

Educational Master Plan Las Positas College 2003-2010

Message from the President

On behalf of the faculty, staff, and students of Las Positas College, I would like to invite you to read our *Educational Master Plan 2003-2010*. This plan reflects the values, insight, and hard work of the entire campus community, and we are very proud of it and excited about the promise it holds.

Thirty years ago, the Tri-Valley was comprised of three semi-rural towns roughly connected through the 580 freeway and a network of backroads. Today, Livermore, Pleasanton, and Dublin are busy cities, thriving upon (and coping with) their proximity to the economic hubs of San Francisco and San Jose. In thirty years, much has changed.

Las Positas College has grown and changed along with the Valley. In 1975, the College opened in a patch of Livermore pastureland. That year, the College offered 70 classes and had a daytime enrollment of 606 students. Today, Las Positas is in the midst of a patchwork of business parks and new homes. The College has an enrollment of nearly 8500 students and offers over 650 classes.

Las Positas has now reached a critical point in its development. It has been “making do” with very limited space. Classrooms are crowded and parking will soon be inadequate. The College is now in serious danger of not meeting the needs of the community it is supposed to serve. Realistic and insightful planning enabled LPC to educate its students well through the growth and technological change of the 1980s and 90s. The College was given “built in” potential to develop from a small extension of Chabot College into a vital, thriving, accredited college in its own right. It is now time for LPC to plan for a new wave of development, a wave that will take it from of its current stage to its projected build-out to 14,000 students. Without this planning, the College will grow stagnant. Instead of serving as a conduit to student achievement, it will serve as a constriction to their growth.

Recently, Las Positas undertook an intensive review and planning process to determine how to best meet the needs of our students and our community. The Self-Study for Accreditation and Program Review enabled LPC to carefully scrutinize and assess its programs, services, and facilities. Everyone on campus was included in these processes, and input was encouraged and incorporated.

In 2002-2003, the faculty, staff, and students took these evaluations a step further and comprehensively reviewed and updated the *Educational Master Plan*. The *Master Plan* uses economic trends, regional demographics, and area projections to

determine the best and most urgent course of action for LPC through the year 2010. Regional employers, through their participation on Advisory Boards, weighed in with their input as to their expectations for student performance, job skills, and knowledge. College departments and students each contributed their views on the strengths, weaknesses, and needs of the College in relation to its future development. The aggregate of these discussions was analyzed and streamlined to pinpoint the developments and improvements most critical to student retention and success.

The amended *Master Plan* was disbursed campus-wide, and review and input were encouraged from all segments of the College. The final outcome, with itemized needs for faculty, staff, and facilities for each campus department, was approved by the Planning and Budget Committee in September 2003.

I believe that this Master Plan truly reflects an inspired yet pragmatic vision for our development. I would like to thank all of the faculty, staff, administrators, and students who devoted so much time and effort to its creation. I would also like to thank the College's Planning and Budget Committee for their careful review and shepherding of the document. Fredye Harms, editor for the project, deserves special recognition for her incredible skills of synthesizing the vast amount of information, philosophies, and goals into a unified voice. Sharon Cadwalader, my Executive Assistant, is greatly appreciated for her constant support with all of the many details. Finally, I would like to extend my gratitude to the Advisory Boards, the Board of Trustees, and the Chancellor for their insight, support, and encouragement during this process.

The *Las Positas College Master Plan 2003-2010* is our roadmap to the future: the future of our students, our community, and the College itself.

Karen Halliday
President

Introduction

Las Positas College is one of two separately accredited colleges in the Chabot-Las Positas Community College District. Las Positas principally serves citizens from the communities of Dublin, Livermore, and Pleasanton, and several unincorporated areas including Sunol and north Livermore.

Las Positas College began as an extension of Chabot College in 1963, operating primarily out of Livermore High School. In 1965, the District purchased a 147-acre site in Livermore, intending to develop a comprehensive community college. However, lack of funds prevented this construction, and the Board of Trustees voted to develop a small education center instead. In March 1975, "Valley Campus" opened in Livermore.

In March 1988, the District submitted a request to the Chancellor's Office to change the status of Valley Campus from an education center to a college. The Board of Governors approved the request in October of that same year. In 1989-90, the College conducted its first self-study, and Las Positas College was granted full accreditation in January 1991.

Las Positas College is fully-committed to supporting all Tri-Valley residents in their quest for education and advancement. It provides university-prep classes for new high-school graduates, retraining classes for those in need of employment or career advancement, a first-time educational opportunity for many adults, enrichment classes for those seeking a broader perspective, and vocational training for those entering the technical and para-professional workforce. Through statewide bonds and careful planning, LPC recently built a Learning Resource Center and a Science Technology Building. Construction for its first Physical Education/Health complex will begin late fall.

Despite these additions, Las Positas needs to expand dramatically to meet the needs of its students and its community. When LPC was granted accreditation in 1991, the Master Plan included the goal of serving a population of 15,000 when the College was completely build-out. By 2010, LPC is predicted to have 14,000 students. This growth must be met by equivalent development of the College: development of its facilities, its programs, its faculty, and its staff. This Master Plan gives Las Positas a detailed blueprint for this growth, and will ensure that the College meets the needs of its community and fosters student success.

A note to the reader: Many new or amended faculty and staff positions are listed in this Master Plan for all segments within the College. These positions are presented in alphabetical order, not in order of importance or hiring priority.

Statements of Purpose and Intent

MISSION STATEMENT

The Mission of Las Positas College is to foster growth and success, both in its students and in its community. The College strives to fulfill this Mission by offering high-quality, comprehensive educational programs and services. It augments and strengthens its Mission by partnering with local businesses and organizations to promote the welfare of its students and the economic and social health of its service area.

Las Positas College:

- Enables students to transfer to baccalaureate-granting institutions;
- Prepares students for career entry and advancement;
- Provides basic skills and English as a Second Language instruction;
- Delivers quality, substantive student support services; and
- Fosters student success through committed, exceptional faculty and staff.

Las Positas College provides a strong instructional foundation for its students and aims to cultivate in them:

- The ability to think critically;
- An understanding and respect for difference and diversity;
- The ability to make humane, informed, and ethical decisions;
- The willingness to adapt to change in the workplace; and
- The desire to participate in society as responsible citizens.

VALUES STATEMENT

Las Positas College thrives as a teaching and learning community committed to integrity and excellence. To nourish this environment and the communities served, we:

- promote and celebrate lifelong learning;
- anticipate and meet the needs of the ever-changing workplace;
- demonstrate social and environmental responsibility;
- promote tolerance and mutual respect in a diverse community;
- foster a climate of discovery and creativity; and
- hold firm to the belief that each of us makes an astonishing difference.

GUIDING PRINCIPLES

Las Positas College is committed to excellence in everything it does. Therefore, we pledge to provide:

- Instruction and student support that are excellent, consistent and improved continually;
- Processes within the College which operate smoothly and purposefully;
- Meetings that are meaningful and effective and get things done;
- Facilities and equipment that are state-of-the-art, well-maintained and used effectively;
- An environment that is esthetically pleasing for learning and working;
- A climate that promotes a positive learning and working environment for students, staff, faculty and community members;
- A tireless dedication to systemic self-review processes with prompt implementation of improvement;
- A partnership that anticipates and responds to the ever-changing needs of the communities that we serve; and
- A culture that sincerely acknowledges, recognizes and appreciates a commitment to excellence.

INSTITUTIONAL GOALS **2002-2004**

1. Reaffirm the commitment that the primary focus of the College is teaching and learning with each of us playing a critical role. Recognize that every decision, activity and function revolves around teaching and learning.
2. Promote student access, retention and success.
3. Recognize and support a culture that develops and rewards community service, outreach, economic development, citizenship, and partnerships.
4. Maintain and enhance an organizational climate that promotes a positive learning and working environment.
5. Create and sustain a learning community that encourages effective innovation.
6. Enhance the internal and external perception of Las Positas College's commitment to educational excellence, its dedication to student success, its supportive environment, quality student services, technology expertise, community partnership and dedication to life-long learning.
7. Provide appropriate technology and information to all members of the College community to enhance student success and expand student educational opportunities.

8. Maintain fiscal stability by integrating planning and budget and seeking alternative funding to address growth and facility needs.
9. Manage enrollment with emphasis on greater efficiency and meeting productivity and effectiveness goals.

INITIATIVES FOR GROWTH AND SUCCESS

Teaching and Learning Initiative

Comprehensive Goal:

Reaffirm the commitment that the primary focus of the College is teaching and learning with each of us playing a critical role. Recognize that every decision, activity and function revolves around teaching and learning.

Proposed Strategies:

- Ensure that planning and budget decisions derive from our focus on teaching and learning.
- Increase and improve institutional support for teaching and learning.
- Provide adequate space and facilities for optimal teaching and learning.
- Consider changes to systems and processes that would free up time for staff to focus on teaching and learning.
- Promote and celebrate lifelong learning.
- Maintain student support that is excellent, consistent, and improved continually.
- Hire a grant writer to secure external fiscal resources to support teaching and learning.

Connection to the Community Initiative

Comprehensive Goal:

Recognize and support a culture that develops and rewards community service, outreach, economic development, citizenship and partnerships.

Proposed Strategies:

- Conduct an assessment of the College's connection to the community.
- Assess the needs of the community and the College's ability to address those needs.
- Create a College/Community Involvement Plan that includes assessment.
- Communicate the value of community connection to all Las Positas College staff.
- Identify and implement rewards that encourage/enhance a connection to the community.
- Review the College's Mission Statement annually to ensure that the College and Mission are aligned and that they are both in agreement with the needs and principles of the community.

Image Initiative

Comprehensive Goal:

Enhance the internal and external perception of Las Positas College's commitment to educational excellence, its dedication to student success, its supportive environment, quality student services, technological expertise, community partnership and dedication to life-long learning.

Proposed Strategies:

- Assess Las Positas College's current external and internal image.
- Create and implement a marketing plan.
- Communicate the value, vision, and mission statements reflecting the College's identified values to all Las Positas College staff, students and the community.
- Provide staff development for frontline employees so that information and support are consistent with the College's values and that they provide accurate, timely, and helpful messages.
- Create an internal communication plan for all staff that enables everyone to know about issues, events, activities, plans, etc.
- Periodically reassess the College's internal and external image.

Maintaining a Positive Organizational Climate Initiative

Comprehensive Goal:

Maintain and enhance an organizational climate that promotes a positive learning and working environment.

Proposed Strategies

- Assess the current climate with internal survey that is incorporated in the accreditation survey process.
- Review and redesign the College operational processes in the following ways to foster an effective and efficient work environment:
 1. Review and redesign committee structure.
 2. Streamline, clarify, and simplify operational processes in the areas of technology, budget, planning, personnel, and business services - including forms.
 3. Integrate and communicate College planning processes.
 4. Review and redesign the collegial participation process.
 5. Foster leadership development.
 6. Develop greater flexibility in the ways that faculty and staff can fulfill professional responsibilities to meet the needs of the College, the community, and the individual.
- Cultivate a positive and supportive social climate through implementation, evaluation and improvement of staff and faculty orientations.
- Increase faculty and staff participation in staff development activities, College flex days, campus committees, special functions, and activities.

Technology Initiative

Comprehensive Goal:

Provide appropriate technology and information to all members of the College community to enhance student success and expand student educational opportunities.

Proposed Strategies:

- Strive to become a state-of-the-art technology leader.
- Create initiatives that will motivate staff to invest the time necessary to stay current and that will foster innovation.
- Provide faculty and staff with the necessary training for all aspects of technology use.
- Examine and re-engineer College technology-related processes.
- Maintain a fully functional, navigable web site/homepage.
- Know the capability of our existing technology and utilize it to its fullest potential.
- Provide comprehensive, fully-staffed computer resources for student learning.
- Provide a web enabled/distance education AA degree by 2002 and provide required support services.
- Evaluate the role and responsibilities of the Technology Committee.
- Actively recruit technical adjunct faculty from local businesses and provide support for new instructors.

Innovation and Alternative Delivery Systems Initiative

Comprehensive Goal:

Create and sustain a learning community that encourages effective innovation.

Proposed Strategies:

- Develop an instrument to assess our web-enabled courses and provide faculty and staff with guidelines for developing and refining web-enabled courses.
- Establish an on-campus program that will showcase and model effective innovation. Venues for this program might include periodic presentations at town meetings and other functions, along with a web site or web-page-of-the-month series.
- Encourage innovative and alternative delivery systems and programs for students in areas such as transfer, diversity issues, at-risk, basic skills, working students, and child care services.
- Establish a childcare center that will support one of the College's underserved populations: the parents of young children.
- Make computer-related training more convenient and more practical.
- Support and recognize student innovation. Such innovations might include the writing and presentation of music or theater, the creation of a new club,

organization or a special event, the spearheading of a special fundraiser, or socially-conscious action.

- Create and support an “innovation advocate” to assist staff gaining access to resources in the development of new ideas and alternative delivery systems.
- Actively encourage and empower committees, programs and individuals (staff and students) to create innovative programs and processes.
- Identify adequate funds for innovative ideas and pilot programs.
- Continue the expansion of on-line student services such as orientation, real-time applications/enrollment, transcript processing, Financial Aid and counseling.
- Continue the expansion of on-line business services such as forms, budget, requisitions, purchase orders, human resources and staff orientations.
- Expand the use of off-campus partnerships to solve the space problem and to enhance/promote community relations and to gain adequate student and instructional support.
- Implement a conflict resolution system.
- Consider planning buildings so that offices are clustered to be conducive to teamwork.
- Ensure a safe work environment.
- Provide appropriate technology and information to all members of the College community through the following:
 1. Create business and information technology partnerships to facilitate improvements in technology in both instruction and operations.
 2. Create distance education opportunities with local business and feeder schools.
- If change is needed for the Technology Committee, take required steps using the shared governance model.
- Increase funding to allow faculty and staff to attend and present at regional and national conferences.
- Provide stronger support for organizations representing under-served groups such as African-American, Asian-American, and Latino students.
- Create a campus forum area that could be reserved for public speaking, debates, poetry readings, dramatic presentations, and musical performances.
- Establish a program that would recognize and reward faculty/staff innovations, perhaps in the form of a President’s Award for innovation. This program might eventually include monetary awards or certificates for dinners or weekend trips.
- Further refine our liaisons with area employers in order to tailor more of our curriculum to meet their skill requirements and time constraints.
- Hire a grant writer to secure funds for innovative programs, faculty/staff training, equipment, etc.

Master Plan Data and Documentation

LPC's original Master Plan, produced in 1990, predicted that the College would reach an eventual enrollment of 15,000 students. The following local and regional data bolster that forecast, with figures that indicate that Las Positas will reach an enrollment of 14,000 as early as the year 2010. As these statistics indicate, the College must plan to accommodate a tremendous increase in student population by the end of the decade.

STUDENT POPULATION TRENDS

Over the past several years, enrollment at Las Positas has been growing at the unusually rapid rate of 6-8% per year. Regional data indicate that this pattern is expected to persist through the next decade, with Las Positas having a projected enrollment of approximately 14,000 students by the year 2010. This growth makes it imperative that the College plan for considerable program, facility, and staff expansion in the near future.

Table 1 depicts the progression of annual enrollments based on the 5% to 6% growth rate projected through 2010.

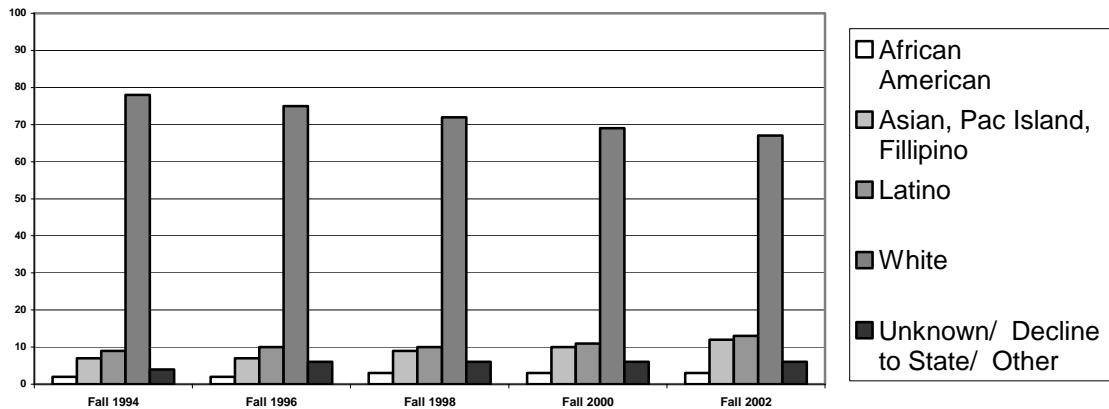
Table 1
Projected Student Enrollment Growth, 2003-2010

5% Increase				6% Increase		
Year	5% Increase	Total Enrollment		Year	6% Increase	Total Enrollment
2003	9,000	9,000		2003	9,000	9,000
2004	450	9,450		2004	540	9,540
2005	473	9,923		2005	572	10,112
2006	496	10,419		2006	607	10,719
2007	521	10,940		2007	643	11,362
2008	547	11,487		2008	682	12,044
2009	574	12,061		2009	723	12,767
2010	603	12,664		2010	766	13,533
2011	633	13,297		2011	812	14,345
2012	665	13,962		2012	861	15,205

In addition to changes in overall numbers, LPC continues to grow in diversity. In fall 1994, 78% of students identified themselves as White. In fall 2002, 67% selected the White category, with Latinos and Asians growing at a faster rate than other ethnicities.

Table 2 (on the following page) shows the changes in LPC student ethnicity from the years 1994-2002.

Table 2
Student Racial/Ethnic Identity
1994-2002



POPULATION AND LABOR MARKET TRENDS

This report includes data published by various city, county, regional, state, and national sources. Much of the data comes from the Association of Bay Area Government (ABAG) research unit. ABAG projects its findings to the year 2025; however, this report restricts its projections through 2010 in most cases. Las Positas College also used data from Census 2000 and the CSU Dynamic Environmental Scan in this report.

The primary communities in the Las Positas service area are Dublin, Livermore, and Pleasanton; data regarding each of these cities is included in this report. In addition, the College has analyzed and included information from adjacent communities which – strictly speaking – are not within its service area. However, students from these communities currently attend LPC and will continue to do so in the future. Accordingly, information about their population and economic trends is essential to the development of an accurate and effective Master Plan.

Population

In recent decades, the eastern part of Alameda County has experienced a steady increase in population. Prices for housing, commercial space, and trained workers in Santa Clara and San Francisco Counties have driven many businesses and residents to the Tri-Valley. The cities of Dublin, Livermore, and Pleasanton have made efforts to accommodate this influx by dramatically increasing commercial and residential construction.

The following projections, made during the heat of the economic boom, would probably be different if they were made in the current, tenuous economic climate. However, the Tri-Valley has been -- and will continue to be -- a region of tremendous growth. Las Positas College must be positioned to serve the needs and demands of the people and businesses moving to its service area.

By the year 2010, the Las Positas service area will experience a large increase in total population. The combined regions of Dublin, Livermore, and Pleasanton can expect a nearly 29% increase (48,394 residents) in that period. The adjacent areas of Castro Valley and Danville will experience 8% and 5% increases respectively, which equate to roughly 4,800 and 2,240 residents. San Ramon and Tracy's increases will be significantly larger adding 15,000 and nearly 20,000 residents each, equivalent to 34% and 46% growth.

Las Positas College will need to increase its capacity in order accommodate the increasing demand for higher education in the Tri-Valley and adjacent areas. Given the tremendous projected growth, and the unreliability of state funding, Las Positas will need to engage in strategic and flexible enrollment management. These enrollment management efforts must be coordinated with those of the District and Chabot and should focus on maximizing student access, success, and equity through balanced and efficient use of resources. The College also will need to explore and cultivate alternative sources of funding to ensure sufficient facilities, programs, and services.

Table 3
Projected Total Population
2000-2010

	2000	2005	2010	Actual Change from 2000	Percentage Change from 2000
County					
Alameda County	1,443,741	1,534,400	1,588,900	145,159	10%
Contra Costa County	948,816	1,013,200	1,074,500	125,684	13%
Service Area					
Dublin	30,007	39,400	47,500	17,493	58%
Livermore	73,841	81,700	90,600	16,759	23%
Pleasanton	65,058	72,600	79,200	14,142	22%
Adjacent to Service Area					
Castro Valley	57,292	61,000	62,100	4,808	8%
Danville	42,958	44,400	45,200	2,242	5%
San Ramon	44,834	52,400	59,900	15,066	34%
Tracy	43,568	51,631	63,454	19,886	46%

Source:
 ABAG Projections 2002

Households

While the entire Bay Area is expected have a nearly 11% increase in the number of households by 2010, the Las Positas service area is projected to have much larger growth. The Dublin region alone is projected to have a 68% increase in households in just 10 years. Livermore and Pleasanton will also experience great change, with 23% and 22% increases in the number of households in each city.

As with the population data, the household data indicate that LPC will need to expand in order to keep pace with its service area. The College must plan strategically through enrollment management to develop the programs and services that most benefit its community.

Table 4
Household Population Projections and
Persons by Households 2000-2010

	2000		2005		2010		Percentage of Change 2000-2010
	Persons per Household	Number of Households	Persons per Household	Number of Households	Persons per Household	Number of Households	
County	2.69	6,640,972	2.73	7,045,300	2.73	7,364,200	10.9
Alameda	2.71	1,416,006	2.77	1,504,300	2.77	1,557,900	10.0
Contra Costa	2.72	937,479	2.75	1,001,700	2.74	1,063,000	13.4
Service Area							
Dublin	2.65	24,715	2.71	33,700	2.71	41,600	68.3
Livermore	2.80	73,619	2.87	81,400	2.87	90,300	22.7
Pleasanton	2.72	64,823	2.78	72,300	2.78	78,900	21.7
Adjacent to Service Area							
Danville	2.78	42,494	2.77	43,900	2.79	44,700	5.2
Castro Valley	2.58	55,772	2.66	59,500	2.70	60,600	8.7
San Ramon	2.64	44,749	2.62	52,300	2.62	59,800	3.6

Source: ABAG
 Projections 2002

Race/Ethnicity

The Las Positas service area has grown more diverse in recent years but is still more racially homogeneous than either the county or the state. The cities of Livermore, Pleasanton, and Dublin have White populations of 74.4%, 75.8%, and 62.3% respectively. Despite this, Las Positas College draws a student body that is somewhat more diverse than its two closest cities, with roughly 67% of students selecting the White racial category on their admissions applications.

Las Positas strives to cultivate in its students and staff an understanding and respect for difference and diversity. As the community and the College become increasingly diverse, the College will have to continue its efforts to reflect and support the community it serves.

Table 5
Race/Ethnicity

	Alameda County		Livermore		Pleasanton		Dublin	
Total Population	1,443,741	100.0%	73,345	100.0%	63,654	100.0%	29,973	100.0%
Hispanic or Latino (of any race)	273,910	19.0%	10,541	14.4%	5,011	7.9%	4,059	13.5%
Not Hispanic or Latino	1,169,831	81.0%	62,804	85.6%	58,643	92.1%	25,914	86.5%
White	591,095	40.9%	54,587	74.4%	48,253	75.8%	18,669	62.3%
Black / African American	211,124	14.6%	1,094	1.5%	845	1.3%	2,995	10.0%
American Indian/ Alaskan Native	5,306	0.4%	315	0.4%	147	0.2%	156	0.5%
Asian	292,673	20.3%	4,171	5.7%	7,387	11.6%	3,050	10.2%
Native Hawaiian/ Other Pacific Islander	8,458	0.6%	189	0.3%	74	0.1%	85	0.3%
Some other race	4,676	0.3%	185	0.3%	143	0.2%	61	0.2%
Two or more races	56,499	3.9%	2,263	3.1%	1,794	2.8%	898	3.0%

Source:
2000 Census

Household Income

Between 2000-2010, average household incomes in the cities of Dublin and Pleasanton are projected to increase by 8% and 7% respectively, while Livermore will have a more modest increase of 4%. The adjacent areas of Danville and San Ramon are expected to increase 11% and 14%, while household incomes in Castro Valley are expected to increase by 7%. The community of Danville will have the highest household income (\$177,000); Castro Valley and Livermore will have somewhat lower average incomes (\$99,500, and \$101,200 respectively). Each of the cities in the Las Positas service area has a higher projected average household income than either Alameda County (\$88,000) or Contra Costa County (\$92,700) as a whole.

The projections used in Table 5 were made during the peak of the dot-com boom; consequently, they may be somewhat inflated. The recent dramatic decrease in the tech industry and the generally poor economic health of the state would doubtless influence these numbers if they were calculated today.

The College must continue to meet the educational and employment-related expectations of its community. In addition, the College must continue to strengthen, document, and evaluate its relationships with local businesses and industries.

Table 6
Projected Household Income 2000-2010
(In constant 2000 dollars)

	2000	2005	2010	Actual Change from 2000	Percentage Change from 2000
Bay Area	\$93,800	\$95,600	\$100,400	\$6,600	7%
Alameda County	\$82,500	\$84,200	\$88,800	\$6,300	8%
Contra Costa County	\$86,500	\$88,200	\$92,700	\$6,200	7%
Sub-regional study Area					
Dublin	\$101,700	\$102,900	\$110,200	\$8,500	8%
Livermore	\$97,800	\$99,800	\$101,300	\$3,500	4%
Pleasanton	\$121,500	\$123,900	\$130,100	\$8,600	7%
Adjacent Service Area					
Danville	\$159,700	\$170,900	\$177,700	\$18,000	11%
Castro Valley	\$93,200	\$95,100	\$99,500	\$6,300	7%
San Ramon	\$111,300	\$115,400	\$126,400	\$15,100	14%

Source:
 ABAG Projections 2002

Labor Market

By 2010, Alameda County is expected to add 105,770 jobs, 14% above the number of jobs in 2000. Contra Costa County is expected to add 58,030 jobs, an increase of 16%. In 10 years, Dublin will add 30%, Livermore will add 25%, and Pleasanton will add 21% more jobs. Danville and San Ramon are expected to increase their labor forces by 17% and 28%, while Castro Valley is projected to grow by 9%.

While there will be significant job growth in LPC's service area, many of the people filling these positions will be commuting from other cities. Likewise, many of the residents of the Tri-Valley commute to jobs in cities such as San Francisco and San Jose. This is particularly true in Dublin, which is forecasted to have a 58% increase in population but only a 30% increase in its labor market.

In order to meet the needs of our community, the College will need to continue to provide educational opportunities for people who work and commute. These include options like on-line, evening, and weekend courses, and off-campus/remote-access student services.

Table 7
Projected Total Jobs
2000-2010

	2000	2005	2010	Actual Change from 2000	Percentage Change from 2000
Bay Area	3,753,670	3,933,870	4,225,030	471,360	13%
Alameda County	751,680	790,400	857,450	105,770	14%
Contra Costa County	361,110	385,050	419,140	58,030	16%
Sub-regional study Area					
Dublin	21,870	23,230	28,450	6,580	30%
Livermore	40,360	42,440	50,370	10,010	25%
Pleasanton	54,110	56,580	65,580	11,470	21%
Adjacent Service Area					
Danville	10,150	10,820	11,880	1,730	17%
Castro Valley	10,280	10,730	11,180	900	9%
San Ramon	38,140	42,140	48,950	10,810	28%

Source:
ABAG Projections 2002

Table 8 shows job demand by category for the Las Positas service area and the Bay Area as a whole. "Services" and "Other" (which generally require specialized training and advanced degrees) will experience greater demand in the next 10 years.

Las Positas will continue its close relationships with local industries in order to understand and anticipate their needs and respond accordingly. LPC will continue to foster partnerships and cultivate Advisory Boards to strengthen their relationships with area businesses.

Table 8
Projected Job Demand by
Category 2000-2010

	Manufacturing Wholesale			Retail			Services*			Other**		
	2000	2010	Change	2000	2010	Change	2000	2010	Change	2000	2010	Change
Bay Area	730,860	812,140	81,280	594,620	659,220	64,600	1,450,430	1,649,160	198,730	942,590	1,069,090	126,500
Alameda County	163,290	183,450	20,160	120,590	132,270	11,680	268,770	316,900	48,130	195,570	221,380	25,810
Contra Costa County	45,670	52,350	6,680	65,740	74,330	8,590	139,230	165,460	26,230	106,880	123,410	16,530
Dublin	4,350	5,510	1,160	4,840	5,700	860	7,400	10,560	3,160	5,240	6,640	1,400
Livermore	7,750	9,240	1,490	5,520	6,770	1,250	18,330	23,380	5,050	8,490	10,710	2,220
Pleasanton	9,240	11,500	2,260	9,170	10,480	1,310	15,520	21,740	6,220	19,830	21,510	1,680
Castro Valley	420	450	30	2,480	2,760	280	4,910	5,200	290	2,440	2,740	300
Danville	650	880	230	1,980	2,250	270	4,250	5,020	770	3,190	3,650	460
San Ramon	5,840	6,390	550	4,700	5,580	880	13,630	18,490	4,860	12,740	17,260	4,520

* "Services" -- business and repair, entertainment and recreation, professional and medical services

** "Other" -- construction, transportation, communications, utilities, finance, real estate, and government

Source: ABAG Projections 2002

Table 9 displays (by numeric and percentage change) and the 25 fastest-growing occupations that require a four-year college degree. The state, Bay Area, and Alameda County will need to add the most workers in the occupations of General Management/ Top Executives, Para-professional/Technical Workers, and Systems Analysts/Electronic Data Processors. Not surprisingly, the Bay Area and Alameda County will have greater job demand in the areas of Computer Engineering, Electronic Engineering, and -- to a lesser extent -- Computer Programming. Generally, the Bay Area will have a greater need for high-tech workers than in other areas of the state.

The high-tech sector will have the fastest rate of growth with Computer Scientists, Computer Engineers, and System Analysts/Electronic Data Processors at the top of the list. The need for these workers will be stronger in the Bay area and strongest in Alameda County. By 2005, Alameda County will increase Computer Engineers by 177% over the 1993 levels; the county will also increase the number of Computer Scientists and related workers by 156% over 1993 levels. Jobs for teachers are also predicted to grow quickly in the near future.

A note of caution must be used when examining these labor projections. The collapse of the dot-com industry will likely result in a downward adjustment in the high technology forecast. Although high-tech will continue to play a significant role in the Bay Area economy, much of its related employment will probably shift from the Bay Area to other domestic and international locations.

Our nation's shift in priorities towards security will also affect demand in certain occupations. Most sources agree that security-related jobs – ranging from night-watch guards, to web/electronic security, to defense contractors – will increase in the next few years and can be expected to have a significant and lasting effect on the labor market. LPC has a distinct advantage in this area in that it has long-standing, active relationships with Lawrence Livermore National Laboratory, Sandia National Laboratory, and local law enforcement agencies.

Table 9
25 Fastest Growing Occupations Requiring a College Degree
By Numeric Change: 1993-2005

Occupation	B/ PB*	Alameda County			San Francisco Area			California		
		Rank	Numeric Change	% Growth	Rank	Numeric Change	% Growth	Rank	Numeric Change	% Growth
General Managers, Top Executives	B	1	3,310	21	2	14,500	18	1	109,540	33
Other Professional, Para-professional, Technical	B	2	3,080	32	4	12,120	38	2	56,560	45
Computer Engineers	B	3	2,440	177	1	20,480	108	7	29,360	109
Electrical and Electronic Engineers	B	4	1,660	71	6	7,410	31	12	19,140	28
Systems Analysis, Elect. Data Processors	B	5	1,600	95	3	13,210	94	3	43,170	95
Teachers - Secondary School	B	6	1,540	35	11	6,300	34	8	28,430	32
Teachers – Preschool and Kindergarten	B	7	1,530	71	13	5,550	61	13	18,570	46
Marketing, Advertising, Public Relations Managers	B	8	1,460	54	5	7,920	44	6	30,020	47
Accountants and Auditors	B	9	1,440	34	8	6,970	28	5	32,850	32
Managers and Administrators, NEC	B	10	1,390	30	15	4,670	21	10	21,980	27
Engineering, Math, and Natural Science Managers	B	11	1,190	62	10	6,300	39	11	19,340	35
Teachers – Elementary School	B	12	1,160	20	9	6,670	21	9	27,040	18
Computer Programmers	B	13	1,120	37	7	7,060	28	20	11,700	18
Financial Managers	B	14	990	22	12	6,050	24	4	38,970	39
Engineers, NEC	B	15	950	58	16	4,460	37	18	12,980	22
Management Support Workers, NEC	B	16	900	27	17	4,240	23			
Personnel, Training, Labor Relations Specialists, NEC	B	17	820	46	21	2,840	33	24	9,740	31
Lawyers	PB	18	820	39	22	2,710	18	14	18,410	33
Teachers – Special Education	B	19	770	73	14	4,800	74	16	16,550	57
Construction Managers	B	20	680	70	18	4,030	86	17	13,120	69
Graduate Assistants, Teaching	PB	21	640	24						
Computer Scientists, Related Workers, NEC	B	22	560	156	19	3,430	144	21	11,500	122
Residential Counselors	B	23	540	89				25	9,440	76
Social workers, medical, psychiatric	B	24	530	26				22	10,350	32
Personnel, Training, Labor Relations Managers	B	25	510	40						
Property and Real Estate Managers	B				20	3,170	52			
Physicians and Surgeons	PB				23	2,320	19	15	17,270	37
Teachers – Postsecondary, NEC	PB				24	2,200	23	19	12,560	31
Financial Specialists	B				25	2,070	22			
Education Administrators	B							23	9,770	25

* B -- occupations requiring a baccalaureate degree.

PB -- occupations requiring a post-baccalaureate degree.

** NEC – Not Elsewhere Contained

Source: CSU Dynamic Environmental Scan

ECONOMIC IMPACT

In 2003, the Chabot-Las Positas Community College District contracted with an outside company to analyze the economic impact of Las Positas College on the Tri-Valley and the State. *CCbenefits, Incorporated* used a comprehensive economic model to capture and quantify:

- Las Positas' contributions to the regional economy, including job and income formation;
- The higher earnings captured by exiting students;
- The local social benefits of the College, including improved health, reduced crime, lower welfare, and unemployment; and
- The benefit to taxpayers who support the College.

The following are highlights from *CCbenefits'* final report to the District Office:

LPC and the Local Economy

- In 2001, LPC had operating expenses of \$23 million; 51% of this was spent in the Tri-Valley Region.
- LPC employs 173 full-time and 285 part-time faculty and staff. In 2001, LPC's wages, salaries, and benefits totaled \$16 million.
- For every dollar LPC pays in earnings, there is an additional 21 cents in earnings generated in the Tri-Valley economy.
- The present-day Tri-Valley workforce embodies an estimated 742,700 credit and non-credit hours of past and present LPC education.
- In fiscal 2001, LPC skills from current and former students increased earnings in the Tri-Valley region by \$27 million directly, and by another \$16 million indirectly.

LPC and Government Investment

- State and local government support for LPC in fiscal 2001 will be fully recovered in 12.9 years, in the form of higher tax receipts (from increased wages) and avoided costs (from reduced public expenditures on incarceration, etc).
- State and local government will see a rate of return of 5.7% on their fiscal 2001 support of LPC based on accounting for increased tax receipts and avoided costs.

LPC and Taxpayer Dollars

- For every dollar appropriated by the state and local government in fiscal 2001, student earnings will increase by an average of \$0.47 per year, every year through the rest of their working lives. Likewise, for every state dollar appropriated, the Tri-Valley will see social savings of \$0.11 per year, every year through reduced incarceration and health care expenditures, reduced expenditures on unemployment and welfare, and reduced absenteeism from work.

LPC and Individual Earning Potential

- In 2001, 12,871 credit and non-credit students attended the College; 78% of these students were employed full- or part-time.
- The average annual earnings of a student with a one-year certificate from LPC are \$30,012, 16.0% more than a student with just a high school diploma. The average earnings of a person with an Associate Degree are \$35,294, 36.4% more than a student with only a high school diploma or GED.
- After leaving the College, the average LPC student will spend 36 years in the workforce. The student who leaves with a degree will earn \$342,875 more than his counterpart with just a high school diploma or GED.
- Over their next 36 years in the workforce, the average LPC student's discounted lifetime earnings (i.e., future values expressed in present-value terms) will increase \$6.25 for every education dollar invested (including tuition, fees, books, and foregone earnings from employment).
- For every credit completed, LPC students will, on average, earn \$132 more each year they are in the workforce.
- Students enjoy a 20.7% rate of return on their LPC educational investment, and recover all costs (including wages foregone while attending LPC) in seven years.

Academic Services

GOALS, STAFF, AND FACILITY NEEDS

2003-2010

BUSINESS, ENTREPRENEURIAL, MARKETING AND WORK-BASED LEARNING CLUSTER

PROGRAM DESCRIPTION

This program cluster contains the areas of business (including entrepreneurship), marketing, and work-based learning. Specific programs in this group include Accounting, Administrative Assistant, Business Administration, Business Entrepreneurship, Retail Management, Marketing, Retailing, and Work-Based Learning.

Business Administration is identified as one of the largest majors at the College. While enrollments in some of the more specialized business-oriented programs have dropped (Supervision and Business Entrepreneurship), enrollments in the more general business programs (the AS in Business, as well as the transfer-prep AA in Business Administration) have grown. In addition, two new business-based certificates (Accounting Technician and Retail Management) have been added at the suggestion of the program's Advisory Boards. Conversely, LPC has placed the once-popular Real Estate and Fashion Merchandising programs on inactive status.

Recently, students (and employers) have shown a growing interest in applied educational experiences. The College has responded by collaborating with secondary school and workforce partners to significantly expand its work-based learning opportunities. Among these opportunities are workforce development (through the student-staffed IT HelpDesk), work experience, service learning, internships, job shadowing and more. Furthermore, LPC has integrated appropriate technology into all Business offerings to ensure that students are proficient in the latest workplace tools and procedures.

STATEMENT OF PHILOSOPHY

The Business, Marketing, Entrepreneurial, and Work-Based Learning cluster prepares students pragmatically for the world of work and career enhancement. The College is committed to providing students with the opportunity to learn by doing; it facilitates and strengthens this process by closely linking the classroom to the workplace. Professional and technical relevancy is ensured through close collaboration with local employers, advisory boards, and the community as a whole. Also, because many of the students who enroll in this cluster intend to transfer, proper academic rigor is applied and maintained through partnerships with four-year institutions.

The faculty are committed to improving students' basic skills in communication, technology, and information competency, and recognize that preparing students well

for the labor market has a concomitant effect on improving both local and state economic development.

Because the faculty realize that students' learning patterns differ, they have created various educational delivery systems within the cluster to accommodate and to encourage student success. The faculty further support this approach by providing a broad spectrum of work-based learning opportunities for students.

GOALS

1. Work closely with business, industry and the public sector to keep curriculum relevant and up-to-date.
2. Encourage and provide computer-related learning tools and media-assisted instructional methods for students and staff.
3. Keep a strong interdisciplinary tie with LPC's other clusters, especially in the areas of Computer Studies, Communications, and Mathematics.
4. Provide both theoretical and pragmatic courses for all students including those who are short-term, job-entry directed, in search of lifelong learning, or in need of on-the-job training or career advancement.
5. Be responsive to community needs in providing a well-trained and highly-informed work force.
6. Recruit and retain students from underrepresented groups and continue to seek new staff as role models for these students.
7. Provide a multitude of Work-Based Learning opportunities for students, including work experience, internships, service learning, and workforce training.
8. Work closely with the College's counseling, career planning, and development/employment services.
9. Encourage faculty and staff to participate in staff development projects that will improve their teaching skills and increase their knowledge.
10. Continue to work through the Tri-Valley Educational Collaborative to expand high school articulation agreements and to develop career/ curriculum pathways from secondary schools to Las Positas College.
11. Expand the use of computer technology and workplace-simulation projects, particularly in Business Administration, Marketing, and Retailing courses.
12. Incorporate the use of writing and critical thinking in all courses in the cluster.
13. Expand the work-based learning entrepreneurial model to include a wider range of disciplines (e.g., technology and visual communications).

STAFF NEEDS

1. Faculty Positions
 - 1 FTE – Accounting/Business Mathematics
 - 1 FTE – Business/Work Based Learning
2. Classified Positions
 - 1 FTE – Instructional Assistant for Business/Work-Based Learning

FACILITY NEEDS:

LPC has a proposed Multidisciplinary Education building which will emphasize telecommunications and which will have larger, general classrooms in which many business and business-related courses will be held. The Multidisciplinary Education Building will also have smart lecture classrooms suitable for larger Business classes, and smaller seminar rooms appropriate for business-breakout activities. In addition, students will be able to use the building's multi-media center to develop and hone their presentation and technology skills for career entry and advanced studies.

Increased and evolving demands for student technological competency will necessitate an expansion in lab facilities in the years to come. Furthermore, as work-based learning opportunities grow (particularly in the direction of student-based entrepreneurial ventures), there will be a need for a dedicated, "real world" business environment where students can practice work skills outside of the classroom.

TARGETS

- Consider developing and implementing an International Business program that could be clustered with appropriate foreign language and social science courses.
- Develop stronger partnerships with local businesses, particularly in retail.
- In collaboration with the Tri-Valley Business Council, expand internship opportunities at the College and high school levels.
- Review and benchmark the Business curriculum in 2003-2004, as recommended by the Advisory Boards.
- Work closely and regularly with LPC counseling staff to ensure that students have access to information and guidance about career opportunities and program requirements.
- Discuss and evaluate alternative modes of delivery (e.g., web based).

HEALTH, RECREATION, PHYSICAL EDUCATION, AND ATHLETICS CLUSTER

PROGRAM DESCRIPTION

This cluster includes courses offered in basic health education, community health education, physical education (active and theory), and a modest program in recreation. The College supports an Intramural program and offers a limited Intercollegiate Athletics program for both men and women.

In fall 2001, LPC converted the former Student Center (Building 1200) into a newly-equipped and attractive Weight Training Facility. In addition, the College has added a new transfer AA degree in Physical Education and Certificates of Completion in Sports Medicine and Coaching. Several short-term continuing and community education courses are offered through the Health Sciences program.

A continuing stumbling block for the PE department is the serious shortage of facilities and space for a comprehensive Physical Education program. The construction of a new Physical Education Complex (projected for 2005) will remedy

this problem to a large extent and will give students expanded opportunities in P.E. and intercollegiate sports. Some of the sports LPC intends to offer by 2010 are Men's/Women's Basketball, Men's/ Women's Volleyball, Softball, Baseball, Track and Field, and Men's/Women's Tennis. The College is in support of a strong Intercollegiate Athletics program, and preliminary studies of the three local K-12 districts suggest that there is a sufficient pool of students who would participate in such a program. The PE faculty firmly believe that expanded Intercollegiate Athletics will benefit LPC as a whole by generating increased enrollment of both full- and part-time students.

In order to advance both the educational and the athletic aspects of the program, the physical education staff will need to develop courses in Exercise Physiology and Sports Medicine. Space and equipment for these programs are included in the design for the new Gymnasium. The facility will also accommodate a state-of-the-art Adaptive Physical Education program. The PE staff agree that such a program is critical to the College's commitment to provide all students with the opportunity to improve their health and well-being.

STATEMENT OF PHILOSOPHY

The Physical Education and Health Sciences departments are dedicated to teaching lifelong physical education skills that promote wellness and physical fitness. The faculty in this cluster believe strongly that the most productive student at LPC is one who has a healthy concept of his/her body, is fit, and is interested in developing life-long recreational skills and health practices which improve and encourage general well-being.

GOALS

1. Provide wellness programs for both students and staff, and promote good health practices (nutrition and exercise).
2. Promote short courses (modules), which appeal to business, industry and to those employed in health-related careers.
3. Educate students in specific ways to enhance physical, mental, social, and spiritual well being.
4. Prepare students for transfer and employment in health-related occupations.
5. Provide opportunities for students employed in the Health field to increase work-related knowledge and skills.
6. Respond to community interests and needs for health information.
7. Enlighten students regarding the implications of variables such as age, gender, and cultural background in an individual's decision regarding health matters.
8. Recruit new faculty and staff from underrepresented groups.
9. Provide students with the knowledge to make informed healthcare decisions.
10. Support the faculty in the use of new instructional methods and technologies, including distance education.
11. Provide a wide variety of Physical Education courses that allow students to grow emotionally, develop physically, and more fully enjoy their leisure time.
12. Continue to serve students of all ages, backgrounds, and physical abilities.

13. Work closely with the K-12 districts to promote the values of physical fitness, including strength, agility, flexibility, cardiovascular/respiratory efficiency, and stress management.
14. Work cooperatively with local recreational departments, especially in the design of facilities and playing fields which could serve both College and community needs.
15. Continue the development and promotion of the College's Intramural program so that all students have an opportunity to participate in competitive sports programs.
16. Continue to develop LPC's Intercollegiate Athletic program in line with the development of the new Physical Education Complex scheduled for 2005.
17. Design and develop an Adaptive Physical Education program.

STAFF NEEDS

1. Faculty Positions
 - 1 FTE -- Adaptive Physical Education Instructor/Coach
 - 1 FTE – Health Sciences
 - 1 FTE – Physical Education Instructor/Coach
2. Classified Positions
 - 1 FTE – Athletic Secretary
 - 1 FTE – Equipment Manager
 - 1 FTE – Professional Athletic Trainer

FACILITY NEEDS

In addition to the fully-equipped Gymnasium and supplementary classrooms, LPC needs an Olympic-size swimming pool, a field house, and expanded field space to complete the development of the PE program. Such development would prove beneficial to the surrounding communities, would improve the College's enrollment patterns, and would increase its transfer ratio to four-year institutions.

TARGETS

- Strengthen and unify curricular offerings in Health, Nutrition, Recreation, PE, and Athletics.
- Facilitate and encourage greater dialog between faculty in the cluster.
- Expand opportunities for students to participate in Intramural sports, Adaptive PE, Exercise Physiology and Sports Medicine programs.
- Expand the Intercollegiate Athletics program with the completion of the new Gymnasium.

THE ARTS AND HUMANITIES CLUSTER

PROGRAM DESCRIPTION

This broad category of instructional programs includes course offerings in general education, transfer education, and technical-vocational education. The Arts include programs in the Visual Arts (Painting, Drawing, Design, Visual Communications), Theater Arts (Acting, Theater Appreciation, and Technical Theater), Choreography,

Dance Production, Music (Appreciation, Voice Theory, Performance, and Piano), Interior Design, and Photography. The Humanities Cluster includes Art History, Art Appreciation, History of Photography, and a large and varied offering in Humanities (interdisciplinary studies) as well as growing Philosophy and Religious Studies programs.

One major development in the Arts Cluster was the creation of a comprehensive program in Photography and the addition of a fully-equipped Photography laboratory and darkroom. In the future, LPC would like to add new programs such as Printmaking, Gallery Display, and Instrumental Music; however, these are dependent on additional facility development.

The performing arts area offers both classroom and on-stage/back-stage production experience. Acting classes range from introductory acting and improvisation to specialized, interdisciplinary training in musical theater performance. Performance options range from mainstay campus productions to student-directed one act plays and a touring children's show. Technical Theater courses are also offered.

Music offerings range from introductory voice, theory, and appreciation classes to advanced theory and vocal repertoire. Performance operations include Jazz Ensemble and Concert Choir. The College has an excellent choral music program; however, many of LPC's performances must be held off-campus because there is no on-campus facility large enough to house either the performance or the audience.

The College needs to develop an instrumental music program, including a College band, a symphony orchestra, and a computer music composition facility. Instrumental music programs are very strong in LPC's three K-12 districts. These secondary schools support nationally-recognized marching bands and jazz ensembles. However, there is no way for their students to continue their instrumental music studies at Las Positas.

Dance is offered in a variety of contemporary styles along with a dance production/choreography class each semester. The Dance program will be able to expand offerings with the completion of the new Physical Education Complex (Gymnasium) and enjoys strong support from the community.

STATEMENT OF PHILOSOPHY

The Arts and Humanities cluster concentrates on the development of the students' artistic and creative expression. The course offerings enhance a sense of appreciation for both the aesthetic and pragmatic aspects of the Arts and Humanities. In addition, students in these programs better understand the history, culture, and values of the artists, writers, poets, and other monumental thinkers who have produced great works.

GOALS

1. Educate students to the visual language expressed through artistic media: design, line, shape, color, textures, and form.
2. Present students with a cultural and historical view of the artists, dancers, playwrights, composers, designers, writers, philosophers, and spiritual figures who created art forms and other influential and fundamental works.
3. Prepare students for job entry in the various arts and humanities fields.
4. Provide several avenues for community participation, audience enrichment, and student performance.
5. Nurture aesthetic expression, broaden understanding of the arts, and provide for opportunities for new and creative student-staff contributions.
6. Establish strong interdisciplinary links among and between the arts and humanities teaching disciplines.
7. Recruit new faculty and staff from underrepresented groups.
8. Increase the number of faculty committed to (and trained in) using new instructional methods and technologies to address the needs of students, especially underprepared and diverse learners.
9. Increase the number of faculty who advocate and use writing and critical thinking in their courses.
10. Consider adding a certificate or associate degree in Technical Theater.
11. Consider offering an Instrumental Music program.
12. Expand course offerings in Philosophy (especially Aesthetics) and Religious Studies. (The study of Islam has recently been added to the curriculum, and faculty are exploring the division of World Religions into Eastern Religions and Western Religions.)

STAFF NEEDS

1. Faculty Positions
 - 1 FTE – Art
 - 1 FTE – Children’s or Musical Theater
 - 1 FTE – Humanities/Philosophy/Religious Studies (Generalist)\
 - 1 FTE – Instrumental Music
 - 1 FTE – Photography
 - 1 FTE – Visual Communications
2. Classified Positions
 - 1 FTE – Instructional Assistant, Performing Arts
 - 1 FTE – Technical Theater/Theater Manager

FACILITY NEEDS

Within the past five years, the Arts and Humanities department has benefited from many changes and improvements its facilities. Building 300 was completely renovated to include a new Visual Communications (Graphic Arts) computer laboratory, a Photography laboratory/darkroom, and a Journalism facility. Room 802 (formerly Fashion Merchandising/Interior Design) was re-designated as a Music room, increasing student enrollments. In 2002, the Theater portion of Building 800 was renovated to be much more aesthetically pleasing and functional.

Despite these improvements, the Arts are in need of additional space. Rehearsal and classroom space is limited, and the Performing Arts are forced to share facilities with incompatible instructional areas. Performance spaces are also extremely limited, both in terms of size and audience capacity. More appropriate space is needed for Technical Theater instruction, construction, and storage.

The College's Five-Year Construction Plan has designated separate facilities for the fine and performing arts. A new Center for the Arts building would accommodate the Dance, Music, Theater, and Speech programs. To complement this Center, LPC plans to renovate and expand existing structures to create a Fine Arts Building that would house programs such as Drawing, Painting, etc. As part of this renovation, the College would develop an Art Gallery to showcase student, faculty, and "visiting" exhibitions. In addition, LPC hopes to provide a broader venue for its Arts programs by incorporating "mini galleries" in various buildings across campus.

Finally, the proposed general classrooms in the Center will greatly benefit the Humanities/Philosophy/Religious Studies programs.

TARGETS

- Coordinate all plans for Sculpture, Ceramics, and TV/Video Production with Chabot College's programs.
- Carefully research facility and equipment requirements for developing a Printmaking program.
- Carefully research facility and equipment requirements for developing a College band and College symphony.
- Encourage the development of a Computer Music Composition course in the new, technologically-provisioned Center
- Re-examine the development of new programs that are dependent on the creation of new facilities to house and support them.

LANGUAGE ARTS AND COMMUNICATIONS CLUSTER

PROGRAM DESCRIPTION

This cluster includes courses in Basic Skills (Developmental Reading and Writing), English Composition and Literature, English as a Second Language (ESL), Foreign Languages, Mass Communication (Journalism), Learning Skills, Sign Language (ASL) and Speech. It incorporates general education, transfer education, and technical-vocational programs in addition to co-curricular activities such as a strong intercollegiate forensics program, a College newspaper, and a community literary magazine.

In response to changes in the Tri-Valley's demography, the cluster has expanded significantly its offerings in ESL. The ESL and English faculty work closely to facilitate smooth transitions for students who move from the ESL curriculum into English and other transfer-level courses.

The Foreign Language offerings bring a sense of internationalization to the cluster. The Speech curriculum offers students transfer-level courses and the opportunity to participate on the College's competitive Forensics team (the Talk Hawks), which has achieved local, regional, and national recognition.

The Mass Communications program is growing quickly. Recent curricular changes include the addition of a Certificate in Mass Communications, the creation of a Journalism/Mass Communications Advisory Board, increased student enrollments, and many enhancements to the student newspaper, the *LPC Express*. In 1999, the Mass Communications program moved into its own high-tech facility in Building 300, which was renovated as a secondary effect after the building of the Science Technology Center. The College newspaper is produced in this new facility.

STATEMENT OF PHILOSOPHY

The faculty in the Language and Communication Skills cluster possess a strong sense of "team" both within the cluster and with the institution as a whole. Because they believe that Basic Skills instruction is vital to student success, the faculty assiduously and continually make significant changes in the developmental program, responding to the needs of an increasingly diverse student population. Their philosophy is grounded in the belief that all students have the ability to succeed if they apply appropriate diligence and industry. The faculty care about the students and encourage their success.

The faculty believe in strong interdisciplinary links with all clusters and adapt reading material and writing assignments to accommodate students' varied interests and career commitments.

GOALS

1. Continue to work as a coordinated team.
2. Advance the development of a Learning Skills Center and work closely with the Learning Skills Center staff in coordinating teaching materials and resources.
3. Advance the development of an Integrated Learning Center to offer writing, math, and the ESL support to students.
4. Continue to evaluate Basic Skills learning materials and continue to include references to Tri-Valley localities in order to lend a "personal touch" to these materials.
5. Continue to integrate the use of word-processing into composition courses and to develop and incorporate computer-assisted and media-assisted instructional methods into ESL curriculum to decrease student attrition.
6. Continue strong support for the cluster's literary magazine and the successful competitive Forensics program.
7. Continue to develop the Mass Communications program, providing quality journalism experiences for students and a high standard of excellence in the campus newspaper. Increase integration between the Mass Communications and Visual Communications programs.
8. Continue to develop Speech curriculum.
9. Expand Foreign Language offerings and offer advanced Foreign Language classes.

10. Demand academic rigor from all students and provide incentives so that students will want to succeed and achieve their goals.
11. Increase the number of faculty using new instructional methods and technologies that have been proven successful with underprepared and diverse learners.
12. Recruit new faculty and staff from underrepresented groups.
13. Continue to develop more courses in literature as student enrollment grows, consistent with Enrollment Management Discipline Plan.
14. Continue to ensure that the LPC Language Arts curriculum is aligned and articulated (as appropriate) with external stakeholders and partners, including the State Chancellor's Office, the CSU system, and the UC system.
15. Continue interdisciplinary efforts and collaboration to ensure that reading and writing skills are integrated across the curriculum.

STAFF NEEDS

1. Faculty Positions
 - 5 FTE – English
 - 2-3 FTE – English as a Second Language
 - 1 FTE – Integrated Learning Center
 - 1 FTE – Speech
2. Classified Positions
 - 1 FTE – Instructional Assistant, Developmental English
 - 1 FTE – Instructional Assistant, Integrated Learning Center

FACILITY NEEDS

Enrollment in the various language arts programs has grown significantly over the years, and the lack of facilities to accommodate them is becoming a significant problem. Many ESL courses are offered in a classroom (409) that is not at all adequate. While the Speech program is now housed in Room 711, it ultimately will move to the planned Performing Arts Center where it will gain forensics team room and classroom space. However, it is likely that Speech will need access to an additional dedicated classroom before that new building is completed.

The English Department (in its efforts to meet the goal of integrating reading and writing skills across disciplines) hosts an Open Writing Center in Room 400. However, Room 400 is also home to the English Lab, and the hours available for the Writing Center are (consequently) very scant.

Faculty from English, ESL, and Math are discussing the creation of an Integrated Learning Center (ILC), which would support students across the curriculum. The Institutional Planning Committee supports the ILC concept model and LPC is working to find space for this Center. In addition, the College must provide additional classroom space for English, ESL, and Math to accommodate the increasing demand for -- and importance of -- these fundamental programs.

MATHEMATICS, ENGINEERING, AND SCIENCE CLUSTER

PROGRAM DESCRIPTION

The Mathematics, Engineering, and Science cluster includes courses in general education, transfer education, technical-vocational education, and continuing education. Among the programs included in this cluster are Engineering, Mathematics, Life Sciences (Biology, Botany, Ecology, Anatomy, Physiology, Microbiology, and Zoology), Physical Sciences (Astronomy, Chemistry, and Physics), Earth Sciences (Geology and Geography), Horticulture, and Science-related technologies (Occupational Safety and Health, Radiation Safety, Laser Technology, and Vacuum Technology).

With completion of Phase One of the Science Technology Center, LPC was able to expand its program offerings to include classes in Anatomy, Physiology, Microbiology (as noted above), Organic Chemistry, Biotechnology, and Meteorology (Weather and Climate). In addition, the College revitalized its Engineering transfer program, and now is offering the full array of lower-division courses, and developing transfer partnerships with four-year colleges in some engineering specialties, such as Optical Science and Engineering.

LPC has made several changes in allied science technology programs, including placing the Environmental Technology program on inactive status effective 2001-2002 (due to progressively decreasing enrollments), and making major revisions in the Radiation Technology program (changing the title to Radiation Safety, putting the Certificate/AS degree in inactive status, and offering only one class: a three-module comprehensive course in Radiation Safety). Laser Technology is a recent addition to the curriculum and is currently offered off-campus at Lawrence Livermore National Laboratory. The College plans to offer the program on-campus as soon as Phase Two of the Science Technology Building is completed. Geography has become part of this cluster with emphasis on Physical Geography, Weather and Climate, and Geographic Information Systems (GIS). The Geography program is focusing on the Earth Sciences aspect of its discipline and its natural ties to Geology.

The Mathematics department has made a concerted effort to incorporate the use of computers and alternative instructional methodologies in the classroom. It has also rewritten curriculum to include instructed laboratory time in many of its courses. Basic Mathematics is offered in a newly-developed lecture/ laboratory format where students are taught using small group, collaborative instruction. Advanced courses require that students use software tools such as Maple and MATLAB to solve application problems. In fall 2003, a Mathematics Study Skills course for Elementary Algebra will be tested. If successful, this type of course could become a prototype for other offerings.

The Mathematics faculty support the use of distance education and have already developed a web-based Elementary Algebra course. In addition, they will be offering a similar course in Intermediate Algebra in fall 2003, and are considering adding a Statistics course to their lineup of web-based offerings.

STATEMENT OF PHILOSOPHY

The Mathematics, Engineering and Science faculty see the education and preparation of students for transfer and job entry as one of their most important roles and responsibilities. The fields of Mathematics, Engineering, and Science comprise one of the major labor market forces in LPC's service area. Accordingly, these faculty work closely with local leaders in business, government, and industry -- as well as the local K-12 districts, ROP, Tri-Valley Educational Collaborative -- to coordinate curriculum offerings and attract underrepresented students. This cluster is highly-committed to training its students properly in order to improve the community's and the state's economic development.

GOALS

1. Cultivate in students an understanding about the major themes, current topics, and techniques in Mathematics, Science and Engineering.
2. Cultivate in students an understanding of scientific inquiry, including how to evaluate scientific information and how to apply scientific methods to the analysis of information in general.
3. Educate students in creative problem-solving, in the process for making rational and ethical choices, in the use of decision-making tools, and in the importance of good writing skills.
4. Increase the number of faculty using new instructional methods, technologies, and curriculum delivery systems, including distance education and creative scheduling.
5. Continue to investigate ways to improve student success and retention and endeavor to make learning both enjoyable and productive.
6. Strengthen curriculum and improve student success by promoting interdisciplinary interactions – especially between the physical sciences, mathematics, and engineering.
7. Continue to work closely with local K-12, the ROP, and local industry (including the national laboratories) to provide relevant instruction and job opportunities to students.
8. Work closely with the Tri-Valley Educational Collaborative (TEC) and other business and educational partners to promote careers in science and technology to students (and parents) beginning early in middle school.
9. Promote the value of high scholarship standards and student achievement by offering encouragement and help to all students.
10. Work with the TEC to develop school-to-career pathways for students.
11. Prepare students for transfer and immediate job entry.
12. Recruit highly-qualified, talented, innovative, and diverse new faculty and staff.
13. Continue to develop and offer a broad variety of science classes designed to interest students in the sciences and meet general education breadth and transfer requirements.

Horticulture Goals

1. Provide an education that will stimulate students to foster better quality in the general environment.
2. Expand the membership of the Horticulture Advisory Board so that all horticulture-related businesses are represented. Implement a subcommittee of this Board to address Viticulture.
3. In response to Advisory Board recommendations, develop new, short-term credit and non-credit courses for Horticulture and Viticulture/Enology; offer these courses at non-traditional times.
4. Promote an appreciation and awareness of nature as it relates to scientific resources.
5. In conjunction with the Livermore Valley Winegrowers Association, local wineries, and the Viticulture advisory subcommittee, develop a comprehensive Viticulture/Enology program leading to a certificate and associate degree.

Life Science Goals

1. Continue to foster a teaching/learning environment that sensitizes students to the importance of their bodily functions and to the appreciation and preservation of biodiversity and ecology.
2. Participate in the development and expansion of new programs for Phase Two of the Science Technology Center, such as Photonics, Biotechnology, and Biochemistry.
3. Increase and broaden evening course offerings in Life Science as new facilities become available.

Mathematics Goals

1. Support the use of computers and alternative instructional methodologies as problem-solving tools in applied and transfer mathematics classes.
2. Increase student access and success by continuing to support and expand the Open Mathematics Laboratory initiative at all levels of Mathematics for both day and evening students.
3. Develop an AS degree in Mathematics and work on ways to increase the number of students who are majoring in Mathematics.

Physical Science/Engineering Goals

1. Work in close collaboration with U.C. Davis's Department of Applied Science in the Optical Engineering class and explore additional opportunities that may arise in other fields.
2. Develop new curriculum in Geology and Geography that leverages emerging technologies, addresses issues in these fields in greater depth, and offers more comprehensive programs.
3. Develop a new Applied Physics course that meets the needs of the industry, particularly Laser and Vacuum Technology.
4. Develop expanded partnerships with professional organizations such as the Northern California Chapter of American Vacuum Society (NCCAVS) and the Laser Electro-Optics Manufacturers' Association (LEOMA) to promote the College's technology programs and to seek funding for classrooms, scholarships, and work-based learning opportunities.

5. Further develop the laboratory component of the Engineering courses to incorporate new technology and “real world” experiments.
6. Continue to expand the Engineering transfer program by increasing enrollment and developing new transfer opportunities.

STAFF NEEDS

1. Faculty Positions
 - 1 FTE – Chemistry
 - 1 FTE – Life Sciences -- Anatomy and Physiology
 - 1 FTE – Life Sciences -- Biology
 - 1 FTE – Life Sciences -- Microbiology
 - 5 FTE – Mathematics
 - 1 FTE – Physics and Astronomy
 - 1 FTE – Viticulture and Enology
2. Classified Positions
 - 1 FTE – Instructional Assistant II, Math Lab/Math X (afternoons and evenings)
 - 1 FTE – Laboratory Technician II, Chemistry and Biology
 - 1 FTE – Laboratory Technician II, Microbiology, Chemistry/Biology

FACILITY NEEDS

Phase One of the Las Positas Science-Technology Center was completed in 1997. Phase Two will house specialized equipment for emerging technologies, including Laser Technology, Electro-Optics/Optics Systems, Vacuum Technology, Electronics Engineering, and other related curriculum. The Science and Engineering departments depend heavily on computer-related instruction, and the Center’s laboratories should be outfitted with state-of-the-art equipment so that students can be prepared properly for transfer and job entry.

As enrollment grows, LPC will need to dramatically increase its classroom space. Critical to this development will be the addition of a large-scale Science lecture hall and additional classrooms and laboratories for Chemistry, Biology, Physics, and Earth Sciences (Geology and Geography). The Science Technology Center will need to have a dedicated preparation area for the Microbiology and Biotechnology classes, as well as additional, dedicated stockrooms. Furthermore, permanent space needs to be allocated for the Open Math Lab and additional Math classrooms and laboratories are required.

Phase Two should include additional greenhouse space and a small wet lab to support Viticulture and Enology classes. The College should also develop a one-acre teaching and demonstration vineyard, along with a shed or Butler-like building where grapes from the vineyard can be processed.

TARGETS

- Begin program development for Science Technology Center, Phase Two.
- Closely monitor the Horticulture program and help expand its delivery systems and curriculum offerings. Begin developing Viticulture and Enology curriculum and expand offerings as warranted.
- Carefully study which courses can be offered through distance education, and expand, as feasible, offerings already available in Physics, Astronomy, Biology, Ecology, and Mathematics.
- Implement a program to provide all of the Science prerequisite courses for the District's Nursing program
- Investigate the feasibility of designing a lower-division Biotechnology program.
- Identify a permanent location for the Open Mathematics Laboratory, and monitor and evaluate the program's success.
- Offer a web-based Statistics class.

SOCIAL SCIENCE CLUSTER

PROGRAM DESCRIPTION

This cluster includes courses in Anthropology, Early Childhood Development, Economics, Public Sector (Administration of Justice, Fire Science, and Health [Emergency Medical Technician-1]), History, Political Science, Psychology, and Sociology. These programs contain general education, transfer, career/ vocational, and continuing education courses.

STATEMENT OF PHILOSOPHY

The Social Science faculty are committed to multicultural education and believe that the College and its curriculum should reflect this commitment. In fact, the cluster was fundamental in securing the addition of an American Cultures Requirement for the AA/AS degree. The Social Science faculty support gender awareness and also strive to cultivate a strong international focus as a regular part of their course offerings.

The Social Science department places emphasis on the development of study skills so that students can meet the rigorous standards set by LPC and by the workforce. In addition, the faculty believe in offering students alternatives to traditional instruction; the majority of the Social Science disciplines now offer one or more courses using distance education. Also, in order to give students more career options, several of the Social Science faculty have made a commitment to developing new AA degrees.

In response to the unique characteristics of the Public Sector program, the College has created a new cluster for the department within the Social Science area. All of the programs in Public Sector deal with aspects of public safety and are generally vocational programs, though students in the on-campus Administration of Justice program can transfer to a four-year institution.

GOALS

1. Develop additional multi-cultural course offerings in Anthropology, History, Psychology, and Sociology.
2. Work with secondary schools to form articulation agreements that enable new and existing high school courses to fulfill General Education and four-year transfer requirements.
3. Examine the appropriateness of current course offerings for the UC/CSU American Institutions Requirement.
4. Work toward creating a Child Development Center at Las Positas College.
5. Recruit new faculty and staff from underrepresented groups.
6. Increase the number of faculty using new instructional methods and technologies that have proven successful with underprepared and diverse learners.
7. Encourage faculty commitment to -- and training in -- alternative instructional methods delivery systems, particularly in distance education.
8. Emphasize the use of writing and critical thinking in all courses.
9. Work closely with vocational faculty in social science and vocational courses.
10. Upon receipt of support from local fire fighting agencies and chiefs, expand the Fire Service Technology program to include the creation of a regional Fire Fighters Academy
11. Expand the Fire Service curriculum to include options leading to degrees and certificates in programs such as Fire Officer and Fire Prevention.
12. Continue to partner with the Alameda County Sheriff's Office (ACSO) through participation in the Sheriff's Academy and other related classes taught at their Regional Training Center (RTC).
13. Grow and promote the on-campus portion of the Administration of Justice program including, perhaps, courses in Corrections, Homeland Security, Law Enforcement, and Industrial Security under the Associate Degree program. In addition, consider interdisciplinary classes in Forensics that could contain a Science or computer component.
14. Work toward national accreditation of our EMT-1 program.
15. Promote a student-based community service component of these programs and classes.
16. Develop relationships with four-year colleges to promote the transfer of students in the on-campus Administration of Justice program.
17. Explore the possibility of evolving the EMT-1 program into an AS degree Paramedic program.

STAFF NEEDS

1. Faculty Positions
 - 1 FTE – Administration of Justice (Homeland Security/Industrial Security)
 - 1 FTE – ECD
 - 1 FTE – Fire Service Technology
 - 1 FTE – Paramedic/EMT program coordinator
 - 1 FTE -- Political Science/History
 - 1 FTE – Psychology
 - 1 FTE -- Sociology/Antropology

FACILITY NEEDS

It is expected that LPC will double its overall student enrollments between the current academic year and the year 2010. While no new programs are projected for development in this planning phase, the following facilities would add significantly to the development of the cluster and its students.

- Develop a facility that accommodates table-chair configurations for those social science courses that are taught in a laboratory-type setting (e.g., Anthropology).
- Provide access to computers in order to take advantage of the rapidly-growing software packages available in this area.
- Arrange proximity to Student Services for related programs in Child Care (Child Development Program) and Counseling services.
- Develop a facility that accommodates the special needs of the Early Childhood Development Program. The new facility would provide students the opportunity to gain practical experience and do observations of children ranging in age from infant through preschool. The facility would be certified to provide care for between 60-100 infants, toddlers, and preschool children.
- With the city of Livermore, develop a fire station on campus that includes a training complex for Fire Science classes, the Fire Fighters Academy, and the Emergency Medical Technician-1 program. Until such a facility is developed, the College should implement the strong recommendation of the Fire Science/EMT Advisory Board and centralize the program into one classroom.
- It would strongly benefit the Administration of Justice program if a dedicated classroom were made available to serve as its "home base".

TARGETS

- Investigate the feasibility of offering courses in gerontology.
- Cooperate with Business Cluster and Humanities Cluster to design an interdisciplinary program in International Business.
- Develop a community-awareness program composed of short courses, symposia, and lectures dealing with specific political and social issues.
- Participate in the discussion about the design of the Multidisciplinary Education Building.
- Complete the planning for a Child Development Center to meet the projected job growth of infant/toddler caregivers, preschool childcare providers, and teachers.
- Renew the contract with the ACSO that governs the Sheriff's Academy and other classes taught at the RTC.
- Work with the Fire Science/EMT Advisory Board and local fire departments and health agencies to validate the need for a Fire Fighters Academy and a Paramedic Program.

APPLIED TECHNOLOGY CLUSTER

PROGRAM DESCRIPTION

Programs in the Technology cluster include courses in Automotive Technology, Design Technology (formerly Drafting Technology), and Welding Technology. While these programs are designed to prepare students for immediate job entry and/or job retraining, a growing number of students tend to transfer to four-year institutions.

STATEMENT OF PHILOSOPHY

The faculty and staff of the Applied Technology Cluster are committed to providing high-quality, relevant education and training to students. Central to this commitment is their responsibility to provide opportunities for students and – in tandem – contribute to regional economic and workforce development. Implicit in this responsibility is a commitment to maintain relevancy and currency in course offerings, in faculty training, and in equipment and facilities.

The faculty in this cluster have partnered with industry for intensive staff development projects. These projects have resulted in new and intensive career programs for direct job entry for students (e.g. LPC's General Motors and Isuzu Training Centers). In addition, the faculty work closely with high schools, the ROP, and with the TEC (Tri-Valley Educational Collaborative) in the development of career pathways and high school/ROP articulation agreements.

GOALS

1. Continue to work with advisory boards, industry, and business leaders to improve teaching skills and to provide students with job opportunities and internships.
2. Continue to combine secondary, ROP, and College advisory boards (when appropriate) into one Valley-wide advisory board per program to better serve the needs of students from high school through college.
3. Continue to work with high schools, the ROP, and the TEC in the development and implementation of high school articulation agreements and seamless career pathways.
4. Continue to develop courses (credit, noncredit, community or contract education) for clients who need specialized, short-term training (e.g., smog certification).
5. Continue to closely monitor business and industry in order to anticipate the needs of employees and to maintain currency and relevancy in Applied Technology offerings.
6. Take the leadership in producing a course schedule that meets the needs of client-students.
7. Continue a strong marketing approach so that the community is apprised of available courses and programs.
8. Work closely with high school and ROP faculty to promote career opportunities in Technology, particularly to female students. This effort needs to begin in the early grades of the middle school for both students and their parents.
9. Continue to host and present seminars dealing with special topics in technology.

10. Monitor equipment needs and continue to work closely with the advisory board and local businesses/industries to get critical equipment donations and program support.
11. Work closely and regularly with the College counseling staff to ensure that they can effectively discuss the career opportunities and program requirements in the Applied Technology cluster.
12. Support faculty development in the use of new instructional methods and technologies, including distance education.
13. Recruit new faculty and staff from underrepresented groups.
14. Coordinate with Chabot College to avoid unnecessary duplication of programs with low enrollments.
15. Incorporate the use of writing and critical thinking in all courses.
16. Continue to train students well so that they – in turn -- can improve the community's and the State's economic development.
17. Develop interactive ways of using the Internet and the Design Technology Website to tap into the needs of industry.

STAFF NEEDS

1. Faculty Positions
 - 1 FTE – Applied Technology (Coordination)
 - 1 FTE – Automotive
 - 1 FTE – Welding
2. Classified Positions
 - 1 FTE – Administrative Assistant, Applied Technology, Contract Support
 - 1 FTE – Administrative Assistant for Division V/Dean
 - 1 FTE – Instructional Assistant, Applied Technology
 - 1 FTE – Instructional Assistant for 804/805 Labs (Paraprofessional)

FACILITY NEEDS

Continued success and growth in Automotive Technology has led to challenges in having adequate facilities and space for the program. LPC currently houses the General Motors Training Program, the Isuzu Training Program, and the State of California Smog Referee program in the area originally designed for the College-based Automotive Training program. In 2003, funding provided through General Motors will allow for the addition of a temporary Automotive Lab Annex, which will ameliorate, but not resolve, the current crowding situation. Over the next few years, attention should be given to providing adequate work space for students and vehicles, as well as for expanded lecture areas. An annex area with additional covered work bays also should be considered, as current facilities limit enrollments.

The facilities which house Automotive and Welding programs at Las Positas College were constructed in 1980 and represent state-of-the-art conditions for that time. However, the rapid pace of technological change in industry, and the corresponding significant reduction capital support, make it difficult to maintain technological currency. LPC continually investigates other sources to help with funding; the advisory boards have been particularly helpful in this pursuit, as have the partnerships with General Motors and Isuzu.

Industry partners (such as Lawrence Livermore National Laboratory) tell us that there will be a consistent and growing need for welding technologists with advanced skills due to the retirement of a significant number of those currently employed in this field. The Welding Technology program is reflecting this need and has experienced consistent, slowly-growing enrollments as of late, particularly in the evening program. As with Auto Tech, providing appropriate materials for the Welding Technology program is a significant challenge, due to growing enrollment, rising costs of materials, and changes in technology.

TARGETS

- Continue the strong commitment to the TEC program.
- Encourage interaction between the Applied Technology students and students enrolled in the Technology and Science areas.
- Strengthen articulation ties with secondary schools for seamless career pathways.
- Expand high school and college outreach to improve access and success for female students.
- Monitor enrollment patterns in the Design Technology program.
- Develop and implement an Applied Technologies facilities plan, which provides adequate space for the growing programs.
- Continue and enhance safety procedures in Applied Technology areas, particularly as growing programs compete for limited space.

COMPUTER STUDIES CLUSTER

PROGRAM DESCRIPTION

The Computer Studies Cluster includes courses in transfer education, technical/vocational education and continuing education. Among the programs included in this cluster are Computer Science, Computer Information Systems, Computer Networking Technology, and Electronics. In addition, technical certification courses are offered for Cisco Network products and Microsoft Software products.

STATEMENT OF PHILOSOPHY

The faculty in the Computer Studies cluster are dedicated to preparing students for either a transfer degree or for vocational preparation. The faculty take care to apply proper academic rigor consistent with the requirements of four-year institutions in the transfer programs; similarly, they work to provide students with relevant technical knowledge and skills in the vocational programs.

The faculty believe in strong working relationships with business, industry, and the public sector, and work closely with advisory board members and other community leaders. Furthermore, the faculty is universally committed to improving students' basic skills in communication, technical knowledge, and professionalism. The faculty recognize that preparing students well for the labor market has a related effect on improving both local and state economic development.

Because the faculty realize that students' learning patterns differ, they have created diverse instructional delivery systems within the cluster to accommodate and to encourage student success.

GOALS

1. Improve student access to -- and student success in -- Computer Studies programs.
2. Continue to develop Computer Studies curriculum and programs to meet the needs of both transfer students and vocational students.
3. Work closely with business, industry, and the public sector in order to keep curriculum relevant and up-to-date.
4. Maintain and expand state-of-the-art classrooms for Computer Studies programs.
5. Provide and encourage professional development opportunities for all faculty and staff in Computer Studies programs to maintain currency with industry and technology.
6. Encourage and provide instructional technology resources for students, staff, and faculty.
7. Keep a strong interdisciplinary tie with LPC's other clusters.
8. Work closely and collaboratively with other academic areas.
9. Provide both theoretical and pragmatic courses for all students including those who are short-term, job-entry directed, in search of lifelong learning, or in need of on-the-job training or career advancement.
10. Be responsive to community needs in providing a well-trained and highly-informed work force.
11. Recruit and retain students from underrepresented groups, and continue to seek new faculty and staff as role models for these students. In addition, provide staff development training for current staff to encourage positive interaction with underrepresented students.
12. Seek on-the-job training opportunities through cooperative work experience/internships for students interested in specific career programs.
13. Work closely with the College's Counseling, Career Planning, and Development/Employment services.
14. Continue to work closely with K-12 and the ROP to expand articulation agreements and to develop career/curriculum pathways from secondary schools to Las Positas College.
15. Work closely with TEC to promote school-to-career pathways for Computer Studies students.
16. Incorporate the use of writing and critical thinking in all courses in the cluster.

STAFF NEEDS

1. Faculty Positions
 - 2 FTE – Computer Information Systems
 - 1 FTE – Computer Networking Technology (CNT)
 - 2 FTE – Computer Science
 - 0.5 FTE – Electronics

2. Classified Positions
 - 1 FTE -- Administrative Assistant
 - 2 FTE -- Instructional Assistant (Computer Labs in new Multi-Disciplinary Building)
 - 1 FTE -- Instructional Assistant (804/805 Electronics Labs)
 - 2 FTE -- Instructional Media Support
 - 1 FTE -- Staff Assistant

FACILITY NEEDS

Faculty in the Computer Studies cluster must have adequate computing resources for the effective delivery of their programs. These resources normally involve computer facilities of varying capabilities and complexity. Currently, technology classes are taught in various locations across campus. Furthermore, classrooms 804 and 805 (which have been in use since the late 1970s) are in critical need of renovation.

Suitable classroom facilities, equipped with instructional technology resources, should be provided. Faculty need a computing system with multimedia facilities for demonstrating the development, implementation, and application of information technology as well as for conducting walkthroughs and making presentations. Classrooms should also have access to networks.

An effective Networking program is dependent on having current network technology and laboratory components for students to use in learning and developing requisite skills. Hardware and software are rapidly changing and improving; therefore it is critical that faculty and students have access to facilities that reflect professional standards and environments. Accordingly, LPC should develop a plan to upgrade and/or replace software and laboratory equipment in a timely manner.

To better infuse the Computer Studies disciplines throughout the campus, and to strengthen existing programs and collaborative efforts among faculty and students, the College should construct a centrally located, state-of-the-art building to house LPC's Computer Studies programs. This building would showcase the range of faculty and student interests and expertise in Computer Science, Computer Information Systems, Computer Network Technologies, Electronics and Emerging Technologies. The facility would provide a place where full-time and part-time Computer Studies faculty could gather to share ideas and collaborate on projects to better serve students. This building could provide a number of state-of-the-art classrooms as well as experimental labs and classrooms.

TARGETS

- Develop AA/AS offerings for the Computer Networking Program.
- Conduct Program Reviews for disciplines in the cluster.
- Realign Computer Information Systems and Business courses.
- Establish an advisory board for the Computer Science discipline.
- Develop Computer Science 1 (Computing Fundamentals I) and Computer Science 2 (Computing Fundamentals II) for distance education delivery.

- Continue to develop and expand Emerging Technologies Program (e.g., Wireless Technologies, Computer Forensics, etc.).
- Establish stronger relationships with local technology companies (e.g., PeopleSoft, KLA Tencor, LLNL, etc.).
- Develop stronger relationships with technology programs at other institutions (e.g., CSUH, SJSU, SFSU, University of the Pacific, University of Phoenix).

LEARNING RESOURCES CLUSTER

PROGRAM DESCRIPTION

The Learning Resources program (LRC) is coordinated by a full-time librarian with .20 FTE reassigned time. The LRC includes direct services to students and faculty as follows:

- A reference and circulating collection of up-to-date, curriculum-based materials in a variety of formats which can be accessed by the on-line public catalog;
- Print and electronic indexes to periodical publications;
- Access to CD-ROM databases, online databases and the Internet;
- Reference services, including individual assistance, library research, and public access computers; and
- Information literacy classes including research skills, Internet skills, and critical appraisal of information sources.

STATEMENT OF PHILOSOPHY

The Learning Resources program facilitates and improves student learning by supporting and expanding the instructional capabilities of Las Positas College and by providing students with the opportunity to develop skills for self-directed studies and lifelong learning. Knowledge and application of technology plays an increasingly important role in development of students' research skills.

GOALS

1. Increase the breadth and depth of collections so as to provide adequate instructional support and room for curricular changes and developments.
2. Increase campus network access to the Library computers, electronic computer databases, indexes, information services, and external networks.
3. Provide access to Library materials through dial-up technology for local off-campus users and Internet access for distant learners.
4. Expand assistance (such as tutors) to students using public access computers.
5. Continue liaison activities with other Bay Area libraries.
6. Recruit new faculty and staff from underrepresented groups.
7. Work cooperatively with K-12 schools to develop local telecommunication networks.
8. Work cooperatively with other libraries and institutions of higher education to develop regional telecommunication networks.
9. Expand and enhance student and faculty access to computing resources.

STAFF NEEDS

1. Faculty Positions:
 - 1 FTE – Librarian (one per each additional 2,000 students)
2. Classified Positions:
 - 1 FTE – Circulation Assistant
 - 1 FTE – Technician (cataloging/technical processing/database integration)

FACILITY NEEDS

The original plans for the LRC provided for expansion of the Library as the College grew. In the near future, LPC will need to act on these plans by creating new faculty offices and re-allocating and re-designing the office space in Building 2100 for Library use. In addition, the Library will need to:

- Provide adequate space and electronic access for technical services (not planned into current building).
- Provide an adequate and fully-equipped Library orientation classroom that is separate from the main reading room.
- Provide adequate space and furnishings for students studying in groups and for quiet independent study.

TARGETS

- Link College budgeting process to curriculum development to ensure adequate resources are available for new courses and programs.
- Investigate and evaluate methods of incorporating information literacy into the College curriculum.
- Increase Library materials budget to update and expand the collection to meet current state and national standards.
- Work closely with discipline faculty in building subject collections to support courses.
- Develop student outreach programs to encourage Library use and to improve information literacy skills.
- Promote Library services to faculty and offer training workshops.
- Enhance access to online resources by offering remote authentication.
- Increase professional development opportunities for the Library's classified staff and part-time faculty.
- Collaborate with the Chabot College Library in the development of the print and online resource collection.

Student Services

GOALS, STAFF, AND FACILITY NEEDS

2003-2010

ADMISSIONS AND RECORDS

STATEMENT OF PHILOSOPHY

The Admissions and Records Office is the key service area for students from initial admission to graduation and transfer. The A&R staff recognize the importance of a welcoming atmosphere and work to ensure respond in a sensitive, friendly, and helpful manner to the students and faculty they serve.

The duties and responsibilities performed by the Admissions and Records office are vital to overall student success. A&R is a primary contact area for faculty and administration with regard to student enrollment, grades, graduation eligibility, and attendance. In addition, the Admissions and Records Office carefully maintains and protects student records in a manner consistent with federal and state regulations.

The Admissions and Records Office strives to meet the needs of the students and the College by remaining as technologically current, innovative, and flexible as possible. The Office works to ensure that the information it produces and distributes is clear, accurate, and consistent.

GOALS

1. Facilitate student access to information about admissions, registration, and student records.
2. Promote timely and efficient service to students and staff.
3. Maintain the confidentiality, accuracy, and security of records and reports.
4. Maintain accurate accounting of census, attendance, and grade reports.
5. Promote a “user-friendly” environment that is oriented toward assisting the campus community and the general public.
6. Enhance cooperative efforts with other areas of LPC to effectively inform students, faculty, and staff of available services and programs.
7. Continue to review current and proposed technology to improve the efficiency and productivity of Admissions and Records.

STAFF NEEDS

1. Classified Positions
 - 1 FTE – Administrative Assistant
 - 3 FTE -- Admissions & Records Assistant I
 - 1 FTE -- Admissions & Records Assistant II
 - 1 FTE -- Admissions & Records Assistant III
 - 1-2 FTE – Administrative Systems Analyst II (Also listed under the Office of Information Technology)
 - 1 FTE -- Student Records Evaluator

The Administrative Assistant would provide support to the Assistant Dean of Admissions & Records. In addition, this person would provide needed support to Administration of Justice, Nursing, QUEST and other programs that require special handling.

The Administrative Systems Analysts will provide administrative application support for Academic, Business, and Student Services. This support will include technical expertise for Banner modules in Finance, HR, Academic Services, Student Services and Financial Aid. This position also will oversee various administrative application systems (ATI Filer, STARS, and SARS). In addition, this person will provide Enrollment Management and Institutional Research application support.

The three A&R Records Assistant I positions would support the daily functions of a comprehensive Admissions and Records operation. The A&R Records Assistant II would handle records maintenance (scanning, cataloging, indexing) functions required for proper retention and/or disposal of student records. The A&R Records Assistant III would serve as a lead position for evening operation and weekend coverage.

A&R proposes to increase the current part-time Student Records Evaluator to full-time to support services provided to the growing student population.

FACILITY NEEDS

The College is planning to build a large, comprehensive Student Services building by 2008; however, it is likely that A&R will need to expand before that building is constructed. A&R aside, the following specifications are essential to address the anticipated student population growth:

- Space to accommodate 12-15 staff cubicles/workstations and associated equipment --- computers, printers, and file cabinets.
- Workstations for three to four student assistants.
- Storage area and file cabinets and for the numerous documents distributed to -- and received from -- students, staff, and faculty.
- A one-stop-service counter to allow for more work space and privacy.
- Increased distance between service counter area and the next student waiting in line.
- More telephones for staff use (particularly in the front service area).
- An emergency button that provides direct, undetected access to campus security.
- An office that can be used for services that require more in-depth explanation/discussion (located at the front access area).
- An on-line student service center where students can conduct admissions, registration, records, and Financial Aid transactions.
- An information booth located at the main campus entrance. Staff at the booth would greet students and visitors and be able to provide them with general campus assistance as well as basic information about A&R, Financial Aid, and matriculation.
- A designated space for a counselor during peak registration time. The area could also be used to finalize cashier sessions and for annual audit preparations.

ASSESSMENT AND TUTORIAL CENTER

STATEMENT OF PHILOSOPHY

The Assessment and Tutorial Center is dedicated to students' educational success. The Tutorial Program seeks to provide services that help students become independent, active learners who function successfully in an academic environment. In addition, the program strives to create an individualized, positive, and encouraging atmosphere for all students.

GOALS

1. Offer individual and group tutoring opportunities that support classroom learning.
2. Ensure quality tutoring by maintaining an on-going training program for tutors of all levels.
3. Provide materials that help students develop positive time management and study skills.
4. Work jointly with faculty and support staff to develop relevant tutorial and learning center resources.
5. Provide on-line tutoring and distance education support services for students taking non-traditional classes.
6. Improve services by conducting regular evaluation procedures and analyzing student outcomes.
7. Provide assessment services to ensure that students are properly placed and that they receive the help they need to reach their educational goals.
8. Promote tutorial programs and services within the College community.
9. Expand the Center's programs and services to best serve the growing student population.
9. Network with other college tutorial programs in order to stay abreast of information, developments, and advancements in the tutorial field.

STAFF NEEDS

1. Faculty Positions
 - 1 FTE – Faculty Tutorial Coordinator
2. Classified Positions
 - 1 FTE – Assessment Assistant Coordinator or
Tutorial Assistant Coordinator (to be determined)
 - 1 FTE – Support Staff

As LPC expands, there will likely be more integrated services (e.g., the Open Math Lab and a Basic Skills Center) as well as satellite services on campus. The Coordinator will oversee these activities and will act in concert with the College matriculation and research offices to better support student learning.

The on-call staff person will be able to administer and score tests, assist with evening orientation hours, help at the Tutorial Center desk, open the Center on

Fridays for Open Math Lab, and answer questions regarding tutoring and assessment.

FACILITY NEEDS

The Tutorial and Assessment Center is in serious, immediate need for a dedicated space for student assessment and testing. Furthermore, the Center will soon need an integrated testing center and potential satellite tutorial centers to accommodate growing enrollments. These facilities could be located in the study center area of the planned Multidisciplinary Building or in other new buildings as they are developed. In addition, the Center may be able to provide individual and group study activities in the Building 2100 offices once the LRC expands to include that space.

CALWORKS

STATEMENT OF PHILOSOPHY

The CalWORKs Program supports students in their transition from welfare to work by focusing on student success and advocacy. The mission of the program is to provide CalWORKs recipients with resources and support that will enable them to reach their educational goals and effectively enter the workforce. The CalWORKs Program at Las Positas works in collaboration with community, county, and state organizations to provide assistance throughout a student's educational career.

GOALS

1. Provide services such as childcare, work-study, and educational planning to facilitate students' progress.
2. Provide ongoing coordination and advocacy with the Department of Social Services.
3. Refer students to local community services and on-campus assistance such as counseling, tutoring, Financial Aid, EOPS and CARE.
4. Assist in organizing workshops, classes, and support groups that provide information on poverty issues, welfare reform, mental health services, and community resources.
5. Help students transition from education to work through workplace learning, job development, and job placement activities.
6. Connect students with job development and career planning resources through local campus and community resources such as the One-Stop Career Center, the LapTechs work-based learning program, and internship programs.
7. Provide students with opportunities to develop job skills through the CalWORKs work-study program.

STAFF NEEDS

1. Classified Staff
 - 0.5 FTE -- Staff Assistant
 - 1 FTE – Job Developer/CalWORKS (also requested under the Career/Transfer section)

The part-time job developer would work with the community to create entry-level jobs for CalWORKS students.

FACILITY NEEDS

This program eventually will be housed in either the new Student Services building or in a work-based learning/ career development area. In either case, the program will need a space for three staff people and their equipment.

CAREER/TRANSFER/EMPLOYMENT CENTER

STATEMENT OF PHILOSOPHY

The Career/Transfer/Employment Center helps students transition from Las Positas College to a four-year institution or directly to the workplace. The Center staff work closely with students to guide them through the many resources LPC offers: publications, technological resources, workshops, and one-on-one meetings with faculty and community members. In addition, the Center staff work collaboratively with other areas of Student and Academic Services to help students reach their goals.

GOALS

1. Provide current and accurate educational, transfer, career, and employment information in a student-friendly manner.
2. Help students gather information and understand the educational, transfer, career, and employment processes.
3. Help all transfer-bound students successfully prepare to apply to the four-year institutions of their choice.
4. Offer workshops, guest speakers, etc. to increase student awareness of educational and career opportunities.
5. Coordinate and communicate with Academic and Student Services to ensure appropriate student referrals.
6. Actively solicit, support, and encourage use of the Center by under-represented students.
7. Continue to research and explore the employment-related needs of students so as to better address them.
8. Forge a connection to various AA/AS degree and certificate programs to provide students with discipline-related employment opportunities.
9. Continue to collaborate with vocational programs and the Work-Based Learning Program to increase student access to work-based learning opportunities.
10. Strengthen ties to local high schools, businesses, and non-profit agencies to create employment opportunities for students and to inform the community about opportunities at the College.
11. Continue to be proactive about understanding, respecting, and fostering diversity in the College community and in the workplace.
12. Develop individual, collaborative centers for career, transfer, and employment to accommodate growth in student population and individual program growth.

STAFF NEEDS

1. Faculty Positions

- 1 FTE – Career Counselor
- 1 FTE – Transfer Center Director/Counselor (increase of current position)

2. Classified Positions

- 2 FTE – Career Center Assistants
- 1 FTE – Job Developer/CalWORKS (also requested under the CalWORKS section)

The Career Counselor will teach courses in -- and help students with -- career planning (e.g., career research and assessment, deciding on a major, resume writing, job interviewing, internships, volunteer placements, etc.).

The Transfer Center Director-Counselor's load will be increased to full-time to keep up with the rising demands of the position, the growing population of transfer students, and the new transfer programs and services developing statewide.

The Job Developer/CalWORKS position will work with various LPC programs (e.g., LaPTechs, DSPS, Workability, CalWORKS) and with the Tri-Valley community in order to expand employment opportunities for students.

The Career Center Assistants will develop and maintain the Career, Transfer and Employment resource library and will assist students using the Center.

FACILITY NEEDS

As LPC grows, it increasingly needs separate and distinct Career, Transfer, and Employment Centers to provide students with more room, more extensive programs and services, and more electronic and published resources. However, these new Centers will need to remain closely allied and integrated.

COUNSELING

STATEMENT OF PHILOSOPHY

The Counseling program provides services that help students have a positive, rewarding, and successful educational experience. The Counseling staff work to provide students with important academic and career-planning information. The staff also endeavor to develop in students a sense of self-awareness and responsibility through intellectual, emotional, and social growth. The Counseling program is sensitive to the needs of all students, and works to maintain an open and flexible approach in responding to the needs of underrepresented students and other special student groups.

A primary function of the Counseling program is to assist students in planning and executing a program of study that appropriately reflects their interests, motivation and potential. To this end, the program includes a complete range of academic, career, and personal counseling services. In addition, the Counseling staff strives to

interact and cooperate with all segments of the College community in order to effectively integrate services for students.

GOALS

1. Develop an evaluation process for Counseling programs and services to ensure effective and efficient service.
 - Evaluate and enhance student access to counseling services.
 - Develop the ability to assess and deliver effective, high-quality counseling services.
 - Diversify and expand the scope of services to meet student demand.
 - Explore ways to incorporate technology that improves Counseling services and tracking.
2. Help individual students attain their educational/career goals.
2. Strengthen ties with local high schools, businesses, and non-profits through education and promotion of counseling programs and services.
3. Increase and improve the curriculum of Counseling/Psychology courses in order to meet the ever-changing needs of our students and community.
4. Collaborate with faculty in other disciplines to ensure that counselors understand and can effectively promote academic programs.
5. Discover ways to enhance services to underrepresented and at-risk students.
6. Maintain and expand relationships with other community colleges and with four-year institutions to promote LPC programs and to share resources.

STAFF NEEDS

1. Faculty Positions
 - 6 FTE – Counselors (Including 50% Coordinator/Chair position)
2. Classified Positions
 - 2 FTE -- Counseling Assistants
 - 1 FTE -- Student Services/Counseling Technologist

The increase in counselors would enable LPC to meet the nationally-mandated 1:1000 counselor-to-student ratio. These new positions would also reflect special needs populations (ESL, International Students, Mental Health, Disabled, EOPS, Athletics). Finally, the department needs to establish a 50% Counseling Coordinator/Chair to provide leadership in this growing area.

The Student Services/Counseling Technologist will support and maintain student information, transcript tracking, the SARS scheduler, and future technology needs in Counseling and Student Services.

FACILITY NEEDS

The College is planning to build a large, comprehensive Student Services building by 2008. However, it is likely that Counseling services and staff will need to expand before that building is constructed. Some provision will need to be made in the next three to five years to accommodate Student Services staff outside of Building 700.

DISABLED STUDENTS PROGRAMS AND SERVICES (DSPS)

STATEMENT OF PHILOSOPHY

Disabled Students Programs and Services (DSPS) is committed to providing access and support for students with physical, communication, learning, and psychological disabilities. The overall goal of the program is to encourage students to become independent and assertive participants in their own educational process.

The program works to foster an atmosphere of understanding and acceptance by assisting faculty who may need support when working with disabled students. DSPS staff also strongly encourage students in the program to participate fully in all aspects of the college experience.

GOALS

1. Educate students with disabilities about their rights and responsibilities, guiding them to request special accommodations when appropriate.
2. Counsel students with disabilities on academic, career, and disability-related issues so that they may successfully reach their educational goals.
3. Provide specialized assessment and instruction that will enhance students' ability to successfully complete college-level courses.
4. Educate the campus community about issues related to disabilities.
5. Provide an accessible, supportive environment for faculty and staff to discuss accommodations and myths related to persons with disabilities.
6. Provide accommodations, including the latest technological innovations, to students with disabilities.
7. Maintain communication with all areas on campus to ensure physical access to all facilities.
8. Network with agencies assisting persons with disabilities and with DSPS programs at other colleges to inform and update students and staff on relevant trends, programs, equipment, and legal issues.
9. Help DSPS students reach their maximum potential by assisting them with self-esteem, career opportunity, job placement, and legal rights.
10. Reach out to the community to attract students with verifiable disabilities to LPC.
11. Maintain accurate and complete records of the program (including student records) for required accounting and reporting purposes.
12. Work collaboratively with other Student Services areas (CalWORKS, Financial Aid, EOPS) to better serve students in multiple programs.

STAFF NEEDS

1. Faculty Positions
 - 1 FTE – Adaptive Physical Education Instructor (also listed in Academic Services, Physical Education)
 - 1 FTE – DSPS Coordinator (increase of current 50% position)
 - 1 FTE – Learning Skills/Communication/High-Tech Center Instructor
 - 1 FTE – DSPS Counselor

2. Classified Positions

- .5 FTE – Adaptive Technology Specialist
- 1 FTE – Instructional Assistant
- .5 FTE – Transportation Assistant
- .55 FTE – DSPTS Program Specialist (this would increase the current .45 to 1 FT)

An Adaptive PE classroom and rehabilitative center is scheduled to open in 2005 and will provide an opportunity for physically-disabled students to participate more fully in LPC's athletic programs. The Adaptive PE instructor would work in conjunction with the PE staff in the new PE/Gymnasium complex.

The DSPTS Coordinator position must be increased to handle the communication, documentation, scheduling, etc., required by the program.

The Learning Skills/Communication/High Tech Center instructor will work in the area of learning disabilities, acquired brain injuries, and communication disorders. This position also will enable the College to expand student use of the high-tech center.

The Instructional Assistant will help students develop math and English skills necessary in order to transition to college-level classes. The Adaptive Technology Specialist will assist LPC in meeting the ADA and 504/508 mandates for disabled students.

As the campus expands, disabled students will need assistance with on-campus transportation. The Transportation Assistant will coordinate schedules and possibly will drive a tram to get students to and from classes.

FACILITY NEEDS

DSPTS is going to require additional office, testing, and classroom space as the number of students enrolling in DSPTS increases.

The Adaptive PE program will increase and move into the new PE/Gym facility as soon as it opens.

EXTENDED OPPORTUNITY PROGRAMS AND SERVICES (EOPS) AND CARE PROGRAM

STATEMENT OF PHILOSOPHY

Extended Opportunity Programs and Services (EOPS) supplements the College's educational programs by encouraging the enrollment, retention, and performance of students challenged by language, social, and economic disadvantages.

GOALS

1. Promote EOPS campuswide and work to inform all students about program eligibility requirements.
2. Work with A&R to incorporate information about EOPS and Financial Aid in student application paperwork.
3. Identify recruitment resources on campus and in the community in order to increase EOPS enrollment.
4. Establish regular orientations for EOPS students throughout the year so that they can get the full benefits of the program's services.
5. Counsel EOPS students regarding academic, career, and personal issues in order to help them successfully complete their educational goals.
6. Provide emotional and academic support for students through group meetings and workshops on topics that address barriers to academic success.
7. Strengthen student retention through activities designed to increase student self-confidence.
8. Work collaboratively with other Student Services areas (CalWORKS, Financial Aid, DSPS) to enhance communication for students in multiple programs
9. Expand the scope and resources of the EOPS program by maintaining an EOPS Advisory Board that represents various campus and community groups.
10. Write proposals for -- and promote -- programs that assist the single-parent population of EOPS through CARE activities.

STAFF NEEDS

1. Faculty Positions
 - 1 FTE – Counselor
2. Classified Positions
 - 1 FTE – Financial Aid Technical Support Specialist
 - 0.5 FTE – Outreach Specialist/Counseling Assistant

The Chancellor's Office recommends a ratio of one counselor to 150 students; Las Positas College is below this ratio as the full-time Counselor-Coordinator currently splits her time between these roles.

The Outreach Specialist/Counseling Assistant would be primarily assigned to outreach functions, and then to EOPS/CARE clerical assistance as a secondary activity.

FACILITY NEEDS

Even without projected growth, EOPS will need a designated room in which to hold group orientations, workshops, and classes; this room must be able to accommodate at least 15 people.

EOPS will also require an additional office if it is to add a full-time Counselor for EOPS/CARE. This need was also cited in the last EOPS Operational Program Review (10/4/01).

FINANCIAL AID

STATEMENT OF PHILOSOPHY

The mission of the Financial Aid Office is to provide financial resources to all eligible students who would otherwise be unable to fulfill their educational goals because of financial barriers. Financial Aid aims to fill the discrepancy that may exist between the cost of education and a student's financial resources.

Financial Aid at Las Positas is funded by federal, state and local agencies, College sources, and academic scholarships. Regardless of the funding source, all recipients of Financial Aid must be in good academic standing, must be attending classes regularly, and must be making progress toward their identified educational goals. In addition, they must meet all requirements of their respective funding programs.

GOALS

1. Administer all Financial Aid programs in compliance with appropriate regulations, and ensure that any applicable non-Financial Aid programs comply with federal and state Financial Aid-related regulations.
2. Award funds in a manner appropriate to student need and in accordance with institutional policy.
3. Provide advice and assistance to students regarding the Financial Aid application and award process.
4. Monitor the academic progress of Financial Aid recipients in compliance with federal, state and institutional guidelines.
5. Certify and report Financial Aid data to appropriate agencies and to LPC community.
6. Develop and disseminate information to the College and to the community about Financial Aid programs and services. Work closely with other special programs to make their students aware of Financial Aid opportunities.
7. Strengthen relationships with local high schools and provide information and outreach to high school students regarding Financial Aid.
8. Work with other departments in LPC to ensure that all Financial Aid-related functions are performed in an efficient manner.
9. Conduct on-going evaluations of Financial Aid programs and services.
10. Increase staffing to meet student needs and to ensure departmental compliance.
11. Identify and secure sufficient and appropriate office space and equipment to accommodate the growing population of Financial Aid students and staff.
12. Provide adequate storage facilities for file records, supplies, and program information.
13. Make better and more extensive use of technology with regard to electronic processing, communication with students, and legal compliance.
14. Maintain a Financial Aid policy and procedures manual and Banner procedures manual.

15. Develop and provide an orientation program to inform Financial Aid recipients about their rights and responsibilities, to explain satisfactory academic progress and Return to Title IV policy, and to address budget and credit issues.
16. Meet the needs presented by the changing demographics of the community and the College population.
17. Seek out -- and participate in -- training and workshops that will provide staff with a clear understanding of the regulations, policies, procedures, and technology required to remain current in each of the Financial Aid programs.
18. Work collaboratively with other Student Services areas (CaWORKS, EOPS/CARE, DSPS) to enhance communication for students in multiple programs.

STAFF NEEDS

1. Faculty Positions
 - 1 FTE – Counselor
2. Classified Positions
 - 3 FTE – Financial Aid Specialists
 - 1 FTE -- Financial Aid Technical Support Specialist
 - 0.75 FTE – Veterans' Educational Benefits Specialist

The Financial Aid department needs a dedicated counselor to assist Financial Aid students and veterans with retention, programming, and student educational plans.

LPC will need additional Financial Aid Specialists to meet the meet the needs and growth of the program. The Cal Grant Program is expected to become campus-based in three to four years, requiring the College to take on a large additional workload. This program has increased approximately 700% in the last three years with no new staff. Additionally, the Pell grant and Loan programs continue to show significant annual growth, along with Federal Workstudy and SEOG.

The Financial Aid Technical Support Specialist will provide services such as troubleshooting, software testing, software upgrade manual review, set-up of banner screens, etc. A position similar to this one already exists at Chabot College.

The Veterans' Benefits Specialist position needs to be made separate and distinct in order to effectively meet the needs of this continually-increasing population. However, because of its cyclical nature, this position should have other assigned duties besides veterans to ensure a continual workload.

FACILITY NEEDS

One additional office is needed for each new staff position. Each office should be configured with a workstation to better assist students. Furthermore, there should be room to accommodate two client chairs (many of our students are accompanied by a parent or child), and a desk return where students could fill out forms and other necessary documents. The office should also be wheelchair accessible.

The facility should have a more appropriate waiting area with front window for conducting business. In addition, it must have sufficient storage space for the vast amount of printed material that must be maintained by the office.

The Financial Aid Officer needs a substantially larger workspace with adequate built-in storage for program files, manuals, records and books. The officer will also need a desk return and two chairs for student use.

HONORS TRANSFER PROGRAM

STATEMENT OF PHILOSOPHY

The Honors Transfer Program (HTP) provides coursework that is tailored to the special needs of highly-skilled and motivated transfer students. The program acknowledges the academic success of these students and broadens their educational experiences by providing challenges specifically designed to encourage independent and creative learning.

GOALS

1. Promote HTP campuswide and work to inform all students about the program application process, eligibility requirements, and commitment required.
2. Establish HTP recruitment posts on campus and in the community in order to promote HTP membership.
3. Establish orientations for HTP students so that they are aware of the full benefits of the program.
4. Provide opportunities for HTP students to collaborate with each other and with faculty in research, advanced topics, and special seminars.
5. Counsel participants regarding academic, career, and personal issues to facilitate progress toward their educational goals.
6. Provide emotional and academic support for students through Honors Seminars that address success strategies for four-year institutions.
7. Strengthen student retention and increase the transfer rate through activities designed to develop student self-confidence.
8. Maintain a HTP Advisory Board (composed of campus and community members) to provide the program with a multitude of perspectives.
9. Establish transfer agreements with four-year colleges and universities so that HTP graduates will be eligible for special considerations such as priority admission and scholarships.

STAFF NEEDS

1. Classified Positions
 - 1 FTE – Administrative Assistant
 - 1 FTE – Honors Transfer Coordinator

The Honors Transfer Coordinator will enable LPC to expand its program and more fully develop transfer opportunities for students.

FACILITY NEEDS

This program would benefit greatly from an Honors Office and reception area in the student lounge.

INTERNATIONAL STUDENT PROGRAMS (ISP)

STATEMENT OF PHILOSOPHY

The mission of the International Student Program (ISP) is to help international students successfully transition to Las Positas College and to the American educational system. The program staff take pride in offering strong support services including pre-admission advisement, language proficiency assessment, compliance with immigration laws, and academic and personal counseling.

GOALS

1. Provide application information (including College requirements and F-1 regulations) to prospective international students.
2. Foster student success by providing an orientation program to inform students about College programs, services, and policies.
3. Counsel students on academic, career, and personal issues to facilitate progress toward their educational goals.
4. Advise students on BCIS (Bureau of Citizenship and Immigration Services) rules and regulations regarding international student status.
5. Develop innovative activities to assist students in transitioning to the American culture and educational system.
6. Develop strategies to promote retention of international students.
7. Participate in recruitment activities that increase international student awareness of programs available at Las Positas College.
8. Develop a guaranteed housing program for international students.
9. Obtain sufficient office space (including a counseling office) for the International Student Program.

STAFF NEEDS

1. Faculty Positions
 - 1 FTE – Counselor (increase of current position, also listed in the Counseling section)
2. Classified Positions
 - 1 FTE – International Admissions Specialist
 - 1 FTE -- International Student Program Coordinator (increase of current position)

The Counselor position needs to be increased to provide comprehensive services for ISP students including an orientation to the American educational system, a review of academic responsibilities and requirements, the development of student educational plans, and an overview of other counseling services.

The International Admissions Specialist will provide support for records maintenance, housing, SEVIS compliance, recruitment activities, and data entry mandated by BCIS.

The current Coordinator position needs to be expanded to full-time to address the needs of the ISP population and to develop and implement recruitment strategies, guaranteed housing, and coordination of orientation programs.

FACILITY NEEDS

Currently, international students must visit two different campus locations for essential program services -- the International Student Office and Counseling. Ideally, the program should have a designated office that would house international admissions, services, and counseling.

STUDENT GOVERNMENT AND ACTIVITIES

STATEMENT OF PHILOSOPHY

Las Positas College is committed to encouraging and supporting student participation in all areas of college life including activities, organizations, athletics, and cultural events. Furthermore, the College recognizes that student participation is critical to the effective governance and development of the institution. LPC fosters government and leadership skills in its students by providing comprehensive programs to increase their knowledge, expand their understanding of governance issues, strengthen their academic preparedness, and enhance their credibility in the community.

GOALS

1. Broaden and enhance the collegiate experience by encouraging student participation in student government, co-curricular activities, and athletics.
2. Define roles and responsibilities of College support staff in relation to student activities including clubs, special events, student government, and sports activities.
3. Provide leadership, development, and orientation programs for student government participants.
4. Encourage the formation of student clubs representing the diverse social, political, and cultural interests of the College community.
5. Foster meaningful peer relationships between students that encourage individual growth and development of interpersonal skills.
6. Provide resources and support to ensure that students are active members in the College decision-making process.
7. Respect the integrity of -- and provide support to -- the Associated Students of Las Positas College (ASLPC).
8. Develop and maintain a budget that prioritizes expenditures for activities and programs based on the changing needs of the student government and the student body.

STAFF NEEDS

1. Classified Positions

- 1 FTE – Student Activities Coordinator (increase of current 40% position – also listed under Office of the Vice President of Student Services)
- 1 FTE – Student Activities Staff Assistant

FACILITY NEEDS

When the new Student Services Building is built, the Student Activities office will be able to work more closely with the other Student Services areas. In the meantime, the Student Center is adequate to support program needs.

STUDENT HEALTH CENTER

STATEMENT OF PHILOSOPHY

The Student Health Center (SHC), in collaboration with ValleyCare Health Systems, provides health services to the campus with a focus on connecting the campus to services in the community. The mission of the SHC is to help LPC foster a safe and healthy learning environment by keeping students well so they can achieve their academic goals.

GOALS

1. Provide high quality ambulatory care and referrals.
2. Provide health education and wellness promotion programs.
3. Act as an advisor and resource for campus emergency planning.
4. Assist in the coordination of health counseling and mental health services on campus.
5. Assist in identifying elements within the campus and its surroundings that may compromise well-being.

STAFF NEEDS

1. Faculty Positions

- TBD – Nurse Practitioner hours for afternoons and Saturdays

2. Classified Positions

- 1 FTE – Administrative Assistant

The Administrative Assistant position would support the Health Services personnel and would provide a consistent presence in the Health Center to compliment the student assistants that are used currently.

FACILITY NEEDS

The current facilities meet the needs of LPC to date. As the student body grows, the College will need additional space for Health Education activities and more confidential spaces for mental health counseling.

VETERANS' EDUCATIONAL BENEFITS

STATEMENT OF PHILOSOPHY

The mission of the Veterans' Educational Benefits Office is to assist eligible veterans (or their dependents) in receiving Title 38 educational benefits. It is the responsibility of the Veterans' Benefits Office to determine the appropriateness of classes for veterans' benefits, to certify initial enrollment each semester, to monitor enrollment, to report changes in a timely manner, and to evaluate progress and report appropriately. The Office is determined to effectively inform students regarding their benefits and to report information accurately and efficiently, in compliance with Title 38 regulations.

GOALS

1. Advise students regarding Veterans' Educational Benefits and assist them in the application process.
2. Certify veterans each semester for courses that meet program requirements.
3. Monitor and report enrollment changes to the Veterans' Administration (VA).
4. Request catalog and addendum approval as well as approval for transfer and certificate programs.
5. Monitor student academic progress and ensure compliance with all aspects of the program.
6. Work with other segments of the College to ensure that all Veterans' functions are performed in an efficient and compliant manner.
7. Determine the best 'fit' for the Veterans program within the Student Services administrative structure. Analyze the program's relationship to Financial Aid, Counseling, and Admissions and Records to form an appropriate recommendation for the department.
8. Create a separate Veterans Specialist position (the current position is combined with a Financial Aid Specialist).
9. Dedicate a counselor's part-time workload to meet the specialized needs of veterans in the program.

STAFF NEEDS

1. Classified Staff
 - 0.75 FTE – Veterans' Educational Benefits Specialist (also listed under Financial Aid)

The Veterans Educational Benefits program currently is under the umbrella of Financial Aid; one specialist has many tasks under Financial Aid as well as many responsibilities for veterans' certifications and other program requirements. This position needs to separate from its Financial Aid duties to meet the needs of this continually-increasing population. However, because of its cyclical nature, this position should have other assigned duties besides veterans to assure a continual workload.

FACILITY NEEDS

The Veterans' Educational Office will need additional space if the program separates from the Financial Aid Office. The new location should incorporate a desk return for students to use when completing forms and documents.

Institutional Support

GOALS, STAFF, AND FACILITY NEEDS

2003-2010

OFFICE OF THE PRESIDENT

DEPARTMENT DESCRIPTION

The Office of the President oversees all operations of the College and works with College departments and external organizations to coordinate programs, services and operations. The Office also works closely with the District Office, Chabot College, and the community to advance and strengthen the role and visibility of LPC.

The President's Office itself consists of the President and Executive Assistant to the President. Three Vice Presidents (Academic Services, Student Services, and Business Services) and the Director of Research and Planning report directly to the President and work to ensure that LPC fulfills its obligations to the students, the community, and to state and federal bodies.

STAFF NEEDS

1. Administrative Positions
 - 1 FTE – Foundation Executive Director
 - 1 FTE – Public Information and Marketing Officer

2. Classified Positions
 - 1 FTE – Foundation Secretary
 - 1 FTE – Grant Writer
 - 1 FTE – President's Office Secretary
 - 1 FTE – Public Information and Marketing Secretary
 - 1 FTE – Research Analyst
 - 1 FTE – Research and Planning Secretary

As the College grows to its projected enrollment level of 15,000 students, additional internal and external demands will be placed on the President's Office. As it stands now, the Office is severely understaffed with only one person handling its many clerical, organizational, and support demands. The inadequacy of this situation will become more pronounced as LPC grows.

The College must -- and will -- be placing new emphasis on its advancement and public information functions in the future. Currently, all of these functions are handled by the District Director of Public Information and Marketing, who divides her time, efforts, and budget between Chabot, Las Positas and the District. Her work is aided by ad-hoc contributions from College staff (including the President herself); however, LPC needs a designated, on-campus PIO to promote its programs. This person would also handle governmental/community relations and publications. Clerical support for this office likely will be necessary.

The College created the Las Positas College Foundation in 2003. This Foundation will generate critical financial and community support; however, it will also require a tremendous amount of time and effort. LPC must hire an Executive Director to assume the upkeep and advancement of the Foundation. In addition, the College should hire a Grant Writer (reporting to the Executive Director) to expand its external funding opportunities. Both the Director and the Grant Writer will need clerical support. Once the Foundation is operational, it may fund some of these positions; in the mean time, the President's Office will need to incorporate them into its budget.

The Office of Research and Planning reports to the President and was formed in 1999 with the hiring of a full-time Director. The Office uses systematic data collection, objective analysis/verification, and recurrent information disbursement to improve institutional effectiveness and to support the educational planning process. The Office also prepares and coordinates reports to federal and state agencies and responds to external requests for information. Based on enrollment trends, the demands of the Office are expected to increase; a Research Analyst and clerical assistance will be needed in the near future.

FACILITY NEEDS

The space for the President's Office is limited to her immediate office and the work area for her Executive Assistant. In the future, the office will need to be expanded to include more work and filing space, workspace for support staff, and an in-office meeting/conference area. The external offices should include a small conference room and should have a reception area where visitors may wait for meetings.

The Foundation will require an office for the Executive Director and support staff, with separate offices for the Grant Writer and secretary. As this office will have considerable involvement with community and civic leaders, it will also need meeting rooms.

Separate offices will be required for the Public Information Officer and publications staff along with ample workspace for graphic art, publication work tables, and photo production.

The Office of Institutional Research and Planning will require an office for the Director, a small adjoining work area, and separate offices for the Research Analyst and clerical support.

It is expected that these facility needs will be met through the construction of the proposed Central Services Building.

OFFICE OF VICE PRESIDENT OF ACADEMIC SERVICES

DEPARTMENT DESCRIPTION

The Office of Academic Services provides leadership and direction for LPC's instructional programs, including general and transfer education, vocational and technical programs, and basic skills. The Vice President's Office is responsible for broad measures such as academic master planning and curriculum development as

well as basic operational tasks such as faculty hiring/ evaluation, staff development, faculty load assignment, the development of course schedules, the College catalog, and enrollment management.

The Office is comprised of the Vice President, the Executive Assistant to the Vice President, a Program Specialist II (scheduler), and a 10-month Staff Assistant. In addition, each of the Academic Division Deans reports to the Vice President of Academic Services.

STAFF NEEDS

1. Administrative Positions

- 1 FTE – Dean, Division V (increase from current 0.5 temporary assignment to Dean of Technology)
- 1 FTE – Dean, Division VI (approved 2001, not funded at that time)
- Possible reassigned time for faculty Department Heads

2. Classified Positions

- 2 FTE—Administrative Assistant II for Deans of Divisions V and VI
- 1 FTE—Scheduling Assistant
- 2 FTE—Staff Assistants for Divisions V and VI
- Increase -- Staff Assistant for the Vice President
(existing 10-month position increased to 12-month position)
- Possible classified support for Department Heads.

In 2001, the Institutional Planning Committee approved the addition of a new Division Dean to address the increasing workload in Academic Services from the continued growth in full-time faculty and students. However, there was no funding for this position and its necessary support staff. In 2003, LPC temporarily remedied this situation by establishing a new Academic Services division, Division V. This Division was assigned to the Dean of Technology, who has been dividing his time in half between this new role and his ongoing institutional technology responsibilities.

In planning for the projected 15,000-student enrollment, the College will need to evaluate the organizational structure of Academic Services vis-à-vis other colleges of comparable size and situation. LPC also will need to formalize and finalize the addition of Division Deans V and VI and return the Dean of Technology to his full-time position.

Once the new Division Deans are in place, Academic Services will need to evaluate the need for faculty-reassigned Department Heads. In any case, the College must plan for adequate resources (including personnel) to accommodate its rapid growth. This plan must include provisions for effective staff and student leadership/support, for expanded and innovative instructional programs, for continued community outreach/partnerships, for staff development, and for creative management and use of resources (including facilities). Furthermore, the department must continue to maintain and encourage a strong, effective, and collaborative workplace culture in the midst of all this change.

LPC must make a concerted effort to centralize and better organize the scheduling of facilities for conferences, presentations and auxiliary classes. Currently, rooms are scheduled through a patchwork of three offices (Academic, Student, and Business Services) with some overlap and confusion. In addition, LPC will need to develop facilities use policies as the College grows and becomes a venue for both campus-related and public events. Accordingly, LPC will need to hire an additional staff position to assist with scheduling functions and expanding enrollment management initiatives by 2010. This person will also help with the production of the class schedule, a task that will only become more time-consuming as the College grows.

The increasing workload produced by additional faculty and students will necessitate some increase in support for the Office of the Vice President. At this time, the Office believes that an increase of the current Staff Assistant position from 10-month to 12-month will sufficiently meet this demand. Academic Services will also need to plan to more aggressively for its evening and weekend programs including program supervision, program advocacy/development, clerical support to adjunct faculty, and added services to students.

FACILITY NEEDS

Space is already available for the Staff Assistant position that will be expanding from its current 10-month assignment. However, LPC will need to find space and equipment for the new Scheduling Assistant. In addition, the College will need to provide office space, furniture and equipment for the new Division Deans, Administrative Assistants and Staff Assistants.

OFFICE OF VICE PRESIDENT OF STUDENT SERVICES

DEPARTMENT DESCRIPTION

The Office of Student Services provides a wide array of programs to assist students in reaching their academic, career and personal goals. In addition to mainstay services like counseling, orientation and assessment, the Office also offers special programs (e.g., Financial Aid, CalWORKS, DSPS) to help eliminate barriers from the educational paths of students with special challenges.

Student Government, student clubs, and other co-curricular activities provide a means for students to become more involved in their college experience. The Office also encourages students to participate on committees, statewide organizations, and in community events to build their connections with the community and with their peers.

The Office of the Vice President of Student Services is comprised of the Vice President and her Executive Assistant. The Dean of Student Services and the Assistant Dean of Admissions and Records also directly report to the Vice President.

STAFF NEEDS

1. Administrative Positions
 - 1 FTE – Dean of Special Programs

2. Classified Positions
 - 1 FTE -- Administrative Assistant for the Dean of Special Programs
 - 1 FTE – Student Services Front Desk/Office Manager
 - 1 FTE – Staff Assistant for the Vice President
 - 1 FTE – Student Activities Coordinator (increase of current 40% position – also listed under Student Government and Activities)

The Dean of Special Programs will coordinate and supervise special student programs such as EOPS, DSPS, CalWORKS, etc. This position will report directly to the Vice President of Student Services and will have one Administrative Assistant as support.

Student Services is in real need of a front desk person to assist and direct students. Currently, students enter the Student Services building and – by default – are left to wander the corridors until they find a person who can answer their questions. This position, to be filled when the new Student Services building is completed, would welcome students, give them general information, direct them to specific offices, and (perhaps) schedule appointments for counseling and other services provided by the Office.

The new Staff Assistant would work for the Vice President and would provide much-needed support to the Executive Assistant to the Vice President.

FACILITY NEEDS

The Las Positas Facilities Master Plan includes provisions for a new, two-story Student Services Building. This building is intended to centralize and integrate all Student Services functions and programs including Counseling, Admissions and Records, Financial Aid, DSPS, EOPS, the Career/Transfer Center, the Bookstore, the Health Center, the ASLPC, and many other offices. Currently, Student Services are located in scattered pockets all over campus, causing inconvenience and confusion for students and staff alike. Some provision will need to be made in the next three to five years to accommodate Student Services staff outside of Building 700.

By 2010, the Office of Student Services would like to install six electronic kiosks on campus. These kiosks would allow students to access and print vital information about their records and progress including their transcripts, grades, educational plans, degree audit status, and class schedules.

While not facilities *per se*, the Office would also like to have four portable Welcome and Information Centers. These booths would be placed in the main arteries of campus during the opening weeks of each semester to provide students with basic campus information and direction. The Centers would then be dismantled and

placed in storage until needed for another campus event or for the start of the next semester.

OFFICE OF VICE PRESIDENT OF BUSINESS SERVICES

DEPARTMENT DESCRIPTION

The Office of Business Services encompasses a broad spectrum of departments including:

- budget and accounting control;
- procurement and contract services;
- security and parking enforcement;
- computer and telecommunications technology assistance;
- facilities use management; and
- mailroom and switchboard activities.

The Business Office also oversees local Maintenance and Operations, which is supervised directly by the District. The Office serves as the campus point-of-contact for the Bookstore and Cafeteria, which are currently operated by outside vendors.

STAFF NEEDS

1. Administrative Positions

- 1 FTE – Fiscal Services Director

2. Classified Positions

- 2 FTE – Security Officers (for 24-hour, seven day-a-week coverage)
- 4 FTE – Security Officers (as College reaches 15,000 headcount)
- 4 FTE – Clerical Support (security, dispatch, fiscal services)
- 0.5 FTE – Special Event Security Officers (athletic events, etc.)
- 1 FTE – Risk Management/Environmental Safety Technician
- 1 FTE – Grant Accountant
- 2 FTE – Cashiers
- 6 FTE – M&O and Grounds Staff (based at LPC but funded by the District Office)

Before long, each department in the Business Office will need additional staff to accommodate the growing volume of financial transactions, pieces of mail, parking spaces, etc.

FACILITY NEEDS

As enrollment reaches projected levels, the College must add sufficient operational space for Business Services.

The Security Office will need more space, including:

- separate locker rooms for male and female officers;
- office space for clerical and dispatch staff;
- storage rooms for supplies and lost property; and
- interview and report-writing space.

The Office will also need additional essential equipment such as vehicles, lockers, security monitoring devices, and radios.

Financial Services will require adequate space for fiscal functions, for staff training, and for departmental conferences.

The switchboard and information center will need more effective area for greeting and assisting the public. In addition, LPC will need to make a decision regarding mail distribution on campus; this decision will determine the number and location of staff mailboxes and (possibly) support staff.

The College must make a concerted effort to centralize and better organize the scheduling and rental of facilities for conferences, presentations and auxiliary classes. Currently, rooms are scheduled through a patchwork of three offices (Academic, Student, and Business Services) with some overlap and much confusion. Accordingly, LPC will need to hire an additional staff position to assist with scheduling functions by 2010. In addition, the College will need to develop facilities use policies as LPC grows and becomes a venue for both campus-related and public events.

The Business Office will need to establish appropriate controls to mitigate risk pertaining to cash management, particularly as the volume of cash collections rises. This may result in Business Services assuming the bursar function and will require that the College set aside a designated space for these transactions.

Currently, LPC contracts for copying and printing services. The College needs to consider establishing an on-campus business to fill this role and needs to explore the networking and computer applications of these services. The Bookstore and Cafeteria (which are also externally contracted) need to be augmented and will likely be included as a part of the new Student Services building. As a part of the planning for this area, LPC must consider technological advances in point-of-sale terminals, including "smart card" and other debit card commerce.

The Facilities Master Plan recognizes the need for a maintenance yard. This facility will house custodial, grounds, locksmith, and other maintenance personnel along with a supply warehouse.

Overall, the College needs to pay close attention to the maintenance and expansion of its infrastructure as the campus grows. Las Positas must aggressively explore and implement energy-efficient strategies including wind, solar, and co-generative power. It must carefully design and integrate plans for vehicle routing, pedestrian traffic, and alternative public transportation use. Critical to campus development and efficiency will be regular, scheduled updates of administrative and instructional computers and applications, networking tools, and web-based services. Finally, LPC will require a good deal more storage space as it grows in the years ahead.

THE OFFICE OF INFORMATION TECHNOLOGY

PROGRAM DESCRIPTION

The Office of Information Technology (OIT) provides technological leadership and guidance, service and support, and education and expertise to Las Positas College. The Office works at all times to ensure that technology is used in accordance with the values, vision, mission, and goals of the College.

STATEMENT OF PHILOSOPHY

Las Positas College uses technology to support learning and instruction, to enhance educational opportunities, to personalize student services, and to provide effective administrative processes.

The Office of Information Technology is committed to:

- Fostering student success through the use of technology.
- Providing all students with access to technological resources across social, economic, and physical barriers.
- Employing ease-of-use as a criterion in the adoption of any new technology.
- Encouraging and supporting creative and innovative uses of technology.
- Proactively applying technological solutions.
- Encouraging collaborative input into all technology decision-making.

GOALS

1. Establish practices and procedures that facilitate the efficient and effective delivery of technology services to students, faculty, and staff.
2. Work with the College to establish planning, governance, and budget processes that incorporate technology costs and benefits in the allocation of resources.
3. Provide the capital and human resources necessary to maintain and improve the quality and availability of LPC's technology and support services.
4. Provide appropriate technological tools for the collection, storage, retrieval, analysis, and presentation of information, and facilitate the use of such information in College decision-making processes.
5. Promote open and effective communication about technological issues.
6. Implement the Strategic Information Technology Plan throughout the campus community.
7. Create a culture sensitive to the social, psychological, and economic impact of technology and technological change on the campus community.

STAFF NEEDS

1. Classified Positions
 - 1 FTE – Administrative Assistant for the Dean of Technology
 - 1-2 FTE – Administrative Systems Analyst II (Also listed in Admissions and Records section of the Master Plan)
 - 1 FTE – Alternate Media Specialist
 - 3 FTE – Computer Network Support Specialist
 - 1 FTE – Instructional Support Specialist
 - 1 FTE – Instructional Systems Technician

- 1 FTE – Network Systems Specialist II
- 1 FTE -- User Support Specialist

Based on recommendations from the State Chancellor's Office, LPC has determined that it will need the technical staff listed above to support the projected enrollment of 15,000 students. These staff will enable the College to maintain its commitment to incorporating innovative technology into its instructional programs and further developing its online offerings.

The Administrative Systems Analysts will provide administrative application support for Academic, Business, and Student Services. This support will include technical expertise for Banner modules in Finance, HR, Academic Services, Student Services and Financial Aid. This position also will oversee various administrative application systems (ATI Filer, STARS, and SARS). In addition, this person will provide Enrollment Management and Institutional Research application support.

LPC will need three additional Computer Network Support Specialists to coordinate the daily functions of a comprehensive information technology office. The User Support Specialist will handle trouble-ticket processing and workgroup coordination. The OIT will also need to hire an Instructional Support Specialist and an Alternate Media Specialist to support the growing student population.

FACILITY NEEDS

The following specifications are essential to provide the technical support services that will be required as the College grows:

- Space to accommodate 17-20 staff cubicles/workstations and associated equipment --- computers, printers, and file cabinets.
- A supervisor's office to conduct confidential discussions with employees.
- Workstations for two student assistants.
- A staging and storage area for receiving and setup of new equipment.
- Two or three electric carts to transport equipment across campus.

Facilities Plan

2003-2010

LPC's original Master Plan, produced in 1990, anticipated the need for most of the facilities listed below. Every five years, the College has updated its Facilities Master Plan, ensuring that Las Positas has stayed current with changes in curriculum, technology, and community needs. The most current Facilities Master Plan (2002-2003) includes facilities and infrastructure for the College's eventual growth to 15,000 students.

Many of the following project descriptions are taken from the Las Positas Five-Year Facilities Master Plan, 2002-2003. However, this list has been updated to reflect the additions and changes brought about through the College's recent Self-Study and Master Planning process. The order of the list reflects the priority and anticipated construction sequence of the facilities.

1. Multi-Disciplinary Education Building

This 28,425 GSF building will have lecture rooms, computer labs, and a large classroom that is wired for distance education. It also will have a large, interdisciplinary study space and an Innovation Center to facilitate research, evaluation, and development of new approaches to student learning. Offices for faculty and staff will be designed to support cooperative, interdisciplinary teaching.

2. Child Development Center

This project will provide an on-campus facility for the Early Childhood Development (ECD) program. The proposed 20,000-24,000 GSF building will contain a variety of teaching, demonstration, and observation rooms for preschool children and toddlers. In addition, a lab/demonstration space will provide practical experience for students in the ECD classes. With this facility, ECD students will be able to participate in a brand-new, year-round training program, and will be able to complete their ECD Certificates and Degrees in a timely manner.

3. College Center for the Arts

This much-needed, 58,000 GSF building addresses the growing community demand for courses in Music, Dance, and Speech. It will provide classroom and workspace for Theater, Drama, and Technical Theater. It will also have specialized Forensic and Music labs, including a Musical Instrument Digital Interface (MIDI) lab for computer music. The plans for the building include a theater for stage productions and associated College activities. This theater will be the campus's first large assembly area, and will be a valuable asset to LPC and the community.

4. Science Technology Phase Two -- Classrooms/Labs

The expansion of the Science Technology Center will provide needed space to support growth in the Chemistry, Biology, Engineering, Physics, Astronomy, and Earth Sciences programs. It will also house high-tech facilities for emerging and popular programs such as Laser Technology and Viticulture. The Center will have specialized laboratories, independent study areas, project development space, classrooms, and offices; it will measure approximately 25,575 GSF,

5. Physical Education Phase Two -- Playing Fields

This project allows for the construction of outdoor PE areas to augment and support the College's educational and athletic programs. Once this project is completed, LPC will be able to offer programs in Biomechanics, Physical Fitness, and Wellness as well as integrated programs in Health Services and Physical Education. Currently, the PE department has very limited outdoor facilities: one soccer field and a few asphalt basketball courts. This project includes a swimming pool, grass playing fields, tennis courts, an outdoor running track, student and guest restrooms, a fieldhouse, and basketball/volleyball courts. Field lighting is included in the plans.

6. Student Services

This two-story, 65,000-GSF building will allow the College to centralize all student service functions including (but not limited to) counseling, admissions and records, Financial Aid, the career/transfer center, articulation, DSPS, EOPS, services for seniors, the health center, the cafeteria, and the student government offices. Currently, these important offices are located at several different locations on campus, making it very difficult for students to get the help and services they need in an efficient and timely manner.

7. Classroom/Lecture Hall

As LPC grows to meet the needs of the community, it will require additional general classroom space. This two-story, 30,000 GSF building will house lecture halls and high-technology classrooms.

8. Classroom Renovations

Buildings 100, 200, 400, 500, 600, 700, 800, and 1000 were constructed in the 1970's, when the College was new. This project replaces 30-year-old classroom fixtures and HVAC systems. It also improves the acoustic integrity of the classrooms so that adjoining classes do not interfere with each other's lessons. The new classrooms, studios, labs, and meeting rooms will incorporate state-of-the-art media technology to meet the needs of new instructional methods and updated programs.

9. Learning Resource Center Renovation/Expansion

The quality of our students' independent research and studies depends heavily on the quality of the resources we make available to them in our Library. The growing enrollment of LPC will place an increasing demand on the LRC and its book and media collection. The current facility was originally designed so that it could be expanded when warranted by student growth; this project will allow for necessary expansion of the Library.

10. Maintenance and Operations Center

As the campus adds new buildings and grounds, it will need a new Maintenance and Operations (M&O) building to replace the current portables. The proposed building is 10,000 GSF, and will house all of the department's custodial, grounds, maintenance, equipment, and operational functions. In addition, M&O's existing structure and portable buildings need to be moved to provide space for classroom buildings and other campus functions.

11. Central Services

This building will house the personnel required to support campus growth and operations, including institutional research, grant writing, public relations, business/finance services, academic administration, the president's office and the LPC Foundation. The proposed facility building will be approximately 12,000 GSF.

12. Information Technology Services Building

Currently, the District's Information Technology Services (ITS) department is centralized at Chabot College. The building that houses this department is problematic in that it not only competes for needed classroom space at Chabot, but also is inadequate in size and configuration to meet the staffing and technology infrastructure requirements for the District. Las Positas will provide a new facility for the ITS department; this building will have sufficient space, added security, improved efficiency, and better structural integrity for earthquake preparedness. The proposed 8500 GSF building will consolidate the network infrastructure, will house administrative and instructional servers for the entire District, and will provide office space for District and College ITS staff.

Site Preparation, Utilities, Technology Wiring

This project will complete the College's necessary infrastructure and site development, including electrical, plumbing, outside wiring, and an extension of the campus computer network.

Security, Safety, Lighting, Energy Efficiency Projects

This project includes access roads, fire alarms, security upgrades, additional parking lots, sidewalks, driveways, better directional signage, alternate transportation methods (including bike paths), a small demonstration vineyard, interior and exterior painting, landscaping, alternative energy sources (solar and/or wind), and additional campus entrances and exits.

Equipment: Instruction, College Services, Library Books, Technology Upgrades

LPC has an ongoing, cyclical need to replace equipment, increase the Library collections, and upgrade computers.

Conclusion

Over the past several years, enrollment at Las Positas has been growing at the unusually rapid rate of 6-8% per year. Regional data indicate that this pattern is expected to persist through the next decade, with Las Positas having a projected enrollment of approximately 14,000 students by the year 2010. This growth makes it imperative that the College plan for considerable program, facility and staff expansion in the near future.

Recently, Las Positas undertook an intensive review and planning process to determine how to best meet the needs of its students and its community. The Self-Study for Accreditation, the Strategic Plan, and Program Review enabled LPC to carefully scrutinize and assess its programs, services, and facilities. Everyone on campus was included in these processes, and input was encouraged and incorporated.

In 2002-2003, the faculty, staff, and students took these evaluations a step further and comprehensively reviewed and updated the *Educational Master Plan*. The *Master Plan* uses economic trends, regional demographics, and area projections to determine the best and most urgent course of action for LPC through the year 2010. Regional employers, through their participation on Advisory Boards, weighed in with their input as to their expectations for student performance, job skills, and knowledge. College departments and students each contributed their views on the strengths, weaknesses, and needs of the College in relation to its future development. The aggregate of these discussions was analyzed and streamlined to pinpoint the developments and improvements most critical to student retention and success. The *Master Plan* gives Las Positas a detailed blueprint to ensure that it meets the needs of its community and it is prepared to help its students succeed.

Academic Services

The College will need to expand its faculty, support staff, and facilities if it plans to provide quality instruction for 14,000 students. This plan outlines specific instructional and technical/clerical positions that will be needed as the College grows. It also takes into account the development of the following new facilities for teaching and learning:

- A Multi-Disciplinary Building;
- A Child Development Center;
- Outdoor Physical Education facilities;
- A Center for the Arts; and
- A Classroom/Lecture Hall Building.

In addition, it provides for the improvement or expansion of:

- The Science Technology Building;
- Selected Existing Classrooms; and
- The Learning Resource Center.

Student Services

As the student population grows, so will the demand for services to help them succeed. Counseling, Admissions and Records, Financial Aid, DSPS, EOPS, the Career/Transfer Center, the Bookstore, the Health Center, and many other offices will see a steady increase in their workloads. Tandem to these increases will be a critical need for the departments to become more distinct and integrated.

Most of the departments in Student Services are going to need increases in personnel by the year 2010. In addition, the Master Plan includes provisions for a new, two-story Student Services Building. This building is intended to centralize and integrate all Student Services functions and programs. Currently, Student Services programs are located in scattered pockets all over campus. Consolidation into one facility will reduce the inconvenience and confusion for students and staff alike.

Institutional Support

As Las Positas grows to its projected enrollment level of 15,000 students, additional internal and external demands will be placed on the administrative offices of the College.

- The College will be placing new emphasis on its advancement and public information functions in the future, including the hiring of a PIO and a Grant Writer, and the evolution of the new Las Positas College Foundation.
- Academic Services will need to formalize and finalize the addition of Division Deans V and VI and investigate the option of faculty Department Heads with the Academic Services structure.
- Student Services is in real need of a front desk person to welcome students, give them general information, direct them to specific offices, and (perhaps) schedule appointments for counseling and other services provided by the Office. It will also need to hire a Dean of Special Programs.

The College also will need some facility development to enable it to function effectively through the year 2010. Included in the plans are:

- A Maintenance and Operations Center;
- A Central Services Building; and
- An Information Technology Services Building.

In addition, LPC will need to further develop its infrastructure (lighting, access roads, parking lots, etc.) to ensure the safety and security of the campus.

Ultimately, LPC must plan for adequate resources (including personnel) to accommodate its rapid growth. This plan must include provisions for expanded and innovative instructional programs and support services for students, for continued community outreach/partnerships, for staff development, and for creative management and use of resources. Furthermore, the College must continue to maintain and encourage a strong, effective, and collaborative workplace culture in the midst of all this change. The predicted growth in 2010 to 14,000 students must be met by equivalent development of the College: development of its facilities, its programs, its faculty, and its staff. This Master Plan gives Las Positas a detailed blueprint for this growth, and will ensure that the College meets the needs of its community and fosters student success.