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# Resources

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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

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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](#)

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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](#)



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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](#)

## Standard III: Resources

### 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

## Standard III: Resources

### 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](#)

## Standard III: Resources

### 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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<sup>649</sup> [2011-2012 Program Review Template](#)

<sup>650</sup> [English 2011-2012 Program Review, page 15](#)

<sup>651</sup> [Enrollment data](#)

<sup>652</sup> [Instructional Equipment Requests](#)

<sup>653</sup> [Building 100 Site Plan with Roof Plan](#)

<sup>654</sup> [Building 100 Site Plan with Floor Plan](#)

<sup>655</sup> [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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[698 Enrollment Management Committee Web Site](#)

[699 Program Review Web Site](#)

[700 Technology Committee Minutes, January 2014](#)

[701 Request computer/network support](#)

[702 Software Update Request](#)

[703 Resource Allocation Committee Minutes, November 2013](#)

[704 Classroom Equipment](#)

[705 Technology Coordinating Committee Minutes, September 2014](#)

[706 IT Measure B Bond Activities Accomplishments and Future Plans 2005-2017](#)

[707 Computer hardware/software standards](#)

[708 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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<sup>736</sup> [Synchronous Online Learning orientations](#)

<sup>737</sup> [Asynchronous Online Learning orientations](#)

<sup>738</sup> [Succeeding in an Online Course tutorial](#)

<sup>739</sup> [Module 1 screenshot](#)

<sup>740</sup> [PSCN 25 Information Page](#)

<sup>741</sup> [Teaching and Learning Center](#)

<sup>742</sup> [TLC Satisfaction Survey](#)

<sup>743</sup> [DE Faculty Survey](#)

<sup>744</sup> [DE Student Satisfaction Survey](#)

<sup>745</sup> [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.](#)

## Standard III: Resources

### 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.

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<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](#)

### 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.