[insert college logo here]

Midterm Report

Submitted by

Las Positas College
3000 Campus Hill Drive
Livermore, CA 94551

to

Accrediting Commission for Community and Junior Colleges

[insert date of submission: Month Year]

Contents

A. Reflections on Continuous Improvement Since Last Comprehensive Review

Provide brief responses to the prompts below, referring to the Peer Review Team Report for the last comprehensive peer review. Suggested length for Section A is 3 pages.

1. **Briefly describe major improvements or innovations since the time of the last comprehensive peer review, focusing on areas where your institution is excelling or showing significant improvement with regard to equitable student outcomes, educational quality, and/or mission fulfillment.**

Las Positas College has rebounded from the pandemic with increased student engagement in learning communities, student clubs, and on-campus activities. This growth reflects intentional, college-wide efforts to ensure students feel welcomed, challenged, and inspired to learn and connect with one another. The accomplishments highlighted below illustrate how the college community has come together to strengthen a sense of belonging and re-establish Las Positas College as a vibrant, learning-centered campus.

In Fall 2024, the college launched the Asian American, Native Hawaiian, and Pacific Islander (AANHPI) learning community, Movement API. As the fastest-growing student demographic at Las Positas College, AANHPI students benefit from this cohort-based model, which draws on the successful Puente and Umoja frameworks to provide culturally responsive curriculum, dedicated counseling, and community-building experiences. In its first year, Movement API demonstrated strong outcomes: persistence rates from Fall 2024 to Fall 2025 reached 92%, compared to 69% for AANHPI students not enrolled in the cohort and 60% for the overall student population. Movement API students also achieved higher course success rates than their non-cohort peers, underscoring the effectiveness of community-centered, equity-minded instructional design. Now in its second year, the program is positioned to continue and scale this success.

Another area of significant growth is the Honors Program. Between 2022–2023 and 2024–2025, the number of students completing honors courses increased from 115 students completing 151 courses to 512 students completing 628 courses. During the same period, successful course completion rose from 51% to 86%. These outcomes reflect strengthened academic support structures and expanded access to high-impact learning opportunities. Program success has contributed to student transfer to highly selective institutions, including UCLA, UC Berkeley, Stanford, and Yale. Continued program development includes the creation of an Honors Certificate and a peer mentor program to further support student achievement.

Faculty leadership has also driven innovation in pedagogy and professional practice. The English Department, one of the college's largest, has made a sustained commitment to a linguistic justice model of instruction. Following the adoption of a Departmental Linguistic Justice Statement in 2021, faculty engaged in collaborative inquiry to examine curriculum, assessment, and instructional practices. Building on this work, LPC faculty launched a statewide Linguistic Justice Community of Practice in 2022–2023, co-sponsored by the Puente Statewide Office, and an online conference focused on linguistic justice pedagogy, Language Equity in Academia: Reimagining kNowledge (LEARN), co-sponsored by Las Positas College and Glendale Community College. Hundreds of instructors statewide have participated, many of whom now serve as linguistic justice trainers and leaders across the state. LPC students have contributed as well, supporting conference organization and participating on panels to share their experiences with code-meshed writing and inclusive learning environments.

Together, these initiatives reflect the college's mission to provide "an inclusive, learning-centered, equity-focused environment" and its vision to "support and empower students to develop the knowledge, skills, values, and abilities needed to become engaged participants and leaders in their local and global communities." Faculty, classified professionals, and administrators continue this work through expanded learning communities, basic needs support, policy review to better serve student parents, efforts to reduce textbook and course material costs, and intentional community-building across campus. Collectively, these efforts demonstrate Las Positas College's capacity for reflection, innovation, and sustained improvement in service of student success.

2. **Briefly describe actions taken in response to any recommendations for improving institutional effectiveness or feedback noted in the Peer Review Team Report for the last comprehensive peer review.**

Las Positas College did not receive any recommendations for improving institutional effectiveness. The college reflected on the feedback noted in the Peer Review Team Report and reports the following. In response to the peer review team's comments, the college reviewed each item carefully and provides clarifying information, context, and examples of actions already in place or undertaken since the report. The information that follows addresses comments related to student achievement data, assessment of prior learning, curriculum terminology, alignment of job descriptions with mission, faculty staffing perceptions, and the use of professional development feedback for continuous improvement.

The college reviewed the comment (II.A.6) encouraging the college to examine multiple sources of data related to time to degree completion, particularly data on actual time to completion rather than perceived satisfaction with time to completion. In writing the 2021 Institutional Self-Evaluation Report, the college looked closely at multiple sources of data related to this standard as demonstrated in both the narrative response and evidence list. For example, the ISER cited comparative graduation rates provided in the 2020 IPEDS Data Feedback Report (cited in the ISER) and stated that "Data on comparative graduation rates of twenty-eight community colleges from around the nation shows LPC students completing degrees and certificates at an above-average rate. In addition, the college's Institutional Planning and Effectiveness Committee (IPEC) has recently reviewed and analyzed locally generated data on time to degree completion. IPEC examined these data both overall and disaggregated by degree type, gender, race/ethnicity, low-income status, and first-generation college status.

The peer review team noted (II.A.8) that processes are described as being in place to reduce test bias and increase reliability, including verification by multiple individuals such as faculty, deans, the Articulation Officer, and Academic Senate leaders. However, the team stated that the evidence provided appears to relate to course substitution and waiver-of-requirement approvals rather than to assessment of prior learning.

In response, the college discussed this feedback and clarifies that programs at Las Positas College that use examinations to assess prior learning reduce test bias and increase reliability by relying on industry standards or broadly accepted standards of technical competence, as established and/or recognized by external agencies and institutions of higher education. Examples of programs that use these types of assessments include Music, Mathematics, and Spanish.

The college reviewed the comment (III.A.16) encouraging adoption of more modern language to describe curriculum between "academic" and "vocational." The term Career Technical Education is widely used and understood at Las Positas College. Career Technical Education (CTE) is used in the curriculum handbook, program review process, participatory governance (CTE committee), job descriptions (CTE Programs Project Manager), and external communications (summer camps).

The college reviewed the suggestion (III.A.1) for the district to consider ways to more clearly link job descriptions to institutional mission and goals. All current job postings directly state the Mission Statement. An introductory section defines and further explains the "inclusive, learning-centered, and equity-focus" portion of the Mission Statement.

The college reviewed the comment (III.A.7) that referenced the peer review team's observation that 75% of respondents to the 2021 staff survey believed LPC's faculty staffing levels were sufficient. The peer review team also noted differences across employee groups: 75% of classified staff agreed that faculty staffing levels were sufficient, compared with 50% of faculty and 31% of administrators. In response to the team's

encouragement to continue dialogue about the interpretation of these data, the college discussed the 2021 survey results through its Institutional Planning and Effectiveness Committee (IPEC). IPEC noted that the survey findings should be interpreted in context. Responses reflected conditions during a period of lower enrollment, when college operations were still shaped by the effects of the pandemic and staffing demands differed from those of the current environment. IPEC also noted that the Faculty Obligation Number (FON), the minimum number of full-time faculty a district must employ under state law and Title 5 regulations, is only a minimum compliance requirement. Although the college continues to meet and exceed that requirement, the FON alone does not fully capture institutional experience related to workload, capacity, and program needs.

IPEC further discussed current perceptions of faculty staffing sufficiency. Committee dialogue reflected ongoing concerns regarding full-time faculty capacity, reliance on part-time faculty, unreplaced positions following retirements, increasing program complexity, expanded compliance expectations, and the cumulative effects of multiple operational changes, including common course numbering, Cal-GETC, Banner 9, accessibility requirements, and AI-related instructional issues. The committee also noted that enrollment growth, expanded student support efforts, and increased campus activity have added to these pressures. Through this dialogue, the college has continued to examine both quantitative staffing indicators and qualitative input to better understand and interpret perceptions of staffing sufficiency.

The college's Professional Development Committee reflected on the Peer Review Team's comment (III.A.14) regarding the use of results of evaluation for improvement. The professional development committee receives feedback from Flex Day participants. Feedback is both for each individual breakout session and Flex Day as a whole, including the keynote session. The feedback collected is both quantitative (scores) and qualitative (comments). The committee reviews and discusses the feedback, then looks for ways to improve the following Flex Day. For example, the committee may choose to continue offering more sessions on a certain topic if staff feel the need for it or to add sessions on a topic that was not available for on the previous Flex Day.

3. How are the actions described above helping your institution deepen its practices for continuous improvement and transformation in relation to the 2024 Accreditation Standards?

Las Positas College has developed a learning environment that fosters student success and belonging through coordinated Academic and Student Services efforts embedded within ongoing cycles of program review, outcomes assessment, and data-informed planning. Through these processes, the college systematically evaluates student outcomes, identifies equity gaps, and implements targeted strategies that are refined over time. For example, the analysis of data supported the development of the Movement API learning community while also aligning with Standard 2.8 by incorporating culturally responsive teaching and student support practices to foster a sense of belonging. Students engaging in the Movement API learning community are succeeded at higher rates than the general population, a testament to the effectiveness of a learning environment focused on culturally relevant academic and student supports.

Faculty-led initiatives further demonstrate how continuous improvement drives instructional innovation and institutional transformation. The Linguistic Justice movement in the English department emerged from faculty inquiry into equity gaps in student outcomes and has evolved through ongoing assessment of student learning and course success data. As these culturally responsive pedagogical practices have scaled across English classes, they have shifted departmental norms and strengthened alignment with Standards 2.2 and 2.6 by ensuring that pedagogy and practice meet diverse student needs and support equitable achievement of learning outcomes while evolving to meet standards in the discipline of teaching college reading and composition.

The Honors Program similarly reflects the college's integration of continuous improvement into program development and planning. Led by a faculty coordinator and guided by a cross-functional committee

composed of students, faculty, administrators, and staff, the program has evolved through ongoing evaluation of student participation, engagement, and transfer outcomes, leading to expansion with the development of an Honors Certificate and the growth of the Honors Symposium. The program supports students who are seeking opportunities to engage in undergraduate research aligning with Standard 2.2 through supporting students to attain their academic goals. Students are able to pursue their interests in academic research with a faculty mentor and in a program that provides a structured and supportive environment.

B. Reflections on Institution-Set Standards and Other Metrics of Student Achievement

1. **Review the most recent ACCJC Annual Report and other meaningful metrics of student achievement. Has the institution met its floor standards? Exceeded its stretch goals? Describe any patterns or trends you see in performance against your institution-set standards and other metrics of student achievement.**

Las Positas College (LPC) reviewed the most recent data on key student achievement metrics, including annual course success rates, annual degree and certificate completions, and annual transfers to California State University (CSU) and University of California (UC) campuses. Over the past five years, LPC has consistently met its institution-set standards for course success and degree completion, and in most years exceeded its stretch goals in both areas. Certificate completion and CSU/UC transfers have also generally remained above institution-set standards, though performance has been somewhat more variable, with stretch goals met less consistently. Overall, the pattern suggests sustained strength in course success and degree attainment, strong recent gains in certificate completion, and somewhat less stable transfer outcomes. These trends indicate that LPC has maintained performance above floor standards while exceeding stretch goals in multiple areas, particularly in course success and degree completion.

2. **When you disaggregate the data for the institution-set standards and other meaningful metrics of student achievement, what do you see related to equitable student achievement outcomes (i.e., equity gaps)? What patterns or trends excite you? What patterns or trends concern you?**

Annual course success, degree completions, certificate completions, and transfers to CSU and UC demonstrate strong overall student outcomes at Las Positas College. In the most recent year of data, course success rates, degree completions, and certificate completions reached the highest levels in the college's history, while transfers to CSU and UC remained strong and represented the fourth-highest total in LPC's history. Together, these results indicate that student achievement outcomes are improving overall.

Within these overall gains, the college sees patterns that are both encouraging and concerning. In course success, LPC is encouraged that the gap between female and male students has narrowed over time, although persistent equity gaps by race/ethnicity remain, with Asian, Filipino, and White students continuing to show higher course success rates than African American/Black and Latino students. In degree completion, the college is encouraged by record-high numbers overall and broad increases across most demographic groups. At the same time, the college remains concerned that low-income students make up a smaller share of associate degree earners than their share of the overall student population, and that low-income and first-generation students appear to take longer to complete.

Certificate completion is also a notable area of progress, with record-high totals and increases across nearly all groups. The college is encouraged that gains appear broader across student populations and that proactive awarding and related process improvements may be helping more students receive the awards they have earned. However, the college recognizes the need to sustain these gains and ensure that improvements reflect durable student progress rather than one-time process effects.

For transfers, LPC is encouraged that transfer counts remain high and that the latest year showed increases for females, males, and most racial/ethnic groups. At the same time, the disaggregated data suggest differences in transfer destination patterns, with Asian students making up a growing share of transfers and being more likely to transfer to UC campuses, while Latino students are less likely to do so. This raises important equity questions about transfer pathways and degree attainment across student groups.

3. **What actions has your institution taken/is your institution taking in response to the patterns and trends discussed above? How will you monitor the results of these actions in order to inform future improvements and innovations in support of equitable student achievement?**

LPC's key metrics are annually reviewed and analyzed against institution-set standards and stretch goals by the Institutional Planning and Effectiveness Committee (IPEC). IPEC, comprised of faculty, classified professionals, students, and administrators, brings a diverse cross-section of the college community together to examine results, discuss trends and equity implications, and recommend evidence-based actions to improve student outcomes. As part of this process, IPEC monitors year-over-year performance and disaggregated outcome data (e.g., by race/ethnicity, gender, age, socioeconomic status, and other disproportionately impacted groups) to determine whether actions are closing equity gaps and improving overall achievement. Results are then shared with the broader campus through Town Meetings and related planning processes and are used to inform college planning priorities and stakeholder-informed action steps.

With regard to the persistent disparity in course success rates by race/ethnicity, LPC has implemented a set of equity-centered initiatives intended to identify where disproportionate impact occurs and intervene with targeted supports and improved teaching and service practices. Through its Student Equity and Achievement work and equity-focused program review process, the college regularly reviews disaggregated outcomes and conducts equity-focused analyses. In addition, faculty are given an opportunity to review disaggregated course success data for their classes. LPC has also expanded culturally responsive and anti-racist professional learning to strengthen instructional practices that support equitable course success. In addition, LPC supports learning communities and wraparound models such as Umoja, Puente, and related culturally focused programs that combine cohort-based experiences with counseling, tutoring, mentoring, and intentional relationship building to improve momentum and persistence for historically underserved students. The college has also invested in strategies that strengthen belonging and connection, including Caring Campus, the Black Cultural Resource Center and the Cultural Community Center, which help create affirming spaces, build community, and connect students to support networks and engagement opportunities. In addition, LPC has expanded tutoring access, embedded support in learning communities, and new student-centered outreach and support structures designed to reduce barriers to achievement.

The college is also responding to concerns about equitable degree attainment. LPC remains concerned that low-income students make up a smaller share of associate degree earners than their share of the overall student population. Low-income students make up roughly one-third of enrolled students, yet more recent data show them comprising closer to one-quarter of associate degree earners. The college has therefore continued to examine socioeconomic status as a major equity factor, alongside the related finding that low-income students tend to take longer to complete degrees. In response, LPC is strengthening practices that support earlier educational planning through student education plans, with the number of students receiving plans monitored weekly, along with more proactive outreach and targeted academic and student services intended to improve momentum to degree for students facing greater financial barriers.

LPC will monitor the results of these actions through continued annual review of institution-set standards and stretch goals, ongoing disaggregation of student achievement data, program review, and SLO/SAO assessment cycles. This monitoring is intended to help the college determine whether current efforts are reducing equity gaps, especially for students of color, low-income students, and other disproportionately impacted groups, and to guide future refinements, resource allocation, and innovations in support of

equitable student achievement.

C. Reflections on Assessments of Student Learning

1. **Review the results of learning outcomes assessment. Describe any patterns or trends related to attainment of learning outcomes observable in these data that may be relevant as you implement improvements and innovations in the design and delivery of academic programs?**

For the 2024 Program Review (the most recent comprehensive Program Review), programs who assessed SLOs and SAOs reported high levels of student achievement on most assessments. In particular, students performed well on SLO assessments about broadly understandable topics, indicating that they are able to complete homework assignments and understand class lectures. Some disciplines noted in-progress innovations that may have led to this success, most of which included more opportunities for collaborative learning and creative problem solving. Student-led learning was a trend in recent instructional innovations, with initiatives such as greater teamwork, more democratic classrooms and student-led lessons, and asset-based assessment approaches that focus on student ability and achievement in place of deficit-focused models.

SAOs about accessibility and student satisfaction with services also reflected high outcomes, showing that student services are fulfilling their basic functions strongly and that services are easy to access.

Programs noted challenges with assessments on more technical or specialized topics that were more challenging for students to learn. Examples of SLOs that many students struggled to meet include those regarding music theory, formal logic, trigonometry functions, and research source citation. Disciplines speculated on new ways to help students understand these technical topics, including updated teaching materials, varied approaches to the subject matter, and more one-on–one time with instructors. Disciplines also described planned or in-progress interventions that increased a sense of belonging, including culturally relevant teaching materials, project-based learning, and discipline-related student clubs and activities.

An important trend to note is that many programs mentioned that they did not complete SLOs because they found eLumen too difficult to use or did not find the data reports useful. Some programs described alternate methods for departmental reflection about student learning that they found more useful than the numeric data. In addition, many student services areas named overwork and understaffing as reasons for not completing SAO assessments. Our campus's upcoming switch from eLumen to Curricunet may help disciplines with more ease of data entry and report-running. However, with most disciplines and student services areas reporting understaffing along with technology-related job-creep, more support and allotted time for SLO and SAO work may be needed, along with continuing to be flexible to allow programs to decide what reflective work might best allow them to assess student learning, whether quantitative or qualitative.

2. **How (i.e., for what subpopulations, modalities, etc.) does your institution disaggregate its assessment results? When you review disaggregated assessment results, what patterns or trends do you see related to equitable attainment of student learning? What patterns or trends excite you? What patterns or trends concern you?**

The program review written in Fall 2022 asked programs to report specifically on disaggregated SLO data. (Later Program Reviews and Updates have invited programs to discuss disaggregated data as part of a larger SLO discussion but haven't had a question specifically addressing disaggregated data).

By running reports in eLumen, assessment results could be disaggregated by the following categories: gender, age, race/ethnicity, EOPS, veteran, California Promise Grant fee waiver recipient, first generation,

and distance education status. Not all programs opted to view data for each category; this was partially due to challenges with eLumen (see below).

For programs who did disaggregate by most or all categories, several programs noted that their data did not reveal equity gaps. Those who identified gaps pointed to older students, student veterans, first generation students and male students as having lower assessment scores. Most programs who disaggregated by race/ethnicity saw equity gaps for African American and Latinx students, matching the disproportionate impact these students faced in their grades and other metrics at the college-wide level.

An exciting trend shown in the Fall 2022 Program Review was that faculty who did disaggregate data were invested in finding solutions for equity gaps. Program Reviews mentioned potential interventions and interventions already in progress that provided more student support and flexibility, such as shifting course modalities, hiring more representative instructors, and altering course materials and policies to increase cultural relevance and student support. Instructors also mentioned the need to help students access supportive resources such as tutoring.

Almost no programs mentioned professional development as a solution to equity gaps. One instructor did mention participating in the Puente Linguistic Justice Community of Practice, a statewide initiative which was led out of our college.

One concerning pattern is that many disciplines did not feel prepared to address the inequities that they did observe. Several expressed frustration that equity gaps persisted despite instructor efforts to support all students. Some programs did not actually disaggregate data but noted in regard to observed equity gaps in their classes that nothing could be done at the program or college level.

In addition to this frustration on behalf of those disaggregating data, almost half of academic programs did not report on disaggregated SLO data on the 2022 Program Review. Many left the question blank, especially smaller departments with no full-time instructors. Other programs noted that they did not assess or enter SLO data the previous year, or that they did so but didn't have capacity to run and analyze disaggregated reports. Some programs noted that because their data set was not robust, they did not find the disaggregated numbers to be a sound basis for drawing conclusions. This is a valid concern since drawing conclusions about historically marginalized groups based on incomplete data is potentially unethical and could lead to further misrepresentation and stereotyping of these students.

The issues above may be at least partially a consequence of our use of eLumen, which instructors found to be challenging for both data-entry and running reports, leading to less than optimal participation, which in turn leads to incomplete and unrepresentative data sets. We are hopeful that our recent shift to Curricunet Meta may help solve this issue, as it seems to be more user-friendly for both data entry and reports.

3. **What actions has your institution taken/is your institution taking in response to the patterns and trends discussed above? How will you monitor the results of these actions in order to inform future improvements and innovations in support of equitable student learning?**

Since the 2022 Program Review, Las Positas has significantly increased equity-based initiatives. Our Diversity, Equity, Inclusion and Access Coordination team was established in Spring 2024, and they founded the Las Positas College Collective for Equity and Professional Growth (CEPG). Two faculty coordinators have spearheaded multiple professional development opportunities including print and electronic resources and equity-focused workshops. Equity-based Flex workshops have increased, with 11 Flex Day sessions on topics related to equity, cultural sensitivity, belonging, and accessibility in Fall 2025. One of these sessions was hosted by CEPG along with the college president, where attendees brainstormed what actions were needed to meet new contractual DEIA standards. The meeting hosts collected a robust list of suggestions, most of which connected to professional development and job training, which they will begin implementing in Spring

2026.

Las Positas College has also shown statewide leadership regarding Linguistic Justice, or the practice of anti-racist writing instruction and assessment, including a Puente-Sponsored statewide Linguistic Justice Community of Practice offered from AY21-22 until AY24-25, led by two Las Positas Instructors and with high levels of participation from Las Positas instructors from across the curriculum.

In response to challenges in responding to disaggregated data, CEPG has implemented professional development for equity-based data analysis. Hannah Lawler, Dean of Institutional Research at Santa Monica College, gave a presentation to all Las Positas employees on February 5, 2025, about how to respond to data-based equity gaps and how to design equity-focused interventions.

This presentation was followed by five CEPG workshops on equity-based data during spring and fall semesters of 2025. In these workshops, instructors viewed disaggregated data from their own courses, provided by the Office of Research, Planning, and Institutional Effectiveness. Instructors were guided to identify equity gaps and to create plans for supporting impacted students to eliminate these gaps.

Las Positas has also significantly increased visible multicultural support and celebrations. In Spring 2022, the Black Cultural Resource Center was founded, providing The establishment of this center was specifically named in our 2020-2025 Educational Master Plan as an intervention to make Las Positas a desirable campus for African American students. The Cultural Community Center was launched in Fall 2025, housing programs serving Latinx, AANHPI, LGBTQ+, Muslim and undocumented students.

Learning communities have been expanded, including expansion of Puente from 1-2 cohorts in AY 22-23, the launching of Movement AANHPI in AY 24-25, and the expansion of the Umoja Program from 1 to 2 semesters in AY 25-26. Mission Ready, a learning community supporting student veterans, was relaunched in [need date].

Las Positas's Student Life program–in collaboration with relevant cultural campus groups–has organized multiple culturally-significant activities such as Día de Los Muertos, Diwali, and the One Love festival uniting numerous campus affinity groups. With free food and fun cultural performances, these events have been highly popular with students of all backgrounds and have increased a sense of belonging and mutual support.

Student success data suggests that these interventions have had positive effects. Success rates for African American Students rose from 62% in AY21-22 to 67% in AY24-25. Retention rates for African American Students rose from 77% in AY21-22 to 84% in AY24-25.

In addition, we are considering methods of data collection and disaggregation that will provide more actionable and ethical data. For AY 2025-26, we have shifted SLO assessment recording to Curricunet Meta. Initial users have found it to be more user friendly for both data entry and report running, which may lead more instructors to participate in recording assessment and viewing and analyzing disaggregation reports. In addition, we are beginning to examine alternate methods of disaggregation at levels other than the program, such as the institutional level. Disaggregating Institutional Learning Outcomes could potentially provide a more consistent and representative data set that would provide more meaningful information once disaggregated.

D. Looking Ahead to the Next Self-Evaluation and Comprehensive Review

Your institution will begin its next comprehensive self-evaluation in 1-2 years. What opportunities, changes, or other internal or external factors do you see on the horizon that are likely to affect the context of your self-evaluation and/or comprehensive peer review?

In the three years before the next comprehensive self-evaluation, Las Positas will confront many changes from internal and external factors that will affect the context of our self-evaluation. Whether these changes are the result of our choices or they are now, Las Positas has a culture that supports finding opportunity in change, engaging in a practice of growth mindset even as we struggle with the strain of that growth. Some of the changes and opportunities that we anticipate have to do with the budget, community partnerships, artificial intelligence, expanding student options, and our on-going commitment to diversity, equity, inclusion, accessibility, and anti-racism.

The Budget: Constraints, Changes, and Opportunities

One major change and opportunity for our District is that we have been taken off hold-harmless status. Having exceeded SCFF (Student-Centered Funding Formula) thresholds in enrollment, student completion, and financial aid, the District is likely to receive additional, much-needed funding. Las Positas College is accustomed to working with a lean budget, carefully evaluating where to allocate funds with a focus on what is mission-critical and will have the maximum impact on student success. Through our intensive, collaborative planning and decision-making processes, we have been able to improve student-success metrics, despite our very limited resources. However, the budget deficit has posed vast challenges to the College. There are staffing vacancies that we have not filled and initiatives, such as credit for prior learning, dual enrollment, and apprenticeships, that we have not had the resources to grow. The District negotiated a SERP (Supplemental Employee Retirement Plan) in response to budget needs. Previous staff vacancies have already led to employee burn out, and the SERP is likely to further impact employees' workload, leading to even more burn out. The additional funds allocated to the District as we are taken off hold-harmless offer an opportunity to strengthen and expand areas of the College vital to student success.

Community Partnerships: Comprehensive Local Needs Assessment

Another opportunity to strengthen and expand offerings for our students is the District's biennial CLNA (Comprehensive Local Needs Assessment). The CLNA assesses the changing needs of our students, K-12 partners, industry partners, and college staff. The College will be able to strategically leverage the information from this report so that we are better prepared to support students' success in the years ahead. This is especially vital as the College takes on the challenges of declining high school enrollment and changes in the labor market impacted by AI (Artificial Intelligence) and other external economic factors. To affect the most systemic change using this information, the College will work to integrate CLNA data into our Educational Master Plan.

Teaching and Learning: Artificial Intelligence

In addition to impacting the labor market, AI also poses challenges for teaching and learning in the classroom. The College is grappling with how to best support faculty in meaningful assessment of student learning in the age of AI. We're also challenged to develop guidelines for students across the disciplines regarding ethical and effective ways to use AI as a learning tool. The College's faculty, participatory governance bodies, Professional Development Committee, Distance Education Committee, Technology Committee, and other stakeholders are committed ensuring quality and excellence in learning, but the time and coordination required to keep up with the evolving nature of AI technology poses yet another burden on the College's strained resources.

Internal Changes Leading to Opportunities: Expanding Students' Pathway Options

Program Pathways Mapper

As part of its Guided Pathways initiative, the College is currently working to develop and expand the use of Program Pathways Mapper, a platform that helps students explore options for earning degrees and certificates and for preparing to transfer. Academic Services and Student Services are working together on how to use Program Pathways Mapper to help streamline the Credit for Prior Learning process. The College is also working to include high-school articulated classes and to make the site more student-friendly.

The Compressed Calendar and Winter Intersession

The College is committed to moving to a compressed calendar beginning in the 2026-2027 academic year. This change, while requiring vast levels of coordination and time resources, will enable the College to offer a Winter Inter-Session and expand possible pathways for students. Students should be able to take GE courses during this Winter Inter-Session so that they may progress more quickly toward their academic goals.

The College's Continuing Commitment to Diversity, Equity, and Inclusion

In our Mission Statement, the College commits to offering students "an inclusive, learning-centered, equity-focused environment." At Las Positas College, we want all students to feel a sense of belonging. The recent innovations described in Section A showcase this commitment: the College's expanding learning communities, the expanding Honors Program, and the work in Linguistic Justice. As detailed in Section B, there is a trend toward more democratic classrooms, asset-based assessment, and interventions that increase a sense of belonging. There are also the College's Caring Campus initiative and our current health and wellness planning priority, both designed to focus resources on the needs of the "whole student." Exciting and recent opportunities in the College's continuing commitment to DEIAA (diversity, equity, inclusion, accessibility, and anti-racism) include our work on accessibility in all our online content and a module added to CurricUNET Meta which will disaggregate learning outcomes data in a way that is user friendly. This tool offers faculty and others accessible data points that can help them in the ongoing effort to close equity gaps. Finally, while the College unexpectedly lost funding this academic year due to the abrupt end of the HSI (Hispanic-Serving Institutions Initiative), we have forged a recommitment to the Student Ambassador Program as we await further legal decisions regarding HSI funding.