EVALUATION REPORT

Las Positas College

Livermore, California

A confidential report prepared for
The Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

This report represents the findings of the evaluation team that
visited Las Positas College from October 19-22, 2009

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October 2009

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SUMMARY OF EVALUATION REPORT

INSTITUTION: Las Positas College

DATES OF VISIT: October 19-22, 2009

TEAM CHAIR: Dr. Douglas B. Houston, Superintendent/President, Lassen CCD

A ten-member accreditation team visited Las Positas College from October 19-22, 2009, for the purposes of evaluating how well the institution is achieving its stated purposes, analyzing how well the college is meeting the Commission standards, providing recommendations for quality assurance and institutional improvement, and submitting recommendations to the Accrediting Commission for Community and Junior Colleges (ACCJC) regarding the status of the college.

In preparation for the visit, team members attended an all-day training session on September 2, 2009, conducted by the ACCJC and studied Commission materials prepared for visiting teams. The team was divided into four committees, one for each Standard. Team members read the college's Self Study Report, including the recommendations from the 2003 visiting team, and assessed the online evidence provided by the college.

Prior to the visit team members completed written evaluations of the college's Self Study Report and began identifying areas for further investigation. On the day before the formal beginning of the visit, the team members spent the afternoon discussing their views of the written materials provided by the college, reviewing evidence provided by the college and reviewed the Midterm Report completed by the college on March 15, 2006 and other materials submitted to the Commission since its last comprehensive visit.

During the visit, the team met with over 100 college faculty, staff, administrators, and students. Team members also met with the college president, the district chancellor, various district administrators as well as members of the district governing board. The team also attended two open meetings to allow for comments from faculty and staff and provided opportunity to hear confidentially from any campus member.

The evaluation team members expressed concern about the level of evidence and the conclusions reported in the college's Self Study Report. The team spent a considerable amount of time gathering additional data to determine the college's position in relation to the Standards. In several cases, the team reached different conclusions about the college's compliance with the Standards than those expressed in the Self Study Report. During the site visit, the college was open and candid with the team members and provided all data requested by the team. College staff members were very accommodating to team members and available for interviews and follow-up conversations. The college was well prepared and ready for the team's visit. Comments by faculty, staff and students reveal a shared sense of pride about the quality of the instruction and services provided by the college to the students and community.

Major Findings and Recommendations of the 2009 Visiting Team

Team Recommendations:
As a result of the October 2009 visit, the team made seven recommendations:

Recommendation #1
Institutional Effectiveness
To improve to a level of sustained continuous quality improvement the team recommends that:
A. The college increase its capacity for conducting research, fulfill its planning agenda with respect to institutional research and institutional effectiveness, and integrate institutional effectiveness research into planning through regular systemic evaluation of its progress toward achieving institutional goals.
(I.B.3, I.B.4)
B. The college develop and implement on-going, systematic, college-wide processes to evaluate the effectiveness of its program review, planning and governance systems.
(I.B.5, I.B.6, I.B.7, IV.A.5)

Recommendation #2
Student Learning Outcomes
To meet the Commission's 2012 deadline, and to achieve a level of proficiency in the assessment of student learning outcomes, the team recommends that the college fully engage both full time and adjunct faculty in identifying and assessing Student Learning Outcomes at the course, program, and institutional levels, and establish and achieve institutional timelines for completing student learning outcomes assessments for all its courses, programs and services. Emphasis should be placed on encouraging institutional dialog about assessment results, rather than dialog about the Student Learning Outcome Assessment process. The institution should focus on the use of assessment results for quality assurance and improvement of educational programming to improve student learning, as well as inform planning and resource allocation decisions.
(I.B.1, II.A.1.c, II.A.2, II.A.2.c, e, f)

Recommendation # 3
Program Review
To meet the Commission's 2012 deadline in the assessment of student learning outcomes, and to achieve a level of proficiency in program review for all efforts, the team recommends that:
A. The college fully integrate its processes for the assessment of student learning outcomes with its processes for program review and planning.
(I.B.1, II.A.2.a, II.A.2.b)
B. The college fully implement a program review process for all administrative programs and services.
(I.B.3, III.A.6, III.B.2, III.D.3)

Recommendation # 4
Information Competency
To meet the standards the team recommends that the college use campus-wide dialog to develop ongoing instruction for users of library and learning support services to ensure students develop skills in Information Competency. (II.C.1.b)

Recommendation # 5
Ethics Code
To meet the standards the team recommends that the college develop a written code of professional ethics for all of its personnel. (III.A.1.d)

District and College Recommendation # 1
District/College Functions and Services
To meet the standards the team recommends that the district and the college maintain an updated functional map and that the district and the college engage in a program of systematic evaluation to assess both the effectiveness of district and college functional relationships and the effectiveness of services that support the institution. (III.A.6, IV.B.3)

District and College Recommendation # 2
Resource Allocation Process
To meet the standards the team recommends that the district and the college complete the evaluation of the resource allocation process in time for budget development for the 2010-2011 academic year, ensuring transparency, and assessing the effectiveness of resource allocations in supporting operations. (III.D.1, III.D.3, IV.B.3)

Team Commendations:
During the visit, the team also recognized several noteworthy accomplishments:

Commendation #1: The team commends the college for its commitment to promoting the principles of diversity and equity. Most noteworthy are the numerous activities and contributions of the faculty, staff and administrators that comprise the *Campus Change Network* who have achieved significant success in fostering campus dialog and in nurturing cultural awareness and competence for students and the greater community.

Commendation #2: The team commends the faculty and staff for maintaining a caring, collegial and supportive environment for students. The college's investment and maintenance of facilities and educational infrastructure is impressive and students expressed that faculty and staff are dedicated to supporting learning.

Commendation #3: The team commends the college for its commitment to, and support of, its technology infrastructure to enhance student learning. In particular, the team notes the exemplary service and contributions of the Technology Department that was recognized by college faculty and staff with the "What is Right About Las Positas College" award for outstanding customer service and the Innovation Center that received accolades for the quality of the training it provides faculty and students.

ACCREDITATION EVALUATION REPORT
FOR
LAS POSITAS COLLEGE

Introduction

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

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

Lacking funds to develop a comprehensive community college, the governing board voted to develop a small education center at the Livermore site. On March 31, 1975, "Valley Campus" opened as the Livermore Education Center of Chabot College. Las Positas College has since developed into a fully accredited, comprehensive institution. In 1988, the college was designated by the Board of Governors to be an independent college. Las Positas College received full accreditation on January 7, 1991, from the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges. Accreditation was reaffirmed in 1997 and 2003.

As of 2008, the college offers 21 Associate of Arts degrees, 17 Associate of Science degrees, and 46 certificate programs and numerous transfer courses. In addition, the college offers community education courses geared toward personal development.

On March 2, 2004, Alameda County voters and those Contra Costa County voters within the district's boundaries approved Measure B, the $498 million dollar Chabot-Las Positas Community College District capital improvement (construction) bond, which provided the college with $217 million dollars. The college has been fully engaged in the process of designing and building new facilities, redesigning older facilities, and building programs and services to fill these spaces to meet the needs of students and the community.

Evaluation of Institutional Responses to Previous Recommendations

Recommendation #1 (2003)
The team recommends that the College expand its capacity for conducting research, develop an agenda to assess student learning outcomes and institutional effectiveness, and publish its findings to support planning.

The team determined that the institution had increased its research capacity and is actively engaged in survey research and the production of decision-support analysis. Survey software has been procured and a variety of surveys have been conducted, publishing results on the college's research office website. Research information is a fundamental component of program review. The Self Study Report response for this recommendation indicates that the college hired a "temporary part time staff member" to assist the Director. The team recognized that this is a temporary solution and as noted in the response to Standard IB, systematic research assessing the effectiveness of planning processes in producing improvements is not yet in place.

The team found evidence that the college did develop an "agenda to assess student learning outcomes," but its progress has been slow. As described in the analysis for Standards 1B and IIA, progress on the development and assessment of student learning outcomes started, stopped and then restarted during the period since the 2003 comprehensive visit. Consequently, faculty have only recently begun assessing student learning outcomes at the course level and have not yet engaged in dialog around assessment results. Moreover, the institution has not yet developed an integration of the assessment of Student Learning Outcomes with the program review process to ensure assessment results support planning and institutional effectiveness.

Lastly, from analysis of the institution's progress on Standard IB, the team concluded that the college needs additional work on both gathering effectiveness evidence and making these findings more available to the college community.

The team concludes that the college has made progress toward satisfying this recommendation; additional effort is needed to complete this work and to meet the 2012 Commission deadline. See 2009 Recommendations #1, #2 and #3.

Recommendation #2 (2003)
The team recommends that College leadership and governance groups evaluate relationships among various planning programs and activities and create an approach for integrated and coordinated planning that provides evidence that financial planning supports institutional goals.

The team verified that the college has implemented an integrated process for educational and financial planning. The institution sets goals primarily through the program review process and the Educational Master Plan (EMP). The college explained in its Self Study Report that not all the EMP goals are measureable and that they have not been systematically assessed. The college reported in its Self Study that it planned to develop

"institutional strategic goals" in spring 2009; the team verified that this was accomplished and those 10 goals can be found on the college website. The college lacks a program of continuous and focused evaluation of the college's goals. However, the team did find that the president has recently engaged the campus in an informal assessment of the planning process to determine how to better integrate program planning with strategic goals.

The Planning and Budget Committee (PBC) is responsible to guide overall long-range institutional planning and budget processes. The team found that the PBC prioritizes resource decisions based on criteria derived from EMP or program review goals. The team also found several convincing, concrete examples in which planning drove the resource allocation process.

The team concludes that the college has satisfied this recommendation.

Recommendation #3 (2003)
The team recommends that College and District leadership evaluate and define responsibility and processes for planning and financial oversight, as well as for other common functions at the College and District. Other common functions to collaboratively assess may include, but need not be limited to, human resources, information technology, research, and business services.

The 2004 Progress Report stated that the college has continued to define responsibilities and processes for district/college planning and functions. The district formed an Administrative Process and Procedures Task Force (APPTF) to review existing documentation and to determine what informal processes needed to be made formal process. The task force reviewed the district business and administrative functions with specific studies completed on the process and effect of payroll, financial aid, and facilities planning and construction. The function map, developed by the district for the college's Self Study Report, is one outcome. This task force, before it disbanded, also developed guiding principles for district procedures. Although the college and district need to continue these discussions in light of the new leadership at the district and at the college, the team highly recommends that the college and the district adopt an evaluation mindset - that they engage in dialog regarding these definitions and responsibilities by assessing the effectiveness of the various services and functions.

During the visit, the team determined that a number of concerns remain regarding the roles, services and purposes of various district / college functions. Faculty and staff at the college had mixed understanding of the delineation of roles or the services provided the college by the district. While technology and maintenance and operations services were generally well understood and satisfaction was generally high, the same could not be said of business services, human resources or resource allocation. Respective district departments maintain substantial documentation, policies and procedures, at the district website. Accordingly, the team attributes these campus perceptions to the dedicated, consistent presence of district technology and maintenance staff on the campus and the absence of similar assignments for other district services.

The team concludes that the college has made progress toward satisfying this recommendation; additional effort is needed to complete this work. See 2009 District and College Recommendation #1.

Recommendation #4 (2003)
The team recommends that the College develop and implement a regular cycle for the review and revision of all course outlines that includes clearly stated learning objectives, anticipated outcomes, and methods of assessment.

The college followed through with this recommendation by developing a Curriculum Handbook, a section on Curriculum Review in the established program review process, and the reported completion of the integrated outlines for all courses offered throughout the college.

To coincide with the program review cycle, faculty are now expected to update their curriculum every four years, with the expectation of bi-annual updates. This timeline for consistent curriculum review has been embedded within the program review model, with its implementation beginning in fall 2008. The Curriculum Committee oversees instructional quality through guidance and process, requiring the updating of course outlines every five years for academic classes and every three years for career technical educational classes.

The team concludes that the college has satisfied this recommendation.

Recommendation #5 (2003)
The team recommends that College and District leadership evaluate, delineate and communicate their respective roles and responsibilities related to economic development.

The team's assessment on the college's progress on this recommendation is that the college has gone one direction and the district another. Both are substantially engaged in economic development activities. Interviews with key college and district administrators during the evaluation visit confirmed this impression.

In 2004 and 2005, the leadership of the district and both colleges (Las Positas and Chabot) met to formulate an approach toward economic development initiatives in two general areas: (1) Career & Technical Workforce Preparation, and (2) Economic Development. However, this task force was not reconvened following the initial meetings; the college attributes this lack of follow-through to a turnover of leadership at the district and at the college. This prompted the college to work independently in implementing various economic development programs and activities under the two broad areas of agreement that were initially reached.

The college's Self Study Report lists numerous programs and partnerships instituted to respond to local employment needs, new apprenticeship opportunities, partnerships with community-based establishments, successful grant awards, support services for local

businesses, and other worthwhile initiatives that clearly testify to the college's desire to engage actively in economic development programs for the community.

Notwithstanding these independent college economic-related initiatives, they do not directly respond to the 2003 recommendation which was that College and District leadership evaluate, delineate and communicate their respective roles and responsibilities related to economic development. The team found no evidence that college and district leadership evaluated, delineated or communicated their respective roles and responsibilities related to economic development. Rather, the college has implemented its own initiatives seemingly independent of the district's initiatives. The team is not casting judgment on this outcome, merely observing that the college has not responded to this specific recommendation.

The team concludes that the college has made progress toward satisfying this recommendation; additional effort is needed to complete this work. See 2009 District and College Recommendation #1.

Recommendation #6 (2003)
The team recommends that the College and District implement clearly defined hiring procedures for all categories of employees, and assure that those procedures are clearly and consistently communicated in writing to all who participate in hiring.

The district Office of Human Resources has developed and approved an Administrative Hiring Manual, a Supervisor/Confidential Hiring Manual, and a Classified Hiring Manual for full-time and part-time members and a Recruitment and Selection Procedure for Contract Faculty. It should be noted that loss of leadership within the Human Resources area in 2006 and 2007 has pushed back the original adoption of the date from May 2006 to fall 2008.

The team concludes that the college has satisfied this recommendation.

Recommendation #7 (2003)
The team recommends that the College assign responsibility for the implementation of a consistent hiring process for part-time faculty.

The team verified that the respective vice presidents are responsible for hiring part-time (adjunct) faculty in academic and student services. The vice presidents are trained and monitored by the district vice chancellor for Human Resources. The process for hiring faculty has been approved by the governing board although a collaborative review of this process is ongoing between the college's Academic Senate and the district Human Resources Department. The district Human Resources Department verifies qualifications for all faculty, validates that applicant degrees are from accredited institutions and determine the eligibility of degrees earned from non-U.S. institutions.

The team concludes that the college has satisfied this recommendation.

Recommendation #8 (2003)
The team recommends that the College devise and implement the means for the regular and timely evaluation of administrators.

The current evaluation process for administrators outlined is in Board Policy 4120 with the accompanying evaluation process available through district Office of Human Resources. This online evaluation instrument has a corresponding timeline that accommodates a three-year evaluation cycle: the third year is a comprehensive evaluation, and the other two years are annual evaluations. The timeline for completion has allowed the college to formally begin this process in 2005-2006.

The team concludes that the college has satisfied this recommendation.

Recommendation #9 (2003)
The team recommends that the College and the District actively promote the principles of equity and staff diversity inherent in its policies and assign responsibility for incorporating those principles into processes and programs.

The Campus Change Network (CCN) first noted in the college's 2006 Midterm Report continues to serve the institution by coordinating campus-wide discussions and activities that amount to a peer-led learning effort to support the principles of equity and inclusion. CCN is not a governance body per se; it has purposefully chosen to accept representation from throughout the campus constituencies without any restriction on numbers of participants. The CCN intent is to provide both a breadth and depth process to understanding diversity, valuing diversity, and encouraging diverse perspectives across the college. Updates to the Campus Change Network activities have been incorporated in to the Educational Master Plan. The district Human Resources office has incorporated some CCN-developed material into the training of hiring committees and plans to incorporate more.

The evaluation team commended the faculty, staff and administrators that comprise the Campus Change Network for their numerous activities and contributions and particularly for their success in fostering campus dialog and in nurturing cultural awareness and competence for Las Positas College students and the greater community that the college serves.

The team concludes that the college has satisfied this recommendation.

Eligibility Requirements

1. Authority: The evaluation team confirmed that Las Positas College is an institution of the California Community College System and is authorized to provide educational programs by the California Education Code. Las Positas College is regulated by the California Community Colleges Board of Governors and the governing board of the Chabot-Las Positas Community College District and is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC).

2. Mission: The evaluation team confirmed that the current Las Positas College mission statement was revised and board-approved in 2009. The mission was recently revised to reflect the commitment of the college to meet the educational needs of the students and of the community. The mission statement is published in the college catalog and on the college website.

3. Governing Board: The evaluation team confirmed that the Chabot-Las Positas Community College District is governed by a Board of Trustees that consists of seven members elected by the county at large for four-year terms and two non-voting student trustees elected by the students of the two colleges for one-year terms. The governing board determines policies, establishes rules and regulations, and oversees financial and other resources.

4. Chief Executive Officer: The evaluation team confirmed that the Las Positas College president serves as the chief executive officer for the college and is responsible for the development of all programs and services and for the administration and operation of the college. The president was appointed by the Governing board after a nationwide search. The president does not sit on the Governing board for the district as a voting member but attends and participates in all district board meetings as the college representative.

5. Administrative Capacity: The evaluation team confirmed that the college has a sufficient number of administrators to effectively manage the college's programs and services. All administrators are selected using appropriate minimum qualifications and district guidelines and have the education and experience needed to perform their assigned duties. District hiring procedures include a process to verify that administrator degrees and credentials are from accredited institutions.

6. Operational Status: The evaluation team confirmed that the institution is operational, with approximately 9000 students enrolled in fall 2008. Most of these students are enrolled in courses that lead to degrees, certificates, or transfer.

7. Degrees: The evaluation team confirmed that Las Positas College offers 38 associate degree programs and 46 certificate programs.

8. Educational Programs: The evaluation team confirmed that Las Positas College degree programs are consistent with the college's mission. Programs are based on recognized higher education fields of study and conform to nationally recognized

standards for content, length, quality, and rigor. Degree programs, including major requirements, specific area requirements and general education requirements are designed to include 60 units of credit or two fulltime years.

9. Academic Credit: The evaluation team confirmed that credit for all coursework is awarded based on the Carnegie unit, the standard generally accepted in degree-granting institutions of higher education. Appropriate information about course credit is provided in the in the *Las Positas College Catalog 2008-10*.

10. Student Learning and Achievement: The evaluation team confirmed that the college has developed Student Learning Outcomes for all courses and at the institution-level and is currently working on defining the program learning outcomes, which will include assessment methods to determine that students achieve the stated outcomes regardless of where or how they complete program requirements. Core Competencies that include general education courses have been developed and are included on the Student Learning Outcomes website.

11. General Education: The evaluation team confirmed that Las Positas College requires any student receiving an AA or AS degree to satisfactorily complete college and general education requirements, basic competency requirements, and specific area requirements, in addition to the requirements of the student's major. All General Education requirements are listed in the Catalog. The courses that meet these requirements have the rigor that is appropriate for the degree-applicable courses.

12. Academic Freedom: The evaluation team confirmed that the Las Positas College statement on academic freedom is in the Faculty Handbook and the Faculty Association labor agreement. The college adheres to the Chabot-Las Positas College District statement on academic freedom found in Board Policy 4320.

13. Faculty: The evaluation team confirmed that Las Positas College has sufficient faculty to support the institution's educational programs. The statement of faculty responsibilities is noted on the college's Academic Senate website and within the Faculty Association labor agreement. All faculty meet appropriate minimum qualifications. District hiring procedures include a process to verify that faculty degrees and credentials are from accredited institutions. Full-time faculty and their degrees and institutions granting the degrees are listed in the *Las Positas College Catalog 2008-10*.

14. Student Services: The evaluation team confirmed that Las Positas College provides an appropriate range of student services including counseling, orientation, assessment, financial aid, transfer and career information, health services, and disabled student services. The focus of all student services is to help students successfully meet their educational goals.

15. Admissions: The evaluation team confirmed that Las Positas College is an open access institution. The college admission policy is published in the *Las Positas College*

Catalog 2008-10, clearly stating the qualifications for admission to the college and its programs.

16. Information and Learning Resources: The evaluation team confirmed that Las Positas College maintains a full-service library and a resource-sharing agreement with other local libraries including the library at Chabot College, the California State University East Bay library and a local Bay Area interlibrary consortium. The college maintains several academic support resources and several computer and discipline labs providing network and Internet access.

17. Financial Resources: The evaluation team confirmed that the Chabot-Las Positas Community College District is funded by local property taxes and state apportionment. Using a district allocation process, funding is distributed to Las Positas College and the college independently develops an operating budget adequate to provide student learning programs and services. The college is financially stable.

18. Financial Accountability: The evaluation team confirmed that the Chabot-Las Positas Community College District undergoes an annual external audit by a firm of certified public accountants; Las Positas College is included in the audit as a sub-unit. At the time of the Self Study Report the college had experienced two successive years of deficit spending. As of the site visit, the college has been able to begin to re-establish a reserve, currently projected to be 1.1 percent of expenditures for 2008-09 and 1.5 percent of expenditures for 2009-10; the district is maintaining a reserve of 7 percent for 2009-10.

19. Institutional Planning and Evaluation: The evaluation team confirmed that Las Positas College has both an operational planning and evaluation process and a strategic/future planning and evaluation process. Operational planning occurs in the program review process across the campus within instruction and student services, and is piloting program review for administrative services during the Fall 2009 visit. The educational master plan cycle is a ten year cycle with a yearly review and update.

20. Public Information: The evaluation team confirmed that The Las Positas College Catalog is available in print, on the web, and on CD. Pertinent information is published in the college catalog, institutional policies and procedures are published in the Schedule of Classes, the Student Handbook, the Faculty Handbook, and district Rules and Regulations.

21. Relations with the Accrediting Commission: The evaluation team confirmed that Las Positas College adheres to the eligibility requirements and accreditation Standards of the Commission and describes itself in identical terms to all agencies. The college communicates any changes in its accredited status and agrees to disclose all information required by the Commission to carry out its accrediting responsibilities.

Accreditation Themes

Institutional Commitments: Las Positas College acknowledges its intention to provide a supportive environment for its students and embodies it in its mission and vision statements adopted by the governing board on June 23, 2009:

> Mission Statement
> Las Positas College is an inclusive, learning-centered institution providing educational opportunities that meet the academic, intellectual, career-technical, creative, and personal development goals of its diverse students. Students develop the knowledge, skills, values, and abilities to become engaged and contributing members of the community.

> Vision Statement
> Las Positas College meets our students and community where they are and creates experiences for them that build their capacity, speak to their potential, and transform their lives.

Together, the mission and vision statements establish a direct commitment to the improvement of student learning.

*Evaluation, Planning and Improvement***:** Las Positas College has developed broadly inclusive planning and decision-making systems that ensure the integration of program review, strategic planning and resource allocation. The Planning and Budget Committee (PBC), the institution's central decision-making body uses a variety of processes to prioritize college activities and resource allocations to support the institution's mission. However, the institution has not achieved a level of sustainable continuous quality improvement in institutional effectiveness. In its Self Study Report, the college assessed itself using the ACCJC Rubrics for evaluating the implementation of Institutional Effectiveness:

- Regarding Institutional Effectiveness in Program Review – the college evaluated itself at the "Proficiency Level;" the team concurs with the institution's evaluation but noted that ACCJC expects institutions to currently be at "Sustainable Continuous Quality Improvement Level" for Program Review of Academic Programs and above the "Awareness Level" for all efforts.
- Regarding Institutional Effectiveness in SLO Assessment – the college evaluated itself at the "Developmental Level;" the team generally concurs and notes that ACCJC expects institutions to be at "Development Level" currently and at the Proficiency Level by 2012.
- Regarding Institutional Effectiveness in Planning – the college evaluated itself at the "Developmental Level;" the team generally concurs but notes that ACCJC expects institutions to currently be at "Sustainable Continuous Quality Improvement Level."

During Site Visit, team found ample supporting documentation and evidence to support its findings and is particularly concerned that the college did not include much of this evidence in the Self Study Report. In several cases, after conducting campus interviews with various faculty, staff and college teams, and after reviewing available documentation, the team reached different conclusions than the college did in its Self Study Report. The team concluded that this resulted from the institution not having a thorough understanding of the ACCJC rubric for evaluating institutional effectiveness particularly with regard to institutional effectiveness in program review and planning.

Student Learning Outcomes: The institution's commitment toward achieving a culture of assessment in regard to student learning outcomes (SLO) can be found in its program review and SLO assessment processes. The college has developed and is beginning to implement processes to ensure that improvement of instructional quality for all courses and programs is continuous and ongoing. Although the practice of program review dates back to the 2003 accreditation visit, the SLO assessment process is considerably newer having been implemented on campus in spring 2008. The team found records of early development and significant campus-wide dialog regarding the assessment of student learning outcomes beginning in 2002. However, a careful review of meeting records indicates that there was a considerable gap in progress with the most significant advances occurring in the past two years. The college is still striving to integrate SLO assessment with its program review processes and then to transition to using assessment in self-analysis that will lead to improvement of learning and teaching.

Organization: Las Positas College has an effective organizational structure with sufficient faculty, staff, administration and resources to support student learning. The framework to complete evaluation activities is also in place. Planning and decision-making processes are effective in developing and scheduling courses to meet the needs of community members served by those two locations. Technology in support of instruction and for administration of a wide range of logistical activities involving student support functions is expanding as the college grows both in terms of student enrollment and in the square footage of facilities used to offer instruction.

Dialogue: Institution-wide dialogue is one of Las Positas College's strengths and constitutes an important part of the college culture. The institution's college-wide goal setting has been accomplished primarily through the Educational Master Plan (EMP). Inclusive planning and decision making is accomplished through the Planning and Budget Committee (PBC) and through program review. Comprehensive Instructional and Student Services program review are conducted on a four-year cycle. Actions derived from program review findings are documented on the Program Review Annual Update Recommendation Sheet and influence institutional planning and resource allocation also through open PBC dialog.

However, the team was not able to find evidence that institutional dialog had shifted from the development and implementation of decision-making processes to the review of institutional effectiveness. The institution does not yet appear to be engaged in dialog

based on the examination of evidence on how well the college is meeting student needs, intended to foster ongoing self-reflection and conscious improvement.

Institutional Integrity: The theme of institutional integrity requires an institution demonstrate concern for honesty, truthfulness and the manner in which the college represents itself to internal and external stakeholders. Institutional integrity is also concerned with academic honesty. There is an expectation that there will be appropriate regard for issues of equity and diversity. The evaluation team found in all cases that information presented or otherwise made available to employees, students and the communities served by the college was clear, accurate and appropriate in providing internal and external stakeholders with information about the performance of students, the range of educational programs and services available and the financial activities of the college.

There were several instances where the evaluation team disagreed with the college's evaluation of its achievement of the requirements of the Standards as reported in its Self Study Report. The team believes that this stems from different understandings about the requirements of and the depth of assessment expected by the Standards. The facts presented are not in question. As stated in other segments of this report the team is concerned about the college's level of implementation in Institutional Effectiveness, particularly with respect to program review and planning.

STANDARD I
Institutional Mission and Effectiveness

A. Mission

General Observations:

The college's mission statement identifies broad purposes and intended students, and commits to student learning. Although the associated vision statement is less focused, it does not detract from the institution's ability to use the mission statement as a driving force for its planning processes. The mission statement is regularly reviewed, and committee meeting minutes (PBC) reveal that dialog occurs as to why review and possible revision is necessary to the institution. The governing board has approved the mission statement and it is published on the web site and in the catalog. The team found ample evidence that the college's mission statement is central to institutional planning and decision making.

The mission statement was being reviewed during the writing of the Self Study Report. Consequently, the Self Study Report refers to the old mission statement, which was approved by the Governing board in 2003. The new mission statement was approved by the district governing board on June 23, 2009, and currently appears on the college website. The new mission statement highlights student learning and identifies the intended students. The mission statement has been reviewed twice in the last six years. In the most recent cycle, this group distributed the draft mission statement to various shared governance groups for reflection, dialog, and input. The mission statement appears central to planning efforts. The program review process requires each instructional program to describe its relationship to the college's mission and how it helps fulfill the college's mission.

Findings and Evidence:

The team determined that Las Positas College meets this standard. During the development of the Self Study Report, the institution was reviewing and revising the mission statement. The new mission statement was approved by the governing board on June 23, 2009, as it appears on the college website. The new mission statement and associated vision statement read as follows:

> Mission Statement
> Las Positas College is an inclusive, learning-centered institution providing educational opportunities that meet the academic, intellectual, career-technical, creative, and personal development goals of its diverse students. Students develop the knowledge, skills, values, and abilities to become engaged and contributing members of the community.

> Vision Statement
> Las Positas College meets our students and community where they are and creates experiences for them that build their capacity, speak to their potential, and transform their lives.

The broad educational purpose is clearly explained as enabling students to become engaged and contributing members of the community. By identifying itself as a learning-centered institution, the college is committing itself to student learning and the needs of its students. The institution provides student learning programs and services aligned with its mission. The previous mission statement, approved by the governing board in 2003 as referenced in the Self Study Report, appears to be widely distributed, appearing in the *Las Positas College Catalog 2008-10.* (I.A.1, II.A.2)

The mission statement has been reviewed on a cycle similar in timing to the accreditation cycle. It was last reviewed and revised in 2003 and was reviewed and revised again in 2008-09 coincident with current Self Study Report cycle. The college's Planning and Budget Committee (PBC) is tasked with coordinating the review, dialogue and input for revising the mission statement (PBC minutes Feb 7, 2008). Interviews with college administration revealed that this review schedule may not be sufficiently frequent; the team suggested that the college engage in a more systematic and regular review of the mission. (I.A.3)

The team confirmed that the mission statement is central to planning efforts at the college. In the program review process for educational programs, each program must explain how it relates to and helps fulfill the institutional mission statement. (I.A.4)

Conclusions:
The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning. Consistent with its mission statement, the college has established student learning programs and services aligned with its purposes, its character, and its student population. The college meets this standard (I.A.1).

The mission statement was approved by the Chabot-Las Positas governing board on June 23, 2009 and is widely published and distributed, clearly posted on the college's website and in the institution's catalog. The college meets this standard (I.A.2).

The mission statement has been reviewed on a cycle similar in timing to the accreditation cycle. It is suggested that the college adopt a more frequent schedule of review, integrated with the institution's planning cycle. The college meets this standard (I.A.3).

The mission statement is central to planning efforts at the college. In the program review process for educational programs, each program must explain how it relates to and helps fulfill the institutional mission statement. The college meets this standard (I.A.4).

The institution meets the requirements of Standard I.A.

Recommendations:

None

STANDARD I

B. Improving Institutional Effectiveness

General Observations:
One of the college's strengths is its culture of informal to highly-structured, college-wide dialogue. The institution's college-wide goal setting has been accomplished primarily through the Educational Master Plan (EMP). The college noted that not all of the EMP goals and objectives are measurable and so began to develop "institutional strategic goals" in the spring of 2009. In its Self Study Report the institution indicates that the EMP is a flexible document that is amenable to the incorporation of "changes in program and college goals…" and the updates will include an assessment of progress made toward goal achievement. Program goals are identified though the program-review process.

The Planning and Budget Committee (PBC) and the program review process are the primary vehicles by which inclusive planning and decision making are accomplished. Instructional program reviews are conducted within Academic Services and Student Services on a four-year cycle. Program review findings are forwarded to the Planning and Budget Committee, the Curriculum Committee, and the Academic Senate. Actions derived from program review findings are documented on the Program Review Annual Update Recommendation Sheet. At the time of the evaluation visit, improvements derived from the planning and budgeting processes had not been measured in a systematic manner. The evaluation team noted the college was refining the Program Review Annual Update Sheet and integrating student learning outcome (SLO) reports to facilitate assessment of any improvements derived from planning.

Assessment data are produced and used in various ways. Program review depends on data provided by the research office; the college Enrollment Management Committee uses data to make decisions; surveys of students (college-wide and graduates) provide important information from the student perspective; data on students attending feeder high schools are gathered, etc. The research office presents data to the Planning and Budget Committee, at Town Meetings, and to other groups as appropriate. Surveys of staff provide the primary mechanism by which the college evaluates the effectiveness of its planning and resource allocation processes.

Findings and Evidence:
The team concurs with the college's Self Study evaluation of its implementation level of institutional effectiveness. The institution is still very much in the formative stages, not yet having reached a level of *sustainable continuous quality improvement* in either program review or planning. The institution has engaged in commendable, broad-based dialog to develop processes to use assessment to improve student learning; but it has not yet begun to use assessment results in program planning or decision-making.

The college began discussing SLOs in fall of 2002. A SLO task force was formed in 2004. This task force created a list of institutional/core competencies, course and service-embedded assessment plans, began organizing workshops and started a pilot program for

SLO projects, and set up a resource website. By fall 2005 pilot projects were underway and an Assessment Philosophy Statement was written and adopted. Faculty presented on their SLO pilot assessment projects during spring 2006 development day. In summer 2006 the college purchased eLumen to serve as a SLO repository and to facilitate data analysis and reporting. In fall 2006 the committee morphed into the SLO Steering Committee whose members serve as SLO mentors. By fall 2007 faculty were asked to develop at least one SLO and assessment for each of 10 courses. Throughout this period many workshops and training opportunities were provided at the second hour of each monthly Town Meeting. The plan devised in spring 2008 called for a rotating assessment of four courses per discipline per semester.

There is now SLO assessment data derived from spring of 2008 through the spring of 2009. The college's Self Study Report response on Standard IIA indicates that SLOs were assessed in 83 courses in the spring of 2008, and 160 courses in the fall of 2008. Survey responses suggested however that many instructors didn't feel sufficiently knowledgeable about SLOs to provide an opinion. The narrative also indicates that instructors have not begun assessing institutional SLOs. Finally, the college's narrative in response to Standard IIB reports that each student service program is "in the process of developing and assessing at least one SLO per program." The team verified that Student Service SLOs statements can be found among those listed on the SLO webpage. Most student services departments have SLOs entered into eLumen. (I.B.1)

The rubric abstract narrative says that "SLO data in eLumen will become the basis upon which programs will evaluate themselves in the program review process," but the team found no explanation as to how this will be implemented. The SLO Committee expects to have major and certificate-level outcomes and assessments in place in 2009-2010. The extent of dialogue, planning, and infrastructure building dedicated to SLOs at the college is impressive. The team found evidence that steps are being taken to realize the ultimate purpose of identifying and assessing student learning: to improve student learning and inform decision-making and resource allocation. (I.B.1, I.B.5)

The team was able to verify that the college has a dedicated SLO website that is attractive, easy to navigate and comprehensive. Minutes and agendas of the SLO Committee are posted. The faculty projects are posted, but just four of the reports describe how the results will or have led to improvements in learning. eLumen tutorials are provided on the website. The CORE competencies (institutional SLOs) are well written and suggest the extensive dialogue, reflection, and careful writing. Both course and Student Services SLOs are presented via a link on the Student SLO page. Nearly all of the SLOs entered into eLumen map to one of the core institutional goals. The college expects that many of the SLOs in eLumen also constitute program/certificate level SLOs; the SLO coordinators are identifying solutions in eLumen programming to permit the generation of SLO activity and assessment reports at the course, program, and institutional level. At this time, several departments have begun to produce and use assessment reports derived from the eLumen software including: Anthropology, English, ESL, Mathematics and the library. (I.B, I.B.1, I.B.5)

The institution sets goals primarily through the program review process and the Educational Master Plan (EMP). The college expresses in its Self Study Report that not all the goals in the EMP are measureable and that they have not been systematically assessed. The college further states that the EMP is a "fluid document constructed to accommodate revisions and updates according to program and college goals…" On the college's intranet various departmental planning documents are linked to the EMP, but it was not clear to the team that these documents were actual revisions or updates to the EMP because the college has not published an updated version since it was first adopted in 2005. Perceptions gathered through an employee survey are cited as evidence to show that the college is a goal-setting institution. The college reported in its Self Study that it planned to develop "institutional strategic goals" in spring 2009; the team verified that this was accomplished and those 10 goals can be found on the college website. The team was also able to verify that explicit college goals are supported by the program goals identified through program review; program review goals are maintained in a master spreadsheet; these date back to 2008. The team found several convincing, concrete examples in which planning drove the resource allocation process. The college lacks a program of continuous and focused evaluation of the college's goals; however, the team did find that the president has recently engaged the campus in an informal assessment of the planning process to determine how to better integrate program planning with strategic goals. (I.B.2, I.B.3)

Academic and Student Services program review are conducted on a four-year cycle. Findings are channeled to PBC, the Curriculum Committee, and the Academic Senate. Over 30 program reviews by disciplines conducted in 2006 are posted on the college's intranet "Grapevine;" some of these reviews are quite extensive and remarkably thorough; they list goals, are very frank about progress on SLOs, and submit evidence-based requests for resources. But some of the reviews appear more like an annual update and bypass much of the program review template's prompts. In 2008, a form was developed for a yearly program review update in which the program faculty could review and update their goals and review a matrix of potential funding sources for goals having financial implications. The update spreadsheet appears to have captured narrative for a number of improvements seen as a result of having met the goal/objective stated in the comprehensive program review. The team found that the college is pilot testing a program review process of departments and services outside of instruction and student services. The team was able to review a preliminary program review draft on the Innovation Center. (I.B.4)

The institution's Self Study report lists a variety assessment reports (e.g., enrollment data, program review data, student satisfaction data, student characteristics reports, etc.) used to inform the work of different groups. The team agrees that the college has a very robust array of assessment data. Processes for using SLO assessment data are still being developed. Currently, there are plans to channel SLO analyses information into program review and other appropriate groups. Also, based upon the perceptions gathered on the staff survey, the college needs to devise ways to more effectively communicate the availability of assessment data. However, the team observed that while many types of assessment information are available, not all of it is readily available or accessible. The

team suggests the college evaluate and communicate how data are collected and disseminated and complete its work to incorporate SLO assessment in the program review process. (I.B.5)

The team found several instances in which evaluative reviews were conducted and resulted in changes. For example, changes underway in the program review process are a consequence of a faculty survey conducted at the end of the prior cycle that ended in 2008. Another example is the core competency study facilitated by the research office. But interviews with several staff, including the Director of Research, found agreement that the college did not have a systematic, on-going process for assessing the effectiveness of its various planning and resource allocation processes. (I.B.6)

The institution is making somewhat uneven progress in systematically assessing institutional effectiveness and communicating the findings. The college needs to improve the way it gathers and uses evidence about the effectiveness of its planning and resource allocation processes such as program review and other planning entities. The college needs to implement systematic evaluation of the effectiveness assessment processes. The college has only begun to establish program review procedures for units outside of instruction and student services and has not yet engaged in systematic on-going evaluation of the effectiveness of its evaluation mechanisms. (I.B.7)

<u>Conclusions:</u>
Using the ACCJC Rubric for the Evaluation of Institutional Effectiveness: the team concurs with the college's evaluation that it has reached the <u>proficiency</u> level in program review but notes that the Commission expects participating institutions to currently have reached the level of *sustainable continuous quality improvement*; the team concurs with the college's evaluation that it has reached the level of <u>development</u> in the assessment of student learning outcomes and notes that the Commission expects participating institutions to have currently reached the level of *development*; and the team concurs with the college's evaluation that it has reached the level of <u>development</u> in institutional planning but notes that the Commission expects participating institutions to be at the level of *sustainable continuous quality improvement* (I.B).

The team observed that Las Positas College faculty and staff engage broadly in dialog, however, with respect to the continuous improvement of student learning and institutional processes, this dialog has tended to be more process- rather than result-oriented. Moreover in interviews, faculty and administrators recognize that this dialog tends to be more "stove-piped" or centered at the department-level rather than institution-wide. The college partially meets this standard (I.B.1).

The team determined that planning processes result in goals to improve college effectiveness consistent with its stated mission. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement. The college meets this standard (I.B.2).

The team did not find evidence that the college engaged in systemic assessment of its progress towards achieving stated goals or of the effectiveness of its decisions regarding the improvement of institutional effectiveness. The college does not meet this standard (I.B.3).

The team found evidence that the institution's planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness. The college meets this standard (I.B.4).

The team determined that the college regularly communicates the results of decision-making, in the program review and resource allocation processes; however the team found no evidence that the institution is communicating documented assessment results to provide quality assurance feedback to appropriate constituencies. The college substantially meets this standard (I.B.5).

The team found no evidence that the institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts. The college does not meet this standard (I.B.6).

The team found no evidence that the institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services. The college does not meet this standard (I.B.7).

The institution partially meets the requirements of Standard I.B. The team makes the following recommendations for improvement:

Recommendations:

Recommendation #1
Institutional Effectiveness
To improve to a level of sustained continuous quality improvement the team recommends that:
   A. The college increase its capacity for conducting research, fulfill its planning agenda with respect to institutional research and institutional effectiveness, and integrate institutional effectiveness research into planning through regular systemic evaluation of its progress toward achieving institutional goals.
      (I.B.3, I.B.4)
   B. The college develop and implement on-going, systematic, college-wide processes to evaluate the effectiveness of its program review, planning and governance systems.
      (I.B.5, I.B.6, I.B.7, IV.A.5)

Recommendation #2

Student Learning Outcomes

To meet the Commission's 2012 deadline, and to achieve a level of proficiency in the assessment of student learning outcomes, the team recommends that the college fully engage all faculty in identifying and assessing Student Learning Outcomes at the course, program, and institutional levels, and establish and achieve institutional timelines for completing student learning outcomes assessments for all its courses, programs and services. Emphasis should be placed on encouraging institutional dialog about assessment results, rather than dialog about the Student Learning Outcome Assessment process; the institution should focus on the use of assessment results for quality assurance and improvement of educational programming to improve student learning, as well as inform planning and resource allocation decisions.
(I.B.1, II.A.1.c, II.A.2, II.A.2.c, e, f)

Recommendation # 3

Program Review

To meet the Commission's 2012 deadline in the assessment of student learning outcomes, and to achieve a level of proficiency in program review for all efforts, the team recommends that:

A. The college fully integrate its processes for the assessment of student learning outcomes with its processes for program review and planning.
   (I.B.1, II.A.2.a, II.A.2.b)
B. The college fully implement a program review process for all administrative programs and services. (I.B.3, III.A.6, III.B.2, III.D.3)

STANDARD II
Student Learning Programs and Services

A. Instructional Programs

General Observations:
The college understands that there are two primary components of this Standard, that is, one, it offers high quality instructional programs, with articulated student outcomes that lead to degrees, certificates, employment, or transfer to a 4-year institution, and two, these instructional programs are evaluated on an ongoing basis to ensure currency and improvement of teaching and learning processes.

The Office of Institutional Research and Planning engages in various analysis and reporting activities to identify and assess the college effectiveness in the program delivery. In addition to its internally produced reports, the college also utilizes data from other sources, such as the State of California Labor Market Information database and local industry studies, as well. The college's program review process incorporates relevant student data gathered through these studies (e.g. student enrollment, success, and retention data, for example) to assist faculty in helping them improve instructional quality. The primacy of faculty role in the development and evaluation of courses and programs is evident.

Findings and Evidence:
As reflected in its mission statement, the college provides educational opportunities for students and the community through its educational offerings that offer multiple pathways for college or career achievement for its target clientele. The array of instructional programs is linked to student and community needs as informed by data analyses of population and labor market trends, as well as student performance. This has led the college to develop a substantial number of courses to reach a broader population of students via technology mediated distance learning. (II.A.1)

Educational programming at the college begins with a study of student needs and demand through the analysis of various relevant data from both internal and external surveys that cover the college's service area. This commitment to have a better understanding of the learner continues after enrollment via a student orientation experience, as well as during a student's college stay, including an exit survey administered to students participating in graduation ceremonies. The college's diverse offerings are built around student-centeredness where student and community needs are researched, analyzed and assessed regularly to gauge whether expected outcomes are achieved. (II.A.1.a)

The college uses various instructional delivery modes, teaching methodologies, and support services to respond to the diversity of learning needs and styles of its students; these include: face-to-face, online, hybrid, and web-enhanced delivery instructional methods. It provides opportunities for students to choose to take classes in various schedules and formats, such as semester-length lecture/lab courses, short courses, independent study courses, and off-campus courses. In particular, the college's

commitment to extend open access to students via the electronic system of instructional delivery is exemplary, such as its five certificate programs and seven associate degrees in the areas of business and computing technology that students can now take online for more than 50 percent of the requirements. The dialogue on campus regarding student needs, student success, learning and teaching styles through various workshops, surveys, and studies of best practices, such as the focus of the Basic Skills Initiative, is sustained through the participation of constituent groups on campus that are sensitive to the current and emerging needs of its student population. (II.A.1.b, II.A.2.d)

Through observations and interviews, the team found that the SLO assessment process has been largely focused on the writing of course level SLOs for instructional programs so that they can be entered into the eLumen software. The Self Study Report claims that in two semesters' time (spring 2008 to fall 2008), the number of course level SLOs written by faculty increased about 48 percent. As of fall 2009, almost 86 percent of courses, particularly those taught by full time faculty, have SLOs in eLumen. Adjunct faculty however only had 34 percent SLOs written thus far. Likewise, a random review of various departments' files indicates that student learning outcomes are also being included in course syllabi, though there exists a great variation in faculty terminology, such as "course objectives," "expectations," "class goals," among others. As the college moves forward in defining, identifying and assessing these stated outcomes, it is expected that these results will be systematically used to ensure the quality of all instructional courses and programs offered in the name of the institution. (II.A.1.c, II.A.2)

Various departments have developed course-specific student learning outcomes, though major and certificate-level student learning outcomes have not been largely articulated. The four-year cycle of the program review process now includes curriculum review, and quality instruction is ensured through the expected currency of course outlines, which is done every five years for academic classes and every three years for career technical educational classes. In this undertaking, faculty expertise is relied upon in identifying, approving, delivering and evaluating student learning outcomes in courses and programs. The input of Advisory Committees in identifying competency levels and measurable student learning outcomes for courses and programs also carries significant weight in the improvement of standards of performance, particularly in career and technical education programs. A review of the Advisory Board meeting minutes from various departments (CIS, CNT, Business, Allied Health, Business and Marketing) from 2007 to 2009 reflect that new courses (e.g., Project Management, Business Ethics and Society, Surgical Technology) were in fact developed as a result of meaningful discussions in advisory board meetings. (II.A.2.a, II.A.2.b, II.A.2.e)

A careful review of the college catalog indicates that curricular programs reflect rigor, depth and breadth. The recent integration of the curriculum review into the program review process, as well as the newly introduced SLO assessment cycle, ensures that the delivery of instructional programs is evaluated regularly so that results of such assessment may inform improvement initiatives on a continual basis. However, because the SLO assessment process is relatively new, and has not yet been fully integrated into the program review process, there is paucity of documented SLO assessment results that

assess how well students are learning. The eLumen data management software has facilitated the collection of course level SLOs in various disciplines across campus. Because of the limitations on the functionality of the software, however, the assessment results for these courses have not been utilized systematically to focus discussions on the improvement of student learning.   (II.A.2.c)

A written report, in the form of a discipline Self Study Report, is the concrete product of the program review process, which occurs every four years with annual updates. These reports, after having gone through a peer/administrator review process, are disseminated to key committees, notably the Planning and Budget Committee, so that the results are used for planning and resource allocation purposes. As published in the Academic Services website, a database of program review goals with themes, requested resources, and contributions to program effectiveness indicates a robust process that serves to inform planning and decision-making at various levels at the college. (II.A.2.f)

Because the college is still in development with SLO assessment at the course and program levels, progress on course-level, as well as major- and certificate-level outcomes is incomplete. No data are available to show that course credit is awarded according to achievement of student learning outcomes, nor is there evidence that the awarding of degrees and certificates is based on the attainment of stated learning outcomes at the program level. As the college develops student learning outcomes in all areas, it is expected that these will naturally be tied to awarding of credits and degrees. (II.A.2.g, II.A.2.h, II.A.2.i)

Students at Las Positas College receive accurate and clear information regarding the General Education philosophy for the college, as well as the General Education requirements, that AA and AS degrees require. These are published in the catalog, and in flyers at the Student Services office.   In 2004-2005 in particular, the college took the previous team's recommendation to review the number of units required for the AA degree and reduce the number of GE units. In 2006-2007, a similar review of the AS degree also resulted in reductions in unit requirements. In both instances, consensus was reached through wide-ranging dialogue involving the District Curriculum Council and the Academic Senates at both Las Positas and Chabot colleges. It is expected that these changes in unit requirements will promote students' understanding of the basic content and methodology of the major areas of knowledge. (II.A.3.a, II.A.3.b, II.A.3.c)

Although the college prepares its students well to take external licensure and certification exams upon graduation (e.g., EMT, Fire Service Technology, Administration of Justice), there is no system in place to collect data on graduates' employment or scores in licensure/certification exams. (II.A.5)

The college catalog, along with the Student Handbook and the college website, are the primary source of information for students regarding programs, courses, and policies. The catalog production process involves faculty and administrators who are involved in ensuring that curricular and policy changes are accurate and communicated clearly to

students. Both the transfer-of-credit policy and articulation agreements are well-defined, well-publicized, and well-implemented. (II.A.6, II.A.6.a)

The college implements policies for program revitalization or discontinuance that ensures students are promptly informed. Student rights, when impacted by such changes, are properly described in the catalog. Affected students can either work with counseling or with faculty and/or dean in their respective disciplines who can create a course of study that will meet their educational goals. Several options, such as course substitution, waivers, or an individualized degree tailored to the student, in some instances, are provided to the students.   Since the printed college catalog and the class schedule are widely distributed and also available online, students have convenient access to clear, accurate, and consistent information about the college's policies, procedures, and other publications that cater to the different publics that the college serves. (II.A.6.b-c)

A governing board-approved academic freedom policy that is widely publicized on campus ensures the free pursuit and dissemination of knowledge among its faculty. Full time and adjunct faculty can find it in their respective handbooks; it is posted on the college's website. (II.A.7.a)

The college has published policies on academic honesty in the catalog, Student Handbook, course syllabi, and on the college website. Other policies concerning student behavior such as cheating and plagiarism are addressed in detail in the Student Handbook, catalogue and schedule of classes. The college's Academic Senate has a code of standards and ethics to guide the behavior of faculty. (II.A.7.b-c)

Conclusions:
The college demonstrates that all instructional programs address and meet the mission of the institution and meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. Through interviews, observations, and document review, the team found that although there has been robust dialogue regarding the assessment of student learning outcomes, that dialog has concentrated almost exclusively on the development of the SLO assessment process. Actual samples of eLumen reports, such as the Curriculum Mapping Report and Action Status Report, have not provided sufficient information on assessment results to enable faculty discussions on improving teaching and learning processes. The college partially meets this standard (II.A.1).

The team concurs with the college's evaluation at having reached a level of development in the assessment of student learning outcomes using the *ACCJC Rubric for Evaluating Institutional Effectiveness*. The team notes that the college's pace has been rather slow in arriving at this level, considering that the campus-wide SLO dialogue began in 2002. The team observed that the college's Self Study Report identifies 29 initiatives under the Planning Agenda for Standard II; of those 10 are SLO-related and the team suggests the college prioritize them for immediate action. It is expected that by dedicating efforts towards this goal, it will comply with the Commission's expectations of proficiency in

the assessment of student learning outcomes by 2012. The college partially meets this standard (II.A.2).

College faculty, collaborating with colleagues at Chabot College, engage in a thorough review of the general education components for all academic and vocational programs. The college meets this standard (II.A.3).

The team verified that all degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The college meets this standard (II.A.4).

The institution ensures that students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification. The college meets this standard (II.A.5).

The college provides clear and accurate information about educational courses and programs and transfer policies. It clearly defines its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. The college meets this standard (II.A.6).

The college makes public its policies on academic freedom and responsibility, student academic honesty, and its commitment to the free pursuit and dissemination of knowledge. The college meets this standard (II.A.7).

The institution partially meets the requirements of Standard II.A. The team makes the following recommendations for improvement:

<u>Recommendations:</u>

See Recommendation #2
<u>Student Learning Outcomes</u>

See Recommendation #3.A
<u>Program Review</u>

Certain areas demonstrated exemplary practices; the team offers the following commendations to the college:

<u>Commendations:</u>

Commendation #1: The team commends the college for its commitment to promoting the principles of diversity and equity. Most noteworthy are the numerous activities and contributions of the faculty, staff and administrators that comprise the *Campus Change Network* who have achieved significant success in fostering campus dialog and in nurturing cultural awareness and competence for students and the greater community.

B: Student Support Services

General Observations:
Las Positas College provides a comprehensive array of student support services that are designed to ensure that all students are afforded the opportunity to benefit from the college's programs. The college's student services staff is supportive of and dedicated to the students they serve and are highly qualified in their specific areas of responsibility. The college publishes a comprehensive catalog, class schedule, and catalog addendum, which provide continuing and prospective students with current and accurate information regarding the college, its academic and student support programs, and campus regulations and policies. The recent awards the college has received for its catalog indicate the comprehensiveness and of the publication. These documents are available to the public either by hard copy or online. In addition, the college plans to make the catalog available in compact disc format.

In an effort to ensure access to all prospective students, a variety of outreach activities are provided in the local community and the staff are able to work with non-English speaking students or prospective students in a variety of languages. Materials are produced and made available to all local high schools and at various events. A counselor is assigned as primary contact and liaison to each of the area high schools to ensure effective communication and interaction between the institutions. Information regarding student services is also available online through the general college website, specifically within the individual websites of the various programs.

Student services staff work collaboratively with the instruction office, administration, faculty and staff through active membership on a variety of committees, participation in campus-wide meetings, and counselors are assigned as liaisons to each of academic divisions. Various aspects of the programs within student services received generally high satisfactory ratings on the student satisfaction survey the college regularly distributes. In addition to student surveys, the student services programs complete program reviews according to the established cycle and have begun to develop Student Learning Outcomes for assessment to improve services.

Findings and Evidence:
The college identifies the learning support needs of its prospective students through the online application that includes a section on which students can identify specific needs or concerns. The counselors or support staff in turn contact students or refer them as appropriate to the services where these identified needs can be addressed. In addition, new students enrolling for the fall semester are encouraged to participate in a special orientation program (EXPO) at which students complete a needs assessment instrument, learn various strategies for academic success, and become familiar with the services provided on campus. The services offered are appropriate to and address the needs of students. Students expressed satisfaction with the EXPO orientation program in addition

to the basic support services available to them. Since this orientation is for new students enrolling in the fall term only, it is suggested that the college consider a similar orientation or some other related effort for new students enrolling in the spring term. (II.B, II.B.3, II.B.3.a)

In addition to on-campus services, students have access to student services through the college website and each program has specific and useful information on various program-specific web pages. One counselor has assumed the responsibility of the primary contact for questions submitted by students via an email contact link on the counseling webpage, although other counselors may assist as needed. Most program staff members have their email addresses included next to a corresponding picture of themselves on the website. This online feature not only allows students the ability to identify respective counselors or program staff, but also provides easy access to email staff directly for assistance regardless of location or delivery method. (II.B.1, II.B.3.a)

The college catalog is reviewed by a committee of staff from both the student services and academic affairs areas of responsibility on campus. The committee ensures that the catalog is accurate and current and the timelines for publication are coordinated. An addendum is published in alternate years that includes curricular and policy changes. The catalog is available both in hard copy and online, and the college will soon be implementing the catalog in compact disc format. Although the general areas the college should address in the catalog are included, e.g. general information, requirements, major policies affecting students, and locations or publications where other policies may be found, no Academic Freedom statement was included. This statement is found, however, on the college website and in the full-time and adjunct faculty handbooks. The college should include such a statement in the next publication of its catalog. (II.B.2.a-d)

The college provides an impressive variety of activities to its students with a learning environment that allows for personal, civic, and intellectual development, and to develop an appreciation and understanding of diversity. The team was provided a "Master Calendar of Standing Meetings" enumerating the meeting schedule of various campus committees; it was noted that a student representative was assigned to each committee. Interviews with various students, who have been assigned to committees, indicated that student involvement is welcomed, appreciated, and valued. (II.B.3.b)

The Campus Change Network has been instrumental in enriching and empowering campus dialog and activities for diversity and inclusion. Twenty-five (25) student clubs and organizations are offered and many focus in government, community interests, or are in some way related to general areas of diversity. The goals regarding diversity are indicated in the Education Master Plan, Campus Change Network, and various other documents. In addition, specific academic courses are offered in leadership and civic responsibility. The student survey indicated satisfaction with the feeling that the campus community displayed respect for diversity in terms of ethnic, gender, religious, and sexual orientation. (II.B.3.b,d)

Counselors provide a full range of counseling-related services including academic, career, and vocational. The division holds bi-monthly meetings to discuss issues relating to counseling services. Counselor training is also provided through regular counselor-only meetings (outside the Division meetings), emails, intranet website, and attendance at regional and state counseling conferences. (II.B.3.c)

The admissions and placement functions use assessment instruments that in are in compliance with the State Chancellor's Office; counselors use multiple measures, not a single placement test score, when advising students into appropriate courses and levels of English, reading, and mathematics. The utilization of multiple measures serves to counteract any potential test bias. An established process is in place for students who may wish to challenge their placement recommendations. The Self Study Report and interviews indicated that the staff review and assess test items for potential cultural misunderstandings and that disproportionate impact is evaluated through statistical analysis. (II.B.3.e)

The Banner system has been the repository for all student records since the summer of 1994 and appropriate measures and processes are in place that ensure and maintain appropriate security. Data are backed up regularly and stored in a fireproof vault. Access to records requires various login procedures that include a personal identification number. A process is in place regarding the release of transcripts and other student records and each request. Board Policy addresses the issue of student records and the college has a published statement on FERPA. Although a student grievance process is in place, the team determined that there is no established process for informal student complaints that would not ordinarily rise to the level of a formal grievance. There is no standard form used to document the complaint, no established process is in place, and no one is assigned to investigate, resolve, respond and maintain files for informal complaints. In order to better track, monitor and resolve informal complaints, the college is encouraged to develop consistent procedures to handle and resolve initial, pre-grievance student complaints. (II.B.3.f)

The college regularly gauges student satisfaction with a survey distributed every two years and the results regarding satisfaction with student services were generally positive. In addition to student surveys, program reviews are conducted for each of the student services programs within the timelines of the program review cycle. These program reviews include goals and objectives, strengths, areas of improvement, and action plans. Interviews with staff showed that efforts are being made to use the results of these reviews in the improvement or enhancement of services to students. A review of the program review documents and the eLumen software system determined that SLOs have been developed and entered for most of the student services programs; those not been fully developed are currently in process. The team determined that the student services programs have not yet consistently used SLO assessments to evaluate or improvement services. (II.B.4)

Conclusions:
The team determined that the college assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution. The college meets this standard (II.B.1).

The college publishes a catalog for its constituencies with precise, accurate, and current information concerning the following: General Information, Requirements, Major Policies Affecting Students, and locations where other policies are found. The college meets this standard (II.B.2).

The college provides appropriate services and programs to address student needs, assuring equitable access to all of its students regardless of service location or delivery method. Through comprehensive services and activities, the institution encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students and enhances student understanding and appreciation of diversity. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup and publishes and follows established policies for release of student records. The college meets this standard (II.B.3).

The college is engaged in the evaluation of student support services to assure their adequacy in meeting identified student needs. The team determined that these evaluations are not yet based on the assessment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement. The college substantially meets this standard (II.B.4).

The institution meets the requirements of Standard II.B.

Recommendations:

None

Commendations:
Certain areas of the student services programs and activities demonstrated exemplary practices and the team offers the following commendation to the student services division of the college:

See Commendation #1:

Commendation #2: The team commends the faculty and staff for maintaining a caring, collegial and supportive environment for students. The college's investment and maintenance of facilities and educational infrastructure is impressive and students expressed that faculty and staff are dedicated to supporting learning.

Standard II
Student Learning Programs and Services

C. Library

General Observations:
Las Positas College provides library and learning support services in a number of venues located in various locations on the college campus an online through the Library website and resource sharing agreements with offsite entities. Librarians and learning support specialists, academic faculty, and technology specialists provide the necessary expertise to support the achievement of student learning outcomes. The college staff is concerned about the lack of consistent funding, aging facilities, limited equipment, and inadequate staffing inhibiting their ability to ensure adequate services. Currently the college is using resources from a recent local measure and funds from a State Telecommunications & Technology Infrastructure Program (TTIP) to bring up to date the library collection and enhance online resources. College staff expressed concern that this is a temporary solution to an ongoing problem.

Survey responses and usage records provide the data for the college in its evaluation of student learning effectiveness and for use in planning for library resource allocations such as budget, staffing, collection development, and database purchase. A number of library related items are included in the general student satisfaction survey given on campus; students and faculty who use library facilities and programs provide feedback on specific library activities.

Findings and Evidence
The college library staff use a number of methods to develop and maintain a library collection to support student learning needs. These methods include: faculty and student requests; discussions with faculty and review of curriculum outlines and analysis of syllabi; examination of faculty review materials; documentation of student inquiries at the reference desk; and library staff review of typical library resources. The curriculum proposal form requires the signature of the Library Coordinator, further involving the library in the curriculum development process. Library staff regularly analyzes the library collection through statistical analysis, by meeting with faculty to review materials based on the instructional subjects, and by reviewing the currency of the collection. A designated Instructional Librarian works directly with faculty to make sure that there are adequate resources for student assignments. (II.C.1.a)

The college's Self Study Report includes a number of ways in which ongoing instruction is provided for those library users. Hands-on library courses in research skills are available to address information competency requirements. Student learning outcomes have been developed for these classes and are tracked in the institution's eLumen software previously described. Library orientation classes are generally one class period and cover specific course content and assignments, although a limited number of information competency components are provided. While information competency skills are addressed in research skills classes and to a lesser extent, in library orientation

classes, the college expressed that a campus-wide discussion of the topic has not taken place. An appropriate forum for this discussion is needed that will address information competency issues for both on campus and online classes. (II.C.1.b)

The regular hours for the library are 8 a.m. to 9 p.m. Monday through Thursday, 8 a.m. to 2 p.m. on Friday, and 10 a.m. to 2 p.m. on Saturday. According to the Self Study Report, other student support services on campus follow the same hours; however, in Spring 2008 the Saturday hours were eliminated for other support services. The Library website provides access at all times to a variety of library resources for students. In person and online contact with a reference librarian is available at all times the library is open, and with a twenty-four hour response time if requested outside of library hours. Access to library databases is available from all on campus computers and secure access is available for faculty and staff from off-campus. The library also provides an adaptive technology computer station. (II.C.1.c)

Security and maintenance for the library is provided by the district Maintenance and Operations department. The Technology Department maintains the telecommunications equipment. A computer tutor/student assistant supports basic maintenance and minor troubleshooting of the computers in the student lab and the audiovisual equipment. Campus Security monitors the library alarm system and fire alarm systems. Books and periodicals are tagged with a 3M brand security system to ensure against theft. (II.C.1.d.)

The college has a resource sharing agreement with Chabot College. It also maintains a formal arrangement with California State University East Bay so that students can check out materials from the university library. The databases the library uses are contracted through the Council of Chief Librarians California Community College Electronic Access and Resources Committee (CCL-EAR). Participation in this consortium allows the college to leverage purchasing and obtain on-line database contracts and services. The on-line database distributers provide usage reports for staff review of databases utilization to enable continuation and selection decisions. (II.C.1.e)

Library faculty and staff employ surveys and usage data to evaluate whether student and faculty needs are met, including: faculty and student evaluation of workshops; pre- and post-testing in the Library Research Skills classes; and informal feedback from faculty and students concerning assignments. Annual usage surveys of library website access, database access, and circulating materials also provide relevant information for assessment. In the most recent student satisfaction survey, 97.5 percent of the students considered library services to be satisfactory or better. (II.C.2)

Conclusions
The institution supports its instructional programs by providing library and other learning services that are sufficient in quantity, currency, depth, and variety to support educational offerings on campus and on-line. College staff indicate they are challenged to ensure they can continue to do so with the implications of the current California economy. Currently the institution is using local bond revenues to support equipment, facilities, books and database subscriptions, but this resource will only last until 2014; a means of

providing stable ongoing funding should be explored. The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency. While such skills are addressed in research skills classes and to a lesser extent, in library orientation classes, a campus-wide discussion of the topic has not yet taken place. An appropriate forum for this discussion is needed that will address information competency issues for both on campus and online classes. The college partially meets this standard; however, these learning outcomes may be addressed as SLO activities accelerate (II.C.1).

The institution regularly evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement. The college meets this standard (II.C.2).

The institution partially meets the requirements of Standard II.C. The team makes the following recommendations for improvement:

Recommendations:

Recommendation # 4
Information Competency
To meet the Standards the team recommends that the college use campus-wide dialog to develop ongoing instruction for users of library and learning support services to ensure students develop skills in Information Competency. (II.C.1.b)

STANDARD III
Resources

A. Human Resources

General Observations:
The self study analysis for Standard III.A. is generally inadequate. The team determined that the institution's self study response on this Standard was written largely without input from the district Human Resources administration. Through interviews with the faculty coordinator, it was revealed that faculty members were primarily responsible for writing the various Standard sections with little first-hand knowledge of human resource issues.

The team found evidence that for the most part, the district Human Resources department has in place all of the required policies and procedures that regulate the employment of qualified faculty and staff. A central shortcoming is the communication of these policies and procedures with the college's faculty and staff. Although monthly Human Resources forums are scheduled at the college, there is no permanent, dedicated staff member at Las Positas whose duties are devoted to human resource issues.

Findings and Evidence:
The college utilizes a variety of district policies and processes to ensure the employment of qualified personnel with the appropriate education, training, and experience, including: Board Policy, and the Recruitment and Hiring Procedures. Interviews with the district vice chancellor for Human Resources confirm that the development and submission of the *District Staff and Equal Employment Opportunity Plan* has been delayed pending further data and guidance. At the college level, program staffing needs are identified through the Program Review process. A summary report of program review allows for the assessment of how well staffing needs have been met. Faculty request procedures emphasize the support of district, college, and division goals. Qualifications are verified by the district Human Resources department during the recruitment, screening, and selection processes. (III.A.1)

District policies establish clearly defined hiring procedures for classified, supervisory/confidential and administrative positions. All job specifications are approved by the governing board and are reviewed and updated when necessary at the time of a vacancy. The specific criteria and qualifications for positions are clearly stated in job announcements; all hiring decisions are approved by the governing board. The process for hiring contract faculty has been approved by the governing board although a collaborative review of this process is ongoing between the college's Academic Senate and the district Human Resources Department. Faculty members play a strong role in the faculty hiring process by comprising a large proportion of the hiring committees. The district Human Resources Department verifies qualifications for all faculty, validating that applicant degrees are from accredited institutions. Procedures are also in place to determine the eligibility of degrees earned from non-U.S. institutions. (III.A.1.a)

Evaluation procedures for faculty and classified are negotiated with labor representatives and documented in respective labor agreements. The Administrative Evaluation procedure is described in the Administrator Performance Evaluation System guide. Administrative evaluations are conducted annually with a comprehensive evaluation occurring every third year. Evaluation processes are designed to assess the effectiveness of personnel and to encourage improvements and posted at the district website. The team found evidence that formal, documented actions are taken based on evaluation results. (III.A.1.b)

Despite what the college concludes in its Self Study Report, the team determined that Las Positas College meets the Standards regarding evaluation of faculty. Student learning outcomes are a fundamental aspect of the instructional and student services program review processes and the outline of record for instructional courses. Per the Faculty Association labor agreement, faculty are evaluated on their ability to assess program needs and effectiveness, their ability to engage in the curricular development process, in their ability to assist students in understanding the core subject matter consistent with the official course outline. The visiting team verified that engagement in program review processes is widespread across the campus; examples of completed program reviews were readily provided by administrators and individual faculty. (III.A.1.c)

The Academic Senate has a code of standards and ethics to guide the behavior of faculty; faculty ethics are also addressed in the labor agreement. However there is no written code of ethics for college administrators or classified staff. Although the governing board has adopted a statement of ethics for all personnel at Chabot College, no such policy has been adopted for Las Positas College. A code of ethics needs to be developed for all personnel. (III.A.1.d.)

Staffing needs of the college are identified through the program review process. Although the college claims to meet this Standard in the Self Study Report, the team was not able to find evidence comparing staffing numbers (faculty, administrators, and classified staff) to numbers of students served. The team expressed that benchmarks might be appropriate measures to determine whether staffing adequately supported the institutions mission and purposes. (III.A.2)

Personnel policies are published in district brochures and conform to faculty and staff labor agreements and to Board Policies. The Office of Human Resources provides regular training to review these policies. The governing board has approved policies on staff and faculty diversity and equal employment opportunity. These policies have appropriate language on non-discrimination in employment. Personnel records are adequately secured in the district Office of Human Resources. Employees can access and inspect their files during normal business hours. Electronic personnel records are stored in the Banner system, security provides for limited access to employee data and the complete blocking of social security numbers. (3.A.3)

The college certifies that it is an equal opportunity employer and hires staff with a demonstrated sensitivity to the diversity of community college students. Interviews with

the district vice chancellor for Human Resources confirm that the development and submission of the *District Staff and Equal Employment Opportunity Plan* has been delayed pending further data and guidance from the California Community Colleges Chancellor's Office. Board Policy 4006 ensures equal opportunity in all areas of employment practices and ensures no discrimination. The college administers a climate survey to assess whether personnel provisions are effective in preventing discrimination and in supporting a diverse staff.   The Campus Change network, which received a commendation from the evaluation team, provides the college with a platform to work toward realizing the goals stated in the Student Equity Plan through opportunities for dialog, guest speakers and other wide-ranging efforts. (III.A.4.a)

The college presented some limited employee demographics data in the Self Study Report; however the team determined that there has been little or no decision-related analysis of employment data with regard to equity and diversity. According to interviews with the district vice chancellor for Human Resources this work, that will inform the development and submission of the *District Staff and Equal Employment Opportunity Plan,* has been delayed pending further data and guidance from the California Community Colleges Chancellor's Office. (III.A.4.b)

The college has adopted Board Policies that ensure fair hiring practices, unlawful discrimination including sexual harassment, and fairness in employment practices. Managers are provided with mandatory sexual harassment training. (III.A.4.c)

The Staff Development Committee, which consists of representatives from administration, classified and faculty groups, offers a wide range of professional development opportunities. The Staff Development office and the Innovation Center, which received a commendation from the evaluation team, are co-located and are collaborating on resources and offerings. The Innovation Center provides numerous training opportunities on a wide range of topics relevant to distance education and the use of technology in the classroom. Although a campus wide survey was administered in spring 2005, the team did not find evidence that college has a formal means to systematically evaluate professional development programs. (III.A.5.a-b)

At the division- or area-level, human resource planning is conducted through the program review process. Staffing needs are prioritized based on how the new positions support the college mission; this procedure is described in the Office of Human Resource Services Strategic Plan. While the district Human Resources Office has completed a strategic plan, it has not participated in a program review. The team found no evidence that the institution evaluates the quality of district-provided human resources services. (III.A.6)

<u>Conclusions:</u>
The team determined that the college employs personnel who are qualified by appropriate education, training, and experience to provide and support its programs and services. There are sufficient policies and practices and a sampling of faculty and administrator qualifications determined that the institution follows these policies. The college meets this standard (III.A.1).

The college employs a sufficient number of qualified faculty, staff and administrators with appropriate preparation and experience to provide the services necessary to support the institution's mission and purposes. The college meets this standard (III.A.2).

Through district Human Resources leadership and services, the institution systematically develops personnel policies and procedures, however it is evident from campus interviews that faculty and staff are not sufficiently familiar with these policies and processes. The college substantially meets this standard (III.A.3).

The institution demonstrates an appropriate understanding of and concern for issues of equity and diversity. Of particular note – the Campus Change Network is an exemplary practice devoted to increasing awareness of issues of diversity and inclusion. However, the team found that the institution does not regularly assess its record in employment equity and diversity. The college substantially meets this standard (III.A.4).

The college provides a variety of professional development activities and opportunities, consistent with the institutional mission. Noteworthy was the Innovation Center that provides training on a wide range of topics in distance education and the use of classroom technology. The college does not systematically evaluate professional development activities. The college substantially meets this standard (III.A.5).

The team determined that the human resource planning is integrated with institutional planning. However, the institution does not systematically evaluate the effectiveness of district human resource services, as the basis for improvement. The college partially meets this standard (III.A.6).

The institution partially meets the requirements of Standard III.A. The team makes the following recommendations for improvement:

Recommendations:

See Recommendation # 3.B.
Program Review

Recommendation # 5
Ethics Code
To meet the Standard the team recommends that the college develop a written code of professional ethics for all of its personnel. (III.A.1.d)

District and College Recommendation # 1
District/College Functions and Services
To meet the standards the team recommends that the district and the college maintain an updated functional map and that the district and the college engage in a program of systematic evaluation to assess both the effectiveness of district and college functional relationships and the effectiveness of services that support the institution. (III.A.6, IV.B.3)

B. Physical Resources

<u>**General Observations:**</u>
The college site contains 147 acres on the boundary between rural and suburban settings and consists of 23 buildings. As a result of passage of the district's Measure B bond in 2004, several new buildings are being planned. As noted in the district Facilites Modernization Program documentation, the bond provides Las Positas College with $230.1 million for the modernization of existing infrastructure, site improvement and campus expansion. Following passage of the bond, the college engaged in activities with the intent of developing a comprehensive, integrated, collaborative approach to planning. Three task forces were formed which included Student Learning Outcomes, Educational/Organizational, and Facilities Development.

The Facilities Task Force was further developed into five subcommittees reflecting the goals, objectives, and guiding principles of the college's master planning. During 2004-05 the task force developed and produced a facilities development plan consistent with the educational master plan which was being revised simultaneous to the facility effort. The plan was written to be "a guide as future monies are applied toward the development of facilities, renovations, and site improvements."

<u>**Findings and Evidence:**</u>
Las Positas College has developed a system of both internal and external evaluation of the safety of the college's facilities and operations. The Campus Safety and Security department has developed a schedule of routine inspections and maintenance to assure the safety of the college's facilities; these reports are regularly reviewed and any necessary follow-up is accomplished. The department also ensures that crime reporting statistics are available online and are reported at regular meetings of the Health and Safety Committee. The Livermore/ Pleasanton Fire Department conducts periodic inspections of the college's hazardous waste handling and storage practices. A set of standard operating procedures was developed by a private consulting company to standardize laboratory safety and hazardous waste handling. Annual safety inspections are performed by the college's liability insurance company; inspection reports include follow-up and status of prior recommendations. The college notes that due to construction or mechanical problems, wheelchair access to all buildings has not been maintained at all times; the college is addressing this issue. (III.B.1)

The district submits a five-year Capital Outlay Plan to the California Community College Chancellor's Office; the college updates this plan annually. Projects are prioritized based on current and anticipated facility load ratios. The college notes that enrollment growth continues to outpace facility space, as expressed in its "Capacity to Load Ratios" in the plan. Total cost of ownership is considered for equipment, facilities, and operations. The college's technology master plan clearly defines and projects the total cost of ownership for all technology purchases. The college attempts to identify the total cost of ownership

with new buildings. Maintenance and operations staffing and operating expenses for lighting and HVAC are identified during the planning and design of new facilities, maintenance and operations projects. The college has expressed concern about the need to perform a comprehensive analysis for each new facility and the district's ability to meet the financial demands associated with that facility. (III.B.2.a)

The team determined that the college has integrated college committee planning processes and linked the educational and facilities master plans to ensure that capital projects support college priorities. The college has a comprehensive, integrated planning process for its physical resource planning. The college notes the educational master plan, the facilities master plan, the Planning and Budget Committee and Facilities Committee, users committees, the Instructional Request Form and the Schedule 25 software as having been critical to the success of this process. Physical resources planning is assessed through student surveys, staff surveys, program review, users committee evaluations and the facilities deficiency database. (III.B.2.b)

Conclusions:
The institution provides safe and sufficient physical resources that support its programs and services. The campus is vital, attractive and well maintained; students evaluate the campus environment as safe and satisfactory. The college has experienced significant growth in recent years and has been challenged to meet that demand. Passage of the district bond measure has provided funding that has permitted the college to address many of its facility and technology needs. The college meets this standard (III.B.1).

The institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment. Information on bond and other facility projects is comprehensive and well communicated. The team observed that facilities planning is integrated with institutional planning. The college meets this standard (III.B.2).

The institution meets the requirements of Standard III.B. The team makes the following recommendations for improvement:

Recommendations:

See Recommendation #3.B
Program Review

STANDARD III
Resources

C. Technology

General Observations:
Technology resources at Las Positas College are used effectively to support student learning, improve services to students and improve institutional effectiveness. Faculty and staff are aware of, and use, technology in the classroom and in the office to this end. Training for faculty in the use of technology, particularly in the Innovation Center, is exemplary. Training for students and staff on the use of technology meets the Standard. Support and maintenance of technology in the classroom and in the offices is also exemplary. Technology is regularly replaced and downtime is limited. Technology planning is integrated with both district and college planning.

Findings and Evidence:
The institution evaluates the effectiveness of its technology implementation primarily through surveys; and survey results indicate needs are effectively met. The Fall 2007 student survey indicates that 77 percent of students are satisfied or very satisfied with Classroom (lecture) facilities, 75 percent are satisfied or very satisfied with computer laboratories, and 82 percent are satisfied or very satisfied with the efficiency of course registration over the Internet. The Fall 2007 staff survey indicates that 95 percent of staff agree or strongly agree that "Technology resources are used to support student learning programs and services and to improve institutional effectiveness". As of the time of the visit, 56 classrooms were equipped with technology for use by the instructor. The college uses the Blackboard system for all online, hybrid and web enhanced courses; this system is hosted by Blackboard at an offsite location; the service contract guarantees disaster recovery, privacy and security. (III.C.1, III.C.1.a)

Training is provided for faculty and staff primarily through the Innovation Center. This department provides workshops, and on-line and individualized training for faculty and staff. The 2008 Innovation Center Satisfaction Survey indicates the 86 percent feel the Innovation Center provides resources and support to enhance students learning. Ninety-three percent (93 percent) indicate that the Center provides the necessary instructional technologies to allow them to perform their jobs effectively and 86 percent feel the training/workshops offered are relevant to their job duties. Staff Development sponsors a program called "Help Desk at Your Desk", in which staff can schedule an appointment with a trainer to provide individualized instruction. At the time of the evaluation visit the college was merging the Innovation Center and Staff Development to ensure coordination. The college does not provide a central coordination for student training on the use of technology; however, training opportunities are available through the student Computer Center, the Library, the Disability Resource Center and the Writing Center. There is an online orientation for distance education students provided by the Innovation Center. (III.C.1.b)

Technology services are managed by a district Chief Technology Officer (CTO) and staff at the district and by local staff at Las Positas College. The team determined that there was effective coordination between the district and college; the district CTO regularly attends college Technology Committee meetings. The district maintains standards for infrastructure and equipment in the form of the *Information Technology Master Plan ITS Detailed Specifications* which is updated annually based on district and campus plans. Discussions with both district Information Technology Services (ITS) staff and campus technology staff indicate close cooperation between the two departments. (III.C.1.c)

One point of concern for the team was with respect to disaster recovery and business continuity planning; procedures for the central administration systems were not evident for either the district or campus. The last Disaster Recovery Plan was adopted in 1996; but the district and campus were unable to produce a copy of this document. Uninterruptible power is located at both the district and campus sites and tape backup processes are evident at both sites; the most recent annual independent audit confirms that district backups are stored off site. The campus and district staff indicate that the Disaster Recovery Plan will be revised when the new facility opens that will house the district ITS, the college Technology department and the campus data center. The team urges the campus to complete the Disaster Recovery Plan prior to occupancy of the new joint facility. (III.C.1.c)

The college indicates that currently all upgrade and replacement of technology infrastructures is being supported with one time local bond funds. Although the college and the district have plans for cyclical replacement of equipment including network, desktop and servers, there is currently no funding mechanism to sustain this initiative at the conclusion of the bond-funded projects. The team strongly suggests that planning for this begin immediately. (III.C.1.d)

The college employs a transparent and well-communicated process to identify and prioritize technology resources primarily through the program review process. Technology needs are also identified and prioritized through the standards of the Technology Lifecycle Plan. This plan delineates the replacement cycle of all desktop, server and network equipment at the college; the college's Technology Department routinely acquires and installs equipment based on replacement timelines. Department budgets are used to cover emergency needs or ongoing technology expenditures such as software maintenance contracts. (III.C.2)

Conclusions:
Las Positas College effectively acquires, implements, supports, and maintains technology based in support of its mission; technology support meets the needs of learning, teaching, college-wide communications, research and operations systems. Technology services, professional support, facilities, hardware and software are designed to enhance the operation and effectiveness of the institution. The team suggests that the college develop Disaster Recovery and Business Continuity plans prior to the occupancy of the new joint technology facility. Quality training is being provided by the institution to staff and students through the Innovation Center, the Library, and computer labs on campus. Staff

Development opportunities are regularly evaluated to provide suggestions for improvement and expansion. Distribution and utilization of technology resources support the development, maintenance, and enhancement of programs and services. Of concern is the reliance on one-time Bond funds to fund on-going computer replacements. The college exceeds this standard (III.C.1).

The team determined that technology planning is integrated with institutional planning. Planning is taking place with regards to the acquisition, maintenance, upgrade and replacement of technology infrastructure and equipment. The Technology Lifecycle Plan is commendable. Technology planning is integrated with institutional planning at Las Positas College. The college meets this standard (III.C.2).

The institution meets the requirements of Standard III.C.

Recommendations:

None

Certain areas demonstrated exemplary practices and the team offers the following commendations to the college:

Commendations:

Commendation #3: The team commends the college for its commitment to, and support of, its technology infrastructure to enhance student learning. In particular, the team notes the exemplary service and contributions of the Technology Department that was recognized by college faculty and staff with the "What is Right About Las Positas College" award for outstanding customer service and the Innovation Center that received accolades for the quality of the training it provides faculty and students.

D. Financial Resources

General Observations:
The college provides numerous opportunities for campus constituencies to engage in collaborative dialogue. Program review in academic and student services areas are well established and link to the budget development process. The college develops an annual goals spreadsheet from the program reviews which is then included in budget discussions. For many of the typical areas addressed in the financial resources Standard the college is either secondary to the district or it is a shared function, therefore, a complete discussion of the area is not addressed in the Self Study Report.

Budget allocations to the college are determined by the district and are based on full-time equivalent students. Funding levels are established for the two colleges, the district office, and maintenance and operations based on availability of resources.

Findings and Evidence:
The overall budget for the Chabot-Las Positas Community College District for fiscal year 2007-08 was $104.3 million. The largest portion of the budget is allocated to the two colleges based on the target number of full-time equivalent students (FTES) to be served. The district maintains a reserve level in excess of five percent which is available to offset funding shortfalls and provide for educational programs. (III.D.)

While the college has discretion over the use of its budget allocation, over 90 percent of the funds are for salary and benefits, with the balance used for supplies and campus services. The college Enrollment Management Committee allocates resources for instruction to various disciplines at the college based on full-time equivalent faculty. The college utilizes a shared governance budget planning process through which it sets priorities for funding institutional improvements based on priorities from the *Las Positas College Educational Master Plan, 2003-2015*. The district and the college's mission statements provide direction for all district and college fiscal planning processes. The district's Business Services Office develops financial plans, utilizing a revenue allocation model, to reflect this mission. The college's educational master plan includes specific financial planning in some areas. The college notes that technology and resource allocation is implied by stated program goals but that the college goals themselves do not incorporate explicit financial planning. (III.D.1.a)

The district Enrollment Management Committee recommends to the chancellor FTES and FTEF (Full-Time Equivalent Faculty employment) allocations to the two colleges. Once enrollment goals are established, a corresponding funding allocation is determined to meet those goals. Because of the strict resource allocation methodology, the college notes that its 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. In 2003-04 the ratio was 90.92 percent and by 2007-08 this ratio grew to 93.99 percent.

The college expressed concern that this methodology has led to fewer discretionary supplies and services funds available for new and innovative programs or for emergencies. The college indicates that in past years it was able to maintain a healthy ending balance, in addition to the district reserve. This reserve was exhausted in 2006-2007, partly in an effort to assist the district in meeting district-wide growth targets. At the time of the Self Study Report the college had experienced two successive years of deficit spending. More recent financial data indicate that the college has been able to begin to re-establish a reserve, currently projected to be 1.1 percent of expenditures for 2008-09 and 1.5 percent of expenditures for 2009-10. (III.D.1.b)

The college Planning and Budget Committee creates a budget calendar at the beginning of each academic year. Resource request processes are developed and presented by the committee. In an effort to better meet the needs identified by the academic departments, the schedule for allocating resources for instructional equipment was changed from once a year to twice. The committee also prioritizes new faculty and classified positions at the campus. The college notes that proposals for all new resource needs are linked to planning, most specifically to the educational master planning document. At the time of the Self Study Report, the Planning and Budget Committee was modifying its process to ensure that all resource requests have a specific linkage to an academic or student service program review. A review of material available to the team reflects that this has been accomplished. It is apparent that the college has deliberately developed comprehensive methods to communicate financial decisions and committee recommendations to the various constituencies. (III.D.1.b)

The college Educational Master Plan outlines the institutional priorities for the college through 2015 and includes staffing, facility and instructional equipment needs. Grant requests are expected to identify immediate and long term resource needs of the college including office space, equipment and maintenance. Most long-term human resource, payroll, and insurance issues are administered at the district level. The district's annual independent audit reflects district liabilities including those for general obligation bonds, lease revenue bonds, a Children's Center loan, compensated absences, and capital leases. The district has had three actuarial reports performed in the last 6 years to determine the outstanding liability for post-retirement benefits and, while it has not developed a formalized plan on how to fund the total liability, it has begun to set aside funds to partially meet it. (III.D.1.c)

The college provides multiple venues for constituencies to have involvement in the budget planning process. Participation in program review process allows for input related to new positions and instructional equipment. This input is further reflected in the educational master plan. College employees and students have the opportunity to submit requests to the college Foundation and Bookstore for grant funding. Various campus committees make recommendations to the president regarding resource allocations, and the academic service division has a process for faculty to submit proposals for funds identified within the divisional budget allocation. It is noted that grant proposals are developed and submitted by faculty and that there appears to be a need to centralize and better coordinate the process of grant development and reporting. (III.D.1.d)

The district and college's financial accounting system is available on-line and administrators and budget managers have access to all accounts for which they are responsible. Financial information is increasingly available through the district websites and links are being developed to both local and state reports and services. The college notes that there appears to be a need for increasing transparency related to budget allocations and more training in the use of district software. The college recently filled vacant positions in the business office and it is anticipated that this will assist the college in better meeting this need. (III.D.2.a-b)

The team confirmed that reserves are maintained at or above five percent on a district-wide basis. Cash management, insurance policies, and investment strategies are all district, rather than the college, functions. More recent financial information indicates that while the district ended 2008-09 with a 10.7 percent reserve, this was down from the 13.8 percent of the prior year. The district is projecting the reserve to further decline to 7.5 percent in fiscal year 2009-10 in the same year that Las Positas College has been able to operate within its revenue allocation and re-establish a projected 1.5 percent college reserve. (III.D.2.c)

The district governing board takes action on all contracts, grant acceptances, payroll warrants, and personnel hires. In addition to college and district administration of Measure B bond funds, the Citizens Oversight Committee provides additional review and assurances to the expenditure of public funds. Audit reports are conducted on an annual basis. Annual independent audits are performed and Las Positas College participates in this audit. Audit exceptions are referred to the colleges and the district for timely action and are reported to the governing board for information. The most recent audits of the district have been unqualified, but a review of the prior year findings included in those reports shows that some of the recommendations have been slow to resolve. It will be important for the district/college to address these issues. (III.D.2.d)

The college indicates that all funds are used in ways consistent with the institution's mission and goals. General funds are expended consistent with the educational master plan and new requests go though an established procedure. Cafeteria and Bookstore operations are provided through contractual agreements with the contractor providing a percentage of sales to the college. Proceeds from cafeteria operations are maintained in the Cafeteria Fund and proceeds from the Bookstore are used to support ancillary services of the college. The Las Positas College Foundation was founded in March 2003 as an independent 501(c)3 entity that supports the college mission through active resource development primarily in the form of student scholarships, educational programs support and community outreach. The Foundation bylaws were first adopted on May 8, 2003 and were revised in September, 2004 and again in September, 2006. A master agreement between the college and the foundation is in the process of being developed and is available in draft form. The team notes that it is important for the college to finalize this agreement to ensure adequate oversight of foundation activities. (III.D.2.e)

Contractual agreements exist for maintenance, professional services, annual services, facility rentals, and grants. Contracts initiated at the college require review of the college vice president for Administrative Services and signature of the vice chancellor of Business Services at the district. Governing board approval is required for all contracts. Purchases and contract policies and procedures adhere to and are compliant with California Education Code, Government Code, Public Contact Code, and the Civil Code. (III.D.2.f)

The college notes that an evaluation process for financial management processes is not in place and feels that the business functions of the college may be improved with routine and regular review. The district budget study group has also not met for many years. Published agendas and minutes indicate that this study group has been reactivated and began meeting effective November 2008. (III.D.2.g)

The review of college allocations to academic programs through the enrollment management and program review processes allow for budget adjustments in subsequent years. However, the team found no evidence of a program of evaluating the effectiveness of the district resource allocation methodology that designates budget resources between the colleges and the district on an annual basis. (III.D.3)

<u>Conclusions:</u>
The college's reserves have been eroded during the period covered by the Self Study Report; partially in an effort to ensure the district achieved enrollment goals. The college appeared to continue to exceed allocations provided to it. Financial data provided subsequent to the Self Study Report indicate that the college has been able to operate within its allocation and has begun to re-establish a modest reserve. Financial planning and resource allocation is based on the college's mission and goals and is integrated with institutional planning. The college meets this standard (III.D.1).

The college's planning and budget development process appears to be well understood by the college community and reflective of departmental program review and identified needs. A review of financial documents, including the budget and independent audit, reflected appropriate allocation and use of financial resources to support student learning programs and services. The institution practices effective oversight of all finances; the team suggests that the college examine its oversight of the college foundation. All financial resources are used with integrity in a manner consistent with the mission and goals of the institution. 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. The team determined that the institution does not have a program of regularly evaluating its financial management processes. The college partially meets this standard (III.D.2).

The team determined that the institution does not have a process for systematically assessing the effective use of financial resources. The college does not meet this standard (III.D.3).

The institution partially meets the requirements of Standard III.D. The team makes the following recommendation for improvement:

Recommendations:

See Recommendation #3.B
Program Review

District and College Recommendation # 2
Resource Allocation Process
To meet the standards the team recommends that the district and the college complete the evaluation of the resource allocation process in time for budget development for the 2010-2011 academic year, ensuring transparency, and assessing the effectiveness of resource allocations in supporting operations. (III.D.1, III.D.3, IV.B.3)

Standard IV
Leadership and Governance

A. Decision-Making Roles and Processes

General Observations:
The college's governance structure encourages broad, active participation and the creation of the programs and services that exemplify the college's commitment to excellence. The college structure creates a process of collaboration and encourages staff and students to take an active role in institutional decision-making. Constituent groups (students, staff, faculty, and administrators) have defined leadership structures that encourage and support participation. All constituencies, including staff, faculty, and students, participate in committee assignments, task forces, Academic and Classified Senates, and college and district committees.

The College Council reviews governance policy issues. The Council's membership includes the president, the three college vice presidents, the Classified Senate and Academic Senate presidents and vice presidents, representation from both the classified and faculty unions, the Associated Students president and vice president, and the chairs of the Planning and Budget Committee, the Facilities Committee and the College Enrollment Management Committee,. Every college governance body acknowledges the responsibility of the governing board and the chief executive.

Findings and Evidence:
The Governing board in policies #2010 thru #2015 identifies the role and responsibility of the Academic Senate, Classified Senate and student roles in collegial consultation and outlines committees' charges, composition and reporting responsibility. Faculty, classified staff, administrators, and students have defined roles and mechanisms for participation in the college's governance. Participation occurs primarily through the senates, standing committees, taskforces, and ad hoc committees. Labor agreement provisions provide that the Faculty Association makes faculty appointments to all campus and district committees. Staff appointments to campus committees are made jointly by the Classified Senate and the Classified Association. The Educational Master Plan, 2005-2013 sets the goals and values and guiding principles for the campus. Policy issues are the purview of the College Council which has representation from all the constituent groups on the campus. (IV.A.1)

The Educational Master Plan is the document that describes the structural organization and governance of the college. The college governance document identifies the college's main constituent groups, committee, taskforces, and applicable district committees as well as the purview of each body, its charge, its key processes, membership, and reporting relationship. Information on changes made as result of input was distributed electronically and hard copy to all staff. (IV.A.2.)

Board Policy #2014 specifies that the district and the college rely on faculty for recommendations concerning student learning programs and services. Faculty provide

leadership for committees that make recommendations about curriculum, general education, student learning outcomes, instructional planning, and program improvement. All committees require representation from faculty, students, staff and administration based on expertise and area of responsibility thus providing the opportunity for input on recommendations. The governing board recognizes the Academic Senate (BP 2014) as the governing body responsible for representing faculty "in collegial consultation" related to academic and professional matters. (IV.A.2. a-b)

The Las Positas College Governance Procedures, approved by the Governing board and also included in Policy 2015, ensures that all constituent groups are actively involved in the decision-making process. There are twenty standing committees, and the College Council, chaired by the president, provides the means of coordination and communication between constituencies. College Council is charged with: reviewing the college mission statement as recommended by the Planning and budget committee; formulating, reviewing, and revising the college philosophy and mission; reviewing and evaluating shared governance, organizational, and committee structures, making recommendations when necessary; assigning issues to shared governance committees as appropriate; and serving as steering committee for college-wide projects. (IV.A.3)

Standing committees and senates review their charges. The team confirmed that the most recent review and revision was in 2005 for inclusion in the updated Educational Master Plan. The Academic Senate is engaged in formalizing a college Mutual Agreement Process and Outcome Form and a district Mutual Agreement Process to remedy a lack of college and district documentation of past practices. It also plans to review campus ad hoc committees such as program review to transition them to standing committees. Although not based on a rigorous assessment, this is an effort to evaluate processes for transparency and improvement. (IV.A.5)

Conclusions:
Board policies address roles and functions of the constituent groups involved in the governance process. However, the college does not engage in a regular evaluation of the processes for integrity and effectiveness. Both the administration and the Academic Senate have introduced proposals for improving institutional effectiveness and the institution is now engaged in dialogue on how to evaluate the effectiveness processes. The college partially meets this standard (IV.A.1).

The college has established and implemented written policies providing for faculty, staff, administrator, and student participation in decision-making that clearly specify the manner in which constituencies are represented and collaborate on appropriate policy, planning, and special-purpose bodies. The college meets this standard (IV.A.2).

The team found evidence that the governing board, administrators, faculty, staff, and students employ established governance structures, processes, and practices to implement the college mission and ensure institutional success. These institutional governance processes facilitate discussion of ideas and effective communication among the various college constituencies. The college meets this standard (IV.A.3).

The team determined that the college demonstrates honesty and integrity in its relationships with external agencies, and complies with Accrediting Commission Standards, policies, and guidelines, and Commission requirements for public disclosure, Self Study Report and other reports, team visits, and prior approval of substantive changes. The team also verified that although its progress is not complete, the college has responded to recommendations made by the Commission. The college partially meets this standard (IV.A.4).

The team did not find evidence that the college or the district engage in a practice of evaluating leadership or institutional governance and decision-making structures and processes to ensure their integrity and effectiveness. The college does not meet this standard (IV.A.5).

The institution partially meets the requirements of Standard IV.A. The team makes the following recommendations for improvement:

Recommendations:

See Recommendation #1.B
Institutional Effectiveness

STANDARD IV
Leadership and Governance

B. Board and Administrative Organization

General Observations:
The Board of Trustees is comprised of seven members elected by districts representing the service area. Board members understand their duties and responsibilities in the management of the district. The governing board is responsible for the hiring and evaluation of the district chancellor and who in turn is responsible for hiring and evaluating the Las Positas College president. As chief administrator, the college president is responsible for administrating the policies adopted by the governing board and for executing all decisions of the governing board that require administrative action.

Findings and Evidence:
The Governing board has established policies, which are aligned with the district mission and that outline its responsibilities and membership requirements. These policies and related administrative procedures are posted on the Las Positas website. The governing board of seven public members and two student members (one from each of the two colleges in the district), is the final authority for governance in the district. While governing board members, elected by district by the voters of the service area to four-year staggered terms of office, vote independently on matters before them, they act as a whole, according to the majority vote per its policy BP 7010. (IV.B.1.a-d)

There is a Code of Ethics revised most recently in 2001 that every board member must read and sign upon election. (IV.B.1.e-h)

The chancellor conducts six orientation workshops for newly-elected trustees based on The Trustee Handbook produced by the Community College League of California. In addition, all members of the Governing board have their own copies of the Handbook, which is updated annually, and copies of board policies and procedures. The president and other college staff provide the governing board with updates and support study sessions regarding particular college programs and issues including accreditation standards and process. The governing board reviewed the college's Self Study Report before it was submitted to the Accrediting Commission. (IV.B.l.i)

It is the responsibility of the governing board to make the final selection of the chancellor who is given the authority for the day-to-day operations of the district colleges and the implementation of board policies and procedures. (IV.B.1.j)

The president is responsible for administering the policies adopted by the governing board. She is empowered to oversee and evaluate the administrative structure, to delegate authority as appropriate, and to assure that institutional practices are consistent with institutional mission and policies. During her first 18 months, the president has developed a strategic plan that is the result of reviewing and reading reports, and discussions with staff and the campus as a whole through "listening tours". The strategic

plan is based on six priorities: provide visionary leadership; identify and support adequate resources for students, staff, and faculty; commit to excellence in teaching, student learning, and scholarship; create a diverse and supportive academic community; craft a culture of collective responsibility; and advance a culture of critical reflection. (IV.B.2.a.)

The president provides leadership as the campus reviews and revises its mission statement by calling a town meeting for discussion as well as chairing the college council, the major shared governance organization consisting of representatives from all constituent groups. It is this group that reviews and discusses the issues being considered and provides input before a decision is rendered. (IV.B.2.b)

The president is working with the different campus committees to link the budget, planning, and evaluation processes such as the program review model with educational master plan and resource allocation. (IV.B.2.c)

The president controls budget and expenditures and makes periodic reports to the chancellor and to the board to monitor revenues and expenditures and maintain control over finances. (IV.B.2.d)

Although new to area and the college, the president is making inroads into the community by making presentations to groups, publishing a newsletter, meeting with K-12 and the transfer institutions. The president's efforts resulted in the formation of Presidential Advisory Council comprised of community leaders who advise the president on issues facing the college and provide insights as what community issues might affect the college. However, the institution provided no evidence that it has assessed the effectiveness of these various communication strategies with the community. (IV.B.2.e)

A Policy Manual and Administrative Rules and Procedures delineate the operational responsibilities and functions of the district. An organizational delineation chart posted on the district website was developed in August 2008 for the accreditation Self Study Report, but the college recognizes that it has not been widely communicated. In addition, the district developed a strategic plan that was reviewed by the governing board in 2007. This plan identifies areas of shared functions in which district and colleges can collaborate. The team determined that these functional relationships are not yet fully developed nor have they been evaluated. (IV.B.3.a-b)

According to campus surveys, respondents did not have clear knowledge of district financial processes and guidelines. Survey responses also noted disagreement as to whether the chancellor efficiently managed financial resources and whether expenditures were based on district wide priorities. (IV.B.3.c-d)

The chancellor is the Chief Executive Officer of the district and as such acts as the liaison between the colleges and the governing board. The chancellor holds the college president responsible to carryout duties and responsibilities as outlined in the president's job description. There are regular meetings with the president to discuss district and campus concerns. Also there are district committee and taskforces which allow opportunities for

communication on campus and district issues. The president and senior mangers attend board meetings to present reports to the governing board. A student trustee to the governing board, who has an advisory vote, represents students. (IV.B.3.e-f)

The district receives informal feedback in a variety of ways that include the Strategic Plan process, workshops and board retreats; but the team determined that there is no systematic process for formal evaluation that would lead to making improvements on any of the districts services or plans. (IV.B.3.g)

Conclusions:
The governing board is responsible for establishing and updating policies for the institution. The governing board maintains policies over budget, finance, legal matters, ethics, mission statement, board composition, and elections. The governing board is aware of the accreditation standards and process. The governing board has a policy for self-evaluation, and an evaluation was completed at its Spring 2009 retreat. The college and the district maintain written mission and goals; the governing board reaffirmed its mission and goals in June 2009 and began discussion on evaluating board performance on mission and goals. The college meets this standard (IV.B.1).

The college president is responsible for the overall operations and quality of the institution. She communicates institutional values, goals, and direction throughout the organization through regular written and oral communication. The president controls budget and expenditures and makes regular financial reports to the district chancellor and the Governing board. The chancellor evaluated the president's performance in 2008. The college meets this standard (IV.B.2).

As part of the Self Study Report process, the district developed a function map/chart that outlines the district and college responsibilities as they relate to accreditation Standards to illustrate how the college and the district manage the distribution of responsibility by function based on board policy, administrative rules and procedures, and the strategic plan. Neither the district nor the colleges have a formal evaluation process to assess the effectiveness of this delineation of duties, although there was informal feedback given through the Strategic Plan process initiated by the district. The college partially meets this standard (IV.B.3).

The institution partially meets the requirements of Standard IV.B. The team makes the following recommendations for improvement:

Recommendations:

See District and College Recommendation #1
College/District Functions and Services

See District and College Recommendation #2
Resource Allocation Process