

## **PEER REVIEW TEAM REPORT**

Las Positas College  
3000 Campus Hill Drive  
Livermore, CA 94551

This report represents the findings of the Peer Review Team that conducted a Focused Site Visit to Las Positas College from October 10-11, 2022. The Commission acted on the accredited status of the institution during its January 2023 meeting and this team report must be reviewed in conjunction with the Commission's Action letter.

Dr. Timothy Karas  
Team Chair

## Table of Contents

|  |    |
|--|----|
| Summary of Focused Site Visit .....  | 5  |
| Team Commendations .....   | 6  |
| Team Recommendations.....  | 6  |
| Introduction.....  | 7  |
| Eligibility Requirements .....   | 9  |
| Checklist for Evaluating Compliance with Federal Regulations and Related<br>Commission Policies..... | 11 |
| Public Notification of a Peer Review Team Visit and Third Party Comment.....                         | 11 |
| Standards and Performance with Respect to Student Achievement .....                                  | 12 |
| Credits, Program Length, and Tuition .....   | 13 |
| Transfer Policies .....  | 14 |
| Distance Education and Correspondence Education .....  | 15 |
| Student Complaints.....  | 16 |
| Institutional Disclosure and Advertising and Recruitment Materials.....                              | 17 |
| Title IV Compliance .....  | 18 |
| Standard I.....  | 21 |
| I.A. Mission .....   | 21 |
| I.B. Assuring Academic Quality and Institutional Effectiveness .....                                 | 21 |
| I.C. Institutional Integrity .....   | 23 |
| Standard II.....   | 27 |
| II.A. Instructional Programs .....   | 27 |
| II.B. Library and Learning Support Services.....   | 30 |
| II.C. Student Support Services.....  | 31 |
| Standard III .....   | 33 |
| III.A. Human Resources .....   | 33 |
| III.B. Physical Resources.....   | 36 |
| III.C. Technology Resources .....  | 38 |
| III.D. Financial Resources .....   | 40 |
| Standard IV .....  | 43 |
| IV.A. Decision-Making Roles & Processes.....   | 43 |
| IV.B. Chief Executive Officer .....  | 45 |
| IV.C. Governing Board.....   | 47 |
| IV.D. Multi-College Districts or Systems.....  | 50 |
| Quality Focus Essay.....   | 53 |
| Appendix A: Core Inquiries.....  | 55 |

**Las Positas College  
Peer Review Team Roster  
TEAM ISER REVIEW**

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Superintendent/President  
Mendocino College

Dr. Daniel Walden\*, Vice Chair  
Superintendent/President  
Victor Valley College

**ACADEMIC MEMBERS**

Ms. Christy Karau  
Professor of Management  
Sierra College

Dr. Brad Millar\*  
Professor of Communication  
Madera Community College

Dr. Eric Klein  
Dean, Learning and Technology Resources  
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Dr. Jon Knolle  
Acting Superintendent/President  
Monterey Peninsula College

Dr. Elissa Caruth  
English Professor, Department Chair, Academic Senate President  
Oxnard College

**ADMINISTRATIVE MEMBERS**

Mr. Val Garcia  
Vice President of Student Services  
West Hills College Lemoore

Mr. John Parker  
Vice President of Administrative Services  
San Diego City College

Dr. Lan Hao  
Director of Institutional Research, Planning, and Effectiveness  
Citrus College

**ACCJC STAFF LIAISON**

Dr. Kevin Bontenbal  
Vice President

\*Persons who served as participants on the district review team should be noted with an asterisk.

**Las Positas College  
Peer Review Team Roster  
FOCUSED SITE VISIT**

Dr. Timothy Karas\*, Team Chair  
Superintendent/President  
Mendocino College

**ACADEMIC MEMBERS**

Dr. Elissa Caruth  
English Professor, Department Chair, Academic Senate President  
Oxnard College

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Citrus College

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Dr. Kevin Bontenbal  
Vice President

\*If applicable, note persons who served on the district review team with an asterisk.

## Summary of Focused Site Visit

INSTITUTION: Las Positas College

DATES OF VISIT: October 10-11, 2022

TEAM CHAIR: Dr. Timothy Karas

This Peer Review Team Report is based on the formative and summative components of the comprehensive peer review process. In February 2022, the team conducted Team ISER Review (formative component) to identify where the college meets Standards and to identify areas of attention for the Focused Site Visit (summative component) by providing Core Inquiries that the team will pursue to validate compliance, improvement, or areas of excellence. The Core Inquiries are appended to this report.

A three-member peer review team conducted a Focused Site Visit to Las Positas College October 10-11, 2022 for the purpose of completing its Peer Review Team Report and determination of whether the College continues to meet Accreditation Standards, Eligibility Requirements, Commission Policies, and U.S. Department of Education regulations.

The team chair and vice chair held a pre-Focused Site Visit meeting with the college CEO on March 15, 2022, to discuss updates since the Team ISER Review and to plan for the Focused Site Visit. During the Focused Site Visit, team members met with approximately thirty faculty, administrators, classified staff and students in formal meetings, group interviews and individual interviews. The team held one open forum, which was well attended, and provided the College community and others to share their thoughts with members of the Focused Site Visit team. The team evaluated how well the College is achieving its stated purposes, providing recommendations for quality assurance and institutional improvement. The team thanks the College staff for coordinating and hosting the Focused Site Visit meetings and interviews and ensuring a smooth and collegial process.

## **Major Findings and Recommendations of the Peer Review Team Report**

### **Recommendation to Meet Standards**

**None**

### **Recommendations to Improve Quality**

**None**

### **District Commendations**

Commendation 1: The team commends the District for its comprehensive Total Cost of Ownership (TCO) Plan, supported by a Budget Allocation Model that informs a long-range approach to capital planning. (III.B.4)

### **District Recommendation to Meet Standards**

**None**

### **District Recommendations to Improve Quality**

**None**

## Introduction

Las Positas College (LPC) has been in continuous operation since 1988. Las Positas College serves the people in the eastern part of Alameda County. Las Positas College is part of a multi-College District, the Chabot-Las Positas Community College District (CLPCCD). CLPCCD is comprised of Las Positas College and Chabot College.

Since its founding in 1963 as Chabot College Extension Center, Las Positas College has grown from a small to medium sized community College. As of fall 2021, LPC offers 27 Associate of Arts degrees, 21 Associate of Arts Transfer degrees, 31 Associate of Science degrees, 8 Associate of Science Transfer degrees, 93 credit certificate programs, and 25 non-credit certificate programs. In 2021-22, LPC's enrollment exceeds 10,000 students.

The College Institutional Self-Evaluation Report (ISER) accurately portrays the mission, vision, and values of the institution. The team reviewed numerous materials supporting the self-evaluation report, which included documents and evidence supporting the Standards, Eligibility Requirements, Commission Policies, and USDE regulations. Evidence reviewed by the team included, but was not limited to, documents such as institutional plans, strategic planning documents, program review procedures and reports, student learning outcomes evidence, course syllabi, distance education classes, College policies and procedures, enrollment and student success information, committee minutes and materials, and governance structures.

During the focused site visit, team members conducted interviews and meetings, and observations involving College employees and students. An open forum provided the College community with opportunities to provide feedback, comments, and perspectives to the evaluation team. The public forum was well attended and very positive. Words expressed to describe LPC were student-first, team effort, deliberative, collaboration, equity, inclusion, and innovation.

The College chose three QFE projects for improvement of institutional effectiveness and enhancement of academic quality. The project foci are to prioritize, coordinate, and sustain relevant equity and anti-racism professional development for all employees; develop student success teams to enhance the college experience and career preparation for all Students; and to develop and institutionalize a comprehensive system of tutoring and other learning support services.

The team greatly appreciated the organization and hospitality the College showed during the visit. The team appreciated the assistance of key staff members, especially the accreditation liaison officer and executive assistant to the president, who assisted the team with requests throughout the evaluation process.

The spirit on campus was welcoming; there was excitement to have students returning to in-person instruction and services; new buildings for teaching and learning near completion; opening new exemplary services, like the Black Cultural Resource Center and student Mini-Market; and a positivity around campus leadership and working together to serve students.





# Eligibility Requirements

## 1. Authority

The team confirms that Las Positas College is authorized to operate as a post-secondary, degree-granting institution based on continuous accreditation by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC).

In addition, the College operates under the authority of the State of California Education Code, which establishes the California community college system under the leadership and direction of the Board of Governors (State of California Education Code 70900-70901).

The College meets the ER.

## 2. Operational Status

The team confirmed that Las Positas College is operational and provides educational services to 8,340 unduplicated student enrollments (fall 2020) within degree applicable credit courses for the period of the 2020-2021 Academic Year.

The College meets the ER.

## 3. Degrees

The team confirmed that as of fall 2021, Las Positas College offers 27 Associate of Arts degrees, 21 Associate of Arts Transfer degrees, 31 Associate of Science degrees, 8 Associate of Science Transfer degrees, 93 credit certificate programs, and 25 non-credit certificate programs. In 2020-2021 192 certificates and 985 associate degrees were awarded.

The College meets the ER.

## 4. Chief Executive Officer

The team confirmed that the Board of Trustees employs a Chancellor as the chief executive officer of the Chabot-Las Positas Community College District (CLPCCD) that has direct oversight to the President of Las Positas College. The President of Las Positas College, Dr. Dyrrell Foster, serves as the chief executive officer of the college and was appointed by the CLPCCD Board of Trustees in 2020. The CEO does not serve as a member of the Board of Trustees nor as the board president. The team found that the Board of Trustees delegates authority to the CLPCCD Chancellor and Las Positas College President to administer board policies and implement administrative procedures.

The College meets the ER

## **5. Financial Accountability**

The peer review team confirmed that Las Positas College within the Chabot-Las Positas Community College District performs audits for all financial records, which are conducted by an independent accounting firm. Audit reports are certified, findings and associated District/College responses are appropriately documented. Audits for District compliance with federal programs.

The College meets the ER.

## **Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies**

The evaluation items detailed in this Checklist are those which fall specifically under federal regulations and related Commission policies, beyond what is articulated in the Accreditation Standards; other evaluation items under ACCJC standards may address the same or similar subject matter. The peer review team evaluated the institution’s compliance with Standards as well as the specific Checklist elements from federal regulations and related Commission policies noted here.

### **Public Notification of a Peer Review Team Visit and Third Party Comment**

**Evaluation Items:**

|                                     |   |
|-------------------------------------|---|
| <input checked="" type="checkbox"/> | The institution has made an appropriate and timely effort to solicit third party comment in advance of a comprehensive review visit.  |
| <input checked="" type="checkbox"/> | The institution cooperates with the review team in any necessary follow-up related to the third party comment.  |
| <input checked="" type="checkbox"/> | The institution demonstrates compliance with the Commission <i>Policy on Rights, Responsibilities, and Good Practice in Relations with Member Institutions</i> as to third party comment. |

[Regulation citation: 602.23(b).]

**Conclusion Check-Off (mark one):**

|                                     |  |
|-------------------------------------|--|
| <input checked="" type="checkbox"/> | The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.                                    |
| <input type="checkbox"/>            | The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended. |
| <input type="checkbox"/>            | The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.                                  |

**Narrative:**

The College has provided opportunities for third-party comment in advance of the team visit. Las Positas College has published the process for third-party comment on its website. The Commission did not receive any third-party comments. Information on the 2022 Institutional Self-Evaluation Report (ISER), site visit, and visiting team is available to the public through the accreditation webpage.

**Standards and Performance with Respect to Student Achievement**

**Evaluation Items:**

|                                     |   |
|-------------------------------------|---|
| <input checked="" type="checkbox"/> | The institution has defined elements of student achievement performance across the institution, and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the institution’s mission. (Standard I.B.3 and Section B. Presentation of Student Achievement Data and Institution-set Standards)   |
| <input checked="" type="checkbox"/> | The institution has defined elements of student achievement performance within each instructional program, and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers. (Standard I.B.3 and Section B. Presentation of Student Achievement Data and Institution-set Standards)   |
| <input checked="" type="checkbox"/> | The institution-set standards for programs and across the institution are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution-wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocating resources, and to make improvements. (Standard I.B.3, Standard I.B.9) |
| <input checked="" type="checkbox"/> | The institution analyzes its performance as to the institution-set standards and as to student achievement, and takes appropriate measures in areas where its performance is not at the expected level. (Standard I.B.4)  |

[Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).]

**Conclusion Check-Off (mark one):**

|                                     |  |
|-------------------------------------|--|
| <input checked="" type="checkbox"/> | The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.                                    |
| <input type="checkbox"/>            | The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended. |
| <input type="checkbox"/>            | The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.                                  |

**Narrative:**

Using evidence provided and internal meetings involving all stakeholders, Las Positas College has self-identified elements of student achievement performance across the institution as appropriate to its mission and has identified the metrics pertinent to each element.

## **Credits, Program Length, and Tuition**

### **Evaluation Items:**

|                                     |   |
|-------------------------------------|---|
| <input checked="" type="checkbox"/> | Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure). (Standard II.A.9)   |
| <input checked="" type="checkbox"/> | The assignment of credit hours and degree program lengths is verified by the institution, and is reliable and accurate across classroom based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution). (Standard II.A.9) |
| <input checked="" type="checkbox"/> | Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition). (Standard I.C.2)  |
| <input checked="" type="checkbox"/> | Any clock hour conversions to credit hours adhere to the Department of Education's conversion formula, both in policy and procedure, and in practice. (Standard II.A.9)   |
| <input checked="" type="checkbox"/> | The institution demonstrates compliance with the Commission <i>Policy on Institutional Degrees and Credits</i> .  |

[Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.]

### **Conclusion Check-Off (mark one):**

|                                     |  |
|-------------------------------------|--|
| <input checked="" type="checkbox"/> | The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.                                    |
| <input type="checkbox"/>            | The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended. |
| <input type="checkbox"/>            | The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.                                  |

### **Narrative:**

Las Positas College awards credit for courses, degrees, and certificates in a manner consistent with standard practices in higher education and in compliance with state and federal law. The College Curriculum Committee and the Office of Academic Services appropriately implement Course credit calculations as described in the -7<sup>th</sup> Edition of the California Community College Chancellor's Office (CCCCO) Program Course Approval Handbook.

A student enrolled full time (15 units per semester) may complete degree requirements in two years. The Curriculum Committee and the Office of Academic Services verify the credit hours and degree program lengths as part of their review process of courses and programs. Course credits are assigned based on the number of lecture and lab hours and other performance criteria specified in the Course Outline of Record.

Enrollment fees (for state residents) and tuition (for non-residents and international students) are consistent across degree and certificate programs. Enrollment fees and tuition per unit are published in the College Catalog, including enrollment fees and tuition for special programs and tuition for non-residents and international students.

Las Positas College complies with ACCJC’s Policy on Institutional Degrees and Credits. All degrees require a minimum number of 60 units. The College determines credit hours based on policies and procedures that align with standard practices in higher education. One unit of credit represents between 48-54 hours of coursework. The college has no programs/credits based on clock hours. The academic year spans at least 30 weeks, and a full-time student enrolls at least in 12 units per semester.

**Transfer Policies**

**Evaluation Items:**

|                                     |   |
|-------------------------------------|---|
| <input checked="" type="checkbox"/> | Transfer policies are appropriately disclosed to students and to the public. (Standard II.A.10)                         |
| <input checked="" type="checkbox"/> | Policies contain information about the criteria the institution uses to accept credits for transfer. (Standard II.A.10) |
| <input checked="" type="checkbox"/> | The institution complies with the Commission <i>Policy on Transfer of Credit</i> .                                      |

[Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).]

**Conclusion Check-Off (mark one):**

|                                     |  |
|-------------------------------------|--|
| <input checked="" type="checkbox"/> | The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.                                    |
| <input type="checkbox"/>            | The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended. |
| <input type="checkbox"/>            | The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.                                  |

**Narrative:**

Transfer policies are disclosed to the students and the public in the Las Positas College Catalog, which is also available on the website. Articulation agreements are founded on quality education by meeting the academic terms, standards, and CORs of the receiving institution. The College has Guarantee Admission Agreements with the CSU system. For the CSU, UC, and California Community College system, the Intersegmental General Education Transfer Curriculum (IGETC) articulation agreement includes general education courses and certain major courses which undergo annual reviews and follow the Certification of Community College Campus,

Executive Order 595. For UC system, the University of California Transfer Course Agreement (UCTCA) agreement serves as an evolving list of agreeably transferable courses.

Las Positas College published policies on the acceptance of incoming transfer units, Advanced Placement (AP), International Baccalaureate (IB), and College Level Examination Program (CLEP), and other testing options in the College Catalog. In the Fall of 2020, the Chabot-Las Positas Community College District approved a Credit for Prior Learning Board Policy (BP 4235, AP 4235) and the procedures for obtaining credit are detailed in the 2021-2022 catalog.

**Distance Education and Correspondence Education**

**Evaluation Items:**

|                                      |  |
|--------------------------------------|--|
| <b>For Distance Education:</b>       |  |
| <input checked="" type="checkbox"/>  | The institution demonstrates regular and substantive interaction between students and the instructor.  |
| <input checked="" type="checkbox"/>  | The institution demonstrates comparable learning support services and student support services for distance education students. (Standards II.B.1, II.C.1)   |
| <input checked="" type="checkbox"/>  | The institution verifies that the student who registers in a distance education program is the same person who participates every time and completes the course or program and receives the academic credit.       |
| <b>For Correspondence Education:</b> |  |
| <input type="checkbox"/>             | The institution demonstrates comparable learning support services and student support services for correspondence education students. (Standards II.B.1, II.C.1)   |
| <input type="checkbox"/>             | The institution verifies that the student who registers in a correspondence education program is the same person who participates every time and completes the course or program and receives the academic credit. |
| <b>Overall:</b>                      |  |
| <input checked="" type="checkbox"/>  | The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings. (Standard III.C.1)  |
| <input checked="" type="checkbox"/>  | The institution demonstrates compliance with the Commission <i>Policy on Distance Education and Correspondence Education</i> .   |

[Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.]

**Conclusion Check-Off (mark one):**

|                                     |   |
|-------------------------------------|---|
| <input checked="" type="checkbox"/> | The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements. |
| <input type="checkbox"/>            | The team has reviewed the elements of this component and has found the institution to                                     |

|                          |   |
|--------------------------|---|
|                          | meet the Commission's requirements, but that follow-up is recommended.  |
| <input type="checkbox"/> | The team has reviewed the elements of this component and found the Institution does not meet the Commission's requirements. |
| <input type="checkbox"/> | The college does not offer Distance Education or Correspondence Education.  |

**Narrative:**

The team reviewed 50 courses and found that the institution meets the Commission's requirements. The team found evidence of regular and substantive interaction between students and instructor, as well as evidence that comparable learning support and student support services are available for distance education students. Overall, the team found that the institution demonstrates compliance with the Commission Policy on Distance Education and Correspondence Education.

**Student Complaints**

**Evaluation Items:**

|                                     |  |
|-------------------------------------|--|
| <input checked="" type="checkbox"/> | The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the college catalog and online.   |
| <input checked="" type="checkbox"/> | The student complaint files for the previous seven years (since the last comprehensive review) are available; the files demonstrate accurate implementation of the complaint policies and procedures.  |
| <input checked="" type="checkbox"/> | The team analysis of the student complaint files identifies any issues that may be indicative of the institution's noncompliance with any Accreditation Standards.   |
| <input checked="" type="checkbox"/> | The institution posts on its website the names of associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities. (Standard I.C.1) |
| <input checked="" type="checkbox"/> | The institution demonstrates compliance with the Commission <i>Policy on Representation of Accredited Status</i> and the <i>Policy on Student and Public Complaints Against Institutions</i> .   |

[Regulation citations: 602.16(a)(1)(ix); 668.43.]

**Conclusion Check-Off (mark one):**

|                                     |   |
|-------------------------------------|---|
| <input checked="" type="checkbox"/> | The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements. |
| <input type="checkbox"/>            | The team has reviewed the elements of this component and has found the institution to                                     |



|                          |   |
|--------------------------|---|
|                          | meet the Commission's requirements, but that follow-up is recommended.  |
| <input type="checkbox"/> | The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements. |

**Narrative:**

The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the college catalog and online. The student complaint files for the previous seven years (since the last comprehensive evaluation) are available; the files demonstrate accurate implementation of the complaint policies and procedures. The team analysis of the student complaint files identifies any issues that may be indicative of the institution's noncompliance with any Accreditation Standards. The institution posts on its website the names of associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities. (Standard I.C.1). The institution demonstrates compliance with the Commission Policy on Representation of Accredited Status and the Policy on Student and Public Complaints Against Institutions.

**Institutional Disclosure and Advertising and Recruitment Materials**

**Evaluation Items:**

|                                     |  |
|-------------------------------------|--|
| <input checked="" type="checkbox"/> | The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies. (Standard I.C.2) |
| <input checked="" type="checkbox"/> | The institution complies with the Commission <i>Policy on Institutional Advertising, Student Recruitment, and Policy on Representation of Accredited Status</i> .                    |
| <input checked="" type="checkbox"/> | The institution provides required information concerning its accredited status.(Standard I.C.12)   |

[Regulation citations: 602.16(a)(1)(vii); 668.6.]

**Conclusion Check-Off (mark one):**

|                                     |  |
|-------------------------------------|--|
| <input checked="" type="checkbox"/> | The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.                                    |
| <input type="checkbox"/>            | The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended. |
| <input type="checkbox"/>            | The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.                                  |

**Narrative:**

Program descriptions and degree requirements, board policies, admissions policies, and center locations are all easily identifiable on the College website and College Catalog. The catalog details requirements for transfer, degrees, and certificates. Department pages list faculty, certificates/degrees offered, sequences for those certificates/degrees, and program completions.

The Accreditation status of the College and its programs is appropriately represented on the College website. There is a direct link to the Las Positas College accreditation webpage on the footer on the college webpage. The accreditation webpage has a direct link to the ACCJC website, where anyone may file a complaint with ACCJC.

**Title IV Compliance**

**Evaluation Items:**

|                                     |  |
|-------------------------------------|--|
| <input checked="" type="checkbox"/> | The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the U.S. Department of Education (ED). (Standard III.D.15)   |
| <input type="checkbox"/>            | If applicable, the institution has addressed any issues raised by ED as to financial responsibility requirements, program record-keeping, etc. If issues were not timely addressed, the institution demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV program requirements. (Standard III.D.15) |
| <input type="checkbox"/>            | If applicable, the institution’s student loan default rates are within the acceptable range defined by ED. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range. (Standard III.D.15)   |
| <input checked="" type="checkbox"/> | If applicable, contractual relationships of the institution to offer or receive educational, library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required. (Standard III.D.16)   |
| <input checked="" type="checkbox"/> | The institution demonstrates compliance with the Commission <i>Policy on Contractual Relationships with Non-Accredited Organizations</i> and the <i>Policy on Institutional Compliance with Title IV</i> .   |

[Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.]

**Conclusion Check-Off:**

|                                     |   |
|-------------------------------------|---|
| <input checked="" type="checkbox"/> | The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements. |
|-------------------------------------|---|

|                          |  |
|--------------------------|--|
| <input type="checkbox"/> | The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended. |
| <input type="checkbox"/> | The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.                                  |

**Narrative:**

The College is in compliance with all Title IV requirements. An annual audit is performed by external auditors, and it includes a complete review of Title IV compliance.

Las Positas College follows the federal regulations that require first-time borrowers of direct loans to receive entrance counseling available at [studentaid.gov](http://studentaid.gov). At Las Positas College, Title IV and State Student Eligibility Requirements and Policies are outlined on the college's Financial Aid website.

## **Standard I**

### **Mission, Academic Quality and Institutional Effectiveness**

#### **I.A. Mission**

##### General Observations

Las Positas College demonstrates support for its mission. There is ample evidence of a commitment to provide opportunities for academic and vocational student success in an inclusive, equitable, and open environment. Documents show the college utilizes review processes and data to evaluate its programs and guide academic and financial planning. These documents are readily available in print and online.

##### Findings and Evidence

Las Positas College addresses the mission by providing academic opportunities to its students in a broad, inclusive, and equitable manner. It offers associates degrees, associates degrees for transfer, and certificates. The mission statement, vision statement, and value statement, show a consistency of student focus, and are readily available on the website. Opportunities exist for the support of students with varying needs and backgrounds, including age, gender, race/ethnicity, those with disabilities, veterans, etc., with relevant programs also easily available and promoted on the website. (I.A.1)

LPC, through the Institutional Planning and Effectiveness Committee, the use of surveys, an annual Program Review process, each of which contributed to the recent updating of the Educational Master Plan, shows support for the mission by gathering and analyzing data. (I.A.2)

Las Positas College utilizes a process whereby the Institutional Planning and Effectiveness Committee evaluates division summaries of the program reviews, which in turn guide recommendations for planning priorities. Posted documents, such as agendas and minutes, and the use of internal processes allow for improvement. A process is in place to evaluate the need for, and determine the distribution of, resources. (I.A.3)

The mission is published in print and online, reviewed and updated as necessary on a consistent basis, and approved after review by the board. (I.A.4)

##### Conclusions

The College meets the Standard.

#### **I.B. Assuring Academic Quality and Institutional Effectiveness**

##### General Observations

Las Positas College assures academic quality and institutional effectiveness through a robust college planning process and planning structure. Program Review serves as the core mechanism

for planning and evaluation, which is implemented in all instructional, student services, and administrative units. The program's alignment with college mission and the student learning assessment are embedded in Program Review, where programs are asked to review and reflect on data. Resource requests submitted from program reviews are ranked by Resource Allocation Committee according to college goals and planning priorities, which are developed by the Institutional Planning and Effectiveness Committee (IPEC).

Planning and assessment processes at the College are carried out with collegial dialogue fostered by intentional procedures and venues for discussion. Institutional standards are set for both minimal and aspirational standards and data used to drive decisions appear current, robust, and accessible.

### Findings and Evidence

The college demonstrates a sustained, substantive, and collegial dialogue on student success and academic quality that occurs in departments, divisions, committees, and collegewide meetings. Dialogue is then summarized and utilized by IPEC to help create college planning priorities. The college's Guided Pathways initiative, whose mission is to ensure equity and enhance student experience, represents another example of such dialogue. (I.B.1).

The College follows a three-year cycle of conducting assessment of learning outcomes for all instructional programs and learning support programs through the Student Learning Outcomes (SLO) Committee. (I.B.2).

The College has established institution-set standards that align with the college's mission through IPEC. The progress on reaching the standards are regularly assessed and the results are published online. The team is impressed by the comprehensive data on the program-set standard posted online. (I.B.3, ER 11).

The College's use of assessment data in program review was observed through the use of program review data packets. Student learning assessment is integrated into the program review process, which is the one of the most important institutional processes that support student learning and achievement. A template is used in PR where data packets are provided. AB 705 assessment data and the Umoja program review were provided as examples for evidence (I.B.4).

The College assesses its mission accomplishment primarily through the annual program review process. All instructional program review uses a template provided by the program review committee and examine program-specific data disaggregated by student subgroups. Assurance of alignment to the college mission is integrated in the program review process as evidenced in the annual program review template where each program is asked to address how the program plan and accomplishments support the college mission. The team is impressed by the college's strong and robust program review process, as well as the comprehensive resources provided for the process, such as listed on the "Program Review Frequently Asked Questions" website. The team applauds the college's efforts in improving and refining the program review template every year. (I.B.5).

The College collects and disaggregates data through program review data packets. The college requires each academic program and student services area to review disaggregated data in program review, reflecting on student equity and areas for improvement. The team reviewed the Puente's program review as an example and evidence to that practice. The examination of equity data was broadened collegewide to all programs and disciplines in summer 2020 with the launch of the Presidential Task Force: Call to Action. One program (ConnectUp project) is identified effective with early evidence of improved persistence rates for African American students (I.B.6).

Use of data is robust as evidenced on the volume of data posted on the website, such as the Tableau dashboard, trend data for program setting standards for course success rates. Detailed data on course-level success, degree and certificates, and transfer outcomes are provided online. Comprehensive analysis of data evidence in program review, such as the Mathematics 2019 program review. (I.B.6)

The college utilizes program review to review its practice, in all academic and student services programs, as well as the administrative units (I.B.7).

The college has a unique collegewide Town Meetings, which happen monthly run by the college resident's office. Information shared at those meetings help to create a shared understanding of the college's strengths and weaknesses. The college's new Educational Master Plan (EMP) was created with broad input. (I.B. 8).

The college integrates program review, planning, and resource allocation into a comprehensive process that leads to mission accomplishment. Program review templates delineate accomplishments, challenges and resource requests (short-term and long-term). Resource Allocation Committee (RAC) ranks the source requests by college goals and planning priorities, developed by IPEC using the program review summaries. The EMP is a culmination of assessment, reflection and planning from the previous five years. (I.B.9).

### Conclusions

The College meets the Standard.

## **I.C. Institutional Integrity**

### General Observations

Las Positas College demonstrates a dedication to clear communication of its plans, policies, and procedures to students, faculty, staff, and the public. All areas related to the college, such as academics (student costs, course planning, course objectives, career opportunities, available degrees, etc.), academic freedoms and limitations, reports, agendas, minutes, and documents are openly available in print and online. Multiple Participatory Committees are involved in the institutional integrity as are the Academic Senate, the Classified Senate, the Associated Student

Government, and the Administration. Las Positas Colleges uses data to inform their institutional integrity as well as engaging in continuous dialogue and transparency about policies impacted by such data. Honesty, openness, and integrity seem to be a high priority, as further exemplified by a consistent coordination with the ACCJC.

### Findings and Evidence

Las Positas clearly communicates information to students and prospective students in the college catalog, on their website, through social media, newsletters, and program brochures. The college catalog is printed and distributed to the campus and is also mailed to students. There are also digital versions available online. The catalog is updated annually. Course Student Learning Outcomes and Programs Student Learning Outcomes are available through the Academic Services office and are regularly updated. The website is reviewed regularly and updated to remain current and accurate. Key information is provided through obvious and identifiable webpage links. Course and Program Student Learning Outcomes are easily accessed. (I.C.1.)

LPC makes the catalog available both in print and digitally. It is reviewed annually prior to publication or posting and is updated online biannually to ensure accuracy. Policies and procedures, including required ACCJC information, are included. (I.C.2.)

The college collects data from Student Learning Outcomes every three years. These data are collected and reviewed through Program Review, the results of which are published annually on the campus website, shared with the Board, and provided to community partners. (I.C.3.)

Las Positas College provides detailed degree and certificate information in the college catalog and on their website under the Academic Program's tab, with links to pages that identify program descriptions, career opportunities, available degrees for each program, and course mapping. The information is clear, accessible, and includes career opportunities, degree or certificate requirements, program outcomes, and required courses. Learning outcomes are clearly stated. (I.C.4.)

Las Positas College has an Integrated Planning and Budget Cycle that involves program review, college planning, resource allocation, and budget development. The assessments of the above listed are then shared with the College Council, which includes representatives from the major constituent groups on campus. The College Council oversees LPC's Shared Governance Handbook; this is reviewed annually by each shared governance committee.

Las Positas College publishes clear financial information both in print and online regarding the total cost students can expect to pay for their education. Tuition is also on the website for in-state students, non-residents, and international students. Prices for books with an image of the book is available on the bookstore website; the LPC bookstore is managed through Follet. Fees are easy to access and prices for books or other college related expenses are accessible and easy to find. Links to webpages to Admissions and Records, Financial Aid, Follet (textbook purchases), and "Look Up Class" which identifies material fees are evident. (I.C.6.)

LPC clearly states its commitment to academic freedom. Las Positas College supports free speech. Board Policy 4030 is clear in its intentions of supporting free speech, and the policy is regularly updated, especially when needed. Additionally, LPC includes clarification in the Faculty Handbook regarding academic freedom, encouraging creativity, respectful exchange of ideas and debate that is productive; LPC does not endorse the promotion of specific religious, political, or philosophical beliefs. Academic freedom is in the LPC Faculty Association Collective Bargaining Agreement, Article 23. (I.C.7.)

The college provides statements both in print and online requiring academic honesty, integrity, and appropriate conduct from students. Academic honesty is included in the college catalog for easy access for students. It is defined clearly and is understandable. There is clear language about the consequences for those who are not honest in their academics. AP 5550 also explains student conduct and disciplinary procedure in AP 5520. The Academic Senate formed a taskforce on academic honesty to pursue the matter more. As a result, they produced the Instructors Guidebook to Academic Honesty in the Classroom. There are multiple resources linked to academic honesty. LPC also uses Maxient software to address academic honesty. Maxient is a repositing software for faculty to use when reporting incidents of academic dishonesty. The Instructors Guidebook to Academic Honesty in the Classroom is comprehensive, detailed, and worthy of emulation. The resources and professional development LPC provide for faculty is exemplary. LPC has resources for students as well that go beyond the classroom to help them learn about academic honesty. This is a whole campus effort that benefits students while at LPC and when they transfer. (I.C.8.)

Faculty members create their courses according to the Course Outlines of Record and in accordance with the Chabot Las Positas Faculty Association agreements. Student surveys seem to indicate high satisfaction with faculty objectivity relative to teaching their course content. (I.C.9.)

Not applicable to Las Positas College. (I.C.10.)

Not applicable to Las Positas College. (I.C.11.)

Las Positas College complies with ACCJC requirements for reporting and accreditation. Notices for team visits and changes for online courses were submitted to the ACCJC. LPC communicates its accreditation activities and status to the college and the public. (I.C.12.)

LPC coordinates with the ACCJC and other accrediting agencies forthrightly. Las Positas College communicates clearly with external agencies and is compliant. LPC provided evidence demonstrating clear communication and observance of accreditation with external agencies; for example, their Fire Service Technology program was working with the State Fire Service Training Accreditation Committee. A letter was provided demonstrating the relationship with this agency and the ISER referenced a self-evaluation report. The Board demonstrates a commitment to the accreditation process with a mandate to follow guidelines. Confirmation letters of accreditation success are available. (I.C.13.)



The college assures that academic excellence is the prime objective, as documented in the Educational Master Plan and the Mission, Vision, and Value statements. (I.C.14.)

### Conclusions

The College meets the Standard.

## Standard II

### Student Learning Programs and Support Services

#### II.A. Instructional Programs

##### General Observations:

Las Positas College demonstrates that it offers instructional programs that are aligned with their mission. There are systems and processes in place to ensure that curriculum is designed, reviewed, and continuously improved in ways that align with college and state standards as well as other external standards.

The team was impressed with the overall quality and reflective practice, informed by data, on program planning through the annual program review process. The programs are actively assessing the impact of instructional changes and using data to inform discussions making changes in teaching and learning modalities to meet the changing needs of students.

##### Findings and Evidence:

Las Positas College provided evidence that instructional programs are offered in fields of study that are consistent with their mission. The College demonstrated that instructional programs are appropriate to higher education through their clear and well documented curriculum development and review process that ensures that its curriculum meets state requirements as well as reflects the College's core values. While the ISER included information about many different modalities and formats of instruction offered by the College, the curriculum process also includes guidance to ensure that programs are designed in ways that lead to attainment of identified learning outcomes and culminate in the award of degrees and certificates and provide pathways to employment or transfer to further education. (II.A.1)

Faculty ensure that content and methods of instruction meet generally accepted academic and professional standards and expectations as evidenced by (a) the College's peer evaluation process, which includes observations of teaching and an assessment of whether the syllabus, assignments, methods of evaluation, and other elements of the course conform to the approved course outline of record and (b) the College's curriculum design and review process which ensures that faculty follows local and state requirements such as appropriate breadth and depth of content for each course as well as measurable objectives, assignments, methods of instruction, methods of evaluation, requisites. The College describes the use of Program Review to analyze discipline or service area data on student enrollment patterns, demographics, goals, educational levels, and performance. The team was impressed by the practice of having the faculty-led Program Review Committee annually update the College's program review template based upon current issues and questions concerning institutional and program effectiveness. (II.A.2)

LPC demonstrated that they have clear guidelines and processes for faculty to identify and regularly assess learning outcomes for courses, programs, certificates and degrees. The College provided evidence of guidelines for developing learning outcomes, 3-year cycles of assessment and samples of Program Review that show how faculty reference SLO assessment at the program level. The team found that LPC has clear expectations for the development of SLOs and processes in place to ensure they are appropriately added to official course outlines of record and course syllabi. (II.A.3)

Pre-collegiate level curriculum is differentiated from college level curriculum through a clearly delineated course numbering system and advisories, which are established through the College's well documented curriculum process, are used to communicate the level of student preparation required for success. The college offers a variety of support to help students in pre-collegiate courses find success and advance to college level courses. (II.A.4)

The well documented curriculum review and approval process ensures that the College follows common practices related to appropriate program length, breadth, rigor, course sequencing, time to completion, and synthesis of learning. The College's Administrative Procedure 4020 demonstrates that they have an appropriate policy in place to ensure that their curriculum meets requirements established by Title 5, CA Education Code, and the California Community College Chancellor's Office. LPC associate degrees meet the requirement of 60 semester units. (II.A.5)

The Office of Academic Services has responsibility to ensure that the College schedules courses in a manner that allows students to complete certificates and degree programs period of time consistent with expectations in higher education. While the College provided evidence that they have tools in place to guide students to timely program completion (e.g. Program Mapper, Degree Works, and Student Education Plans) and survey data indicating that the majority of students agree that "LPC course offerings allowed me to accomplish my educational goal in a reasonable amount of time", they also included evidence that the large majority of degree completers take 150-200% the normal time to complete. The team encourages the College to take a closer look at multiple sources of data related to time to degree completion (particularly data related to actual time completion as opposed to perceived satisfaction with time to completion). (II.A.6)

LPC demonstrated that they offer instruction, learning support, and services in many different delivery modes (e.g. day, evening, online, cohort model, etc). They also demonstrated that their faculty are engaged in learning about how to use different teaching methodologies that reflect the diverse and changing needs of its students and support student equity. They have also provided evidence of a robust suite of learning support services offered across the College. The College demonstrated that they use different methodologies and modes of delivery for instruction, services, and learning support. During campus interviews, the college demonstrated that they meet the changing needs of their students and to support equity in success for all students. (II.A.7)

LPC has confirmed that they do not use any form of department-wide course or program examinations but has provided information about their policies and procedures for offering

assessment of prior learning through various forms of Credit for Prior Learning (CPL). They describe processes in place to reduce test bias and increase reliability including verification by multiple individuals including faculty, deans, Articulation Officer, and Academic Senate leaders but the evidence provided appears to be for course substitution and waiver of requirement approvals and not for assessment of prior learning. (II.A.8)

LPC has clear policies, including definitions, of grades and grading practices as well as clear guidelines regarding the development of learning outcomes. The ISER describes a relationship between learning outcomes, assignments, grades, course success, fulfilling program requirements, and completing programs. The College provided evidence of one course with SLOs, methods of evaluation, and program outcomes. The College provided evidence, through an excerpt of their curriculum handbook, that they award units of credit consistent with institutional policies and standards of higher education. The College's Administrative Procedure 4020 provides concrete evidence that the College follows required standards for credit hour and unit awards. (II.A.9)

LPC has demonstrated that they provide students with clear policies for transfer, substitution of classes, and prerequisite override through their catalog, class schedules, website, and other college publications. In accepting transfer credit, the College has established criteria that "the content of the course(s) must be determined to be equivalent to the current Las Positas College course standards." The team appreciated the clear process and form that faculty use to review course substitution requests, including similar courses from another college. LPC has demonstrated that they acknowledge patterns of student enrollment between institutions and has provided evidence of many transfer agreements with other community colleges, CSUs, UCs, and many private colleges and HCBUs. (II.A.10)

LPC has demonstrated that its programs include learning outcomes, appropriate to the program level, in communication competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes. Each area is clearly included through the College's general education program and corresponding general education and institutional SLOs. (II.A.11)

LPC has demonstrated that Associate Degree programs require a component of general education based on the College's philosophy for General Education which is published in the College Catalog and in Administrative Procedure 4024. Courses are reviewed and approved to be included in general education by the College's Curriculum Committee faculty. Faculty use their expertise and judgment, along with guiding notes provided by the CSU and UC and local GE guidelines, to determine the appropriateness of courses for inclusion in GE. The College's curriculum review and approval process and institutional SLOs ensure that learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (II.A.12)

All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The College's clear curriculum review and approval process and

Administrative Procedure 4100 demonstrate that they follow Title 5 requirements for program requirements. The team appreciated the clear examples of how the College maps course SLOs to program SLOs when evaluating courses for inclusion in a program. (II.A.13)

LPC demonstrates that graduates of Career Technical Education programs demonstrate competencies that meet employer standards through programmatic and course alignment with industry licensure and certification standards and hands-on training based on SLOs which are developed in consultation with industry advisory boards and other external industry partners. LPC provided evidence of pass-rate data from one program (EMT). (II.A.14)

LPC has demonstrated that they have a policy in place to support student completion of educational goals with minor disruption when programs are eliminated or significantly changed through the clearly written Administrative Procedure 4021 which provides a 2-3 year process for eliminating academic programs. The process includes time for input from all constituencies and planning to support students currently in the program. Students maintain catalog rights after a program is eliminated and may be eligible for course substitutions (upon faculty approval) to help ensure they can complete programs in progress. The team noted that the College has a clear policy to address program elimination. (II.A.15)

LPC has demonstrated that they have a process in place to evaluate and improve the quality and currency of instructional programs through annual program review. In addition, the curriculum review and approval process requires review of course outlines every five years for “academic courses” and every two years for “vocational courses”. The team encourages the College to adopt more modern language to describe curriculum and avoid outdated comparisons between “academic” and “vocational”. The team appreciated the evidence of clear and regular processes for evaluating quality and currency of programs (III.A.16)

### Conclusion:

The College meets the Standard.

## **II.B. Library and Learning Support Services**

### General Observations:

Las Positas College (LPC) supports student learning and achievement by providing library, tutoring, and other learning support services. The Library and Tutoring Center offers in-person and online services that are appropriate to support campus curriculum while meeting the needs of the College’s diverse student population. Learning support services are evaluated through program review, usage data, and student and faculty surveys with the goal of continuous improvement. As a result, services are aligned with the College mission and connected to larger strategic planning processes.

### Findings and Evidence:

LPC supports student learning and achievement by providing library, tutoring, and other learning support services. These services are critical in supporting campus curriculum and the College's diverse community of learners. Moreover, LPC offers services that are of sufficient currency, depth, quantity, and variety to support the College's educational programs regardless of location. For example, the Library offers an extensive collection of print and digital resources, and librarians work directly with students and faculty to identify resources to help elevate teaching and learning. The team commends LPC for the innovative ways the institution provided various learning support services during the COVID-19 pandemic. (II.B.1)

LPC relies on the expertise of its faculty, including librarians, to maintain and continuously improve materials to support student learning and achievement. Educational equipment and materials that support student learning are identified through program review, resource allocation processes, and student and faculty surveys. (II.B.2)

The College regularly evaluates library, tutoring, and other learning support services to assess the extent to which students' needs are being addressed and student outcomes are being achieved. The Tutoring Center assesses tutoring (including peer tutoring) on a monthly basis, and the College conducts an annual survey of graduating students that includes specific questions regarding library resources and services. (II.B.3.)

The College relies on and collaborates with outside vendors and consortia to support and supplement their library services and collections. For example, the LPC library's primary software is hosted by a vendor (Ex Libris). The Tutoring Center also utilizes NetTutor to supplement its online tutoring offerings and availability. (II.B.4)

#### Conclusion:

The College meets the Standard.

### **II.C. Student Support Services**

#### General Observations:

Las Positas College evaluates the quality of various student support services to demonstrate that they support student learning and enhance the accomplishment of the institution's mission. The College uses its Program Review process to review student services offerings to ensure quality and the meeting of student needs. Las Positas College offers comprehensive student services. The College provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for advising functions. A wide variety of methods are used to orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate

information about relevant academic requirements, including graduation and transfer policies. The College regularly evaluates admissions and placement instruments and maintains student records according to industry standards. Co-curricular and athletics programs are suited to College's mission and contribute to the social and cultural dimensions of the educational experience of its students.

#### Findings and Evidence:

Student support services evaluate the effectiveness of their programs, services, and delivery methods. The college utilizes the program review process and student satisfaction surveys to gain an understanding of student need and trends. For example, evidence showed that the college regularly uses survey results to recommend programmatic changes and various resource requests through Program Review. (II.C.1)

The college identifies and assesses learning support outcomes for its student population and works through the participatory governance process, where faculty and staff identify Program SLOs (PSLOs) for the area. The college provides appropriate support services and programs. PSLO's have been developed for its programs and have completed the program review cycle. (II.C.2.)

The college offers an array of services available to students. Services are also provided to students at off-site locations in Dual Enrollment. Additionally, district distance education students can access various supports through the CLASS-Web student portal, Canvas and through the Cranium Café online counseling platform. Lastly, the college disseminates all information regarding the college's support services via email, the college website, a student newsletter, and various informational fliers. (II.C.3.)

The college has an associated student body that is student driven and which assists in developing opportunities for students to participate in campus activities. The college offers learning opportunities for its diverse student population which include training and advising for student government; promotion of safety; and the promotion, investigation, and adjudication of student conduct. (II.C.3)

The college maintains co-curricular and athletics programs which are suited to the college's mission. The college supports and promotes an active student government which encourages participation and dialog amongst its members to support the college's efforts to provide a complete college experience. Associated Students' funds are deposited and disbursed by the Chief Student Services Officer and are subject to an annual audit. (II.C.4.)

The College provides counseling and academic advising programs to support student development and success. The program orients students to understand the academic requirements and information about graduation and transfer. The college assists student success through various components such as counseling, academic advising, and orientation. Additionally, students are provided with various opportunities to attend workshops that provide additional support to the college efforts to help students navigate the students' educational pathway. The counseling and academic advising programs ensure students understand the requirements related

to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies. Lastly, the college appears to continuously provide professional development opportunities to ensure staff are prepared and responsible for the advising functions and to serve as a representative of the college. (II.C.5)

The district has admissions policies consistent with its mission and state regulations. These policies include special admission of part- and full-time K-12 students, noncitizens, and persons who do not possess a high school diploma or equivalent. The college adheres to these policies when admitting students. These policies are published in catalogs and class schedules, as well as available on websites. The college advises students on clear pathways to complete their educational goals, including transferring to a university, through its counseling services which are made available through various innovative delivery methods (II.C.6)

The college evaluates admissions and placement instruments and practices to validate their effectiveness. The Admissions and Records (A&R) office regularly evaluates admissions practices using various methods in collaboration with the Office of Research, Planning, and Institutional Effectiveness and the Assessment Center. (II.C.7)

All official student records are maintained in the Office of Admissions and Records under the supervision of the Dean of Enrollment Services. These records consist of a complete listing of all coursework attempted at the college (Permanent Record), placement scores, transcripts from other schools and colleges, application forms and supporting documents, and Change of Record forms. The college uses a system with servers located in the District ITSS offices. The system uses role-based security to ensure that employees have access only to data necessary to their work. The Catalog contains a statement on the policy for the use and release of student information. Release of any information requires written permission of the student, except as provided by law. (II.C.8)

Conclusion:

The College meets the Standard.

The team was impressed with several aspects of the College's student support services. The opening of the Black Cultural Resource Center and student Mini-Market in November 2022 are particularly noteworthy. The Mini-Market concept provides students the opportunity to access free hygiene products and food in a shop environment. The area was mindfully not branded as a food pantry or similar to minimize any stigma that might be associated with basic needs assistance. Employees (faculty and staff) from around campus chose to work some of their hours in the Black Cultural Resource Center. Students can meet and receive various services in a welcoming and affirmative environment.



## Standard III

### Resources

#### III.A. Human Resources

##### General Observations:

Las Positas College has well developed processes and procedures related to Human Resources. Hiring procedures for all employee types is clear.

Each of the Board Policies and Administrative Procedures are available to the public on the website. All open positions are posted on the website with links to both the applications and corresponding job descriptions. Job descriptions provide the details related to the position duties, responsibilities, minimum qualifications, and/or preferred qualifications, if there are any. For full-time faculty, qualifications and hiring processes include knowledge of the discipline and the requisite skills to perform the position adequately.

##### Findings and Evidence

LPC demonstrated that they assure the integrity of its programs and services by employing qualified administrators, faculty, and staff through position-specific hiring procedures which each include a hiring philosophy that aims to ensure the district employs “highly qualified individuals who are knowledgeable in their professional areas” and outlines the specific procedures to be followed for the hiring process. LPC job announcements clearly communicate criteria and qualifications for hiring. Job announcements and job descriptions provide an overview of representative duties and responsibilities and, where appropriate, describe the authority of the position. While the team observed some relationship between job descriptions and the mission they suggest the district consider ways to more clearly link job descriptions to institutional mission and goals. (III.A.1)

LPC demonstrated that its faculty hiring procedures include verification that faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. The College demonstrated that factors of faculty qualifications include appropriate degrees, professional experience, and expertise. As stated in the procedures, faculty and administration will work together to develop and approve position announcements, including minimum qualifications and that they use the Minimum Qualifications for Faculty and Administrators in California Community Colleges handbook. The hiring procedure also indicates that there is a process for “avoiding and/or identifying and eliminating minimum qualifications that are not job related and act as barriers to traditionally excluded groups.” (III.A.3)

LPC demonstrated that required degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies and that degrees from non-U.S. institutions are recognized only when equivalence has been established. The college provided evidence that

their job announcements include information about equivalency and verification of degrees from outside the U.S. The college provided evidence about their transcript verification process and related considerations. (III.A.4)

LPC demonstrated that they assure the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals through Board Policy 7150 which outlines the requirement that all employees go through regular evaluation as well as evidence of regular cycles of evaluation for faculty, administrators, classified staff, and the president. Evidence included clear criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. The team recognized very well developed evaluation forms designed for each classification of employee that provided clear criteria and a consistent format for administering evaluations. Administrative Procedure 7150 stated the purpose of evaluation to “recognize successful performance, administrative skills and abilities” and stated that evaluation should “encourage and support innovation and risk taking.” The evaluation process for each employee type outlines clear timelines as well as documented steps to take when there areas of improvement. The College did a very nice job of outlining processes that they have to meet the standard. (III.A.5)

LPC demonstrated they maintain a sufficient number of faculty as evidenced by their recent reporting on the faculty obligation number (FON) obligation which the College currently exceeds. The College has a clear process in place for requesting new faculty positions which is informed by data and Program Review. The team recognized this process as a good example of Program Review leading to resource allocation. The team also noted that, while the ISER states that “seventy-five percent of respondents to a 2021 staff survey believe that LPC’s faculty staffing levels are sufficient,” the attached survey data show that 75% of classified staff agreed but only 50% of faculty and 31% of administrators agreed that LPC’s faculty staffing levels are sufficient. The team encourages follow-up dialog regarding the interpretation of those data. (III.A.7)

LPC provided multiple pieces of evidence to demonstrate that they have policies and procedures to provide part-time faculty orientation, oversight, evaluation, and professional development. The faculty contract includes a contractual obligation for part-time faculty to participate in faculty orientation. In addition, the college provides a specific part-time faculty handbook which includes information relevant to their role. The part-time faculty evaluation process is clear and well documented through the College’s Collective Bargaining Agreement. Part-time faculty are encouraged to participate in college-wide professional development opportunities and are included in campus Flex day activities as participants and presenters. Two-thirds of part-time faculty surveyed indicated that they feel integrated into campus life. (III.A.8)

LPC used program review as evidence that they have a sufficient number of staff to operate the institution. The College’s process for requesting new positions through the Resource Allocation Committee (RAC) appears to be clear, easy to understand, and connected to many other college processes such as Program Review. The team was impressed with the clear process, rubric, and scoring tools which could be great models for other colleges. (III.A.9)

LPC demonstrated that they have a sufficient number of qualified administrators to effectively

operate the college through the results of a recent campus accreditation survey in which 62% of all respondents agree that there are sufficient administrators for effective leadership and 86% of administrators responded that they agreed. In addition the College provided evidence that they follow Minimum Qualifications for Faculty and Administrators in California Community Colleges handbook when establishing administrator qualifications and that they have a comprehensive administrator evaluation process. (III.A.10)

LPC provided evidence to demonstrate that they publish and adhere to written personnel policies which are reviewed on a 6-year cycle through the College's participatory governance process and published on the District website in an easy to find and navigate location. LPC reviews policies and procedures during new employee orientations and provides them in all new hire packets. The College indicated that, in a recent college-wide survey, 67% of all respondents agree that HR policies and procedures are fairly administered. (III.A.11)

LPC demonstrated that they create and maintain appropriate personnel practices and services to support its diverse personnel through its Equal Employment Opportunity Plan as well as providing time for affinity groups to meet during college-wide events such as Flex day. The team recognized that the College is working on a new and stronger statement committing to equity, diversity, and inclusion to be incorporated into future job descriptions. Data related to employment equity and diversity are reviewed as part of college planning processes such as the Educational Master Plan. (III.A.12)

LPC demonstrated that they uphold a written code of professional ethics for all personnel through their Board Policy and Administrative Procedure 3050 which outlines the Institutional Code of Ethics. The Code of Ethics notes that it is "aspirational and intended to work with, and shall not supersede, existing standards and codes of conduct, as well as relevant provisions in applicable employee handbooks and collective bargaining agreements." The ISER states that violation of the code of ethics will result in discipline. Collective bargaining agreements describe discipline procedures for faculty and classified employees. (III.A.13)

LPC demonstrated that they provide all personnel with appropriate and continued opportunities for professional development. The College's development committee is charged with developing policies and processes for professional development funding, review and recommendations for staff proposals for professional development, and promoting campus professional development activities. The College has two flex days per year to provide professional development for faculty, classified professionals, and administrators, as well as a President's speaker series and training for online instruction. The College outlined many types and formats of professional development but did not demonstrate evidence that they systematically evaluate professional development and use the results of evaluation for improvement. (III.A.14)

LPC demonstrated that they maintain security and confidentiality for personnel records by establishing official District personnel files which, Administrative Procedure 7145, requires are private, accurate, complete, and permanent. Collective Bargaining Agreements specifically define personnel files and establish expectations of privacy of files. AP 7145 also establishes that all employees have the right to inspect their personnel file. (II.A.15)

### Conclusions:

The College meets the Standard

## **III.B. Physical Resources**

### General Observations:

As Stated in Board Policy 3250, the District Facilities Master Plan will support the goals of the District Strategic Plan and the College Educational Master Plan. LPC's long-range capital plans, as overseen by the District, reflect projections of the total cost of ownership of new facilities and equipment as determined by CLPCCD Administrative Policy 3253. Both LPC and CLPCCD maintain its physical resources and facilities in an effective and compliant manner to foster institutional needs, student learning outcomes, and the mission and strategic priorities of the College.

### Findings and Evidence:

The College relies on its program review process to ensure its physical resources are sufficient to support its courses, programs and learning support services. Facility renovation and maintenance needs are also supported through the District Facilities Committee. The College's Campus Safety and Security, and its Health and Safety Committee, are charged with developing and promoting a healthy and safe physical environment, in accordance with the campus emergency plan, the college safety plan, and the CLPCCD Security Master Plan. Inspections and monitoring of fire systems, hazardous materials removal, and trash and debris removal are maintained via contracts with external service providers. Maintenance requests are handled through a district work order system to ensure requests for routine maintenance, custodial and grounds needs are addressed. Additionally, the College's Health and Safety Committee is charged with developing plans and actions designed to address potential safety concerns, locally, and through collaboration and input into the CLPCCD Security Master Plan. The College's Campus Safety and Security Department investigates and responds to reports of potential safety hazards. (III.B.1)

The College uses its Facilities Master Plan (FMP) process to plan and prioritize projects to support its programs and services and to achieve its mission. The College's FMP planning process includes a condition assessment of existing buildings and projects future long-term needs and addresses the sequencing of projects to best serve its programs while also allowing for the least disruption. The College also utilizes off-campus facilities to plan for certain program needs that cannot be addressed within its campus facilities, such as for its police and fire training programs. (III.B.2)

The College uses the results of its program review process, its EMP and FMP, and its Five-Year Construction Plan to inform its assessment of the feasibility and effectiveness of physical resources in supporting its institutional programs and services. As part of its FMP planning process, the College utilized data of enrollment and housing trends to inform its future facility needs, to ensure a focus on long-term planning needs. Additionally, the College relies on its annual program review process and emergent needs process, working in conjunction with its governance committee structure and its Integrated Planning and Budget Model process, to ensure the feasibility and effectiveness of physical resources are assessed on an ongoing basis. (III.B.3)

The College uses its EMP, long-range FMP, and its Five-Year Capital Construction Plan to support institutional planning, in alignment with the College's mission. Additionally, the College and District utilize a comprehensive Total Cost of Ownership (TCO) process to ensure physical resources are adequately supported over the long-term. Based on a review of evidence provided by the District and additional inquiries, the TCO plan includes data to support a long-range approach to capital planning, rooted in industry best practices following APPA standards. The TCO model strives for a level 3 (moderate) standard of care of its maintenance, custodial and grounds, and ensures the District-wide Budget Allocation Model accounts for funding each college to this level of care. The comprehensive TCO plan includes the following attributes: staffing (including changes in compensation rates) for those employees charged with maintaining facilities; a review of WSCH to evaluate enrollment trends; changes in assignable square footage; and estimates for ongoing utility costs. During the site visit, it was shared that a review of the current budget operating model, based on input from the District Facilities Committee, identified a change in budgeting practices to further support the TCO model, transitioning from an SB361 budgeting model to one which specifically follows the TCO model for funding Maintenance and Operations at each college. This model provides changes in staffing based on Gross Square Footage, allowing for growth as necessary and ensuring a long-range approach to maintaining facilities. In addition to Measure A funding, the District and Colleges utilize other available sources of funds such as: Physical Plant and Instructional Support funding, Prop 39 Energy Conservation funding and other available resources, to maintain facilities. The College also relies on its long-range construction goals related to energy efficiency, LEED Silver Certification planning goals, and its Climate Action Plan, to further support its long-term institutional improvement goals. Additionally, to ensure adequate resources to support the campus' long-range capital planning process, the College strategically aligns its planning processes with the State Capital Outlay funding process, to leverage its local bond resources. (III.B.4)

### Conclusions:

The College meets the Standard

District Commendation 1: The team commends the District for its comprehensive Total Cost of Ownership (TCO) Plan, supported by a Budget Allocation Model that informs a long-range approach to capital planning. (III.B.4)

### **III.C. Technology Resources**

#### General Observations:

The College and District work collaboratively to ensure that effective technology resources are provided to support the mission of the institution. As a result of strategic planning and effective use of data, LPC's technology resources are appropriate and highly utilized. An effective prioritization process is also in place to review and evaluate requests for new campus technology. Moreover, the College has implemented policies and procedures to ensure that students and employees are successful in their use of technology.

Primary oversight of the implementation and maintenance of information and technology resources is centralized under the stewardship of the CLPCCD District ITS Department. Through coordination and collaboration with the District the College provides, maintains, and supports technology related services and resources for campus programs and services.

The CLPCCD Information Technology Master Plan ITS Detailed Specifications (2004) and the Chabot College Technology Plan (2008) serve as the primary planning documents guiding the strategic direction of information technology for the college. The evidence provided by the College does indicate that the College is cognizant of the need to update/revise both plans and that this effort requires coordination between the District and both colleges.

#### Findings and Evidence:

Technology services for LPC are provided in collaboration between the College's Technology Department and District Information Technology Services (ITS). The College provides appropriate, dependable, safe, and secure access to critical software, hardware, and systems. Technology resources are highly utilized throughout the College to enhance teaching, learning, and student support. The College also has a deep commitment to online education, as evidenced by its engagement in the California Virtual Campus Online Education Initiative, as well as its investment in various Canvas features and resources. (III.C.1)

The District and College maintain an inventory of software, hardware and facilities (smart classrooms, computer labs, MPOE, etc.) that it deems to be adequate and appropriate to support the institution's management and operational functions, academic programs, teaching and learning, and support services. District ITS provides administrative systems, network services, infrastructure and security support. The College's Technology Department provides maintenance and support for campus technology equipment and software (III.C.1).

District ITS and the LPC Technology Department work together to ensure that students and employees have access to necessary technology resources. District ITS is primarily responsible for implementing and supporting the technology infrastructure, while the Technology Department is integral in providing high-quality on-campus support services for students, faculty, and staff. Requests for instructional technology are reviewed and prioritized by the

College's Resource Allocation Committee, and purchases are determined by the President in consultation with the Business Office and other impacted departments. (III.C.2)

Through planning and collaboration with the District, LPC ensures that its technology resources are reliable, accessible, safe, and secure. The College installs and replaces hardware resources in accordance with its Life-Cycle Plan, and computer classrooms are reimaged each semester to ensure that software and licensing are up-to-date. District ITS leads the implementation and maintenance of the College's technology infrastructure. (III.C.3)

The College and District work collaboratively to assure that technology resources are implemented and maintained to provide reliable access, safety, and security at all locations where it offers courses, programs, and services. The responsibilities for implementation and maintenance of technology resources are coordinated by the District's ITS department. District and campus functions and areas of operational service and support are outlined in CLPCCD District Wide Function Map and reflected on the respective District ITS and the College's Technology Department websites (III.C.3).

The District maintains plans and procedures for the safety and security of administrative systems. Infrastructure improvements and enhancements have been made to improve functionality and security of campus information systems and technology. "The District's Data Center and the College's server room have generators and UPS units to maintain continuous system availability, along with alternate failover capabilities through redundancy for critical servers supporting the major enterprise systems". The 2012 update to the CLPCCD Information Technology Master Plan ITS Detailed Specifications includes enhancements to improve disaster recovery. Collectively, the body of evidence provided by the College substantiates the College and the District have infrastructure, plans, processes, and procedures in place for response, recovery, resumption, restoration and return that ensure continuity of instruction and services in the event of an emergency (III.C.3)

In concert with the District ITS office, LPC provides students, faculty, staff, and administrators with support and instruction in the effective use of technology. District ITS employs a full-time User Support Specialist and a full-time Trainer to provide group and individual training on a variety of technological tools and resources. LPC's Teaching and Learning Center assists employees by providing technology-related instruction, tutorials, and workshops. Also, the District subscribes to the Vision Resource Center provided by the California Community Colleges Chancellor's Office to provide employees with online professional development opportunities. (III.C.4)

LPC and the Chabot-Las Positas Community College District have appropriate policies and procedures in place to guide the appropriate use of technology, such as BP 3720. Relevant Board Policy and Administrative Procedure documents are posted on the District website. LPC also posts Instructional Computer Use Guidelines for students on its Technology Department website. The District has established policies and procedures guiding the appropriate use of technology in the teaching and learning processes. These policies and procedures are accessible on the District website (III.C.5)

Conclusions:

The College meets the Standard

### **III.D. Financial Resources**

#### General Observations:

As Stated in Board Policy 3250, the District Facilities Master Plan will support the goals of the District Strategic Plan and the College Educational Master Plan. LPC's long-range capital plans, as overseen by the District, reflect projections of the total cost of ownership of new facilities and equipment as determined by CLPCCD Administrative Policy 3253. Both LPC and CLPCCD maintain its physical resources and facilities in an effective and compliant manner to foster institutional needs, student learning outcomes, and the mission and strategic priorities of the College.

#### Findings and Evidence:

CLPCCD utilizes a budget allocation model to distribute resources to the College and to fund centralized operations that support the College. The District and College manage financial affairs with integrity and in a manner that ensures financial stability, as evidenced by clean audit reports with no financial findings. Additionally, the District maintains an adequate reserve balance to support and enhance College programs and services, noting the majority of unrestricted revenues are distributed to support the Colleges and operations. The District ended the 2019-20 fiscal year with an ending fund balance of 12.7%, well above the Chancellor's Office prudent recommended reserve level of 5% and the District's targeted level of 8%. (III.D.1)

The LPC Budget Development Committee meets monthly to review budget updates and plan for the Budget Allocation Model. The District's Annual Budget Calendar is presented and examined at the District Planning and Budget Committee (PBC), Senior Leadership Team and at all constituency meetings. This inclusive and transparent process ensures financial stewardship and fiscal sustainability in support of the Colleges mission and objectives. (III.D.2)

The budget development process is defined in board policy and is driven by the Budget Development Calendar. At the District level, the budget process is guided by the PBC, and at the College level, the budget allocation process is guided by the RAC and the LPC Budget Development Committee. Both the PBC, following the tri-chair model, and RAC include representation from all constituent groups to allow for broad participation in the budget development process. Budget information is regularly shared with the PBC and college shared governance committees through status updates, presentations and other reports. The College Enrollment Management Committee (CEMC) examines and implements discipline plans for individual course offerings and budgetary impacts. (III.D.3)



The District and College have a sound internal control structure as evidenced by audit reports with no identified internal control weaknesses reported since June 30, 2016. The District and College utilize the Ellucian Banner enterprise resource planning system for financial transactions, with built-in budget checking mechanisms and multiple levels of approval. Additionally, the District and College ensure wide dissemination of timely financial information through Web for Banner Finance access and through review and discussion through the District and College shared governance committees. (III.D.4) (III.D.5)

The institution's financial documents demonstrate a high degree of accuracy and credibility, as evidenced by clean audit reports with no financial findings or internal control weaknesses. Additionally, the Board of Trustees maintains an audit subcommittee to oversee the independent financial audit. The District ensures institutional responses to audit findings are comprehensive, timely and are communicated appropriately. The audits for the fiscal years ended June 30, 2017 and June 30, 2016 noted one finding each, for LPC, in the area of state compliance. In both cases, the findings were addressed and corrected in the following year. Additionally, annual audit processes and the results of independent financial audits are reviewed with the Board audit subcommittee and the College's standing committees; annual audit reports are posted on the District website. (III.D.6) (III.D.7) (III.D.8)

As of June 30, 2019, the District maintained an unrestricted general fund reserve level of 12.7%; above the Chancellor's Office prudent recommended minimum reserve level of 5% and above the District's reserve target of 8%. Sufficient cash levels are maintained within the unrestricted general fund and cash maintained in other funds is also available should there be a need to respond to financial emergencies or unforeseen circumstances. The District pools its property and liability risk through participation in a statewide JPA with coverage provided for claims above \$10,000 and \$50,000, respectively. (III.D.9)

The College maintains adequate controls, including a comprehensive approval process, over finances. District Business Services coordinates with College vice presidents, deans and budget managers to oversee budget management and financial reporting. The College Administrative Services and the District business office maintain fiduciary responsibility and provide oversight over auxiliary budgets. Financial aid award calculations are completed through the Ellucian Banner ERP system and disbursements are processed by an external third-party provider. Appropriate management-level oversight ensures proper drawdown of financial aid funds from the U.S. Department of Education. The favorable results of the District and Foundation audits substantiate the effectiveness of the College's oversight over all finances including financial aid, grants, auxiliary organizations, foundations and contracts. (III.D.10)

The District maintains an unrestricted general fund reserve level above its reserve target of 8%, to assure financial stability and to cover short- and long-term obligations. The District funds its annual pay-as-you-go cost of OPEB as part of its District Allocation Model and sets aside an additional portion of its Economic Development and Contract Ed revenues to contribute to its OPEB irrevocable trust, to address its long-term OPEB liability. An actuarial study is completed in accordance with GASB standards and the District audit reports contain GASB-required

disclosure information regarding OPEB and the actuarially determined liability. The District also maintains favorable ratings from Standard & Poor's (S&P) and Moody's, as evidence of its sound financial solvency practices. (III.D.11) (III.D.12)

The District and College have not incurred any debt that could have an adverse effect on the financial condition of the institution. The District has issued two general obligation bond measures since 2004. The County of Alameda is responsible for assessing and collecting ad valorem taxes to repay the debt service payments associated with these bonds; therefore, the bonded debt has no impact on the finances of the institution. (III.D.13)

The District and College maintain revenues and expenses over all financial resources with integrity and in a manner consistent with the intended purpose of the funding source as is evidenced through clean audit reports over district finances including grants and auxiliary activities; clean Proposition 39 audits over the district's two general obligation bond measures; and clean Foundation audits. The District also has a Bond Oversight Committee as required by Proposition 39 that reviews programs for compliance with the ballot language. The Citizens' Oversight Committee also serves as an added layer of oversight over the Proposition 39 bond funds. (III.D.14)

The College's Financial Aid Officer contracts with a third-party to manage student loan default rates. The College manages Title IV of the Higher Education Act funds in compliance with federal regulations, as is evidenced through clean audit opinions and no findings related to the Student Financial Aid Cluster of programs. (III.D.15)

Contractual agreements are governed by Board Policy 6340 which covers procedures for formal and informal bids. The policy stipulates compliance with Public Contract Code is required, as applicable, and that all contracts must be approved or ratified by the Board of Trustees to constitute an enforceable obligation. Assurance of compliance to contract and purchasing regulations occurs at multiple levels and begins with the review and approval by College administrative services personnel who then forward approved contracts to the District purchasing manager for further review and approval prior to submission to the District vice chancellor for signature and Board approval. (III.D.1)

#### Conclusions:

The College meets the Standard

# Standard IV

## Leadership and Governance

### IV.A. Decision-Making Roles & Processes

#### General Observations:

Las Positas College has a clearly defined approach to decision-making roles and processes. Beginning with an invitation to be innovative, the evidence shows that structures for governance are in place, there are well-defined roles, stipulated processes, and reviews are implemented. The Team found that the College documents and communicates broadly in a variety of ways, in print, online, and face-to-face.

#### Findings and Evidence:

Los Positas College demonstrates that it encourages innovation leading to institutional excellence in several ways. For example, the College supported the work of administrators, faculty, and staff in their efforts to promote the work of Guided Pathways bringing about the *Persistence Project*, which resulted in promoting a culture of innovation that creatively address student success challenges. Additionally, college leadership created opportunities for the College community to explore ways to maximize the benefits of the Student Centered Funding Formula for the betterment of the College. Following the civil unrest of 2020 and the death of George Floyd, the president launched the Student Equity and Innovation Grant encouraging college practitioners to take initiative by finding ways to promote diversity, equity, and inclusion (IV.A.1).

The Shared Governance Handbook provides guidance for the College in creating a culture of participatory governance. The governance handbook describes the roles and responsibilities of all campus constituencies as it pertains to “campus-wide involvement” and engagement in the decision-making processes of the College. These constituencies involve students, faculty, classified professionals, and administration. Students are encouraged to engage in decision-making by sitting on committees and task forces with the same rights and privileges as other campus constituents (IV.A.2).

The team reviewed the College policies regarding the roles of administrators and faculty as they pertain to institutional governance and having a substantial voice in polices, planning, and budget. For example, the Budget Development Committee ensures that the College maintains fiscal stability. The membership of the BDC consists of five faculty and three administrators in addition to the other represented constituencies. The BDC makes its recommendations to the College Council, which forwards its recommendations to the president for final decisions. Other committees with similar constituent membership and varying responsibilities include the Enrollment Management Committee, the Curriculum Committee, the Hiring Prioritization

Committee, the Institutional Planning and Effectiveness Committee, the Professional Development Committee, and the Resource Allocation Committee. Through campus meetings and review of documents the Team found sufficient evidence regarding the practice of coming to mutual agreement pertaining to “educational program development, standards and policies regarding student success, district and college governance structures as related to faculty roles, policies for professional development activities, process for program review, and process for institutional planning and budget development.” The college articulated multiple examples affirming these practices. (IV.A.3)

The Team found that the College has documented its delineation of the responsibilities concerning curriculum and student learning programs and services. Board Policy 1300 is a good example of this delineation in that the Board and administration agree to rely primarily on the Academic Senate with respect to all matters concerning curriculum. For example, the curriculum committee approves course outline of records as they relate to developing new courses as well as updating existing course outlines that are then sent to the board for final approval. In supporting student learning programs and services, the College has a collegial and representative process for agreeing mutually with the Academic Senate on the process and mechanism for reviewing and improving college learning programs and services (IV.A.4).

The Shared Governance Handbook, along with other documents, describes the system for including all campus constituencies in the decision-making process. The College has institutional structures that allow all groups, including students, classified professionals, faculty, and administrators to participate in campus decision-making. This process prevents anyone from making unilateral decisions without first hearing from the various constituent voices, nor is decision making a matter of taking a group vote. Everyone (through their selected representatives) can contribute opinions and ideas openly and collegially, and then recommendations are made from the committees to the appropriate final decision-maker, whether it be the Board of Trustees, the chancellor, or the college president. (IV.A.5).

Los Positas College posts all of its governance documents, including committee minutes and agendas on its public website. In addition, at the monthly division meetings the representatives to the various governance committees share developments in their areas from their assigned committee. The College, also, holds monthly Town Meetings inviting the whole college to hear updates on strategic directions and college plans for improvement (IV.A.6).

Los Positas College has regular and systematic policies and procedures for evaluating leadership roles, governance and decisions making processes designed to assure integrity and effectiveness. For example, each year college committees complete the LPC Governance Worksheet used to evaluate the committee’s charge and operational procedures. They, also, use this process to make recommendations for improvement. Committees then send this form to the College Council who review them, post them on the website, and present them at a Town Meeting for communication on how these assessments lead to making improvements. Additionally, every six years the College distributes a LPC Staff Accreditation Survey used to assess the efficacy of the

institution's mission, academic quality, institutional effectiveness, and integrity. Again, the results of these assessments are used to advance institutional improvements (IV.A.7).

Conclusions:

The College meets the Standard

**IV.B. Chief Executive Officer**

General Observations:

The Board and Chancellor delegate authority and responsibility for Las Positas College to the college president. The president has ensured an administrative structure to allow for effective leadership, management, and operations. District Board Policies and Administrative Procedures articulate the responsibilities of College President in most, if not all, areas that define the position of institutional chief executive officer. The president engages in a system of structured meetings with administration, constituent groups, and participatory governance groups to allow for open discussion and broad participation in institutional planning and evaluation including emphasis on institutional effectiveness, budget, and accreditation.

The CEO delegates operational decision-making to the vice presidents, deans, or other administrators over their respective areas as documented in the organizational chart. The president demonstrates a strong role in leadership, planning, budgeting, and selecting personnel, and institutional effectiveness. There is evidence that the CEO guides institutional improvement and sets Institutional Set Standards (ISS) and directs the Educational Master Plan (2021-2026) process to link resource allocation with program and strategic planning.

Findings and Evidence:

Board Policy and Administrative Procedures support the reporting structure of the President to the District. Direct leadership occurs predominantly within the Chancellor's Council and the Senior Leadership Team (SLT), through multiple participatory governance committees, institutional planning documentation and process. The President uses Las Positas College's Planning and Budget Cycle, which combines the Educational and Facilities Master Plans, as a guide for decision-making. College constituent groups participate in the process through the Budget Planning Committee. Administrative Procedure 7120 indicates the hiring process and roles for regular contract faculty and administrators. All participatory governance committees report to the College Council, which is chaired by the College President. Annually, College Council evaluates all of its participatory governance committees through a committee evaluation process. (IV.B.1)

The president of Las Positas College leads the College in an open and collegial process in establishing values, goals, and priorities. To carry out these responsibilities, the President delegates authority to administrators and others consistent with their contractual responsibilities to meet the needs for an organization of this size, complexity and to fulfill its mission. These

policies and procedures are identified in district Board Policies 1420 and 1300 and the college's Shared Governance Handbook. (IV.B.2)

The College uses the Educational Master Plan and Program Review to benchmark and provide reflection points related to institutional effectiveness and performance indicators. The college's Shared Governance Handbook describes roles in decision-making process for members of the College Council, committees, subcommittees, task forces, and user groups. The college has standing governance committees to determine college goals and college performance of key performance indicators. (IV.B.2)

The president guides institutional improvement of the teaching and learning environment through established Board Policy 1300 and the college's Shared Governance Handbook. The Shared Governance Handbook describes the college's governance committees and reporting structure. (IV.B.3) To ensure that the college can rely on high quality data and analysis, Las Positas College has established a Director of Research, Planning and Institutional Effectiveness. The director reports directly to the College president. Research findings and data are shared with the College Council, committees that report to the Council, and other campus groups to assist data-informed decision making and practices. The Institutional Planning and Effectiveness Committee establishes the college's annual planning priorities which guide budget development. (IV.B.3)

At the district level several participatory governance committees including the District Enrollment Management Committee (DEMC) and the Planning and Budget Committee, have defined roles in institutional policies, planning, and budgets processes and decision-making related to their areas of responsibility and expertise. (IV.B.3)

Accreditation is an openly discussed theme on campus and at committee meetings. The college president is the primary leadership role for accreditation, ensuring the institution meets or exceeds eligibility requirements, accreditation standards, and commission policies at all times. This leadership responsibility is outlined in the president job description. Direct oversight of the accreditation process is delegated to the Accreditation Liaison Officer. The president provided information to the colleges through presentations at Town meetings and updates at Executive Team meetings, Administrative Team meetings, and College Council meetings. (IV.B.4)

The president is a member of the Chancellor's Cabinet, which reviews all board policies and administrative procedures on a six-year cycle. Board policies, administrative procedures, statutes, and regulatory revisions as brought to the college vice-presidents for operationalization. The president assumes primary responsibility for ensuring consistent implementation of board policies, statutes and other regulations, as well as, for budget oversight and management. College committees and groups recommend institutional practices consistent with the mission, vision, values, policies, and alignment to the Educational Master Plan. The president represents the College where he advocates for funding to fulfill LPC's Mission. (IV.B.5)

The president works and communicates effectively with the communities served by the College and encourages campus-wide dialogue on issues of institutional importance. Communication is broadly disseminated to the college and district through a monthly newsletter, *Connection*. The

district office annually produces an annual report to the community that highlights programs, events, and activities at Las Positas College. The president attends local and regional boards, local jurisdictions, associations including chambers of commerce, and local service organizations, such as Rotary. (IV.B.6)

Conclusions:

The College meets Standard IVB.

### **IV.C. Governing Board**

General Observations:

The Chabot-Las Positas Community College District (CLPCCD) is governed by a seven-member board elected by geographic regions, and two student trustees, one selected by the student body of each college who are nonvoting members. The Board of Trustees (BOT) carries out governance functions in accordance with Board Policies and District Mission Statement. The BOT has authority over and responsibility for establishing and prioritizing policies related to academic quality, integrity, financial condition, and the effectiveness of student learning programs and services of the District and its two colleges.

The BOT has authority and maintains appropriate board policies to assure the academic quality, integrity, and effectiveness of student learning. The BOT is guided by board policies, orientation materials provided during orientation, and the CCLC Trustee Handbook, Code of Ethics BP, and engages in ongoing professional development and training. The BOT engages in setting priorities and planning and receives regular updates on key indicators of students learning and achievement, institutional plans, and accreditation. The governing board conducts regular self-evaluations and periodic evaluations of the chancellor.

The Governing Board is informed and demonstrates that they understand their role and responsibility in the accreditation process. The College Institutional Self Evaluation Reports were reviewed prior to submission to ACCJC by the Governing Board.

Findings and Evidence:

The Board of Trustees (BOT) carries out governance functions in accordance with Board Policy (BP) 1200 District Mission Statement. The BOT has authority over and responsibility for establishing and prioritizing policies related to academic quality, integrity, financial condition, and the effectiveness of student learning programs and services of the District and its two colleges. Chapter 2 (BP 2010-2750)- Board of Trustee delineates the Governing Board's membership, duties and responsibilities, governance, and decision making. BP 200 Budget Preparation outlines the criteria upon which the District's annual budget is prepared in alignment with Board a-approved planning priorities and relevant State requirements. (IV.C.1)

The Trustee Handbook, BP 2010 Board Membership, and BP 2200 Board Duties and Responsibilities guide Trustees to act as a whole once a decision is made. The Governing Board meeting minutes demonstrated that the trustees are unanimous with many of their votes and most items are approved on the consent agenda. In reviewing a dozen or more Governing Board meeting minutes, the Trustees appear to speak with one voice. In accordance with BP 2330 Quorum and Voting, board members reach decisions by a majority vote on most matters. Once the Board reaches a decision, each board member agrees to uphold that decision. (IV.C.2)

The governing board has policies for selecting and evaluating administrators. Board Policy (BP) 2431 Chancellor Selection, BP 7250 Educational Administrators, and the CLPCCD Administrative hiring Procedures delineate the steps involved in hiring educational administrators, including the chancellor and college presidents. BP/AP 7150 Evaluation and the CLPCCD Administrator Performance Evaluation System manual detail the process for evaluating college presidents. (IV.C.3)

The governing board is an independent, policy-making body that reflects the public interest in the quality of the institution's educational programs and services. Trustees are elected by geographic regions representing the interests of the county residents. The governing board advocates for and defends the District and protects it from undue influence or political pressure. (IV.C.4)

The governing board has developed, implemented, and followed policies consistent with the District's mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. BP/AP2410 Board Policy and Administrative Procedure describes this major BOT responsibility. Evidence is reflected in a host of specific Governing Board policies. These policies relate to such processes as curriculum approval, review of institutional effectiveness, and policies ensuring adequate budget capacity to serve its student population. (IV.C.5)

The governing board publishes bylaws and policies specifying its size, duties, responsibilities, structure, and operating procedures in Chapter 2 of their Board Policies available on their website. These policies describe the size and composition of the governing board, how members are elected, how meetings are conducted, the duties and responsibilities of governing board members, and the code of ethics/decorum members are expected to follow. (IV.C.6)

Actions taken by the CLPCCD BOT are consistent with its policies and procedures, which are evident in reviewed meeting minutes and actions formally adopted at board meetings. The District has set a six-year timeline to review and revised Board Policies to bring them up to date with statutes or when policies and/or procedures are amended to help achieve objectives consistent with the District's and its colleges' respective missions. In reviewing BP's most were revised within the 6-year timeline with a few exceptions (not an exhaustive list)- BP 2310- Regular meetings of the Board, BP 2355 Decorum, and BP 2365 Recording. (IV.C.7)

To keep its focus on ensuring student success, the governing board reviews key indicators of student learning and achievement and institutional plans for improving academic quality. Throughout the year, the governing board receives regular scheduled reports on key indicators at



their meetings and study sessions from District and College staff members detailing achievement. Governing Board meeting minutes from May 19, 2019, include a review and approval of each college's established Vision for Success goals. Subsequently, at a board retreat held in August 2020, the Board reviewed each college's progress toward achieving its Vision for Success goals as well as efforts and initiatives underway that will enable completion of the goals by 2022. (IV.C.8)

The governing board has comprehensive training for their own education and development that includes an orientation of new board members and ongoing training for improvement in the performance of all board members. The Trustee Handbook contains topics in which all trustee members receive training to support their work at the local level. Trustees receive ongoing professional development at retreats, conferences, and study sessions. Board members participated in Trustee Training and the CCLC Annual Conferences. The February 23, 2019, and March 30, 2021, study sessions included effective trusteeship and best practices. The Board also has a mechanism for providing for continuity of its membership with staggered terms of office. (IV.C.9)

The governing board evaluates itself consistently with the process identified in Governing Board Policy 2745 on an annual basis. As part of a Special Meeting on April 20, 2021, the summary results of the Board self-evaluation were presented and discussed. The Board self-evaluation demonstrated agreement (strongly agree/agree) with meeting evaluation criteria with very few disagree marks. Areas evaluated included: Board Operations, Civility, regulatory requirements, State and national advocacy, accreditation standards, committee work, and more. (IV.C.10).

Governing Board Policy 2715, Code of Ethics/Standards of Practice outlines the commitment of the Board to operating with ethical standards following the principles of service, cooperation, respect, integrity, confidentiality, and openness. Governing Board policy 2710, Conflict of Interest outlines the commitment to avoiding conflicts of interest by the Governing Board members. None of the current board members has employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed through annual filing of the Economic Interest Form (Form 700) under California law. (IV.C.11)

BP 2430 Delegation to the Chancellor states the BOT clearly delegates to the chancellor the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action, including but not limited to administration of the colleges and recommending appropriate actions that need to be taken when no written board policy is available. The Board holds the chancellor accountable for the operations of the two colleges and all other sites and locations where the CLPCCD operates. (IV.C.12)

The governing board maintains a focus on accreditation by being informed about Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the Colleges' accredited status through regular and special Board meeting and study sessions. For example, the Governing Board was briefed on the accreditation standards at a workshop in

August 2020 and specific Standards IV.C and IV.D were reviewed during a retreat in August 2021. (IV.C.13)

Conclusions:

The College meets the Standard.

## **IV.D. Multi-College Districts or Systems**

General Observations:

The Chabot-Las Positas Community College District (CLPCCD) is comprised of two colleges, Chabot College and Las Positas College. The district Chief Executive Officer (CEO) identified as the District Chancellor, reports to a seven-member Board of Trustees. The Board of Trustees selects, and the Chancellor supervises, the college CEOs (College Presidents) and a District office in which several vice chancellors and other administrative staff report to the Chancellor. The District office is an administrative operation that does not directly conduct any educational programs. The two CLPCCD Colleges are accredited separately while the District office is only evaluated through the accreditation review of each College where its operations directly impact the college. The governing board conducts regular self-evaluations and periodic evaluations of the chancellor.

Findings and Evidence:

The chancellor establishes clearly defined roles, authority and responsibility between the college and the district. The Chabot-Las Positas Community College District Function Map distinguishes functions for which the District is primarily responsible, those for which primary responsibility rests with the individual colleges, and some for which responsibility is shared in fulfilling each accreditation standard subsection. The chancellor, as district CEO, exercises his leadership in guiding the development of the functional map through the Chancellor's Council. (IV.D.1)

The chancellor provides leadership in setting and communicating expectations through various channels including the District-Wide Planning Guidance and Coordinating Committee, and an annual management retreat. (IV.D.1)

The Chabot-Las Positas Community College District Integrated Planning and Budget Model (IPBM) identifies functions and personnel who provide district-wide services, which support the colleges' mission. The Chabot-Las Positas Community College District Task Map is a tool that delineates, documents, and communicates the operational responsibility between the district and college functions. Additionally, the Chancellor's Council, with representation from all constituent groups, collaborates with and helps to inform the decision-making process. (IV.D.2)

A District Budget Allocation Model (BAM) guides resource allocation to the colleges and district support areas. The District Planning and Budget Committee is currently working on

a revised BAM. Both colleges appear to have sufficient resources to support programs and improvement, and the Colleges' budget allocation processes is understood. (IV.D.3)

Board Policy 2430 "Delegation of Authority" delegates to the chancellor the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action. The chancellor then delegates authority to the college presidents. AP 7250 Educational Administrators describes the evaluation procedure to measure the president responsible for their performance and contractual obligations. College presidents are evaluated based on an established schedule and evaluation tool. Interviews with the Chancellor and Presidents validated that evaluations are conducted according to the established schedule. (IV.D.4)

The District's integrated planning and budget model (IPBM) supports planning and action agendas specific to all aspects of operations, providing coordinated efforts across the District for evidence-based integrated planning. In 2021, constituent members evaluated the IPBM framework. (IV.D.5)

The District and Colleges have an established communication system to ensure effective operations. Several districtwide committees (i.e., Chancellor's Council, Planning and Budget Committee (PBC), Educational Support Services Committee, Facilities Committee, Technology Coordinating Committee, and District Enrollment Management Committee) address planning, finance, quality of educational programs, professional development, technology, facilities and other areas where efficient District communication and coordination helps ensure timely, accurate, and comprehensive operations. The structured memberships of these committees include representatives from the colleges and district office and faculty, staff and students from both colleges. In addition to the district committees the Chancellor meets weekly with the senior leadership team (SLT), comprised of the vice chancellors (Vice Chancellor of Business Services, Vice Chancellor of Human Resources, Vice Chancellor of Facilities and Bond Program, Vice Chancellor of Educational Services and Student Success), the Chief Technology Officer, and the college presidents, to exchange information and coordinate efforts between the District and Colleges. (IV.D.6)

The District and the Colleges have an evaluation process in place to delineate the work of reviewing, updating and refining governance and decision-making processes. The District CEO ensures these roles and functions are effective and ensures the integrity in assisting the Colleges to meet their goals. District committees review their charge and identify areas for improvement. The instrument most widely used is surveys, which are reviewed at District retreats. An accreditation survey is conducted on a six-year cycle to evaluate governance, the decision-making process and delineation of roles and functions. (IV.D.7)

#### Conclusions:

The College meets the Standard.



## Quality Focus Essay

The ACCJC’s Guide to Institutional Self-Evaluation states the function of the Quality Focus Essay (QFE) as “the opportunity for member institutions to be innovative and to propose new ideas and projects that will improve student learning and/or student achievement at the institutional level.” Colleges are asked to “identify two or three areas of need or areas of interest that arise out of the institutional self-evaluation and that focus on student learning and student achievement.” The Team reviewed the QFE identified in the College’s ISER. The Team acknowledges the collaborative process the College underwent through to identify the QFE projects designed to improve institutional effectiveness in assessing student learning and student achievement. The College identified three projects for improvement of institutional effectiveness and enhancement of academic quality:

1. Prioritize, coordinate, and sustain relevant equity and anti-racism professional development for all employees
2. Develop student success teams to enhance the college experience and career preparation for all students
3. Develop and institutionalize a comprehensive system of tutoring and other learning support services

Project one began in the 2021-2022 academic year with the accreditation steering committee identifying responsible college parties to engage in this work. The work will conclude in 2023-2024 with identifying resource to sustain equity and anti-racist professional development for classified professionals and faculty into the future. The project enables LPC to address student opportunity gaps through daily interactions with students, it provides the skills and knowledge to create lasting institutional change. Objectives are to develop institutional structures to enable widespread employee participation in equity and anti-racism professional development that is regular, relevant, and sustainable.

The second project supports the College’s efforts develop student Success Teams to enhance the college experience and career preparation for all students. This aligns with LPC’S California Guided Pathways Demonstration Project. Student Success Teams may include faculty, classified professionals, administrators, and student mentors who collaborate and implement data-informed and equity-infused practices. The College developed a thoughtful and comprehensive action plan and timeline for this work, with efforts beginning in 2021 and concluding in 2024.

The third QFE project is to Develop, optimize, and institutionalize a comprehensive system of tutoring and other learning support services. Objectives include increasing access to tutoring and other support options; data analysis of tutoring and learning support outcomes to understand how to improve programing; streamline and automate tutoring and other learning support processes when possible; increase the scale and scope of tutoring and other learning support services; and

institutionalization of consistent funding of tutoring and learning support services. This project also has a 2021-2024 timeline.

# Appendix A: Core Inquiries

## Summary of Team ISER Review

### College Core Inquiries

Based on the team’s analysis during the Team ISER Review, the team identified the following core inquiries that relate to potential areas of clarification, improvement, or commendation.

|  |
|--|
| <b>College Core Inquiry 1:</b><br><br>The team seeks clarification on how the college determines their various delivery modes reflect the diverse and changing needs of its students.  |
| <b>Standards or Policies:</b> II.A.7   |
| <b>Description:</b><br><br>The College provided an overview of the various delivery modes they employ (i.e. face to face, online, evening, etc). However, the team was unable to verify how the College ensures it is providing instruction and services in delivery modes that reflect the diverse and changing needs of its students. The college provided a document labeled “fill rate by methodology,” but the document only included data by academic division and not data regarding different methodologies. An additional document was provided that illustrated discussion of success rates by modality but not specifically addressing student needs by modality. |
| <b>Topics of discussion during interviews:</b><br><br>a. How does the College assess/determine the diverse and changing needs of its students?<br><br>b. How does the College identify, select, and implement the delivery modes it determines are needed by students?   |
| <b>Request for Additional Information/Evidence:</b><br><br>a. Evidence that the College gathers and assesses the changing needs of its students (e.g. input provided by students in some manner such as surveys, focus groups, etc.; including some attempt to disaggregate data to understand different student populations).<br><br>b. Evidence that the College considers fill rates, and other data, disaggregated by delivery modality in its planning.   |

**Request for Observations/Interviews:**

- a. Academic Services and Student Services leadership
- b. Department Chairs and Deans
- c. Faculty and staff engaged in planning delivery (i.e. scheduling) of instruction and services
- d. Support from the College’s Institutional Effectiveness/Research Office

**College Core Inquiry 2:**

The team seeks clarification on how the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses.

**Standards or Policies:** II.A.10

**Description:**

The team found evidence of course articulation agreements, lists of comparable courses between institutions, and documentation of a process for discipline faculty sign-off on course substitution. The evidence provided showed that the College has clear processes related to transfer-of-credit policies, but did not illustrate that it meets the specific portion of the standard related to “certifying that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses.” The College did provide a link to the Transfer Evaluation System website to illustrate that evaluators review course descriptions and that they have identified equivalent courses. However, the team was unable to verify how the *comparison between learning outcomes* in the courses being considered for transfer is reviewed for comparability.

**Topics of discussion during interviews:**

- a. Where in the current process of reviewing learning outcomes between comparable courses?
- b. Who is responsible for comparing learning outcomes in the review process?

**Request for Additional Information/Evidence:**

- a. Documentation that learning outcomes are compared and certified as part of the review of courses being transferred.



**Request for Observations/Interviews:**

- a. Counselor
- b. Evaluator
- c. Department Chair
- d. discipline faculty
- e. Dean, and/or Articulation Officer

**College Core Inquiry 3:**

The team seeks evidence demonstrating that administrators and faculty both exercise a substantial voice in institutional policies, planning, and budget related to their areas of responsibility.

**Standards or Policies:** IV.A.3

**Description:**

The Team found evidence that the role of administrators and faculty in institutional governance is clearly defined in policies and procedures and in the college's Shared Governance Handbook. However, the team was not able to verify through evidence where these policies and procedures are "exercised" in actual practice.

**Topics of discussion during interviews:**

- a. Explanation of where and how the college exercises participation, as defined by role, of the various voices in policy, planning, and budget discussions in decision-making.

**Request for Additional Information/Evidence:**

- a. Meeting minutes and/or other documents that demonstrate the voice of administrators and faculty in institutional governance decision-making

**Request for Observations/Interviews:**

- a. College Council chair/s
- b. Academic Senate President
- c. Department chair
- d. Senior administrator/s

**College Core Inquiry 4:**

The team seeks to confirm timely decision-making practices are aligned with expertise and responsibility.

**Standards or Policies:** IV.A.5

**Description:**

The team was able to verify the college's system of institutional governance and that decision-making allows for the inclusion of relevant perspectives, expertise and responsibility. However, the way in which institutional plans, policies, and curriculum changes are made through the decision making process as it relates to the expertise and responsibility in a timely manner is unclear.

**Topics of discussion during interviews:**

- a. How does the institutional governance process ensure that decision-making happens in a timely manner while allowing for full participation and input in the process?

**Request for Additional Information/Evidence:**

- a. Evidence that shows how the College ensures that decision-making happens in a timely manner and reflects the expertise of those who participate in the process.

**Request for Observations/Interviews:**

- a. College president,
- b. Academic Senate president
- c. ASB president

- d. Classified Senate president.

## **District Core Inquiries**

Based on the team’s analysis during the Team ISER Review, the team identified the following core inquiries that relate to potential areas of clarification, improvement, or commendation.

### **District Core Inquiry #1:**

The team seeks clarification of how resources at the district are provided to ensure total cost of ownership (TCO).

**Standards or Policies:** III.B.4

### **Description:**

The team reviewed the EMP, FMP, Climate Action Plan, Administration Procedure 3253 (TCO), five-year construction plans, and the draft 2016 TCO plan. Through its review it was unclear how the district regularly assesses and evaluates its plans to support the total cost of ownership of new facilities and equipment. The team was also unable to determine how the TCO plan informs the resource allocation process to provide sufficient resources for ongoing support of College and District facilities.

### **Topics of discussion during interviews:**

- a. Is the TCO Plan final? Based on a review of evidence, the Team was only able to locate a 2016 DRAFT version of the plan.
- b. How does the TCO plan inform the planning process for new facilities and equipment?
- c. How does the TCO plan inform the resource allocation process to ensure sufficient ongoing resources are provided to support College and District facilities?

### **Request for Additional Information/Evidence:**

- a. Copy of the final, approved TCO plan
- b. Information to substantiate how the TCO plan informs the planning process for new facilities and equipment and how it informs the resource allocation process to ensure sufficient ongoing resources are provided to support College and District facilities.

- c. Evidence demonstrating how the TCO plan is regularly assessed and evaluated.

**Request for Observations/Interviews:**

- a. District and College Administrative Services/Facilities Personnel
- b. District and College Facilities Planning Committees