
Institutional Mission & Effectiveness



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.^{28, 29}

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.

²⁸ [College Council minutes, 03-27-13](#)

²⁹ [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.³⁰ 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.³¹

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.

[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.”³²

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.^{33, 34, 35} 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.³⁶ 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.³⁷ 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.³⁸ 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.

³² [Mission Statement](#)

³³ [Annual Program Review, 2011-2012](#)

³⁴ [SLO Program Review](#)

³⁵ [Integrated Planning, Budget, and Assessment Process](#)

³⁶ [LPC website](#)

³⁷ [Student Services](#)

³⁸ [AB 86 Consortia](#)

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In order to ensure that it is fulfilling its mission, the College surveys students about needs, goals, and desires.³⁹ 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.⁴⁰

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.⁴¹ 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.⁴² 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.”⁴³ 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.^{44, 45}

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.

³⁹ [Institutional Planning and Research: Surveys](#)

⁴⁰ [Institutional Effectiveness Report](#)

⁴¹ [Annual Program Review, 2011-2012](#)

⁴² [College Council](#)

⁴³ [Fall 2014 Staff Survey](#)

⁴⁴ [Fall 2014 Student Survey](#)

⁴⁵ [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, 2013.⁴⁶ The College mission is published in a number of locations, including the College's Academic Catalog and the College website.^{47, 48}

Self-Evaluation

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

Action Plan

None.

Continuous Improvement Plan

None.

⁴⁶ Board of Trustees minutes, 04-16-13

⁴⁷ College Catalog, page 4

⁴⁸ College Mission

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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.⁴⁹ 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.⁵⁰ 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.⁵¹ 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.⁵² 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.

⁴⁹ [College Council charge](#)

⁵⁰ [College Council minutes, 09-20-12](#)

⁵¹ [Town Hall meeting, 10-03-12](#)

⁵² [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.⁵³ 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.⁵⁴

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.⁵⁵

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.

⁵³ [College Council minutes, 03-27-13](#)

⁵⁴ [Board of Trustees minutes, 04-16-13](#)

⁵⁵ [Fall 2014 Staff Survey](#)

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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 2013.⁵⁶

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 2014.⁵⁷

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.⁵⁸ The most recent comprehensive program reviews were completed for 2011-2012, and an update was completed in 2014-2015.^{59 60}

⁵⁶ [College Council minutes, 10-10-13](#)

⁵⁷ [Integrated Planning Committee page](#)

⁵⁸ [Program Review template](#)

⁵⁹ [Instructional Program Planning Update](#)

⁶⁰ [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.^{61, 62, 63, 64}

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.⁶⁵

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.

⁶¹ [2014-2015 Planning Priorities](#)

⁶² [Integrated Planning Committee charge](#)

⁶³ [Faculty Position Request form](#)

⁶⁴ [Classified Senate agenda, 11-13-14](#)

⁶⁵ [Fall 2014 Staff Survey](#)

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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.⁶⁶ In 2013, the SLO Committee identified and dialogued with disciplines needing support in their progress along the timeline.

⁶⁶ [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.⁶⁷ 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.⁶⁸

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.⁶⁹

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.

⁶⁷ [Repository notes and timeline of flex day presentations](#)

⁶⁸ [SLO minutes, 10-07-13](#)

⁶⁹ [Institutional Effectiveness Report](#)

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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.⁷⁰

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.

⁷⁰ [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.⁷¹

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.⁷² 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.⁷³

⁷¹ 2010-2015 Strategic Plan

⁷² College Council minutes, 02-21-13, pages 4 and 5

⁷³ 2012-2013 Institutional Effectiveness Report, pages 16 to 38

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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.⁷⁴

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.⁷⁵

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.

⁷⁴ [College Council minutes, 03-27-14, pages 2-4](#)

⁷⁵ [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.

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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.⁷⁶ This report also described the IEC's evaluation of central shared-governance processes.⁷⁷ The IEC's Institutional Effectiveness Report for 2014-2015 includes an assessment of the College's 2014-2015 Planning Priorities.⁷⁸

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.⁷⁹ 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.⁸⁰

⁷⁶ 2012-2013 Institutional Effectiveness Report, pages 16-38

⁷⁷ 2012-2013 Institutional Effectiveness Report, pages 39-47

⁷⁸ 2014-2015 Institutional Effectiveness Report

⁷⁹ Integrated Planning Committee charge

⁸⁰ 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.⁸¹ 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.

⁸¹ [Program Review data](#)

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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.^{82, 83} 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.⁸⁴

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.⁸⁵ The plan for the committee was also distributed to the entire College and discussed at the November 2013 Town Hall Meeting.⁸⁶ 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.^{87, 88} The College mission, with its focus on student learning, also guides and contextualizes all decision making.⁸⁹

⁸² Midterm Report, 2012, pages 8-14

⁸³ Integrated Planning Committee

⁸⁴ Integrated Planning, Budget, and Assessment process

⁸⁵ College Council minutes, Fall 2013

⁸⁶ Collegial Consultation: Establishing an Integrated Planning Committee

⁸⁷ The SLO Process

⁸⁸ Program Review: Program Planning Updates

⁸⁹ 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.⁹⁰ 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.⁹¹ 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.⁹² 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.

⁹⁰ Resource Allocation Committee: Charge of Committee

⁹¹ Resource Allocation Committee: Request Process for Non-Instructional Positions and Instructional Equipment

⁹² 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.^{93, 94}

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.^{95, 96} 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.⁹⁷ 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.

⁹³ [Program Review data](#)

⁹⁴ [Student satisfaction and graduation surveys](#)

⁹⁵ [English Presentation, pages 7, 9, and 10](#)

⁹⁶ [Math presentation, pages 10 to 15](#)

⁹⁷ [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.⁹⁸

⁹⁸ [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.⁹⁹

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.

⁹⁹ [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.¹⁰⁰ 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.

¹⁰⁰ [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.¹⁰¹

¹⁰¹ 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.¹⁰² 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.

¹⁰² [Fall 2014 Staff Survey](#)