorities through email.<sup>1065</sup>

### Self-Evaluation

Las Positas College meets this standard as evidenced by the President's activities in supporting a collegial atmosphere, evaluating processes, increasing research capacity, and assuring that planning drives resource allocation to benefit student learning.

### Action Plan

None.

### Continuous Improvement Plan

The institutional planning priorities need to be integrated to all budgeting and allocating processes.

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<sup>1064</sup> [MathJam](#)

<sup>1065</sup> [President's communicating goals, May 2014](#)

### IV.B.2.C

The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.

#### Descriptive Summary

The President has expertise in policies, statutes, and regulations through his prior position as the Vice Chancellor of Academic Affairs at the California Community College Chancellor's Office. He stays informed and assures implementation of all state and governing board directives by attending meetings of the District Chancellor's Council (comprised all of all constituency groups) and the Chancellor's Cabinet (comprised of the District's executive administrators).<sup>1066</sup> Both college presidents also have monthly meetings with the Chancellor. The President brings the District recommendations, suggestions, and directions back to the College through the College Council, as well as monthly meetings with leaders of the Academic Senate, Classified Senate, Faculty Association, Classified Union, and the Student Senate. In his regular meetings with his administrators, he communicates policies and regulations and assures that LPC's internal practices are consistent with policies and aligned with the mission of the College. While the President is ultimately responsible for the proper administration of policies and regulations, he delegates that authority to his administrators for implementation in their respective areas.

#### Self-Evaluation

Las Positas College meets this standard by having a knowledgeable and experienced president who accepts the ultimate responsibility to assure that policies and procedures are followed within Las Positas College. He does, however, delegate appropriate authority to his Vice Presidents and deans to implement those policies and regulations throughout the College.

#### Action Plan

None.

#### Continuous Improvement Plan

None.

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<sup>1066</sup> [Chancellor's Council minutes, 02-10-15](#)

## Standard IV: Leadership and Governance

### IV.B.2.D

The president effectively controls budget and expenditures.

#### Descriptive Summary

The new District budget allocation model, developed in 2012-2013, shifted overall control of financial resources away from the District and toward the College.<sup>1067</sup> The President, as the College's chief executive officer, is responsible for managing resources, controlling the budget and expenditures, and implementing the budget. The Vice President of Business Services reports directly to the President regarding all matters related to College resources, its budget, and its expenditures. The President values and relies upon consultation with the campus committees, including the Resource Allocation Committee, the Faculty Prioritization Committee, the College Enrollment Management Committee, and others. The President also meets with the Executive Team weekly to discuss institutional concerns, such as the strategic direction of the campus, that have implications on budget items and expenditures. Through the delegation of responsibilities to the appropriate administrators, along with his oversight of these individuals, the President ensures that resources are spent efficiently, as indicated by the year-end balances. The President keeps the Chancellor informed about key aspects of the budget process and about administrative decisions made at the college level.

#### Self-Evaluation

LPC meets this standard, as the President controls the budget and expenditures of the College. While the President appropriately consults with the shared-governance committees, he recognizes and exercises his final authority over the budget at the College.

#### Action Plan

None.

#### Continuous Improvement Plan

None.

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<sup>1067</sup> [Budget Allocation Model](#)

### **IV.B.2.E**

The president works and communicates effectively with the communities served by the institution.

#### **Descriptive Summary**

Las Positas College Presidents have been greatly committed to building strong relationships between the College and the communities and businesses it serves, regularly interacting with local city councils, civic leaders, schools, Chambers of Commerce, and community boards. He makes frequent presentations on the activities of the College to Rotary Clubs and other civic organizations. He meets quarterly with the school superintendents from Dublin, Pleasanton, and Livermore to share information and coordinate events. He is a member of the Bay Area Presidents Association, which meets on a regular basis. He also participates in the Bay Area Community College Consortium, which includes all of the Bay Area's community college CEOs. The President serves on the Livermore Valley Performing Arts Committee and the Livermore Valley Opera Board. He also participates in Innovation Tri-Valley, a group of business, education, and governmental leaders who meet monthly to discuss key issues affecting the economic security of the Tri-Valley. Finally, the President publishes a newsletter every month and distributes it throughout the community to inform the public about Las Positas College's events and achievements.

On campus, the President interacts with the community through the Las Positas College Foundation, whose board includes prominent local civic leaders. The Foundation and the President also collaborate on major fundraising projects. The capstone event is the annual Best of the Best gala that the President hosts on campus to highlight the College's arts programs.

#### **Self-Evaluation**

Las Positas College meets this standard by having a president that is engaged in the local and regional communities to communicate the mission and activities of the College.

#### **Action Plan**

None.

#### **Continuous Improvement Plan**

None.

## Standard IV: Leadership and Governance

### IV.B.3

In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.

#### Descriptive Summary

The District's governance structure is outlined in Board Policy 2015, which designates faculty as primary in the development of academic programs and curriculum. It also outlines what decisions are made by mutual agreement, including institutional planning and budgeting processes.<sup>1068</sup>

The longest enduring District shared-governance committee, the District Budget Study Group, which existed from 2007 to 2014, had a large membership that included representatives of both senates, the unions, and key administrative offices. The achievements of this committee include a new allocation model and planning and budget model. In 2009-2010, the Committee undertook an assessment of the Budget Allocation Model that was created in 1996. The assessment revealed the possibility that over time the model had created inequities between the colleges. Over the next two years, the DBSG performed a comprehensive analysis of the allocation model, proposed and discussed a series of possible revisions, and sought the guidance of an academic budget allocation model consultant. Once a committee consensus had been reached, the DBSG forwarded its recommendation for a new allocation model to the Chancellor who took it to the Board for approval in March 2013.

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<sup>1068</sup> Board Policy 2015

In the 2013-2014 academic year, the District and colleges have worked collaboratively to develop a new planning process: the Integrated Planning and Budget Model (IPBM).<sup>1069</sup> This model describes how recommendations flow to the Chancellor through the shared-governance committee structure. The Vice Chancellor of Educational Services and Student Success oversees the Education and Student Success Committee, the District Enrollment Management Committee, and the District Curriculum Committee. Meetings for all three committees are held monthly and include representatives from various constituencies. The Vice Chancellor of Business Services oversees the Planning and Budget Committee, which meets monthly. Additional districtwide committees with constituent representatives include the Chancellor's Council, which meets monthly with bargaining unit and senate leadership and administrators, and the Planning and Guidance Committee, which oversees the strategic planning process.<sup>1070, 1071</sup>

### Self-Evaluation

The College and the District meet the standard by having developed an effective budget and planning structure that ensures clearly defined roles of authority and responsibility between the colleges and the District system, with the Chancellor bringing all final recommendations to the Board.

### Action Plan

None.

### Continuous Improvement Plan

None.

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<sup>1069</sup> [Integrated Planning Budget Model](#)

<sup>1070</sup> [Chancellor's Council](#)

<sup>1071</sup> [Planning and Guidance Committee](#)

## Standard IV: Leadership and Governance

### IV.B.3.A

The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice.

#### Descriptive Summary

Since the last Accreditation site visit, the District and colleges have worked to update and clarify delineation of the functions and operations of the College and District. In 2012, the District created an updated Delineations of Functions Map. This map was reviewed by the Chancellor's Cabinet in September of 2014 and by the Accreditation Steering Committee in November of 2014. The latter made several minor recommendations for modification in order to more accurately reflect the practices and responsibilities within the District. The District's functional map was also reviewed in 2014 by the senior leadership team comprising presidents and vice chancellors. Subsequent to that review, the map was revised and then submitted to the Chancellor for final approval.<sup>1072</sup>

Adherence to the delineation of responsibilities has been partially evaluated. The Institutional Effectiveness Committee has not evaluated the effectiveness of the Delineations of Functions Map, and the 2014 Accreditation Survey reveals that a number of College faculty and staff do not fully understand the organizational roles of the District and College. Only 44 percent of respondents reported that they agreed with the statement, "Organizational roles of the district and college are clearly defined."<sup>1073</sup>

The District Budget Study Group recommended an organizational evaluation of District and Maintenance Offices in March 2013.<sup>1074</sup> The District hired School Services of California to conduct this evaluation. They performed a comparative staffing analysis to other colleges and presented their recommendations to the Board of Trustees in April 2014.<sup>1075</sup> In response, the Chancellor reorganized senior leadership at the District office.

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<sup>1072</sup> [Delineations of Functions Map](#)

<sup>1073</sup> [2014 Accreditation Staff Survey](#)

<sup>1074</sup> [Board Meeting minutes, 03-19-13](#)

<sup>1075</sup> [Board Meeting minutes, 04-15-14](#)



The College's 2009 accreditation self-study identified the goal of annually evaluating the Districtwide Strategic Plan in terms of how well the District and the College were collaborating in the plan's implementation. This has been partially accomplished. Developing the 2012-2013 Districtwide Facilities Plan, the Office of Development solicited feedback from the College community as well as from the Academic, Classified, and Student Senates before presenting the final proposal to the Board of Trustees.<sup>1076</sup> The District has not yet completed a successful Educational Strategic Plan. In 2010-2011, a consulting firm was hired by the District to create an Educational Master Plan.<sup>1077</sup> However, the consultant did not finish the project. In summer 2014, another firm was hired to complete another Educational Master Plan, which is in progress.<sup>1078</sup>

### Self-Evaluation

Las Positas College and the District partially meet the standard; the District Functional Map is a reflection of the work done from 2012 to 2014 to delineate the functions between the District and colleges. While the District map has been recently finalized, it has not been fully evaluated. Survey data shows that more effective communication is needed regarding the various roles of the College and the District. Although the District strategic and educational plans have been in progress for years, they are not yet finalized.

### Action Plan

The District functional map needs to be fully evaluated. Better communication is needed between the District and colleges regarding the functions of each as evidenced by the survey data. The College Educational Master plan and the District Strategic Plan need to be finalized and utilized in District planning.

### Continuous Improvement Plan

None.

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<sup>1076</sup> [Facilities Plan](#)

<sup>1077</sup> [Board Meeting minutes, 09-21-10](#)

<sup>1078</sup> [Board Meeting minutes, 07-15-14, Item 3.3](#)

## Standard IV: Leadership and Governance

### IV.B.3.B

The district/system provides effective services that support the colleges in their missions and functions.

#### Descriptive Summary

The College lacks sufficient evidence to describe the effectiveness of District services. Although the District offices have internal evaluations to guide their strategic planning, there are no regular processes for districtwide evaluations of services. To disseminate information about their services, some District offices, such as Business Services, have set up informational booths at districtwide gatherings such as Convocation, but they were not well attended. The District Budget Study Group recommended an organizational evaluation of District and Maintenance Offices in March 2013.<sup>1079</sup> The District hired School Services of California to conduct this evaluation. They did a comparative staffing analysis to other colleges and presented their recommendations to the Board of Trustees in April 2014.<sup>1080</sup> In response, the Chancellor reorganized senior leadership at the District.

In spring 2014 the Chancellor proposed a new Integrated Planning and Budget Model to coordinate districtwide planning.<sup>1081</sup> The Education, Facilities, and Technology Committees have not yet considered whether this model will facilitate evaluation of the effectiveness of District systems and services. In fall 2014, the Planning and Budget Committee created a mission statement for the committee that integrated the mission statements of the District and both colleges.<sup>1082</sup>

#### Self-Evaluation

Las Positas College and the District partially meet this Standard. The District contracted with the School Services of California to perform analysis of maintenance services and implemented some recommendations by creating a new staffing plan and hiring additional staff. To provide more assistance in the coordination of educational services, the District hired a Vice Chancellor of Educational Services and Student Success. While there are internal evaluations done by various District offices and services, there are no regular, widely published reviews of District services. At the college level, services are reviewed and evaluated through the program review process.

The 2014 Accreditation Survey reveals a low level of confidence among College faculty and staff in the effectiveness of District services, with only 35 percent of respondents in agreement with the statement, “The district provides effective services that support the mission and the functions of the college.” Just 30 percent agreed with the statement, “The Chancellor effectively manages financial resources.”

#### Action Plan

The District should propose a mechanism for regularly assessment of District services.

#### Continuous Improvement Plan

None.

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<sup>1079</sup> [Board Meeting minutes, 03-19-13](#)

<sup>1080</sup> [Board Meeting minutes, 04-15-14](#)

<sup>1081</sup> [JPBM Committees](#)

<sup>1082</sup> [Planning & Budget committee minutes, 10-03-14](#)

**IV.B.3.C**

The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.

**Descriptive Summary**

Since the last accreditation site visit, the District has made significant efforts toward the perception of fairness in its distribution of resources. The participatory governance committee charged with the evaluation of the District Allocation Model from 2009-2014 was the District Budget Study Group (DBSG).<sup>1083</sup> In fall 2014 this committee was renamed the Planning and Budget Committee (PBC) and is now part of the integrated planning model adopted in spring 2014 for the current academic year (2015-2016).<sup>1084</sup>

In 2009-2010 the Committee had a number of discussions on the adequacy of the Budget Allocation Model which created in 1996. During discussions, some Committee members argued that the model resulted in unfair financial allocations to the colleges, gave the colleges too little budgetary control, and created situations in which a resource decision made at one college could inadvertently affect the capacities of the other.<sup>1085</sup>

Following these discussions, in 2010-2011 the DBSG voted to pursue a zero-based budget model that departed from the Board-approved allocation model.<sup>1086, 1087</sup> Analysis and further discussion continued through the next year. In 2012-2013, the District contracted an academic budget allocation model consultant for additional support in creating a new model.<sup>1088</sup> Once the model was formulated, it was reviewed and discussed in LPC's senates and Planning Task Force. In spring 2013, the DBSG achieved a consensus to recommend its adoption to the Board of Trustees.<sup>1089</sup> The Board approved the new model in March 2013.<sup>1090</sup>

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<sup>1083</sup> DBSG

<sup>1084</sup> PBC

<sup>1085</sup> DBSG meeting minutes, 02-05-10

<sup>1086</sup> DBSG meeting minutes, 04-01-11

<sup>1087</sup> DBSG meeting minutes, 05-06-11

<sup>1088</sup> DBSG meeting minutes, 11-16-12

<sup>1089</sup> DBSG meeting minutes, 03-15-13

<sup>1090</sup> Board of Trustees meeting minutes, 03-19-13

## Standard IV: Leadership and Governance

This model should resolve the main inconsistencies perceived in the old model. This will depend, however, on the transparency of processes and commitment to the model in its implementation, including modifications as necessary. As in all new processes, actions need to occur in the context of transparency and timely communication of relevant decisions.

Although DBSG/PBC does not make recommendations for the distribution of categorical funding, the College demonstrated their ability to work collegially with Chabot through the Educational Support Services Committee to decide upon a model for allocating the District Equity monies for 2014-2015.<sup>1091</sup>

### **Self-Evaluation**

Las Positas College and the District meet this standard. Las Positas College has been an active participant in all constituency-based budgeting governance bodies as the District has evolved a new model which better serves the District and its colleges. By doing this work, the College and District responded to and adequately addressed the previous 2009 recommendation (#2) to evaluate and improve the resource allocation model.

### **Action Plan**

None.

### **Continuous Improvement Plan**

None.

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<sup>1091</sup> Educational Support Services committee

### IV.B.3.D

The district/system effectively controls its expenditures.

#### Descriptive Summary

The District has controlled its expenditures. The District Office of Business Services is responsible for tracking expenditures as well as projecting variable costs, for example, of RUMBL (Retirees Unfunded Medical Benefits Liability) and health care.<sup>1092</sup> Audits for the last several years have produced no adverse financial findings, and the District has consistently maintained an ending balance, with the exception of 2011-2012, when the District was required to borrow from the RUMBL fund to cover the budgeted expenditures. This action was recommended by the DBSG and approved by the Board.<sup>1093</sup>

Special accounts, such as the monies from the Measure B Bond, are also the responsibility of the District, which manages the bond accounts with the Bond Oversight Committee.<sup>1094</sup> The District has developed a proposal for and has begun moving staff positions off of bond funds and into general funds in preparation for the end of funding from the Measure B bond.

#### Self-Evaluation

The District meets this standard by consistently controlling its expenditures in a responsible manner. The District audits have produced no major findings, and the Bond funds receive special attention through a citizen's oversight committee, as required by law. The District sends the required annual fiscal report for each college to ACCJC as required.

#### Action Plan

None.

#### Continuous Improvement Plan

None.

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<sup>1092</sup> PBC minutes, 12-05-14

<sup>1093</sup> Board of Trustees minutes, 09-20-11

<sup>1094</sup> Bond Oversight committee

## Standard IV: Leadership and Governance

### **IV.B.3.E**

The chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district/system policies without his/her interference and holds them accountable for the operation of the colleges.

#### **Descriptive Summary**

The Chancellor gives the presidents the authority to implement delegated policies and holds the presidents accountable for the operation of the Colleges through an annual performance evaluation process.

Less formal, ongoing delegation and evaluation occur at weekly District Senior Leadership Team meetings, which are attended by the presidents, the Chancellor, the Vice Chancellor of Educational and Student Services, the Vice Chancellor of Human Resources, and the Vice Chancellor of Business Services. The presidents also attend Board meetings and report on college initiatives, programs, and various college expenditures in compliance with District policies and procedures.

#### **Self-Evaluation**

The District through the Chancellor's actions meets this standard. The President reports that he has appropriate authority to implement the College and District policies without undue interference. He is held accountable for the results both in informal evaluation with the Chancellor and as part of his annual formal evaluation.

#### **Action Plan**

None.

#### **Continuous Improvement Plan**

None.

### IV.B.3.F

The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner.

#### Descriptive Summary

The organization of the District's governance effectively facilitates information sharing between the Board, the District, and the colleges. The Chancellor holds monthly meeting of the Chancellor's Council, whose membership includes representatives of all three centers' constituency groups.<sup>1095</sup> These representatives then transmit information from the Council to the Academic, Classified, and Student Senates, as well as the President's College Council. Other districtwide committees with important information-sharing roles include Planning and Budget, Facilities, Technology, Education, and District Enrollment Management.

The District and the colleges use effective methods of communication in a timely manner to relay information to the Board members and others regarding upcoming Board agenda items. In advance of a Board meeting, agenda items are widely distributed electronically through the Board packet to Board members, college administrators, Academic Senate representatives, union leadership, student leaders, the press, and other interested community members. The Board packets also contain Board reports that will be reviewed by the Chancellor.<sup>1096</sup>

The college presidents, the college vice presidents, and the presidents of the academic senates, classified senates, and student senates all attend Board meetings and report to the Board and to their constituencies. The Board of Trustees includes a student trustee who also voices the concerns of students. Agendas and minutes of Board meetings and workshops are posted on the District website.<sup>1097</sup>

#### Self-Evaluation

The College and District meet this standard. The Chancellor provides timely, effective communication between the colleges and the governing board. The Colleges use the established District governance structures to communicate through the Chancellor to the Board. Board meeting agendas contain regular items in which there are reports from faculty, classified staff, student senate presidents, as well as the college presidents and the student trustees.

#### Action Plan

None.

#### Continuous Improvement Plan

None.

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<sup>1095</sup> [Chancellor's Council](#)

<sup>1096</sup> [Sample Board packet](#)

<sup>1097</sup> [Current Board Meeting agenda](#)

## Standard IV: Leadership and Governance

### IV.B.3.G

The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

#### Descriptive Summary

There is no standard evaluation process for role delineation in the District; however, the colleges and District have reviewed and updated the Functional Map of Delineation of Roles in fall 2014 and finalized the map in 2015.<sup>1098</sup> As of yet, there is no regular process for evaluating the effectiveness of the District's structures and processes of governance and communicating the results. However, the District Budget Study Group recommended an organizational evaluation of District and Maintenance and Operations offices in May 2013.<sup>1099</sup> The District hired School Services of California to conduct this evaluation. They did a comparative staffing analysis to other colleges and presented their recommendations to the Board of Trustees in April 2014.<sup>1100</sup> In response, the Chancellor reorganized senior leadership at the District.

#### Self-Evaluation

The Chabot-Las Positas Community College District partially meets the standard by completing and disseminating the functional map and commissioning an evaluation of the District by School Services of California. While the District has retained outside assistance to perform evaluations, to fully meet this standard, the District and its constituents would be well-served by developing a more regular and sustainable evaluation process and providing results of those evaluations to be used for improvements.

#### Action Plan

Develop a standard evaluation of District services that involves all community stakeholders.

#### Continuous Improvement Plan

None.

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<sup>1098</sup> [Functional Map of Delineation of Roles](#)

<sup>1099</sup> [DBSG minutes, 05-17-13](#)

<sup>1100</sup> [Board minutes, 04-15-14](#)



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# Responses to Recommendations from the Previous Self-Study

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*Las Positas College has developed into a fully accredited comprehensive institution. In 1988, the College was designated by the Board of Governors to be an independent college.*

*Las Positas College received full accreditation on January 7, 1991 from the Accrediting Commission for Community and Junior Colleges.*

## RECOMMENDATION #1

### Institutional Effectiveness

To improve to a level of sustained continuous quality improvement the team recommends that:

A. The college increase its capacity for conducting research, fulfill its planning agenda with respect to institutional research and institutional effectiveness, and integrate institutional effectiveness research into planning through regular systemic evaluation of its progress toward achieving institutional goals. (I.B.3, I.B.4)

B. The college develop and implement on-going, systematic, college-wide processes to evaluate the effectiveness of its program review, planning and governance systems. (I.B.5, I.B.6, I.B.7, IV.A.5)

### Response to Recommendation # 1A:

The Office of Institutional Research and Planning (ORIP) plays a key role in the research activities of the college. Las Positas College continues to make excellent use of the Director of Institutional Research and Planning, whose skillset is exceptionally suited to the day-to-day needs of the college. In addition, the college has hired a full-time Research Analyst to assist in addressing the various research needs of the campus. The Research Analyst helps with gathering, processing, and analyzing customized data requests from the college community as well as the external community, and data for state, federal, and accreditation mandates. In addition, the Research Analyst helps prepare reports that are shared with the campus community.

ORIP produces a number of reports each year. An example of reports that the office produces is the comprehensive program review data packets for instructional and student services programs.<sup>1101</sup> Each year, a total of 150 program-level data packets are created that help faculty, staff, and administrators assess the types of students that are served as well as the productivity of their programs. The comprehensive program review data packets, which were initially produced in 2013 and only offered program information for the fall semesters, now provide information for both fall and spring semesters.

ORIP also plays a key role in survey research at the college. ORIP regularly conducts college-wide surveys, including student satisfaction surveys, student accreditation surveys, faculty/staff accreditation surveys, and graduation surveys.<sup>1102</sup> In addition, ORIP works with programs to conduct program-specific surveys.

The Teaching and Learning Center (TLC) helps with the capacity of research at the college. In order to help fulfill its mission, the TLC staff continues to be actively involved in gathering and sharing data. In particular, the TLC helps in collection and reporting of Student Learning Outcome data, success and retention rates in distance education, distance education satisfaction surveys, success and retention rates of online tutoring, and satisfaction surveys of the services provided by TLC to the faculty and staff of the college. In addition, the TLC staff members have continued to assist faculty by supporting those who wish to develop and administer online surveys.

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<sup>1101</sup> [Program review data packets](#)

<sup>1102</sup> [Survey conducted at LPC](#)

## Responses to Recommendations from the Previous Self-Study

In 2010, based on a highly participatory process, a strategic plan was created by the college that had ten goals, 59 strategies, and 116 key performance indicators (KPIs).<sup>1103</sup> The KPIs were created to determine to what extent the college met the strategies that were outlined. However, in 2012-2013, after the arrival of the new Director of Institutional Research and Planning, the Institutional Effectiveness Committee thoroughly reviewed the 116 KPIs and determined that only 22 KPIs were valid, useful, and could be assessed. As a result, 94 KPIs were eliminated by the College Council at the request of the Institutional Effectiveness Committee. Moreover, it was determined that clearer goals were needed for the college. In spring 2014, with direction from the executive team and support from the College Council, the College decided to concentrate on the following three focus goals: equity, completion, and excellence; these goals were placeholders until a revised educational master plan could be adopted; the college's educational master plan is currently being written and will be finished in fall 2015.

In spring 2014, the Integrated Planning Committee used the three focus goals, along with program review dean summaries and other planning documents to create the following 2014-2015 planning priorities:

- Accreditation
- Support for the curriculum process
- Technology utilization with emphasis on staff development
- Success and persistence through the basic skills sequence.

The aforementioned planning priorities were used in various areas of the college to drive planning and prioritize resources.

In spring 2015, the focus goals were used once again, along with results of SLOs, dean program review summaries and other planning documents to create the following 2015-2016 planning priorities:

- Establish regular and ongoing processes to implement best practices to meet ACCJC standards
- Provide necessary institutional support for curriculum development and maintenance
- Develop processes to facilitate ongoing meaningful assessment of SLOs and integrate assessment of SLOs into college processes
- Expand tutoring services to meet demand and support student success in Basic Skills, CTE, and Transfer courses

Since the site visit in 2009, Las Positas College has implemented a clear, transparent, and accountable planning and budget cycle. The planning and budget cycle is comprised of four processes: program review, institutional planning, resource allocation, and budget development. Each process has a specific goal. The goal of the program review process is the creation of dean program review summaries. The goal of the institutional planning process is to create planning priorities. The goal of the resource allocation process is to align prioritized resources to planning priorities. The goal of the budget development process is to align budget development with planning priorities. In addition, assessment of planning and budget occurs throughout the cycle to ensure the effectiveness of the activities and processes.

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[1103 2010 to 2015 Strategic Plan](#)

In 2012-2013, the college went through a highly participatory process of reviewing and approving revised Mission, Vision, and Values Statements.

Las Positas College has seen great success with the integration of research into planning through regular, systematic evaluation at the instructional and non-instructional program level. Programs have used among other sets of data, Student Learning Outcomes (SLO) and completion data to initiate curricular and departmental changes. As an example, the success the English Department's analysis of learning/completion outcomes of accelerated versus non-accelerated courses is notable. A pilot project is underway that supports students to succeed in English that is one level greater than assessment scores indicate. Early results of the pilot indicate positive outcomes for students. Evaluation of these and similar data allowed the English Department to increase the number of accelerated course offerings with additional lab time as a means to support student completion.

### **Response to Recommendation # 1B:**

Prior to our 2009 Accreditation site visit, our Program Review Committee was an ad-hoc Academic Senate Committee. The Committee is now a fully sanctioned standing Academic Senate Committee with contractually assured reassigned time for its chair(s). The college's program review process has also expanded to include all Non-Instructional areas, e.g., Division Offices, President's Office, and Student Services. Discussions continue about the best process to expand the official role of the Program Review Committee to provide guidance to all areas that conduct program reviews.

Our last Program Review Full Report Cycle began in 2013—it was all inclusive (all instructional, non-instructional and student service programs participated). This meant a great deal of work for Program Review Committee Members, but the college wanted full program updates and universal feedback from all sectors. Program Review mentors read each document and provided feedback and recommended additions and changes to the authors. Deans also provided feedback to authors and develop a division summary that is vetted with the Division members at their monthly meeting. The summary is forwarded to the Vice Presidents and President to be used along with the actual Program Reviews when the annual budget is completed. Portions of the Program Reviews are expected to be included in requests for faculty, instructional equipment, and non-instructional staff and administrators.

Each entity that submitted a Program Review document was asked to complete a summary document cataloging the program's maintenance and development needs. This document is known as "The Common Tool." The Common Tool identifies the fiscal and non-fiscal needs of each program. It is a method used to evaluate the college needs as a whole. For example, it could answer the question, "How many programs need a new or replacement Classified position?" or "How many programs need to update their Course Outlines of Record to current Title V standards?" During 2012-2013 Academic Year, the effectiveness of the Common Tool was evaluated. The data demonstrated that the Common Tool did not serve the institution well and was removed as part of the Program Review Process.

In spring 2011 the Program Review Committee sent out a survey to faculty soliciting feedback on the new Program Review process. In general, those faculty members who responded, appreciated the template, but overwhelmingly stated a need for greater access to data. The Committee and the previous Director of Research outlined a plan to meet this need through automating more general course level data. The

## Responses to Recommendations from the Previous Self-Study

Committee also identified a need to train faculty in how to gather targeted data themselves. Solutions, many outlined in the response to Recommendation 1A, have been successfully implemented. In spring 2012, a Flex Day was set aside to update Program Reviews. The goal was to capture changes in data and guide faculty further in assessment of their Student Learning Outcomes.

Since 2012, feedback has been regularly solicited and the Program Review Committee has evaluated the effectiveness of the document used for Program Review. After each use, the committee solicits feedback from the users and updates the document to incorporate recommendations.

Each spring, the various allocation committees on campus (Faculty Hiring Prioritization, Planning and Budget, Staff Development, etc.) evaluate their application documents/forms and amend them to consistently reinforce that Program Review data is the central source for consideration for funding. Some committees required the entire Program Review in addition to their application/request form, while others required critical parts of Program Review and included those in the application itself. These committees, in turn, gave feedback to the Program Review Committee as to the effectiveness of the information and format of the current Program Review document. As the process of Program Review and the integrated nature of funding based on program reviews has become more of a presence, many more Program Review documents have included concrete data in support of departmental requests. Allocation committees have established a goal of having the process more streamlined.

At the beginning of 2012, the Program Review Committee addressed the issue of validation of Program Review results, culminating in a proposal submitted to the Academic Senate and College Council. This proposal identified the College Council as the validation committee. The proposal defines the connection of the results of Program Reviews to other committees which perform planning for the institution and resource allocation processes. With the advent of the new Integrated Planning Committee, the decision/recommendation was to place the responsibility for the review and assimilation of the information from Program Reviews on the Integrated Planning Committee. This process began in earnest in spring 2014 when the IPC reviewed Program Review documents to make recommendations about college priorities for 2014-2015 academic year.

In spring 2010, our Director of Research and Planning conducted a college wide survey to understand how knowledgeable our college community was about our strategic planning process. In addition, general questions were asked about the effectiveness of our strategic planning process. The responses revealed that more work was required to ensure full understanding of our college goals and strategic plan. The survey revealed that a large percentage of the college community understood that our strategic plan was linked to our program planning.<sup>1104</sup>

In fall 2014, another college-wide survey was conducted that included items related to the effectiveness of planning. Nearly two-thirds of employees that were surveyed agreed that the College uses ongoing and systematic evaluation and planning to refine its key processes.<sup>1105</sup>

Las Positas College regularly surveys faculty, staff, and administrators to assess our governance systems. The fall 2014 employee survey indicates that nearly two-thirds of the respondents believed that governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness.<sup>1106</sup>

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<sup>1104</sup> [Spring 2010 Strategic Planning Survey](#)

<sup>1105</sup> [Fall 2014 employee accreditation survey](#)

<sup>1106</sup> [Fall 2014 employee accreditation survey](#)

## RECOMMENDATION #2

### Student Learning Outcomes

To meet the Commission's 2012 deadline, and to achieve a level of proficiency in the assessment of student learning outcomes, the team recommends that the college fully engage both full time and adjunct faculty in identifying and assessing Student Learning Outcomes at the course, program, and institutional levels, and establish and achieve institutional timelines for completing student learning outcomes assessments for all its courses, programs and services. Emphasis should be placed on encouraging institutional dialog about assessment results, rather than dialog about the Student Learning Outcome Assessment process. The institution should focus on the use of assessment results for quality assurance and improvement of educational programming to improve student learning, as well as inform planning and resource allocation decisions.

### Response to Recommendation #2:

The college continues to meet this recommendation in that, since 2012, both full-time and part-time faculty have been actively engaged in identifying and assessing Student Learning Outcomes. In January 2012, 74% of courses had SLOs; as of June 1, 2015, that number had risen to 99%. Similarly, in January 2012, 49% of course-level SLOs had been assessed. As of June 1, 2015, 93% of course-level SLOs had been assessed.

The College has worked diligently to engage full time and part time faculty in identifying and assessing SLOs. One step taken to encourage part-time faculty participation was a contractual agreement to compensate part-time faculty for "developing and/or assessing SLOs, CLOs, and/or PLOs."<sup>1107</sup>

Also, the administration made SLO development and assessment a priority, stressing the importance of this work in meetings, through e-mail, and in the dedication of significant reassignment time. Monthly reports have been generated from the eLumen database and provided to faculty at each division meeting. Periodic updates have been given to faculty at Town Meetings with the status of completion emphasized. Deans in the Academic divisions have regularly sent e-mails to specific faculty and/or met with specific faculty regarding completion of SLOs for their courses and assessments of courses to be entered into the database for tracking.

Most recently, in spring 2015, the college offered 70% reassignment time for a faculty member who would work with other faculty, one-on-one, supporting those who need help assessing their SLOs. The work of this faculty member had a significant impact as seen in the rise in assessment numbers since January 2015. Among his many efforts, the faculty member helped develop a Google survey, which simplified the process of entering SLO data into eLumen. He also contacted and worked with specific faculty members, supporting SLO development and assessment.

In addition, March 27, 2015, motivated by the work on the self-study report, faculty leadership from key campus committees engaged in a "Common Ground" meeting with the intention of formulating a plan focused on the College's SLO process to present to the broader campus community. Recommendations

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<sup>1107</sup> [Faculty Association MOU](#)

## Responses to Recommendations from the Previous Self-Study

from this meeting resulted in a plan for more flex days in 2015-2016 focused on SLO assessment; more staff development to help all faculty, but part-time faculty in particular, engage in SLO assessment; clearer communication with students about SLOs; and more research in best practices regarding SLOs.

The College has also made progress in its effort to encourage dialog about SLO results rather than the SLO process through program review. SLO data and assessment is the centerpiece of the Program Review template, requiring the program faculty to assess SLO results and use these results in planning. Programs are asked how they use assessment results for the continuous improvement of student learning, whether their assessment results show a need for new SLOs, and what percentage of their courses their programs will assess in the next academic year. As the 2014 Program Planning Updates reveal, programs have been engaging in rich and authentic assessment that results in actions taken to improve student learning.

The program review process has also been a vehicle for using SLO assessment results to inform planning and resource allocation decisions. SLO assessment results, as captured in program review, are read by division deans and summarized, along with other vital information, with input from the Program Review Committee and members of the division. The finalized summary is sent to the Integrated Planning Committee for use in creating planning priorities, which help guide the budget and allocations for the following year.

### **RECOMMENDATION #3**

#### **Program Review**

To meet the Commission's 2012 deadline in the assessment of student learning outcomes, and to achieve a level of proficiency in program review for all efforts, the team recommends that:

- A. The college fully integrate its processes for the assessment of student learning outcomes with its processes for program review and planning. (I.B.1, II.A.2.a, II.A.2.b)
- B. The college fully implement a program review process for all administrative programs and services. (I.B.3, III.A.6, III.B.2, III.D.3)

#### **Response Recommendation 3A:**

The college has addressed the recommendation to fully integrate its process for the assessment of student learning outcomes with its process for program review and planning. The 2011-2012 program review template asked writers to include an analysis of SLO data, and more recent program review update templates have focused on SLO data as a central component of their review.<sup>1108, 1109</sup> The college's program review process, which has as its centerpiece the assessment of SLO data, feeds the College Planning Process, the Resource Allocation Process and the Budget Development Process, as described in LPC Integrated Planning and Budget Cycle (Evidence: LPC Integrated Planning and Budget Cycle). Program review data, including SLO data, is captured for the use of planning committees in the form of deans' summaries, which have been designed to be more useful than the former mechanism for capturing this information, which was called The Common

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<sup>1108</sup> [2011-2012 Program Review Template](#)

<sup>1109</sup> [Program Review](#)

Tool.<sup>110</sup> The SLO data, as described and assessed in program review, is analyzed and reported in concert with student achievement data provided by the Office of Institutional Research, and, in some cases, other types of data collected by the program faculty, providing a broad data “picture” essential to the planning process. This broad data picture is also a valuable means by which different types of data may be evaluated and more deeply assessed.<sup>111</sup> The college continues to refine its processes in an effort to make them more meaningful and transparent. The Program Review Committee has conducted surveys to gather feedback from programs across the campus.<sup>112, 113</sup> Working with survey data, the SLO Committee and the Integrated Planning Committee, the Program Review Committee continues to revise the Program Review Template to reflect the needs of the SLO and planning processes. As evident in the meeting minutes, committee chairs have worked closely together to integrate these processes, and continue to do so.<sup>114, 115, 116</sup> Due to the vast workload that each committee engages in, the Program Review Committee and the SLO Committee chose not to merge, but, instead, to closely collaborate. Evidence of this close collaboration can be seen on the Program Review webpage, which has a link to the SLO chair to support writers on program review in their effort to complete the SLO portion of the template.<sup>117</sup>

### Response to Recommendation 3B:

The college has fully implemented a program review process for all administrative programs and services as is evident from the program review updates in 2013-2014 and 2014-2015. Since 2012, the formerly “Instructional Program Review Committee” has become the “Program Review Committee” in that it oversees the program review process for both Student Services and Academic Services.<sup>118, 119</sup>

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[1110 PRC minutes, 09-24-14](#)

[1111 Program Review data packets](#)

[1112 Evaluation of IPR survey results, 03-21-11](#)

[1113 PPU survey results, 02-11-15](#)

[1114 Program Review Committee minutes, 01-28-15](#)

[1115 SLO Committee minutes, 09-12-11](#)

[1116 SLO Committee minutes, 03-03-14](#)

[1117 Instructional Program Review](#)

[1118 Program Review](#)

[1119 Program Review Committee Charge](#)



## **RECOMMENDATION # 4**

### **Information Competency**

To meet the standards the team recommends that the college use campus-wide dialog to develop ongoing instruction for users of library and learning support services to ensure students develop skills in Information Competency. (II.C.1.b)

### **Response to Recommendation #4:**

The college continues to meet this standard as evidenced by the many means by which it provides on-going instruction in Information Competency for users of the library and learning support services. The college provides instruction on research and information competency skills taught in the four Library Skills courses, library orientations tailored to support specific courses, learning communities in which librarians are embedded, instructional content and tutorials posted on the library website, and reference service provided in person, over the phone, and via email. [1120](#), [1121](#), [1122](#)

## **RECOMMENDATION #5**

### **Code of Professional Ethics**

To meet the standards the team recommends that the college develop a written code of professional ethics for all of its personnel. (III.A.1.d)

### **Response to Recommendation #5:**

The college continues to meet this standard as evidenced by the code of ethics written for all of its personnel using the collectively bargained standards for conduct.

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[1120 ACRL Information Competency Standards](#)

[1121 Library Statistics: Orientations](#)

[1122 Library Student Survey, Spring 2014](#)

## **RECOMMENDATION 6 (DISTRICT / COLLEGE RECOMMENDATION)**

In order to improve, the team recommends that the Board establish and formally adopt a clearly delineated orientation program for new Board members. (Standard IV.B.I.d, IV.B.I.e, IV.B.i.f)

### **Response to Recommendation #6:**

Our IV: The District / College meets this standard as evidenced by the Board of Trustees' and the Chancellor's commitment to Board development and training. BP 2740 specifies Board Education, and the extensive list of Board policies 2010 through 2750 outline matters regarding Board elections, terms of office, and self-evaluation.<sup>1123, 1124</sup>

### **District / College Recommendation 1**

To meet the standards the team recommends that the district and the college maintain an updated functional map and that the district and the college engage in a program of systematic evaluation to assess both the effectiveness of district and college functional relationships and the effectiveness of services that support the institution. (Standard III.A.6, IV.B.3)

### **Response to District / College Recommendation 1:**

Since the Midterm Report, the District and the Colleges, with the guidance of the District Senior Leadership team, reviewed and revised the District Function Map in fall 2014. At that time, a separate "Task Map" was also created to better illustrate the department functions that were assigned to the District and the Colleges.

### **District and College Recommendation #2:**

To meet the standards, the team recommends that the district and the college complete the evaluation of the resource allocation process in time for budget development for the 2010-2011 academic year, ensuring transparency and assessing the effectiveness of resource allocations in supporting operations. (Standard III.D.I, III.D.3, IV.B.3)

### **Response to District and College Recommendation #2: (Chabot)**

The District now operates under a new Budget Allocation Model (BAM) that was approved by District Budget Study Group in March 2013, and implemented with the Adoption Budget for Fiscal Year 2013-2014. The BAM is clearer than the previous model. It can be summarized as follows: From the aggregated revenue (which includes general apportionment, mandated costs, and other faculty reimbursements), set districtwide expenses (known as "Step 3A" costs, which includes retiree benefits, gas and electric costs, property and liability insurance, etc.) are taken off the top. Allocations are made to the District Office and Maintenance and Operations (M&O) according to set percentages. The remaining revenue is split between the colleges according to Full Time Equivalent Students (FTES) targets.

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<sup>1123</sup> [Board Policy 2740](#)

<sup>1124</sup> [Index of Revised Board Policies](#)



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