

SUCCESS IS NOT A PLACE AT WHICH
ONE ARRIVES BUT RATHER THE SPIRIT
WITH WHICH ONE UNDERTAKES AND
CONTINUES *the* JOURNEY



—→ | L A S P O S I T A S C O L L E G E | —→

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*Institutional Self-Study for
Reaffirmation of Accreditation*

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CERTIFICATION OF THE INSTITUTIONAL SELF-STUDY REPORT

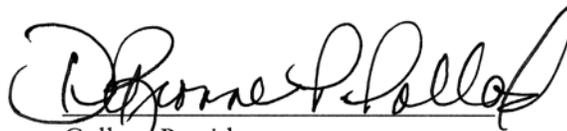
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TO: Accrediting Commission for the Community and Junior Colleges, Western Association of Schools and Colleges

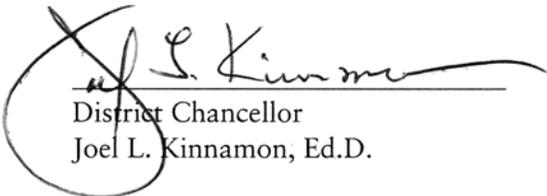
FROM: Las Positas College
3000 Campus Hill Drive
Livermore, CA 94551-7623

This Institutional Self-Study Report is submitted for the purpose of assisting in the determination of the institution's accreditation status.

We certify that there was broad participation by the campus community, and we believe the self-study accurately reflects the nature and the substance of this institution.



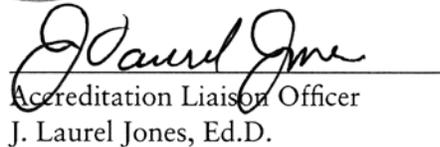
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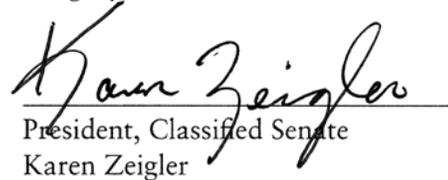
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OVERVIEW AND DEMOGRAPHICS

GENERAL COMMENTS

Las Positas College is one of two separately accredited 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.

Three community college districts- Contra Costa Community College District, Peralta Community College District, and Ohlone Community College District—flank the Chabot-Las Positas Community College District to the north and south.

This report includes data published by various city, county, regional, state, and national sources, as well as data from our district Institutional Database. Much of the data comes from the Association of Bay Area Government (ABAG) research unit 2005 Projections. This report includes data through 2015 in most cases. Data from Census 2000 as well as from the CCBenefits Strategic Planner Tool were also used. Student data comes from the Institutional Research Data Base and data on staff comes from the Employee Data File.

The college began as an extension center of Chabot College in 1963, offering 24 classes and enrolling 820 students at Livermore High School and two other sites. By 1965, the program had expanded and moved to Granada High School in Livermore; it subsequently grew to include Amador and Dublin High Schools as well. The district purchased the 147 acre Livermore site that same year, intending to develop a comprehensive community college. However, in 1970 and again in 1972, bond issues to build the rural college failed -despite the Tri-Valley voters' overwhelming support- because the district's largest voting population lived outside the service area for the proposed college. Lacking funds to develop a comprehensive community college, the Board of Trustees voted to develop a small education center at the Livermore site. On March 31, 1975, "Valley Campus" opened as the Livermore Education Center of Chabot College.

Las Positas College has since developed into 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 of Community and Junior Colleges of the Western Association of Schools and Colleges. Accreditation was reaffirmed in 1997 and 2003.

OVERVIEW AND DEMOGRAPHICS

As of 2008, LPC offers 21 Associate of Arts degrees, 17 Associate of Science degrees, and 46 certificate programs. A majority of our courses transfer, as well. In addition, the college offers community education course 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.

OVERVIEW OF TRI-VALLEY AREA

POPULATION

Table 1 displays projected populations increases to 2015 [source: Association of Bay Area Governments (ABAG)]. Generally, the Las Positas College service and surrounding areas will experience large increases in total population. Both Alameda and nearby Contra Costa counties are expected to experience 8% increases in population between 2005 and 2015. However, the Las Positas College service area will have a more accelerated increase in population. Combined, the sub-regional areas of Dublin, Livermore, and Pleasanton will experience a nearly 20% increase in population in just 10 years. Dublin will have the largest increase with 16,300 or 40% new residents. Livermore will have a gain of 12,200 or 16% new residents. Pleasanton is projected to add 8,300 residents, which is a 12% increase in population.

The adjacent area of Danville is expected to add only 1000 new residents, or 2%. San Ramon's increase will be much larger, adding 12,201 or 23% new residents.

Although projections were revised down in 2005, the Tri-Valley continues to grow in the number of residents and businesses. The pace of that growth may ebb and flow, but Las Positas College serves an ever-increasing number of residents and businesses seeking trained workers, and it strives to accommodate that growth.

OVERVIEW AND DEMOGRAPHICS

TABLE 1: PROJECTED TOTAL POPULATION 2005-2015

	2005	2010	2015	# Change from 2005	% Change from 2005
County					
Alameda County	1,517,100	1,584,500	1,648,800	131,700	8%
Contra Costa County	1,016,300	1,055,600	1,102,300	86,000	8%
Subregional Study Area					
Dublin	40,700	50,000	57,000	16,300	40%
Livermore	78,000	84,300	90,200	12,200	16%
Pleasanton	68,200	72,600	76,500	8,300	12%
Adjacent Service Area					
Danville	43,100	43,400	44,100	1,000	2%
San Ramon	52,200	58,700	64,400	12,201	23%

Source: Association of Bay Area Governments (ABAG) Projections 2005

Race/Ethnicity

Table 2 shows the population of the state, county, and service-area cities based upon Census 2000 figures. The Census 2000 Race/Ethnicity categories were different from previous census collections. For the first time, respondents were able to choose more than one race to identify themselves. Additionally, for the purpose of this table, Hispanic or Latino is not considered a racial category. Being of Hispanic or Latino origin is considered an ethnicity that does not indicate any race. Those who indicated Hispanic origin formed one category, and all others formed a “Not Hispanic or Latino” category, which was then subdivided by racial categories. Reading the categories down the left column, Hispanics and Latinos are 32.4% of the population of California. The remaining 67.6% of the non-Hispanic residents of the state break down into the following racial categories: White - 46.7%, Black - 6.4%, American Indian - .5%, Asian - 10.8%, Native Hawaiian/Other Pac. Islander - .3%, some other race - .2%, and Two or more races - 2.7%. While 46.7% of California, 50.0% of the Bay Area, and 40.9% of Alameda County are White, in the Las Positas Service Area cities of Livermore, Pleasanton and Dublin 74.4%, 75.8%, and 62.3% of residents are White. These cities have grown more diverse in recent years, but are still more racially homogeneous than the county or state. However, the Las Positas College student body was roughly 54% White in 2007. Las Positas College draws a student body that is somewhat more diverse than its two closest surrounding cities.

TABLE 2: RACE/ETHNICITY

	California		Bay Area		Alameda County		Livermore		Pleasanton		Dublin	
Total Population	33,871,648	100.0%	6,783,760	100.0%	1,443,741	100.0%	73,345	100.0%	63,654	100.0%	29,973	100.0%
Hispanic or Latino (of any race)	10,966,556	32.4%	1,315,175	19.4%	273,910	19.0%	10,541	14.4%	5,011	7.9%	4,059	13.5%
Not Hispanic or Latino	22,905,092	67.6%	5,468,585	80.6%	1,169,831	81.0%	62,804	85.6%	58,643	92.1%	25,914	86.5%
White	15,816,790	46.7%	3,392,204	50.0%	591,095	40.9%	54,587	74.4%	48,253	75.8%	18,669	62.3%
Black or African American	2,181,926	6.4%	497,205	7.3%	211,124	14.6%	1,094	1.5%	845	1.3%	2,995	10.0%
American Indian/ Alaska Native	178,984	0.5%	24,733	0.4%	5,306	0.4%	315	0.4%	147	0.2%	156	0.5%
Asian	3,648,860	10.8%	1,278,515	18.8%	292,673	20.3%	4,171	5.7%	7,387	11.6%	3,050	10.2%
Native Hawaiian/ Other Pac. Island	103,736	0.3%	33,640	0.5%	8,458	0.6%	189	0.3%	74	0.1%	85	0.3%
Some other race	71,681	0.2%	18,451	0.3%	4,676	0.3%	185	0.3%	143	0.2%	61	0.2%
Two or more races	903,115	2.7%	223,837	3.3%	56,499	3.9%	2,263	3.1%	1,794	2.8%	898	3.0%

Source: 2000 Census

Table 3 shows projections based upon race/ethnicity for the year 2002-2015. This data is for the county of Alameda. White non-Hispanics and African Americans will have the least growth at 9% and 5% respectively. American Indians/Alaskan Natives will have a 13% increase, although this is only about 700 individuals. There will be a large increase in the percentage of White Hispanics (40%) and Asians (42%). There will also be a sizable increase in the percentage of White Hispanics (40%) and Native Hawaiian/Pacific Islander (34%), although this is only roughly 3000 people. There will also be a sizable increase in the percentage of people who are two or more races (33%). As the county of Alameda continues to increase in racial diversity, our local area will undoubtedly increase in racial diversity as well. It is important that Las Positas College continue to increase its ability to meet the needs of diverse populations.

TABLE 3: RACE/ETHNICITY PROJECTIONS

	2002	2015	Change	% Change
White, Non-Hispanic	593,413	645,960	52,547	9%
White Hispanic	266,140	373,589	107,449	40%
Non-White Hispanic	27,972	37,674	9,702	35%
Black or African American	212,332	222,490	10,158	5%
American Indian or Alaska Native	5,575	6,301	726	13%
Asian	331,899	471,234	139,335	42%
Native Hawaiian and other Pacific Islander	9,135	12,267	3,132	34%
Two or more races	45,535	60,475	14,940	33%

Source: CCBenefits Inc. Strategic Planner Tool

OVERVIEW AND DEMOGRAPHICS

Labor Market

Table 4 shows the total projected number of jobs between 2005 and 2015. Alameda County is expected to add 137,470 jobs, which is 18%. This should be compared to the 8% population growth. Contra Costa County is expected to add 66,020 jobs, or 18%, in ten years. The expected population increase for Contra Costa County is 8%. Dublin is expected to add 46% more jobs, compared to a projected 40% population increase. Livermore is expected to add 37% more jobs, and Pleasanton is expected to add 23% more jobs. Danville and San Ramon are expected to add 10% and 24% more jobs, respectively. These 2005 job projections are higher than the 2002 projections forecasted by ABAG. It is interesting to note that while job forecasts increased, population forecasts were revised down in 2005 from the 2002 projections.

TABLE 4: PROJECTED TOTAL JOBS 2005-2015

	2005	2010	2015	# Change from 2005	% Change from 2005
County					
Alameda County	747,500	818,840	884,970	137,470	18%
Contra Costa County	373,000	406,010	439,020	66,020	18%
Subregional Study Area					
Dublin	19,950	24,700	29,170	9,220	46%
Livermore	33,660	40,420	46,170	12,510	37%
Pleasanton	58,670	66,050	72,020	13,350	23%
Adjacent Service Area					
Danville	13,910	14,920	15,350	1,440	10%
San Ramon	39,700	46,460	49,100	9,400	24%

Source: ABAG Projections 2005

Table 5 displays projected job growth by occupation from 2005 to 2015 for the county of Alameda. Occupations have been sorted from most additional new and replacement jobs to the least. Occupations with the highest expected number of jobs will be “Office and administrative support and occupations” and “Sales and related occupations,” with 47,701 and 42,622 new and replacement jobs expected in the next 10 years. “Food Preparations and serving related occupations” is expected to add 27,084 jobs. However, many of these jobs do not require a college education or specialized training. “Production occupations” and “Transportation and material moving occupations” will add 19,983 and 18,014 new jobs respectively. “Management occupations” will add 13,506 jobs, and these occupations do require a college degree or some specialized training. “Education, training, and library occupations,” which do require a college degree or specialized training, will add 12,730 jobs. “Business and financial operations occupations” and “Healthcare practitioners and technical occupations,” both of which require a college degree or specialized training, will add 9,690 and 9,165 new positions respectively. Computer and mathematical science occupations will add roughly 500 jobs.

OVERVIEW AND DEMOGRAPHICS

TABLE 5: JOBS BY OCCUPATION 2005-2015

Name	2002	2015	New Jobs	Replacement Jobs	% New	% Rep.	% New and Rep.
Office and administrative support occupations	150,022	161,568	11,546	47,701	8%	32%	39%
Sales and related occupations	104,960	119,561	14,601	42,622	14%	41%	55%
Food preparation and serving related occupations	51,884	63,419	11,535	27,084	22%	52%	74%
Production occupations	57,869	56,626	-1,243	19,983	-2%	35%	32%
Transportation and material moving occupations	61,937	70,490	8,553	18,014	14%	29%	43%
Management occupations	55,567	66,686	11,119	13,506	20%	24%	44%
Education, training, and library occupations	49,633	60,062	10,428	12,730	21%	26%	47%
Construction and extraction occupations	47,453	65,802	18,349	11,901	39%	25%	64%
Business and financial operations occupations	42,323	59,427	17,104	9,690	40%	23%	63%
Installation, maintenance, and repair occupations	30,613	35,328	4,715	9,226	15%	30%	46%
Healthcare practitioners and technical occupations	36,901	51,846	14,946	9,165	41%	25%	65%
Arts, design, entertainment, sports, and media occupations	28,201	38,250	10,049	6,860	36%	24%	60%
Building and grounds cleaning and maintenance occupations	25,381	28,055	2,674	6,588	11%	26%	36%
Protective service occupations	17,312	19,816	2,504	6,219	14%	36%	50%
Architecture and engineering occupations	22,635	22,755	120	6,063	1%	27%	27%
Personal care and service occupations	18,444	22,578	4,134	5,755	22%	31%	54%
Computer and mathematical science occupations	30,436	40,993	10,557	5,061	35%	17%	51%
Healthcare support occupations	16,646	26,468	9,822	3,692	59%	22%	81%
Military Occupations	3,871	1,591	-2,280	3,355	-59%	87%	28%
Life, physical, and social science occupations	7,863	8,428	565	2,927	7%	37%	44%
Community and social services occupations	10,985	14,936	3,951	2,825	36%	26%	62%
Legal occupations	6,916	7,776	860	1,047	12%	15%	28%
Farming, fishing, and forestry occupations	1,872	1,959	87	825	5%	44%	49%

Source: CCBenefits Strategic Planner Tool

OVERVIEW AND DEMOGRAPHICS

Tables 6 and 7 show projected job growth based on industries. Table 6 shows the industries with high growth projected between 2005 and 2015, and Table 7 shows industries expected to have medium growth. In some cases certain industries are shown with subcategories, while others display only the major category total. Industries with subcategories are of particular interest to Las Positas College because they likely require post-secondary training or a college degree. The industry of “Health care and social assistance” will experience a 47% increase, or 38,014 jobs. This industry includes the subcategories of ambulatory health care services (47%), hospitals (46%), nursing and residential care facilities (51%), and social assistance (47%). There will be a 29% increase in the industry of “Professional and technical services” or 24,359 jobs. Subcategories that are likely to see large increases are accounting and bookkeeping services (213%), computer systems design and related services (28%), management and technical consulting services (35%), and other professional and technical services (65%).

TABLE 6: INDUSTRIES WITH HIGH GROWTH 2002-2013

Major Industry	Sub-Category	2002	2013	Change	% Change
Health care and social assistance		80,332	118,346	38,014	47%
	Ambulatory health care services	29,320	43,202	13,882	47%
	Hospitals	22,870	33,345	10,475	46%
	Nursing and residential care facilities	10,901	16,469	5,567	51%
	Social assistance	17,240	25,331	8,091	47%
Construction		49,172	67,826	18,655	38%
Professional and technical services		82,763	107,122	24,359	29%
	Legal services	7,183	7,674	491	7%
	Accounting and bookkeeping services	7,409	23,159	15,749	213%
	Architectural and engineering services	13,471	11,074	-2,397	-18%
	Specialized design services	2,873	2,970	97	3%
	Computer systems design and related services	18,152	23,164	5,011	28%
	Management and technical consulting services	10,179	13,787	3,608	35%
	Scientific research and development services	11,693	8,274	-3,418	-29%
	Advertising and related services	2,568	1,770	-798	-31%
	Other professional and technical services	9,234	15,249	6,015	65%

Source: CCBenefits Strategic Planner Tool

OVERVIEW AND DEMOGRAPHICS

Table 7 shows the industries projected to have medium growth. As with the previous table, certain industries of interest include subcategory projections. “Arts, entertainment, and recreation” will experience a 24% overall increase, which is 5,227 jobs. Subcategory projections are as follows: performing arts and spectator sports (30%), museums, historical sites, zoos, and parks (51%), and amusements, gambling, and recreation (11%). “Information” is projected to have a 22% (5,601 jobs) increase by 2015. Subcategories of “Information” that are expected to grow are as follows: publishing industries, except Internet (33%), motion picture and sound recording industries (362%), broadcasting, except Internet (78%) and Internet publishing and broadcasting (140%). The other “Information” subcategories that are expected to drop are telecommunications (-53%), and ISPs, search portals, and data processing (-39%). The industry of “Finance and insurance” is expected to grow 18% (5,439 jobs). Growth subcategories of “Finance” are monetary authorities - central bank (165%), securities, commodity contracts, investments (34%), and insurance carriers and related activities (31%).

TABLE 7: INDUSTRIES WITH MEDIUM GROWTH

Major Industry	Sub-Category	2002	2013	Change	% Change
Arts, entertainment, and recreation		22,044	27,271	5,227	24%
	Performing arts and spectator sports	13,380	17,377	3,997	30%
	Museums, historical sites, zoos, and parks	637	965	328	51%
	Amusements, gambling, and recreation	8,027	8,929	903	11%
Wholesale trade		47,977	58,889	10,912	23%
Information		25,106	30,707	5,601	22%
	Publishing industries, except Internet	8,066	10,743	2,677	33%
	Motion picture and sound recording industries	1,952	9,025	7,073	362%
	Broadcasting, except Internet	2,236	3,985	1,749	78%
	Internet publishing and broadcasting	241	579	338	140%
	Telecommunications	9,935	4,692	-5,243	-53%
	ISPs, search portals, and data processing	2,551	1,567	-984	-39%
	Other information services	126	116	-10	-8%
Administrative and waste services		50,507	61,066	10,560	21%

OVERVIEW AND DEMOGRAPHICS

Accommodation and food services	Advertising and related services	2,568	1,770	-798	-31%
	Other professional and technical services	9,234	15,249	6,015	65%
		47,994	56,576	8,582	18%
Finance and insurance		29,767	35,206	5,439	18%
	Monetary authorities - central bank	2	6	3	165%
	Credit intermediation and related activities	11,163	11,406	243	2%
	Securities, commodity contracts, investments	5,495	7,366	1,871	34%
	Insurance carriers and related activities	11,848	15,483	3,635	31%
	Funds, trusts, and other financial vehicles	1,259	945	-314	-25%

Summary

The population will increase at a much higher rate in the Tri-Valley area compared to the county of Alameda. Although this population increase is somewhat less than was projected in 2002, the Las Positas College service area will continue to see strong growth in population between 2002-2015. The three cities of Dublin, Livermore, and Pleasanton will see a 20% increase in population by 2015.

Racial diversity will continue to increase. Although the Las Positas College service area is less diverse than the county, its student body is more diverse than its surrounding cities. The service area is expected to increase in diversity, especially in the proportion of Asians and Hispanics (White and non-White).

Jobs projections are larger in 2005 than they were in the 2002. There will be large increases in the numbers of jobs in the county (18%) and our service area (31%). Occupations that will experience particular growth will be office and administrative support occupations; sales and related occupations; management occupations; education, training, and library occupations; and business and financial operations occupations. Industries that will experience growth are health care and social assistance; professional and technical services; arts, entertainment, and recreation; information; and finance and insurance.

OVERVIEW AND DEMOGRAPHICS

STUDENT DEMOGRAPHICS

The headcount at Las Positas College experienced a drop in fall 2003 as a direct result of the midyear cuts in spring 2003. The headcount is just now recovering from that drop. However, enrollments are increasing at a faster rate. The college has roughly the same number of students as it did in fall 2002 at the college’s peak, but those students are taking more units.

Chart 1: Headcounts and Enrollments Fall 1997-Fall 2007

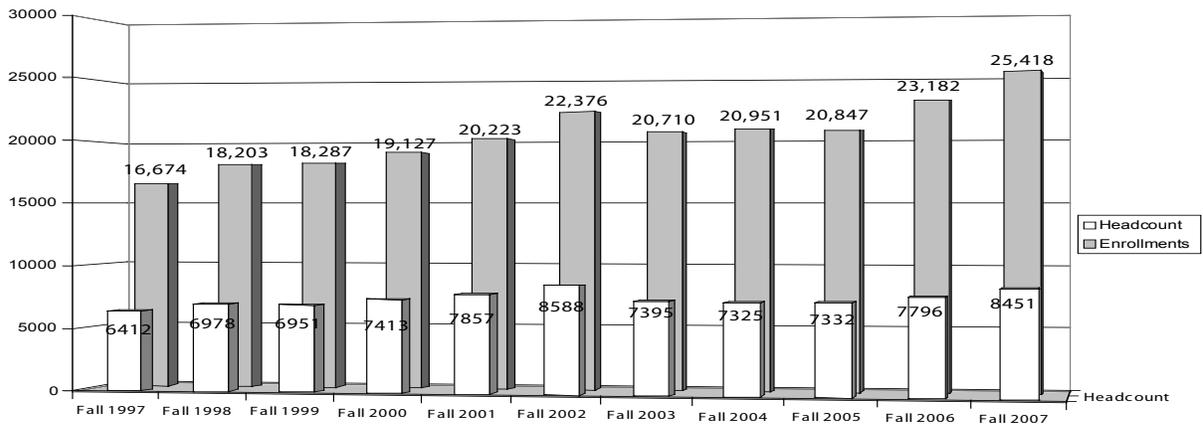
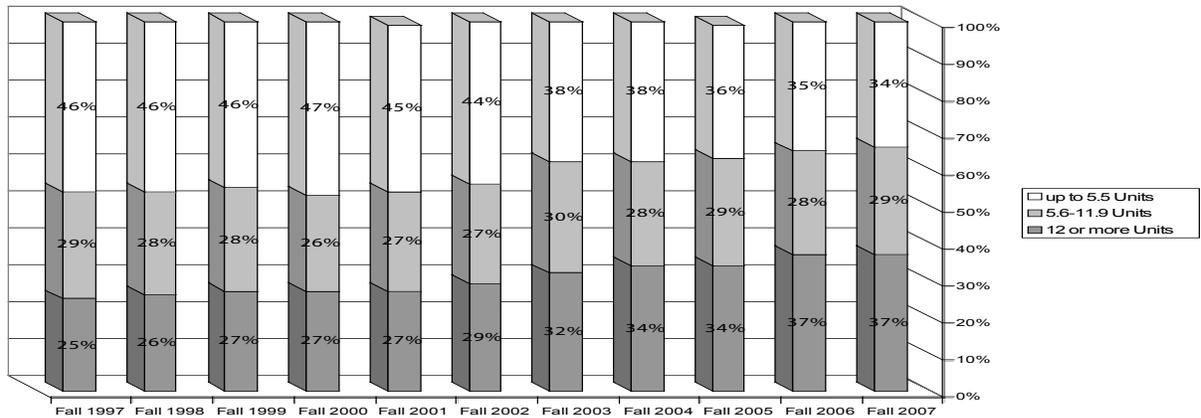


Chart 2 shows that the number of students attending full-time (12 units or more) increased from 23% in 1997 to 37% in fall 2007. The proportion of students enrolling in less than 6 units has fallen from 49% in fall 1997 to 34% in fall 2007.

Chart 2: Number of Units Fall 1997-Fall 2007



OVERVIEW AND DEMOGRAPHICS

This increase in the number of full-time students coincides with the decrease in the number of students who worked full-time. Students working 40 hours or more comprised 40% of the incoming student population in 1997 (new, returning, and transferring-in students). In fall 2003 and 2004, the number of students working full-time was down to 21%. Starting in fall 2005, that number started to rise, and in fall 2007 it was back up to 44%. However, in fall 2007, 22% of students reported that they did not work at all. This is a substantial increase from the amount who did not work at all the previous few semesters.

Chart 3: Hours Worked
(New and Returning Students Only)

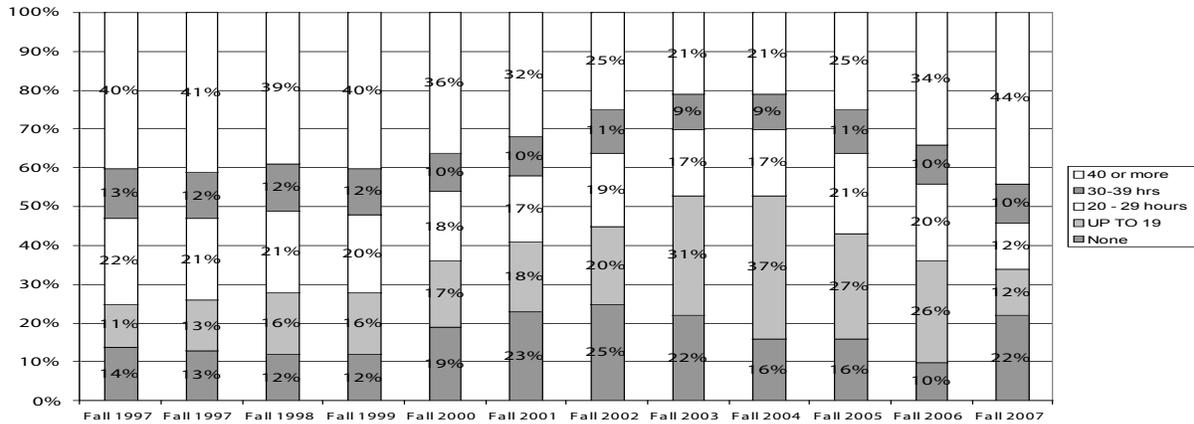
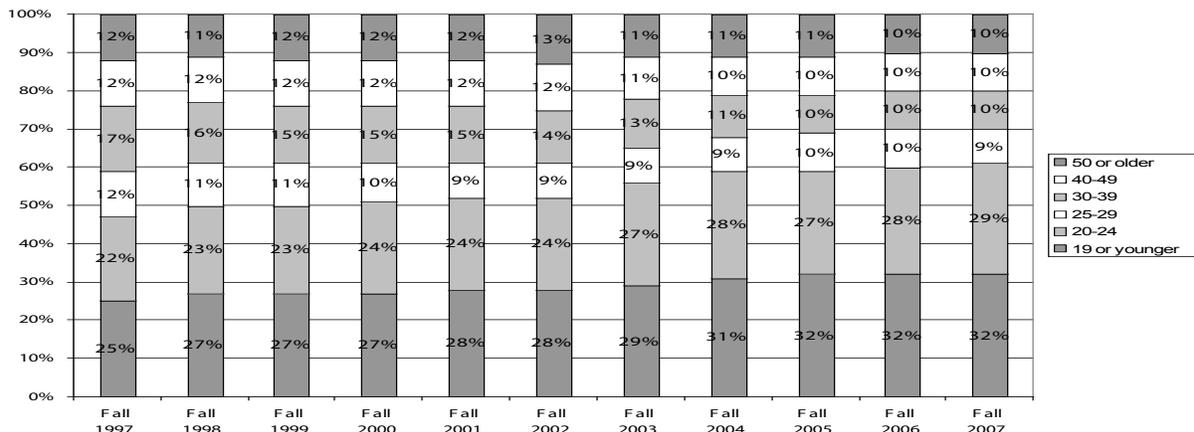


Chart 4 shows the age distribution of LPC students. The proportion of students 19 or younger has increased steadily, as has the proportion of students 20-24. The proportion of students who are 25+ has steadily declined. This is consistent with other trends such as the number of full-time students, the number of students who do not work at all, and the declining proportion of returning students (see chart 5).

Chart 4: Age Distribution



OVERVIEW AND DEMOGRAPHICS

The most remarkable trend in Student Type over the past 10 years is the dramatic decrease in the number of “Returning” students (students who have been out of the college for at least one semester). There has also been a steady increase in the proportion of “New” students (students who have never attended college), and “Continuing” students (students who attended LPC the prior semester).

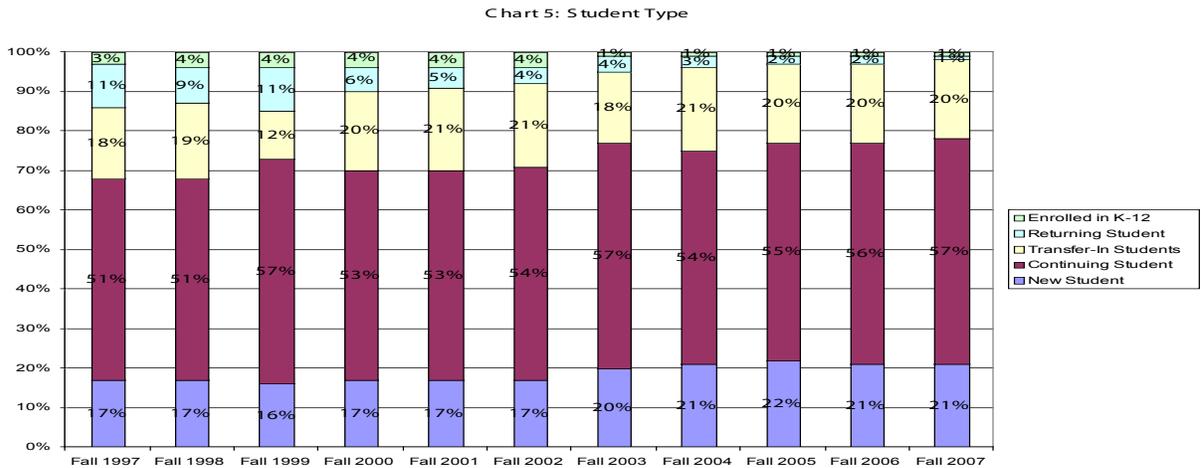
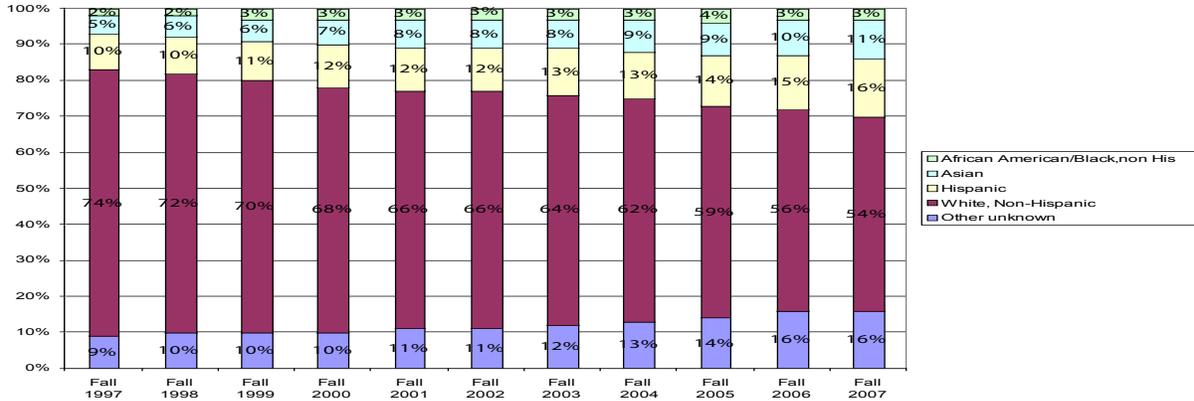


Chart 6 shows the race/ethnicity of LPC students. The proportion of self-identified White students has gone from 74% to 54 % in 10 years. The proportion of Hispanic students has gone up from 10% in 1997 to 16% in 2007. Additionally, the proportion of Asian students has more than doubled from 5% in 1997 to 11% in 2007. The proportion of African America students has remained steady at roughly 3% each semester. LPC is becoming increasingly diverse primarily in the larger numbers of Hispanic and Asian students. The number of Other/Unknown has also increased from 9% to 16%. This is more a manifestation of students declining to state their race than an increase in diverse groups. This is a trend also seen in staff data. On surveys, people are increasingly not indicating their race/ethnicity.

OVERVIEW AND DEMOGRAPHICS

Chart 6: Race/Ethnicity



The proportion of students wishing to obtain a BA after completing an AA degree has increased from 27% in fall 1997 to 36% in fall 2007. The proportion of students pursuing a terminal AA degree has decreased, as has the proportion of students enrolled to gain job-related skills. The proportion of students who are undecided about the educational goal has remained relatively steady at 21%.

Chart 7: Educational Goal

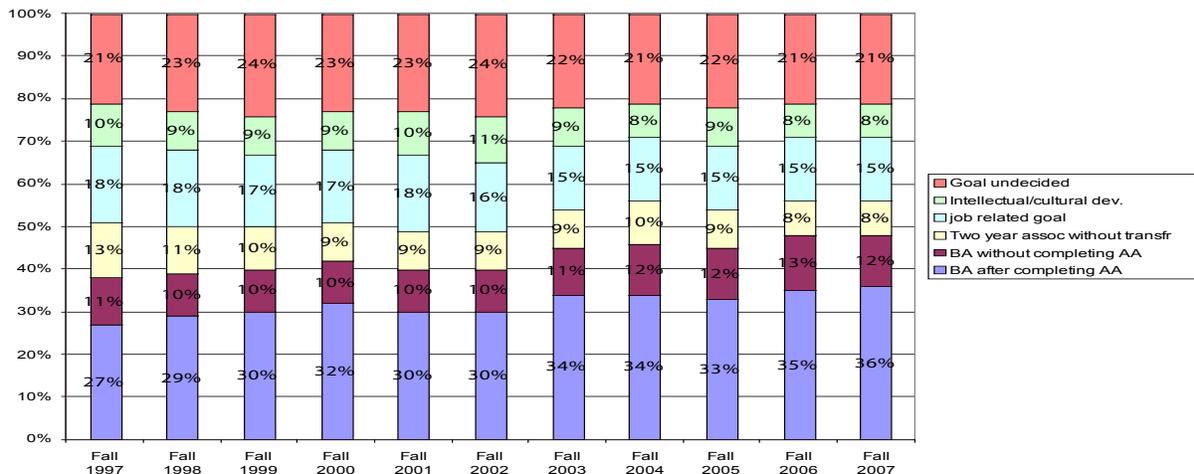
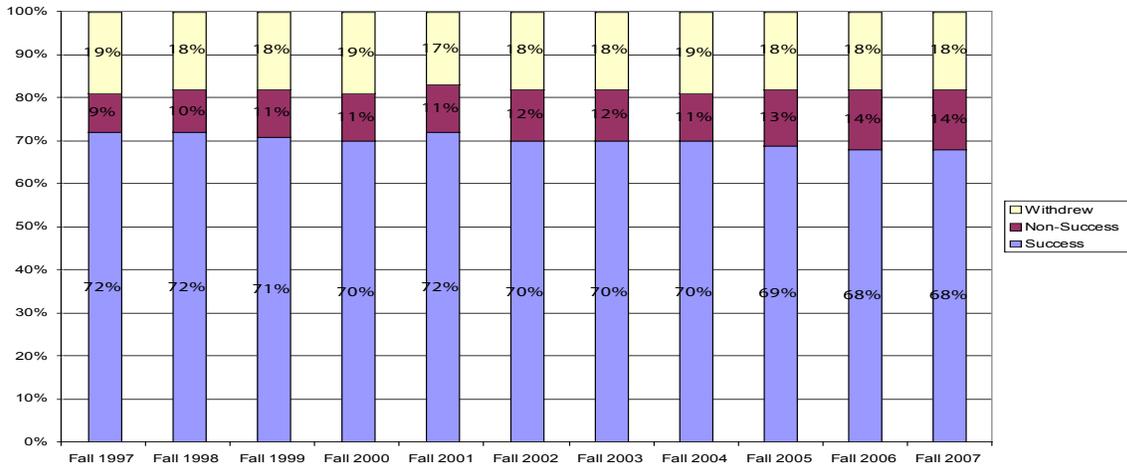


Chart 8 shows course success rates for all LPC courses. Course success is a grade of C or better. Nonsuccess is a D or an F. The course success rate has declined slightly over the past few years. While the withdrawal rate has remained the same, the non-success rate had increased from 9% in 1997 to 14% in 2007. Part of the reason is possibly the addition of Distance Education (DE) courses, which have a much higher non-Success rate than face-to-face courses. It's also possible that with more students taking more units, they are not able to keep up with their coursework.

OVERVIEW AND DEMOGRAPHICS

Chart 8: Overall Course Success



English Basic Skills course success rates are presented in Chart 9. After a rise in fall 2003 to 77%, the success rate dropped to a low of 66% in fall 2006, and in fall 2007 it rose to 74%. The rate of withdrawal has declined over the years, while the rate of non-success is increasing.

Chart 9: Course Success in Basic Skills English

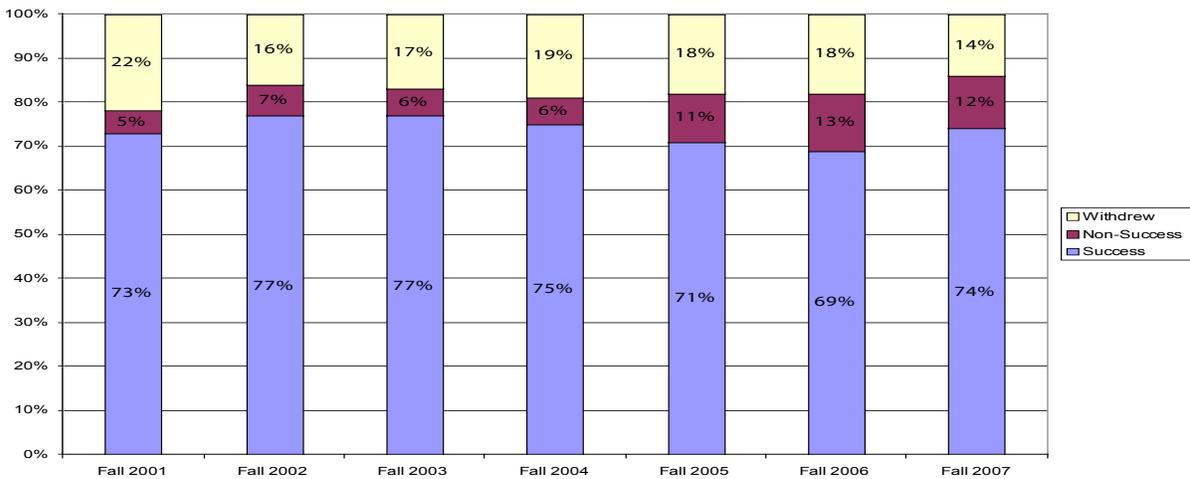
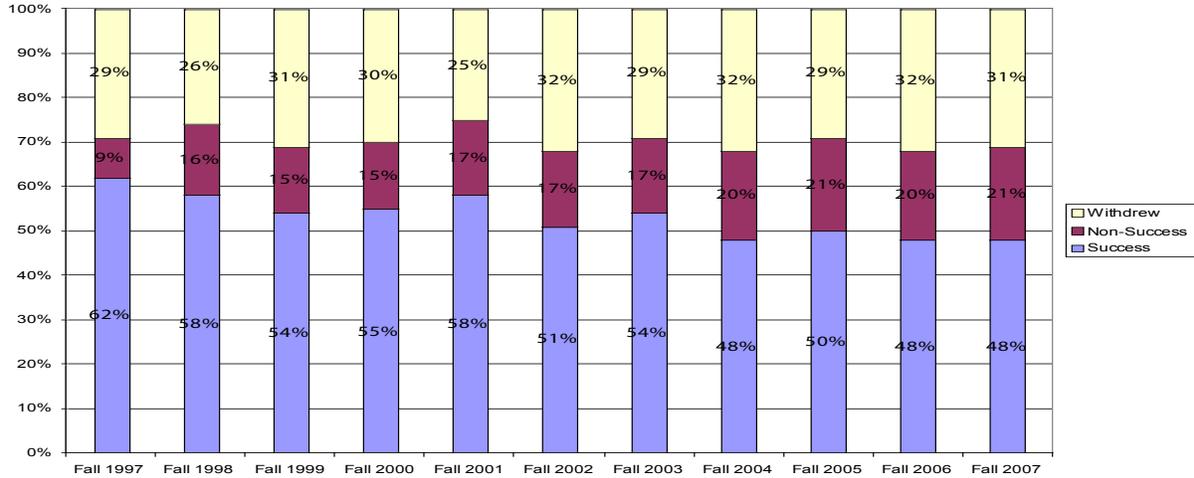


Chart 10 shows success rates in basic skills math courses. Since fall 1997, success rates have dropped from 62% to 48%. This is due to increases in both non-success and withdrawal rates. Faculty in both English and math courses are in the process of studying basic skills courses and developing strategies and changes to the programs to increase retention. Currently there are work groups focusing on assessment test scores and cut-offs, curriculum, text books, and examination of the number of levels in the developmental education programs.

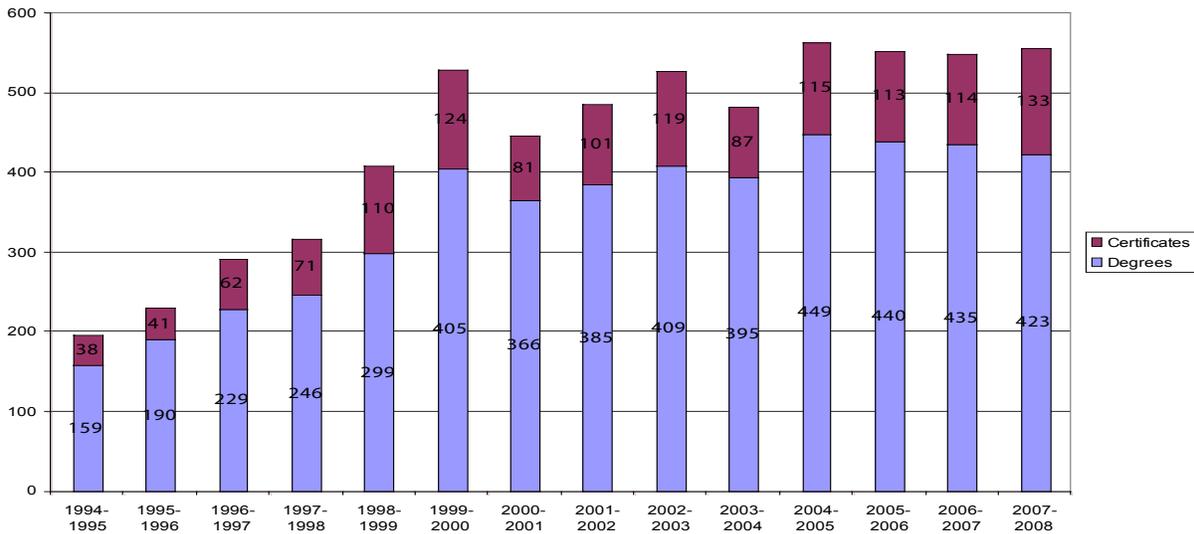
OVERVIEW AND DEMOGRAPHICS

Chart 10: Course Success in Basic Skills Math



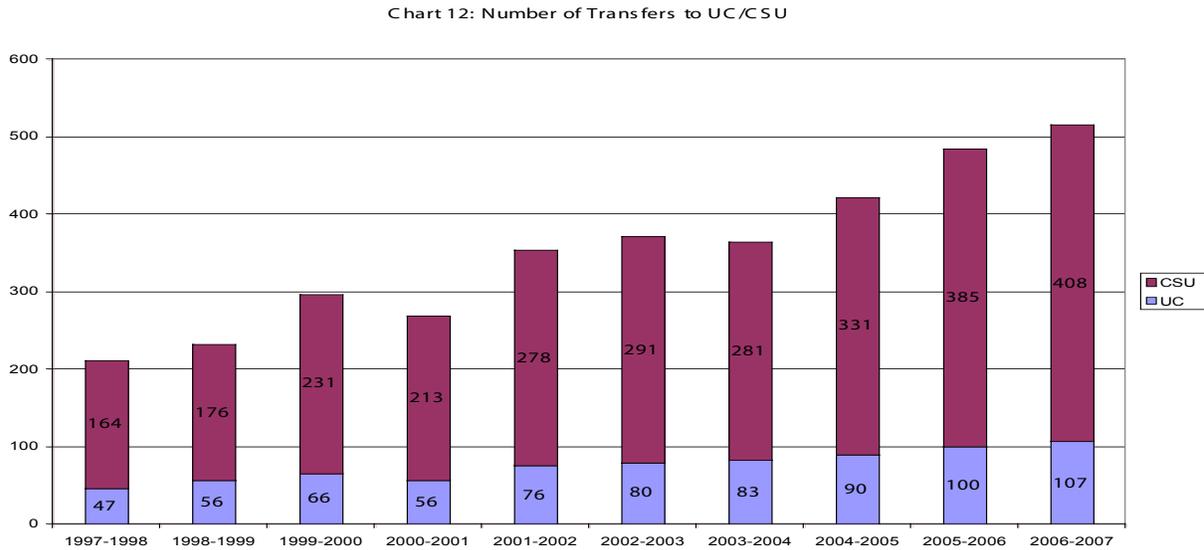
While there are some annual fluctuations, there has been a steady increase in the number of certificates and awards. In the past three years we have seen less growth and, in fact, some decrease in the number of AA/AS awards. This is likely due to the cuts made in 2003 when the college cut courses and lost enrollments. We are now seeing the effect of those cuts. The “lag” time between those cuts and the number of degrees awarded would be a few years. Since enrollments have only recently stabilized, we may see this lag continue for a few years before it reverses itself.

Chart 11: Number of Awards



OVERVIEW AND DEMOGRAPHICS

Chart 12 shows the number of transfers to CSU/UC. There is a steady increase in the number of transfers to both CSU and UC.



OVERVIEW AND DEMOGRAPHICS

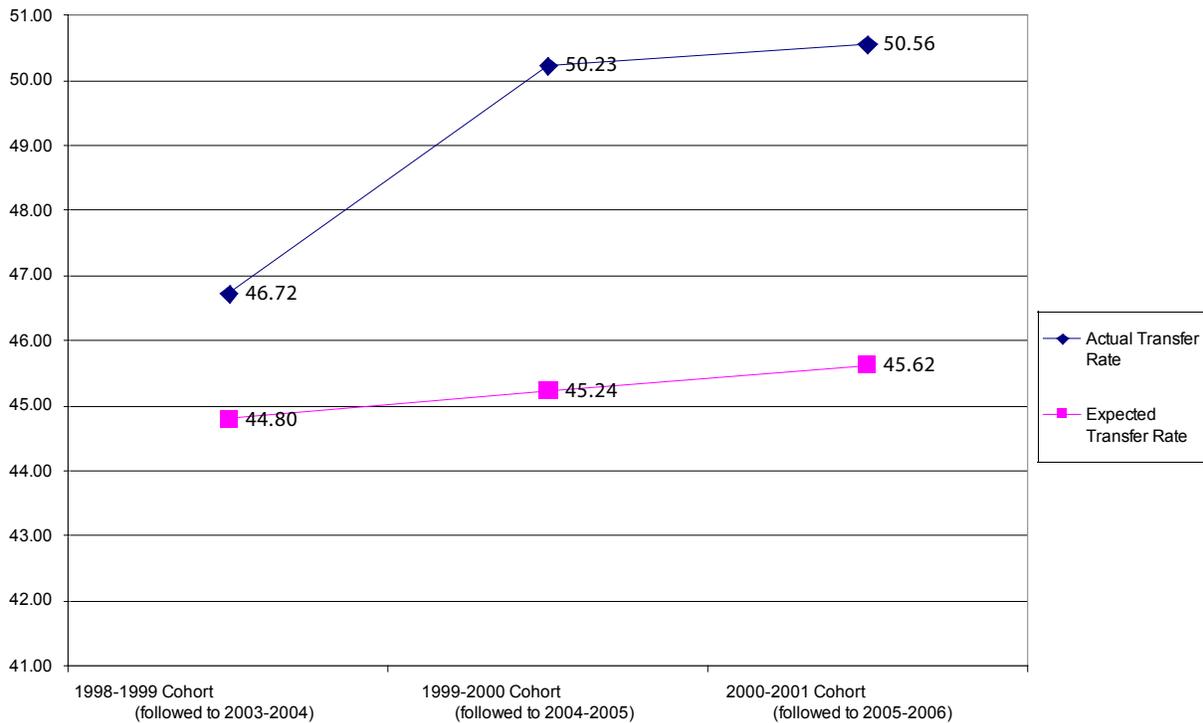
Chart 13 shows the actual vs. expected transfer rate for LPC. This data comes from the Transfer Rate Study of California Community Colleges (2005-06 Report) produced by the California Community College Chancellor’s Office.

Actual transfer rate: Of those who enrolled in a California Community College (CCC) as a first-time student in a fall term and, who, within a period of six years 1) attempted transfer-level math or English (regardless of outcome) and 2) completed at least 12 units in the CCC system, the percentage who transferred to a four-year college or university nationwide.

Expected transfer rate: The actual transfer rate is calculated for each community college and adjusted for five factors that are outside the control of local colleges: academic preparedness index, percentage of students over the age of 25, county per capita income, county unemployment rate, and miles to the nearest CSU.

LPC’s actual transfer rate is higher than the expected transfer rate.

Chart 13: Actual vs. Expected Transfer Rates

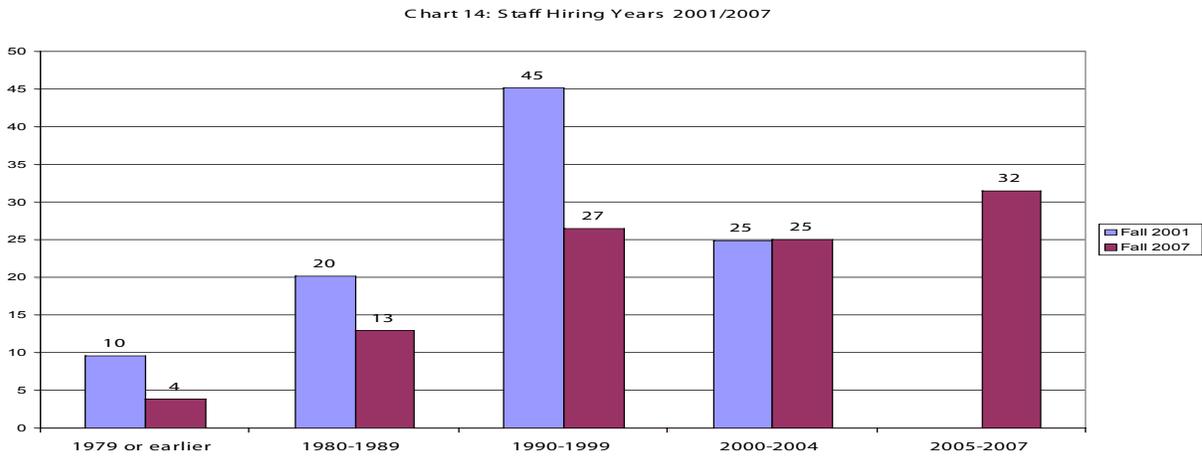


OVERVIEW AND DEMOGRAPHICS

FACULTY AND STAFF

The data for staff comes from the Employee Data File, an extract from the dynamic Banner Human Resource files. As such, it contains only hired positions, not vacant positions. This represents a limitation to interpreting this information. There is a considerable undercount of classified employees. Often, classified positions are hourly-on call, and those positions tend not to be in the employee data file. As such, specific data on classified is not presented. The counts of administrators and faculty in the employee data file tend to be closer to the actual number and are considered reliable to use in this analysis. For a true count of positions, the College Organizational chart should be used, and vacant positions should be counted; however, this analysis is aimed at employee demographics. The Organization Chart data does not contain demographic data.

Chart 19 shows the proportion of staff by hiring year in 2001 and 2007. As of fall 2007 over 57% of staff and faculty had been hired in the past 7 years. 32% were hired between 2005-2007.



OVERVIEW AND DEMOGRAPHICS

Chart 18 shows the age distribution of LPC staff in 1995/2001/2007. The 2007 data shows 30% are age 56 or older. These employees will likely retire in the next 5-10 years.

Chart 15: Staff Age Distribution 1995/2001/2007

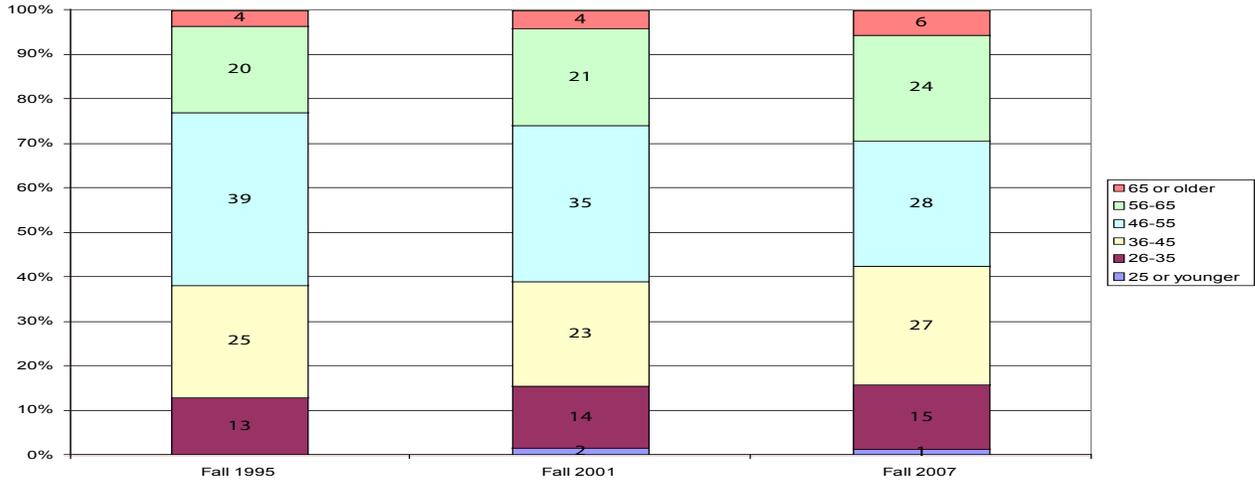
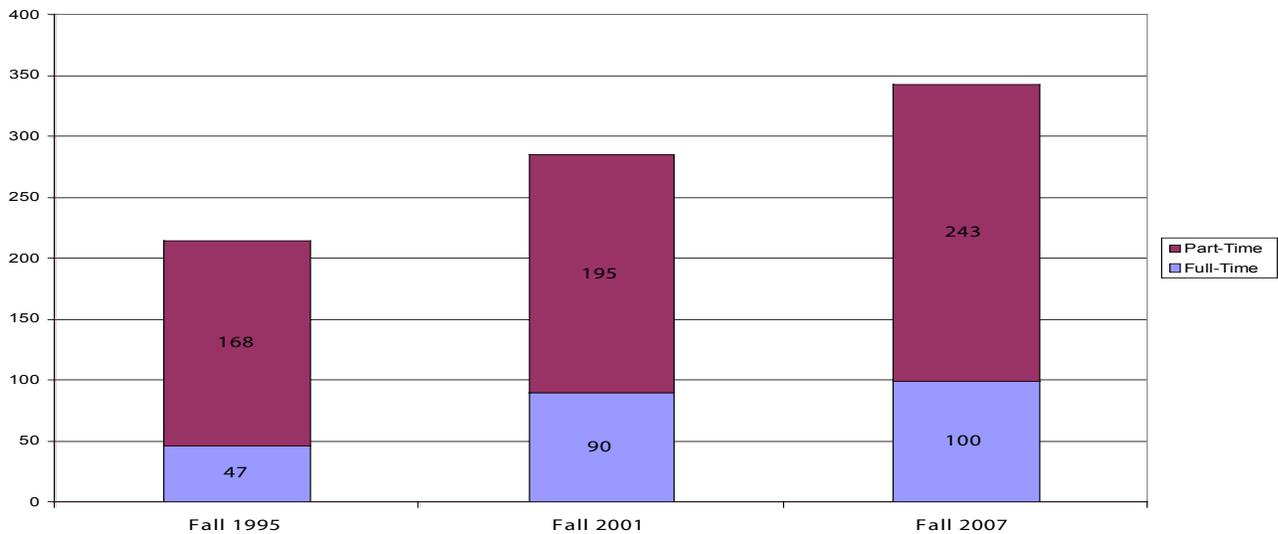


Chart 16 shows the number of full-time to part-time faculty. Given our increasing enrollment, LPC has been hiring both full-time and part-time faculty to keep up with that demand.

Chart 16: Number of Full-Time vs. Part-Time Faculty 1995/2001/2007



OVERVIEW AND DEMOGRAPHICS

Chart 17 shows the proportion of full-time faculty to part-time faculty. LPC makes a consistent effort to meet or exceed the 75/25% rule.

Chart 17: Percentage of Full-Time vs. Part-Time Faculty 1995/2001/2007

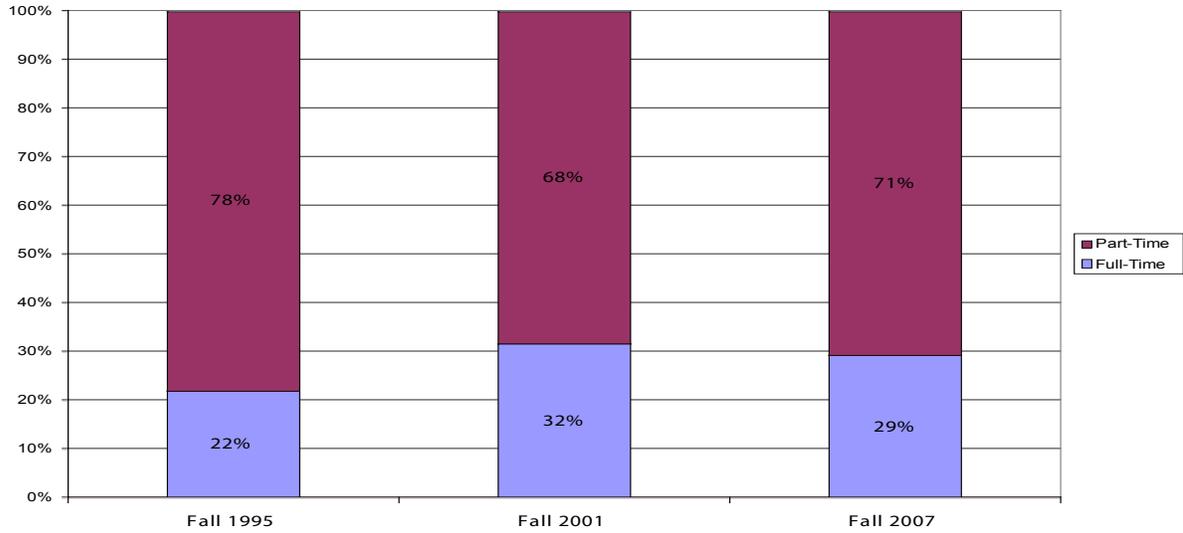
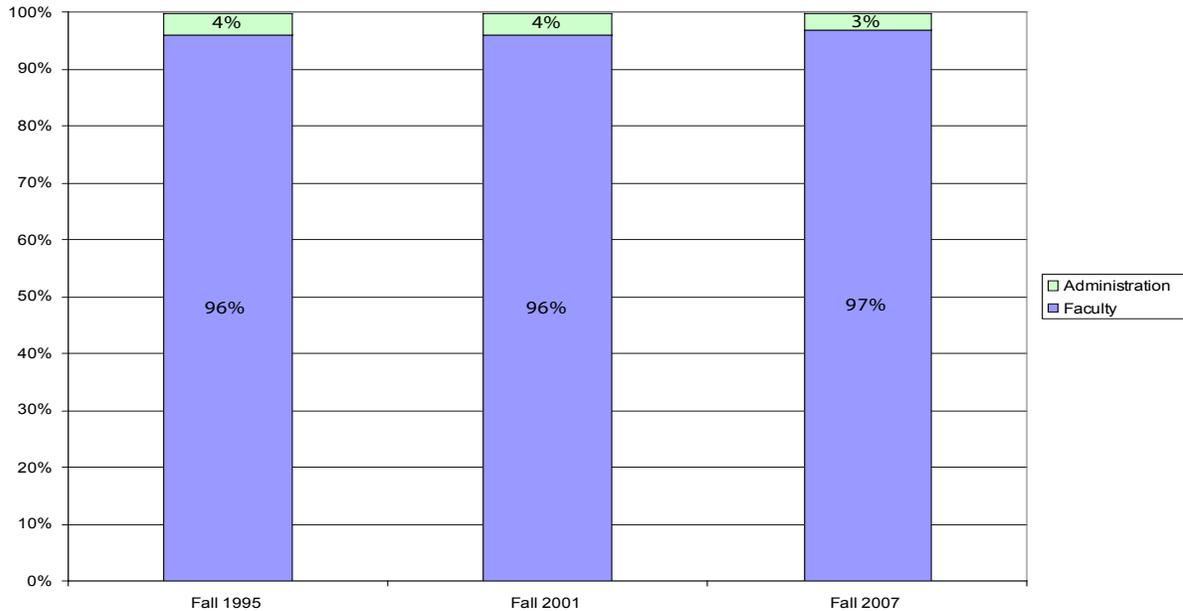


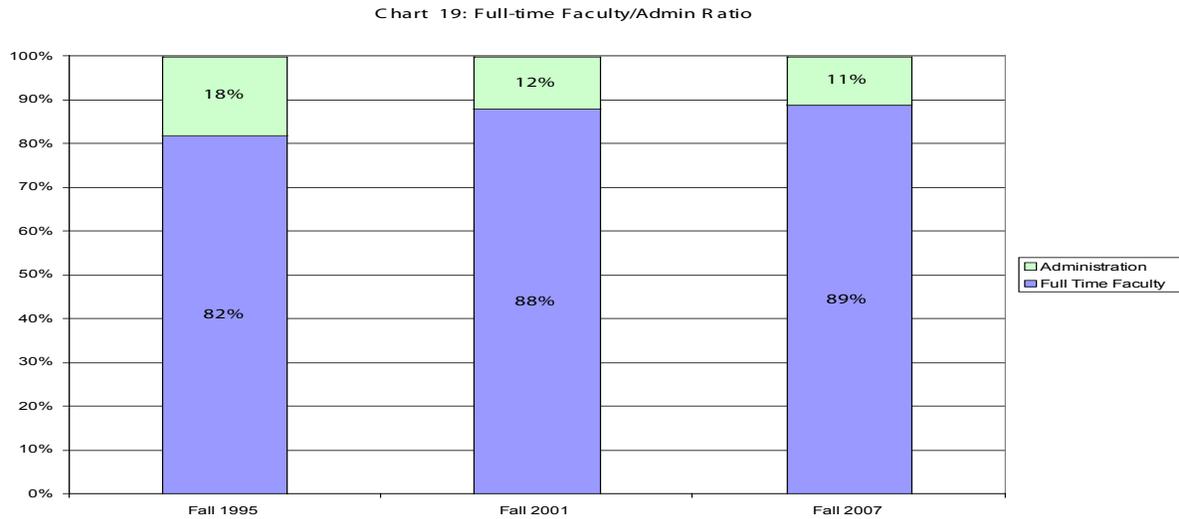
Chart 18 shows the proportion of administrators to faculty. While in 1995 and 2001 Administrators were 4%, in 2007 they fell a percentage point.

Chart 18: All Faculty/Administrator Ratio



OVERVIEW AND DEMOGRAPHICS

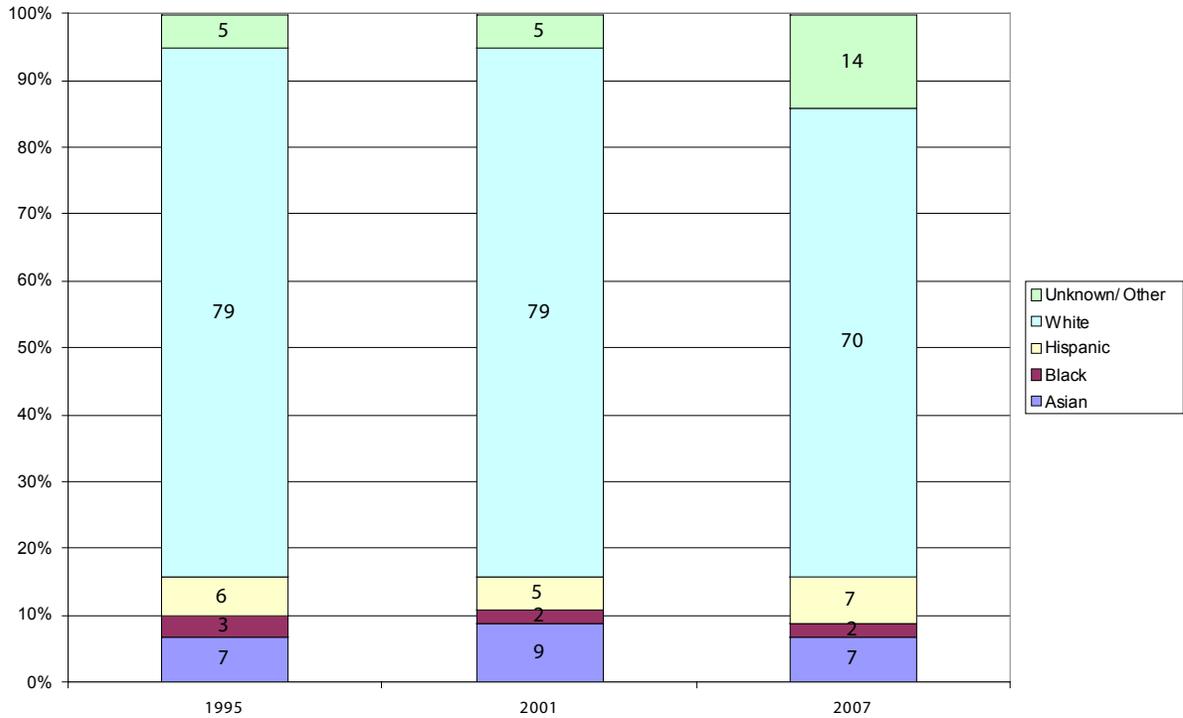
Chart 19 shows the proportion of administrators to full-time faculty. Each year the proportion of administrators decreases relative to the proportion of full-time faculty. In recent years the college has not hired new administrative positions while hiring roughly 4-7 new faculty positions a year.



OVERVIEW AND DEMOGRAPHICS

Chart 20 shows the race/ethnicity distribution of all staff. In 1995 and 2001, the proportion of White staff to all other categories was 79%. While that portion goes down in 2007 to 70%, that move was entirely the result of more staff declining to state race, not a true increase in diversity.

Chart 20: Race/Ethnicity Distribution of LPC Staff 1995/2001/2007



ELIGIBILITY REQUIREMENTS FOR ACCREDITATION

1. **Authority:** Las Positas College has the authority to operate as a degree-granting institution based on its continuous accreditation by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, an institutional accrediting body recognized by the Commission of Recognition of Postsecondary Accreditation and the U.S. Department of Education. This authority is published on the tenth page of the college catalog, and it can be found in several places on the college website as well.

Documentation available upon request.

2. **Mission:** The current Las Positas College mission statement was revised and board-approved in 2003. The mission is regularly reviewed and has been recently revised to reflect the commitment of the college to meet the educational needs of the students and of the community. The mission statement is published on page of eight of the college catalog and is on the college website under About Las Positas. The college mission is concordant with the mission of the district, which can be found on the district website under Board of Trustees.

Documentation available upon request.

3. **Governing Board:** The Chabot/Las Positas Community College District is governed by a Board of Trustees that consists of seven members elected by the county at large and two non-voting student trustees elected by the students of the two colleges. The communities - elected trustees represent the entire district (Castro Valley, Dublin, Hayward, Livermore, Pleasanton, San Leandro, Sunol and Union City) and are elected for four-year staggered terms. The student trustees serve a one-year term. The function of the board is to determine policies, establish rules and regulations, and oversee the use of financial and other resources to ensure that they are used to provide a sound educational program consistent with the mission and goals of the district. The President of the Board of Trustees is one of the community-elected trustees and is selected by the trustees on an annual basis.

The Board of Trustees invites public interest in the activities of the board. Agendas of each board meeting are published in local newspapers, and agendas and minutes are posted on the district website. Every board agenda includes an item for Statements from the Public on Non-Agenda Items. Members of the Board of Trustees have no employment, family, ownership, or personal financial interests related to either the colleges or the district. The board has and enforces a conflict of interest policy.

Documentation available upon request.

4. **Chief Executive Officer:** The Las Positas College President serves as the chief executive officer for the college and is responsible for the development of all programs and services and for the administration and operation of the college. The president was appointed by the Board of Trustees after a nationwide search. The president does not sit on the Board of Trustees for the

ELIGIBILITY REQUIREMENTS FOR ACCREDITATION

district as a voting member but attends and participates in all district board meetings as the college representative.

Documentation available upon request.

5. **Administrative Capacity:** The college has a sufficient number of administrators to effectively manage the college's programs and services. All administrators are selected using appropriate statewide minimum qualifications and district guidelines and have the education and experience needed to perform their assigned duties.

Documentation upon request.

6. **Operational Status:** 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.

Documentation available upon request.

7. **Degrees:** Las Positas College offers 38 associate degree programs and 46 certificate programs. Thirty-six percent of Las Positas College students have a stated goal of receiving an AA or AS degree and transferring, 8% have a goal of receiving an AA or AS without transferring, and 12% have a goal of transferring without receiving a degree.

Documentation available upon request.

8. **Educational Programs:** Las Positas College degree programs are congruent with the college's mission to provide a learner-centered education, with its values statement reflecting academic excellence. Programs are based on recognized higher education fields of study and conform to nationally recognized standards for content, length, quality, and rigor. Student outcomes are currently specified for approximately 53% of Las Positas courses, with the rest scheduled for completion within the Student Learning Outcomes Planning cycle timeline. Student learning outcomes are being developed for certificates and majors. Degree-level student learning outcomes have been completed as college Core Competencies and will be reviewed within the program review cycle. Degree programs, including major requirements, specific area requirements and general education requirements are designed to include 60 units of credit or two full-time years.

Documentation available upon request.

9. **Academic Credit:** Credit for all coursework is awarded based on the Carnegie unit, the standard generally accepted in degree-granting institutions of higher education. When the Curriculum Committee approves a course, the awarding of credit is carefully reviewed for

ELIGIBILITY REQUIREMENTS FOR ACCREDITATION

compliance with Title 5 of the Education Code. Appropriate information about course credit is provided in the college catalog on page 60 with specific course unit information found under Course Descriptions Information beginning on page 55 of the college catalog. The catalog is available in print, online, and in CD format.

Documentation available upon request.

- 10. Student Learning and Achievement:** The college's Student Learning Outcomes Assessment Cycle process is currently working on defining the program learning outcomes, which will include assessment methods that will demonstrate that students who complete Las Positas College programs 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.

Documentation available upon request.

- 11. General Education:** Las Positas College requires that any student receiving an AA or AS degree satisfactorily completes the college and general education requirements, basic competency requirements, and specific area requirements, in addition to the requirements of the student's major. All General Education requirements are listed in the Catalog. Additionally, Las Positas College requires proficiency in American Cultures and Mathematics.

General education requirements include:

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

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

Documentation available upon request.

- 12. Academic Freedom:** The Las Positas College statement on academic freedom is in the Faculty Handbook. In addition, the Faculty Association contract has a notation on academic

ELIGIBILITY REQUIREMENTS FOR ACCREDITATION

freedom. The college adheres to the Chabot/Las Positas College District statement on academic freedom found in board policy 4320.

The academic freedom statement includes the following statement:

Academic Freedom exists and is nurtured in our community for the common good of all citizens. Students, faculty, administrators and society itself derive benefits from the practice of academic freedom with its open search for truth and its free exposition. Academic freedom is fundamental for the protection of the instructor's right in teaching and the student's right in learning in the classroom and on the campus. Academic freedom carries with it responsibilities correlative with rights, such responsibilities being implicit in all freedoms and assured by all members of the college to ensure the rights of others.

Documentation available upon request.

- 13. Faculty:** Las Positas has 106 full-time faculty and 254 part-time faculty. The college has an additional 100 faculty especially hired for the Administration of Justice program. All faculty, whether full-time or part-time, meet at least the minimum requirements established by the Board of Governors for California Community Colleges. The core of full-time faculty is sufficient in size and experience to support all of the institution's educational programs. The statement of faculty responsibilities are noted within the Academic Senate website and are also noted in the Faculty Association contract.

Documentation available upon request.

- 14. Student Services:** Las Positas College provides a wide range of student services including counseling, orientation, assessment, financial aid, transfer and career information, health services, and disabled student services. The focus of all student services is to help students successfully meet their educational goals.

Documentation available upon request.

- 15. Admissions:** Las Positas College is an open access institution. The college admission policy is published in the college catalog beginning on page 12, and it clearly states the qualifications for admission to the college and its programs.

Documentation available upon request.

- 16. Information and Learning Resources:** Las Positas College maintains a full-service library for student use. The library offers a wide range of print material including books, periodicals, and newspapers, as well as access to a vast array of electronic databases. LPC Library has a resource-sharing agreement with the other district library at Chabot College. Items are transferred between libraries when requested by faculty or students. LPC Library encourages use of and provides instruction in LINK+, an interlibrary loan platform used by local Bay

ELIGIBILITY REQUIREMENTS FOR ACCREDITATION

Area public libraries. Also, LPC Library has a formal arrangement with California State University East Bay that enables Las Positas College students to check out materials from the University library when showing a current, valid Las Positas College student identification card.

The Innovation Center assists the faculty with instructional design and with technology classroom support, and serves as professional development for faculty wishing to use instructional technology. There are several Academic Support Resources on campus including the award winning Integrated Learning Center, the Tutorial Reading Center, the Academic Center of Excellence (for college athletics), the Writing Center, the Computer Center and several computer and discipline labs where students and faculty have Internet access.

Documentation available upon request.

- 17. Financial Resources:** The Chabot/Las Positas Community College District is funded by local property taxes and state apportionment. The district develops a budget, which is board approved. Using a district allocation process, the district distributes a portion of the district funds to Las Positas College, and the college independently develops an operating budget to support and improve student learning programs and services. In addition, Las Positas College is the recipient of several grants that enhance the ability to provide program and services for students and staff. The college is financially stable.

Documentation available upon request.

- 18. Financial Accountability:** The district undergoes an annual external audit by a firm of certified public accountants. The accountants present and explain the audit at a Board of Trustees meeting. Las Positas College is included in the audit as a sub-unit. Neither the district nor the college shows a deficit at any time during the eligibility application process. Audits for the last two years are available upon request.

Documentation available upon request.

- 19. Institutional Planning and Evaluation:** 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. This occurs across the campus within instruction and student services, and will be implemented in institutional programs that either offer services or that integrate into the other planning processes beginning in 2009.

The college began its educational master plan process in 2003. In 2005, a revised master plan was created for 2005-2015 with updates to the plan in 2006 and in 2007. The educational master plan incorporated both an internal and external scan that was conducted after the 2003 accreditation site visit. External and internal scans, along with a comprehensive consultant college-wide forum schedule, created the current educational master plan model. Recommendations from program review have become a part of the educational master plan

ELIGIBILITY REQUIREMENTS FOR ACCREDITATION

and are used as a part of the institutional budget and planning outcomes process. Areas of responsibility for Institutional Planning and Evaluation lie across the campus. Several shared governance committees participate in the recommendation process including the Planning and Budget Committee, the Staff Development Committee, the Curriculum Committee, the Facilities Committee, the Academic Senate, the College Council and the Distance Education and Technology Committees. Assessment of planning begins at the program review level with ultimate oversight of the planning and evaluation process lying within the College Council and its review. The program review cycle is a four year cycle and the educational master plan cycle is a ten year cycle with a yearly review and update.

Documentation available upon request.

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

- Official Name, Address, Telephone Number and Website address of the College
- Educational Mission
- Course, Program and Degree Offerings
- Academic Calendar and Program Length
- Academic Freedom Statement
- Available Financial Aid
- Available Learning Resources
- Names and Degrees of Administrators and Faculty
- Requirements for:
 - o Admissions
 - o Student Fees and Other Financial Obligations
 - o Degree, Certificates, Graduation and Transfer
- Major Policies Affecting Students including:
 - o Academic Regulations, Including Academic Honesty
 - o Nondiscrimination
 - o Acceptance of Transfer Credits
 - o Grievance and Complaint Procedures
 - o Sexual Harassment
 - o Refund of Fees

ELIGIBILITY REQUIREMENTS FOR ACCREDITATION

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

Documentation available upon request.

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

Documentation available upon request.

ELIGIBILITY REQUIREMENTS FOR ACCREDITATION

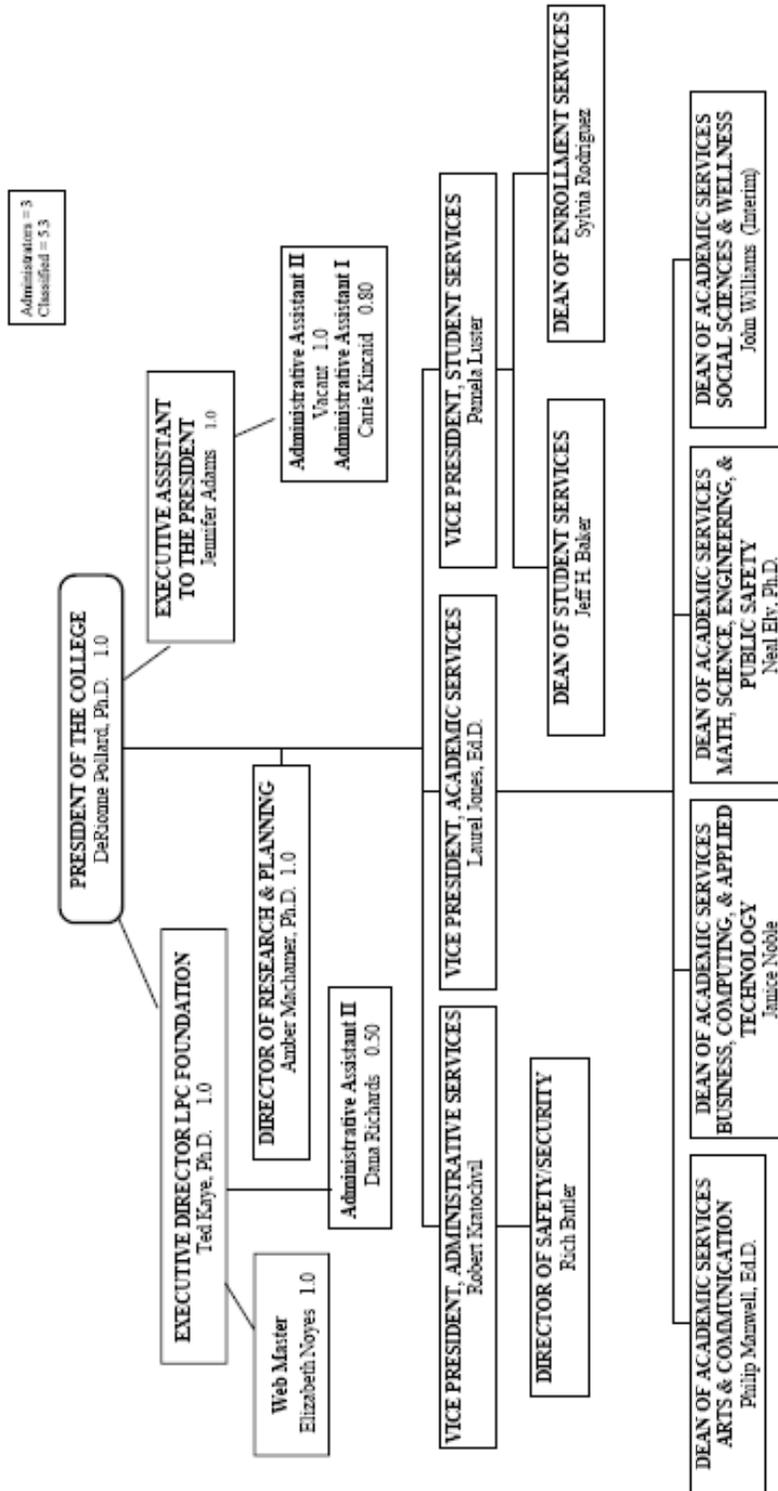
STATEMENT OF ASSURANCE

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

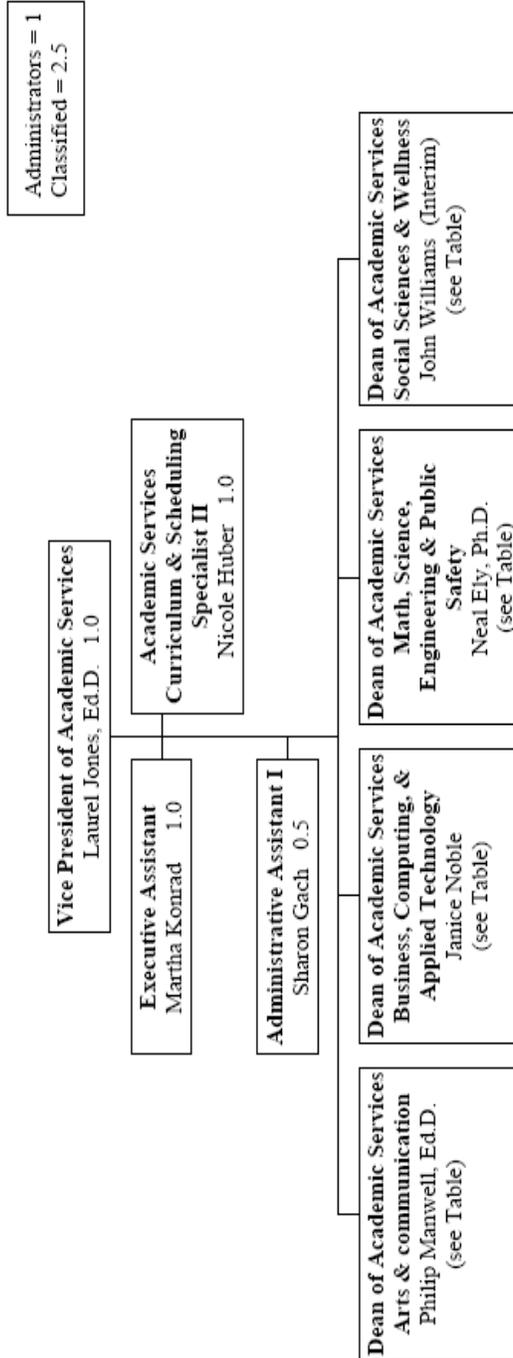
President, Board of Trustees
Chabot-Las Positas Community College District
Hal G. Gin, Ed.D.

President, Las Positas College
DeRionne P. Pollard, Ph.D.

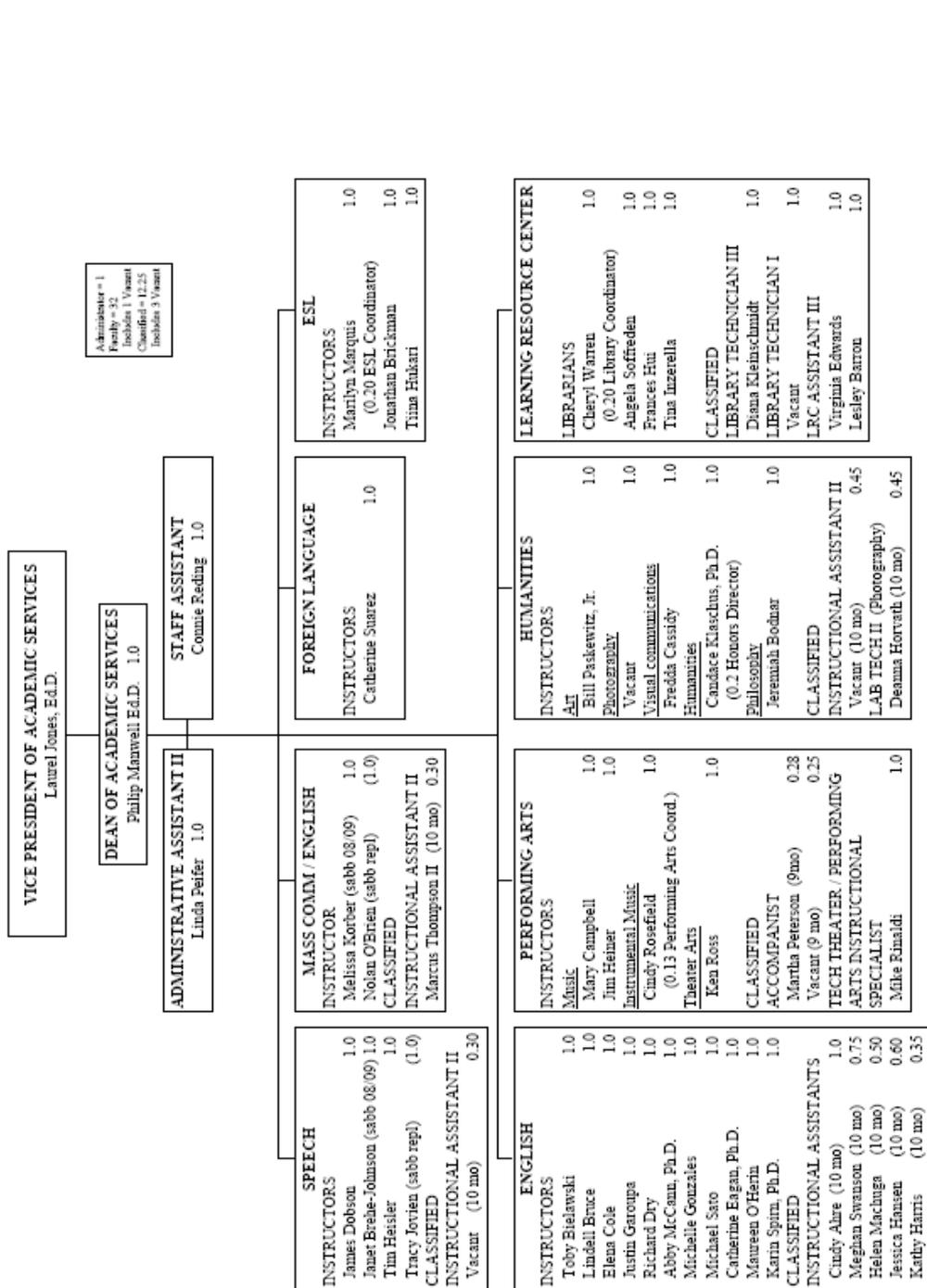
**LAS POSITAS COLLEGE ORGANIZATION CHART
OFFICE OF THE PRESIDENT
FALL 2008**



**LAS POSITAS COLLEGE
OFFICE OF VICE PRESIDENT OF ACADEMIC SERVICES
FALL 2008**



**LAS POSITAS COLLEGE
ARTS & COMMUNICATION DIVISION
FALL 2008**



Administrative = 1
Faculty = 32
Includes 1 Vacant
Classified = 12.25
Includes 3 Vacant

**LAS POSITAS COLLEGE
BUSINESS, COMPUTING, AND APPLIED TECHNOLOGY DIVISION
FALL 2008**

Administrative = 1
Faculty = 11
Course = 10,563
Sections 1,375 Vacant

VICE PRESIDENT OF ACADEMIC SERVICES
Laurel Jones, Ed.D.

DEAN OF ACADEMIC SERVICES
Janice Noble 1.0

ADMINISTRATIVE ASSISTANT II
Carmen McCauley 1.0

STAFF ASSISTANT
Judy Martinez 1.0

TOOLROOM
CLASSIFIED
Lab Tech IV
Dave Vigil 1.0

BUSINESS / ECONOMIC DEVELOPMENT INSTRUCTORS
Robert D'Elena 1.0
Rajeev Chopra 1.0
Lisa Weaver, Ph.D. 1.0
(0.60 Econ. Development)

WORKBASED LEARNING CLASSIFIED
Workbase Learning Program Coord. Leslie Gravino 1.0

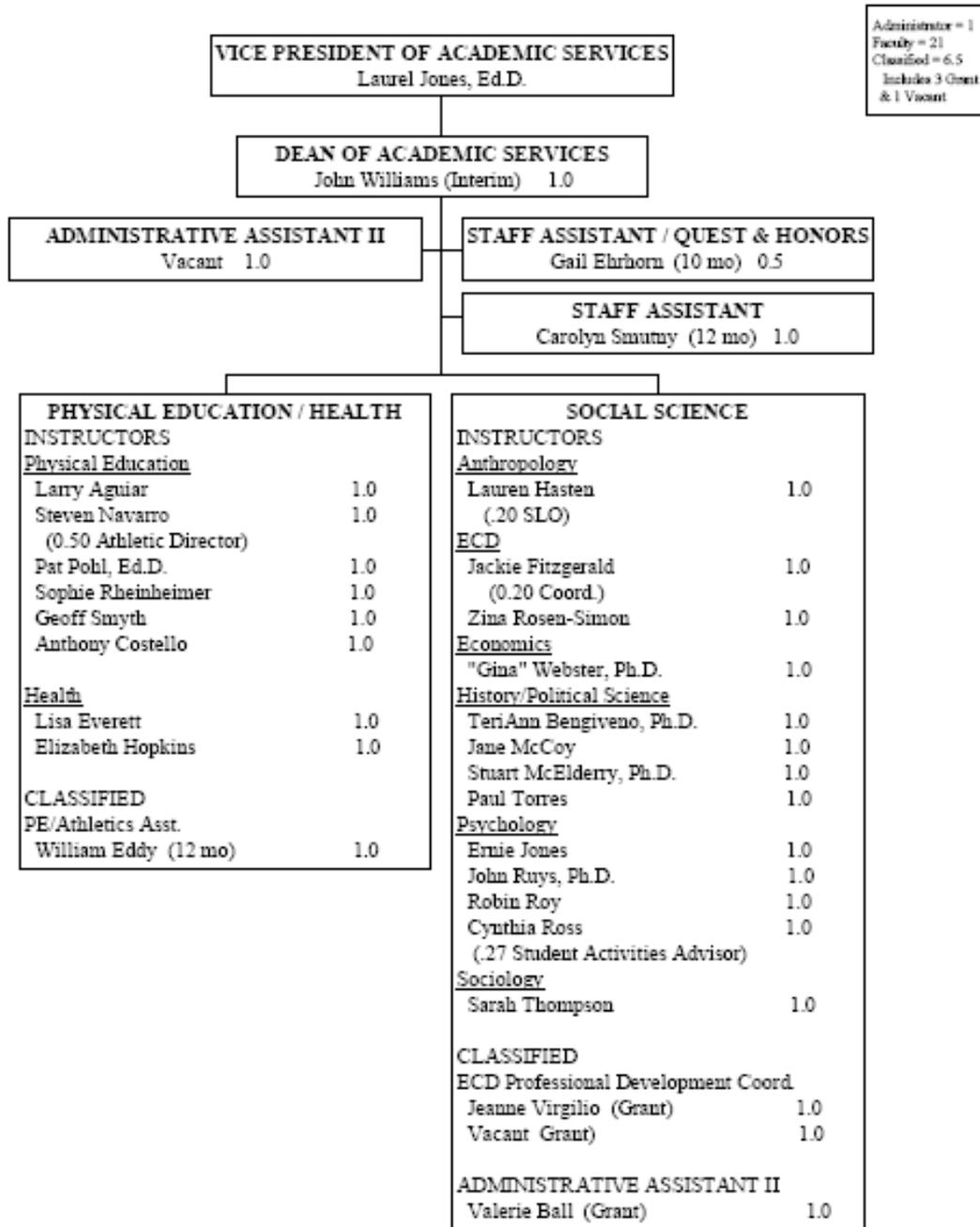
CNT INSTRUCTOR 1.0
John Gouder
CLASSIFIED
Instructional Assistant II
Vacant (10 mo) 0.45

APPLIED TECHNOLOGY AUTOMOTIVE INSTRUCTORS
Terry Johnson 1.0
Brian Hagopian 1.0
WELDING INSTRUCTOR
Scott Miner 1.0
(.30 Welding Coord.)
CLASSIFIED
Instructional Assistant II
David Boehm (10 mo) 0.60

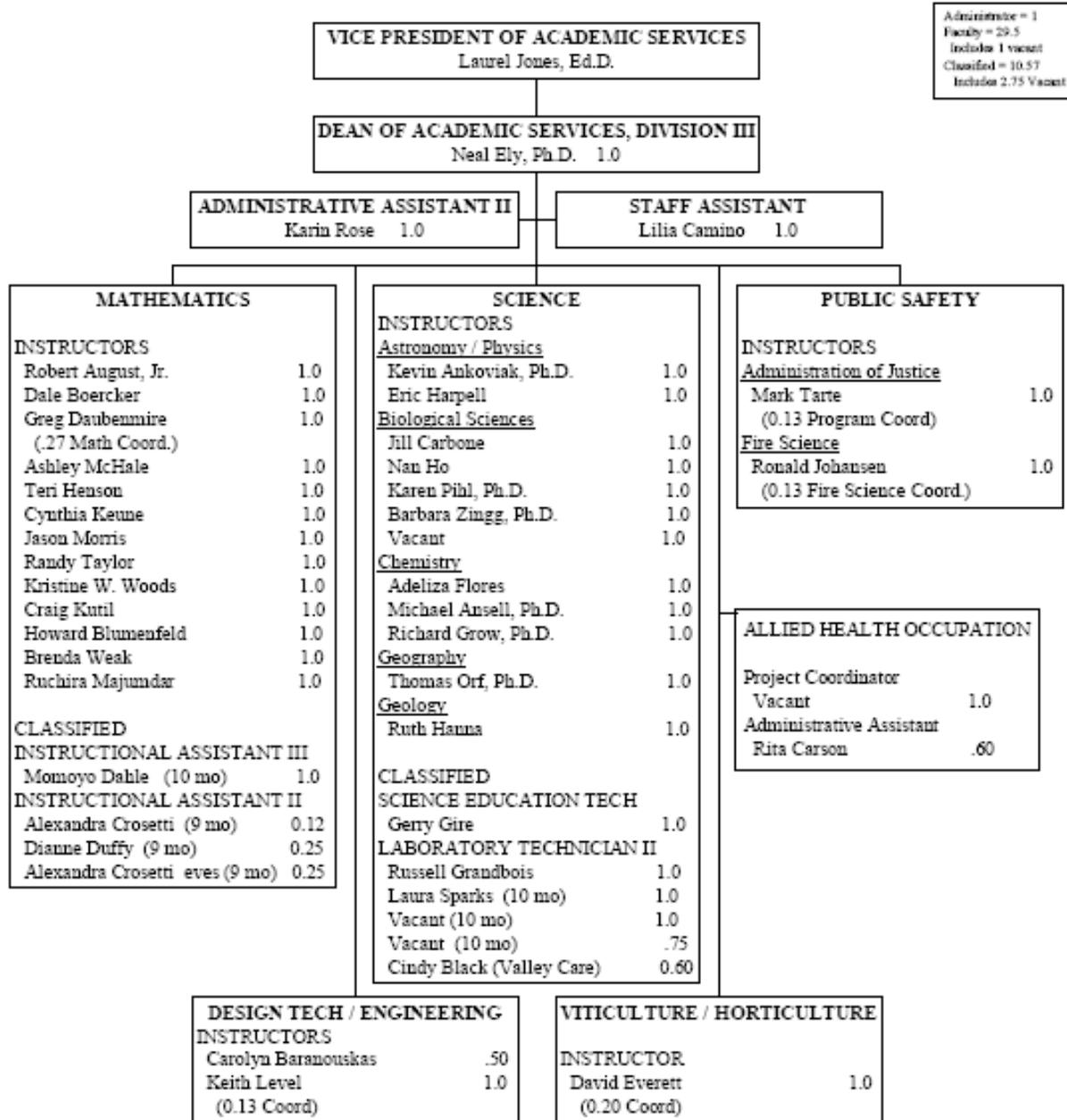
COMPUTING STUDIES INSTRUCTORS
Computer Information Systems
Debbie Fields 1.0
LaVaughn Hart 1.0
(.27 Computing Studies Coord.)
Moh Daoud 1.0
Computer Science
Colin Schatz 1.0
CLASSIFIED
Instructional Assistant II
Hermina Sarkis-Kelly (12 mo) 1.0
Jennifer Ortiz (10 mo) 1.0
Vacant (10mo) 0.575
Laraysa Karpylovyeh (9 mo) 0.338
Vacant 9 mo) 0.275
Instructional Computer Lab Specialist
Greg Johns 1.0

INSTRUCTIONAL TECHNOLOGY CLASSIFIED
Instructional Tech/Open Learn Coord
Scott Vigallou 1.0
Instructional Tech Support Specialist
Jeffrey Sperry 1.0

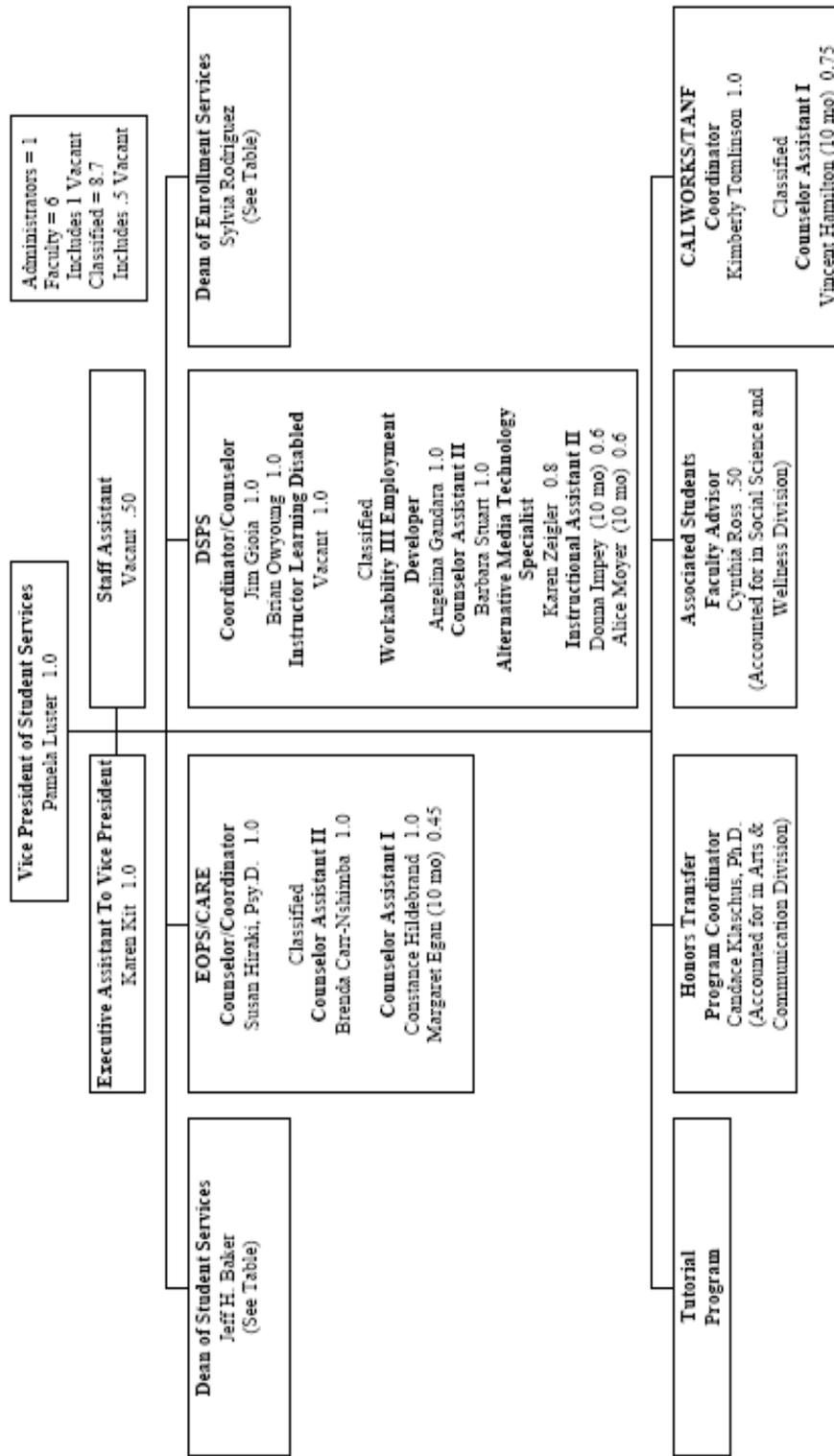
**LAS POSITAS COLLEGE
SOCIAL SCIENCE & WELLNESS DIVISION
FALL 2008**



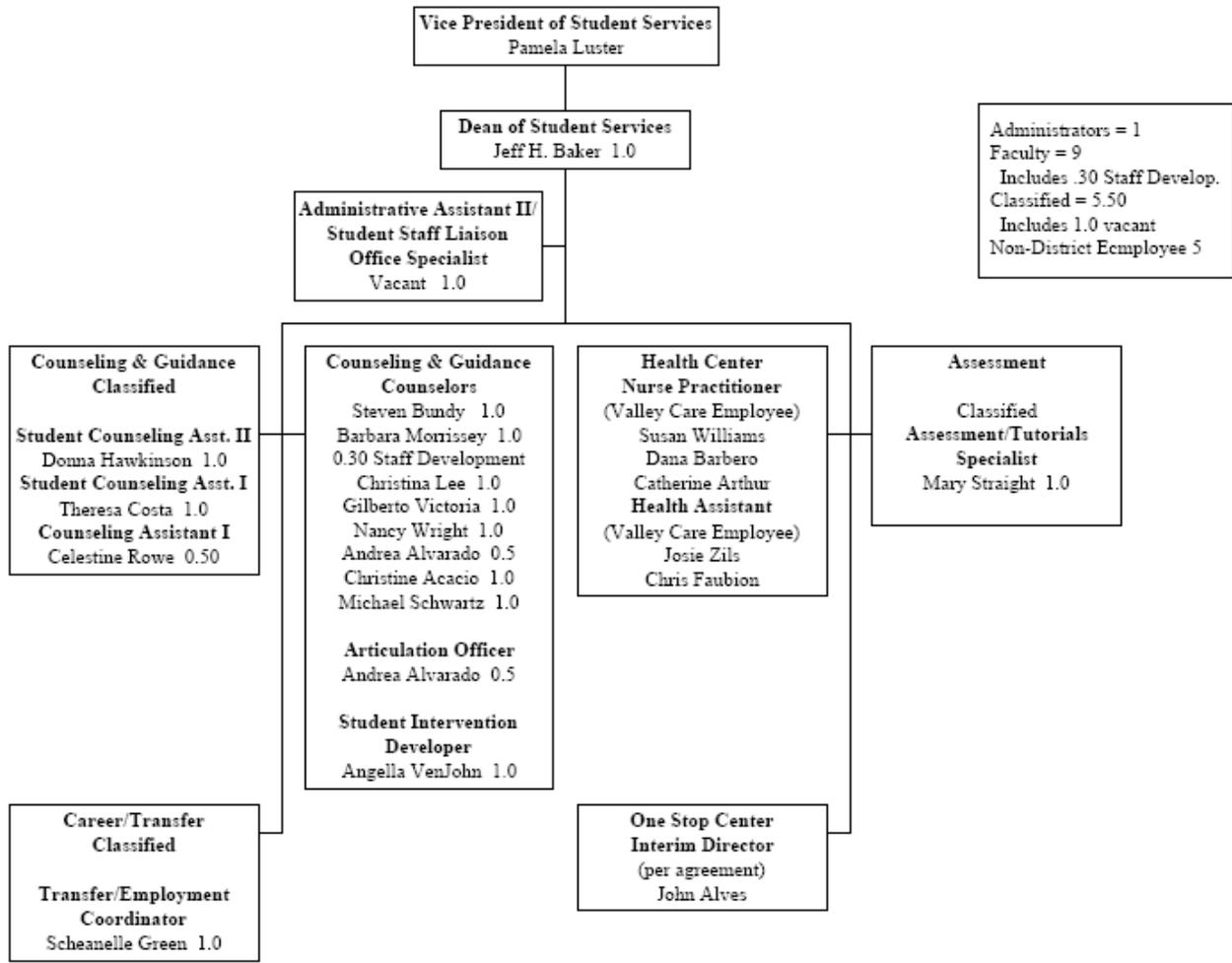
**LAS POSITAS COLLEGE
MATH, SCIENCE, ENGINEERING, & PUBLIC SAFETY DIVISION
FALL 2008**



**LAS POSITAS COLLEGE
OFFICE OF VICE PRESIDENT OF STUDENT SERVICES
FALL 2008**

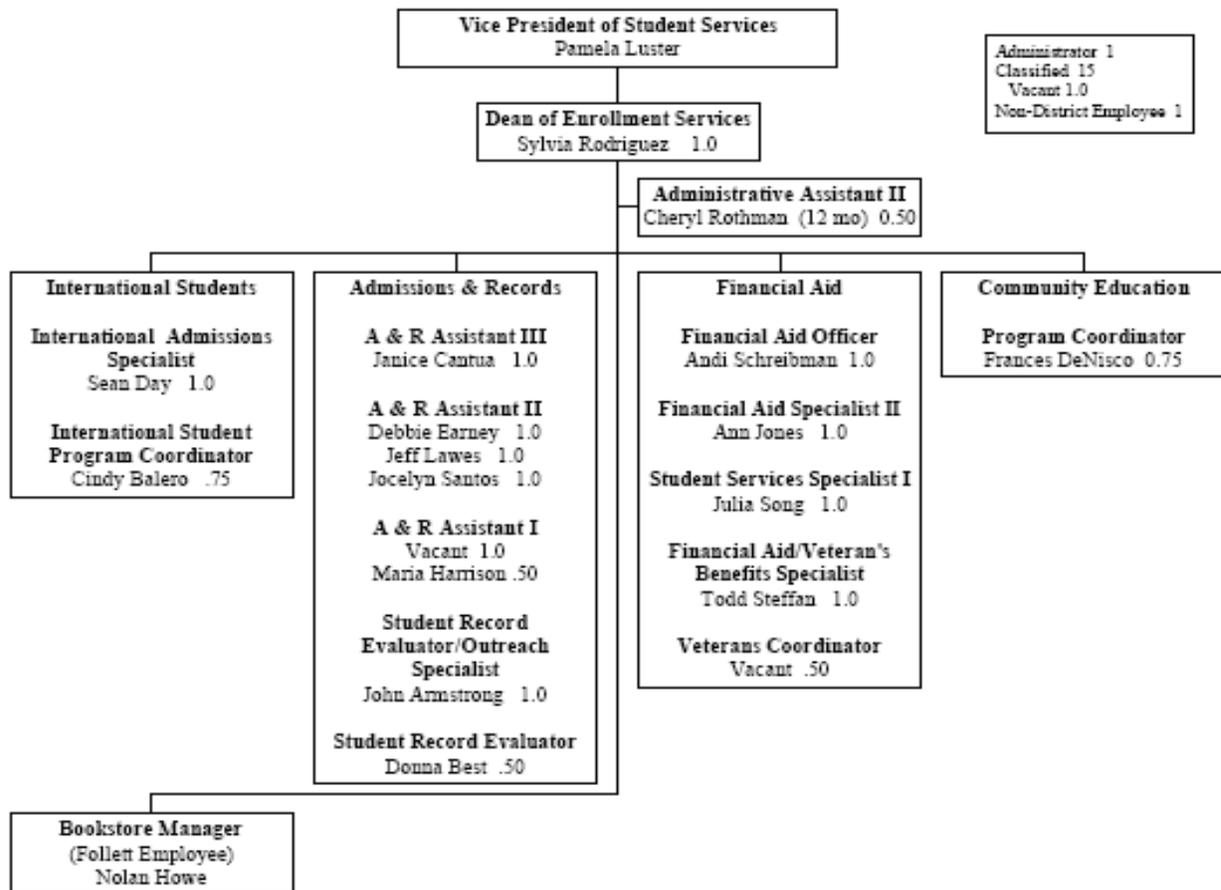


**LAS POSITAS COLLEGE
OFFICE OF THE DEAN OF STUDENT SERVICES
FALL 2008**

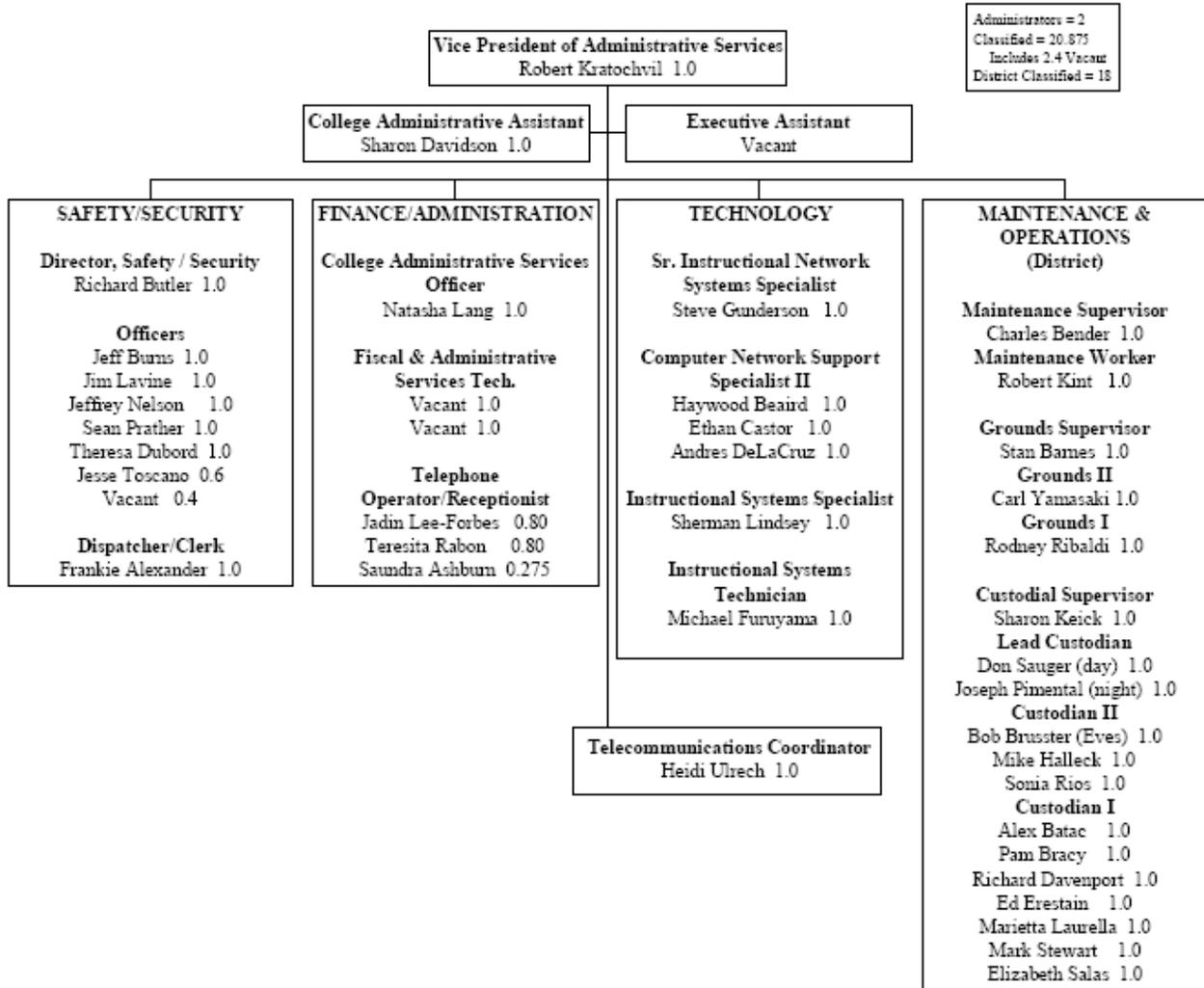


Administrators = 1
Faculty = 9
Includes .30 Staff Develop.
Classified = 5.50
Includes 1.0 vacant
Non-District Eemployee 5

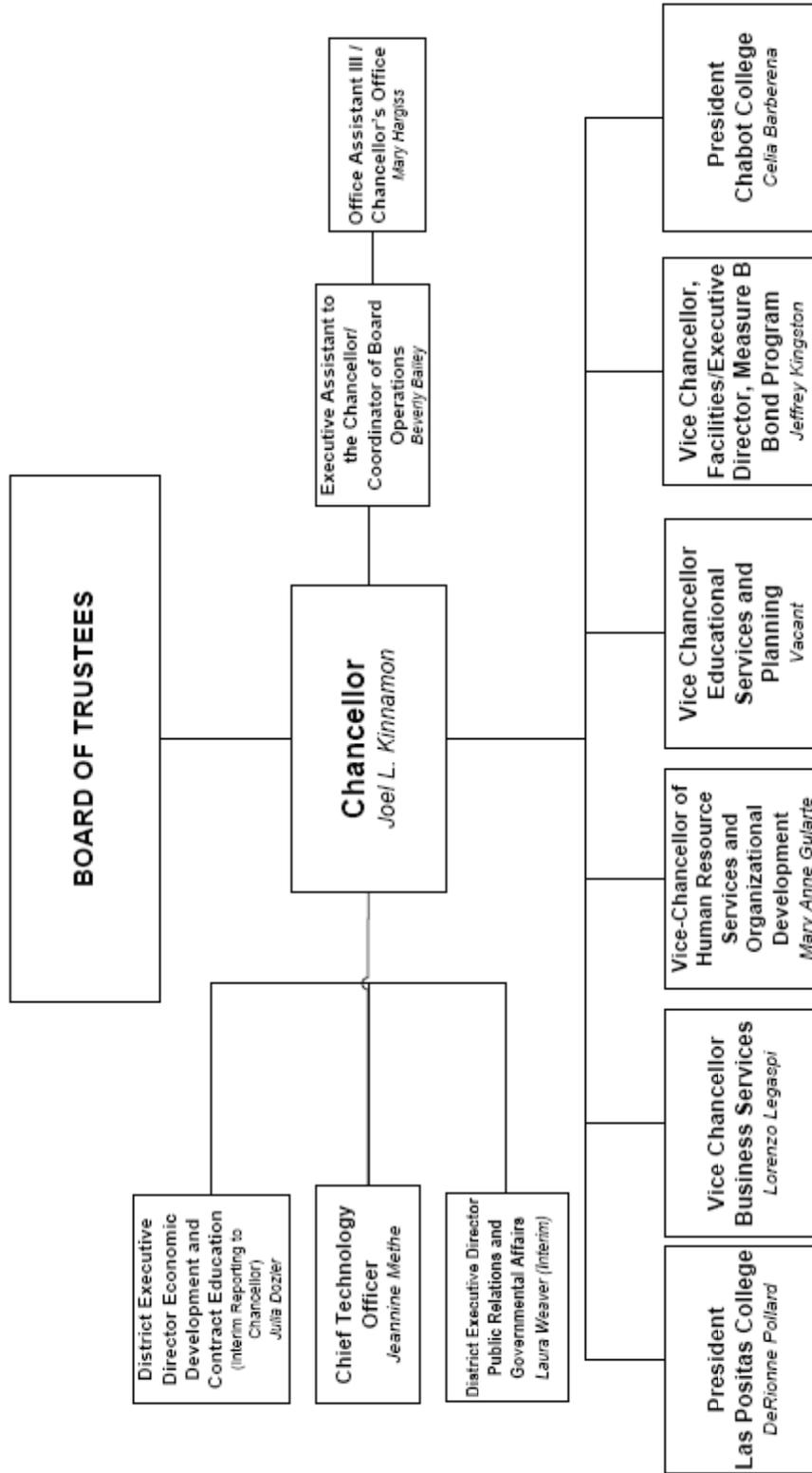
**LAS POSITAS COLLEGE
OFFICE OF ENROLLMENT SERVICES
FALL 2008**



**LAS POSITAS COLLEGE
OFFICE OF VICE PRESIDENT OF ADMINISTRATIVE SERVICES
FALL 2008**



**CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT
ORGANIZATION CHART
2008-2009**



August 1, 2008

Figure 2

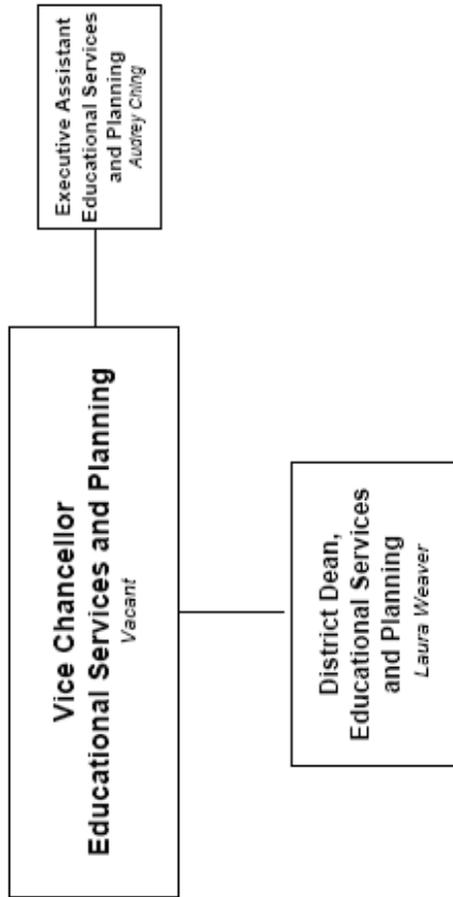
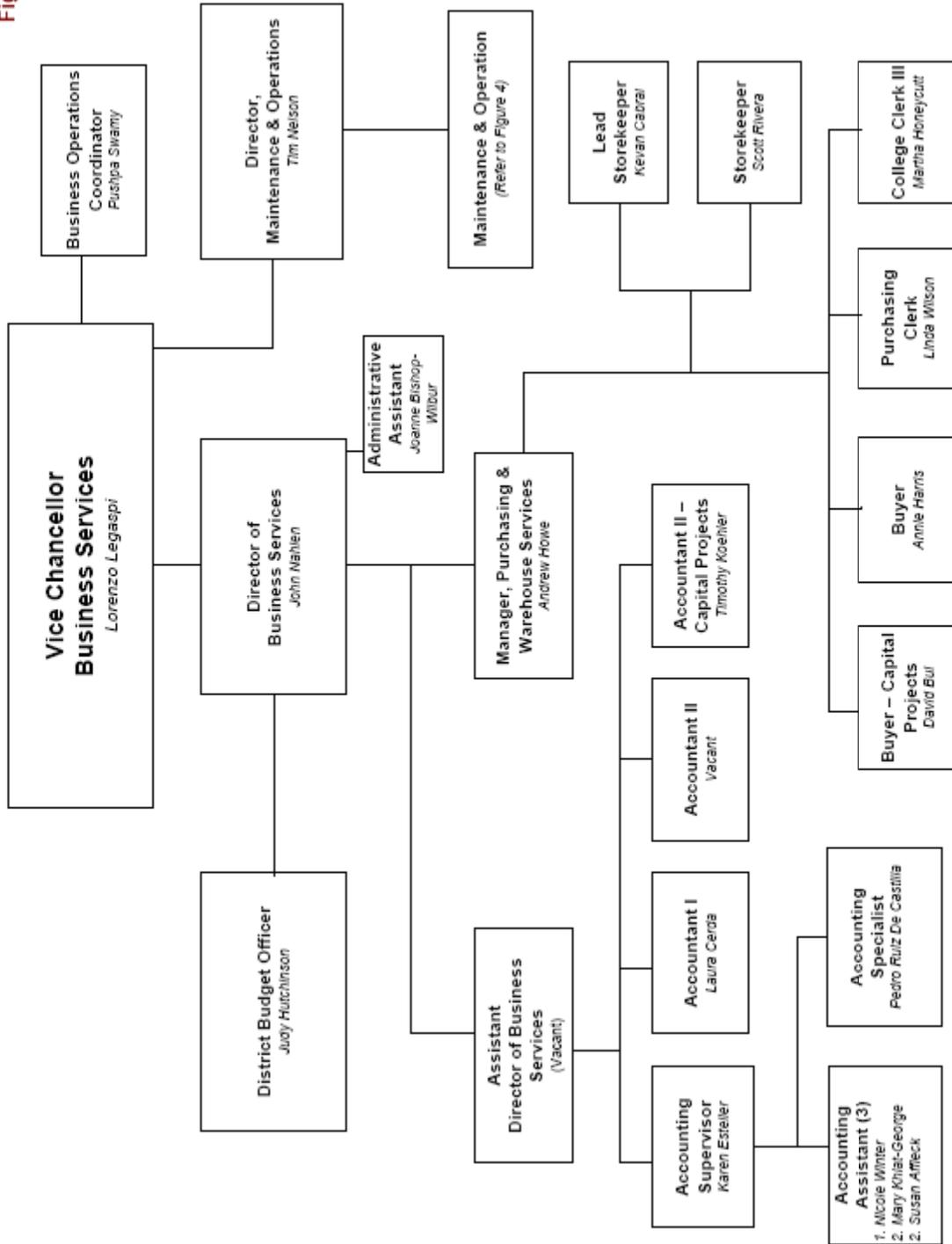
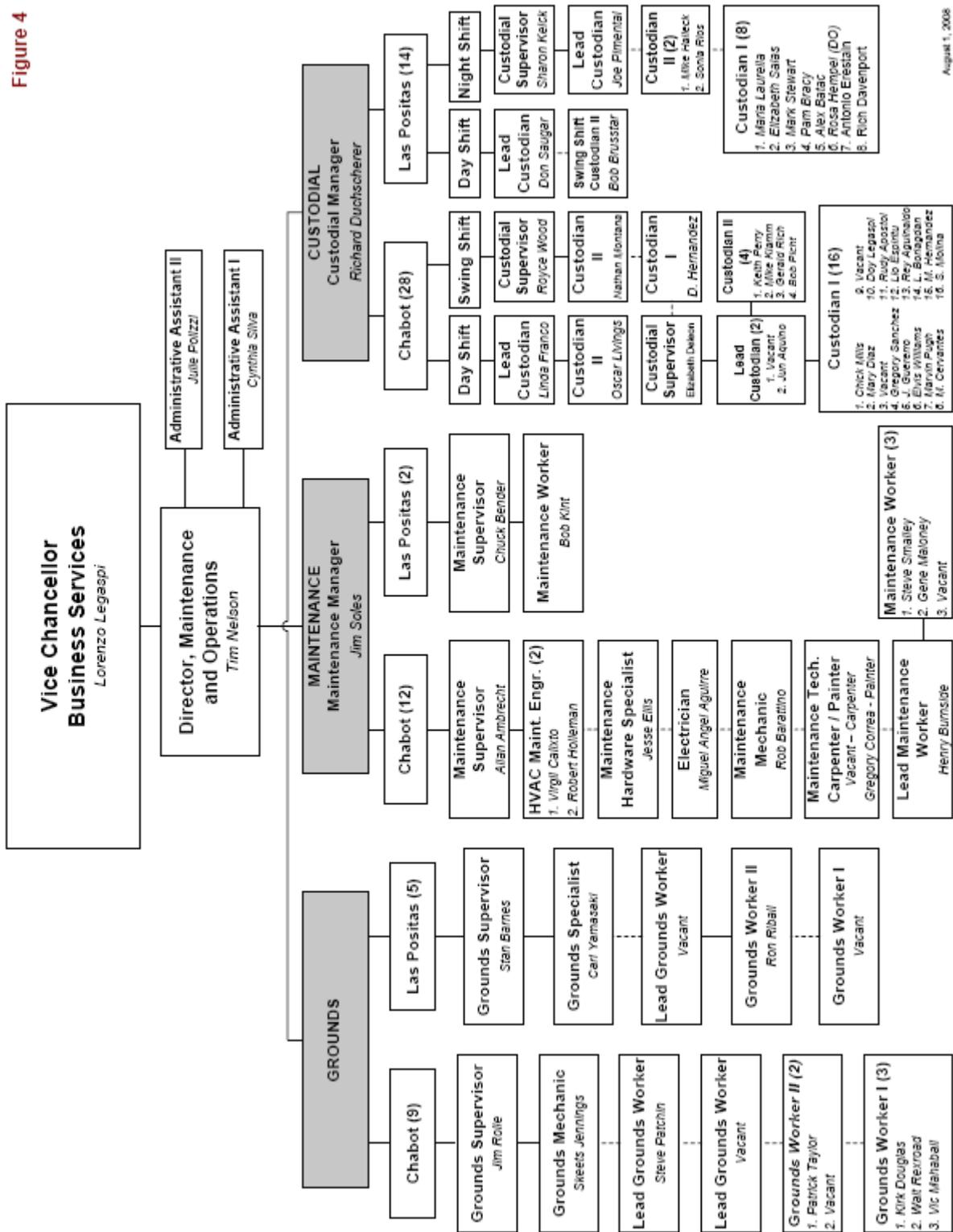


Figure 3



August 1, 2008

Figure 4



August 1, 2008

Figure 5

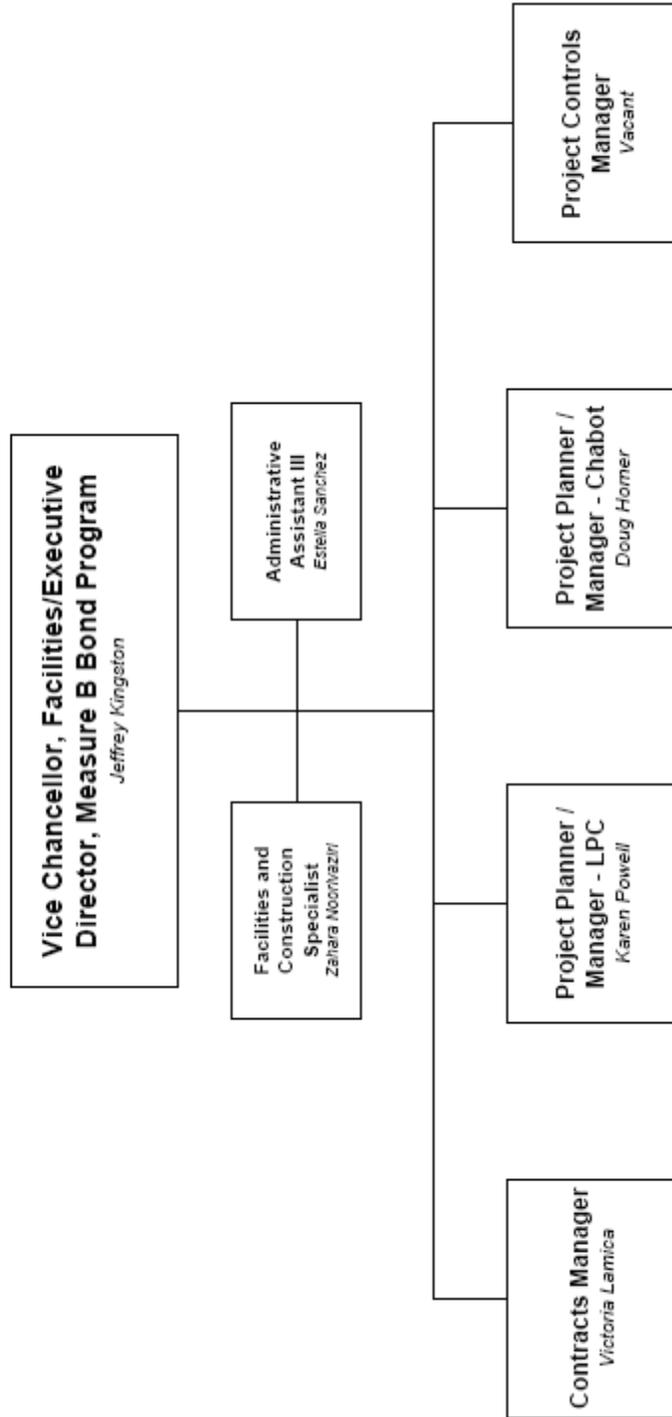


Figure 6

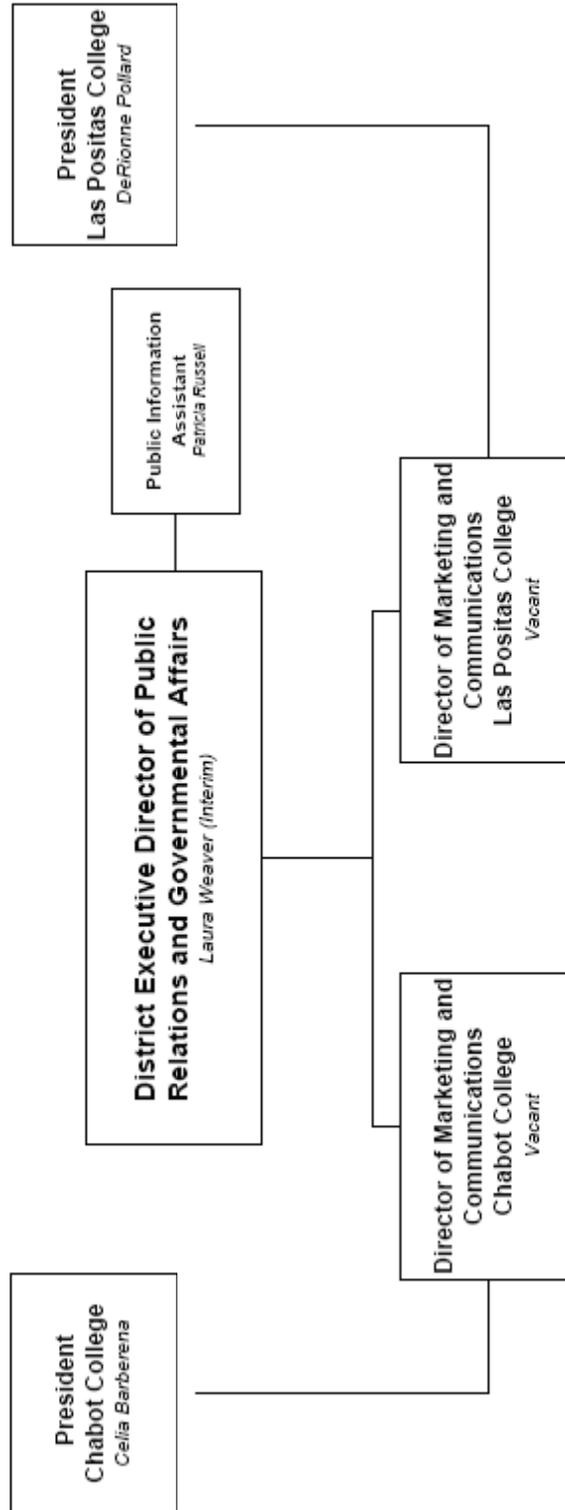
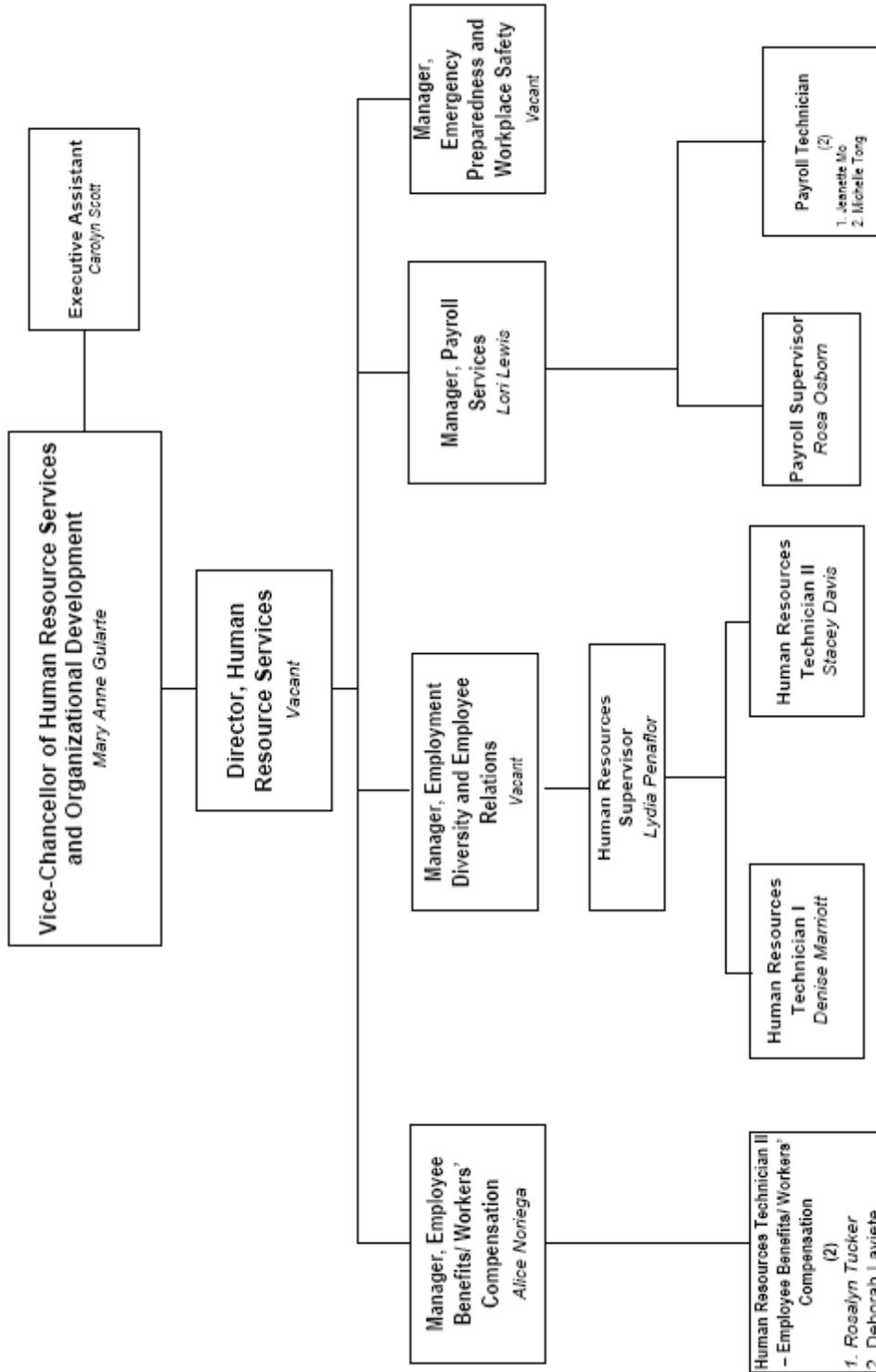
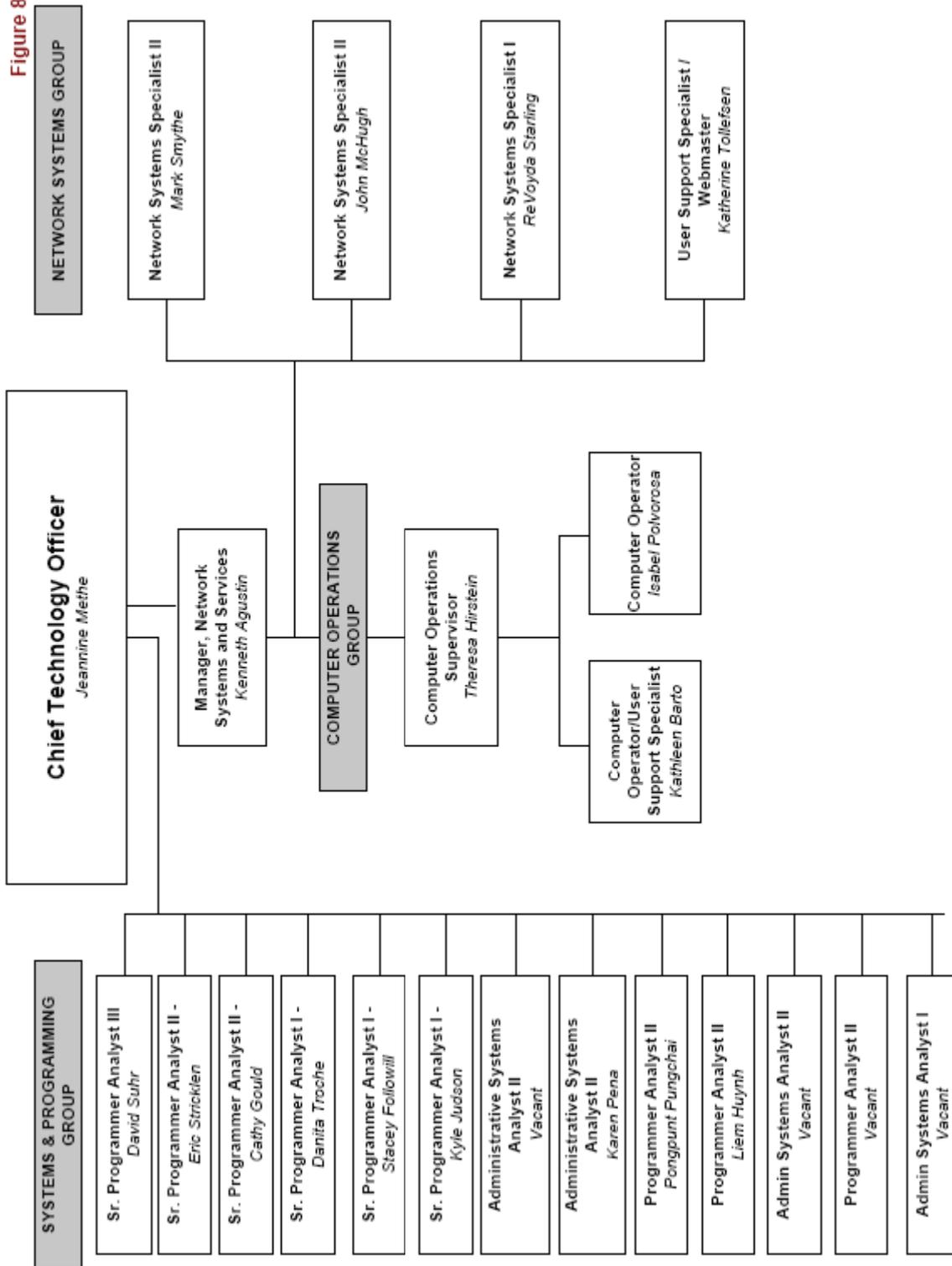


Figure 7



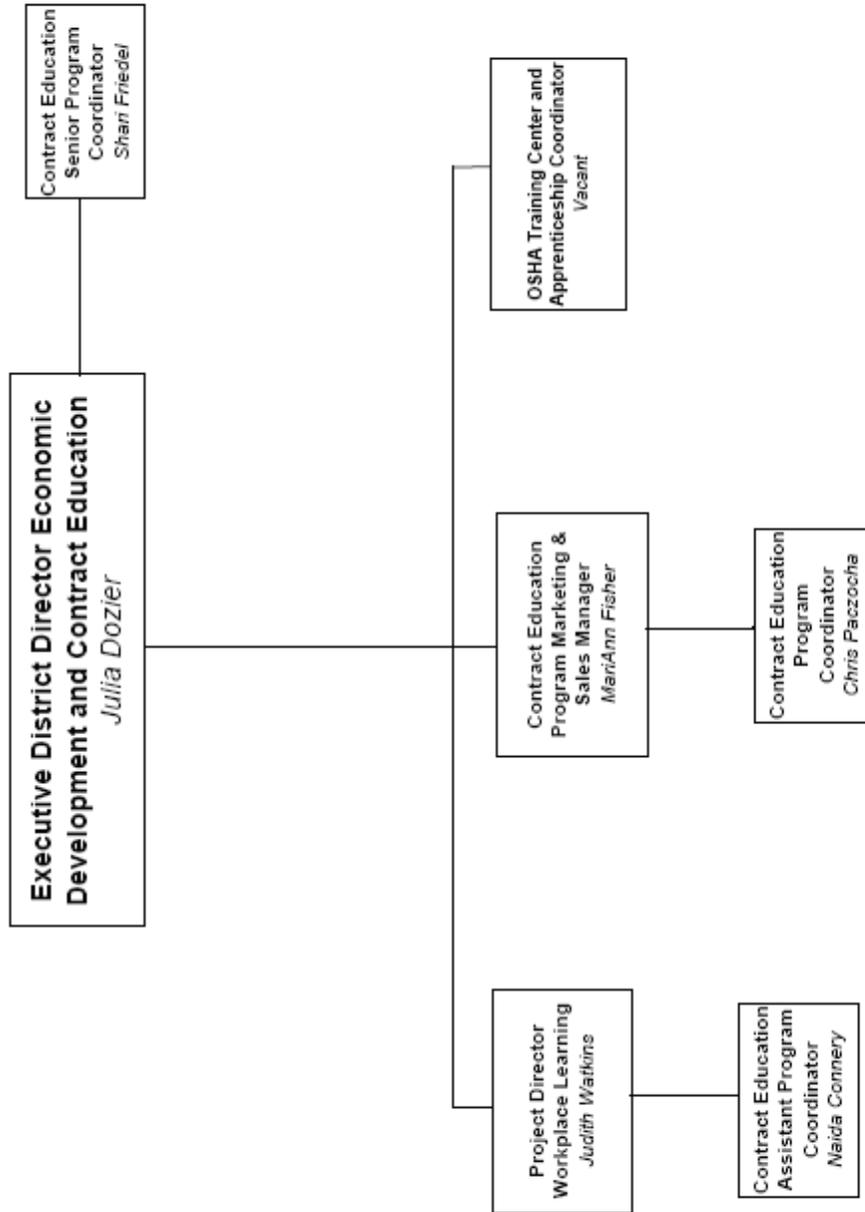
August 1, 2008

Figure 8



August 1, 2008

Figure 9



August 1, 2008

**CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT:
DELINEATION OF FUNCTIONS MAP**

The Chabot-Las Positas Community College District (CLPCCD) Delineation of Functions Map is intended to illustrate how the two colleges and the district manage the distribution of responsibility by function. Map creation was based on criteria outlined in the Policy and Procedures for the Evaluation of Institutions in Multi-College/Multi-Unit Districts or Systems section of the Accreditation Reference Handbook, a publication of the Accrediting Commission for Community and Junior Colleges (ACCJC) and Western Association of Schools and Colleges (WASC).

The Delineation of Functions Map indicates the level and type of responsibility.

Codes and explanations used:

P = Primary Responsibility: Primary responsibility indicates leadership and oversight of a specified function which may include design, development, implementation and successful integration.

S = Secondary Responsibility: Secondary responsibility indicates support of a specified function which may include feedback, input, and communication to assist with successful integration.

SH = Shared Responsibility: Shared responsibility indicates that the district and colleges are equally responsible for the leadership and oversight of a specified function which may include design, development, implementation, and facilitation of input, feedback, and communication for successful integration.

N/A = Not Applicable: Neither the district nor colleges has responsibility.

STANDARD I: INSTITUTIONAL MISSION AND EFFECTIVENESS

A. MISSION			
The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.			
		College	District
1.	The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.	P	S
2.	The mission statement is approved by the governing board and published.	SH	SH
3.	Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.	SH	SH
4.	The institution's mission is central to institutional planning and decision-making.	SH	SH
B. IMPROVING INSTITUTIONAL EFFECTIVENESS			
The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.			
		College	District
1.	The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.	P	S
2.	The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.	P	S
3.	The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.	P	S
4.	The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.	P	S

STANDARD II: STUDENT LEARNING PROGRAMS AND SERVICES

A. INSTRUCTIONAL PROGRAMS		College	District
<p>The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.</p>			
1.	The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.	P	S
a.	The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.	P	S
b.	The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.	P	S
c.	The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.	P	S
2.	The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.	SH	SH
a.	The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.	P	S
b.	The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.	SH	SH
c.	High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.	SH	SH

d.	The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.	SH	SH
e.	The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.	SH	SH
f.	The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.	SH	SH
g.	If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.	P	S
h.	The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.	P	S
i.	The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.	P	S
3.	The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course. General education has comprehensive learning outcomes for the students who complete it, including the following:	P	S
a.	An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.	P	S
b.	A capability to be a productive individual and life long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/ logical thinking, and the ability to acquire knowledge through a variety of means.	P	S
c.	Recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.	P	S
4.	All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.	P	S

5.	Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.	P	S
6.	The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution's officially approved course outline.	P	S
a.	The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.	P	S
b.	When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.	P	S
c.	The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.	P	S
7.	In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.	P	S
a.	Faculty distinguishes between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.	P	S
b.	The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.	P	S
c.	Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.	P	S

8.	Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.	N/A	N/A
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B. STUDENT SUPPORT SERVICES			
The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.			
		College	District
1.	The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.	P	S
2.	The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following: a. General Information, b. Requirements, c. Major Policies Affecting Students, d. Locations or publications where other policies may be found.	P	S
3.	The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.	P	S
a.	The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.	P	S
b.	The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.	P	S
c.	The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.	P	S
d.	The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.	P	S
e.	The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.	P	S
f.	The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records	P	S

4.	The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.	P	S
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C. LIBRARY AND LEARNING SUPPORT SERVICES		College	District
Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.			
1.	The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.	P	S
a.	Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.	P	S
b.	The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.	P	S
c.	The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.	P	S
d.	The institution provides effective maintenance and security for its library and other learning support services.	S	P
e.	When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.	P	S
2.	The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.	P	S

STANDARD III: RESOURCES

<p>A. HUMAN RESOURCES The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.</p>			
		College	District
1.	The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.	SH	SH
a.	Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.	SH	SH
b.	The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.	SH	SH
c.	Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.	P	S
d.	The institution upholds a written code of professional ethics for all of its personnel.	SH	SH
2.	The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.	P	S
3.	The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.	S	P
a.	The institution establishes and adheres to written policies ensuring fairness in all employment procedures.	S	P

b.	The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.	S	P
4.	The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.	SH	SH
a.	The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.	SH	SH
b.	The institution regularly assesses its record in employment equity and diversity consistent with its mission.	SH	SH
c.	The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.	SH	SH
5.	The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.	P	S
a.	The institution plans professional development activities to meet the needs of its personnel.	SH	SH
b.	With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.	SH	SH
6.	Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.	S	P

B. PHYSICAL RESOURCES			
Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.			
		College	District
1.	The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.	S	P
a.	The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.	S	P
b.	The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.	S	P
2.	To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.	SH	SH

a.	Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.	SH	SH
b.	Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.	SH	SH

C. TECHNOLOGY RESOURCES			
Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.			
		College	District
1.	The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.	SH	SH
a.	Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.	S	P
b.	The institution provides quality training in the effective application of its information technology to students and personnel.	SH	SH
c.	The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.	SH	SH
d.	The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.	P	S
2.	Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.	P	S

D. FINANCIAL RESOURCES			
Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning.			
		College	District
1.	The institution relies upon its mission and goals as the foundation for financial planning.	SH	SH
a.	Financial planning is integrated with and supports all institutional planning.	SH	SH
b.	Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.	SH	SH

c.	When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.	SH	SH
d.	The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.	SH	SH
2.	To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.	S	P
a.	Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.	S	P
b.	Appropriate financial information is provided throughout the institution.	SH	SH
c.	The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.	S	P
d.	The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.	S	P
e.	All financial resources, including those from auxiliary activities, fund-raising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.	SH	SH
f.	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.	S	P
g.	The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.	SH	SH
3.	The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.	SH	SH

STANDARD IV: LEADERSHIP AND GOVERNANCE

A. DECISION-MAKING ROLES AND PROCESSES			
The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.			
		College	District
1.	Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.	SH	SH
2.	The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.	SH	SH
a.	Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.	SH	SH
b.	The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.	P	S
3.	Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.	SH	SH
4.	The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self-study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.	SH	SH
5.	The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.	SH	SH

B. BOARD AND ADMINISTRATIVE ORGANIZATION			
In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.			
		College	District
1.	The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.	S	P
a.	The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.	S	P
b.	The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.	S	P
c.	The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.	S	P
d.	The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.	S	P
e.	The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.	S	P
f.	The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.	S	P
g.	The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.	S	P
h.	The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.	S	P
i.	The governing board is informed about and involved in the accreditation process.	SH	SH
j.	The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively. In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.	S	P

2.	The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.	P	S
a.	The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.	P	S
b.	The president guides institutional improvement of the teaching and learning environment by the following: <ul style="list-style-type: none"> • establishing a collegial process that sets values, goals, and priorities; • ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions; • ensuring that educational planning is integrated with • resource planning and distribution to achieve student learning outcomes; and • establishing procedures to evaluate overall institutional planning and implementation efforts. 	P	S
c.	The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.	P	S
d.	The president effectively controls budget and expenditures.	P	S
e.	The president works and communicates effectively with the communities served by the institution.	P	S
3.	In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.	S	P
a.	The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice.	S	P
b.	The district/system provides effective services that support the colleges in their missions and functions.	S	P
c.	The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.	S	P
d.	The district/system effectively controls its expenditures.	S	P
e.	The chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district/system policies without his/her interference and holds them accountable for the operation of the colleges.	S	P
f.	The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner.	S	P

g.	The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.	S	P
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RESPONSES TO PREVIOUS SELF-STUDY RECOMMENDATIONS

RESPONSES TO 2003 RECOMMENDATIONS

RECOMMENDATION # 1:

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.

RESPONSE 2009:

The midterm report to WASC (March, 2006) reported that the college had completed the expansion for capacity of research through its procurement of updated survey software applications that allow the college to conduct research that can specifically address the area of student learning outcomes and institutional effectiveness. In the last three years, the college has developed and implemented several surveys that have gone to college constituents and that have promoted the communication of data (both through the survey and through campus wide data publications). Campus-wide data is accessible through town meetings and through the Office of Institutional Research and Planning website. Since the midterm report, the college has also committed to a temporary part time Office of Institutional Research and Planning staff member, dedicated to the continued implementation of data analysis tools, responsive data retrieval and appropriate data dissemination, especially as it relates to the College Basic Skills Initiative and the work done on assessment score validation.

The college has also purchased, implemented and become a statewide model for eLumen, the software package that instructional and student service programs are using to house developed student learning outcomes and outcomes assessments; additionally, eLumen publishes all student learning outcomes cycles to the community at large. The college purchased eLumen in the summer of 2006. During the academic year 2006-2007, pilot groups began using eLumen to enter their Student Learning Outcomes. The college-wide effort of adding Student Learning Outcomes to eLumen began in fall 2007 and college assessments began in spring 2008. Using eLumen as a research and data entry tool for student learning outcomes has increased college awareness to both process and implementation of the student learning outcomes initiative. Outcomes data is published through the district ClassWeb homepage for students and the public to view. Publication of learning outcomes information on ClassWeb allows students to review specific outcomes to courses in which they may choose to enroll. The college's eLumen contact has provided eLumen with feedback on the software which they have incorporated into their software updates. eLumen funded the college's representative to attend a student success conference in San Jose, where she presented the college's implementation of eLumen to the attending California community colleges. Findings developed from student learning outcomes assessment have been developed by the Student Learning Outcomes Committee and are available to faculty and staff of discipline specific programs through the college web site: www.laspositascollege.edu/slo.

Expansion for research that relates to student learning has also been addressed through increased release time for faculty leadership within the Student Learning Outcomes Committee, which has been divided between the implementation of the Student Learning Outcomes planning

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and review cycle and the leadership and implementation of the eLumen software. Both faculty positions work directly with the Director of Institutional Research and Planning on continued research, assessment, and publication of findings through the monthly meetings of the committee. The Director of Institutional Research and Planning is a committee member as well. A timeline for Student Learning Outcomes development, assessment, and evaluation has been developed and disseminated through the program review process to ensure that college research is fully accessible throughout all planning programs and to ensure that data resulting from Student Learning Outcomes processes is a part of the college planning and resource allocation model.

Over the past two years (2006 and 2007) the college has focused on the Student Learning Outcomes cycle to ensure that all disciplines had developed and assessed outcomes. Beginning in 2008 the disciplines will be able to review the outcomes assessments and begin data analysis on the link to both program and institutional effectiveness. In 2008, The Student Learning Outcomes Committee has begun reviews of best practice models for this final phase of integration of outcomes into the college's measurements for effectiveness and, along with College Council, will discuss and develop training for faculty on the use of the SLO assessment data to increase both course and program effectiveness. Within the review process, the committee has made reports to the Academic Senate on working with the program review planning model to integrate the Student Learning Outcomes process into the program review process and to identify core performance indicators for learning outcomes. The integration of research within the program review process provides disciplines with a single report that can be linked to institutional effectiveness and disseminated to both the external and internal college communities. Further discussion of integrated planning is addressed in the college response to recommendation #2.

RECOMMENDATION #2:

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.

RESPONSE 2009:

The midterm report (March, 2006) reported that the college initiated, developed and implemented a comprehensive educational master plan that has served as the quantifiable measure for the institution's long term financial planning as it relates to institutional goals.

Since the educational master plan process concluded in 2005, the college has reviewed and updated the plan every year to ensure that planning has been actualized with resource allocation and to verify that the college goals are reviewed for currency and for effectiveness. This is a college-wide process, noted on the website of the Office of the President. In 2006, 2007, and 2008, the Office of Academic Services developed, implemented, evaluated, and revised its own program review process as well. By spring 2009, the program review model will integrate all planning initiatives including Student Learning Outcomes, Curriculum/Content Review into one planning document that will then be subsumed into the long range plans noted in the college's educational master plan. The integration of instructional and student services planning with an

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upcoming unit program review model, along with the integration of the program review planning model into the larger institutionally based educational master plan, will allow the college to develop, implement, evaluate, and track the progress of planning and goal setting on both a yearly basis and on a long term basis which ultimately promotes both strategic planning and visionary planning. Finally, the college is undergoing its “non-instructional” unit program review with an integration cycle that seamlessly articulates into the existing four-year Academic and Student Services program review cycle.

Responsible committee representation for planning occurs in the Planning and Budget Committee, the College Council, and the Program Review Task Force, a direct report to the Academic Senate. Efforts of academic and student services disciplines become part of the working model of Academic Senate and Student Services constituents and goals for specific types of instructional and student services program review planning are sent to appropriate shared governance committees campus wide. Within that context, possible allocation sources are identified and planned for in advance. Resource allocation opportunities that run through the Planning and Budget committee are part of the make up of the committee agendas. Resource allocations that come from additional sectors or committees are also listed within the program review process so that programs can advocate for financial supports from a myriad of areas across the institution, including staff development, Foundation grants and allocated program review goal funding through the Office of Academic Services. A list of all possible allocation sources is included in the program review model. In addition, in fall 2008 a program review goals database will be completed so that institutional allocation sectors (Planning and Budget Committee, Staff Development Committee, etc.) can be notified of college planning requests at their first fall meeting ensuring that agendas will be developed that link planning to college business on a yearly basis.

The college has begun its review of Effectiveness Models in 2008 through initial discussions at the Student Learning Outcomes Committee. Although there is initial effectiveness data available through current program review process, the College Council will review models and recommend a model to be integrated into all institutional planning processes.

The midterm report also noted two additional achievements that demonstrate the institution’s commitment to financial planning with the local bond allocations running through the Facilities Committee and the Las Positas College Foundation assisting the college in its fiscal planning opportunities with Foundation resources. Both resources are included in the program review process. Additional institutional planning documents from both the Technology Committee and the Distance Education Committees are available as well, with the latter a direct response to the college’s 2007 Substantive Change Report. The college is also undergoing the development of a Staff Development program and plan to recommend to the president for implementation in the fall of 2009. Further information regarding planning, programs, and activities are discussed in Standards One and Two.

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RECOMMENDATION #3:

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.

RESPONSE 2009 – GENERAL:

The 2004 Progress Report stated that the college has continued to define responsibilities and processes for district/college planning and functions. The function map developed by the district is one outcome of those definitions. Although the college and district need to continue these discussions in light of the new leadership at the district as well as the college, the recommendation for more assessment has progressed. The district formed an Administrative Process and Procedures Task Force (APPTF) to review existing documentation and to determine what informal processes needed to be codified. 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. This task force, before it disbanded, also developed guiding principles for district procedures.

The 2006 midterm report separated out responses to this recommendation by district sector including: Business Services and Human Resources. At the college level, a separate response included research. The summary of those completed goals remains the same with a few changes and additions due to a change in leadership at the district and due to many technology driven procedures that have provided a difference in process noted in the 2006 midterm report. Las Positas College has expanded its Self-study for 2009 to include Information Technology as well. Additional information on each sector can be found in Standards One, Three, and Four.

RESPONSE 2009 – BUSINESS SERVICES:

Budget: Following the 2003 Accreditation Visit, the district conducted a Strategic Cost Management approach to developing a framework for defining programs and services in terms of how they meet the needs of students and to look at the mission, goals, and activities of the colleges and the district. This study was incorporated into the District Strategic Plan. For Business Services, the district and college continue to work within the confines of Board Policy 2012. The Vice Chancellor of Business Services reports directly to the Chancellor and has the following key positions within his direct supervision: Director of Facilities Planning; Maintenance and Operations; Purchasing and Administrative Business Operations. At each respective college, there is also a Vice President of Administrative Services who works with the district Vice Chancellor on Business Services planning and processes.

A District Budget Study Group was formed to discuss budget communication and timelines to ensure that the colleges were aware of the process and development of annual budgets. Although this group has not met within the last few years, it is a standing committee that considers FTES targets, procedures for allocation of revenue, procedures for review of the model, and procedures for establishing new categories and definitions. The first restructured meeting of the District

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Budget Study group was held in December 2008 with continued meetings calendared throughout spring of 2009.

Board policy #2012 continues to drive the roles and responsibilities noted in the 2003 recommendation response with one noted change in the reports line. With the hiring of a new Director of Human Resources (now Vice Chancellor of Human Resources), the district has changed the direct report of Payroll to Human Resources. This decision helps to streamline the process of hiring and timesheets as well as offering an oversight at the employee induction level within the district. Oversight of financial reporting continues to be a joint process between district business services administration and the Vice Presidents of Business Services from both colleges, who hold meetings twice monthly.

The consultant report completed by School Services of California and noted in the 2006 midterm response was conducted, and a district developed budget development calendar was implemented for the colleges. This calendar defines deadlines, and identifies individuals/groups responsible for budget development. The calendar promotes shared responsibility and mutual accountability at the college and at the district level. Finally, the district and college budget officers meet twice a month to review and plan for budget issues and allocation discussions.

RESPONSE 2009 – RESEARCH:

As noted in the midterm report, Las Positas College has its own Office of Institutional Research and Planning, but there is no corresponding district function at this time. As noted, there are several institutional reports generated from the Las Positas College Office of Institutional Research and Planning on a regular basis. Reports are derived from the program review process, discipline and unit specific needs, state mandated reports, and reports for the developmental education planning and assessment process. These reports include: ACCC Annual Report to the Board; EXPO Survey/Student Profiles; Graduation Survey; Student Satisfaction Survey; Diversity Data 2005; 2007; 2005-2007 Comparisons; Skill Development and Demographics Report 2001; 2003; 2005; 2007 Comparisons; Environmental Scan for Master Planning; Annual Student Demographics Report; Fast Fact (Semester-to-semester changes in student profiles); 2007 Focus Group Study on Dialogue; Annual High School Report, and the ARCC (Accountability Reporting for Community Colleges).

Each institutional report is placed on the Office of Institutional Research and Planning website and also communicated to the campus at large through a variety of means for planning and evaluation purposes. Access to research information is available to the district for any district planning or initiatives that arise.

The Las Positas College Office of Institutional Research and Planning regularly collaborates with the Chabot Office of Research and Grants. Chabot College has a larger staff that assists LPC in the production of reports common to both colleges, such as the student characteristics report, benchmarking data, and course sequencing data.

In the fall of 2008, the Las Positas College Office of Institutional Research and Planning added a temporary part-time position to the staffing for the research office. This additional hire continues to respond directly to the need for continued data especially within the context of the college's

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yearly average of 3% growth in student body. This growth extends to additional opportunities for research which, in turn, ensures that the college works to meet district need for data as well. The current Accountability Reporting for Community Colleges (ARCC) presentation given to the board each year is one example of this extended collaboration.

This additional research position specifically assists in the documentation and communication of basic skills data and other types of student success data. Compiled data will be readily available to the district Vice Chancellor of Educational Planning for a collaborative determination of possible grant applications and for use in the district's future planning for off-site learning opportunities.

RESPONSE 2009 – HUMAN RESOURCES:

Since the midterm report was filed, the district has hired a new Director of Human Resources in 2007 (now titled the Vice Chancellor of Human Resources). Within that leadership change some key technology procedures have been added to process that have assisted the college and the district in responsibly verifying, streamlining and formalizing processes and ensuring that the college and the district are utilizing common forms and functions as we complete necessary transactions for hire, evaluation, and planning purposes. In addition, improved electronic forms and a streamlined board process assure lines of responsibility and improves processes.

Included in some of the updated procedures have been electronic forms for personnel hiring, a draft for hiring process and procedure manual and electronic forms for many of the district and college functions as they relate to the Faculty Association contract. The Office of Human Resources also conducts monthly meetings at each campus to facilitate discussion on process changes, form changes, and board packet changes.

For continued effective communication and role delineation one of the college staff acts as a liaison to the Human Resource staff at the district office. As noted in the midterm report the centralization of the comprehensive services offered in Human Resources remains at the district office; however, the full-time classified staff member who acts as the liaison augments those services and functions and works directly with the sectors at the college so that communication is centralized and maintained as well as assisting the college in making sure processes are enacted in a consistent and timely manner. This employee often works at the district Office of Human Resources to train and learn new procedures, process, and policy and then shares that training with the campus at large.

Human Resources: Board Policies 4006 and 4012 provide district policy regarding faculty and staff diversity as well as equal employment and selection. These policies are reviewed in accordance with Title 5 regulations and will be enforced by a new position to be hired at the district. The position will be in charge of the promotion of equity in recruitment, employment, and promotion of employees to bring about employee representation of age, gender, and ethnic groups. District Human Resources is also hiring for leadership in the area of Emergency Training and Safety regulations so that the college can be provided adequate training and service in regard to state and federal emergency response.

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Functions of Human Resources noted in the midterm report remain the same with the addition of Payroll direct reporting instead of what was previously noted under District Business Services.

RESPONSE 2009 – INFORMATION TECHNOLOGY:

Recommendation Three noted the “may include but not be limited to” section to Business Services, Research, Human Resources, and Information Technology. Although not included in the midterm report, the college believes that significant strides have been made between the district and the college in its definition of information technology and corresponding responsibility and function.

The college has an Information Technology staff of five classified staff and managers. In addition to the Information Technology staff at the college, Las Positas College also has two full-time classified staff that assist in maintaining the Blackboard system and other technology related processes as they pertain to instruction. All of these college staff work directly with the District Information Technology staff to maintain systems, provide feedback for system improvement, and work through system upgrades. The staff at the college also collaborates with the district in order to provide consistent service with technologies in the classroom, in the office, and through our system wide MIS system. Responsibilities common to both the college and the district are noted in the district/college responsibility chart developed by the District Office.

Since 2006, the district has worked with the college Information Technology staff on implementing several software and system supports that have assisted the college in building consistent process and delivery via technology. These collaborative initiatives have included the eLumen software that houses our district wide Student Learning Outcomes data; the new portal project/software currently being implemented district wide, Luminis; DegreeWorks, a tool to assist Student Services programs in auditing student transcripts, and the online grading and attendance reporting process. These collaborations directly affect college planning and assist programs and services in becoming more effective and in streamlining outdated paper processes.

The Director of the Information Technology staff at district has been an active participant in the college Technology Committee and has helped to respond to the 2008 Technology Plan. In addition, the 2008 Distance Education plan developed by the college as a part of the institutional response to online learning has also been sent for review to the district Information Technology staff so that the college can continue with planning that can be supported with both the backbone infrastructure and the internal processes necessary for continued planning and implementation.

Finally, the college submitted and had approved its Substantive Change report to WASC, (March 20, 2007). The approval of this report continues to develop and implement collaborative opportunities within Information Technology for the college and district to maintain and increase quality technology applications within the instructional area.

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RECOMMENDATION #4:

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.

RESPONSE 2009:

As noted in the September 21st 2004 Progress Report on Recommendations from the Accreditation Commission, the college has completed this recommendation with the Curriculum Handbook, the Curriculum Review section of the cyclical systematic program review, and the current completion of the integrated outline for all courses offered throughout the college. The Title 5 guidelines for integrated outlines have been institutionalized through the college integrated outline. Those catalog courses noted as outstanding have been completed and sent through the curriculum approval process. In addition, the college has created and approved both a Program Introduction Process and a Program Discontinuance/Revitalization Process to ensure that new programs will be created within the integrated outline model and courses no longer meeting student need can be inactivated according to a faculty driven response.

Two documents responded to this recommendation: the Progress Report on Recommendations from the Accreditation Commission (September 21, 2004) and the midterm report (March, 2006). The college has documented its compliance with the requirements of Title 5 Section 55002 by developing an integrated course outline of record for all faculty to use in their current curriculum development. Within the revised program review process, the faculty are asked to update their curriculum every four years, with bi-annual updates included. The timeline for consistent curriculum review has been imbedded within the program review model and began its implementation for regular and consistent review in fall 2008.

The college has taken an aggressive stand in assisting faculty with the pedagogical and quality analysis involved in curriculum development by including a workshop on Curriculum Development in the yearly New Faculty Orientation Staff Development series, and in fall 2008 the college held its first all campus Curriculum Celebration created to train all faculty in Instructional Design, Academic Senate Curriculum updates and the Curriculum/Content Review cycle integration into the program review model. Systematic review and evaluation of curriculum development has been incorporated into the Curriculum Review section of the college program review model.

Additional online training modules in alternative assessments, best practices curriculum models noted through the statewide Academic Senate conferences, and other pertinent curriculum training is available on the Innovation Center website.

In its recent Substantive Change Report (March 2007), the college was commended for its best practices model of curriculum course outline development and the training provided for faculty who are interested in creating curriculum that requires an understanding of online methodology and learning techniques. As of this self-study, all of the college's scheduled curriculum courses have been rewritten to comply with the integrated course curriculum model, with all new course proposals directed to the online curriculum model, process, and procedures. In addition,

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the college curriculum committee chair and Vice President of Academic Services are working collaboratively with the District Curriculum Committee to review, evaluate, and possibly implement Curricunet, a software package, to further ensure regular review cycles.

RECOMMENDATION # 5:

The team recommends that College and District leadership evaluate, delineate and communicate their respective roles and responsibilities related to economic development.

RESPONSE 2009:

During 2004 and 2005, the leadership of both colleges and the district had a series of meetings which evaluated and delineated respective roles and responsibilities in regards to economic development activities. That process yielded mission statements and frameworks for economic development activities for Las Positas College and the district office. That analysis process also recommended that there be an ongoing task force specific to economic development coordination. Due to a series of leadership changes, that subsequent task force did not convene, but has not recently met as of fall 2008. However, the district and the college will be meeting in spring 2009 to evaluate the current status of roles and responsibilities.

In the meantime, the college has moved forward with economic development activities within the mission and framework established in the 2004 and 2005 meetings, and used existing structures and processes to communicate and coordinate economic development activities at the college and across the district. These structures and processes include district wide leadership meetings held in 2004 and 2005, in which economic development was one topic of many, with respective roles and responsibilities across both campuses and at the district offices discussed. Topics of collaboration include joint grant activities, curriculum approval processes, the Tri-Valley Educational Collaborative, and updates to the Board of Trustees regarding economic development work developed and implemented by the college. This process has been fruitful and served the local economy and the college very well. The college is very proud of its record of economic development work (independently as well as collaboratively within our district and across the northern California region).

The framework developed in 2004 and 2005 identified the college economic development activities as occurring within the two broad areas of Vocational Occupational Education (more recently referred to as Career Technical & Workforce Preparation) and Economic Development.

Following are some highlighted activities in these areas which have occurred since the last accreditation visit.

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Vocational Occupational: Career Technical Education/Workforce Development

1. Career Pathways & Articulation with High Schools, Regional Occupation Program's and 4-Year Higher Education Institutions

- Since 2003, LPC revitalized and expanded our approach to aligning Career Pathways with secondary partners.
- The LPC program (HeadStart on College) was selected as one of 15 "Practices with Promise" in California in 2007 <http://www.collegecampaign.org/practices/2007-pwp-archive.html>
- LPC has in place over 70 course level articulation agreements (with college credit) in 12 career pathways areas: ECD, Business, Admin Justice, CIS, Interior Design, Allied Health, Visual Communications, Web Design, Computer Networking, Horticulture, Automotive and Laser Optics.
- Annually over 600 high school students from 3 counties (Alameda, Contra Costa and San Joaquin) earn college credit at LPC for completion of these courses while still in high school.
- The program is documented and communicated to all partners (including the District) via a publicly accessible website with a link from the college home page <http://www.laspositascollege.edu/HSROParticulation/allCourses.php>
- LPC also has numerous transfer agreements in career focused areas with 4 year institutions, documented via the ASSIST database.

2. Degrees, Certificates and Courses Responding to Local Employment Trends

- Since the mid-term progress report, LPC has developed or revised the following career focused degrees, certificates, and courses.
- In response to local and regional demand, LPC is developing a pathways program in Allied Health, with four pathways of transfer, clinical (currently surgical technician and EMT), administrative, and health and human services.
- All curricular changes and developments are communicated within the district and externally to our k-12 partners in a variety of modalities, including semi-annual advisory board meetings, monthly Tri-Valley Educational Collaborative meetings, bi-monthly board meetings, annual board curriculum reports, and the curriculum development process which includes coordination across the colleges.

3. Apprenticeship

- Working collaboratively with the district office of Contract Education and Bridgestone Firestone, the college developed a for-credit automotive apprentice program.
- In partnership with the Carpenters Training Council of Northern California, and Pleasanton Unified School District, the college is transitioning existing non-credit apprenticeship programs (administered by the school district) to college credit programs. The college has approved courses, degrees, and certificates in Carpentry, Millwrights, and Piledrivers and is awaiting program approval from the state chancellor's office along with transfer of RSI fiscal support from the CDE to the college. In the meantime, the

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college has developed course level credit by examination agreements in these areas and 950 apprentices have earned from 1.5 to 10 units of college credit to date, along with 150 apprentices who have completed 4 to 12 units of work experience for on-the-job training.

4. Internship

- LPC continues to enhance the Internship program to provide work based learning opportunities for students. Internship is now offered every semester and over the summer, and annually approximately 120 students participate in internships in a variety of career areas (mainly in the 12 career pathway focuses identified in 1c above).

Economic Development

1. Community/Regional Long Term Partnerships

- Las Positas College and Safeway Stores, Retail Management Certificate Program: this program continues to grow, and annually 4-5 courses in this 10 unit certificate program are offered on-site at various Safeway locations in the college's service area, allowing Safeway to develop supervisors from existing employees.
- Carpenters Training Council of Northern California: previously described under apprenticeship programs, this partnership serves 1400 apprentices annually who contribute significantly to the building construction industry of Northern California.

2. Allied Health with Valley Care Hospitals: In partnership with Chabot College and Valley Care, the college is increasing the pipeline of trained nurses in the region. In partnership with Valley Care and our K-12 partners, the college was successful in obtaining an SB70 quick start grant for Allied Health, and has used those funds to develop a program to train surgical technicians and medical administrative assistants.

- Allied Health further development: leveraging success with the SB70 quick start grant, the college was awarded an JDIF and IDRC beginning in 2008 to do further development in Surgical Technician and related areas. This will be a regional partnership with Skyline and Santa Rosa colleges.
- General Motors: The college continues to partner with GM to serve as the Regional Training Center of Northern California to provide training and certification of GM automotive technicians.
- California Bureau of Automotive Repair: the college partners with BAR to serve the community as a local smog check station, and in the process provide internship opportunities and access to advanced training and equipment for LPC students.

3. Special Populations

- In addition to the normal focus on special populations which is well supported by Student Services, the college has also developed a specific focus on recruiting and retaining women in non-traditional fields, primarily automotive and welding. This region, the state, and the US in general are experiencing a significant shortfall in qualified welders. Regionally, there is high demand for automotive service technicians and service writers as well. The college is supported in this effort by being part

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of an 8 California Community College National Science Foundation/Women in Technology initiative http://www.iwitts.com/html/calwomentech_sites.html

4. Community Education continues to offer fee based courses that respond to community needs.
5. Awarded Grants that Align with College Mission (Since 2004)
 - SB70 Allied Health Quickstart (described above)
 - Economic and Workforce Development grants; <http://www.cccco.edu/SystemOffice/Divisions/EconDevWorkPrep/CTEPathwaysInitiative/tabid/418/Default.aspx>
 - East Bay - Tri-Valley Community Collaborative Career Technical Education/Economic and Workforce Development Pathways grant (with Chabot, district & k-12 partners)
 - ii. East Bay - Tri-Valley Community Collaborative Workforce Innovation Partnerships grant (with Chabot, district & k-12 partners)
 - JDIF (Job Development Incentive Training): Surgical Technician
 - IDRC (Industry Driven Regional Collaborative): Surgical Technician
 - BARTPC
6. Support Services to Business
 - Developing the LPC Entrepreneurial Resource Center website, for fall 08 launch.
 - Faculty participate in local city economic development organizations.
 - Faculty and administrators participate in various Tri-Valley Business Council task forces providing input and collaboration from education.
 - Provide interns and provide opportunity for local industry employees to enroll in work experience and further develop job related soft skills.

The review of accomplishments and evaluation of the 2004 and 2005 committee work will take place in the spring of 2009. Included in that discussion will be the change in leadership and new vision for continued economic development collaborations and partnerships between the colleges and the district, as well as continued community outreach and participation in the college's growing Career Technical programming. Additional information can be found in Standard Two.

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RECOMMENDATION #6:

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.

RESPONSE 2009:

The 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. The current Draft for Review for Recruitment and Selection Procedure for Contract Faculty is awaiting Academic Senate review and approval. 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. In fall 2008, additional discussions have taken place with both colleges' Academic Senates.

The piloted formal orientations to selection committees were completed in 2006. This process is also currently being revised and will be available to all screening committees district wide with the hiring of an additional district Human Resources classified position whose responsibility will lie in actualizing both the Hiring Process and Orientation across the district beginning in fall 2008. Additional personnel added to the District Human Resources unit will incorporate continued training and mandated compliance to diversity and equity practices associated with the hiring process. Additional information can be found in Standard Three.

RECOMMENDATION #7:

The team recommends that the College assign responsibility for the implementation of a consistent hiring process for part-time faculty.

RESPONSE 2009:

This recommendation was completed with the 2006 midterm report. The process noted within that report continues to be the hiring process for part-time faculty. One noted addition to the process is the addition of the adjunct seniority process implemented with the Faculty Association contract beginning in 2005. The process for initial hire remains the same; however, once hired, adjunct faculty now have a seniority process for continued employment that is also linked to their evaluation process. The contractual implications associated with the adjunct seniority process have forced the college and the district to continue to review the adjunct hiring process for adherence to the contract, and continued discussion regarding consistency of process occurs with the bargaining units.

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RECOMMENDATION #8:

The team recommends that the College devise and implement the means for the regular and timely evaluation of administrators.

RESPONSE 2009:

The previous progress report noted the current evaluation process for administrators outlined in Board Policy 4120 with the accompanying evaluation process available through district 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 current calendar for administrative evaluations is being reviewed to ensure an organized review in conjunction with administrative goals.

This recommendation was completed with the midterm report and has not changed since that report. Administrators continue to undergo both an annual evaluation process and a comprehensive evaluation process with new administrators undergoing the comprehensive evaluation every 2 years and then every three years thereafter. Board Policy 4120 states that each administrator shall be evaluated annually. This process includes goal setting, appraisal, and formal feedback. Forms are available under the district office of Human Resources website.

The timeline for completion has allowed the college to formally begin this process in 2005-2006. All Las Positas College administrators hired before on during 2005/2006 have undergone both the annual evaluation and the comprehensive evaluation. Hires beyond 2006 are in process. Additional information on administrative evaluation can be found in Standard Three.

RECOMMENDATION #9:

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.

RESPONSE 2009:

The Campus Change Network noted in the midterm report continues to serve Las Positas College in the coordination of campus wide discussions and activities that serve to provide a peer led learning effort to support the principles of equity and staff diversity. Primary responsibility for an institutional diversity plan, outreach, and development has resided within this initiative. The Campus Change Network Committee is not a shared governance committee and has purposefully chosen to accept representation from throughout the campus constituencies without any restriction on numbers of participants. The intent of the Campus Change Network 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 are housed in the educational master plan.

For 2007-2008, the Campus Change Network the incorporation of a mission statement as a part of its charge. It reads:

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“Campus Change Network is dedicated to increasing diversity, equity and inclusion through dialogue, reflection and action. We will create this environment by modeling culturally competent leadership; supporting and encouraging honest communication, risk taking and openness; reinforcing the principles of equity and diversity in word and deed; and, being a catalyst for educating and empowering our community. We remain learners on our journey towards social justice, and we approach our work with conviction, courage and compassion.”

Areas of responsibility for the incorporation of this mission included a speaker series, a brown bag series/discussion group, and a possible web presence for the mission and activities of the Network. The Campus Change Network is also incorporating its activities around several “keys” to the Network guiding principles. These principles include:

1. Cooperative Inquiry
2. Time to Think and Plan
3. Messy is Ok
4. Students are the focus
5. Leadership is key
6. Build institutional capacity
7. Be patient – it is a long term commitment
8. Learn, then learn some more

The Las Positas College Campus Change Network Capacity Building Plan draft (3/2/07) is available upon request and follows up with specific goals and activities as they relate to the Campus Change Network Mission. Areas of commitment for 2007 and 2008 were built upon the over-arching white paper noted below and distributed to the college at the Flex Day February 16th, 2006 event.

Campus Change Network: Building on Today – Planning for the Future

Historically, community colleges have served as the central, and often the only, bridge to opportunity for Californians who would otherwise not have access to higher education.

Las Positas College is committed to being a bridge to opportunity for all people, by educating the community about our programs, and providing them with equitable access to the college and its services. This past year, Las Positas College was selected as one of eight California Community Colleges to work on strengthening access and equity efforts through a peer-led learning effort called the Campus Change Network. The Campus Change Network involves the coordination and formation of a network, where participating colleges can collaborate and dedicate time to strengthening their student equity plans and/or identifying new areas they would like to apply an access and equity lens.

The Las Positas College Campus Change Network Team identified three initial areas of focus, to support and enhance these efforts (2006).

RESPONSES TO PREVIOUS SELF-STUDY RECOMMENDATIONS

1. *Building Cultural Awareness (Campus Climate)*

Las Positas College has many special events to celebrate diversity. However, it is important to go beyond celebrating differences at special events, by building permanent representations that reflect the diversity in our community. For example, as the college build's new facilities, murals or other décor could be added that celebrate diverse ethnic groups. The goal, within a two-year period is for the campus to have permanent representations that reflect the different cultures/ethnic groups in our community.

In order to build a more diverse campus community, it is also important for the college to develop its own definition of diversity. We plan to hold numerous forums to begin this discussion, which could include bringing in guest speakers or going on field trips. The goal within the next year is to develop a campus-wide definition of diversity.

Additionally, faculty must drive equity, access, and diversity as curricular content in their courses. One of the college core competencies for Student Learning Outcomes is Respect and Responsibility; Diversity. As faculty design course and discipline outcomes, faculty can create their own measurements for efforts in this area.

2. *Outreach and Recruitment (For Students, Faculty, Staff and Administrators)*

In order to better educate the community about the educational opportunities at Las Positas College, it is important to develop diverse media, and deliver this information in a collaborative fashion. Las Positas College staff and faculty provide outreach in numerous ways; however, sometimes they are not aware of the work that their colleagues are involved in. Thus, it is critical to consider an Outreach Coordinator to help the college build upon and coordinate current efforts. This individual would be the campus point person for outreach in the community and could and assist staff with the coordination and implementation of efforts/events. Examples of these activities include:

High School Outreach - Each counselor is assigned at least one high school to work with. The counselor goes to different events, works with the high school counselors/administration to make sure that students are aware of the college's programs, application deadlines, testing dates, etc. Financial Aid, DSPS, an academic programs also do high school outreach. The Outreach Coordinator could support our counselors, faculty, and staff at different events. One of the network's goals is to bring online assessment (Accuplacer) to the high schools. Thus, interested students could establish their math, English and chemistry placements before having to come to the Las Positas College Campus.

St. Michael's Project – In order to build a more diverse student population at Las Positas College, it must go beyond traditional recruitment methods. One such effort the college is currently working on is with St. Michael's Church. The pastor is assisting the college in reaching out to a large Spanish speaking population in the Tri-Valley Community. The goal is to increase the diversity of the student population, by educating this group about opportunities and making the campus more accessible through supportive services and scholarships. In spring 2009, the college will be hosting a large event for this group on the Las Positas College Campus.

RESPONSES TO PREVIOUS SELF-STUDY RECOMMENDATIONS

Faculty and Staff Outreach – In order to serve a more diverse student population, the college needs to have a faculty and staff that represent the diversity in the community. In order to assist with this effort, it's important that Las Positas College go beyond traditional means of advertising its positions, by reaching out to more diverse groups. The goal would be to have more diverse qualified pools of applicants, which hopefully would lead to a more diversified faculty and staff. The network will establish a working group alongside the senates to review outreach efforts and hiring practices in the district.

Student Ambassadors – In order to reach out to a diverse community, many different recruitment strategies must be implemented. Through the use of student ambassadors, the college can take a multi-generational approach to relate to a broader number of people. Through the assistance of the college's diverse student population, the college can show the community that getting an education at Las Positas College is possible for all people, no matter one's ethnicity, age, socioeconomic and/or disabled background. The goal would be to increase college enrollments by helping the community to better identify with the college as a place that is not only accessible, but also ideal for improving one's education and livelihood.

The Outreach Committee will continue to develop new and innovative ideas to assist the college with its efforts to educate and recruit members of the community to attend Las Positas College.

3. *Basic Skills Student Success (Building the success rate for transferable coursework completion)*

In order to promote student success for all students, the governing board of each community college is required to adopt a student equity plan for each college in the district (Title 5). The student equity plan contains "student success indicators" as they relate to the Board of Governors policy on student equity implementation. "Success indicators" are measurable standards used to determine areas for which various population groups may be impacted by issues of equal opportunity.

One area in Las Positas College's Student Equity Plan the college needs to improve upon is its ESL and Basic Skills completion. The data shows that only 26% of math students and 33% of English students who start in a basic skills courses move on to complete a transferable course within a two-year period. The measurable goal is to significantly improve upon these percentages within a two-year period.

To assist with this effort, the college provides specialized support services for this population. For example, specialized counselors could be hired to work with cohort groups of students to closely monitor their progress and provide intervention services. Through the basic skills initiative, the college will be implementing embedded counseling, increased opportunities for learning communities, and Early Alert. Additionally, faculty in basic skills and specifically the Integrated Learning Center are involved in working with these groups of cohort students. In addition, resources such as book scholarships and transportation assistance are provided to those students in need.

The college will continue its efforts to actively promote these principles through this Network and through the expansion of its philosophy and goals into existing committees and goals within the campus structure. This will include training in the inclusion of diversity and equity within college course outlines, continued speaker series on pertinent topics, and additional programs that promote the mission of the Campus Change Network.

RESPONSES TO PREVIOUS SELF-STUDY RECOMMENDATIONS

Responsibility at the district level resided with the then Human Resources Director, who in 2006 resigned from the position. In 2005, the Human Resource Director started a formal hiring process training which included ethnicity/diversity issues. The director met with each hiring committee which included the Chair (Administrator) and gave a formal presentation on diverse committee representation, diversity of applicants, and the inclusion of diversity sensitive questions within the interview process. This training was then passed on to the Hiring Committee Chairs as a part of each chair's responsibility. During the fall of 2008, the college also provided an additional Employment and Employee Relations position designed to support staff diversity in the recruitment and employment processes.

Campus responsibility for review of committee membership and review of committee screening process and questions, as they relate to diversity and equity resides with one of the Dean's of Student Services, who works with the chair of the hiring committee on both processes.

In 2006, Student Services was responsible for the development and submittal of the college Student Equity Plan. Within this plan is an outreach initiative geared towards the success of African American male students within the college student population. Efforts in this initiative began in the fall of 2008.

Working with Academic Services, the college is also embarking on its final phase of the Basic Skills Initiative. The Basic Skills Initiative continues to serve our diverse student population with learning communities, increased student support, and many activities designed to promote the philosophy of equity. Specific activities that support that philosophy include the Inter-Collegiate Athlete program called ACE (Academic Center for Excellence) which provides the college's athletes with much needed tutorial support, many clubs for students of diverse backgrounds and needs, and diversity programs offered as a function of many of the college's discipline departments. These diverse programs include supportive events in the foreign language area, the English as a second language area, and psychology. Continued work with embedded counseling, Early Alert, and staff development for the implementation of learning communities will take place in spring 2009.

Spring 2009 will find the Staff Development Committee co-sponsoring a professional development event with Curriculum Committee and Campus Change Network to assist faculty in the development of curriculum and programs that incorporate the themes of diversity and equity as part of the course outline. In addition to this workshop, the Campus Change Network hopes to develop a series of continued professional development workshops to discuss diversity inclusion within instructional assessments and classroom management. Curriculum programs under development or being considered for development include an ethnic studies program and a women's studies program. Additional information on the principles of equity and staff diversity can be found in all standards.

ORGANIZATION OF THE SELF-STUDY

In spring of 2007, Las Positas College established a steering committee to facilitate the accreditation process. A faculty member and administrator, along with the Accreditation Liaison Officer were selected to work collaboratively as co-chairs. These candidates were approved by their constituency groups. The steering committee worked together to find co-chairs, one classified and one faculty, to head each of the standards in the self-study, taking into account experience, constituency representation, gender, and ethnicity. Each standard was also assigned a resource support team, comprised of administrators selected on the basis of expertise, as well as committee and processes participation. Student representatives were assigned through the Associated Student Body Government.

ACCREDITATION TEAM

Standard	Faculty Co-Chair	Classified Co-Chair	Student Representative	Resource Support Staff
I Institutional Mission and Effectiveness	Tim Heisler	Diana Navarro–Kleinschmidt	Christian Blanco	Sylvia Rodriguez, Dean Enrollment Services Rich Butler, Director of Security
II Student Learning Programs and Services	Tom Orf	Scott Vigallon	Amanda Cervantez	Deans: Jeff Baker, Neal Ely, Marge Maloney
III Resources	Elena Cole	Heidi Ulrech	Sudharsan Dwaraknath	Ted Kaye, CEO LPC Foundation Birgitte Ryslinge, Dean
IV Leadership and Governance	Greg Daubenmire	Cindy Balero	Tiffany Breger	Bob Kratochvil, V.P. Administrative Svcs. Philip Manwell, Dean
Themes	Cynthia Ross	Frances DeNisco	Kayla Moreland	Pamela Luster, V.P. Student Services
Steering committee	Dr. Laurel Jones, VP Academic Services, Dr. Amber Machamer, Institutional Researcher, Maureen O’Herin, Faculty Chair, Dr. DeRionne Pollard, President			
Editor	Mike Sato, Faculty			
Technical Support	John Gonder, Faculty - Wiki Wizard, Jeff Sperry, Classified- Document Czar			

ORGANIZATION OF THE SELF-STUDY

Comprised of administrators, faculty, classified staff, and students, the Las Positas College Accreditation Team represented a variety of constituencies, providing the foundation for college-wide participation and collaboration in the self-study process. To ensure a consistent voice for the final draft of the self-study, an editor was selected by the steering committee, based on expertise and overall experience with and knowledge of the college. In addition, the steering committee put in place a technical support group to help with documentation and electronic distribution and discussion of self-study drafts.

Over summer 2007, the steering committee and the technical support team began work preparing for the year ahead, creating:

- The Las Positas College Document Repository.¹ This would serve as the database, available college-wide, of all documents needed as evidence for the self-study;
- A Wiki site for accreditation, which would serve as the college-wide discussion board for drafts of the self-study;²
- A writing template for each section of the self-study, providing a guide for the standard committees once they began drafting;³
- Tentative timelines.⁴

August 15, 2007, at the academic year's first town meeting (attended by all administration, faculty and classified staff), an overview of the accreditation process was presented and the importance of college-wide involvement and participation in the self-study process was stressed. A question and answer period following the presentation began the college-wide dialogue that would continue throughout the self-study process.⁵

On August 16, 2007, the Accreditation Team attended an "Accreditation Kick-Off Party,"⁶ using the day to review the timeline, process, and committee membership. After the meeting (T-shirts and goody-bags in hand), the team was energized and ready to begin the project.

To continue the dialogue on campus, the Institutional Researcher held focus groups with each of the major college committees during August and September, 2007.⁷

In September 2007, letters were sent out electronically and in campus mail to all classified staff and full-time/adjunct faculty, inviting them to select a standard on which to serve, based on expertise, division/department knowledge, and experience with committees and processes.⁸ Final selection of membership for each standard was made by the steering committee based on the staff member's choices, as well as the goal of creating diverse teams that represented the wide-ranging constituencies of the college. By the end of October 2007, membership for each standard was established and published college wide.

1 Document Repository

2 LPC Wiki

3 Steering Committee documents

4 Timeline - Accreditation Diagram

5 Steering Committee documents

6 Steering Committee documents

7 Steering Committee documents

8 Steering Committee documents

ORGANIZATION OF THE SELF-STUDY

COMMITTEE MEMBERSHIP – ACCREDITATION TEAMS:

STANDARD 1: Tim Heisler and Diana Navarro-Kleinschmidt (co-chairs)

Resource Support Staff: Sylvia Rodriguez & Rich Butler

Full Time Faculty: Randy Taylor, Paul Torres, Leslie Gravino, Stuart McElderry, Abby McCann, Mary Campbell, Sarah Thompson, Zina Rosen-Simon, James Dobson, Lindell Bruce

Classified Staff: Elizabeth Noyes, Karen Zeigler

Student Representative: Christian Blanco

STANDARD 2: Tom Orf and Scott Vigallon (co-chairs)

Resource Support Staff: Jeff Baker, Neal Ely, & Marge Maloney

Full Time Faculty: Karen Pihl, Michael Schwarz, Catherine Eagan, Christina Lee, LaVaughn Hart, Cheryl Warren, Tina Inzerilla, Frances Hui, Andrea Alvarado, Angella VenJohn, Marilyn Marquis, Rajeev Chopra, Michelle Gonzales, Teri Henson, Nan Ho, Candy Klaschus, Steven Bundy, Jim Gioia, Cindy Keune, Richard Grow, Richard Dry, Lauren Hasten, Cindy Rosefield, Eric Harpell, Jason Morris, Keith Level

Classified Staff: Karen Kit, Greg Johns, Laura Sparks, Andi Schreiber, Virginia Edwards

Part Time Faculty: Jeanne Virgilio (and classified), Victoria George

Student Representative: Amanda Cervantez

STANDARD 3: Elena Cole and Heidi Ulrech (co-chairs)

Resource Support Staff: Bob Kratochvil and Birgitte Ryslinge

Full Time Faculty: Mike Ansell, Gina Webster, Lisa Everett, Janet Brehe, Scott Miner, Karin Spirn, Kevin Ankoviak, Dale Boercker, Jane McCoy, Barbara Morrissey, Ken Ross, Jill Carbone, Justin Garoupa, Brian Hagopian, Toby Bielawski, Tiina Hukari, Moh Doud, Bob D'Elena, Jeremiah Bodnar, Adeliza Flores, Ron Johanson, Ruth Hanna, Fredda Cassidy, Terry Johnson, Brenda Weak

Classified Staff: Connie Reding, Natasha Mosset, Steve Gunderson, Martha Konrad, Valerie Ball

Part Time Faculty: Heidi McMichael (available for editing and feedback)

Student Representative: Sudharsan Dwaraknath

ORGANIZATION OF THE SELF-STUDY

STANDARD 4: Greg Daubenmire & Cindy Balero (co-chairs)

Resource Support Staff: Ted Kaye & Philip Manwell

Full Time Faculty: Christine Acacio, Susan Hiraki, Melissa Korber, Janell Hampton, Jackie Fitzgerald, Catherine Suarez, Jill Oliveira, Mark Tarte, Kimberly Tomlinson, Brian Owyong

Classified Staff: Sean Day, Neva Bandelow, Todd Steffan

Student Representative: Tiffany Breger

THEME TEAM:

Faculty Lead: Cynthia Ross

Resource Support Staff: Pamela Luster

Full Time Faculty: TeriAnn Bengiveno, Nancy Wright, John Ruys, Craig Kutil

Classified Staff: William Eddy, Frances DeNisco

Student Representative: Kayla Moreland

ORGANIZATION OF THE SELF-STUDY

On September 21, 2007, the accreditation team attended and sponsored an accreditation self-study one-day workshop in conjunction with Chabot College and Napa College. This workshop, led by members of the Western Association of Schools and Colleges, provided the foundation upon which the team began its self-study process.

Throughout fall 2007, the Steering Committee presented updates and reminders of the self-study process at town meetings and division meetings.

In spring 2008, Las Positas College launched its formal self-study writing with an all day workshop on February 14. In the collegial Las Positas College way, the day began with a breakfast that included an array of valentines decorating the tables, reminding all of just how romantic accreditation can be! After breakfast, the Standard Committees went to breakout sessions to work on their sections of the self-study. Computers were available in each room, and everyone had access to the Document Repository and administrative support. At the end of the day, the whole group met together to reflect on the work accomplished.

By April 4, 2008, the committees completed their first draft of the self-study. Each section of the draft was posted on the LPC Accreditation Wiki site. The entire college community, Chabot College and the District Office were invited to review this draft and offer suggestions using the comment tool on the Wiki site. This allowed universal access to the document and a chance for everyone to comment on the draft and review the comments of others, creating dialogue across all constituencies. After the open review period (April 9-23), the original authors and editor reviewed the comments posted on the Wiki and made changes and revisions to the draft as needed. This was completed on May 19th and became Draft 2. Over summer 2008, the editor revised the draft.

The accreditation steering committee took lead responsibility for completing the abstracts, organization of the self-study, eligibility requirements for accreditation, and responses to recommendations. The college's institutional researcher drafted the demographics section.

The complete 3rd Draft, including the editor's revisions and the steering committee's preamble, was made available to the campus, again using the Wiki for comments and dialogue, on August 15, 2008.⁹

At the beginning of fall 2008, the faculty chair of the accreditation steering committee presented a self-study process update to the college community at a town hall meeting. After reviewing the completed 3rd draft of the self-study, the accreditation steering committee decided to solicit content experts to review each of the self-study standards. An administrator and a faculty member, knowledgeable about key components, were selected to review each standard for accuracy and completeness. These reviews were completed and submitted to the self-study editor by November 12, 2008. In addition, steering committee members met with the team working on Theme abstracts at the beginning of fall 2008. A draft of the Theme abstracts was complete and posted on the Wiki in November 2008.

⁹ Previous Drafts on the Wiki

ORGANIZATION OF THE SELF-STUDY

At the October 7 college flex day, the accreditation steering committee's faculty chair and institutional researcher led accreditation workshops in which faculty members reviewed the self-study planning agendas for accuracy and consistency.

The steering committee also gauged whether the self-study accurately reflected the processes of the college by facilitating focus group discussions. These forums were held December 2, 2008 through December 5, 2008, at different times and on different days in order to accommodate as many schedules as possible.

The steering committees also had the college SLO committee review and provide feedback concerning all sections of the self-study that referenced the student learning outcomes and assessment cycle on campus.

Footnoting the documentation in the self-study was the final project of fall 2008, and was completed December, 2008. A final college-wide review of the self-study draft was completed by February 12, 2009.

ORGANIZATION OF THE SELF-STUDY

ACCREDITATION TIME-LINE

TENTATIVE SCHEDULE – UPDATED JANUARY 2009

Summer 2007:

- Set-up focus groups
- Draft surveys
- Training and reference book
- Training workshops
- wiki set up
- Establish “Document Czar”

Fall 2007:

August 16 Flex-day

- Steering Committee and Chairs training workshop

August/September

- Feedback on drafts of surveys
- Draft of faculty and staff sign-up for Standard Committee flyer

August/September Focus groups

September 21 WASC training for Steering Committee and Chairs

September Faculty and staff sign-up for Standard Committee teams

October Type up Focus groups report

Early October Print surveys

Mid October Launch Surveys (Student and Staff)

November Scan/correct surveys

December Town Hall meeting

- Overview of accreditation process
- Standard Committees meet

Spring 2008:

February 14 Flex-day

- Self-study Launch Day Committee work sessions and wiki training for all

February - April: Complete 1st Draft and post on wiki for open comments

- 1st drafts of sub-sections are written by committee members
- Drafts submitted to Co-Chairs by April 4
- Co-Chairs review drafts and submit to Jeff Sperry to post on wiki by April 9
- April 9-23: campus reviews and comments on 1st draft, using wiki

ORGANIZATION OF THE SELF-STUDY

April 28-May 19 Complete 2nd Draft

- Original authors/experts make edits, based on wiki comments, and submit to chairs
- May 20 - Steering committee and editor (Michael Sato) review 2nd draft

Summer 2008:

- Michael Sato edits 2nd draft
- Steering Committee writes Preamble and Introduction to Self-Study
- Expert Reviews
- 3rd Draft complete by end of Summer

Fall 2008:

August Flex-day	Training to edit 3rd draft- emphasis on Planning Agendas
October	Campus reviews and comments on 3rd draft, using wiki
October/November	Expert reviews (administrators and assigned faculty w/ stipend)
October	Themes completed and posted
November/December	Drafts to Michael Sato as completed
December 1-5	Focus groups on each standard

Spring 2009:

January	Meeting with graphic designer
January 30	Comprehensive draft completed
February	Final all-campus review
April	Re-run Staff Survey on key variables for addendum update
April	Draft to Board of Trustees and to College Council
May	Run staff data from fall 2007 and spring 2009 for addendum update
Summer	Submit Self-study to WASC.
Summer	Begin addendum update to be given to site visit team in October 2009

Fall 2009:

Site Visit

THEMES

INTRODUCTION

As a precursor to your accreditation reading adventure, Las Positas College is providing the six themes as the framework through which you see the picture of our travels. Since our last accreditation visit in 2003 the college, like Gulliver, has travelled to many lands and exotic places in our efforts to secure student success as a part of their educational voyage. This introductory section, through example, provides the context of our thematic response as an institution of higher learning. The undertakings and achievements highlighted in this section are the road signs of that journey, and they mark both progress and new directions in Institutional Commitments, Evaluation, Planning and Improvement, Student Learning Outcomes, Organization, Dialogue, and Institutional Integrity. Although the journey is never finished, Las Positas College is proud of the accomplishments represented here, and we offer them as demonstrations of collective steps forward that improve student learning. As you peer through the lens of Las Positas, and come to know us for our response to the standards, remember the stepping stones we have trodden to become the college we are today. We wish you well on this adventure and look forward to a continued dialogue with the team regarding new roads we may wish to travel.

THEMES

THEME 1

INSTITUTIONAL COMMITMENTS

For the life of Las Positas College, we have been on a journey formed by our commitment to students. This commitment to students has several dimensions, one of which is a commitment to diversity, inclusion, and equity. As a part of our vision and continued presence in the community, the college's face is changing to represent the needs of our ever-changing landscape.

Las Positas College's commitment to providing high-quality education involved the creation of the Campus Change Network (CCN). CCN was created four years ago and is "dedicated to increasing diversity, equity and inclusion through dialogue, reflection and action. We will create this environment by: modeling culturally competent leadership; supporting and encouraging honest communication, risk-taking and openness reinforcing the principles of equity and diversity in word and deed; and being a catalyst for education and empowering our community. As learners on our journey towards social justice, we approach our work with conviction, courage and compassion." CCN is comprised of administrators, staff, faculty and students. This group meets monthly and has also participated in annual retreats.

In the 2007/2008 academic year, subcommittees were created to implement CCN's mission. The subcommittees facilitated activities and projects including a Speakers Series, Brown Bag Discussions, and Web Presence. The Speakers Series comprised one event the first Friday of every month to enable both campus and community to participate in campus change. Events included a panel discussion celebrating National Coming Out Day and an evening with Dr. Doris Allen. The theme for the Brown Bag Discussions was "privilege", and it included an exploration of "Unpacking the Knapsack," as well as a viewing and discussion of the film "Mirrors of Change: Making Whiteness Visible."

The theme for the fall 2008 Brown Bag Series was cultural competency, and for spring 2009, it is students of the future. The fall theme for the Speakers Series was "Exploring the American Landscape: Celebrating our Diversity." Both themes exemplify CCN's mission to increase diversity and equity through dialogue and action.

CCN is also examining ways to infuse the group's goals into the curriculum and hiring practices, and documenting the impact CCN members have on campus constituencies by creating a "sphere of influence" report. This report documents other groups to which each CCN member belongs and how those groups may be influenced by the work that CCN is doing.

CCN, through its mission and programs, encourages understanding and respect for diversity. As a teaching and learning campus community, we promote the mission of Las Positas College with the focus of diversity and equity as it relates to all aspects of the institutional mission. This focus continues to guide the CCN as we support lifelong student learning.

As the college moves to its future, the commitment to campus change will change the look of education as it delivered to our dynamic community. These changes will reflect college-wide discussion and, ultimately, college-wide outcomes as they relate to diversity, inclusion, and equity.

THEMES

THEME 2

EVALUATION, PLANNING, AND IMPROVEMENT

Las Positas College participates in ongoing institutional evaluation and improvement to ensure our students receive the best educational experience possible. As with other journeys, this one continues to move us forward by trial and error and by continued discussions with faculty and staff on how the college can both simplify and integrate this theme across the institution. Las Positas College considers itself a learning college, where the students' needs are prioritized in all institutional processes and decision making. The theme of evaluation, planning, and improvement is vital to the success of students, and the college is committed to increasing its capacity to make this process meaningful for students' educational goals and achievement.

The planning cycle is comprised of goal setting, resource distribution, implementation, and evaluation. Evaluation focuses on student achievement, student learning, and the effectiveness of processes, policies, and organization. Improvement is achieved through an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation.

The institution relies upon integration of all three of these processes for ongoing development of programs and services. The college pursues all avenues available to develop, implement, and maintain these processes as they relate to the goals and overall mission of the college.

In 2001, the College Enrollment Management Committee (CEMC) was formed to help disciplines to develop schedules that would maximize access for students and offer students a broad range of choices to help them complete their educational goals. The development of the CEMC was faculty-driven and program-focused. The disciplines work with the CEMC to determine the number of sections of each course offered by a discipline, the comprehensiveness of course offerings, and the scheduling of classes to maximize students access, success, and equity. Discipline coordinators submit discipline plan proposals to the CEMC each fall semester, and through a deliberative process, the CEMC assesses the aggregate plans relative to college enrollment and productivity goals.

The CEMC has been a model of evaluation, planning, and improvement as they relate to scheduling, program planning, evaluation of program effectiveness, and program improvement. The data derived from the process serves the college in other processes as well, including resource allocation, curriculum, and facilities efficiency.

Las Positas College has been energetically engaged with process development and change through evaluation, planning, and improvement. This journey has taken the college from its small, familial origin to an institution with close to 9000 students, all with unique educational needs. Along the way, Las Positas College has made a commitment to improving itself with reviews and evaluation of college planning as it spans the activities of the institution. LPC's future will be shaped by increased access to data, increased numbers of full-time faculty to assist in college planning and improvement, and increased awareness of its changing student body as it relates to evaluation, planning, and improvement college wide.

THEMES

THEME 3

STUDENT LEARNING OUTCOMES

Student learning outcomes have marked Las Positas College's path long before they became a focus of the accreditation process. The path has had some rocky patches, but the faculty of the college have not only been committed to the importance of outcomes; they have continued to develop and implement programs that infuse outcomes based learning at every juncture. One of these programs is our College Foundation Semester.

The College Foundation Semester (CFS) at Las Positas College is a learning community. The program has its roots in The Digital Bridge Academy (DBA) which began at Cabrillo College's Watsonville Center campus and serves a predominately Latino population. College Foundation Semester students are under-prepared, under-represented, and considered unlikely to succeed in college. Often at risk for financial or social problems, students find in CFS a path to a hope for a college education and a fulfilling career. For each of the faculty and staff involved in the program, one word comes to mind when describing this program: transformative—not only in terms of what happens to students, but also to the faculty themselves.

The program at Las Positas College began in 2005, after two faculty attended a two-week workshop headed by Diego James Navarro, the founder of the Digital Bridge Academy. During the intensive training, faculty played the role of the students attending their first two weeks of the program. In fall 2005, these faculty actually taught the class, Foundations/Learning Success (GNST 100), at Las Positas College. The program is an interdisciplinary and holistic approach to learning that includes courses in math, English, computer information systems, and psychology-counseling.

Since 2005, more faculty have attended the training, and three have become master teachers who are able to train others. Presently, the college has trained two counselors, two mathematics instructors, one English instructor, and one computer instructor. Other faculty and student services representatives, who have not yet received the formal training formal training, are nonetheless committed to the program's philosophy and goals.

In fall 2008, the College Foundation Semester entered its third year. During the fall, the group of faculty and staff met once a week to discuss the progress of their students. There are now two cohorts of students: one of the cohorts is for athletes, and the Athletic Director works in conjunction with CFS to recruit eligible athletes.

The development of Student Learning Outcomes is one of the commitments threaded throughout the standards. Both the college's principles and the ACCJC/WASC standards insist that the institution consciously and robustly demonstrate the effectiveness of its effort to produce and support student learning by developing an SLO cycle.

Affective learning outcomes at the core of the program were cited in the model program, the Digital Bridge Academy, and the CFS includes them in each of its course syllabi. Examples of these are:

THEMES

- Students will attend every class.
- Students will come to class on time.
- Students are prepared for class and complete homework on time.
- Students pay attention in class, stay focused and do not distract others from doing their work.
- Students can define disruptive behavior.
- Students will make and keep agreements.
- Students will respect instructors and each other.
- Students will fully participate in activities.

In addition to the above, each class has its own set of learning outcomes.

Las Positas College has been diligent in ensuring that student success at all levels is included within its outcomes processes and assessments. The College Foundation Semester is an example of the college's commitment to providing basic skills for all eligible students and for providing exceptional faculty and staff committed to the student learning outcomes so vital to the program.

THEMES

THEME 4

ORGANIZATION

Las Positas College has in place the organizational structure to develop, implement, and review programs, curricula, and services that promote student learning. Following the shared governance model, faculty, classified staff, students, and administrators play different, yet equally important, roles in the decision-making processes on campus. The college's commitment to prioritizing student needs in all decision making characterizes these processes. As Las Positas College continues its exploration into the intentional organizational use of student learning throughout the institution, there will be extended opportunity to evaluate our organizational structure by how well it supports learning.

The committee structure on campus offers all constituent groups (students, faculty, staff and administrators) opportunities to participate in the institution's governance. Decisions at the committee level are made in accordance with the college's mission statement, values statement, and guiding principles. One of the best examples of the organizational theme can be found in the Facilities Committee. With the passage of the municipal bond, known as Measure B, came the means with which to upgrade many buildings and classrooms on campus. The Facilities Committee receives requests from the Academic Services program review, the Student Services program review, the institutional planning for new and renovated buildings, and from the educational master plan.

With this input, the committee has worked diligently to ensure that all facilities projects are planned in the best interests of students and designed to enhance students' learning. Evidence of this was a recent decision to reallocate Measure B funds to a renovation project centered on the needs of our students who are taking science and science/lab classes. In addition, the committee agreed that all classrooms in any of our new buildings must be "smart" classrooms with state-of-the-art technology that supports innovative teaching and makes instruction more accessible to students.

Student learning has also been supported and enhanced with the Facilities Committee's commitment to LEEDS standards. The emphasis on sustainability assures students that the campus is committed to a learning environment that supports environmental efforts that will ultimately reduce the college's energy expenses through solar panels installed in the college's parking facility, as well as energy-efficient cooling systems.

As the campus community grows, the Health & Safety Committee works to ensure that Las Positas College remains a place where students are and feel safe. Emergency call boxes are in convenient places around campus, escort service is provided if a student requests it, and emergencies are handled by campus security staff in a timely, organized, and efficient manner. In service to the health of the entire community, revision of the current smoking policy will confine smoking to the parking lots, away from the walkways through campus, beginning in spring 2009.

THEMES

To better serve our students' needs and support their learning, Academic Services was reorganized approximately three years ago. The process of realigning the divisions included participation of every constituent on campus. Focus groups, working teams, and college-wide meetings were held to collect the broadest amount of input possible. The reorganization resulted in a more equal division of responsibilities for administrators and their staffs, helped us improve productivity, and enhanced our curriculum.

Las Positas College has an organizational structure in place that provides students and campus staff with the open and inclusionary communication and decision-making processes that support student learning. As the college vision takes us to deepening understandings of how learning is occurring, the campus will be better prepared to evaluate its structure as a learning, student-centered institution.

THEMES

THEME V

DIALOGUE

As a college, we are exploring a variety of methods and opportunities for dialogue. These have included innovations ranging from web streaming out of the Office of the President to focus groups charged with the evaluation of dialogue opportunities on campus. As LPC explores the surprises that come with the dialogue experience, we persist in finding additional opportunities to develop this theme campus wide.

The institutional commitment to open dialogue may best be illustrated by examining discussions held in monthly all-college Town meetings, division meetings, and informal discussion groups. Faculty and staff organize their schedules so that they can participate in the Town meetings on the first Wednesday of each month. These meetings provide opportunities for members of the campus community to discuss student success and reflect on organizational challenges. The September 2007 Town meeting was devoted to discussing the traits, competencies, and challenges facing the incoming LPC president. In other months, meetings have been held to discuss important issues facing the college including the budget, consideration of a compressed academic calendar, and updates on campus facilities. In short, Town meetings serve as an opportunity to dialogue openly and honestly and use dialogue to guide institutional change.

Monthly division meetings are held the third Wednesday of each month. These are an opportunity for faculty members to meet with colleagues in their division and address the business of the institution. At division meetings, new curricula from various disciplines are introduced, reviewed, and approved by the division's faculty. This encourages dialogue between divisions and helps faculty keep current with the content of courses that are outside their own areas. In addition, faculty have the opportunity to share their concerns with their colleagues in a safe, relaxed atmosphere. As busy as faculty are with the work of their own disciplines, the monthly meetings allow them to reconnect a larger field of instruction at the college. The division meetings also give the division deans the opportunity to discuss the campus' administrative issues with the faculty.

In addition to the formal, standardized meetings, the president of Las Positas College has instituted more informal opportunities for meaningful dialogue, feedback and reflection. When she began her tenure in spring 2008, the president instituted Listening Tours during which the campus community could discuss issues that were important to students and staff. These were informal gatherings to which all were invited. She has also asked for feedback, anonymously or otherwise, about the institution's successes and areas for improvement. The president is continuing this trend by having monthly "Yak N Saks" on different days and times to continue to dialogue with as many members of the college community as possible.

Finally, to encourage dialogue with the broader community, the president has instituted a President's Advisory Council comprised of members of the larger community, including elected officials, business people, representatives from the faith communities, and other interested parties. In their monthly meetings, they address emerging trends in the community, ways the college can meet the expanding needs of all the different segments of the community, and ways to best serve the community.

THEMES

The college will continue on its pathway to dialogue and will integrate reflection and committed follow up to dialogue as well. Las Positas College will move forward with its promise to listen and learn, and to make an astonishing difference as a result.

THEMES

THEME VI

INSTITUTIONAL INTEGRITY

The college strives for honesty and truthfulness in all of its self-assessments. This accreditation self-study is evidence of the intention of Las Positas College to demonstrate the integrity that it expects of its students, faculty, employees, and administrators.

During this accreditation cycle, a faculty accreditation chair took the helm for the writing of the self-study. In spring of 2007, Las Positas College established a steering committee to facilitate the accreditation process. A faculty member and administrator, along with the Accreditation Liaison Officer, were selected to work collaboratively as co-chairs. These candidates were approved by their constituency groups. The steering committee worked together to find co-chairs, one classified and one faculty, to head each of the standards groups in the self-study, taking into account prospective co-chairs' experience, constituency representation, gender, and ethnicity. Each standard was also assigned a resource support team, comprised of administrators selected on the basis of expertise, as well as committee and processes participation. Student representatives were assigned through the Associated Students of Las Positas College.

The Las Positas College Accreditation Team represented a variety of constituencies, providing the foundation for college-wide participation and collaboration in the self-study process. Over summer 2007, the steering committee and the technical support team began work preparing for the year ahead, creating, as an example, the Las Positas College Document Repository. This online repository would serve as the data base, available college-wide, of all documents needed as evidence for the self-study and a Wiki site for accreditation, which would serve as the college-wide discussion board for drafts of the self-study. This provided universal access to the document and a chance for everyone to comment on the draft reports and review the comments of others, creating dialogue across all constituencies. These two pieces of the process ensured transparency of the process for all internal stakeholders throughout the writing of the self-study.

In addition to the college-wide accreditation self-study, various entities on campus conduct their own program reviews and self-studies within self-determined time frames. Academic Services conducts its program review with a primary objective to assure the quality of the educational program as one that fosters student learning and reflects student needs. Academic Services Program Review connects to all college planning processes and helps maintain institutional integrity through its several purposes:

- To evaluate how well an instructional program functions in relation to student learning objectives, the mission of the college, the college's institutional goals and priorities, and the needs of the of the community and the external stakeholders according to the educational master plan and Student Learning Outcomes;
- To strengthen the planning, integration, development, and implementation of educational programs in accordance with the overall college educational master plan;
- To strengthen outreach and articulation through Student Learning Outcomes and the educational master plan.

THEMES

Student Services also conducts periodic division-wide program review with the intention to promote truthfulness, to demonstrate honesty in its services and among its staff members, and to showcase and increase regard for equity and diversity on campus. Each program that is housed in the student services segment of the college conducts a self-study. These results are then published for the campus-wide community on the intranet.

Planning documents such as the educational master plan, information on the progress of Measure B, and a variety of other materials that are important to the community are mailed out periodically to the community service area, and they include specific information and updates on college programs, planning, and procedures. This ensures that external stakeholders are kept aware of the activities that take place for the college. Another way that external stakeholders are kept informed about campus planning and activities with regard to equity and diversity is through the college website. The website contains specific information on college activities, a word of welcome and introduction from the college president, and links to the accreditation wiki, campus initiatives such as the Student Success Initiative (also known as the Basic Skills Initiative), and other planning documents which can be accessed by both internal and external stakeholders.

Las Positas College works on demonstrating to its internal and external community a sense of institutional integrity and of performance to the college's potential. The paths the college has followed to bring it this far include creating and implementing clear and consistent processes and procedures, involving all constituents in developing and demonstrating the college mission, and evaluating how our demonstrations of integrity are perceived by the community at large. We will continue to follow paths that unite the college community's rich stores of knowledge, experience, and skills with the values it holds as an institution.

RUBRIC ABSTRACTS

PROGRAM OVERVIEW

The program review process, developed and implemented beginning in 2005, was a direct result of the Las Positas Accreditation visit of 2003. In order to promote awareness of the process and the importance of the review, a collaborative effort between the Office of Academic Services and the Academic Senate was begun. The ensuing dialogue included a review of program review models, a process for inclusion of pertinent quantitative data from the Office of Institutional Research and Planning, and a timeline for process development.

The first program review model (2005/2006) is on the Intranet and accessible from both the Academic Senate and the Office of Academic Services websites.¹⁰ The initial review document included analyses by faculty of quantitative and qualitative data, the development of goals based on those analyses, and limited resource-allocation planning. The completed reviews were sent to division deans for review and approval,¹¹ and then forwarded to the Vice President of Academic Services; they were also posted on the Intranet.¹²

The second phase of the program review process was the collegial review. This phase included evaluation and discussion of each program review by faculty in the same division but from a discipline other than that of its original authors. As facilitated by the Vice President of Academic Services, faculty and staff then dedicated a division meeting to the review of goals, placement of goals into institutional planning categories, prioritization of goals, and a summary of goals to be documented. The outcome of this collegial review was disseminated to the college at a town meeting with open discussion by the entire campus.¹³

The final phase of the original program review included an evaluative review of the process, a review of the integration of the program review plan into the educational master plan, and a review of the program review process as it relates to institutional planning. It also included a survey of faculty to determine what changes were needed for improvements in procedural effectiveness.

In 2006, a formal review of the 2005 program review process was undertaken by a Program Review Task Force. This team consisted of four faculty representatives, the past and present Academic Senate Presidents, the Director of Institutional Research and Planning, and the Vice President of Academic Services. The review included discussions by campus constituents regarding the final phase of the process and the consideration of faculty responses to guide improvements.

The review of the 2005 process initiated several changes, including a revised timeline for process frequency (from every two years to every four years); a planning template for program review assistance and for increased ease of process; data review and analysis assistance per discipline sponsored by the Office of Institutional Research and Planning; and continued integrated planning every fall semester.¹⁴

¹⁰ 2005-06 Documents

¹¹ 2006 Program Reviews by Discipline

¹² Vice President Responses to 2006 Program Reviews

¹³ 2006-09 Program Review Process

¹⁴ Planning Cycle Grid

RUBRIC ABSTRACTS

This integrated planning included Student Learning Outcomes planning in fall 2007 and a Curriculum Review planning template to be integrated into the program review process in fall 2008. The Program Review Task Force agreed to provide faculty with a resource allocation chart for inclusion in the process. The resource allocation chart provides program faculty with a list of potential institutional resources, a timeline for resource requests, and appropriate forms and processes for resource allocation approval.¹⁵ The Office of Academic Services, in collaboration with the Academic Senate and the Student Learning Outcomes Committee, informed the college about the Student Learning Outcomes planning process in fall 2007.¹⁶ Each discipline was asked to move forward according to the Student Learning Outcomes timeline and to consider possible resource allocation requests for their specific planning needs.¹⁷

In fall 2008, faculty were trained in the implementation of the Curriculum Review planning process.¹⁸ Preparation for the divisions included a college-wide Curriculum Celebration/Workshop,¹⁹ followed by focused training for division representatives through the Curriculum Committee and division meetings. The revised process with Student Learning Outcomes and Curriculum Review integration was shared with the faculty at large through campus memo.²⁰ The Program Review Task Force agreed to reconvene in fall 2008 to review the yearly update summaries for each discipline's review. The fully integrated program review process will be implemented in fall 2009 with a complete integrated model to be used for institutional planning.²¹

In spring 2008, each discipline submitted a one-year evaluation and review of its program goals through the use of a spreadsheet that had been revised based on feedback from faculty.²² This process included faculty review of completed goals, qualitative response to completed goals and increased program effectiveness, and creation of new goals as necessary. New goals submitted by disciplines were reviewed by the division deans and forwarded to the Vice President of Academic Services; they were then entered into a database. This database was distributed to both the discipline faculty and to every planning committee and/or resource allocation body to be used for yearly planning and decision making. This one-year evaluation process provides the college with a regular continuous planning effort that fosters decision making based on updated needs, completed goals, and program effectiveness, along with resources requested for the attainment of goals.

A program review process is also completed by the Student Services programs. This review, occurring every three years, responds to data and input from several sources. In point-of-service surveys, conducted over a two-week period, students assess their own experience with a Student Services program. College-wide surveys are distributed to faculty and staff whose work connects directly to Student Services. Survey results are documented and reported by the matriculation researcher. These surveys, in addition to internal evaluations and retention and persistence data, help to identify areas of focus for future planning. In 2006, Student Learning Outcomes were also included in program review. Student Services has now submitted SLOs in each program area, and SLO assessment data was used to modify practices in fall 2008.

15 Resources Allocation Grid

16 SLO Archives

17 SLO Cycle

18 Aug 2008 Convocation Presentation

19 Flyer for Curriculum Meeting-Party 9-3-08

20 2008 Fall Letter to all College

21 Planning Cycle Grid

22 2008 Yearly Program Review Updates

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Feedback from the college surveys states that at present staff consistently agree that there is a clear connection to program planning and the college mission and that such planning has a link to resource allocation. The survey responses also note a majority agreement that student learning planning and program planning is connected to allocation planning; however, a large enough contingency noting that they “don’t know” indicates that the college needs continued communication and development of resource allocation linked to program planning. A majority of staff agreed that there is consistent evaluation of planning process and constituent input into planning as well as a majority of agreement that the college traces progress made through planning and that the college dialogues, reviews and modifies all parts of planning including institutional planning and research efforts.

In the 2008/2009 academic year, the college will begin its full integration of the program review process into the educational master plan. The development of integration processes and timelines has been assigned to responsible offices by the President. Continued research on integration, budget allocation integration, and effectiveness review will be discussed by the college throughout fall 2008 and spring 2009.²³

Over the past several years, program review has become a vital planning process at Las Positas College. Through dialogue, development, process review, revision, and evaluation, the college has developed the process into a tool for the college to use in maintaining and improving its quality programs. As the college moves forward with increasingly integrated processes, the program review model serves as a foundation for the pursuit of excellence through planning.

Using the rubric for Evaluating Institutional Effectiveness, Program Review the college places itself in the Proficiency Level.

²³ Presidential Priorities 2008 – 10

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STUDENT LEARNING OUTCOMES

Las Positas College has made great strides in implementing a student learning outcomes assessment cycle. It has been a long and challenging, but ultimately rewarding experience. The following is a brief synopsis of the process and decision making that went into developing the Las Positas College Student Learning Outcomes and Assessment Cycle that is referenced throughout the self-study.

2002-2003: Dialogue

Las Positas College began discussing the concept of Student Learning Outcomes (SLOs) in fall 2002, responding to the new Accreditation standards presented by WASC. Early in 2002, lead administrators, faculty, and classified staff attended workshops and conferences, collecting information about SLOs and introducing these concepts to the entire campus community at several town meetings and key committees. Informal dialogue began as faculty, administrators, staff, and students discussed how Las Positas College would incorporate the SLO assessment process, while adhering to the college's culture, values and mission. This inclusive and candid opening dialogue allowed the college community to begin a "bottom-up" understanding of SLOs and an open reflection about each constituency's involvement in the SLO and assessment process.

2004: Planning

In January 2004, a large group of interested faculty and staff attended a WASC workshop on SLOs at Chabot College, after which the campus community felt ready to form SLO leadership roles. In fall, 2004, the SLO Task Force (a body reporting to the college president and the Academic Senate) was established; faculty co-chairs for the SLO Task Force were selected by the Academic Senate and approved by the college president, and funds were allocated for continued faculty training. SLO leadership attended the "Assuring Improvement in Student Learning" conference in October 2004, which highlighted the importance of campus culture and timeline planning, as well as the integration of course, program, and institutional outcomes and assessment. With this foundation, the faculty co-chairs collaborated with the college's institutional researcher to create a rough timeline based on the priorities revealed in the preliminary campus dialogue and the information retrieved at workshops.

One of the Task Force's main goals for the first year was to create a list of core competencies for the college. The Task Force decided that this would be a way for the college to work collaboratively on shared student learning goals, rather than begin our SLO process working individually and without coordination on course or program SLOs. With representation from all constituencies at the college, the Task Force worked to complete a list of institutional SLOs

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(LPC's Core Competencies). The Core Competencies were presented and discussed as drafts at town meetings and a final draft was ultimately approved by the college president, the Academic Senate, and the district. The Task Force agreed that the Competencies would be revisited on a regular basis, serving as the college's general education, student services and elective outcomes, coordinated with both program and course outcome goals. The Task Force then began to create plans for a course/service-embedded assessment of Core Competencies, forming the foundation of LPC's assessment process.

The second main goal set by the Task Force was to begin hands-on training in writing authentic SLOs and creating effective assessment tools at the course level. To achieve this goal, the Task Force organized an SLO flex-day workshop, facilitated departmental SLO workshops, and established a pilot program for SLO projects. Anxious to ensure that open dialogue about SLOs at Las Positas College would continue, the Task Force established an intranet (college access only) site, providing a repository for documents and tutorials.²⁴ At the end of fall 2004, the LPC community had a foundational understanding of SLOs and assessment, some hands on work with creating SLOs (core competencies), and the training needed to initiate the course SLO and assessment process that was planned for the spring.

2005-2006: Development and Practice

In spring 2005, the SLO Task Force continued to hold several college-wide training sessions, providing the faculty and staff with the LPC-specific terminology, reporting process, and time line that had been developed in the planning phase. With the information and experience from training sessions, many faculty decided to begin developing course-level SLOs, realizing the potential for immediate classroom benefits. To facilitate the development of course-level assessment, the SLO intranet site was made fully public on the Internet at this time, along with a revisable timeline for implementation of the LPC assessment cycle.²⁵

The Task Force also recruited a "vanguard" group of faculty to serve as mentors in the SLO process. These faculty began setting up course and assignment-level SLO Pilot Projects; project proposals were then presented to fellow faculty during a Flex Day held at the beginning of the fall 2005 semester. During the fall semester, ten SLO pilot projects were implemented by LPC faculty and five SLO-focused departmental workshops were held.²⁶ Also in fall 2005, an Assessment Philosophy Statement was drafted and submitted to the Academic Senate and the college president for approval.²⁷ This statement provided the college community with a clearly articulated philosophy of SLO assessment at LPC, based on the dialogue and development of SLOs that had occurred over the past two years. As a summative report of its year-long process, the SLO Task Force drafted, revised and submitted "Student Learning Outcomes: Report and Recommendations" to the college president and the Academic Senate, as well as a semester-by-semester action plan for a two-year trial of the proposed SLO assessment cycle.²⁸

²⁴ SLO homepage

²⁵ SLO timeline

²⁶ SLO Faculty Projects

²⁷ SLO Assessment Philosophy

²⁸ SLO Plans

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At the spring 2006 Flex Day, the “vanguard” faculty presented their SLO Pilot Project assessment results, which led logically to suggested modifications for improved teaching and learning.²⁹ During the spring 2006 semester, meetings were held between the SLO Task Force, the Curriculum Committee Chair and the Staff Development Chair to coordinate SLO activities and plans for the following year; Staff Development faculty offered seven SLO department workshops over the course of the semester. Revisions were made to the “Student Learning Outcomes: Report and Recommendations” document based on Senate, Curriculum and Staff Development feedback, and the Academic Senate approved LPC’s “Assessment Philosophy Statement” (2/22/06).^{30, 31}

At this point, LPC was actively creating course SLOs, coordinated with the institutional SLOs (Core Competencies); however, it was clear that some electronic repository and data analysis process was needed if we were to avoid a collection of SLOs and assessment that was difficult to access and use for improved teaching and learning. The Task Force began to vigorously research, analyze and evaluate technology support for SLOs and assessment reports, listening to presentations/demonstrations made by eLumen, Trac Dat and WEAVE. After analysis of all options, eLumen was selected as our electronic support system, and a budget and human resource recommendation for SLO efforts was submitted to the college president (3/2/06).³²

Summer 2006 saw the purchase of a license to use the eLumen software for the college’s SLO assessment cycle tracking. At this point, the Task Force established one of its co-chairs as an SLO Technology Liaison, who would establish a working relationship with the eLumen vendor. The liaison communicates faculty needs to the company, which revises its software to suit the college’s needs as much as possible. This unique relationship creates a feedback loop that gives the college maximum flexibility for a sustainable assessment of SLOs which is ongoing, systematic and used for continued quality improvement.

Fall 2006 marked the beginning of the SLO Task Force’s third year of engagement with the SLO assessment cycle. LPC’s SLO Technology Liaison continued to work with the vendor, the college, and district ITS to configure eLumen for use by the faculty.

A second “vanguard” group of faculty was established to serve as SLO department leaders, and an adjunct faculty member was officially designated as the campus SLO and eLumen trainer. Much time and energy was spent in configuring the software and making it available to faculty. Realizing that the research and planning phases were coming to a close, the SLO Task Force re-named itself the SLO Steering Committee.

29 SLO Faculty Projects

30 SLO Report, Spring 2006

31 Assessment Philosophy Statement

32 SLO Report, Spring 2006

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2007-2008: A Systematic, Ongoing Process

The spring 2007 semester saw the continued development and revision of the eLumen software as faculty wrote outcomes for their courses and designed appropriate assessments.³³ “Vanguard” faculty began training to use the eLumen software; they also began to develop program-level SLOs, working on ways to incorporate this level of assessment into the software.³⁴ Meanwhile, the SLO Steering Committee began to examine the relationship between SLOs and the “Expected Outcomes” that are listed on our Course Outlines of record.³⁵ Committee members began serving as SLO faculty mentors to their colleagues, providing multiple workshops and training sessions throughout the semester.³⁶

In fall 2007, revisions were made to the eLumen software, reflecting requests by the SLO Steering Committee for best adapting it to the LPC assessment cycle. The college’s SLO website provided faculty members with a new Frequently Asked Questions (FAQ) document, as well as an extensive online tutorial which led them, step-by-step with video examples, through the process of writing SLOs and entering them and their corresponding assessment plans into the eLumen software.³⁷ ³⁸ Once provided with these tools, faculty members were directed to develop a minimum of one SLO, along with an accompanying assessment plan, for each of 10 courses by the end of the semester. Faculty support for this process began with an August Flex Day eLumen training session and a block of time dedicated for SLO-related work during the first division meeting; SLO mentors/trainers were there to provide assistance. As in the previous year, the second hour of each monthly town meeting was devoted to writing SLOs and eLumen training. Additional support was added by an increase in reassigned time for the SLO Steering Committee Chair from 5 to 6 CAH in order to allow more time for one-on-one mentoring across the campus.

33 SLO Minutes, 03/05/07

34 SLO Minutes, 04/02/07

35 SLO Minutes, 03/05/07

36 SLO Plan, Spring 2007

37 SLO FAQs

38 SLO Tutorial

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Looking Forward

The LPC SLO assessment plan indicates that all courses will be assessed on a rotating basis; while the first semester (spring 2008) will see the assessment of two courses per discipline, next semester these courses will be reassessed, and two additional courses will begin the assessment cycle. The plan, therefore, calls for the rotating assessment of four courses per discipline per semester, beginning in fall 2008. Disciplines with more than ten courses will create SLOs and assessment plans for two more courses each semester until all courses are provided with SLOs and accompanying assessment plans.³⁹

By fall 2008, all disciplines were asked to create timelines in which each course is scheduled for assessment. This 24-month plan is as follows:

- Fall 2007: Write course-level outcomes, design scoring rubrics, and establish assessment tools;
- Spring 2008: Assess two courses;
- Fall 2008: Re-assess two courses, assess two new courses;
- Spring 2009: Re-assess two courses, assess two new courses.

Additionally, in fall 2009 and spring 2010, the college will engage in an assessment of this SLO plan. This will be a time for reflection, dialogue, and evaluation. Based on our experiences and this reflection, we will make changes to the SLO assessment cycle, always with an eye to creating a systematic, sustainable plan.

Concurrently with the above goals, the Committee will continue to engage the faculty in discussions involving the publication of SLOs, linkages between course-level, program-level, and institutional outcomes, and the relationship of SLOs to institutional planning.^{40, 41}

The committee plans for the assessment of program outcomes and Core Competencies (institutional outcomes) in numerous ways. Primarily the data in eLumen will be used to assess each Core Competency. Individual course/service assessments are each linked to a Core Competency. It is possible to compile these assessments and analyze them for trends, benchmarks, successes, and challenges. Additionally, faculty will be able to create Learning Outcome Case studies using eLumen. Once the assessment data is in eLumen, it can be used to create case-studies of actual students who achieve certain goals such as a degree or certificate. All the outcomes and assessments from courses in a certain degree patterns can also be examined. This can be done for hypothetical students by pulling up courses the “typical” transfer-student would take or the “typical” student in a Career Technology program would take.^{42, 43, 44, 45}

³⁹ SLO Timeline

⁴⁰ SLO Minutes, 11/05/07

⁴¹ SLO Agenda, 12/03/07

⁴² Core Competencies Talking Points

⁴³ Core Competencies First Draft

⁴⁴ Core Competencies Second Draft

⁴⁵ Core Competencies Final Draft

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The SLO data in eLumen will become the basis upon which programs evaluate themselves in the program review process. Programs will have access to their data as well as the data from other programs for comparison purposes. Data is only available in summary form. Faculty can only look at their own data at the class level.

In addition to this quantitative data, the SLO committee plans to examine qualitative data by creating “Institutional Portfolios.” The college’s institutional researcher plans to collect samples of student course work demonstrating competency in course-level outcomes. These portfolios will be in themes based on the Core Competencies. The college will produce a “Communication” portfolio that gives examples of student work that provides evidence of Communication. This qualitative option may give the college another way of understanding, evaluating, documenting, and publicizing student learning.

This timeline provides a clear narrative of the extensive dialogue and planning that went into developing the Las Positas College SLO assessment cycle. All constituencies in the college were involved in the decision making and have accepted responsibility for student learning outcomes implementation. This institution has clearly shown a commitment of resources, including training, reassigned time for leadership, meeting time, and technology support. These are the early stages of a sustainable, continuous, systematic cycle of SLO assessment and improvement – one that reflects the culture and mission of this unique institution – that will move the college forward on its path of continuous improvement in teaching and learning, as well as allocation of institutional resources based on our assessment-improvement cycle.

Using the rubric for Evaluating Institutional Effectiveness, Student Learning Outcomes the college is completing the Development Level and is poised to enter the Proficiency Level.

INSTITUTIONAL PLANNING AND EFFECTIVENESS

Institutional Planning

The three major planning cycles at Las Positas College are program review (Academic and Student Services), the educational master plan, and discipline planning.^{46, 47} The college is developing a system for coordinating program review with the educational master plan and other college processes. The College Enrollment Management Committee oversees the discipline planning process, which is central to program development and resource allocation.

⁴⁶ Program Review

⁴⁷ Educational Master Plan

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Program Review

The instructional program review is conducted every four years, with annual goal updates. During this process, each program performs a data-driven analysis of its progress toward meeting its stated goals. The Annual Goal Spreadsheet keeps track of the status of progress toward each goal, links actions related to the goal to the appropriate college funding source, process, office, or college governance body, and tracks how that goal has improved institutional effectiveness. Student Services, which conducts a separate program review process, does complete the same Annual Goal Spreadsheet as the instructional programs. The program review process links each program's goals and mission with the college's mission, uses quantitative data to support actions, and documents improvement in institutional effectiveness. The program review processes for instruction and Student Services are ongoing, systematic, and designed to continually assess and improve teaching and learning. The addition of SLO assessment will further quantify the effects of each program's activity on student learning, and with the fall 2008 addition of curriculum review to program review, the college will have integrated instructional and Student Services planning into one inclusive cycle.⁴⁸

Currently, there is no formal program review process for non-instructional offices. LPC is researching models and will begin to review these programs in the 2008-2009 academic year. All reviews (instructional, student services, non-instructional) will complete the same Annual Goal Spreadsheet for review by the college so that any future planning in any of these sectors can be evaluated and integrated into long-term strategic planning.

In fall 2008, the Program Review Task Force met to review the program review template and process. This task force will evaluate how well the last process went and consider emerging needs that suggest template and procedural changes. This template will then be approved via the collegial collaboration process, with the Academic Senate taking primary responsibility for the final outcome. The next full program review will be written in fall 2009, with validation occurring in spring 2010.

Educational Master Plan

The current form of the educational master plan was originally developed in 2003.⁴⁹ Two years later, the 2005-2015 educational master plan was created, and a hard copy of this comprehensive plan was distributed to all faculty and staff at the College. Since fall 2005, there have been two updates to the educational master plan 2005-2015. In 2006, the status of progress toward each program goal was updated. In 2006-2007, progress toward goals was again updated to reflect any changes that occurred through the program review process. All updates have been distributed to all staff for inclusion into their individual hard copies.

⁴⁸ Program Review Cycle and Timeline

⁴⁹ Educational Master Plan

RUBRIC ABSTRACTS

Currently, the college is refining processes for coordinating the program review and educational master plan. The next edition of the educational master plan (spring 2010, after the program review) will incorporate all goals from each program review (instruction, student services, non-instructional). In essence, the educational master plan will become the Annual Goals Spreadsheet from each program review with college goals and vision integrated into the long-term strategic plan. Additionally, the educational master plan will systematically include all developing college planning: the Student Equity Plan, the Facilities Master Plan, the Technology Plan, and the Distance Education Strategic Plan.^{50, 51, 52, 53} In this way, the college's component plans will be integrated into a comprehensive plan that describes the role of every college function in advancing the college's mission, thereby guiding the college to ongoing improvement of institutional effectiveness through resource allocation planning.⁵⁴

Resource Allocation

The Program Review Annual Goals Sheet ties each program's goals to a funding process, committee, or college resource.⁵⁵ The responsibility to engage in the process to acquire the resources to implement their goals lies with the individual programs. Some areas, such as technology and facilities, have their own budgets. Educational master plan goals are also tied to college funding processes, but historically these processes have not been evaluated for effectiveness.

Discipline Planning

The annual Discipline Planning Process is a primary activity of the College Enrollment Management Committee (CEMC).⁵⁶ This process determines the size of each of the College's programs as measured in units of Full Time Equivalent Faculty (FTEF) and Full Time Equivalent Students (FTES). It also determines the character of each program as summarily expressed by the efficiency ratio of contact hours with students per faculty unit (WSCH/FTEF). The outcome of the process is a class schedule that maximizes student access to courses by allocating a limited resource in a way that maximally promotes student success and is consistent with the principles of equity.

50 Student Equity Plan

51 Facilities Master Plan

52 Technology Master Plan

53 DE Strategic Plan

54 Educational Master Plan

55 Program Review forms

56 College Enrollment Management Council homepage

RUBRIC ABSTRACTS

The Discipline Planning Process, while continually revised for improvement, follows the outline described in the committee's charge. Each fall, the CEMC analyzes historical enrollment and demographic trends, and then dialogues with the District Enrollment Management Committee (DEMC) to determine a college enrollment (FTES) target, a defined resource (FTEF), and an efficiency goal for the forthcoming academic year. Next, the committee uses these decisions to develop a planning guidance document that is distributed to each program and office at the College. Faculty, in consultation with their deans, use this planning guidance, in conjunction with local enrollment data and their own program mission and goals, to develop a schedule proposal—a discipline plan—for each program or area. Faculty and deans present their proposals to the CEMC, who then considers the plans both individually and in aggregate, and adjustments rising from the ensuing dialogue bring the aggregate plan into alignment with the College's enrollment projection and efficiency target. The final approval of the aggregate plan represents the largest regular allocation decision made by the college through shared governance. Since its inception in 2001, the process has shown increasing ability to guide enrollment growth through collective planning while responding to shifting community needs and financial circumstances.⁵⁷

Evaluation of Planning Processes

New leadership, new faculty, and a 4% average enrollment growth rate has mandated that the college become more aggressive in its decision-making processes as they relate to planning and budget allocation. In the 2008-2009 academic year, a planning task force will be formed to review current planning cycles and recommend changes to the overall planning processes and mechanisms for evaluating institutional effectiveness. Areas of attention will include integrating the program review/educational master planning cycles, instituting non-instructional program review, building in the use of data to form and evaluate plans, building in systematic ways to evaluate progress made on plans, building in a systematic method of evaluating planning cycles, using technology to publicize, integrate, track, and evaluate plans, updating strategic plans, updating college goals, centralizing all planning cycles, templates, and evaluations.

Using the rubric for Evaluating Institutional Effectiveness Planning, the college places itself in the final phases of Development and is and is poised to enter into the Proficiency level.

⁵⁷ Faculty Contract

Transfer-related programs engage in continuous dialogue with transfer institutions to ensure that programs provide lower-division preparation for students desiring to transfer.⁷¹ One result of this dialogue is a rigorous curriculum process for all baccalaureate level courses. The college has 167 courses that have been certified as California Articulation Number (CAN) courses, and it maintains articulation agreements with individual campuses of the University of California and the California State University systems. Additionally, it holds articulation agreements with local independent colleges.

The campus Transfer Center is headed by a transfer officer who has access to regularly updated online transfer information. Each semester, the Transfer Center invites representatives from local four-year colleges (CSU, East Bay, Sacramento State, San Jose State, San Francisco State, CSU Stanislaus, UC Berkeley, UC Davis, UC Santa Cruz and St. Mary's) to meet with students individually.⁷² College applications and testing information (SAT/ACT/ CBEST/GRE), as well as transfer application workshops, are held in October and November. Personal essay workshops are offered through the Transfer Center, and faculty from a variety of disciplines provide assistance in the Open Writing Center.⁷³ Transfer Day in September brings 35 college representatives to campus, as well as a variety of workshops on majors such as Business, Liberal Studies/Teaching Credential, Science, Human Development, and Graphics. College catalogs and Internet access to ASSIST for articulation agreements and tours to four-year universities, as well as the President's Transfer Reception, are also provided.

Counseling Services provides accurate and extensive information to students at the Counseling Center and Transfer Center.⁷⁴ Counseling Services includes academic, career, and personal assistance. Further, the Center provides employment services for students qualified for federal work study, and it advises students on strategies for resume writing and interviewing.

Las Positas College's commitment to student learning is growing and evident in its effort to address its growing diversity. In 2003, the campus became part of a growing network of community colleges by joining the Campus Change Network (CCN).⁷⁵ A group of administrators, faculty, students, and clerical staff meet monthly to address the needs of all students at LPC, particularly its increasingly diverse population. CCN has created an opportunity for campus dialogue and sponsors on-campus events, including a monthly speaker's bureau that allows the voices of diversity to speak to the campus community. The CCN also sponsors a Brown Bag event each semester for faculty, students, and staff to explore topics related to diversity and equity. The college has also begun to conduct outreach efforts to the Tri-Valley community, using student ambassadors from LPC who serve as role models by providing information when visiting high schools, participating in community events, and conducting campus tours.

⁷¹ Transfer Center

⁷² Transfer workshops

⁷³ Open Writing Center

⁷⁴ Counseling Center

⁷⁵ Campus Change Network

1A4 The institution’s mission is central to institutional planning and decision making.

The mission statement is connected to the major planning and budgeting process. The educational master plan combines the goals for all programs at the college into one comprehensive and updatable document.⁹⁹ For the Academic Services’ program review, conducted every four years, programs articulate their relationship to the college’s mission.¹⁰⁰ Student Services’ program review also describes its programs in relation to the college mission. Major budgeting processes such as those for identifying new faculty positions, new classified positions, and new instructional equipment are conducted through the PBC, which ranks requests and forwards recommendations to the college president.¹⁰¹ Applicants must orient their requests to the college’s mission by describing how the personnel or equipment requested will contribute to progress toward stated program or college goals. The rubric used by the PBC for instructional equipment requests specifically reflects the college’s mission and values statements.

The organization, membership, and charges of the college’s shared governance committees are consistent with and support of the college mission.¹⁰² However, while the college’s shared governance committees are encouraged to refer to the mission as a guide to actions, there is no process to track or assess the specific effects of actions on the promotion of the mission.

Generally, staff feel that the mission statement does drive the college’s decisions. In the fall 2007 Staff Survey, 84 percent of respondents strongly agreed/agreed with the statement “The Mission Statement is central to institutional planning and decision-making.” Eighty-two percent strongly agreed/agreed with the statement, “LPC programs and services are aligned either Mission Statement.”¹⁰³

SELF EVALUATION

The college meets this standard. The college makes an effort to connect planning processes and to use the mission statement as the driving force for decision making, and as evidenced by the survey, most staff feel that this in fact is achieved.

PLANNING AGENDA

1. Develop an instrument for tracking links between institutional decisions and the college mission.

⁹⁹ Educational Master Plan
¹⁰⁰ Program Review
¹⁰¹ PBC minutes, 2/7/08
¹⁰² Shared Governance
¹⁰³ Fall 2007 staff survey

STANDARD ONE

- 1B The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.
- 1B1 The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

While ongoing, informal dialogue focused on the improvement of student learning is and has always been central to the activities and the identity of Las Positas College, more formal and highly structured dialogue has also been an emerging and exciting characteristic of college culture as the institution grows. In fall 2007, focus groups were held with each standing shared governance committee, the Academic and Classified Senates, and each of the college's deans; their purpose was to create an understanding, shared across the college, of how to define dialogue, how to understand its purpose and its role in creating change, and where and when formal dialogue would occur.¹⁰⁴ At this college, formal dialogue is now understood as communication that creates understanding, rather than simply make a point: Dialogue creates new knowledge. Dialogue causes reflection. Reflection leads to action, and action leads to change. Examples of formal dialogue taking place recently at the college include a campus-wide brainstorm, at the fall 2007 convocation, of values and skills that the college community felt to be of special importance in the selection of the new college president, in preparation for the ending of the interim president's term. The whole college also dialogued, at a town meeting, on the effectiveness of the program review process.¹⁰⁵ In fall 2007, the Director of Institutional Research and Planning facilitated dialogue with each standing committee on the emerging SLO cycle. The Campus Change Network has sponsored dialogue in a variety of settings that focused on issues related to diversity. The forthcoming mission statement was drafted through dialogue with whole college at town and division meetings. Finally, faculty flex day activities, along with other staff development opportunities, have facilitated reflective dialogue on processes, learning, student success, and student services/instruction integration.^{106, 107}

SELF EVALUATION

The college meets this standard. Informal dialogue, which has always been central to this college's culture, has been emerging in more formal settings to drive decision making.

104 Classified Senate minutes, 9/27/07
 105 Town Meeting, 9/5/07
 106 Faculty Flex Day Program, 08/17/06
 107 Faculty Flex Day Program, 10/07/08

STANDARD ONE

NOTES

1B2 The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.

Las Positas College sets goals to guide its progress, and in June 2006 those goals and the objectives derived from them were articulated in a document supporting the mission statement and included in the educational master plan.¹⁰⁸ As they are stated, not all of the objectives are readily measurable, although many of them are. While the college continually works toward its goals through the processes facilitated by bodies such as the Enrollment Management Committee, Planning and Budget Committee, Curriculum Committee, Facilities Committee, and Academic Senate, as well as program review, progress in reaching institutional goals has not been systematically assessed since they were published.¹⁰⁹ In spring 2009, the college will develop institutional strategic goals and help guide institutional planning.

Seventy-three percent of respondents to a 2007 survey strongly agree or agree that LPC employees understand institutional goals and work collaboratively toward their achievement while 18 percent neither agreed nor disagreed, 10 percent disagreed, and 12 percent responded “don’t know/missing.” In general, staff feel the planning process adequately identifies priorities; however, many are not sure or do not have an opinion, (27 percent responded “don’t know/missing”), possibly indicating some unfamiliarity with the goals or the process of setting them.¹¹⁰

SELF EVALUATION

The college partially meets this standard. Generally, the college community feel that they understand institutional goals and work collaboratively to achieve them. Some of the college’s objectives are not readily quantifiable, however, which makes progress toward them difficult to assess.

PLANNING AGENDA

1. Develop and update institutional strategic goals.

STANDARD ONE

¹⁰⁸ Educational Master Plan
¹⁰⁹ Committee listing
¹¹⁰ Fall 2007 staff survey

NOTES

1B4 The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

Las Positas College is a tightly-knit, cooperative community, basing its decision-making process on a broad-based participation in self-governance.¹¹³ Although the college has grown dramatically in the last decade, commensurate with the residential and commercial expansion of the Tri-Valley, LPC faculty and staff have worked diligently to maintain a cordial, harmonious atmosphere where employees and students can feel that they not only belong but that they have a voice.¹¹⁴

Two major institutionalized components of LPC's organization assure that decision making adheres to the principles of self-governance. One is the Planning and Budget Committee, whose charge is to gather broad-based input and to coordinate planning and budgeting.¹¹⁵ This committee, consisting of equal representation from administration, faculty, and staff, communicates its work to the college community, and, in turn, solicits input from the college community. It also oversees and evaluates resource allocation decisions to make sure they are guided by the college's mission statement.

A second key component of self-governance is the college's program review. There are two program review processes; one is housed in Academic Services, and the other is housed in Student Services. Academic Services program review is performed through four-year cycles of self-study and collegial review, evaluating the entire instructional program, and making subsequent recommendations.¹¹⁶ The primary objective of both program review processes is to assure the quality of educational programs by seeking to improve their effectiveness at fostering student learning and reflecting student needs.

The first stage of the program review process begins with a self-study, consisting of an in-depth evaluation of instructional programs by faculty teaching in a program.¹¹⁷ It also includes any relevant input from students, support staff, and advisory boards. The second stage is a collegial review, consisting of a comprehensive review and validation of the self-study. The collegial review team includes a dean, faculty in the discipline of the self-study, and faculty in related disciplines. Not only does this peer-validation process help programs strengthen their plans; it also helps the college to identify college-wide concerns.

The findings of program review serve as an essential source of data to guide the work of the Planning and Budget Committee, the Curriculum Committee, and the Academic Senate.¹¹⁸ The College Council, whose membership includes representatives from all sectors of the institution, assists the college in developing policies, processes, and institutional plans.¹¹⁹

113 Shared Governance
 114 Surveys
 115 PBC
 116 Program Review
 117 Program Review
 118 Program Review databases
 119 College Council

STANDARD ONE

NOTES

1B7 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 staff survey is the primary mechanism by which the college assesses its program improvement processes.¹²⁹ Survey questions assess instructional and student services program review, library services, SLO planning and implementation, resource allocation, and budgeting.

Areas of planning whose improvement is best guided by assessment of process effectiveness are associated with instructional program review and student services program review. Less formally evaluated areas include the emerging SLO cycle and budgeting processes.

After the most recent program review cycle in fall 2005 and spring 2006, the Academic Senate conducted a survey of faculty to assess the Program Review Template and process.¹³⁰ Those findings were used to redesign the Program Review Template for the upcoming fall 2009 and spring 2010 review. The Program Review Task Force will use survey data feedback from committees and administrators as well to further guide the template format and content. The college will also develop a non-instructional program review process.

SELF EVALUATION

The college partially meets this standard. The college provides for the systematic and comprehensive review of all instructional, student services, and library services programs through program review, and it regularly collects evaluative information and uses this information to make changes to these processes.

This evaluative process can be strengthened by ensuring that evaluative information is systematically used and incorporated into the redesign of evaluative processes such as program review. Additionally, the college could further enhance this mechanism by tracking whether the changes made to processes have in fact resulted in improvement. The lack of a review process for non-instructional units is a further weakness in the college's ability to assess effectiveness.

PLANNING AGENDA

1. Assess the effects of changes made to existing process at the college, on a regular basis.
2. Develop and implement a review process for non-instructional units.
3. Develop an integrated planning model that shows district links to program review and the educational master plan.

¹²⁹ Fall 2007 staff survey

¹³⁰ Program Review

STANDARD ONE

NOTES

demonstrate the quality of programs using this mode of delivery, in 2007 the college applied for and received WASC approval for these distance learning programs via the WASC Substantive Change approval process.¹⁴⁰

SELF EVALUATION

The college meets this standard. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity. The 2007 student survey shows that 62 percent of students were satisfied or very satisfied with their “preparation for transfer to a four-year college or university,” and 58 percent were satisfied or very satisfied with “preparation for employment in my field.” Sixty-seven percent of students agreed/strongly agreed that “compared to other community colleges, LPC has a reputation for high quality education.”

PLANNING AGENDA

None.

2A1a The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.

Las Positas College provides a wide array of instructional programs and courses consistent with the diverse needs and goals of its students and community. The college serves a student body that is more ethnically diverse (44 percent non-white) than its service area (27 percent non-white). The students the college serves are also diverse in terms of age, culture, educational preparation, and educational goals.¹⁴¹ The college serves multiple purposes for the community: transfer to four-year higher education; career-focused, two-year associate degrees and certificates; job skill development; career exploration; basic skills development; and enrichment and life-long learning. Across all instructional areas, institutional programs such as tutoring, CalWORKs, which supports students developing welfare-to-work plans, Disabled Students Programs and Services (DSPS), and Extended Opportunities Programs and Services (EOPS), promote students’ access and success according to their individual needs.^{142, 143, 144}

STANDARD TWO

140 Substantive Change Approval
 141 Student Characteristics and Outcomes Reports
 142 CalWORKS
 143 Disability Resource Center
 144 EOPS

was completed in spring 2008. This report identifies themes including the need for staff development in teaching of developmental courses and continued development of learning communities such as the College Foundation Semester, which the college has already instituted. In fall 2008, the college continued its basic skills staff development with a two-day, all-college workshop run by Dr. Vincent Tinto.¹⁵⁶

Research and analysis are incorporated into program planning and assessment in a variety of ways. The College Enrollment Management Committee, in their annual discipline planning process, sets college enrollment and productivity targets based, in part, on demographic projections for the ensuing academic year, and provides enrollment data to the college's programs, which in turn use it to maximize student access and equity in their schedule proposals.¹⁵⁷ This information is also used in the development of program reviews, in program goal-setting that will maximize student success. Program reviews are updated annually, to document advancement toward goals, and then reviewed by the Vice President of Academic Services in conjunction with faculty.¹⁵⁸

While the college has historically included course-level student outcomes on all course outlines, in 2004 it initiated a formal process to transition to a formal Student Learning Outcomes Assessment Cycle framework to align outcomes at the course, major, and degree (institutional) level. The history of the process's development is kept in the college's educational master plan. Each semester, faculty enter student learning outcome data into an automated repository application, eLumen, and rotational assessment will continue until all courses have assessed outcomes.¹⁵⁹

SELF EVALUATION

The college partially meets this standard. Since mandatory assessment is not yet in place, however, some students still "fall between the cracks," and as their needs are not well-identified, they cannot be easily addressed. Some students struggle in their first semester in college, which suggests that the college should have a more rigorous process to identify students' needs during this transition. The college also needs to provide more academic counseling; at present, counselors have too many students to see and cannot provide the kind of frequent and ongoing contact that would guarantee a student's needs are being met.

PLANNING AGENDA

1. Improve the orientation and assessment process for increased student success by working with math and English faculty on consistent validation of assessment cutoff scores.
2. Make orientation for new students mandatory.

¹⁵⁶ Student Success: A Shared Responsibility with Dr. Vincent Tinto

¹⁵⁷ CEMC data

¹⁵⁸ Program Review

¹⁵⁹ eLumen (Login required)

Learning Team (BOLT), an Online Learning Faculty Handbook, and a regular newsletter.^{165, 166, 167}

The institution offers additional support to students to help them meet the objectives of courses taken online. A face-to-face Online Learning Orientation is offered before and during the first weeks of each semester, as well as an orientation offered online which includes a tutorial for success in an online course.^{168, 169} Technical support for distance education students is made accessible through email, by phone, or in person.¹⁷⁰ In addition, counseling is available to online students via email. Increased counseling, along with online tutoring and other academic support services, are included in the recently approved Distance Education Strategic Plan.^{171, 172} Several of those support services were also included in the Substantive Change Report that was approved in 2007.¹⁷³

Aside from online counseling and tutoring, LPC stated in the proposal that it would enhance its DSP&S, Financial Aid, and Health Center online services. Since then, LPC has added an online study skills course (Psychology Counseling 15) that teaches study skills for online learners, added a counseling web page specifically dedicated to online students to its Online Learning web site, produced a video explaining counseling services, and begun investigating other online counseling and tutoring resources.^{174, 175} The Online Learning web site's Students with Disabilities page has been updated with links to tutorials on how to make Windows XP and Vista more accessible.¹⁷⁶ It also now contains links to make the Internet Explorer and Firefox browsers more accessible. In addition, projects currently in progress include training counselors on using DegreeWorks (a web-based academic advising, degree audit, and transfer articulation tool), producing a video tutorial for students on how to register for classes, adding a video tutorial to the Financial Aid web site to help students better understand Cal Grants, allowing students to make appointments with the Health Center online, allowing students to assess their health by completing an online survey, and allowing students to ask health-related questions online.

The Substantive Change Report also listed challenges for our college as it pursues the growth of quality online education, and the college has identified specific measures to meet those challenges:

- Maintain and expand institutional equipment and resources to keep technology and staff current in this ever-evolving arena. LPC faculty now have the ability to capture live lectures

¹⁶⁵ Innovation Center

¹⁶⁶ Online Learning Faculty Handbook

¹⁶⁷ LPC Wired Newsletter, Issue 11

¹⁶⁸ Online Learning orientation

¹⁶⁹ Succeeding in an Online Course tutorial

¹⁷⁰ Online Learning student support

¹⁷¹ Online Learning Counseling

¹⁷² DE Strategic Plan

¹⁷³ Substantive Change Report

¹⁷⁴ Online Learning Counseling

¹⁷⁵ Online Learning Counseling video

¹⁷⁶ Online Learning Students with Disabilities

Strategic Plan.^{185, 186, 187, 188, 189} The Open Learning Coordinator submits an annual Distance Education Report to the Board of Trustees. The college's distance education substantive change report was approved by WASC in March 2007.¹⁹⁰

A number of processes have been established to monitor students' success at meeting course objectives. Student learning outcomes are being developed and stored by all instructors for all courses in the eLumen system.¹⁹¹ Regular evaluation of all instructors as described in the faculty contract gives students, instructors, and administrators the opportunity to evaluate the success of delivery systems and modes of instruction.^{192, 193, 194} Statistical data for completion and success rates is gathered for all courses and analyzed by faculty as part of the program review process. These processes, in addition to the surveys, are reviewed by disciplines, divisions, and the appropriate committees as part of ongoing curriculum evaluation and regular program review.

Like most community colleges in California, LPC is beginning to address issues related to the requirement in the Higher Education Act of 2008 that stipulates that institutions authenticate the identity of distance education students submitting coursework. Blackboard's encrypted password system is one step, but the district is looking to improve upon that by adding SSL security to the system. During training in the Online Course Development Program, faculty are encouraged to design multiple alternative assessments to evaluate student work, as opposed to relying strictly on exams.¹⁹⁵ Furthermore, the college has posted a Reading and Writing Resources web site that, in addition to providing writing help to students, teaches faculty to design writing assignments that help ensure that it is the enrolled student who does the work.¹⁹⁶ As far as additional technological solutions to authenticate student identity can go, LPC will work with other colleges and the State Chancellor's Office to identify and implement such solutions.

SELF EVALUATION

The college meets this standard. The institution, faculty, and administrators commit significant resources to curriculum review, course and instructor review, and student learning outcomes. In addition, appropriate resources are available to faculty and students using online learning delivery systems. Dialogue at the discipline and institutional level has resulted in procedures and policies that ensure "delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students."

185 DE minutes 02-22-08
 186 2006-2007 Student Survey Results
 187 2006-2007 DE Report to the CLPCCD Board
 188 DE Outcomes - Results
 189 Spring 2008 DE Counseling Survey
 190 Substantive Change Approval
 191 eLumen (Login required)
 192 Online Student Evaluation Survey
 193 Online Faculty Evaluation Form
 194 Faculty Contract 2006-2009
 195 Assessment in the Online Classroom
 196 Reading and Writing Teacher Support

STANDARD TWO

NOTES

SELF EVALUATION

The college partially meets this standard. By spring 2008, faculty assessed 83 courses, and by fall 2008, approximately 160 had been assessed. Extensive, college-wide dialogue, consensus building, and careful planning will be the foundation for major and certificate-level outcome development, the formalization of their alignment to core competencies, and the ongoing refinement of SLO processes through the institution.

Survey results show that while many faculty understand SLOs, assess them, and use results for improvement, some faculty do not. Since the college is at the beginning of its SLO assessment plan, these results were not unexpected, though they do indicate areas for improvement as the college moves forward with SLO processes. Faculty understand SLOs at the course level (71 percent strongly agree/agree) but not as much at the program level (52 percent strongly agree/agree), Student Services area (50 percent strongly agree/agree) and Core Competency level (50 percent strongly agree/agree). Assessments for SLOs are in place for courses (59 percent strongly agree/agree), programs/ majors (49 percent strongly agree/agree), Student Services (50 percent strongly agree/agree), and core competencies (53 percent strongly agree/ agree). Results of SLO assessment are used to improve learning at the course level (54 percent strongly agree/agree), program level (49 percent strongly agree/agree), Student Services area (48 percent strongly agree/agree), and Core Competency level (50 percent strongly agree/agree). It is important to note that many of the survey questions measuring SLO assessment had 27 percent-56 percent missing values. This means that between 1/3 to over 1/2 of respondents did not know enough about the process to have formed an opinion. This is another important indicator that the college needs to spend more time on understanding SLO assessment generally and the particulars of SLO assessment at LPC. Seventy-seven percent of respondents strongly agree/ agreed that the administration is supportive of the assessment of SLOs.

PLANNING AGENDA

1. Identify certificate and major SLOs.
2. Assess the alignment of major and certificate SLOs with core competencies.
3. Articulate the role of SLOs in college policies, processes, and resource allocation.

STANDARD TWO

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Department of Homeland Security through their SEVIS system. Program staff works closely with faculty and staff to provide accurate educational planning, health screenings, and housing and to provide a welcoming environment to support their success.

SELF EVALUATION

The college meets this standard. As evidenced by demand for its programs, the college’s criteria and processes assure programs’ quality and improvement while guiding the institution’s continuing growth according to student and community needs.

PLANNING AGENDA

None.

2A2a The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

At Las Positas College, the faculty have primary leadership in the development and evaluation of courses and programs. During their first term at the college, all new faculty experience a New Faculty Orientation program that prepares them for their central roles in assessing and improving their instructional programs through processes such as curriculum development and program review. This orientation also introduces faculty to the breadth of programs across disciplines that function collaboratively with the specific programs of their own focus to create student learning and success.²¹²

In 2005, the Academic Senate, working with the Office of Academic Services and the Office of Institutional Research and Planning, created a program introduction process to help faculty and the college identify an instructional need not addressed by any existing program, to assess the scope of that need, and to anticipate demographic and other factors important to the development of the program best suited to meet the need. In the same year, the Academic Senate and Academic Services created and approved a program discontinuance/revitalization process to help faculty and the college work to adapt existing programs to the evolving needs of the community.²¹³

The Curriculum Committee reports directly to the Academic Senate and has faculty representation from all divisions, with nonvoting membership of division deans, a student representative, and the Vice President of Academic

212 New faculty orientation
213 Board Policy 6200 Program Revitalization / Discontinuance Process

STANDARD TWO

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student learning outcomes that reflect student competency based on both the Las Positas College core competencies and course competencies. Additionally, faculty of vocational programs integrate technical and discipline-specific skills into their course SLOs.^{220, 221}

The advisory committees for vocational programs at Las Positas College meet two times each academic year.²²² These twenty advisory committees actively support programs by facilitating the establishment of pre- and co-requisites, standards of performance, equipment and facilities required, financial and legislative matters, internships, donations of cash or equipment, resource development, student scholarships, and guest lecturing.²²³ Members of the advisory committee typically include full and/or part time faculty, administrators, representatives of the constituency served by the program, and students.^{224, 225, 226}

The contributions made by advisory committees have not yet been made fully transparent, as some of them have not ensured consistent posting of their minutes. Of those advisory committees whose membership is posted, only 15 percent have student representation.

SELF EVALUATION

The college partially meets this standard. Faculty, with advisory committees as appropriate, identify all competencies and develop student learning outcomes. As major and certificate-level student learning outcomes have not yet been fully developed, however, the institution does not assess students' progress at achieving core competencies.

Eighty-five percent of staff strongly agreed/agreed with the statement, "The faculty has a major and effective role in the design, implementation, and revision of the curriculum."

PLANNING AGENDA

1. Identify and query advisory committees to determine if any is inactive.
2. Seek consistent student representation on advisories.
3. Monitor the regular posting of advisory committee minutes.

STANDARD TWO

220 SLO home page
 221 Educational Master Plan
 222 Advisory boards
 223 Function of Advisory boards
 224 ECD minutes, Oct 06
 225 Business minutes, April 07
 226 Fire Safety minutes, March 07

NOTES

competencies.²³³ The instructor evaluation processes for on-campus and DE courses also helps to maintain consistently high-quality instruction.^{234, 235}

SELF EVALUATION

The college meets this standard. Curriculum, program review, and the developing SLO processes ensure the appropriate breadth, depth, and rigor of instruction.

Surveys of our students indicate that most of them feel stronger or much stronger in their communication and critical thinking abilities since coming to LPC, and 25 percent of them or more feel this was “very much” due to LPC in the areas of writing skills, oral communication and speaking skills, gathering information from multiple sources, and mathematical skills and abilities.

PLANNING AGENDA

1. Create opportunities for increasing the number and scope of learning communities and interdisciplinary courses.

2A2d The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.

Las Positas College recognizes and addresses the diverse needs and learning styles of its students by providing a variety of delivery modes, teaching methodologies, and support services that address the learning needs of its students. Instruction is offered in semester-length lecture/lab courses, short courses, independent study courses, off campus courses, hybrid courses, and online courses.²³⁶

The discussion of student needs, student success, learning styles, and teaching styles occurs at the college on an ongoing formal and informal basis. Staff development days and flex day workshops have addressed student learning styles. On the informal side, Teachers Teaching Teachers workshops, in which faculty discuss successful teaching methodologies in their own classrooms and share the learning experiences of their students, have been very well attended.^{237, 238, 239}

The college offers many opportunities for students to participate in orientation workshops and study skills courses, such as Psychology/

STANDARD TWO

233 Core Competencies, Final Draft
 234 Instructor Evaluation forms, face-to-face and DE
 235 Student Evaluation of Instructor Questionnaires, face-to-face and DE
 236 Curriculum committee minutes
 237 EXPO 2008
 238 Teachers teaching teachers
 239 Staff Development workshops

2A2e The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

The college evaluates all courses and programs through the ongoing program review process, which includes a review of SLO and curriculum data.²⁴⁴ Program review is guided by student learning and student needs. The process begins with department-specific self-studies which comprise in-depth assessment of an instructional program by faculty teaching in the program. The written report includes interpretation of data, a description of program effectiveness, and finally the program's plan to address the findings of the self-study. Validation of the self-study reports takes place via a collegial peer-review process. The program review process requires each discipline to utilize the findings of the self-study to make curricular changes and plan for the future. Program review is carried out by all college programs; vocational programs also receive additional input for their evaluations from twice-yearly advisory board meetings. These meetings ensure that course offerings reflect current and relevant industry technology and meet the needs for effective education and training of the community's workforce. The advisory boards are made up of educators, students, and representatives from local businesses and relevant industries.²⁴⁵

The data used to evaluate programs includes student surveys, the program review self-study, and emerging course-specific SLO data.^{246, 247, 248} The study includes a comprehensive review of the role of each individual program within a discipline in the overall college curriculum. A comprehensive collegial review of programs assesses the success of programs, their roles in supporting core competencies, and areas to focus on for planning for improvement.

The relevancy of programs is determined by an assessment of transfer data, articulation data, and student surveys conducted by the Office of Institutional Research and Planning. Vocational programs undergo additional evaluations by advisory boards. Student learning outcomes have been developed for many courses; these will generate data to further deepen our understanding of students' achievement.

The results of program evaluation are intended for use in all areas of institutional planning, including administrative, programmatic/curricular, budget planning, and hiring. Data gathered from program review can also initiate revisions to the educational master plan, as well as the course schedule, where improvements can be made in accessibility and currency.

²⁴⁴ Program Review process

²⁴⁵ Advisory boards

²⁴⁶ eLumen (Login required)

²⁴⁷ Program Review

²⁴⁸ Surveys

Once the reviews have been drafted, peer-reviewed, revised, and reviewed by the Vice President of Academic Services, they are available for college constituents and planning committees to use for the college's planning and resource allocation. Through the PBC, the disciplines can also refer to their program review reports to request faculty and classified positions and instructional equipment to address identified areas of program need. The program review update process can also be used to align program planning with the educational master plan to ensure consistency as well as efficiency in reaching institutional goals relevant to resource allocation to programs, and even new program initiatives. In 2008, an additional allocation resource chart was added to the program review model, allowing disciplines to request additional resources.²⁵⁵

Notably, all areas in Student Services and Academic Services conduct a formal program review, but many non-instructional units do not, even though they are considered in the educational master plan.

The Office of Institutional Research and Planning provides research and assessment of student success, student retention, and student self-report surveys to facilitate better understanding of the college community. This information is disseminated at Town Meetings, various committee meetings, and via the Institutional Research Briefs.²⁵⁶ Still, the community's access to some of this information is uneven, as is the information's role in the college's decision-making processes.

SELF EVALUATION

The college partially meets this standard. The institution effectively engages in ongoing systematic evaluation and integrated planning of its programs and services and strives to improve them. However, since course, major, and certificate SLOs are in development, these planning and evaluation processes are not yet geared to assure their currency or measure student achievement of them. When all SLOs have been developed and assessment data becomes available, the program review process will consider SLO achievement and currency.

PLANNING AGENDA

1. Complete the SLO development for courses, certificates, and majors.
2. Develop a process for evaluating SLO assessment data for currency and achievement.

²⁵⁵ Revenue Allocation model
²⁵⁶ Research Brief: Assessment of Planning Cycles, Fall 2008

NOTES

Students feel that the grading practices are fair (70 percent strongly agree/ agree). Additionally, 76 percent of staff strongly agreed/agreed with the statement, “Grading is consistent with student learning and is based upon generally accepted norms or equivalences.”

PLANNING AGENDA

1. Investigate the correlation between outcome achievement and the awarding of credit as SLO data becomes available.

- 2A2i** The institution awards degrees and certificates based on student achievement of a program’s stated learning outcomes.

Through means including the work of the Student Learning Outcome Committee (comprising faculty training, pilot projects, and flex day and department workshops), Town Meetings, and other discipline-specific workshops, the college has made steady progress in the development of course-level student learning outcomes, and is now also advancing dialogue on certificate and major learning outcomes and their incorporation to the eLumen software. Certificate and major outcomes, in development, are not yet directly used as the basis for awarding degrees and certificates. However, since degrees and certificates are awarded according to student success in a given sequence of courses, many of which do have student learning outcomes, there is an inherently increasing proximity of certificate and degree awards to the achievement of learning outcomes, as the development of major and certificate outcomes progresses.²⁶⁴

SELF EVALUATION

The college partially meets this standard. While the college has made consistent and steady progress in the development of student learning outcomes and reporting software utilization, it has yet to identify all major and certificate-level outcomes, complete an entire assessment cycle, or formalize the role of outcome achievement in the awarding of degrees and certificates.

PLANNING AGENDA

1. Develop major and certificate SLOs.

STANDARD TWO

²⁶⁴ eLumen (Login required)

NOTES

instruction, typical assignments, and evaluation sections of the course outline of record when determining whether a course should be included as part of the General Education pattern.^{272, 273}

At this time, course SLOs are not used to evaluate courses for inclusion in the LPC GE pattern. However, courses proposed for GE are evaluated using criteria based on the college's GE philosophy and core competencies. Meanwhile, the college is continuing to formalize the processes through which SLOs will be used more directly in evaluating the GE pattern.

SELF EVALUATION

The college meets this standard. General Education requirements are based on a clearly defined philosophy. This philosophy was developed by faculty and is stated in the college catalog. The college evaluates courses for inclusion in the GE pattern based on criteria developed from the GE philosophy, which was also a source for the development of core competencies.

PLANNING AGENDA

None.

2A3a An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.

During the last accreditation cycle, the accreditation team recommended the college review the number of units required for the AA degree and come to a consensus about how to revise that degree and reduce the number of units of GE required. This led to the formation of an ad hoc GE philosophy committee (a subcommittee of the Academic Senate) charged with reviewing and developing a coherent GE philosophy which would guide the discussions about the AA degree. The committee was comprised of faculty from both the academic and career-technical constituencies and a broad spectrum of disciplines. After extensive research of Title 5 regulations and best practices, a GE philosophy was drafted and made available to the faculty-at-large for a period of review and comment.²⁷⁴ Based on the feedback received, the GE philosophy was finalized and approved by the Academic Senate.²⁷⁵

In 2004-2005, the District Curriculum Council (DCC), under the direction of the Academic Senates, revised the AA degree, reducing the number of units required in Title 5 Area E, the Local Option area. The re-defined Area

272 Curriculum Handbook
 273 LPC GE Criteria (pgs 45-46)
 274 State Curriculum Committee
 275 LPC GE Philosophy (pg 9)

STANDARD TWO

SELF EVALUATION

The college partially meets this standard. The institution has done an excellent job in defining a GE philosophy and GE criteria, and it has solid processes in place for ensuring that GE courses include the basic content and methodology of traditional areas of knowledge. However, the overlap of GE course SLOs with the college's core competencies is basically incidental, and there is no formal mechanism to assess or coordinate the alignment of GE course SLOs with core competencies.

PLANNING AGENDA

1. Assess the alignment of GE course SLOs with core competencies, and establish a cyclical process whereby the alignment of GE course SLOs with core competencies is regularly reviewed.

2A3b A capability to be a productive individual and life long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

2A3c A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.

The standards for general education courses are established by Title 5, and all of these courses are reviewed by the departments, the divisions, and the Curriculum Committee.²⁸³ To complete an Associate's Degree, students must attain a level of proficiency in math, and they must satisfy other competencies through coursework in the areas of English composition, Writing and Critical Thinking, Communication and Analytical Thinking, Humanities, Social and Behavioral Sciences, Natural Sciences, Wellness, American Institutions, and American Cultures. These courses develop students' skills in oral and written communication, scientific and quantitative reasoning, and critical analysis and logical thinking; students can further develop their skills in computer literacy through coursework in business or computer science courses.^{284, 285, 286}

²⁸³ Curriculum Handbook

²⁸⁴ Core Competencies, Final Draft

²⁸⁵ LPC Catalog

²⁸⁶ Curriculum committee

qualities. The college is in the process of developing student learning outcomes specific to these stated objectives.^{296, 297}

The Office of Institutional Research and Planning conducts regular surveys of continuing students, entering students, and graduating students regarding self-reported gains in critical skills areas. Two questions are of particular value for measuring student achievement of skills and abilities: Students are asked to report gains in 34 academic and affective areas of development. This question has been asked on the 2001, 03, 05, 07 Student Satisfaction Survey, the 2005 and 2007 Incoming Student Survey, and the 2006 and 2008 Graduating Students Survey.

Additionally, students were asked to what extent LPC was responsible for that change (not at all, somewhat, very much) on the 2008 Student Satisfaction Survey and the 2006 and 2008 Graduating Surveys. These 34 areas of knowledge, skills and abilities map directly to the core competencies.²⁹⁸

The Student Satisfaction Surveys are monitored to determine change over time. Skill attainment is correlated with variables of interests such as GPA, number of semesters at LPC, overall satisfaction, and age. Separate analyses of correlations suggest that the number of semesters a student has completed is positively correlated with all of the knowledge, skills and abilities on the list. Age is also correlated with some skills, but in general, the number of semesters a student is enrolled is correlated with more. So while natural maturity is likely contributing to the increase in skills, the number of semesters likely plays a stronger role. This finding has been consistent for all four years the analysis has been done.²⁹⁹

Analysis of skill development in all three surveys at different points in time (entry, mid-point, graduation) draws a similar picture of student development. Students report the least strength in their skills on the Incoming Survey, increased gains on the Student Satisfaction Survey, and the most gains in the Graduating Student Survey. Students who have completed more courses at LPC show increased self-reported gains in academic and affective development.³⁰⁰

SELF EVALUATION

The college meets this standard. Through a rigorous process of course development, review, and evaluation at the department and Curriculum Committee levels, the college has developed and clearly communicated the expected skill level goals, which are designed to meet collegiate standards of general education students, in the college catalog, course outlines, and specific student learning outcomes. The initial and ongoing assessment of students does an adequate job of measuring students' achievement of the required skill levels. The variety of courses dealing with ethics and citizenship issues assures that students will receive a substantial exposure to issues of cultural sensitivity, aesthetic appreciation, and civic responsibility. Finally, the college's progress in

296 LPC GE Philosophy (pg 9)

297 Curriculum committee

298 Surveys

299 Surveys

300 Graduation survey presentation

All faculty submit course syllabi to their division deans, who verify all required course information is presented in the syllabi. According to the faculty contract, “The syllabus must include...course content and expectations (general course content, course objectives and prerequisites)...” The distribution of syllabi to students is also assured by contractual agreement.³¹¹ The campus Student Learning Outcomes Committee oversees the process by which course and program SLOs are developed, stored, assessed, reviewed, and revised.^{312, 313}

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

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

This policy is communicated to students in the college catalog, in student orientations, on new student checklists, in the student handbook, in counselor-student meetings, and by Admissions and Records staff.

Policies and procedures of incoming transfer credits are currently under review as part of the implementation of Degree Works, a newly-purchased degree audit system.

Articulation agreements are in the purview of the Articulation Officer, who is responsible for coordinating general education requirements and major requirements with baccalaureate institutions. The college submits and updates CSU General Education and Intersegmental General Education Transfer Curriculum (IGETC) courses on an annual basis. These agreements are published in the catalog, on the web site, and in flyers available in the Counseling Office and Transfer Center.³¹⁴

³¹¹ Faculty Contract 2006-2009

³¹² eLumen (Login required)

³¹³ SLO home page

³¹⁴ Transfer Center

The Articulation Officer maintains all course-to-course and major articulation agreements between this college and California State University (CSU), University of California (UC), and independent colleges and universities. Articulation agreements between Las Positas College and the public California universities are available through project ASSIST, the California articulation database, which is accessible through the college website. Articulation agreements between Las Positas College and independent universities are indexed on the college web site, with direct links to the agreements. Courses which have been accepted for transfer to CSU and/or UC campuses are indicated in the catalog, in the schedule of classes, and are published on flyers available in the Counseling Office and Transfer Center.

ARTICULATION AGREEMENTS WITH THE CSUS AND UCS:

Academic Year	Number of Major Agreements	Number of Universities
2008-2009	1580	22
2007-2008	353 (in addition to agreements for 08-09)	5 (in addition to agreements for 08-09)
2003-2004	91 (in addition to agreements for 08-09)	1 (in addition to agreements for 08-09)
Total:	2025	28

ARTICULATION AGREEMENTS WITH INDEPENDENT COLLEGES AND UNIVERSITIES

(these also include “guides” that are not labeled as articulation agreements):

Number of Agreements (includes GE patterns and Majors)	Number of Universities
23	8

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

All new students are encouraged to participate in a college orientation, which reviews transfer requirements, transfer programs, and transferable courses available at the college.³¹⁵

³¹⁵ EXPO website

NOTES

The college’s board-approved academic freedom policy is made public in three ways. First, it is posted on the CLPCCD website.³²² Second, it is printed in the Full Time Faculty Handbook.³²³ Third, it is printed in the Adjunct Faculty Handbook.³²⁴

The policies demonstrate institutional commitment to free pursuit and dissemination of knowledge by emphasizing the importance the college places on academic freedom and integrity, and by making these policies widely available.

SELF EVALUATION

The college meets this standard. There is a clear board-approved academic freedom policy, which is made public and accessible in a variety of ways. Instructor evaluations ensure that instruction content follows the course outline.

Eighty-six percent of staff strongly agree or agree with the statement, “The faculty of LPC protects the academic freedom of its members.” Additionally, 87 percent of staff strongly agree or agree with the statement, “In the classroom, faculty members at LPC encourage a balanced perspective of multifaceted issues, beliefs and world views.”

PLANNING AGENDA

None.

2A7b The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.

2A7c Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.

Las Positas College has clearly defined guidelines concerning academic honesty, student conduct, and due process. The Academic Senate Academic Honesty Statement is the standard adopted by the college.³²⁵ The college catalog, college website, Student Handbook, Academic Senate intranet site, course syllabi, and the CLPCCD Board Policy Manual all contain statements about academic honesty. The Student Conduct Code and Due Process are likewise stated in the college catalog, college website, and the CLPCCD Board Policy Manual.^{326, 327}

STANDARD TWO

322 Board policy 4320
 323 FT Faculty Handbook (pgs C-6, A-7,8)
 324 PT Faculty Handbook (pgs 1, 28)
 325 Academic Honesty Statement
 326 Student Conduct Code
 327 Grievance Procedures

Throughout each academic term, the college requests midterm progress reports for students from each instructor. Through early detection of potential problems, actions can be taken to increase students' chances for success. The Student Interventions Developer also administers a program focused on students on academic and progress probation or dismissal status. These students are required to submit progress reports twice a semester for each course to monitor progress and promote success. These reports also facilitate early intervention, when advantageous to the student.³³⁴

A special first semester program, called the College Foundation Semester, was recently created to provide broader access and support to disadvantaged students.³³⁵ This learning community incorporates a first semester of courses in English, math, computer information systems, and psychology-counseling ("Bridge to College and Careers") that is designed to prepare students to be successful in college and benefit from its programs.

From the beginning to end of a student's experience at Las Positas College, the Counseling Division renders services to guide students through academic, career, and personal issues and concerns to support progress toward their goals.

Las Positas College offers faculty, staff, administration, and students a variety of opportunities to engage in discussions centered on student access, progress, learning, and success. In addition to weekly student services departmental meetings, a range of committees and task forces meet on a regular basis:

- Learning Task Force – This group reviews persistence and retention rates in basic skills courses.³³⁶
- The Campus Change Network – This group of administrators, faculty, staff, and students focuses on increasing diversity, equity, and inclusion in order to create an environment that better supports access, progress, and success for all students.³³⁷
- Counseling Division – The division meets on a weekly basis to discuss issues such as assessment, orientation, and other counseling services that affect student access, progress, learning, and success. Under current discussion is development of a "First Year Experience" student program responding to data that demonstrates that participation in such programs increases persistence and success.³³⁸
- The Foundation Semester – The faculty from each participating discipline meet weekly to discuss how their lesson plans are working, how students are learning, progressing, and succeeding, and how to create future lesson plans.

³³⁴ Probation Progress Reports and Letter

³³⁵ LPC Foundation

³³⁶ Learning Task Force

³³⁷ Campus Change Network Minutes

³³⁸ Research for First Year Experience

Categorical programs in student services undergo a “categorical site visit” from the state chancellor’s office every six years. The site visit for DSPS, EOPS/CARE, CalWORKS/TANF, and Matriculation occurred in February 2008. The college submitted a self-study to the visiting team in preparation for their visit. The exit interview provided the college with substantial positive feedback on these programs. Additionally, the team recommended that the college examine the administrative structure in Student Services to provide greater support to programs and recommended significant space and staff increases. Unfortunately, the college has not yet received the official report from the state chancellor’s office. The report will be added to the addendum when received.

Las Positas College publishes a catalog every two years that is comprehensive in providing accurate and current general information, information on admissions requirements, academic programs and requirements, student programs and services, college policies, and the location of additional information.³⁴³ In alternate years, an addendum with curricular and policy updates is also provided. The organization of the information into clear, logical sections makes the catalog easy to use and understand. The college recently received the following award for its catalog and has received it on several occasions in the past:

National Council for Marketing and Public Relations
Paragon Awards
College Catalog, Division A
Bronze Award

A catalog committee is formed each catalog cycle to update the catalog, and is typically comprised of the Vice President of Academic Services, Vice President of Student Services, Executive Assistant to the Vice President of Academic Services, Visual Communications Coordinator, and Articulation Officer. The committee ensures that the content is reviewed for accuracy and currency in a timely manner and coordinates the final edit. Each academic and student services division is responsible for reviewing and modifying its particular programs and/or services as necessary. The respective deans within the divisions work with their individual departments in this process. The Executive Assistant to Vice President of Academic Services ensures that the curricular changes are accurate. The Articulation Officer ensures that the transfer information is accurate within the program information and for each individual course. The Visual Communications Coordinator organizes the process of catalog layout, graphics, print production, and web format. An addendum is published in intervening years that includes curricular and policy changes which occur between the publications of catalogs. Some policies are also communicated via counseling appointments or during orientation, for example, the process for international transcript evaluation.

2B3 The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

The learning support needs of the student population are identified in a variety of ways within Student Services. The initial online application includes a section that allows students to identify specific support needs and concerns, such as academic counseling, services for disabled students, or housing information. These requests can be used by student support services to contact the potential students and provide information about requested services.³⁴⁶

When students complete the required math and English assessment test as part of the admissions process for new students, they are assigned to an orientation and program planning session conducted by counselors. During this orientation, information concerning all available learning support services is presented to students. Students also have an opportunity to talk one-on-one with a counselor and are able to identify specific learning support needs they may have, focusing on their initial semester at the college. The results of the assessment process also indicate student strengths and weaknesses with respect to math and English skill levels, as well as students with learning disability needs. This initial contact with a counselor begins the overall support process for students. Depending on specific student needs and goals, counselors encourage students to become involved in learning communities, to take appropriate basic skills courses, to utilize services available through the Independent Learning Center and the Tutorial Center, and to become involved in campus activities and clubs.

Each year, all new students enrolling for the fall semester are strongly encouraged to participate in the special EXPO LPC orientation program. This one day (six-hour) focused orientation provides students with an exposure to various strategies for college success through an exploration of available programs and services. A required element of this program is completion of the Student Inventory Needs Assessment instrument.³⁴⁷ This survey instrument is designed to identify specific student academic strengths, concerns, and needs. It also allows students to indicate and request help with or information about various student support services including tutoring, improving basic skills, financial aid assistance, transportation, personal counseling, and educational guidance. The instrument also provides an evaluation of personal student attributes such as academic confidence, goal commitment, time management skills, perseverance, and study skills. All students are given an opportunity to meet with a counselor to discuss the survey results and determine which specific support resources fit their interests and needs. The overall student inventory results are also used to plan academic and student support services at the college. This data concerning students' needs helps the institution target and prioritize available student support resources.

³⁴⁶ Online Student Application

³⁴⁷ Assessment Center

NOTES

Students can apply for admission to the college via paper application or online through the college web site.³⁴⁹ Computers are provided in the Admission and Records area to assist students with the application process and registration for courses. Orientations for new students are provided online and on campus. Assessment testing is web-based and is conducted through the Assessment Center. Testing sessions are also provided at local high schools.

Counseling and student follow-up services are provided through the main on-campus counseling area, and in psychology-counseling courses, such as Educational Planning, Study Skills, and Personal Development. General information about counseling, and extensive counseling resources, is provided on the Counseling Services web site. Students can schedule appointments in-person, by phone, or request appointments online by email.

For students with specific learning or physical disabilities, application, registration, orientation, assessment, and counseling services are provided by DSPS faculty and staff. Specific needs are identified and subsequent appropriate accommodations provided.

Registration for all students can be accomplished in person or online using the CLASS-Web student information and registration system. Financial Aid FAFSA applications may be completed online or at the Financial Aid office. Students may also access online information concerning university transfer, tutorial assistance, health related issues, and all other areas of Students Services through specific web sites provided by each service area. All Student Services areas also hold extended evening hours on certain days to accommodate students completing evening classes.

SELF EVALUATION

The college meets this standard. The college has utilized technology extensively and effectively to provide appropriate delivery of services to students. The current level of services is very good, considering the limitation of staff and faculty available. Nearly 90 percent of the students indicated they were either satisfied or very satisfied with the convenience of the online application process and the online CLASS-Web registration system.

PLANNING AGENDA

None.

2B3b The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.

³⁴⁹ Online Student Application

STANDARD TWO

PLANNING AGENDA

None.

2B3c The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.

Las Positas College has developed comprehensive counseling services to support student development and success. Counselors provide the full range of services to students, including academic, career, and personal counseling; they also teach classes in academic and career counseling. The Counseling Division holds bimonthly meetings to dialogue and evaluate the effectiveness of these services.³⁵⁵ The Counseling Division completed a program review in 2006-07 to identify strengths and weaknesses and evaluate services, and the results of the program review are being used in the counseling work plans. For example, one area that needed to be addressed was that “new technologies” were not being fully utilized in delivering counseling information. As a result, counselors are currently working on developing an online orientation program to reach more students by enhancing the delivery of information for matriculation. Other recommendations from this program review include strengthening staff development for faculty and staff, developing interventions for students who fail a class the first time, and increasing counseling participation in the matriculation services. These suggestions have been incorporated into a program activity plan along with timelines and measurable objectives.

Counseling services are provided by both permanent and adjunct counseling faculty on weekdays throughout the year, including summer, winter, and spring breaks. Services are provided in a variety of formats, including set appointments, drop-in visits, and via email. Set appointments are thirty minutes in length, and drop-in meetings are between five and fifteen minutes, depending on the student’s needs. Electronic counseling services are provided by a faculty counselor. To support students in online classes, there is also a webpage describing counseling services for online students. This page also allows students to submit questions to counseling staff at any time of the day or year.³⁵⁶

Counseling faculty have also developed a comprehensive website to provide students with a variety of important information, including hours of service, pictures and email addresses of counselors, access to forms, graduation and transfer requirements, answers to frequently asked questions, and information for new students.³⁵⁷

³⁵⁵ Counseling Division Minutes

³⁵⁶ Counseling for Online Students

³⁵⁷ Counseling Department

A program planning session will follow this orientation so that more students will have education plans earlier. The current general counseling faculty number nine; however, with various assignments within those positions (transfer, articulation, interventions, veterans, international students, matriculation research) only 5 FTEF are available for the 9,000 students at the college. Additionally, the visiting team from the Categorical Site Visit made recommendations for increased counseling in EOPS, CalWORKS, and general counseling.

PLANNING AGENDA

1. Identify resources to provide sufficient counseling services.

2B3d The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.

Las Positas College celebrates its commitment to diversity, equity, and inclusion, and it continually strives to enhance and empower diversity throughout the community. The importance of these values to the college is reflected in the college's mission statement, educational master plan, and student equity plan.³⁵⁹
³⁶⁰ All areas of the college incorporate diversity, accessibility, and equity within their course work, programs, services, outreach efforts, marketing tools, as well as Student Life activities and events.

As a result of the college's Midterm Accreditation Report's Recommendation 9, three years ago the college connected with California Tomorrow and established the Campus Change Network (CCN), whose goal is to enrich and empower diversity. During the past three years, CCN has provided the college with activities and events such as the Gay-Straight Panel, Women's History Month, Brown Bag Session on Disabilities, La Semana Cubana, and the American Indian History event.³⁶¹

Student Services, through its program review process, has developed SLOs that include access, diversity, and equity outcomes. Student Services faculty have had training on how to prepare and submit student learning outcomes. The college has also been heavily engaged in the Basic Skills Learning Initiatives. This cross-campus engagement has resulted in a review of Basic Skills components. The Basic Skills Programs in English and math have all their courses available in the Blackboard online learning system to give students online access to resources for those courses. To help students persist and succeed in demanding math, English, and ESL course sequences, four years ago faculty and staff developed the Integrated Learning Center that provides focused support in those areas, as well as writing tutoring for all students and the college.

³⁵⁹ Educational Master Plan

³⁶⁰ Student Equity Plan

³⁶¹ Campus Change Network

SELF EVALUATION

The college meets this standard. The college has a mission statement on diversity and equity, which appears in the college’s education master plan and the college’s student equity plan. The college community innovatively strives to continually address, promote, and enhance diversity in the classroom, in its programs and services, and its student life activities and events. The college community values the understanding of diversity and what empowerment can be derived from it.

PLANNING AGENDA

None.

2B3e The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

All California Community College Admissions Offices must abide by the rules and regulations of Title 5 as well as the California Education Code. All assessment instruments are in compliance with the California Community College’s State Chancellor’s Office. Las Positas College evaluates its admissions and placement programs, policies, and processes annually to validate their effectiveness and reduce bias. Enrolled students, including international, disabled, and English as Second Language (ESL) students are encouraged to take English, math, and chemistry assessment tests as well as attend an orientation to fulfill matriculation requirements.

The Assessment Center provides ability-to-benefit (ATB) tests for students that do not have a high school diploma or General Education Diploma and wish to apply for Financial Aid. Non-native speakers take the CELSA test for ESL placement. ESL faculty select topics for the writing component of this test. The Student Education Plan (SEP), includes multiple measures that help to validate assessment testing, consequential validity, cut score analysis, and disproportionate data.³⁶⁷

To check for bias, staff review and assess each test item for potential cultural misunderstandings. For disproportionate impact, placement results are statistically analyzed by gender, ethnicity, age, learning disability, and the categories of native/non native speaker. Test scores are adjusted with faculty-identified multiple measures criteria based on levels of education and high school grades.

Student Services evaluates their programs and effectiveness through their program review process. Student surveys are provided and information also includes how our current process systems are working, outreach effectiveness, customer service, and marketing tools.³⁶⁸

³⁶⁷ Assessment Center
³⁶⁸ Student Services program review

the CLPCCD internal network from either one of the two college sites or the district site. The Banner client requires a login ID and password that is also updated by the user and expires within six months. For all Banner access, the Banner role security defines what forms and functions the user has access to and the Dean of Enrollment Services authorizes what access will be granted, either update or query, through a Computer Access Request form submitted to the district ITS department. Besides the login access with user ID and password or PIN, the Banner system has been setup with a built in timeout of fifteen minutes to prevent inadvertent intrusions. Currently enrolled students can access their current registration status and academic history online. Each student is assigned a random ID number (system generated W-ID) which is used with a student PIN number for secure student access to online personal information.

To maintain confidentiality and ensure compliance with federal and college regulations, document security levels have been established. Beginning in 1998, the college implemented an image scanning system for electronic storage of permanent records. Document scanning is performed in an isolated, secure office area that is only accessible by authorized personnel. Scanned images are backed up daily. Copies of the tape are stored in a fireproof safe. Security levels for viewing and scanning student records are established by department deans and enforced by technology department system administrators. Access to the server is restricted and can only be accessed through the Technology Departments administrative users. Electronic student records may only be accessed by authorized viewers. The authorized viewer cannot edit or delete student records this is reserved for document administrators. The Admissions and Records administrator must approve requests for access.

Active student records are housed in Admissions and Records, building 700. This area is locked and is accessible to authorized personnel only. Microfilm copies of LPC student records prior to 1994 are located at LPC and the CLPCCD offices. Original microfilm tapes are stored at Chabot College in a fireproof, secure room. The copy of the microfilm sent to LPC is for access only.

All student records are kept confidential and destroyed in accordance with the guidelines of the Family Rights and Privacy Act of 1974 (FERPA).³⁷⁰ All Admissions and Records staff are knowledgeable about FERPA and college guidelines related to student record confidentiality. Information is not released to a third party without written authorization from the student. Records are retained, scanned, and destroyed according the guidelines of Title 5 Retention Manual. In addition, computer access to our Banner system is reviewed periodically and access is restricted to a “need-to-know” basis. All users are required to sign an agreement stating they will adhere to FERPA mandates.³⁷¹

The college does have a policy for releasing student records.³⁷² Transcripts are released through a request process in the Admissions and Records Department. Only three individuals have the authority to release transcripts, and each request is logged and documented. Other student records, such as those related to

³⁷⁰ Family Educational Rights and Privacy Act (FERPA)

³⁷¹ Board policy 5310

³⁷² Board policy 5311

which provides the library with further access to new curricular areas under development.³⁷⁹ The library has also established an account at the local Borders Bookstore to meet immediate needs that arise and cannot be adequately accommodated using the regular vendor.

To weed the collection, librarians analyze checkout or use statistics, currency, and physical condition as guidelines for discard.³⁸⁰ Areas are reviewed systematically with replacements or newer editions considered for purchase as part of the process. The library also offers faculty regular opportunities to select and deselect materials pertaining to their areas. One example is Flex Day of spring 2005. As an activity choice, the faculty were invited to review the library collection for weeding.

Policies for Collection Development and Faculty Services are online. These include the guidelines that dictate collection choices such as the number of students/classes expected to use a database or resource, suitability for community college level students, closed captioning for audio-visuals, and cost.^{381, 382}

Since 2004, funds from the Measure B Bond have helped to update and improve the library collection. Despite elimination of monies in the general library funds for audio visual and book resources, the Measure B Bond has helped to develop new collections to reflect current curriculum and update certain areas such as the sciences. Future budget planning is needed to discuss a steady, consistent funding source for the library so that support for instructional programs will continue uninterrupted when the Measure B Bond money is depleted.

Equipment and Facilities

The library has 60 computers for student research, five circulating wireless laptops, and one disability-accessible computer setup provided and maintained by DSPS. All computers are equipped with headsets to accommodate DVDs and CDs. Library computers are replaced every four years as part of the college's Lifecycle Plan.³⁸³ The computers are continuously maintained and updated to meet standards set by the Technology Department. Sixteen of these computers are part of an instructional lab that has been eked out of a corner of the library. These computers are not always available for student use if workshops or classes are being taught by the library. During heavy library use, computers are greatly impacted. The Student Satisfaction Survey Fall 2007 indicates that although students give the library as a whole high marks, they are dissatisfied with the number of available computers.³⁸⁴

There are approximately 25 tables for group seating and 56 carrels for individual seating. Two large group study rooms that will hold 8 – 12 students and three sound proof rooms that will hold 3 -4 students suitable for quiet study, speech practice, music practice and other small group activities are available by reservation. Two carts with complete audio-visual setups that include TV/DVD/VHS player and CD player are available for use in the library study rooms.

379 2008 Course Proposal form

380 Collection Development Policy

381 Collection Development Policy

382 Faculty Services / material request

383 Technology Lifecycle Plan

384 Fall 2007 student survey

Athletics Academic Center for Excellence (ACE)

ACE supports the student athlete academically by providing individual and group tutoring, study groups, workshops, adjunct courses, and access to a quiet and convenient place to study. The Center is open five days a week.³⁸⁸

Computer Center

The Computer Center is a quiet open lab environment for school assignments. Computers are available on a “first come, first served” basis. The center has over 100 computers for student use and also provides access to various software and printer options. The center is open five days a week including nights.³⁸⁹

Disability Resource Center

This center provides a supplemental instruction lab that serves the needs of a specialized population. The lab is open for specific hours posted five days a week with access to adaptive workstations using assistive technology and software.³⁹⁰

Innovation Center

The Innovation Center offers training and support to faculty and staff who want to learn best teaching practices using technology -- whether to enhance a face-to-face class or to design a hybrid or fully online course. Pedagogical training, as well as technical training, is provided. All training includes methods for making online instructional materials accessible to students with disabilities.³⁹¹

Integrated Learning Center (ILC)

The Integrated Learning Center (ILC) provides assistance to students in mathematics, English, English as a Second Language (ESL), and reading and writing as applied to any course. The ILC houses four primary functions: Open Math Lab, Writing Center, English 1A Lab and ESL Lab. The ILC contains 20 personal computers and has a computer-based tracking system used to monitor student hours within the lab. The ILC, open five days and four nights a week, is staffed by English, ESL, and mathematics faculty members.³⁹²

The Open Writing Center

The Open Writing Center, located in the Integrated Learning Center, provides writing services for students across the disciplines using a 20 minute drop-in, first-come, first-served format. Services include one-on-one help, use of ILC computers, online grammar and reference resources, and a collection of standard and ESL dictionaries.³⁹³

Self-paced Math Lab (MATH X)

Math X Lab program provides the student with an alternative way to learn mathematics, specifically Math 55, 65, 71 and 107. This is a mastery program for basic skills students who can work independently using a self pace style asking for help as needed.³⁹⁴

388 Athletics Academic Center for Excellence

389 Computer Center

390 Disability Resource Center

391 Innovation Center

392 Integrated Learning

393 Writing Center

394 Open Math Lab

The LPC Library supports student success and learning by providing a suitable environment that promotes students' acquisitions of information competency skills. Librarians teach the components of information competency in a variety of ongoing ways:

- **Library Research Courses:** The LPC Library previously used a self-paced book for library research skills instruction. In fall 2006, the self-paced book was replaced with four hands-on courses worth .5 credits each: Introduction to Library Research, Introduction to General Databases, Introduction to Specialized Research Databases, and Introduction to Internet Research teach the full range of information-competency components following the standards set by Association of College & Research Libraries (ACRL).^{396, 397}

Student learning outcomes have been written for each of the courses and are being tracked in eLumen, the institution's software repository for assessing, analyzing, and tracking improvement goals for student learning outcomes.³⁹⁸ Enrollment for these new courses are as follows: 38 (fall 2006), 28 (spring 2007), 16 (fall 2007). The overall success rate for completion was 85 percent.³⁹⁹

- **Library Orientations:** In fall 2007, librarians taught 89 bibliographic orientations, to approximately 2800 students.⁴⁰⁰ Classes that attend library orientations are generally those requiring a research assignment; instructors use these orientations to help prepare their students. These orientations are scheduled for one class period and are tailored to specific course content and assignments while covering a limited number of information-competency components. Orientations most often focus on teaching the basic use of the library's online research tools (e.g., magazine & journal databases and the library online catalog for books and audio-visu-als), search techniques to locate and retrieve relevant information, and evaluation of information sources. Also addressed in the library orientations are the ethical and legal issues surrounding information and information technologies including citation formats. In conjunction with these course-related library orientations, librarians regularly create library guides, tip sheets or other instructional handouts related to specific research assignments.⁴⁰¹
- **Workshops:** LPC Library provides workshops as needed for both students and faculty to introduce new library features or learning tools. For example, in fall 2006 several workshops were given to students and faculty on NoodleBib, a citation generator that had just been purchased as an instructional tool for creating MLA and APA citations. This tool is part of the library's instructional

³⁹⁶ Collection Development Policy

³⁹⁷ ACRL Information Competency Standards

³⁹⁸ eLumen (Login required)

³⁹⁹ Library Statistics

⁴⁰⁰ Library Statistics

⁴⁰¹ Student links – LPC library

2C1c The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.

Las Positas College strives to support adequate access to the Library and other campus learning support services. However, in spring 2008, Saturday access to the on-campus learning support services was eliminated for that semester.

Library Hours: Regular hours during fall and spring semesters are Monday – Thursday 8 am to 9 pm, Friday 8 am to 2 pm, and Saturday 10 am to 2 pm. Summer session hours vary. The Circulation and Reference desks are staffed with professional library personnel during all Library hours.⁴⁰⁴

The LPC Library web page is designed to support on-campus and remote access to information resources. Electronic access to all of the Library's subscription databases, the online catalog of the Library's print and audio-visual collections, and learning tools on the Library's website are available at all times.^{405, 406} To access the databases from off-campus, students and faculty login with their college assigned ID number and password. All resources on the Library's website, including databases, are accessible from all on-campus computers without any log-in necessary other than STARS.

Reference assistance by LPC librarians is available in person and by phone whenever the Library is open. The Library also provides an email reference service with a response time of within twenty-four hours Monday through Friday (with somewhat longer response times for requests submitted on weekends and holidays).⁴⁰⁷ The Library faculty strive to accommodate all faculty requests for orientations or other types of Library instruction even when the Library is normally closed such as in the summer sessions or Saturday hours.

The Library also maintains a Disabled Student Program and Services (DSPS) computer workstation in the Library computer lab. The specialized software and adaptive equipment provides students with learning differences, physical disabilities, and vision impairments the means to successfully use the library. This workstation also provides the student an alternative place to study besides the DSPS lab.

SELF EVALUATION

The college meets this standard. Access to the Library homepage and electronic resources is adequate. However, providing these electronic resources, including the much used magazine and journal databases, is costly. Currently the Library receives TTIP funding from the state to offset the cost, but the amount has not increased in years while the cost of databases has. As new curriculum, especially online classes, are developed, even more database resources will be needed. A budget process and consistent funding for electronic resources is required to

⁴⁰⁴ Library Hours

⁴⁰⁵ Online Databases

⁴⁰⁶ Online Catalog

⁴⁰⁷ Reference Librarian Contact Information

The library employs a computer tutor/student assistant for morning hours only to help with basic maintenance and minor troubleshooting of the computers in the student use lab and the audiovisual equipment. Primary maintenance and upgrades of the network, hardware, and software is performed by the college's Technology Department or the District ITS according to their policies and procedures.⁴⁰⁹

• *Resource Sharing:*

Las Positas College Library has in place a long standing resource sharing agreement with Chabot College Library. Items are transferred between libraries when requested by faculty and students. With a current and valid Las Positas College ID, students may also check out materials from the Chabot Library. Holdings information for both libraries is in the SIRSI online catalog, which can be searched from campus and remotely.⁴¹⁰

The LPC Library also subscribes to numerous subscription databases.⁴¹¹ Most of the databases the library subscribes to are contracted through the Council of Chief Librarians California Community College Electronic Access and Resources Committee (CCL-EAR), a consortium of California Community College libraries which conducts a program of cooperative buying to leverage purchasing power, assists individual libraries with database contracts or services, and shares evaluations.⁴¹² This information is used by Las Positas College librarians to select appropriate databases. The database companies also provide regular usage reports for each database the library subscribes to. These reports are considered by the librarians in reviewing the selection of databases to purchase.⁴¹³

Through a formal arrangement with California State University East Bay, Las Positas College students can check out materials from the university library. Students need to show a current and valid Las Positas College ID, and agree to all circulation polices posted by the university.⁴¹⁴

SELF EVALUATION

The college meets these standards. Maintenance and basic security of the library's infrastructure and computer hardware and software is adequate.

Maintenance issues will be resolved when the remodel occurs. Meanwhile, minor problems still have to be dealt with. Shelving space in the circulating stacks area will be exhausted as the collection continues to grow to meet the needs of new and expanding programs. Facilities (such as carpeting and furnishings) show heavy wear and tear and need to be replaced. Minor cracks in the walls are becoming more noticeable. The limited housekeeping staff can not maintain general cleanliness of the older carpeting, furniture, and shelving. An expansion and renovation of the library is needed to provide not only a library instruction classroom, but to update the building infrastructure, accommodate growing reserve collection, increased need for group study rooms, staff and storage areas.

409 CLPCCD ITMP ITS Detailed Specifications
 410 Online Catalog
 411 Online Databases
 412 Council of Chief Librarians California Community Colleges Electronic Access and Resources Committee
 413 Library Database Statistics
 414 California State University, East Bay Library Resource Sharing Letter

An important method used by the college to evaluate library services and to assure that the library adequately meet students' needs is the program review process, which describes and evaluates the library's role and how it contributes to the mission and priorities of the college.⁴¹⁷

Library instructional classes are evaluated with pre- and post-testing plus an evaluation form.⁴¹⁸ Additionally, the library also uses student learning outcomes to evaluate effectiveness of the Library Research Skills classes in meeting student needs.⁴¹⁹ Using an analysis of this data, the library identifies areas needing improvement or modification and redesigns based on student needs.

The Integrated Learning Center, which opened in fall 2005, is involved in ongoing assessment of its effectiveness, though the methods vary according to the program (English 1A, ESL, and math). The ILC, as a whole, surveyed students in spring 2007, and the results were presented to faculty and used to improve the lab delivery.^{420, 421, 422}

Each semester, the ILC coordinator revises the English 1A lab assignments common to the program based on informally collected student and faculty feedback. In addition, English 1A students were surveyed in fall 2006, and they were surveyed again in fall 2008.⁴²³ Data from STARS—a software program that assists with capture of non-credit student hours and tracks student attendance in open labs—shows continued growth each semester.⁴²⁴

A faculty survey was also administered in fall 2008. The ILC has held orientations and workshops for faculty on integrating the lab into individualized sections and on ideal outcomes for the lab. The group-designed outcomes in particular have driven the evolution of the lab over the past year-and-a-half.

The English 1A program has also used the lab to assess one of the SLOs for English 1A: "Integrate researched material into your own writing with appropriate context, explanation, punctuation and citation."⁴²⁵ All instructors in the lab for spring 2007, both full- and part-time, had their students write a paragraph focused on the introduction, transcription, citation, and analysis of a quote. They then assessed how well their students met the assignment criteria using a rubric developed by the department.

The Open Writing Center in the ILC does not have a formalized system of evaluation. However, in fall of 2007, the Center performed two different types of informal response surveys. For first-time tutors, students filled out a survey evaluating the individual tutor. For all other tutors, students filled out a survey evaluating the Open Writing Center in general.⁴²⁶ The Open Writing Center coordinator also observed a tutoring session with each first-time tutor.

417 Program Review

418 Library class pre-test, post-test and evaluation

419 eLumen (Login required)

420 Open Math Lab Survey Spring 2008

421 English 1A Lab Hour Survey

422 Writing Center Evaluation

423 English 1A Lab Hour Survey

424 STARS reports

425 eLumen (Login required)

426 Writing Center Evaluation

Results of the self-study report can then be used to update the educational master plan.

The process that ensures that personnel hiring is aligned with stated institutional goals and specific programmatic needs involves several levels of analyses and discussion from the discipline level to final board approval. The faculty position selection is the process by which each division determines and prioritizes new and replacement full-time faculty positions. In consultation with the dean, the discipline faculty puts in a position request to fill the personnel need. The faculty position request must address a list of criteria that includes current enrollment and staffing numbers, program characteristics, any cross-curriculum impact, justification for the position (as supported by information from the educational master plan, program review, advisory committees, etc.), projected enrollment growth, and specific program, college, or district goals addressed. For each classified personnel request, a justification must be made according to specific educational programs and institutional purposes supported. The position request form does not indicate how the information provided on it is weighted in the decision-making process.⁴³⁹

The next level of discussion takes place at the division level of each request's origin. This is where each request is presented. After division reviews, the position requests are forwarded to the Planning and Budget Committee, where a representative from the discipline or program is given the opportunity to discuss the request with the committee members. The PBC determines the value of all information provided in the position request and makes a recommendation to the president.^{440, 441} Upon the president's approval, the position request is forwarded to the board for final approval.

Following position request approvals, personnel specific to college function follow specific hiring procedures. Manuals and procedures for classified represented, supervisory/confidential, and administrative each have a philosophy, general principles, job announcement, development, recruitment, application process, selection committee size and membership, orientation, application review, minimum qualifications review, screening process (paper and interview) and approval process as a part of a consistent district-wide approach to hiring. Contract faculty procedures are based on recent consultation beginning in November of 2008 and continuing into 2009. In 2009, the guidelines, processes and procedures will be discussed and approved. Past contract faculty hiring, before the 2008/09 consultation followed a draft hiring process.⁴⁴² Current personnel hiring procedures for classified, administrative and supervisory/confidential contain approved compliance training, and adherence to EEO mandates and law. The draft contract faculty hire process has not yet been formally approved by board but the proposed procedure includes compliance with the district EEO plan, training in EEO law, diversity, recruitment, screening, and interviewing procedures.⁴⁴³

439 Guidelines for 2007-2008 Faculty Position Requests
 440 Guidelines for 2007-2008 Faculty Position Requests
 441 PBC Minutes
 442 District Recruitment and Hiring Procedures (draft)
 443 Hiring Procedures

A wider involvement from the campus community ensures that a broad spectrum of ideas is presented to the search committee in developing qualifications that address areas that may be impacted by the hiring decision. This was illustrated recently in the college's search for its new president. In addition to participating in the search committee, staff were given opportunities to provide their input through a town meeting dialogue about traits, competencies, and campus challenges that should most strongly influence the selection of a college leader. Results of staff survey seem to indicate, however, that, in general, the hiring process has not cast its net wide enough to give everyone a sense of participating. According to the fall 2007 LPC Staff Survey, only 62 percent agree or strongly agree that "all personnel have adequate opportunities to participate in all aspects of college hiring process." On a broader scale, according to the same survey, only 51 percent agree that "human resource planning is integrated with institutional planning."

The current processes for administrative, classified and supervisory confidential hiring meet the standard. The consultation process occurring with the Academic Senates on the contract faculty procedure is the last piece to be put in place for a uniform process across the personnel sectors.

Timely evaluations and feedback ensure that job performance and the delivery of programs and services correlate with personnel qualifications. According to the fall 2007 LPC Staff Survey, 86 percent and 82 percent, respectively, either agree or strongly agree that evaluations of their job performance seek to assess job effectiveness and encourage improvements in job performance. While not a direct measure of qualifications, opportunities for professional development and job-specific training do provide a means for personnel to maintain and strengthen their qualifications, especially as new methods and techniques become available to improve the delivery of these services and programs. Administrative, classified, and faculty personnel are provided such opportunities for professional development and job-specific training. Some examples of these are flex-day activities for both faculty and classified, staff development activities including the newly revived Teachers Teaching Teachers, subject-specific conferences, the Great Teachers Seminar, and safety training for lab science classified and faculty staff.

Student satisfaction surveys provide one measure of gauging the integrity and quality of programs and services. Programs and services delivered with success, based on student satisfaction survey results, can be correlated with sufficiently qualified personnel involved in the process. Some results of the fall 2007 Student Survey relevant to addressing this standard are listed below:

- When asked to rate their overall experience with student services programs, the average ranking was 3.75 (with 1 = very poor and 5 = excellent), with 92 percent providing a satisfactory or higher rating.
- An average of 71 percent indicated at least a satisfactory rating when asked about their overall experience with instructors, college administrators, counselors, admissions and records staff, librarians, and other college staff.

NOTES

descriptions (e.g., College Clerk II, Maintenance Technician I) typically are not reviewed for individual job openings. Criteria and job qualifications are stated clearly in job announcements and are based on the job description and the State Chancellor’s minimum qualifications.

Because duties, responsibilities, and organizational needs may change over time, the Classified Collective Bargaining Agreement (CBA) includes a reclassification process for staff positions. Requests for reclassification can be initiated by either the incumbent or the manager. A review of the position is conducted by an outside reclassification consultant who provides the district with a recommendation. The reclassification process is addressed in the Classified CBA, in Article 14: Reclassification.⁴⁵⁰ A district-wide classification and compensation study is being conducted currently for all classified, confidential, and supervisory staff positions.⁴⁵¹

Job announcements for positions at the district office, Chabot College, and Las Positas College are posted on the Office of Human Resources website.⁴⁵² In addition, the office maintains an exhaustive mailing list for distribution of job announcements. The office can select from ten district lists when advertising an opening. Some are broad-based, but can be generally categorized as follows:

- California Public and Private Universities and Colleges
- Historically Black Colleges and Universities
- Bay Area Public and Private Businesses and Public Assistance Organizations (classified positions)
- California Community Colleges
- Early Childhood Development Centers
- California Community College Affirmative Action Officers
- California Graduate School Programs
- California K-12 School Districts
- California Nursing Programs
- Local and Bay Area Businesses and Public Assistance Organizations (general)
- National and local newspapers
- Local job fairs

Each category contains numerous individual listings, implying a very large distribution of announcements both locally and nationally.

Hiring committees and committee training is addressed in the 2005 approved procedures manuals for classified, administrative and supervisory confidential.

Committee make up and training for contract faculty is under consultation, but past practice for faculty hiring followed a draft process in previous years. New positions must be approved through a process of recommendation by appropriate

STANDARD THREE

450 Classified Contract
 451 Document available upon request
 452 Human Resources

The evaluation process for tenured (regular) faculty members is designed to assist faculty in examining their objectives, techniques, and accomplishments, and to provide a means to recognize outstanding performance, a means to identify areas in which professional development might provide benefits to students' learning, and a two-way channel of communication about program needs. Tenured faculty undergo a regular evaluation every three years. In addition, a non-scheduled evaluation may be performed when there are specific faculty performance concerns. The evaluation is done with a Peer Review Committee consisting of two tenured faculty members. The faculty being evaluated prepares a professional review report based on an assessment of performance in relation to the standards and a discussion of achievements and any relevant obstacles. The Peer Review Committee visits class, administers student surveys, and discusses the professional review with the evaluatee. The Peer Review Committee then forwards a report to the appropriate dean or supervisor. The dean or supervisor's report is then sent to the appropriate vice president.⁴⁶⁵

The purpose of part-time (adjunct) faculty evaluations is to ensure that these faculty provide students with instruction consistent with the high standards of the instructional program. The process is also designed to assist adjunct faculty in examining their objectives, techniques, and accomplishments, and as a means to recognize outstanding performance. The evaluation of adjunct faculty is done in the first semester of service and at least once every three years afterwards. The review is peer-driven and coordinated by the department dean. Evaluation consists of student surveys, observation and review by a full-time faculty member, and review by the dean.⁴⁶⁶

New classified employees are evaluated after the end of the third, fifth, and ninth month of employment. After this probationary period, classified employees are evaluated every year or as deemed necessary. Performance areas evaluated include quantity of work, quality of work, job knowledge, initiative, interpersonal relationships, dependability, and potential. Evaluation consists of a written evaluation, an optional self-review, and a conference with the supervisor. The employee may request a review of the evaluation. Reports are retained by the human resources department at the district offices.^{467, 468}

The purpose of administrator evaluations is to recognize and develop leadership ability and to assess job performance. The evaluation process used in the Chabot-Las Positas Community College District is designed to assist and guide the individual whose work is assessed, improve the unit to which the individual is assigned, and benefit the entire district through improved performance. The structure of the process guides the administrator being evaluated to consider institutional priorities and values, to discuss the relationship between policies and actions with his/her supervisor, and to clarify and define leadership attributes. Specifically, the primary purposes of the evaluation as described in the Administrator Performance Evaluation System Guide are:⁴⁶⁹

465 Faculty contract
 466 Faculty contract
 467 Classified contract
 468 Board policy 4417
 469 Administrator Performance Evaluation System Guide

NOTES

TABLE 1: FULL-TIME AND PART-TIME FACULTY BY ASSIGNMENT 2002-2007 IN FULL-TIME EQUIVALENTS

	2002	2007	%change
Full-time Faculty	97	106	9.2
Instructors	80	91	13.75
Counselors	11	11	0
Librarians	4	4	0
Full-time Equivalent of Part-Time Faculty	79.16	102.71	29.74

Source: Organization Charts⁴⁸³

TABLE 2: CLASSIFIED STAFF BY ASSIGNMENT 2002-2007:

	2002	2007	%change
Administrative Services	18.77	23.175	23.68
Academic Services	32.61	41.863	28.37
Student Services	24.35	28.5	17.04
District	14	16	14.2
Total	89.73	109.538	22.08

Source: Organization Charts⁴⁸⁴

TABLE 3: FULL-TIME TO PART-TIME FACULTY RATIOS FOR 2007 EXPRESSED IN FULL-TIME EQUIVALENTS

Year	Full-Time (FTE)	Part-Time (FTE)
2002	97	79.16
Percentage	55.1	44.9
2007	106	102.71
Percentage	50.79	49.21

Source: Organization Charts⁴⁸⁵

*Does not include full-time teaching overload or “re-assigned” FTEF

TABLE 4: FULL-TIME ADMINISTRATORS:

	2002	2007	%change
Full-Time Administrators	12	13	8.33

Source: Organization Charts⁴⁸⁶

483 Organization charts

484 Organization charts

485 Organization charts

486 Organization charts

NOTES

At the time of employment, each new staff member is issued a packet of payroll and personnel information to be completed and returned to the Office of Human Resource Services. This information comprises the foundation of each new employee’s personnel record. The Office of Human Resource Services reviews the contents of this file using a checklist to ensure that all of the necessary documents are completed, returned, and filed appropriately.

Personnel records are kept in locked files in the Office of Human Resources. The files are opened in the morning and locked at the close of the business day. New employees of the Human Resource Services Office are given explicit directions regarding the importance of file confidentiality and are instructed about the circumstances in which employees and managers can review the files.

Personnel files are kept “active” (in paper form) for five years. After a period of five years, the files are microfilmed, the paper copies are purged from the files, and the microfilm is kept as part of the district’s permanent records.

Employees and former employees are allowed to inspect their personnel files at reasonable intervals during regular business hours by completing a Personnel File or Payroll Records Request.^{492, 493} The employee is notified of a date and time the file may be reviewed. If the request is denied, a notice is provided to the employee. The district monitors the employee’s inspection of their personnel file to ensure that nothing is removed, destroyed, or altered. The employee is able to copy any document he or she has signed relating to obtaining or holding employment. This includes documents such as signed employment applications, employment contracts, warning notices, and records of employee discipline. Employees are also allowed to take notes about any contents of the file.

SELF EVALUATION

The college meets this standard. It has developed and implemented policies that comply with faculty and classified contracts, board policies, and the educational code. The personnel policies are updated to guarantee fairness in personnel procedures. The college also ensures that personnel files are kept in a secure location at the District Human Resources department. According to a staff survey, only 57 percent of college staff believes that human resources policies and procedures are clear and available.

PLANNING AGENDA

1. Develop and disseminate HR policies and procedures that are clear and accessible to the college on a continued basis. Provide opportunity for college personnel feedback on effectiveness of procedures and forms.

3A4 The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

492 District Payroll office
493 Classified and Faculty Contracts

STANDARD THREE

NOTES

Programs

Las Positas College has a variety of programs that support the needs of its diverse student body. These programs include CALworks (for students with children), the Disability Resource Center, Extended Opportunity Programs and Services (EOPS) (for low-income and educationally disadvantaged students), and the Veterans’ Services Office.^{498, 499, 500, 501}

Clubs

Student clubs celebrating a diverse campus include the Asian Student Alliance, Black Student Union, Christ on Campus, Gay Straight Alliance, Latino Student Alliance, Muslim Student Association, Veterans Club, and World Cultures Alliance.⁵⁰²

Events

The college regularly hosts special events highlighting diverse cultures and groups. Recent events have included a Dia de los Muertos Exhibit (November 1, 2007), Week of Cuban Culture (Dec 3-8 2007), and Brain Awareness Week (March 3-7, 2008). The World Cultures Alliance has sponsored two movie nights showing an international film and providing food from that country (November 13, 2007, March 20, 2008). Recent campus speakers have included Doris “Lucki” Allen, discussing her experiences as a female veteran of the Vietnam War (March 14, 2008) and Temple Grandin, an autistic woman who discussed her celebrated work as a livestock behavior specialist (March 13, 2008).⁵⁰³ The Campus Change Network also regularly hosts discussion groups dealing with issues of diversity and equity which are open to all members of the campus community. Town meetings (for all full-time faculty, staff, and administrators) frequently include subjects relating to issues of equity and diversity, including a student panel on diversity in which student leaders discussed their feelings about how to create a more collegial atmosphere amongst students.

Campus Change Network

In partnership with the social justice nonprofit “California Tomorrow,” Las Positas College participated in a fifteen-month project to examine issues of student equity and access at the college. This project, known as the Campus Change Network, involved Las Positas and seven other California community colleges.⁵⁰⁴ This project, begun in spring 2005, was an opportunity to work toward realizing the goals stated in the Student Equity Plan. Members of the Campus Change Network participated in three retreats and various professional development opportunities as well as regular meetings on campus. The group has worked to institutionalize policies encouraging equity by including them in the educational master plan, thus engaging mechanisms for resources to be allocated toward these goals. Although the original fifteen-month project has ended, the Campus Change Network has continued to work on campus, organizing roundtable discussions and speaker events on issues of equity and diversity;

498 CalWORKS program
 499 Disability Resource Center
 500 EOPS
 501 Veterans’ Benefits
 502 Student clubs
 503 Activity calendar
 504 Campus Change Network website

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Las Positas’s Student Equity Plan notes that, while the campus has a relatively small proportion of students of color, the college is in fact more racially diverse than the communities surrounding it. This indicates the college’s accessibility to students of color (Student Equity Plan 2004).

A comparison of the 2005 and 2007 Student Survey data does show that white students feel more encouragement from their instructors to participate in class and share different points of view than do non-white students. White students are also less likely to report growth in their ability to get along with different kinds of people and to demonstrate respect for the rights, views, and work of others. African American and Asian students were less likely to agree with the statement, “Instructors are diverse enough to meet my needs.” In 2005, African American students reported less respect for issues of race-ethnicity, gender, physical disability, age, sexual orientation, and religion than did non-African American students; however, this was not the case in 2007. Since the numbers of each ethnic-racial group at this college is small, it’s possible that correlations might not be reliable for any specific group.

PLANNING AGENDA

None.

3A4a The institution creates and maintains appropriate programs, practices, and services to support its diverse personnel.

Personnel benefit from the campus climate described in Standard 3A.4. In addition, particular personnel provisions are made to prevent discrimination and support a diverse staff.

Contract

The faculty contract provides for reasonable accommodations for mental or physical disabilities (article 9M), pregnancy leave and parental leave (11E and F), and non-discrimination (35a-c) which includes the anti-discrimination/sexual harassment training.⁵⁰⁹

Harassment Training

All full-time Las Positas College personnel received training on preventing harassment and discrimination in the workplace (Preventing Harassment, Discrimination and Retaliation in the Academic Setting/Environment: February 7, 2007).⁵¹⁰

SELF EVALUATION

The college meets this standard. The results of the 2007 staff survey indicate general satisfaction with issues of equity and diversity. The survey asked for

STANDARD THREE

⁵⁰⁹ Faculty Contract

⁵¹⁰ Board Policy 4027: Sexual Harassment Administrative Rules and Procedures

degree of agreement or disagreement with the following statement: “The college demonstrates its commitment to diversity through its hiring process, including job descriptions, diversity of the applicant pool, and the selection of hiring committee members.” Responses to this statement were 22 percent strongly agree, 56 percent agree, 11 percent neutral, 11 percent disagree, and 0 percent strongly disagree. This means that in total, 78 percent of those surveyed either agreed or strongly agreed, representing a strong show of support for the college’s commitment to diversity in hiring. However, 11 percent of respondents in disagreement could be seen as a high proportion for such an important goal. One reason for this may be that the school has no affirmative action policy for hiring, and diversity is not explicitly included in the standards used by first-level hiring committees. Including diversity as an explicit hiring goal would strengthen our institutional commitment to this outcome.

Another salient prompt on the survey was “Personnel are treated equitably.” The responses were as follows: 27 percent strongly agree, 58 percent agree, 8 percent neutral, 8 percent disagree, and 0 percent strongly disagrees. In total, 85 percent of the respondents expressed either agreement or strong agreement. While this is a strong response, the majority of respondents only agreed, indicating that they had some reservations. The survey does not describe the reasons for these reservations, but the result could motivate deeper exploration.

PLANNING AGENDA

None

3A4b The institution regularly assesses that its record in employment equity and diversity is consistent with its mission.

Part of Las Positas College’s mission is to foster in students “an understanding and respect for difference and diversity.”⁵¹¹ Implicit in this mission is the college’s observance of the district policies, as well as federal and state laws, that ensure equal opportunity in hiring practices.

Staff diversity at the college has increased only slightly since 1995. The proportion of Hispanic, Asian, and African American employees has remained fairly constant.⁵¹²

Assessment of staff diversity and satisfaction is not done in a systematic manner. Numbers of staff by gender and race are available, but there is no process for that data to affect policy.

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STANDARD THREE

511 Mission Statement
512 Employee Demographics 1995-2007

PLANNING AGENDA

None.

3A5 The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

3A5a The institution plans professional development activities to meet the needs of its personnel.

Las Positas College offers its personnel a range of professional development opportunities through its Staff Development Committee, which is a standing committee in the college’s shared governance.^{515, 516} This committee includes representatives from administration, classified and faculty groups. The Staff Development Coordinator is given reassigned time to lead the committee in monthly meetings in planning the annual budget, reviewing and awarding conference proposals, planning and developing programs, requesting funding from other sources, and soliciting suggestions and ideas for future programs from the various campus constituencies. Funding for professional development is uncertain from year to year, making the number of programs that can be offered unstable.

The staff development coordinator, with the college president, Academic Senate president, and chair of the Enrollment Management Committee, create the campus flextime program for mandatory and non-mandatory flex periods. A flex day program might include workshops on teaching strategies, the use of technology in instruction, program development, SLO training, and working with students with special needs. Following the union contract, adjunct faculty who have classes during mandatory flex activities are obligated to fulfill the same number of flex hours as they would have taught on the designated flex days. With administrative approval, adjunct faculty who attend flex activities outside their teaching time are compensated.⁵¹⁷

In addition to overseeing flex day activities, the Staff Development Committee supports the following activities:⁵¹⁸

- Funding conference proposals and mini-grants
- Help Desk (individualized computer training at the staff member’s work area)
- Teachers Teaching Teachers
- Great Teacher’s Seminar scholarships

⁵¹⁵ Staff Development committee

⁵¹⁶ Shared Governance

⁵¹⁷ Faculty contract

⁵¹⁸ Staff Development activities

NOTES

PLANNING AGENDA

1. Systematically evaluate staff development committee processes and opportunities, and link staff development to increased program and service effectiveness.

3A6 Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

Human resource planning and institutional planning are connected through the program review process, in which programs identify their staffing needs according to program goals. Annual requests for new faculty and staff positions originate from programs and are presented to divisions that then discuss the urgency of the need as expressed by, in part, the proximity of the program goal that the new position supports to the college mission.^{521, 522} Requests from each division are forwarded to the Planning and Budget Committee, which in turn ranks requests and forwards its recommendations to the college president. The president consults with the chancellor to finalize position priorities.⁵²³

The Office of Human Resources is responsible for the implementation of District Board of Trustees' HR-related policies and procedures. In addition, the office provides leadership and support in the following areas:

- providing high-quality professional service;
- engaging in proactive employee relations processes;
- facilitating the recruitment and selection of employees;
- developing, interpreting, and applying HR-related board policies and procedures;
- overseeing and facilitating the application of HR and HR-related board policies and procedures at the colleges and the district office;
- administering payroll;
- administering benefit programs, and employee health and welfare programs;
- negotiating with collective bargaining units and administering labor contracts;
- developing and administering the classification and compensation system;
- developing and implementing employee development programs;
- maintaining official personnel files.

521 PBC minutes 02-05-04
 522 PBC minutes 04-05-07
 523 College Council minutes 04-17-08

STANDARD THREE

disciplinary building completed since the last accreditation cycle. Several new buildings are being planned as part of the Measure B bond passed in 2004. The bond provides \$217,000,000 for the modernization of existing infrastructure and campus expansion. Construction has begun on a campus aquatics facility, new multi-use athletic fields, and infrastructure and site development including electrical, plumbing, outside wiring, and extension of the campus computer network. Construction will begin in 2008 on the Early Childhood Development Center, the Center for the Arts, a new parking lot covered with solar panels, and the Central Plant. The college is in late stages of planning on the Student Services/ Administration building, the Maintenance and Operations (M&O) building, and the IT building. The college is also adding covered parking with solar panels to an existing lot as part of a project that will generate one megawatt of solar power generation. In the next few years, the college will design and construct Phase II of the Science and Technology Building and begin the Library Renovation and Expansion Project.⁵²⁵

In preparing for the bond, the district took a conservative approach to budgeting. Specifically, it assumed that costs would escalate three to four percent annually over the life of the bond measure. Unfortunately, contemporaneous with passage of the bond, the cost of construction in the greater San Francisco / East Bay area skyrocketed.

At Las Positas this implied two major shifts in the approach to the campus build out: Some projects were deferred to the future, while those that were to be constructed were put on a fast track. The latter approach compressed an approximately seven to ten-year schedule to five to seven years. The goal of this strategic shift was to outrun soaring construction costs. The postponed projects include tennis courts and a classroom building.

There is both financial management and user involvement in the expenditure of Measure B funds. With respect to financial oversight, the District Board of Trustees reviews all major spending decisions. Operationally, the district has a team of project managers under the direction of the Vice Chancellor of Facilities. Las Positas College projects are guided by a Project Planner/Manager, with oversight by the Vice President of Administrative Services. Finally, a seven-member Citizens' Oversight Committee represents the voters of the district to ensure that bond funds are managed responsibly. At the campus level, all decisions and processes are also monitored by the Facilities Committee.⁵²⁶

The Facilities Committee (comprised of faculty, administrators, classified staff, and students) addresses the planning and development needs of the college and makes recommendations to the college president. In addition, the Facilities Committee deals with the "domino effect" that results from new buildings being completed and other buildings becoming vacant. For example, when the PE Complex was completed, the existing weight room no longer needed to be housed in building 1200. Now, building 1200 is home to the Integrated Learning Center, a facility for tutoring in math, English and ESL. The committee

⁵²⁵ Facilities Master Plan

⁵²⁶ Facilities committee

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Request, for example, requires justification by asking, “What educational program or institutional purposes does the equipment support? How does the request relate specifically to the educational master plan or Program Review?”⁵³⁹

The total cost of ownership (TCO) is considered for equipment, facilities, and operations. The Las Positas College Technology Master Plan clearly defines and projects TCO for all technology purchases.^{540, 541}

The cost of ownership associated with new buildings is discussed and projections are attempted. During planning and design of new facilities, Maintenance and Operations projects, M&O staffing, operating expenses for lighting, and HVAC are projected. A new College Central Plant will reduce TCO associated with each building.

SELF EVALUATION

The college meets this standard. However, the total cost of ownership of new facilities is not accurately enough estimated, and a yearly cost of operation, including classified, faculty, curricular programs, and operations, has not been attached to each new facility project in a clear format, so that construction of new projects can be prioritized in a transparent manner by the entire institution.

PLANNING AGENDA

1. Provide a collaborative and transparent process for the consideration of what facilities/programs to defer.
2. Develop a TCO business plan for each new facility to accurately estimate true costs.

3B2b Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.

Physical resource planning at Las Positas College is thoroughly integrated with institutional planning. In addition, the use of physical resources is assessed, and the results of such assessment are used to plan improvements. Some specific groups, committees, and protocols have been adopted to ensure that physical resource planning is integrated with institutional planning. Of specific importance are 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.

⁵³⁹ Request For Use of College Equipment and Support
⁵⁴⁰ Technology Master Plan
⁵⁴¹ Facilities Master Plan

STANDARD THREE

integrated. Three separate offices on campus deal with three different subsets of facilities scheduling; these are class scheduling, general facilities scheduling, and one-time event scheduling. With the use of Schedule 25, a single interactive database will ensure that scheduling activities of all three offices are integrated through automated interaction in a central database.

Effective physical resources planning also depends on feedback and assessment. In addition to what is described above, the Student Survey, the Staff Survey, Program Review, Users Committee Evaluations, and the Facilities Deficiency Database help the college understand and improve its processes.⁵⁴⁸

Las Positas College uses the Student Survey and the Staff Survey to gather information on the effectiveness of its facilities decisions and the integration of physical resources with institutional planning. Elements in the Student Survey of 2007 specifically enquire into the facilities needs of students and their satisfaction with those facilities.⁵⁴⁹ The Staff Survey of 2007 specifically asks staff to respond to how effectively the planning process of LPC allocates resources, integrates institutional research, identifies college priorities, and keeps the college mission central to institutional planning.⁵⁵⁰ The responses to these surveys have been made available to all faculty and staff to encourage use of the information in further planning and improvements.

The program review process involves a review by faculty of all aspects of the college's programs, including their facilities and equipment needs.⁵⁵¹ Faculty are asked to consider data on student success and enrollment trends and to evaluate the implications of this data for facilities and equipment needs. All needs are justified according to the educational master plan and data provided on current instructional results.

Evaluation of the effectiveness of physical resource planning is also done by the Users Committees that are brought together to contribute to the planning process. After facilities are completed and are in use, these groups are again brought together to evaluate the effectiveness of the facilities at meeting educational goals and serving student needs. The information from these reviews is communicated back to the Facilities Committee, the Planning and Budget Committee, the College Council, and the Las Positas Projects Manager so that further improvements can be made.^{552, 553, 554}

The Facilities Deficiency Database is another important way in which the effectiveness of our physical resources is evaluated to provide information for further improvements. This database is generated from data on the current use of facilities, the observations of shortfalls of current facilities planning, and projected facilities needs. On-ground observation is done yearly of all Las Positas Facilities. Data thus generated are input into the Prolog management system.

548 Surveys
 549 Fall 2007 student survey
 550 Fall 2007 staff survey
 551 Program Review
 552 PBC Minutes
 553 Facilities committee minutes
 554 College Council minutes

- Every full-time faculty and staff member has a relatively recent desktop computer with the necessary software and network/Internet access to perform his or her job. Adjunct faculty and part-time staff have access to the same technology. There are over 1,200 computers, including those in classrooms and instructional labs on campus.
- All employees have access to email, phone mail, and district database services on the Internet both on and off campus.
- A lifecycle plan ensures new computers campus wide every four years.⁵⁵⁶
- Students can complete the following tasks online: register for classes, pay fees, check grades, check financial aid status, purchase books, and buy a parking permit.
- There are 28 wireless access points in various locations around the campus.
- All classrooms have an instructor workstation that features at least one computer with appropriate software and is connected to the Internet and to a projector. The workstations also feature a VCR/DVD player, a sound system and network cables that allow laptop computers to be plugged in and connected to the Internet and projector.

Money from the bond was partly used to fund the technological infrastructure of the Multi-Disciplinary Building, LPC's newest, which opened in June 2007. This building provides a glimpse into the technical future of the other buildings funded by the bond that have yet to be constructed. Each classroom has technology similar to other classrooms on campus, but classrooms also include a standardized "smart panel" that allows easier control over the projection and sound systems, and a document camera—a digital upgrade from the traditional overhead projector. Instructions for using the equipment are posted at the instructor workstation in each class.

The jewel of the Multi-Disciplinary Building is the 214-seat lecture hall. This room features a multiplex projection system that allows images to be projected onto three screens. The projection system is controlled by touch-screen technology and is enhanced by a state-of-the-art sound system. Instructors can use either a Windows-based computer or a Macintosh, or they can plug in their own laptops if they prefer. Like the rest of the classrooms in the building, students have wireless Internet access. In addition, students can use the provided outlets to power their laptops, and they can choose to plug in to network outlets for Internet access.

Classroom technology was selected based on analyses of other colleges' setups, recent best practices in higher education, ease of use, and results of LPC's Classroom Technology Survey.⁵⁵⁷ Among other things, faculty were asked what equipment they wanted in the classrooms and what were the barriers to using the equipment.

⁵⁵⁶ Technology lifecycle plan

⁵⁵⁷ Classroom Technology Survey Results 2006

to accomplish their tasks. They can do that, too, as evidenced by the 75 percent of students who are either satisfied or very satisfied with LPC's computer labs. Students also expect to obtain information on a multitude of topics from the college's web site and library databases. Considering that the web site encompasses over 50,000 pages, and the 33 databases contain approximately one million resources, there's a good chance that students will find what they are seeking. Each of the above examples enhances students' experiences at LPC.

Faculty and staff have many of the same expectations as students and have been, for the most part, satisfied with the technology and its services. Of course, for all of the campus constituents, there is more work to be done as both technology and institutional needs evolve. For instance, there is a need for online tutoring, as well as needs for curriculum and document management systems. This project is noted in the 2006 substantive change report.

According to the college's faculty and staff, the use of technology on the campus has been very effective. Ninety-five percent agreed or strongly agreed that technology resources are used to support student learning programs and services and to improve institutional effectiveness. Based on the increase in number of course sections using Blackboard, that high figure is supported. In the 2003-04 academic year, there were 168 sections using Blackboard and serving 4,426 enrollments. During 2007-08, those numbers rose to 706 sections and 18,958 enrollments. Anecdotally, many instructors have noted that the use of technology has improved learning.

PLANNING AGENDA

1. Evaluate the need for increased staffing in the college information technology area to accommodate college growth.

3C1b The institution provides quality training in the effective application of its information technology to students and personnel.

Faculty and staff training takes place mainly in the Innovation Center, a 1,879-square-foot facility that opened in June 2007.⁵⁶⁶ The Innovation Center staff trains faculty on a variety of instructional technology topics, such as designing online courses, designing hybrid courses, and integrating technology into the curriculum. Much of the training centers around Blackboard, but it also includes tools for developing multimedia instructional content that can be delivered online, via CD/DVD, or on portable media players. Training is also available online for those who can't, or don't want to, come to campus. Each training session incorporates techniques for making online materials accessible to students with disabilities.

⁵⁶⁶ Innovation Center

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PLANNING AGENDA

None.

3C1d The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.

In conjunction with the college facilities master plan, the district developed a 5-year “Information Technology Master Plan (ITMP)” for all technology installations and upgrades performed under the bond measure.⁵⁸⁸ This improvement plan for both colleges in the district contains new construction projects or facility renovations that require technology improvements in the data network and computer equipment. The new technology improvements include technology changes related to the facility structure such as fiber optic wiring and conduit between buildings required for the district networking infrastructure. These improvements also include classroom equipment, network devices, communication equipment to support data, video, or voice, and all technology advancements that support the instructional environment.

In addition to the bond plan for technology, a district strategic plan was adopted to identify new automation projects and process improvements for all the district services to the colleges.⁵⁸⁹ This district strategic plan addresses the Banner Enterprise system priorities and third party application systems as well as the bond improvements for Information Technology Services. The Chancellor’s Cabinet as well as the Banner user groups and technology committees at all locations evaluate the future projects for technology improvements to establish priorities and target dates for completion. As a complement to the district-wide technology plans, the College Technology Committees created a college technology plan specific to their instructional needs on campus.⁵⁹⁰ At LPC, the Distance Education Committee recently approved a Distance Education Strategic Plan.⁵⁹¹

Review of the progress for the major technology projects is performed on a regular basis by the appropriate district and college governance groups. For Banner Enterprise Projects, the Banner User Committee reviews project progress and status on a monthly basis, Chancellor Cabinet reviews are done periodically based on project progress, and annual Board of Trustees presentations are done on project accomplishments and future planned projects.⁵⁹² For network infrastructure related to the bond measure, the activities are monitored through the College Facilities Committees and College Technology Committees with periodic updates to the Chancellor’s Bond Steering Committee and the Board of Trustees.^{593, 594, 595}

588 CLPCCD ITMP detailed specifications
 589 CLPCCD Systems Strategic Plan
 590 Technology Master Plan
 591 DE Strategic Plan
 592 Banner Projects Strategic Plan
 593 Board ITS Bond Update 9/5/06
 594 ITS Update for Bond Oversight Committee 7/25/07
 595 ITS Update Charts for Bond Oversight Committee 6/30/08

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and department that include assessment and identification of technology needs and concerns, and the educational master plan. Both the student and staff institutional surveys address the issue of technology on the college campus and allow the responders to submit their personal opinions of LPC's progress and status technologically.^{611, 612}

SELF EVALUATION

The college meets this standard. On the fall 2007 staff survey, 90 percent of employees agreed or strongly agreed with the statement, "Technology planning is integrated with institutional planning." Las Positas College gives appropriate attention and recognition to the issue of technological equipment and functionality.

PLANNING AGENDA

None.

3D Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning.

Las Positas College is part of the Chabot-Las Positas Community College District (CLPCCD) which also includes Chabot College and the CLPCC District Office. The budget for fiscal year 2007 – 2008 was \$104.3 M. The majority of the budget was allocated to the two colleges based upon the number of full-time equivalent students (FTES) to be served. The balance is held at the district level to fund maintenance and operations, as well as various district services.^{613, 614}

Based upon FTES, Las Positas College was allocated \$30.1M for the fiscal year. The college has autonomy and discretion over the use of those funds. Over 90 percent of the funds are for salary and benefits, with the balance used for supplies and campus services. In addition, by law, the district is required to maintain a minimum five percent reserve. Due to a strong fiscal posture, the reserve for the CLPCCD has been maintained at a much higher level and is therefore available to offset funding shortfalls and provide for education programs. Given the above, LPC does have sufficient revenues to maintain stability and to support education improvements.^{615, 616}

611 Fall 2007 student survey
 612 Fall 2007 staff survey
 613 2005-06 Adoption Budget
 614 2008-09 Adoption Budget
 615 2005-06 Adoption Budget
 616 2008-09 Adoption Budget

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These “living documents” are periodically updated to reflect an ongoing process of program review. The fiscal planning process, conducted by the college’s Office of the Vice President of Administrative Services, along with deans’ offices and the Planning and Budget Committee, informs the college’s budget guidelines.

SELF EVALUATION

The college meets this standard. The educational master plan, which is the central planning document for the college, includes specific financial planning in some areas, such as technology, and resource allocation is implied by stated program goals. However, college goals themselves do not incorporate explicit financial planning.

PLANNING AGENDA

1. Evaluate the current program review processes of the college to ensure that goals and plans are completely and clearly linked to budgetary needs and planning.

3D1b Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Budgetary resources to the college are allocated through a district-wide allocation model, the fundamental driver of which is enrollment. Enrollment decisions are made through recommendations by the District Enrollment Management Committee whose principal charge, among others, is to recommend to the chancellor FTES and FTEF allocations to both colleges.⁶²⁴ As enrollment drivers are established, a corresponding relationship to funding allocations is determined to meet stated targets. This allocation is in the form of dollars as well as number of new FTEF to both colleges. The distribution of new FTEF between the two colleges is determined in discussions between the chancellor and the presidents.

The district’s allocation model distributes funds based on this FTES and FTEF ratio with allocations for faculty salaries and benefits being made “off the top” and remaining funds distributed by percentages to the four district entities: Chabot College, Las Positas College, district staffing, and Maintenance and Operations. The percentage between the two colleges is adjusted to reflect the ratio between the two college’s enrollments, while the percentage the district and maintenance receives has been the same for several years.⁶²⁵

Over the last five years, Las Positas College has seen growth in the number of FTES from 5,707 in 2003-04 to 7,001 in 2007-08, an increase of 22.7 percent

624 DEMC website
625 Revenue Allocation model

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over the period. The allocation of FTEF in 2007-08 was 436.8, an increase of 32 percent over the same five years. Similarly, the total resources for the college have increased during this same five year period. Total restricted and unrestricted dollar expenditures in 2003-04 were \$22,082,341 and \$31,403,335 in 2007-08, an increase of 42.2 percent.

The development of the campus budget is dependent upon the amount made available by the district. As early as the Governor's Budget in January, information is shared with the colleges regarding other budget factors influencing the campus budget including categorical fund proposals, cost of living adjustments (COLA), health and welfare costs, utility cost assumptions, etc. During the legislative process, information regarding the budget is shared district wide and by state-wide advocacy groups. Analysis of availability of resources compared to expenditure requirements is performed by the college administrative services office. The conclusions of these analyses determine the amount available for allocation.

The campus budget process for several years has been a baseline (incremental) budgetary approach. The vice presidents' and the president's office are allocated essentially the same amount as the prior year with adjustments as provided through a campus budget process. These adjustments come in the form of new faculty positions, new classified positions, and equipment allocations. Operating budgets other than these categories have received adjustment only through special agreements with the president; supplies and services budgets have not been a part of the formal budget review process by our planning and budget committee.

The Planning and Budget Committee (PBC) formulates a budget calendar at the beginning of each academic year.⁶²⁶ The various resource request processes are outlined at that time. This past year, the calendar was modified somewhat in an attempt to respond to the schedules of the end users, particularly in the academic areas. The committee recommended implementing a process for responding to instructional equipment needs two times per year (fall and spring), rather than once a year in the spring. Modification of the evaluative guidelines for consideration by the committee is underway. In addition, the PBC prioritizes new faculty positions (based on the number generated within the district as was mentioned in a preceding paragraph) and new classified position needs at the campus.

The proposals for all new resource needs (new positions and equipment) are linked to planning. Specific links to the educational master planning document are fundamental to the budget process. And this year, the PBC is modifying its process to ensure that all resource allocation requests considered by the committee must have a specific linkage to an academic or student service program review.⁶²⁷

New programs and innovative projects are funded by the campus using its budget allocation made through the allocation model. Most of the new

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626 PBC minutes 09-06-07
627 Planning & Budget committee

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resources made available to the district are generated by enrollment and compensation factors (FTES and COLA) and, therefore, the new monies distributed to the college are allocated to related expense lines. Because of this funding methodology, total compensation ratios of expenditure over the last five years have increased as dollars have been allocated almost exclusively to salary and wage line items.^{628, 629}

To illustrate this point, in 2003-04, combined unrestricted expenses for the categories of academic salaries, classified salaries and employee benefits totaled \$17,576,814 and total expenditures including supplies, services and other operating expenses were \$19,331,520. In 2007-08, unaudited actuals (as of September 10, 2008) for the salary and benefit line items are \$25,957,330 compared to total expenses in the unrestricted funds of \$27,616,782. During this period, salary and wage expenditures have increased \$8,380,516 while total unrestricted expenditures have increased only \$8,285,262. The ratio between salary and wage categories to total expenditures in 2003-04 was 90.92%. In 2007-08, this same ratio is 93.99%. The college has fewer discretionary supplies and services funds available for new and innovative programs and emergencies.^{630, 631}

SELF EVALUATION

The college meets this standard. Historically, the college has met this standard while maintaining a healthy ending balance in addition to the district reserve, which has allowed the campus to engage in innovative and creative ways of addressing growth. In 2006-07, however, the campus reserve was exhausted in efforts the college made to help meet district growth numbers. And, therefore, the college now has faced two successive years of budgetary expenses exceeding the amount allocated to it via the district allocation model. This, in concert with the growing ratio of expenses between salaries and wages and total expenses, suggests that the current district allocation methodology needs to be evaluated. Funds to the district are limited by the amount available statewide, and it is likely the case that revenue will never be sufficient to meet demand; therefore, an analysis of revenue, allocations to the colleges and district, potential revenue sources, and current and projected expenses need to be quantified and justified. A multiple-year revenue and expense model that compares plans and projected income district wide will contribute to meeting this standard.

PLANNING AGENDA

None.

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628 2005-06 Adoption Budget
 629 2008-09 Adoption Budget
 630 2005-06 Adoption Budget
 631 2008-09 Adoption Budget

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Most long term human resource, payroll, and insurance issues are administered at the district level. The district adheres to generally accepted accounting practices related to its liabilities and recently is in the process of addressing OPEB liabilities outlined in GASB 45 and historically has maintained a five percent general reserve.⁶³⁹

SELF EVALUATION

The college meets this standard. The college has sufficient planning processes in place that are linked to resource allocations. The district allocation model in its current form needs review to determine whether it fully accommodates the resource needs of the college through the coming years.

PLANNING AGENDA

None.

3D1d The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

The guidelines utilized by the college provide constituents with multiple opportunities to participate in budget planning and development. These opportunities include identifying funds related to new faculty positions, new classified hires, and instructional equipment needs outlined in the program reviews and included in the educational master plan.^{640, 641}

In addition to processes established for requesting new faculty and staff positions and instructional equipment, the Foundation and Bookstore grant opportunities also provide significant avenues from which faculty, staff, and students can submit requests for funding. Committees on which faculty, staff, and students serve can also make recommendations to the president regarding resource allocations.⁶⁴² The academic service division has developed a process for faculty to submit proposals for funds identified within the divisional baseline allocation, and in addition, staff development opportunities are available through a process well-communicated to the campus. Grant proposals are currently developed and submitted by faculty, though a need exists to centralize the process of grant development and reporting.⁶⁴³

The processes followed by the campus are outlined in the shared governance section of the educational master plan, and wide dissemination of the request process and timelines is made to the college via multiple sources, including the intranet web pages, email announcements, divisional meetings, and town meetings.⁶⁴⁴

639 CLPCCD financials
 640 Program Review
 641 Educational Master Plan
 642 Business Services
 643 Foundation grants
 644 Educational Master Plan

STANDARD THREE

NOTES

Cash balances for the district have remained sufficient even in recent economically difficult times. During the recent budget stalemate in the state, as an example, the district was able to maintain operations and continue monthly payroll for several months into the fiscal year. The district was ready to borrow between funds to ensure that vendor payments were made and payroll administered with the plan to pay back the funds when the State budget was approved. These plans were outlined with full disclosure at Board of Trustees' meetings.^{657, 658}

District fund balances are reasonable and the ratio between assets and liabilities is prudent. In some instances, vendors have pointed out delays in accounts payables, but this is an operational matter and is not indicative of insufficient cash balances. The district invests funds in accordance with California Government Code and board policies.⁶⁵⁹

The district office manages the collective bargaining for faculty and classified employee groups. Cost analyses are performed by the district pertaining to negotiated items. The long-term consequences on the college of negotiated bargaining decisions are unclear to the college. A multiple-year budget process might lead to longer term financial planning. Similarly, as decisions made regarding enrollment, staffing, collective bargaining, and risk management will have a financial impact on the colleges, pre-planning and thorough vetting of ideas is critical.

At Las Positas College, until recently, the institution maintained an ending balance in addition to the district-wide reserve that allowed sufficient flexibility in planning for exigencies; however, in the last two years the college has met operational needs without a budgeted reserve and has exceeded its annual discretionary revenue allocation. Because 94 percent of the operational budget is used for salaries and wages, the remaining dollars are used for supplies and services, and few are left unallocated for unforeseen needs. District fund balances could be allocated up front to meet these college issues.^{660, 661}

SELF EVALUATION

The college partially meets this standard. The district office retains fund balances sufficient to meet prudent cash flow levels. Risk management is a district-wide function and insurance, and other contractual safeguards are handled by that office and annual audit reports identify anomalies to business practices. And, although the college did have its own budgeted reserve until recently, the district does continue to comply with the state guidelines for budgeted financial reserves. There has not been a cash management concern.

657 08-19-08 Board of Trustees agenda
 658 09-02-08 Board of Trustees agenda
 659 Business Services
 660 2005-06 Adoption Budget
 661 2008-09 Adoption Budget

STANDARD THREE

NOTES

The district office processes payments for payroll, financial aid, and vendor payments with processing and approvals being performed at college. Requests for payments, purchases, hires, contracts, and grants are analyzed, reviewed, and approved by the college at multiple organizational levels including deans, vice presidents, and the president. Requests for payments by student organizations are submitted through prescribed procedures and reviewed within the student services division and payments prepared by the college business office.⁶⁶⁶

College investments are administered by the district office. The College Foundation maintains its own checking and investment accounts. Payments for grants and other awards are administered by that office, which has its own bookkeeper and accounting system. The Foundation reports via the president to a separate board that has a finance committee, which regularly reviews financial statements, investment policies, and cash flow.⁶⁶⁷

Financial aid awards are administered by the college with the financial aid office performing qualification assessments and processing of paperwork including requests for awards. Checks are prepared by the district office; however, recently the college and district implemented a debit card system that will help expedite financial aid payments to students and minimize the amount of checks.⁶⁶⁸

SELF EVALUATION

The college meets this standard. The institution practices effective financial management and oversight of the broad business and financial functions of the institution.

PLANNING AGENDA

None.

3D2e All financial resources, including those from auxiliary activities, fund raising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.

All funds of the college are used in ways consistent with the institution’s mission and goals. General funds are expended consistent with the educational master plan and new funding requests need specific relationships outlined in the master plan document and program reviews.^{669, 670, 671} Similarly, funds generated by cafeteria sales, bookstore income, associated students, and the LPC Foundation are also used to support goals and objectives outlined in the educational master plan.

STANDARD THREE

⁶⁶⁶ CLPCCD Business Services
⁶⁶⁷ College Foundation
⁶⁶⁸ Financial Aid
⁶⁶⁹ Educational Master Plan
⁶⁷⁰ Program Review Process 2006-2010
⁶⁷¹ Business Services

NOTES

by an 18-member Board of Directors. Its main focus is the funding of student scholarships, supporting vital educational programs and continuing outreach to the community through college sponsored programs.⁶⁷⁸

Generous individual and business community support makes possible scholarships, grants, and awards to members of the campus community. This is especially important in this era in which the college can no longer rely on the state to fund many important programs.

Since the LPC Foundation was founded in 2003, it has worked to underwrite activities that impact present and future students, faculty, and staff. In FY 2007-08 alone, over \$180,000 in scholarships and grants were awarded.⁶⁷⁹

The Foundation’s Board of Directors, and its Grant Request Review Committee, has set forth some broad areas of emphasis that are most likely to receive a positive evaluation.⁶⁸⁰ These are:

- Programs that have a direct academic benefit to the students of the college;
- Awards that deeply and significantly enrich the student collegiate experience;
- Programs that assist members of “at risk” groups in the campus community to have a more accessible and successful college experience;
- Activities that improve the ability of the faculty and staff to have a greater impact on the student experience;
- Projects that increase community understanding, support and appreciation for the mission and accomplishments of the college;
- Activities for which matching or significant other funding has already been received.

SELF EVALUATION

The institution meets this standard. The college utilizes its financial resources, including those from auxiliary and ancillary activities and fundraising, in a way consistent with its mission and goals.

PLANNING AGENDA

None.

3D2f 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.

⁶⁷⁸ LPC Foundation
⁶⁷⁹ Foundation grants
⁶⁸⁰ LPC Foundation

STANDARD THREE

assignments, task forces, Academic and Classified Senates, and college and district committees.^{699, 700}

Through the shared governance structure, committees are viewed as equal in importance and institutional value; however, shared governance policy issues are reviewed by the College Council.⁷⁰¹ The Council's membership includes the president, the three vice presidents, the Classified Senate and Academic Senate presidents and vice presidents, representation from both the classified and faculty unions, the shared governance faculty chairs of the Planning and Budget Committee and the College Enrollment Management Committee, and the Associated Students president and vice president.

The leadership for faculty includes the Academic Senate, primarily responsible for academic and professional matters, and the Faculty Association.^{702, 703} Shared governance committees that fall under the purview of the Academic Senate include the Student Learning Outcomes Committee, the Curriculum Committee, and the Distance Education Committee.⁷⁰⁴ The classified staff participates in college governance through the Classified Senate and the Service Employees International Union (SEIU).^{705, 706} The Classified Senate assists with classified professional development through Flex Day educational opportunities and teambuilding events.⁷⁰⁷ The student body participates in college governance through the Associated Students of Las Positas College (ASLPC).⁷⁰⁸ The ASLPC is the voice of students on campus, and its mission is to promote student involvement and protect student interests. ASLPC officers and senators serve on all shared governance committees, promote and encourage student activities and organizations, perform various leadership roles on campus, and advocate for students on the local, state, and federal levels. The body is committed to providing the students of Las Positas College an atmosphere for better learning and personal growth.

All Las Positas College shared governance committees are noted in the shared governance document.⁷⁰⁹ Dialogue concerning shared governance committee professional behavior, collegial decision making, consensus building, and conflict with civility was revived by the new president as a focus for the College Council in fall 2008.^{710, 711} The culture and climate of institutional leadership continues to be a focal point at the administrative level and is a top priority for fall 2008 and spring 2009 planning and implementation campus wide.

College leadership structures collaborate with district committees as well. In response to previous self-study recommendations, the district has established several committees to coordinate activities at the district and both colleges.

699 College Governance Documents
 700 Shared Governance Committees
 701 College Council
 702 Academic Senate
 703 Faculty Contract
 704 College committees
 705 Classified Senate
 706 Service Employees International Union
 707 Classified Senate
 708 Associated Students of Las Positas College
 709 Shared Governance Document
 710 College Council Minutes
 711 President's Convocation Address, August 2008

NOTES

and Intranet.^{718, 719, 720} Information is distributed both electronically and, less frequently, in hard copy for review and comment. Information is also transmitted through monthly town meetings where all campus constituents have an opportunity to hear and respond to information, through email releases, and through newsletter and other written communications.⁷²¹ Once a semester or more, the chancellor publishes his chancellor's newsletter.⁷²² A monthly board newsletter from the college president, along with a biannual newsletter from Academic Services, gives the campus at large further access to information and the ability to comment on planning and innovation concerns.^{723, 724} The Vice President of Academic Services also supplies a monthly informational report to the Academic Senate. Student and staff participation is encouraged at district board meetings, student representatives sit on various college committees, and the ASLPC represents student concerns and ideas at both the college and district level.^{725, 726}

The college has a number of venues for institutional evaluation and program review that provide the campus with additional opportunities for input. Individual college programs go through program review, which ensures continual program improvement through evaluation of programs based in part on feedback from peers and students.⁷²⁷ The program review process is also evaluated and revised to ensure continual improvement. Additionally, the creation of the educational master plan made the college community reflect on and envision its programs, services, and expectations for the next ten to fifteen years.⁷²⁸ The creation of the educational master plan engaged all constituent groups on campus. Student Services also participates in a categorical site review process that requires program self-study and evaluation as well as program review.^{729, 730} These evaluations are made available to all staff.

SELF EVALUATION

The college meets this standard. It has a strong and dedicated leadership team, and its shared governance structure creates venues for participation, dialogue, and continual program improvement. The college also supports new projects, services, and continual improvement of the organization to the benefit of its students.

PLANNING AGENDA

None.

718 College committee minutes
 719 Board and district agendas and minutes
 720 College forms
 721 Town meetings
 722 Chancellor's newsletter
 723 Board newsletter
 724 Academic Services newsletter
 725 District board meetings
 726 College committees
 727 Program Review
 728 Educational Master Plan
 729 Categorical site review
 730 Student services program reviews

STANDARD FOUR

An example of a significant recommendation made by a standing committee is the enrollment plan made annually by the College Enrollment Management Committee (CEMC).⁷³³ Its central process, discipline planning, is described in the Faculty Contract, as well as the document “Shared College Governance,” which informs existing practice.⁷³⁴ This process begins early each fall with an enrollment report and analysis, distributed to the college, that includes an enrollment target and guidelines for each instructional and student service program to use in building its next year’s schedule proposal. Through the semester, the CEMC dialogues over program proposals individually and in aggregate, assessing their contribution to the college enrollment, their efficiency, and their consideration of student access, equity, and success. Once the aggregate plan is aligned with college and district enrollment and productivity targets, the recommendation forwarded to the college president represents input from most of the college’s faculty and administrators, and many classified staff; it describes the size and content of each program, and, in the form of FTEF, signifies a major resource-allocation decision.

The structural organization and governance of the college, which is described in the educational master plan, facilitates the vigorous engagement of faculty in the activity of student learning programs and services, as does board policy 4320, Academic Freedom, which recognizes “the practice of academic freedom with its open search for truth, and its free exposition.”^{735, 736}

Areas in the purview of the Academic Senate include:⁷³⁷

- Curriculum, including establishing prerequisites and placing courses within disciplines
- Degree and certificate requirements
- Grading policies
- Educational program development
- Standards or policies regarding student preparation and success
- District and college governance structures, as related to faculty roles;
- Faculty roles and involvement in accreditation processes, including self-study and annual reports
- Policies for faculty professional development activities
- Processes for program review
- Processes for institutional planning and budget development; and
- Other academic and professional matters as are mutually agreed upon between the governing board and the academic senate

Organized divisionally into “families” of disciplines, academic departments at Las Positas College have a faculty department member who works with his or her colleagues in the department and the divisional dean to promote

733 CEMC website

734 College Governance Documents

735 Educational Master Plan

736 Board policy 4320

737 Academic Senate

NOTES

master plan, an inherently forward-looking document, also anticipates transitions in organizational structure that might not reflect in every aspect the college’s present form. Continual review by college personnel of both the College Governance document and the educational master plan ensure updates to roles, services, and student learning programs.

PLANNING AGENDA

None.

4A3 Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution’s constituencies.

The institution’s implemented system of shared governance provides all members of the college with the necessary tools for effective communication and collaboration to maximize student success.⁷⁴⁰ The Board of Trustees implements policies that facilitate collaborative efforts in strengthening the institution.⁷⁴¹ Furthermore, the established Las Positas College Governance Procedures, approved by the Board of Trustees and also included in Policy 2015, ensure that all constituent groups (student, classified staff, Academic Senate, and administration) are actively involved in the decision-making process.⁷⁴² This document recognizes a shared governance structure that fosters collegial consultation and inclusion of all staff and students in the running and improvement of the institution.

The Academic Senate’s main purpose as stated in the Academic Senate Constitution is “to represent faculty in making recommendations to the administration and to the Board of Trustees in academic and professional matters.”⁷⁴³ These matters may include academic policies, educational expenditures, institutional philosophy, instructional services, faculty personnel policies, academic and professional rights and responsibilities, academic and professional standards, and student personnel policies. In Policy 2014 the Board of Trustees recognizes the Academic Senate of Las Positas College as a governing body responsible for representing faculty “‘in collegial consultation’ related to ‘academic and professionalism’ matters.”⁷⁴⁴ The Board of Trustees establishes within the Academic Senate the authority to create the composition, structure, and procedures of its Senate. Both full-time and temporary part-time faculty participate in and are represented

STANDARD FOUR

740 Shared Governance Document
 741 Board of Trustees Minutes
 742 Board policy 2015
 743 Academic Senate Constitution
 744 Board Policy 2014

Las Positas College complies with the Accrediting Commission standards, policies and guidelines. It responded to findings in the Accreditation of 2003 with a Progress Report on the Recommendations (September 2004) in a timely and appropriate manner addressing the needed modifications and implementation of those changes.⁷⁵⁷

This college was also granted a substantive change to offer through distance delivery of various certification programs in the business department, which represent over 50 percent of course offerings. Hard copies of the Accreditation Report of 2003 and the college's progress report(s) are available on campus in the library and in each division office. The electronic copy of the Substantive Change Report is also available.⁷⁵⁸

In accordance with the shared governance commitment of the college, all faculty, staff, and administrators participate cooperatively in virtually all activities affecting the college. The present Las Positas College self-study started with discussions in committees and the establishment of focus groups. Faculty and staff then chose the standard and the section of the accreditation self-study they wished to explore. A flex day was devoted to the collaborative work of the standards committees, which included faculty, administrators, and classified staff representatives, in addition to resource support staff, including at least two administrators per team. This was a time for exploring the intent of each of the standards sections and areas in which to begin looking for evidence of compliance or noncompliance. Individuals worked for many weeks on their assigned subsections, and they then submitted their efforts for integration to the larger document for group review using a wiki.

ACCREDITATION TEAM

Standard	Faculty Co-Chair	Classified Co-Chair	Student Representative	Resource Support Staff
I Institutional Mission and Effectiveness	Tim Heisler	Diana Navarro–Kleinschmidt	Christian Blanco	Sylvia Rodriguez, Rich Butler
II Student Learning Programs and Services	Tom Orf	Scott Vigallon	Amanda Cervantez	Deans: Jeff Baker, Neal Ely, Marge Maloney
III Resources	Elena Cole	Heidi Ulrech	Sudharsan Dwaraknath	Ted Kaye, Birgitte Ryslinge
IV Leadership and Governance	Greg Daubenmire	Cindy Balero	Tiffany Breger	Bob Kratochvil, Philip Manwell
Themes	Cynthia Ross	Frances DeNisco	Kayla Moreland	Pamela Luster
Steering committee	Dr. Laurel Jones, VP Academic Services, Dr. Amber Machamer, Institutional Researcher, Maureen O'Herin, Faculty Chair, Dr. DeRionne Pollard, President			
Editor	Mike Sato, Faculty			

757 2003 Accreditation Report
758 Substantive Change Report

workshop, led by members of the Western Association of Schools and Colleges, provided the foundation upon which the team began its self-study process.

In spring 2008, Las Positas College launched its formal self-study writing with an all-day workshop on February 14. All participants of the standards committees attended breakout sessions to work on their sections of the self-study. Computers were available in each room, and everyone had access to the Document Repository and administrative support. At the end of the day, all groups met together to reflect on the work accomplished.

By April 4, 2008, the committees completed their first draft of the self-study. Each section of the draft was posted on the LPC Accreditation wiki site.⁷⁶³ The entire LPC community, Chabot College, and the district office were invited to review this draft and offer suggestions using the comment tool on the wiki site. This allowed universal access to the document and a chance for everyone to comment on the draft and review the comments of others, creating dialogue across all constituencies. After the open review period (April 9-23), the original authors and editor reviewed the comments posted on the wiki and made changes and revisions to the draft as needed. This was completed on May 19 and became Draft 2. Over summer 2008, the self-study editor revised the draft.

The accreditation steering committee took lead responsibility for completion of the abstracts, organization of the self-study, eligibility requirements for accreditation, and responses to recommendations. The college's institutional researcher drafted the demographics section.

All sections of the 3rd Draft (including the editor's revisions and the steering committee's preamble and abstracts) were made available to the campus, again using the wiki for comments and dialogue, from September 1 through November 8, 2008. The timeline to the self-study's submission is as follows:

<ul style="list-style-type: none"> • Set-up focus groups • Draft surveys • wiki created • Document Czar established • Training book • Training set-up 	Summer 2007
<ul style="list-style-type: none"> • Steering Committee and Chairs training • Draft of participation solicitation flyer 	Aug 16 2007
Focus groups	Aug/Sept 2007
WASC training	Sept 21 2007
Faculty and staff sign-up for Standard Committee teams	Sept 2007
Notify assigned teams	Oct 2007
Type up focus groups report	Oct 2007
Print student surveys	Oct 2007
Launch student surveys	Oct 2007

⁷⁶³ First draft of accreditation self-study

Scan/correct surveys Print staff surveys	Nov 2007
Launch staff surveys Run data on student surveys	Dec 2007
Self-study Launch Day – committee work groups and wiki training for all.	Feb 14 2007
1st drafts of subsections are written by committee members	Feb – April 4 2007
Drafts submitted to Co-Chairs Co-Chairs review drafts and submit to post on wiki	by April 4 2007
Complete 1st Draft and post on wiki for open comments	by April 9 2008
Open review and comments on 1st draft, using wiki.	April 9-23 2008
Make edits, based on wiki comments, and submit to chairs	
Chairs review 2nd draft;	
2nd draft due to Steering Committee and Editor	May 19th 2008
Revise and Edit 2nd Draft	Summer 2008
3rd Draft Complete	August 2008
Training to Edit 3rd Draft	August 2008
Campus Reviews and Comments on 3rd Draft Using Wiki	August to October 2008
Chairs and Steering Committee Integrate Wiki Comments	October 2008
3rd Draft Revisions Complete	November 2008
Focus Groups	December 2008
Final Round of Minor Edits	January & February 2009
Self-study Complete	February 2009
Self-study to Print	March 2009
Re-Run Surveys on Key Variables	April 2009
Board of Trustees' and College Council Approvals	April/May 2009
Submit Self-study to WASC	Summer 2009
WASC Site Visit	Fall 2009

The college actively communicates with the public about the quality and effectiveness of the college’s programs through a recently expanded and more user-friendly college web site as well as via press releases to the local newspapers.^{764, 765} The college keeps a compilation of all newspaper articles for each school year, and it is distributed to all staff for review.

764 LPC website
765 Press releases

A variety of local, county, state, and federal grants is sought and managed by Las Positas College and the district office. Health services are provided on campus at the Student Health Center that serves students in collaboration with Valley Care Health System. The Early Childhood Development Program has a contract with Every Child Counts, which administers Alameda First 5 money from a state tax on cigarettes.⁷⁶⁶ The contract has supported two professional development coordinators to provide guidance and stipends for students pursuing the child development permit and the AA Degree. Additionally, the grant has provided for an administrative assistant to help with the administration of California Early Childhood Mentor Program, which uses federal quality improvement money administered through the Child Development Division of the California Department of Education, for which LPC is the lead college in Alameda County.

State grants, such as those awarded to the Disabled Students Programs and Services (DSPS), which includes the Workability III Program I, are increasingly important to student success.⁷⁶⁷ State grants also support the Equal Opportunity Programs and Services (EOPS), and the Foster and Kinship Care Program provide support for large numbers of students.

The International Student Program facilitates the successful transition of all international students to LPC and the American educational system.⁷⁶⁸ The program has Student and Exchange Visitor Information System (SEVIS) certification. The I-17 Certificate of Eligibility is a testament to the fact that all compliance requirements have been met in the college president's office. The services include pre-advisement, language proficiency assessment, compliance with immigration laws, and academic and personal counseling. The number of international students has steadily risen over the past few years, and presently 112 international students are attending the college.

The Financial Aid Program office's mission is to provide financial resources to all eligible students who would otherwise be unable to fulfill their educational goals because of financial barriers.⁷⁶⁹ Federal, state, and local agencies, college sources, and potential academic scholarships provide the funding sources. All Department of Education specifications are met as evidenced by an Annual Internal Audit Report which addresses all compliance issues. Copies of this report are available at the district office.

The college also manages, with the district office, the VTEA grant, the QuickStart SB 70 grant in Allied Health, the Industry Driven Regional Collaborative Grant, the Job Development Incentive Training grant, and the CTE grant for Nursing and Allied Health, which is partnered with Chabot College as well as the district.⁷⁷⁰ To maintain these grants, the college promotes reporting ties and a working relationship with these external agencies and advisories or community collaboratives.

⁷⁶⁶ Alameda First 5, Every Child Counts

⁷⁶⁷ WorkAbility III Program

⁷⁶⁸ International Student Programs

⁷⁶⁹ Financial Aid office

⁷⁷⁰ QuickStart SB 70 grant in Allied Health

NOTES

Section 0005 of the Board Policy Manual outlines the mission, goals, and philosophical guidelines of the Chabot-Las Positas Community College District. The fundamental mission of the Chabot-Las Positas College District is to provide the leadership and resources to ensure that all students within the district will continue to have an equal opportunity to pursue and achieve their educational goals.⁷⁸⁶

The district provides policy, advocacy, service, and resources for the operation of its two colleges. The district assumes the responsibility to support the mission, goals, and priorities established by each college. The district coordinates the allocation of fiscal and human resources, and it promotes the fair hire process through affirmative action.

Based on the board mission statement, the Board of Governors agenda, and the district’s philosophy, the Board of Trustees has affirmed the following philosophical guidelines in its assurance of quality, integrity and improvement of student learning programs and services:

The treatment of individual student learners is the major focus and concern of the district. The district coordinates and supports each college in its development of programs and services that best serve the college student population, including its diversity, economic and community need and transfer request.⁷⁸⁷

The district is committed to fair hiring processes, to affirmative action practices, and to ethical behavior in the treatment of employees and students.⁷⁸⁸ The district is committed to providing an ecologically and environmentally attractive and safe learning and work place.

The district is committed to operate in a cost effective manner and to provide both the human and fiscal resources necessary to ensure that all programs meet rigorous standards of quality and excellence.

The district will continue to provide the appropriate environment for innovation and creativity. Recognition of student and staff achievement is promoted and harmonious cooperation is accomplished through the participatory governance process.

The district will continue to develop a positive image in the communities it serves by working cooperatively with other educational segments, business, industry, and governmental agencies.

The district will broaden its sphere of influence to support the local and state economic development plans, the internationalization of curriculum, the recognition of diverse cultures, and the artistic and scholarly achievement of the world’s great artists and thinkers.

STANDARD FOUR

⁷⁸⁶ Board mission, goals and philosophy

⁷⁸⁷ Individual student learners

⁷⁸⁸ Fair and ethical treatment

NOTES

The board reviews the financial statements of the district at regularly scheduled board meetings, as well as all potential or pending litigation in closed sessions. The board reviews and approves a tentative budget in May of each year, a final budget in September of each year, and a mid-year budget report in February of each year. The district has developed and followed a budget development calendar. The college's fiscal vice president, along with the district fiscal representatives, discusses the calendar and other budget information at the District Budget Officer's meeting.^{792, 793}

In accordance with state law, the board has established a Bond Oversight Committee to provide assurances that bond dollars are spent and accounted for appropriately. Fiscal reports related to the bond and to the development of college facilities are given to the board both in board workshops and as a part of the board agenda.⁷⁹⁴

Board policy adheres to the California Educational Code and California Title 5 regulations. Board policies informed by this code are reviewed for compliance as state regulations and law change.

SELF EVALUATION

The college meets this standard. The Board of Trustees, functioning as an independent body, has ultimate responsibility in ensuring educational quality, legal soundness, and financial integrity. The board's decisions are made with adherence to federal, state and local policy and guidelines.

PLANNING AGENDA

None.

4B1d The institution of the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structures, and operating procedures.

The Chabot-Las Positas Community College District comprises seven separate districts contained in southern Alameda County and a small portion of Contra Costa County. Board policies 7001, 7005, 7006, and 7007 regulate the board size, duties and responsibilities. Additional duties and responsibilities of the board are detailed in the Board Manual. The board also has a code of ethics that provides further information as it pertains to board duties, responsibilities, structure, and operating procedures.⁷⁹⁵

⁷⁹² Board fiscal review
⁷⁹³ Planning and Budget Committee
⁷⁹⁴ Bond oversight committee
⁷⁹⁵ Board policies

STANDARD FOUR

NOTES

Orientation for new board members is the responsibility of the chancellor of the district. When a new board member is elected, the chancellor schedules six orientation workshops framed around the Trustee Handbook produced by the Community College League of California. In addition, all members of the Board of Trustees have their own copies of the Handbook, which is updated annually, and copies of board policies and procedures.

Many of the members of the Chabot-Las Positas Community College District Board of Trustees are active members of the Community College League of California and of the Association of Community College Trustees.^{798, 799} These organizations hold regular conferences for training and informing both new and seasoned members.

Trustees keep abreast of trends and developments in higher education by regular participation in national, state, and local organizations devoted to community college issues. Board workshops are held monthly for presentations regarding innovations and projects at each college.

Policies related to election of terms of office and district representation are articulated in board policy 7002 and provide for the staggered terms of office.⁸⁰⁰ Board development is consistently and comprehensively addressed through members' participation and responsibility in the community college system.

SELF EVALUATION

The college meets this standard.

PLANNING AGENDA

None.

4B1g The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.

Board Policy 7052 Board Self-Evaluation was adopted on May 15, 2001 and reads: "The Board is committed to assessing its own performance as a board in order to identify its strengths and areas in which it may improve its functioning."⁸⁰¹

Board members, including student trustees, participate in an annual board-evaluation process that includes a comprehensive self-evaluation. The purpose of the self-evaluation is to identify strengths and weaknesses in assessing board performance. The evaluation addresses board operations and policies,

798 Community College League of California
 799 Association of Community College Trustees
 800 Board policy 7002
 801 Board policy 7052

STANDARD FOUR

NOTES

4B2 The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

4B2a The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution’s purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.

In 2007, Las Positas College’s president since 2002 retired. For eight months after her retirement, the college had an interim president. The current president of the college was then hired to begin in spring 2008. Maintaining the existing administrative organization, the president delegates the day-to-day operations of academic services and student services to the respective vice presidents. Each vice president oversees and evaluates the planning, organization, budget, and personnel activities through shared governance committees, division meetings, and dean participation. The organizational chart for each area, academic services and student services, demonstrates the lines of authority for various units.⁸¹²

Additional institutional responsibilities have been given to various supervisors and specialists within both the academic services and student services areas. The college also employs program coordinators who have a variety of responsibilities within the academic services and student services sectors. Shared governance committees provide additional leadership in planning and organization.⁸¹³

The college’s administrative structure is reviewed through the educational master plan and evaluated for effectiveness and increased service to the college. Continued organizational refinements will be made by the college president and her staff to ensure that the college meets the high demand for services as the college grows.⁸¹⁴

SELF EVALUATION

The college meets this standard. The president oversees an effective organizational structure and continues to delegate to administrators and others responsible for student learning and success. Although academic services and student services are separate areas, both provide integrated services to the students of the college.

PLANNING AGENDA

None.

⁸¹² Organizational chart
⁸¹³ Shared governance committees
⁸¹⁴ Educational Master Plan

STANDARD FOUR

fall 2008. The results of the survey are posted on the Office of Institutional Research and Planning website.

Educational Planning/Resource Allocation: The college has completed its work on closely linking its budget, planning, and evaluation processes through the Program Review Model.⁸¹⁷ The college has been working to integrate this planning into the educational master plan and its resource allocation process as well. To this end, the program review allocation model includes all possible resource allocation areas available on campus, as well as allocation availability through the budget planning within the Office of Academic Services.⁸¹⁸ Linkages between student learning outcomes and resource allocation occur through the Program Review Model as well. The Academic Senate is preparing a proposal for a new faculty hire process to be reviewed for possible inclusion to the Program Review Model.⁸¹⁹ The president continues to work with the Vice President of Administrative Services to determine improved budget development processes and training for faculty as they develop program review plans for disciplines. The president also facilitates the resource allocation for facilities designed to improve educational programs.⁸²⁰ Through the Measure B bond, the college Facility Master Plan requires several planning task forces to advise the president and the college concerning facility development and program planning.⁸²¹

The newly hired president came to the college in March 2008 and began the process of reviewing data reports, institutional planning reports, district summary reports, and reports specific to the Systems Office and the State of California. In addition to becoming acquainted with the processes of the college, she also spent time discussing integrated institutional process with the Director of Institutional Research and Planning. Within that discussion, the president reviewed how processes are driven and what accountability measures are included in processes. Finally, the president conducted a series of “Listening Tours” with the college as a whole and from that developed a strategic plan based on six priorities:⁸²²

1. Provide visionary leadership
2. Identify and support adequate resources for student, staff, and faculty
3. Commit to excellence in teaching, student learning, and scholarship
4. Create a diverse and supportive academic community
5. Craft a culture of collective responsibility
6. Advance a culture of critical reflection

Each of these strategic priorities has individual goals and timelines built in for completion and accountability. The president will provide status reports to the college community about each strategic goal, and at the end of each

⁸¹⁷ Program review model
⁸¹⁸ Application for Program Review Funds and Funding-Resource Chart
⁸¹⁹ New faculty hire process
⁸²⁰ President's board report on facilities, p.2
⁸²¹ Facilities Master Plan
⁸²² President's strategic plan

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4B2d The president effectively controls budget and expenditures.

The president is held accountable to the district for the college resource expenditure. On a monthly basis, she meets with the Vice President of Administrative Services to review and discuss budget implications, and she ensures that we are making progress in accomplishing responses to audit recommendations. She has integrated quarterly updates to the budget into the executive staff meetings for review and discussion. Finally, the president is responsible for effective resource expenditures through the college Measure B facilities planning and through the facilities committee. Her participation in the Measure B weekly meetings provides feedback and planning for facilities needs and appropriate budget to meet those needs.

SELF EVALUATION

The college meets this standard.

PLANNING AGENDA

None.

4B2e The president works and communicates effectively with the communities served by the institution.

Since arriving at Las Positas College in the Spring of 2008, the new president has worked intensely to communicate with the external communities served by the college. Foremost, this has been accomplished through the formation of a Presidential Advisory Council. The Las Positas College Presidential Advisory Council is a group of community leaders who share their insights and counsel concerning trends, underserved populations, educational opportunities, strategic directions and collaborative program efforts within the Tri-Valley region. The Presidential Advisory Council advises the President on strategic issues facing the College.

Vitaly interested in the future of Las Positas College, this group of high-level advisers provides the College President with insight and advice from positions of diverse experience and tremendous success in their fields. Members of the Presidential Advisory Council serve renewable two-year terms. Members are selected by the President, and have demonstrated leadership for the College and in their own communities in various ways. Additionally, as a resource to the president they help to develop strategies and resources to strengthen the College within the context of its mission and traditions.⁸²⁵

In addition to this group, the president continued her introduction to the community by connecting with the three feeder school districts, including

825 LPC Website President's Page, Advisory Council

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The written delineation of the operational responsibilities and functions of the district is articulated in the Policy Manual for the Board of Trustees and in the organizational delineation chart provided to the colleges on the district website. The latter chart was developed in August 2008, but it has not been widely communicated to the college at large. Further rules and regulations provided to the colleges exist in the Administrative Rules and Procedures included in board policy. Delineations of primary and secondary leadership are also noted on specific job descriptions with clear lines of authority and direct supervision indicated on the job description.

The district office is organized into ten departments. Each department is headed by an administrator who reports to a vice chancellor or directly to the chancellor.⁸²⁶

Chancellor's Office

The office of the chancellor serves and supports the local governing board and also provides leadership to the campuses. The chancellor's office is responsible for helping the district fulfill its mission.

Educational Services and Planning

The Vice Chancellor of Educational Services and Planning reports to the chancellor and is responsible for providing overall leadership in planning, development, implementation, and coordination of the instructional and student support programs of the district, including the areas of research, strategic planning, workforce and economic development, and educational technology. This post is currently unfilled.

Contract Education/Economic Development

The Dean for Contract Education/Economic Development reports to the Vice Chancellor of Educational Services and Planning and is responsible for the Training and Development Solutions (TDS) for Business and Education Partnerships which serves businesses within the district by providing high-quality, high-value customized training for employees. TDS works cooperatively with Chabot and Las Positas Colleges to provide instruction, curriculum development, and technical services. TDS is also chartered to serve as a full partner in strengthening the economic development and vitality of the communities and cities in the Chabot-Las Positas Community College District by working to attract new businesses and retain those businesses, large and small, already in place.

Information Technology Services (ITS)

The Chief Technology Officer reports to the chancellor. The ITS department provides administrative computing services for the colleges and district communities and essential utility services that form the foundation for administrative and instructional computing throughout the district.

Public Relations and Governmental Affairs

The District Director of Public Relations and Governmental Affairs reports to the chancellor and is responsible for overseeing and coordinating media relations, government relations, publications, and marketing communications within the

⁸²⁶ District organizational chart

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funding was undertaken by the vice presidents of academic services from both colleges, in collaboration with the district office. That review did not indicate to the district that the formula was inadequate for continued growth, though some costs due to contractual obligations were noted; however, the college took careful steps to reduce budget expenditures in the 2008 fiscal year and still incurred continued deficit.⁸²⁹ Distribution of resources and funds has been a discussion topic in several committees on the campus including the Planning and Budget Committee, College Enrollment Management Committee, Executive Council and at Town meetings.⁸³⁰

Distribution of funding beyond the allocation model is based on growth targets and the necessary funding to meet the district growth target. This process occurs in the District Enrollment Management Committee with feedback from both colleges as part of the process.⁸³¹ Percentage of growth allocation is a collaborative decision between the colleges and the district.

There is no clear indication to the college of how educational programs and services budgets are allocated or planned for, especially in light of program review at the college level. Increased costs of supplies and other program needs separate from personnel have not been addressed within the district allocation model, and increases due to supply cost increase have not been addressed by the college or the district.

SELF EVALUATION

The college partially meets this standard. Although there has been dialogue and review of the resource allocation needs, the model is not transparent to the college at large. In addition, the college has worked diligently on providing the best program review model for budgetary planning purposes, but there is no indication of increased monies allocated to the college for program review planning and budget needs.

PLANNING AGENDA

1. Work with the district on a new formula and allocation model for fiscal resources, that more accurately reflects college needs and that can provide for a more transparent budget allocation process.

4B3d The district/system effectively controls its expenditures.

The district has positioned itself to increase resources through several key accomplishments. The first was the negotiation of favorable rates for the district's property and liability insurance premium (a reduction of rates). The second was bond financing that allowed the district to leverage its assets to generate

⁸²⁹ 2008-09 Adoption Budget
⁸³⁰ Committee listing
⁸³¹ District Enrollment Management Committee

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PLANNING AGENDA

None.

4B3f The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner.

As the Chief Executive Officer of the district, the chancellor acts as the liaison between the colleges and the governing board. All matters that pertain to the college and that need to be considered by the board are submitted to the board by the chancellor on behalf of the colleges.

The district and the colleges use effective methods of communication in a timely manner to relay information to the board and others regarding upcoming board agenda items. Items are widely distributed electronically through the board packet to the board, college managers, Academic Senate representatives, union leadership, student leaders, the press, and other interested community members in advance of the board meeting.⁸³⁶

The board packet contains board reports which are summaries prepared by the responsible college or district personnel for review by the chancellor. Minutes of the board meetings are posted on the district website, as well as any minutes from previous workshops.⁸³⁷ Agendas are also posted on the district website.⁸³⁸

The college president, the college vice presidents, and the presidents of the Academic Senate, Classified Senate, and Associated Students all attend the board meetings and report to the board and to their constituencies. The Board of Trustees includes a student trustee who voices the concerns and interests of district students as well.

There are a variety of administrative committees through which communications between the college and the district may occur. The Chancellor’s Cabinet consists of the college presidents, vice presidents, chancellor, vice chancellor and other appointed district personnel. The Chancellor’s Council includes constituents at the college faculty and classified level along with college presidents and district administrative representation. The District Curriculum Council meets with representation from both colleges to discuss matters of curriculum and program development. The District Enrollment Management Committee meets with representation from faculty association, college administrative representation, as well as district representation. This committee discusses areas of enrollment management, resource allocation, efficiency, and scheduling.⁸³⁹

836 Electronic board packet dissemination
 837 Board minutes
 838 Board agendas
 839 District Enrollment Management Committee

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6. Articulate the role of SLOs in college policies, processes, and resource allocation.
7. Identify and query advisory committees to determine if any are inactive.
8. Seek consistent student representation on advisories.
9. Monitor the regular posting of advisory committee minutes.
10. Create opportunities for increasing the number and scope of learning communities and interdisciplinary courses.
11. Develop student learning outcomes for all majors and certificates.
12. Complete the SLO development for courses, certificates, and majors.
13. Develop a process for evaluating SLO assessment data for currency and achievement.
14. Investigate the correlation between outcome achievement and the awarding of credit as SLO data becomes available.
15. Develop major and certificate SLOs.
16. Assess the alignment of GE course SLOs with core competencies, and establish a cyclical process whereby the alignment of GE course SLOs with core competencies is regularly reviewed.
17. Review a feasible vehicle for tracking student employment following graduation as well as for tracking success rates on licensure/certification exams.
18. Assess policies and processes for reviewing student documents and where appropriate create written procedures for consistent actions.
19. Identify resources to provide sufficient counseling services.
20. Use SLO data to modify practices, as the data becomes available.
21. Combine the program review outcomes from Academic Services with those of Student Services to create a more integrated college approach to planning and resource development.
22. Determine appropriate planning based on the student services site visit report.
23. Plan and develop a library budget that is part of the institutional process that ensures library funds that are stable and consistent which will allow for better planning to meet student and faculty resource needs; ensure student access to resources both on and off campus and provide a suitable physical environment for both student learning and a growing collection.
24. Begin the college dialogue on Information Competency (IC), and develop a formalized plan that includes both Library-based information competency courses and an interdisciplinary approach.

SUCCESS IS NOT A PLACE AT WHICH
ONE ARRIVES BUT RATHER THE SPIRIT
WITH WHICH ONE UNDERTAKES AND
CONTINUES *the* JOURNEY.



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