EXTERNAL EVALUATION REPORT

Las Positas College
3000 Campus Hill Dr.
Livermore, CA 94551

A Confidential Report Prepared for The Accrediting Commission for Community and Junior
Colleges and the Western Association of Schools and Colleges

This report represents the findings of the External Evaluation Team that visited
Las Positas College on October 5 – 8, 2015

Dr. Marlon Hall, Chair

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Summary of the Evaluation Report

INSTITUTION: Las Positas College

DATES OF VISIT: October 5-8, 2015

TEAM CHAIR: Dr. Marlon Hall, Superintendent/President Lassen Community College

A twelve-member accreditation team visited Las Positas College from October 5-8, 2015, for the purpose of evaluating how well the College is meeting the Accrediting Commission for Community and Junior Colleges (ACCJC) standards, provide recommendations to assure quality and encourage institutional improvement, and submit recommendations to the ACCJC regarding the status of the College.

The team chair and assistant conducted a pre-visit to Las Positas College on August 24, 2015, to meet with the college president and accreditation liaison officer to discuss logistics for the upcoming site visit. They toured the campus during that visit.

In preparation for the visit, team members attended an ACCJC all-day training session on September 1, 2015, and studied Commission training materials prepared for visiting teams. The team chair also attended an all-day training session for team chairs held July 9, 2015.

Prior to the visit team members carefully read the 2015 Institutional Self-Evaluation Report and assessed the various forms of evidence provided by the College. The team members completed written evaluations of the Institutional Self Evaluation Report and began identifying areas for further investigation. On the day before the formal beginning of the visit, the team met to review and discuss the written materials and evidence provided by the College, as well as other materials submitted to the ACCJC since its last comprehensive visit in 2009.

During the visit the team met with faculty, staff, administrators, Board of Trustees members, students, and community members. The team also examined documents provided in the team room and on the College website and observed campus facilities. The team visited about two dozen courses, both face-to-face and online courses. Additionally team members visited the District office. The team conducted a forum which provided an opportunity for students, community members, and other campus staff to meet with members of the team.

The team found the College to be very welcoming and engaging in the accreditation process. The Self Evaluation Report, while it was well written and beautifully published, it is superficial in detail, lacks an integrated examination of issues, lacks charts and summaries, and evidence is not easily available or embedded into the narratives. Team members are not led to specific evidence and are required to read entire documents/minutes to verify the state of the institution in meeting accreditation eligibility and standards.

It appears that governance and institutional effective structures lack maturity and there is a gap in information possibly as the result of recent executive leadership changes that manifest in the lack of synthesis, vague summaries, and low-level analysis.

The document did not fully represent the depth of evidence available or the status of recent events. The binder was difficult to use with a document of this size.

Major Findings and Recommendations of the 2015 Visiting Team

College Recommendations:

1. To improve institutional effectiveness, the team recommends that the College specify the population it serves in the mission statement and establish stronger linkages from the mission to the integrated planning cycle and resource allocation by concentrating on its educational master plan goals. (1.A.4)

2. In order to meet the standard, the team recommends that all full-time and part-time faculty assess instructional SLOs and communicate these outcomes, regardless of delivery modality, on all course syllabi and official course outlines of record after engaging in a collegial self-reflective dialogue about outcomes and improving student learning. (II.A.2, II.A.6)

3. In order to meet the standard, it is recommended that the instructional and administrative units engage in a systematic and ongoing assessment and analysis of course, program, and general education outcomes in which the results are used for improvement and effective integrated planning processes. (II.A.1.c, II.A.2.f; II.A.2.i, II.A.3)

4. In order to meet the standard, the team recommends that the College include the Academic Freedom Statement in the college catalog. (II.A.7, II.B.2.a)

5. In order to meet the standard, the team recommends that Student Services evaluate:
a. The method by which Student Services determines and monitors learning support
    needs they provide or need to provide DE students; and,
b. The comparability of face-to-face counseling and tutoring services with online
    counseling and tutoring services. (II.B.3)

6. In order to improve, the team recommends the Library develop and implement a collection development plan to ensure print, media and electronic resources to provide the quantity, currency, depth and variety of resources to meet the needs of the College curriculum. (II.C1)

7. In order to improve, the team recommends the staffing and space needs as well as the hours of operation of the Library, Tutorial Center and the Reading and Writing Center are evaluated and the results of the evaluation be applied to ensure that equitable access to all services is provided for all students. (II.C1.c)

8. To improve institutional effectiveness, the college should evaluate its faculty, staff, and administrative needs at all areas of the college and use the results of these evaluations to ensure an administrative structure, faculty, and classified staffing level that focuses on program needs and reflects the institution's purpose, size, and complexity. Additionally, the College should develop a comprehensive staffing plan at the programmatic level. (III.A.2, IV.B.2.A).

9.   In order to increase institutional effectiveness, it is recommended that the College develop transfer policies for incoming transfers that rely on, evaluate and certify that the learning outcomes for the incoming course are comparable to the learning outcomes at LPC. (II.A.6.a)

District Recommendations:

1. In order to increase effectiveness, the team recommends that the board establish a regular evaluation cycle of its policies and practices, inclusively revise them as necessary, and make them available to the public. (Standards III.A.3, IV.B.1.d, IV.B.1.e, IV.B.1.f)

2. In order to increase effectiveness, the team recommends that the board clearly define and implement improvement outcomes from the established board self-evaluation process as a mechanism for improving board performance. (Standards IV.B.1, IV.B.1.e, IV.B.1.g)

3. To increase institutional effectiveness, the team recommends the District and College regularly evaluate role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the Colleges in meeting educational goals. (Standards III.A.6, III.C.1.a, III.C.1.d, IV.B.3, IV.B.3.a, IV.B.3.b, IV.B.3.f, IV.B.3.g)

4. In order to increase effectiveness and ensure the Colleges can meet their missions, the team recommends the District and College regularly assess the budget allocation model (BAM) to ensure its integrity and effectiveness in adequately supporting College operations. (Standards III.D.1, III.D.3, IV.B.3, IV.B.3.b, IV.B.3 d)

5. To meet the standard, the Colleges and District should update and integrate their long range facilities planning process to reflect the total cost of ownership projections of facilities and equipment (III.B.2.a, ER 19).

Accreditation Evaluation Report for

Las Positas College
October 5-8, 2015

Introduction

Las Positas College is a public, comprehensive College located in the East Bay region of Northern California. Las Positas College is one of two separately accredited colleges in the Chabot-Las Positas Community College District. The College principally serves citizens from the communities of Dublin, Livermore, and Pleasanton, and several unincorporated areas including Sunol and North Livermore. It is part of the California Community College System and has an enrollment of approximately 9,009 unduplicated students and 6,926.65 full-time equivalent students. In 1988, the College was designated by the Board of Governors to be an independent college. Las Positas College received full accreditation on January 7, 1991.

Las Positas College offers associate degrees, certificates, general education, transfer preparation, career and technical education and training, basic skills education, English as a Second Language, and other development and training opportunities.

Las Positas College offers courses at off-campus locations, such as the Livermore Valley Charter Preparatory School and high schools in the Livermore, Pleasanton, and Dublin school districts. However, no more than 50 percent of any program is offered at any of these locations.

In 2004, Alameda County voters and those Contra Costa County voters within the district's boundaries approved Measure B. The $498 million Chabot-Las Positas Community College District capital improvement bond provided the College with $217 million dollars. Most of the College projects related to the bond have been completed, but a major classroom building is currently in the planning stages.

Las Positas College programs, services, and activities demonstrate its commitment to serve the varied educational needs of its diverse community.

Commendations of the 2015 Visiting Team

Commendation: The Associated Students of Las Positas College (ASLPC) is to be commended for its Textbook Loaner Program serving hundreds of students in need of textbook support.

Commendation: With the steady growth of Latino students, the college's fastest growing student population, the College is to be commended for proactively positioning itself to serve this population by hiring Spanish-speaking counselors and initiating the Puente Program.

Commendation: The College is to be commended for establishing and maintaining robust clubs and activities, the Veterans First Program, and an International Student Program that contribute to a diverse co-curricular learning environment for students and serve to promote students' personal and civic responsibility as well as intellectual, aesthetic, and personal development.

Commendation: The College is to be commended for establishing and maintaining viable relationships with local high schools through: 1) DSPS and Counselor outreach to provide college information and opportunity to High School students; and 2) Initiation of Math and English Alignment Project meetings to help improve math and English pathway success for students from local high schools to college.

Commendation: The team commends the college for its commitment to providing technology infrastructure and training to support all operations of the college with a focus on supporting instructional programs and services. Specifically, the team commends the high level of collaboration and communication between the Technology Department, College Technology Committee, College distance education committee, and district Technology Committee. The team also commends the Teaching and Learning Center for its robust, high quality instructional technology support and training.

Commendation: As assessment of progress toward achieving stated goals and making decisions regarding the improvement of institutional effectiveness is reliant on quantitative and qualitative data, the team commends the Office of Institutional Planning and Research for providing robust and reliable data to assist programs with completion of meaningful program review and annual update reports

Commendation: The College is commended for its success in supporting students in elementary math courses through the use of excellent analysis of data in the creation of Math Jam.

Commendation: The College and district is commended for successful implementation of facilities bond measure projects and leadership in sustainability at Las Positas College.

Commendation: The team commends the College's commitment to maintaining a level of excellence and innovation despite the significant reduction of classified staffing and the administrative turnover. Specifically, the team commends the current leadership, faculty and staff in creating a positive and collaborative environment focused on student learning and success.

Commendation: The team commends the college's commitment to setting and exceeding institutional set standards. Specifically, the team recognizes the tremendous effort of areas such as Early Childhood Development as well as all faculty, staff and administrators to support student education goals by increasing the number of degrees and certificates awarded

Commendation: The team commends the District and the College for their fiscal stewardship by reversing the deficit spending during the state fiscal crisis and making the very difficult decision to reduce staff and key expenditures, and building the general fund reserves significantly in the past three years.

Responses to Recommendations of the Previous Evaluation Team

Recommendation 1 (2009)
To improve to a level of sustained continuous quality improvement the team recommends that:

>   A. *The College increase its capacity for conducting research, fulfill its planning agenda with respect to institutional research and institutional effectiveness, and integrate institutional effectiveness research into planning trough regular systemic evaluation of its progress toward achieving institutional goals. (1.B.3, 1.B.4)*
>   B. *The College develop and implement on-going, systematic, college-wide processes to evaluate the effectiveness of its program review, planning and governance systems. (I.B.5, I.B.6, I.B.7, IV.A.5)*

A. The College's Office of Institutional Research and Planning has increased its capacity to assist the College in integrating institutional research into planning through the systematic evaluation of programs and processes by providing support and direction to both the Institutional Effectiveness Council and the Integrated Planning Committee.

B. The office of Institutional Research and Planning has been instrumental in helping the College evaluate the effectiveness of its new revised program review and the new integrated planning and budget cycle.

The College has addressed this recommendation.

Recommendation 2 (2009)
To meet the Commission's 2012 deadline, and to achieve a level of proficiency in the assessment of student learning outcomes, the team recommends that the College fully engage both full-time and adjunct faculty in identifying and assessing Student Learning Outcomes at the course, program, and institutional levels, and establish and achieve institutional timelines for completing student learning outcomes assessments for all its courses, programs and services. Emphasis should be placed on encouraging institutional dialog about assessment results, rather than dialog about the Student Learning Outcome Assessment process. The institution should focus on the use of assessment results for quality assurance and improvement of educational programming to improve student learning, as well as inform planning and resource allocation decisions.

The team found that the college is engaging in student learning outcomes and authentic assessment at the course, program, and program level. Results of assessment for course level outcomes are used for improvement and are aligned with the college's program review planning process. While the team found sufficient evidence of assessment of program level outcomes; however, the team did not find sufficient evidence to support that analysis is occurring at the program level for all programs. The team found dialogue is occurring regarding these results, but could not confirm the wide-spread nature of this dialogue. The team concurred that the college utilizes course level outcomes and assessment to make decisions including resource allocation, but could not confirm that program level outcomes were utilized in the same manner. Comprehensive assessment data is available through eLumen, but these results at the program

level are not being used for program improvement or resource allocation on a consistent basis. The college did demonstrate alignment of course outcomes to program level outcomes. During the team visit, the team confirmed that students demonstrated awareness of goals and purposed of courses and programs.

The college has addressed the recommendation and accesses course level SLOs. There is some level of assessment of Program Level SLOs; however these SLOs are not being used consistently for program improvement and resource allocation.

Recommendation 3 (2009)
To meet the Commission's 2012 deadline in the assessment of student learning outcomes, and to achieve a level of proficiency in program review for all efforts, the team recommends that:

A. The College fully integrate its processes for the assessment of student learning outcomes, with its processes for program review and planning. (I.B.1, II.A.2.a, II.A.2.b)

B. The College fully implement a program review process for all administrative programs and services. (I.B.3, III.A.6, III.B.2, III.D.3)

The college established a new template in 2011 for program review that includes an analysis of course student learning outcomes found in part C of the Program Review Template. The College also utilizes the dean's summaries of department's program review reports that links analysis of course outcomes to the resource allocation process through the actions of the Resource Allocation Committee. In addition, the college has established outcomes for the majority of programs as well as institutional/general education learning outcomes called core competencies. The college assesses both program level outcomes and general educational outcomes through a mapping process and assessment results from the aligned course student learning or service area outcomes. Although the college has adopted a modified template, the team found evidence that some programs engage in a robust cycle of outcomes, assessment, and analysis, but the team could not validate that this level of assessment and analysis was evident for all programs at the college. Consequently, the team could not confirm that assessment was integrated in all college processes. In addition, the team found that the program review and outcome assessment progress is very robust within the Student Services division. In addition, the team also recognizes that the instructional faculty have made tremendous strides towards this recommendation and there are impressive pockets of assessment and analysis for instructional units.

Although some of the administrative programs engage in the college's program review process, the team did not find sufficient evidence to verify that all administrative units (at both the district office and college) complete the program review process in a systematic and ongoing manner.

Recommendation 4 (2009)
To meet the standards the team recommends that the College use campus-wide dialog to develop ongoing instruction for users of library and learning support services to ensure students develop skills in Information Competency. (II.C.1.b)

Recommendation #4 of the college's previous accreditation visit has been met. The college provides evidence that a taskforce was convened and that the Academic Senate approved the constituency of the taskforce and its purpose. A pilot was constructed for the intent of embedding information competency skills into a select number of courses. Librarians developed coursework that allows students to self-select into courses specifically designed to deliver instruction in information competency skills. Librarians stand ready to respond to faculty who wish to incorporate information competency into their courses or who wish librarians to present information competency components to their students. Student Learning Outcomes for information competency have been added to several courses.

Recommendation 5 (2009)
To meet the standards the team recommends that the college develop a written code of professional ethics for all of its personnel. (III.A.1.d)

The team agreed after reviewing the documents that the college meets the standard and is evidenced by the code of ethics written for all of its personnel using the collective bargained standards for conduct.

District / College Recommendation

District and College Recommendation #2:

To meet the standards, the team recommends that the district and the college complete the evaluation of the resource allocation process in time for budget development for the 2010-2011 academic year, ensuring transparency and assessing the effectiveness of resource allocations in supporting operations. (Standard III.D.I, III.D.3, IV.B.3)

The ACCJC made the recommendation mentioned above after the Fall 2009 comprehensive site visit at the two colleges of the Chabot-Las Positas Community College District (CLPCCD). In September 2012, the ACCJC notified the CLPCCD that the district had been identified as having potential financial risk and subject to a financial review. The reasons for the financial review were negative ending balances, low reserves, and significant enrollment loss. The Financial Review Team requested that a special report be submitted to the ACCJC.

Response to District and College Recommendation 2 (2009) and Financial Review Team Recommendation (2012):

The District now operates under a new Budget Allocation Model (BAM) that was approved by a District Budget Study Group in March 2013, and implemented with the Adoption Budget for Fiscal Year 2013-14. The BAM is clearer and more transparent than the previous model. It is generally perceived to be fair and equitable by all constituents. From the total aggregated revenue (which includes general apportionment, mandated costs, faculty reimbursements, etc.), fixed district-wide expenses (called "Step 3A" costs, which includes retiree benefits, gas and electric costs, property and liability insurance, etc.) are taken off the top. Allocations are then made to the District Office (10.45%) and Maintenance and Operations (8.51%) according to set percentages, with the remaining revenue split between the colleges according to Full Time

Equivalent Students (FTES) targets determined by the District Enrollment Management Committee. The new BAM is viewed favorably by the District and colleges. (IIID.58)

The District and colleges have met this recommendation.

Recommendation 6 (2009)
In order to improve, the team recommends that the Board establish and formally adopt a clearly delineated orientation program for new Board members (Standard IV.B.1.d, IV.B.1.e, and IV.B.1.f)

The District developed an orientation program for new board members as delineated in Board Policy 2740. As stated on the district website under Board Training, a new trustee orientation review and check list is provided. Since the board of trustees for the Chabot-Las Positas District has had only one new member in the past 15 years. There has been only one vacancy. The new trustee is provided with several opportunities for new orientation and development. The checklist lists the workshops, conferences and webinars attended by the new trustee. Also, the new trustee is provided with a binder for board orientation.

Based on the findings, the Board has established a delineated orientation program for new Board members.

The District and the colleges have met this recommendation.

Eligibility Requirements

The team reviewed the college's compliance with eligibility requirements and found by and large that Las Positas College complies with the requirements.

1. Authority: The visiting team confirmed that Las Positas College is a public, two-year institution operating under the authority of the State of California, the Board of Governors of the California Community Colleges, and the Governing Board of the Chabot-Las Positas Community College District. It is authorized to offer degrees and certificates as established in the California Education Code. The college is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association for Schools and Colleges (WASC), an accreditation body recognized by the United States Department of Education.

2. Mission: The visiting team confirmed that Las Positas College's mission statement is clearly defined and consistent with the Mission of the California Community Colleges. The College's mission statement is published in the College catalog and on the college's website. It clearly defines the College's commitment to achieving student learning and achievement. The college meets the requirement.

3. Governing Board: A seven member Board of Trustees governs Las Positas College which is a part of the Chabot-Las Positas Community College District. The District Governing Board consists of seven elected members and two student trustees, one representing each of the two colleges. The District has board policies and administrative procedures that address the membership, elections, responsibilities, and ethics of board members. There are also policies and procedures regarding the authority and selection of the Chancellor. All of the policies and administrative procedures have been updated within the last three years and in 2014, the board revised the district mission to better reflect the Board priorities that were adopted in 2013. The college meets the requirement.

4. Chief Executive Officer: The visiting team confirmed that Las Positas College has a full-time Chief Executive Officer and is responsible for the development of all programs and services and for the administration and operation of the institution. The current CEO was hired in 2013. The CEO reports to the Chancellor and is approved by the Board of Trustees. The CEO does not sit on the Board of Trustees for the District as a voting member but attends and participates in all District board meetings as the representative of Las Positas College. The college meets the requirement.

5. Administrative Capacity: The visiting team confirmed that Las Positas College has sufficient and appropriate staff to provide administrative services necessary to support its mission and vision. The college meets the requirement.

6. Operational Status: The evaluation team confirmed that over 9,000 students at Las Positas are actively pursuing degrees and certificates in the College's educational programs. The college meets the requirement.

7. Degrees: The evaluation team confirmed that Las Positas College offers 46 certificate programs and 50 associate degree programs: 25 Associate of Arts degrees, seven Associate of Arts Transfer degrees, 15 Associate of Science degrees, and three Associate of Science degrees, and three Associate of Science Transfer degrees. The findings of the team support the statements of the self-study. The college complies with this eligibility requirement.

8. Educational Programs: As stated in the self-study, "the College's degree programs are congruent with its mission to provide a learner-centered education and with its value statement reflection academic excellence. Programs are based on recognized higher education fields of study and conform to nationally recognized standards for content, length, quality, and rigor. Student Learning Outcomes are specified for programs with degrees and certificates. Degree programs, including major requirements, specific area requirements, and general education requirements are designed to include 60 units of credit or two full-time years of enrollment." The findings of the team support the statements of the self-study. The college complies with the eligibility requirement.

9. Academic Credit: Las Positas College awards academic credits based on Carnegie units of instruction. As stated in the self-study, "credit for all coursework is awarded based on the Carnegie unit, a standard generally accepted in degree-granting institutions of higher education. When the College Curriculum Committee approves a course, the awarding of credit is carefully reviewed for compliance with the California Education Code of Regulations Title V."

As a public institution, Las Positas College provides appropriate information about awarding of credits in its Catalog with specific course unit information found under the description of courses. The findings of the team support the statements of the self-study. The college complies with the eligibility requirement.

10. Student Learning and Achievement: In the self-study its states, "The student learning outcomes for each degree and certificate program are published in the College's catalog addendum. The student learning outcomes for each course are consistent with the objectives of the course outline of record. Student learning outcomes for courses and programs are also available on the College's Student Learning Outcomes webpage. Courses associated with degrees and certificates include assessment methods that demonstrated that students who complete Las Positas College degrees/certificate achieve the stated outcomes. Core competencies that include general education courses have been developed and are also included in the Student Learning Outcomes webpage. The college assesses student achievement through such measures as course success rates, persistence, degrees and certificates earned, and the number of students transferring to the California State University and the University of California."

The evaluation team confirmed that Las Positas College assesses student learning and achievement via grades and student learning outcomes at the course, program (majors and certificates) and institutional level. The College collects and posts assessment data via the shared electronic process for internal review.

11. General Education: As stated in the Self-Study, "The College requires that all students receiving an AA or AS degrees satisfactorily complete the College and general education requirements, and specific area requirements, in addition to the requirements of the student's major. All general education requirements are listed in the Catalog. Las Positas College's general education philosophy, as described in the Catalog, is that students will be introduced to areas of knowledge that will broaden their understanding and hone their skills and aptitude. Also, Las Positas College requires proficiency in American cultures and mathematics.

The evaluation team confirmed that Las Positas College general education courses are a substantial component of all degrees and are of the rigor and quality expected of higher education. General education requirements include completion of courses in effective communication, mathematics, physical sciences, humanities, and social sciences. The College assesses general education learning outcomes (GELOs) parallel to the Institutional Learning Outcomes (ILOs). The college meets this requirement.

12. Academic Freedom: The evaluation team confirmed that Las Positas College supports an atmosphere of academic freedom as outlined in Board Policy 4030.

As stated in the Self-Study, "The College supports academic freedom, viewing it as fundamental to the protection of instructors' rights in teaching and students' rights in learning. The Faculty Association contract addresses academic freedom as evident in a memorandum of understanding signed May 8, 2013. The College adheres to the Chabot/Las Positas College District statement on academic freedom found in Board Policy 4030." The college meets this requirement.

13. Faculty: As stated in the Self-Study, "Las Positas College has 102 full-time and 233 part-time faculty. All faculty, whether full-time or part-time, meet at least the minimum requirements established by the Board of Governors for California Community Colleges.

The findings of the evaluation team support the statements of the self-study. The College complies with this eligibility requirement.

14. Student Services: As stated in the Self-Study, "Las Positas College provides a wide range of student services including counseling, orientation, assessment, financial aid, transfer and career information, health services, and disabled student services. Each of the student services areas has established service area outcomes, and these are regularly assessed through the program review process.

The evaluation team confirmed that Las Positas College provides appropriate student services and develops programs consistent with supporting student learning and development within the context of the institutional mission. The college meets this requirement.

15. Admissions: The evaluation team confirmed that Las Positas College admissions policies and procedures are consistent with its mission and with California regulations governing public community colleges. The college meets this requirement.

16. Information and Learning Resources: The evaluation team confirms that Las Positas College provides students and staff with access to adequate information and learning resources and services to support its mission and all educational programs. Through its online offerings, students and staff have 24/7 access to library resources. The tutoring center provides a range of tutorial services including tutorial options for delivery of basic skills, math, English and study skills courses. The college meets this requirement.

17. Financial Resources: The evaluation team confirmed that the College's funding base is documented and all resources are identified. The College has sufficient current resources to support student learning. The District currently maintains a Board of Trustees-mandated reserve minimum in the amount of five percent. It was reported by the District a reserve of 15.98. The college meets this requirement.

18. Financial Accountability: The evaluation team confirmed that Las Positas College engages a qualified audit firm to conduct audits of all financial records and there is no other relationship with the College other than auditing functions and reports that come from that contractual service. All audits are certified and all explanations or findings are documents appropriately. The college meets this requirement.

19. Institutional Planning and Evaluation: The evaluation team confirmed that Las Positas College has established processes for institutional planning and evaluation including program reviews and resource allocation. The College uses surveys, environmental scans, assessment results and enrollment data to inform decision making. In 2014-15, the College developed their Institutional Set Standards on several indicators related to successful course completion, completion of degrees, and certificates.

20. Integrity in Communication with the Public: The evaluation team confirmed that Las Positas College provides both print and electronic versions of the catalog for its constituencies that include current and accurate general information, requirements, and major policies affecting students. The college meets this requirement.

21. Integrity in Relations with the Accrediting Commission: The evaluation team confirmed that Las Positas College has stated its commitment to adhering to all ACCJC Accreditation Eligibility Requirements and Standards and to accurately portraying itself to the Commission. The college meets this requirement.

Compliance with Commission Policies and Federal Regulations

Public Notification of an Evaluation Visit and Third Party Comment

✓ The institution has made an appropriate and timely effort to solicit third party comment in advance of a comprehensive evaluation visit.

✓ The institution cooperates with the evaluation team in any necessary follow-up related to the third party comment.

✓ The institution demonstrates compliance with the Commission *Policy on Rights and Responsibilities of the Commission and Member Institutions* as to third party comment.

Regulation citation: 602.23(b)

Conclusion:

The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.

Narrative:

The College announces the public forums to the community through invitations to various partners and agencies, school districts, local government, legislators, and local chambers of commerce. These announcements are on the college website and sent through an all-campus e-mail to college employees.

Standards and Performance with Respect to Student Achievement

✓   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.

✓   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 rate for program completers, and for programs in fields where licensure is required the licensure examination passage rates for program completers.

✓   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 are results are used in program-level and institution wide planning to evaluate how well the institution fulfils its mission, to determine needed changes, to allocating resources, and to make improvements.

✓   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 in not at the expected level.

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

Conclusion

The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.

Narrative:

The college meets all the requirements above with respect to standards of student achievement. The college assesses the institutional-set standards and uses the results for improvement. The college set its institutional-set standard for course completion in 2013-14 at 67.3% and the actual level was 71.7% .The College set its institutional-set standard for fall-to-fall retention at 48.2% and the actual level was 52.8%. The college set its institutional set standard for degrees at 491 and the actual level was 521. The college set its institutional-set standard for transfers at 484 and the actual level was 561. While the college met all of the above institutional-set standards, the college did not meet its standard of 157 certificates in 2013-14 when it achieved 135 awards. The college reviewed this deficiency and determined the main reason the college didn't meet the standard was because a number of students who actually earned a certificate, did not apply for it.

As a result of the finding, the college moved forward and during the visit provided evidence that in 2014-15 they had met their institutional-set standard for certificates.

Credits, Program Length, and Tuition

✓ Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure).

✓ 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).

✓ Tuition is consistent across degree programs (or there is a rational basis for any program specific tuition).

✓ Any clock hour conversations to credit hours adhere to the Department of Education's conversion formula, both in policy and procedure, and in practice.

✓ The institution demonstrates compliance with the Common Policy on Institutional Degrees and credits.

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

Conclusion:

The team concluded that there are district procedures for assigning credit hours and degree programs maintaining the good practice. From the curriculum handbook and the management system ensure accuracy and reliability of the assignment of credit hours and program lengths for lecture, lab, DE courses, and clinical practicums.

The College charges fees consistently that is uniform to the California Community College scale. There are currently no clock-hour based programs offered. In Board Policy 4020, the district addresses the conversion of clock to credit hour in accordance with the Department of Education. The team found that the College demonstrates compliance with the Commission's Policy on Institutional Degrees and Credits.

Transfer Policies

✓ Transfer policies are appropriately disclosed to students and to the public.

✓ Policies contain information about the criteria the institution uses to accept credits for transfer.

✓ The institution complies with the Commission Policy on Transfer of Credit.

Regulations citation: 602.16 (a)(1)(vii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).

Conclusion

The team reviewed the elements of this component and has found the institution to meet the Commission's requirements but follow-up is needed.

Narrative:

Transfer credit policies and procedures are stated in the catalog and communicated online through the website. It is strongly recommended that the College develop transfer policies for incoming transfers that rely on, evaluate and certify that the learning outcomes for the incoming course are comparable to the learning outcomes at LPC.

Distance Education and Correspondence Education

✓ The institution has policies and procedures for defining and classifying a course as offered by distance education or correspondence education, in alignment with USDE definitions.

✓ There is an accurate and consistent application of the policies and procedures for determining if a course is offered by distance education (with regular and substantive interaction with the instructor, initiated by the instructor, and online activities are included as part of a student's grade) or correspondence education (online activities are primarily "paperwork related," including reading posted materials, posting homework and completing examinations, and interaction with the instructor is initiated by the student as needed).

✓ The institution has appropriate means and consistently applies those means for verifying the identity of a student who participates in a distance education or correspondence education course or program, and for ensuring that student information is protected.

✓ The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings.

The college is compliant with the standard: *The institution demonstrates compliance with the Commission Policy on Distance Education and Correspondence Education*

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

Conclusion

The team has reviewed the elements of this component and has found the institution meets the Commission's requirements.

Narrative:

The Board Policy and Administrative Procedure 4105 addresses distance education, the college demonstrated to the visiting team that students could not login without a password, exemplifying that the system is in place and working. As stated in the Self-Study, students are identified by default e-mail addresses in the Blackboard system given by the District.

Student Complaints

✓   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 six 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 govern mental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities.

✓   The institution demonstrates compliance with the Commission *Policy on Representation of Accredited Status* and the *Policy on Student and Public Complaints Against Institutions*.

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

Conclusion

The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.

Narrative:

The student complaint files were examined by the team and nothing indicates non-compliance with accreditation standards. Also, the College website provides information on licensing agencies for their programs in the health sciences and others that require specific licensure examinations.

Institutional Disclosure and Advertising and Recruitment Materials

✓   The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies.

✓   The institution complies with the Commission *Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status*.

✓   The institution provides required information concerning its accredited status as described above in the section on <u>Student Complaints</u>.

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

Conclusion

The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.

Narrative:

Accurate and timely information is provided on the College website. This information is available to the public about its programs, locations, policies and procedures for the handling of student complaints.

Title IV Compliance

✓ 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 USDE.

✓ The institution has addressed any issues raised by the USDE 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.

✓ The institution's student loan default rates are within the acceptable range defined by the USDE. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range.

✓ 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.

✓ The institution demonstrates compliance with the Commission *Policy on Contractual Relationships with Non-Regionally Accredited Organizations* and the *Policy on Institutional Compliance with Title IV*.

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

The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.

Narrative:

There were no issues raised with the USDE regarding financial responsibility requirements, record keeping or other issues. The student loan default rate is within acceptable range defined by the USDE. Evidence was shown of the library management system contractual and consortium agreements.

Standard I – Institutional Mission and Effectiveness
Standard I.A – Mission

General Observations

In general, the College has made a good faith effort to develop a mission that defines its broad educational purposes and its commitment to achieving student learning. However, the College does not specifically spell out its intended student population in its mission statement.

The Las Positas mission statement was approved by the Chabot-Las Positas Community College District's Board of Trustees on April 16, 2013 and is published in the College's catalog and on its website. Las Positas College has reviewed its mission statement and revised it accordingly.

The College, trying to bring about a more transparent system of linkages between the mission and planning/decision-making, had to revamp their planning process and created the new Integrated Planning Committee (IPC) that began meeting in Spring 2014. The charge of this body is to work with the College Council to coordinate the College's goals with planning and budgeting decisions in an effective cycle. The IPC has made great strides in revising the College's integrated planning and budget cycle. The College must continue this progress in the further development of linkages between the mission, planning and resource allocation.

Findings and Evidence

The mission statement for Las Positas College is: "Las Positas College is an inclusive learning-centered institution providing educational opportunities and support for completion of students' transfer, degree, basic skills, career technical education and retraining goals." This mission has been refined to better align it to student goals and increase student success by establishing learning programs and services aligned with its purpose, its character, and its student population. The College is committed to its students and the surrounding community through its offering of various programs and its commitments to infrastructure and technology. The College partners with the community for the betterment of its' students and the health of its surrounding service area. An example of this commitment to community comes through in the AB 86 initiative. The College has worked with the community to align programs and curriculum with Tri-Valley adult education related to ESL, basic skills, Career Technical Education and a variety of student services.

This commitment has been validated in a number of areas. First, 77 percent of employees in fall 2014 said that the College's programs and services are aligned with the mission statement. Second, student satisfaction survey results in fall 2014 have improved over fall 2012 levels illustrating the College's commitment to the achievement of student goals. Finally, the community validated its confidence in the College and the programs and services it provides with its passage of Measure B which allowed the College to better serve the constituents of the Tri-Valley area. However, the College does not specifically state its intended student population within the mission statement. (Standard 1.A.1)

The Las Positas mission statement was approved by the Chabot-Las Positas Community College

District's Board of Trustees on April 16, 2013 and is published in the College's catalog and on its website. (Standard 1.A.2)

Las Positas College has reviewed its mission statement and revised it accordingly. The process began in fall 2012 when the College Council approved the timeline for the process. On October 3, 2012 a draft of the College mission statement was prepared by the Planning Task Force and reviewed at a college-wide Town Hall meeting. Feedback was then used by the Planning Task Force to create a revised draft of the College mission, vision and values statements. These revisions were presented at a November 7, 2012 Town Hall meeting. Further revisions and a glossary of terms were produced by the Planning Task Force and forwarded to the College Council for approval. These statements were then approved by the Academic Senate, Classified Senate and the Student Senate. The College Council provided its final approval on March 27, 2013 and forwarded them to Chancellor's Council. After Chancellor's Council approval, final approval by the Board of Trustees came on April 16, 2013. Approximately 60% of College personnel agreed or strongly agreed that the process for developing, approving and communicating the mission statement was effective.   The College's Institutional Effectiveness Committee also evaluated the review process and found it to be effective. (Standard 1.A.3)

The College is attempting to make sure the mission is central to institutional planning and decision-making. After the current mission statement was approved, the College Council charged the Planning Task Force to develop an integrated planning system that linked College goals with planning and budget activity in an effective cycle. The result was the creation of the Integrated Planning Committee (IPC) in fall 2013.

The IPC's new planning and budget cycle uses the revised program review process, which includes a template which requires consideration of the College's mission in each programs review, as the cornerstone to developing planning priorities that guide resource allocation. Four planning priorities, including support for the curriculum process, student learning outcomes, tutoring services along with accreditation were developed for 2015-16 and 2016-17. Over 75 percent of employees felt the mission statement is central to planning and decision-making and 67 percent see a clear link between planning in their area and the College mission. The IPC has made substantial progress in revising its integrated planning and budget cycle. The College must continue this progress in the further development of linkages between the mission, planning and resource allocation. (Standard 1.A.4)

Conclusion

The College has made considerable progress to establish its programs and services so that they are aligned with its purposes, its character and its student population in the surrounding area, although they don't specifically mention that student population in the mission statement. It is only inferred that they are talking about the Tri-Valley surrounding community. The College's review of their mission through its governance and decision-making processes, ultimately leading to the mission statement's approval by the Board of Trustees in April 2013, is an example of how the process works. The College, trying to bring about a more transparent system of linkages between the mission and planning/decision-making, had to revamp their planning process and created the new Integrated Planning Committee (IPC) that began meeting in Spring

2014. The charge of this body is to work with the College Council to coordinate the College's goals with planning and budgeting decisions in an effective cycle. The IPC has made great strides in revising its integrated planning and budget cycle. The College must continue this progress in the further development of linkages between the mission, planning and resource allocation.

The College meets most of the Standards but does not meet Standards I.A.4 and I.A.5.

Recommendations

1. In order to meet the Standard, the team recommends that the College specify the population it serves in the mission statement and establish stronger linkages from the mission to the integrated planning cycle and resource allocation by concentrating on its educational master plan goals. (1.A.4)

Standard I.B – Improving Institutional Effectiveness

General Observations

The general overall observation is that the college has been actively engaged in the work of improving institutional effectiveness. The college's Integrated Planning and Budget Cycle was revamped upon core foundation work. The planning and budget cycle is based on review and revision of the college mission, goals and priorities and integrates four key processes: program review, college planning, resource allocation, and budget development. Assessment of the degree of integration of planning, budget, and allocations is designed to be ongoing as is the assessment of the effectiveness of the processes. The integrated processes are relatively new and will require ongoing systematic assessment of effectiveness.

Findings and Evidence

Evidence was provided during the site visit that the college has made significant strides in engaging in collegial and self-reflective dialogue integral in areas including Program Review, Student Learning Outcomes (SLOs) and Service Area Outcomes (SAOs), Integrated Institutional Planning, and Institutional Effectiveness since the last accreditation site visit in 2009. The Fall 2014 Accreditation Survey of college employees indicates that 62% of respondents agree that "LPC systematically dialogues, reviews, and modifies as appropriate, all parts of the planning cycle, including institutional and other research data." (Standard I.B.1)

The eLumen software system for tracking and assessing the results of SLO data is the basis of the SLO Committee's system for assessing student learning outcomes and the Committee has developed a timeline that shows their progress toward reaching SLO goals. Assessment data and the timeline help create conditions for the ongoing continuous improvement of courses and services and serves to connect learning outcomes to institutional planning.

Evidence was provided during the site visit that the college sets goals and articulated objectives to continually improve institutional effectiveness. In 2012-2013, the college revised its strategic goals with the foundational step being review of its Mission, Vision, and Values Statements. The college recently developed four planning priorities for 2015-16 and 2016-17: 1) support for the curriculum process; 2) student learning outcomes; 3) tutoring services; and, 4) accreditation. In the College's College Planning Priorities document, each planning priority is described in detail, identifies key stakeholders, cites challenges/barriers to success, and provides recommended solutions and steps to accomplishing stated goals. College members understand these goals and are working collaboratively toward their achievement. (Standard I.B.2)

The College provided evidence during the site visit that it assesses progress toward achieving stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation with analysis based on quantitative and qualitative data. The planning and budget cycle is comprised of four processes: program review, institutional planning, resource allocation, and budget development. Assessment of planning and budget occur throughout the cycle to ensure effectiveness of the activities and processes. Program Reviews and updates are written each fall, summarized by division/area, and forwarded to the

Integrated Planning Committee (IPC) through a formal process. In the spring, the IPC determines and drafts the following year's recommended planning priorities to the President. Planning priorities are based on a review of planning documents (mission, vision, values statements, and strategic plans), college goals, college assessments, and external mandates. The President reviews the recommended planning priorities and determines which ones will be adopted by the college. These planning priorities help guide the budget and allocation processes for the next academic year. (Standard I.B.3)

The College's resource prioritization committees review and prioritize requests and forward them to the President and executive staff for review and determination of alignment with the college planning priorities. Requests having the greatest alignment with college priorities are funded with available resources. Budget assumptions are developed early in the spring. The College Council, interfacing with the executive staff, reviews the tentative budget to ensure integration with planning priorities. Upon feedback from the College Council, the President finalizes the budget and forwards it to the District for review and approval by the Board of Trustees. The College assesses progress toward achieving its stated goals for institutional improvement primarily through its Institutional Effectiveness Committee (IEC), Integrated Planning Committee (IPC), the College Council, and program review processes.

Evidence was provided to substantiate that the college has an integrated planning process that is broad-based with opportunity for input by appropriate constituencies, allocates necessary resources, and designed to foster improvement of institutional effectiveness. The creation of an Integrated Planning Committee (IPC) was fully vetted before constituencies including the Associated Students of Las Positas College, the Classified Senate, the Academic Senate, and College Council. The plan for the committee was distributed to the entire college and discussed at the November 2013 Town Hall Meeting. Through a fully vetted and refined process, the IPC was created. The IPC created a chart to illustrate that the planning processes include multiple mechanisms for participation in college planning, with different committees responsible for different steps in the annual planning process resulting in the improvement of institutional effectiveness. (Standard I.B.4)

There is evidence that the college uses assessment data to communicate matters of quality assurance to appropriate individuals or groups. The Office of Institutional Research provided documentation of presentations made to campus committees, Town Hall Meetings, Flex Days, President's Advisory Council, community forums, and CLPCCD Board of Trustees. (Standard I.B.5)

The provision of Program Review and Survey data is robust. The Office of Institutional Research and Planning provides essential information to college programs that includes the following:
- Program-set Standards Data for Course Success Rates
- Course Success Rates
- Degrees and Certificates Awarded
- Discipline Data Packets: Fall (2010-2014) and Spring (2011-2015) Semesters
- Student Success Data Packets: Fall 2010 to Fall 2014
- Student Satisfaction Survey

- ESL Student Satisfaction Survey
- Staff Surveys

I.B.6   The Integrated Planning Committee (IPC) provides institutional-level planning priorities to the College President by using the Mission, Vision, and Values Statements, Strategic Plans, Program Reviews, SLOs, institutional research, and accreditation documents as its focus. The Integrated Planning Committee's "Charge and Responsibilities" statement was provided to substantiate this assertion.

The Integrated Planning Committee is responsible for reviewing planning documents and proposing revisions to institutional planning processes; however, the committee only began meeting in spring 2014. As a result, full assessment of a completed annual cycle of the new program review process has not yet occurred although assessment structures are in place. The IPC fosters improvement in the effectiveness of planning and resource allocation by adopting planning priorities and directing limited resources to areas of greatest need. Planning priorities are clearly delineated so that members of the institution understand the goals and work collaboratively toward their achievement.   There is strong and positive motive in the college's desire to have integrated planning and systematic review of its processes. According to the Fall 2014 Accreditation survey of staff, 64% of employees agreed that the college uses ongoing and systematic evaluation and planning to refine its key processes.

I.B.7   The College uses a variety of methods to review key evaluative processes for their effectiveness in improving instructional programs, student support services, and library and other learning support services. The Program Review Process, the Integrated Planning Committee, and the English course sequence placement process are examples of evaluation and change to improve effectiveness.   Evidence was provided to substantiate this information.

The Program Review Committee, which oversees the process that all instructional and non-instructional areas use to evaluate their success at meeting student needs, has made large revisions to that process since the last accreditation site visit as a result of their evaluation of that evaluative process' effectiveness. New tools for writing program reviews were used both in the last comprehensive program review in 2011-2012 and in the Program Planning Updates completed in fall 2014. These tools intended to make program reviews more meaningful to their authors and more effectively used by the deans and in shared governance processes, including those involved in institutional budget and planning. In the college's current program review cycle, the Program Review Committee is gathering feedback on the outcomes of the changes to the evaluative mechanisms so that it can make further revisions for ongoing improvement.

The Integrated Planning Committee (IPC) helped with the assessment of the program review evaluation process. Part of the committee's charge is to use the mission, vision and values statements, strategic plans, program reviews, SLOs, institutional research, and accreditation documents as its focus to provide institutional-level planning priorities to the College President. The IPC used program review deans' summaries when issuing its first planning recommendations in spring 2014. Following that cycle, the committee assessed the usefulness of the deans' summaries, and in the fall of 2014 it offered significant input toward the creation of a new tool for assessment of the program review at the dean's summary level.

The revision of the deans' program review summaries illustrates part of this cycle of evaluation.

Instructional and student service areas at the college also reviewed and improved the evaluative mechanisms relevant to their program goals. For example, in 2013-2014 the English Department undertook a review of the effectiveness of previous changes made to the placement processes that evaluate student preparedness in English and directs them to a course in the English course sequence. With the Office of Institutional Research and Planning, the department conducted comparative analyses of student success rates in both individual English courses and through the course sequence. It created and distributed surveys to students and instructors for additional data that might show changes in the placement process' level of accuracy. To prepare for adjustments it might recommend to the English placement process as a result of its review, the Department formalized an agreement with the District that LPC and Chabot College could have independently functioning placement mechanisms.

Student service areas such as Admissions and Records review their evaluation mechanism to improve service to students. They review student surveys used to help assess their levels of effectiveness and revise questions as needed to increase the relevance of the surveys for their use on their next deployment.

Conclusion

The college has made significant strides in engaging in collegial and self-reflective dialogue integral in areas including Program Review, Student Learning Outcomes (SLOs) and Service Area Outcomes (SAOs), Integrated Institutional Planning, and Institutional Effectiveness since the last accreditation site visit in 2009. The college sets goals and articulated objectives to continually improve institutional effectiveness.

The College assesses progress toward achieving stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation with analysis based on quantitative and qualitative data.

The college has an integrated planning process that is broad-based with opportunity for input by appropriate constituencies, allocates necessary resources, and designed to foster improvement of institutional effectiveness. The provision of Program Review and Survey data provided to college programs from The Office of Institutional Research and Planning is robust. Planning priorities are clearly delineated so that members of the institution understand the goals and work collaboratively toward their achievement. There is a strong and positive motive in the college's desire to have integrated planning and systematic review of its processes. The Integrated Planning Committee (IPC) provides institutional-level planning priorities to the College President by using the Mission, Vision, and Values Statements, Strategic Plans, Program Reviews, SLOs, institutional research, and accreditation documents as its focus.

The College meets the Standard.

Recommendation

None

Standard II – Student Learning Programs and Services
Standard II.A – Instructional Programs

General Observations

Las Positas College (LPC) offers a variety of instructional programs that reflect the mission of the College. LPC offers 14 associate degrees of transfer (ADTs), 25 transfer degrees and an Associate in Arts and Associate in Science degrees and 48 certificates. Organizationally, the College has undergone some recent administrative changes at the executive level. In addition, there appears to be internal struggle related to assessing student learning outcomes at course, program, and institutional/general education levels. The College hosted a Common Ground meeting in March of 2015 to try to resolve some of these internal conflicts centered on assessment of outcomes. While the college does engage in program review and assessment processes, these processes are not campus-wide. Therefore, the college does not meet the standards related to program review outcomes assessment (in particular at the program and institutional/general education level), or utilizing analysis of outcomes for course, program, or institutional improvement.

Findings and Evidence

The College ensures that all its offerings, regardless of delivery mode, fit its stated mission and uphold its integrity. To ensure integrity across the curriculum, the Curriculum Committee (a committee of the academic senate) reviews all curriculum for content and quality. The SLO Committee is responsible for ensuring the quality of SLO's across the college. As a result, SLO's are based on the measurable outcomes listed on the course outlines, but the SLOs are not listed on the course syllabi distributed by faculty. Student Learning Outcomes are found in the Elumen system.

LPC relies on annual meetings with Advisory Committees in Career Technical Education (CTE) areas to provide information for student needs. LPC also uses assessment tests to determine needs of incoming students. In the fall of 2014, the college conducted a Student Survey in 2014 to determine the level to which students were satisfied with the educational effectiveness of the college. The results were generally positive, however, no evidence was provided that the college uses data related to planning processes in addressing the needs of students.   Although the college indicated that 93% of course SLOs have been assessed, the team found that faculty were assessing course level outcomes and using the results for improvement. (II.A.1.a)

LPC offers courses in the traditional face-to-face mode, entirely online, and hybrid. The number of online courses has increased since 1999. LPC offered 92 sections using online distance education in the fall of 2014 and 103 sections of distance education with 35 hybrid sections in fall 2015. In 2007, 2010, and 2013, the College's substantive change reports for distance education were approved by ACCJC. LPC conducts distance education surveys on a regular basis to receive feedback from students completing distance education courses. The results of the surveys are discussed by the Distance Education Committee as reflected in the Committee minutes. Any changes to distance education processes or training are approved by committee

members and implemented by the Distance Education Coordinator. Evaluation of changes was not verifiable in the evidence available.

LPC uses the Blackboard Learning Management System (LMS) and provides systematic and consistent training for faculty to develop and offer online courses using this system. The Teaching and Learning Center (TLC) staff supports the faculty in developing online course content through the provision of expertise in section 508 compliance for accessibility of materials and instructional design of content, course flow and the use of distance education pedagogical techniques. In addition, the Distance Education Coordinator has developed a structured course for faculty interested in pursuing the configuring a course's content for online delivery. The Center also provides space, equipment and software to support the faculty who wish to participate in teaching online or use instructional technology to enhance their courses.

Regular and effective instructor contact is provided in distance education courses at LPC. In a review of twelve distance education courses, of the 103 such courses offered during fall 2015, all courses showed evidence of regular, effective instructor contact with students. Regular and effective contact was evidenced in these courses through the use and frequency of announcements, weekly assignments, feedback to students on graded assignments, discussion boards and student participation, and group projects.

The college verifies that students who are enrolled in distance education courses are the same students as those who receive credit through default e-mail addresses given to them by the District. The e-mails are formatted based on the name of the student. (II.A.1.b)

The college has developed SLOs for all courses and most programs. Notably missing are program-level SLOs for the recently approved transfer degrees. Course and program-level SLO assessment results and mapping/alignment spreadsheets are available on the SLO college website. Assessment results are accessible by college employees in eLumen. A review of these online documents indicates that course level outcomes have been mapped (aligned) to the general education SLOs and program-level SLOs. Assessments of course outcomes were minimally demonstrated in the program review reports. However, the team found little evidence that program level or general education/program level outcomes are assessed. The lack of evidence of course level outcomes and program level outcomes calls into question the extent to which the college is assessing program and general education/institutional level outcomes. There does not appear to be widespread use of the results of outcome assessments to make improvements or resource allocation. The college has linked course level outcomes with the program review process. However, the team found little evidence that results from outcomes included in the program review process are linked to the resource allocation process. (II.A.1.c)

The Curriculum Committee, a subcommittee of the Academic Senate, is charged with reviewing course proposals, course revisions, programs, certificates and degrees. This committee utilizes an approval process that is delineated in the college's Curriculum Handbook. This includes forms for course approval and course revision and a separate form for approving a course to be offered in an online format in CurricUNET. The online course approval form specifically requires faculty to provide information on how the instructor will ensure that student-instructor contact will be equivalent to a face-to-face class and this information is listed online on the

college's website. These processes and forms assure the quality of all instructional courses and programs offered in the name of the institution. The team was provided access to all online courses during the site visit. A review of a sample of these courses revealed substantive interaction between the instructors and students, with communication being initiated by both groups. (II.A.2) Faculty, along with the input of the twenty advisory committees, initiate the development and review of curriculum, including a newly established process for reviewing course learning outcomes through the SLO Committee. Curriculum and programs are reviewed on a regular basis in accordance with college policy and procedures. (II.A.2.a)

Competency levels and "measurable" learning outcomes are developed by LPC faculty including input from advisory committees as appropriate. Faculty has engaged in discussions and assessments of course objectives, "measureable objectives," and outcomes. "Measureable objectives" are sometimes the objectives of the course and sometimes the outcomes. In March of 2015, faculty came together for a "Common Ground" meeting to discuss the future of student learning outcomes and assessment. The college engages in "Common Ground" meetings when an issue arises that needs to be discussed and addressed campus-wide. The result of this meeting was to address assessment of outcomes and integrating the results in the program review process. (II.A.2.b)

The college ensures high-quality instruction through the rigorous application of curricula review. Through this curricula review process, Curriculum is reviewed by each individual department or discipline on a timeline that is determined by the department or discipline. Faculty ensure that all course outlines of record are reviewed and updated regularly. The college has also been actively engaged in the Transfer Model Curriculum process (required as a result of SB 1440 and SB 440) and currently has established three AS-T degrees and seven AA-T degrees. (II.A.2.c)

LPC uses delivery modes and teaching methodologies that reflect the diverse needs of its students. For example, the math department went through a rigorous process of reviewing strategies and best practices to help students persist through the math sequence at the college. The faculty launched a Math Jam program in spring 2015.The Math Jam is a one-week program that is offered prior to the start of the semester. It is designed to prepare students to retake the math placement test and place in an appropriate level of mathematics. In addition, the college offers staff development activities to help faculty increase their understanding of the diverse needs and learning styles their students. In addition, the 2014 Student Survey indicated that 87% of students felt very satisfied or satisfied with their overall experience at LPC and 83% of students indicated that they are very satisfied or satisfied with the overall quality of instruction offered at the college. (II.A.2.d)

Evaluation of courses and programs is conducted regularly through the program review process. In addition, all courses are evaluated at least once every six years through the Curriculum Committee. This review includes an evaluation of the relevance and appropriateness of the course and program. The SLO Committee is responsible for the course learning outcomes. Concerns about outcomes and assessment were recently discussed at a Common Ground meeting facilitated by the faculty. A brief discussion about course outcomes is discussed in both the annual and comprehensive program review process. In addition, eLumen reports are also used to

facilitate the report mechanism for program and general education/institutional level outcomes. (II.A.2.e)

The college has sustained dedicated release time for a faculty member to help with outcomes and assessment. This appointed position is charged to help the college engage in effective outcome assessment practices. The college also added a temporary Student Learning Outcomes Liaison to assist the coordinator with the duties and responsibilities related to outcomes assessment. These positions are charged with working with faculty to ensure all courses, degrees, certificates and programs have developed outcomes and that the course level outcomes are mapped (aligned) with program, institutional/general education outcomes. The coordinator and liaison positions work closely with faculty to ensure that assessment is conducted regularly and that assessment results will be used to make improvements. The team found little evidence that the college is assessing program and institutional/general education outcomes in a regular and systematic manner. However, recommendations from the program review process, including those as a result of outcomes and assessment, are included in summary reports by the deans. These results, along with data analysis of the core competencies, are then used by the Integrated Planning Committee in identifying planning priorities for next year. (II.A.2.e)

Although course level outcomes have been mapped (aligned) to the program and institutional/general education outcomes, the team found little evidence of systemic and ongoing evaluation of program and institutional/general education learning outcomes. According to the self-evaluation report, plans for achieving program goals and objectives are discussed, but assessment processes are not clear. (II.A.2.f; II.A.2.h; II.A.2.i)

While the self-evaluation report indicated two instructional departments use departmental course and/or program examinations as a method of measuring student achievement, the institutional researcher indicated that this is not an example of a department course or program examination that need to have their effectiveness validated. (II.A.2.g)

LPC has established its own philosophy for degrees and general education. This philosophy includes comprehensive learning outcomes, called core competencies, as described in the college's catalog. These institutional learning outcomes include an understanding of the content and methodology in the social sciences, natural sciences, humanities and fine arts. (II.A.3.a) In addition, students learn an appreciation for life-long learning, oral and written skills, information and computer literacy, scientific and quantitative reasoning, and the ability to think critically and acquire information through a variety of sources (II.A.3.b) The college has established outcomes for general education (core competencies). The core competencies outline the expectation that students who complete general education will recognize what it means to be an ethical human being, respect and celebrate diversity, respect civility, develop sensitivity to historic and aesthetic and be willing to assume their role in the civic, political and social society. While course outcomes have been mapped to program and institutional/general education level outcomes, the team found little evidence that these outcomes or assessed or that results are used for improvement. (II.A.3.c)

The LPC catalog identifies ten ADT transfer degrees, twenty-five (25) associate in arts degrees, eighteen (18) associate in science degrees, and forty-eight (48) certificates. In all cases, students are required to take a minimum of 18 units of focused study. (II.A.4)

All vocational and occupational programs are developed in accordance with the guidelines for new course development and are subject to review by the Curriculum committee. In addition, program reviews are conducted on all career technical education (CTE) programs every two years. Further, each CTE program must have an Advisory Committee comprised of local business representatives to help keep programs current with industry trends and technological advancements. All CTE programs meet with their Advisory Committees annually. Information on licensure and certification exam pass rates exist for four programs. (II.A.5)

LPC provides a catalog and web site with information to current and prospective students about educational courses, programs and transfer policies offered by the college. Degrees and certificates are clearly described in these venues including purpose, content and course requirements. Many, but not all program learning outcomes have been specified. The college recognizes that evidence may not be available to support the contention that all students receive a course syllabus with expected learning outcomes for that course. A random cross section of syllabi from fall 2014 or spring 2015 was reviewed for the inclusion of student learning outcomes. This included courses that were traditional and online as well as taught by full-time and part-time faculty. From this sample, it was found that 55% of them included course level outcomes and 45% did not include student learning outcomes. It is recommended that the college ensure that all students receive a course syllabus containing the approved course level outcomes for that course. It is also suggested that the college ensure that all programs have program level outcomes established and assessed and are published in accordance with the standards. (II.A.6)

LPC outlines transfer policies in both the college catalog and on its web site. The college addresses transfer of credit from LPC to other colleges as well as the transfer of credit from other colleges to LPC. The college states that it evaluates incoming transfer requests based on course content. The use of course level outcomes is not often used as institutions from which students transfer have not consistently established course level outcomes. As such, the college does not certify that the expected learning outcomes for transferred courses are comparable with courses at LPC. (II.A.6.a)

The institution has established a process to revitalize or discontinue a program. These policies were established jointly by both Las Positas College and Chabot College after the college's last site visit in 2011. These processes are included in the college's Board Policy 6200 and Board Policy 4021 (II.A.6.b)

The college publishes a catalog every two years and makes it available electronically on the college web page. The college web page is Section 508 compliant, making it available to individuals with disabilities. The college has an established timeline and chart detailing responsibilities for the production of the college catalog. The catalog is reviewed and updated every two years and is overseen by the academic services office. Individual departments and divisions are responsible for content on their individual web pages.   Information in the catalog is consistent with information on the web site. (II.A.6.c)

The college incorporates a commitment to integrity and excellence as stated in the college's value statements. In addition, the college clearly states the Academic Senate Honesty Statement in several publications, such as the catalog and Academic Honesty booklet. In addition, this document is consistent with district's Board Policy 4030 (Academic Freedom), Administrative Policy 5510 (Free Speech) and Administrative Policy 5512(Student Conduct and Due Process). Faculty are expected to clearly distinguish between professionally accepted views and their personal views. According to the fall 2014 Student Accreditation Survey, 95% of respondents strongly agree or agree that college instructors demonstrate a committee to high standards of teaching and 93% strongly agree or agree that the college provides a high quality learning experience for students. In addition, 80% of students report that they have more clarity of their own values and ethical standards as a result of attending LPC. (II.A.7; II.A.7.a)

Expectations for student academic honesty and the consequences for dishonesty are clearly published in several arenas including college's catalog, website, and the faculty handbooks (for full-time and part-time faculty). However, the college's academic freedom statement was not listed in the college's catalog. The team suggests that the college's academic freedom statement be included in the college's catalog. (II.A.7.b)

Conclusion

The college develops and regularly evaluates curriculum according to established procedures through the Curriculum Committee relying on faculty expertise and advisory committees as appropriate. The College ensures that curriculum is consistent with the college mission and college wide plans and maintains integrity and meets the needs of its student population regardless of how or where it is offered. LPC has established a philosophy for degrees and general education (II.A.3.c) and has developed outcomes for institutional/general education as Core Competencies.

The college has developed course level outcomes for virtually all courses and most, but not all, programs. Although not all course level outcomes have been assessed, an assessment timeline needs to be established. Assessment of program level and institutional/general education outcomes are more difficult to determine since many of the alignment/mapping matrices are only available in the eLumen. However, the college provided the team with various eLumen reports that included the mapping of course student learning outcomes to the program and institutional levels. In addition, the team found no evidence that outcomes at the program and institutional are regularly and systematically assessed. Student learning outcomes are a component of instructional program reviews in which little evidence was provided to demonstrate this information is used to make decisions about resource allocation. It is suggested the college expedite the process and timeline for assessing outcomes at the program and institutional/general education level. (II.A.2.f; II.A.2.h; II.A.2.i)

The college needs to establish standards of satisfactory performance for student achievement of institutional/general education learning outcomes to allow the college to determine how well it is meeting its general education learning outcomes. (II.A.3.c)

The college engages in a systematic and ongoing program review process that includes annual program review updates for all academic and several administrative programs and a comprehensive program review every three years. The college's program review process includes addressing an overview and analysis regarding the results of course level outcomes. Currently, program level outcomes are not addressed in the program review process. Institutional learning outcomes, the college's core competencies, are currently reviewed and analyzed by the Institutional Effectiveness Committee. The assessment results from the core competencies are then utilized as part of the process in establishing the planning priorities by the Integrated Planning Committee. (II.A.2.e)

A review of syllabi for online and face-to-face courses clearly shows that not all students are receiving a course syllabus with course level student learning outcomes. (II.A.6)

The college publishes transfer of credit policies but does not certify that course student learning outcomes are comparable in order for the incoming transfer of courses with credit to be awarded at LPC. It is suggested that the college develop transfer policies for incoming transfers that rely on, evaluate and certify that the learning outcomes for the incoming course are comparable to the learning outcomes at LPC. (II.A.6.a)

The College meets most this Standard with the exception of Standards II.A.2, II.A.1.c, II.A.2.f, II.A.2.i, II.A.3 and II.A.6.

Recommendations

2. In order to meet the standard, the team recommends that all full-time and part-time faculty assess instructional SLOs and communicate these outcomes, regardless of delivery modality, on all course syllabi and official course outlines of record after engaging in a collegial self-reflective dialogue about outcomes and improving student learning. (II.A.2, II.A.6)

3. In order to meet the standard, it is recommended that the instructional and administrative units engage in a systematic and ongoing assessment and analysis of course, program, and general education outcomes in which the results are used for improvement and effective integrated planning processes. (II.A.1.c, II.A.2.f; II.A.2.i, II.A.3)

9. In order to increase institutional effectiveness, it is recommended that the College develop transfer policies for incoming transfers that rely on, evaluate and certify that the learning outcomes for the incoming course are comparable to the learning outcomes at LPC. (II.A.6.a)

Standard II.B – Student Support Services

General Observations

The college recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. It was evident that student support services address the identified needs of students and enhance a supportive learning environment through a wide range of programs and services. The entire student pathway is characterized by a concern for student access, progress, learning, and success. All Student Services areas systematically assess and analyze student learning outcomes and/or service area outcomes and engage in ongoing, collegial, and self-reflective dialogue. As a result, programmatic improvements have been made throughout Student Services. As learned in the "Descriptive Background and Demographics" section of the Self-Study, the proportion of Latino students has gone up from 14% in 2005 to 29% in 2014. The report noted that Las Positas College became a designated Hispanic Serving Institution (HSI) in 2015. In order to meet the needs of this growing student population, the college added and/or enhanced programs and services.

Findings and Evidence

The self-study reports that the college recruits and admits a diverse student population and through programs and processes, it has continually increased the diversity of its student body. The Program Review Data Packet, Fall 2009 to Fall 2013, was provided as evidence to substantiate this assertion. The report also noted that it has admitted over 136 international students from more than 37 countries.

College counselors, with the support of student ambassadors, serve as liaisons to local high schools to make presentations and disseminate college information. A Counselor Liaison List was provided as evidence. Counselors also reach out to the Latino community through the annual Learning to Triumph, or Aprendiendo A Triunfar (AAT), event providing over 225 students with college information workshops conducted in Spanish.

The college holds an Annual Major Exploration Fair and faculty and staff host College Day, which is an outreach event open to local high school seniors and their parents. Evidence was provided to substantiate these claims.

New students are provided with online orientation, assessment, and counselor-led program planning sessions resulting in the development of an Abbreviated Student Education Plan. Instructional faculty complete midterm progress reports for their students enabling student services to provide early intervention follow-up. Students lacking academic progress are provided mandatory probation workshops and dismissed students are put on contract with the college. Evidence was provided to substantiate these services.

Disadvantaged students have access to programs designed to support their first semester experience on campus. These programs include: 1) Learning Community Experience -- "Bridge to College and Careers" and 2) Puente Program (New as of fall 2012). A full range of student support services, co-curricular, and learning opportunities are provided by the college through

these programs: Admissions & Records; Alpha Gamma Sigma (AGS) Honor Society; Associated Students of LPC (ASLPC); CalWORKs; Campus Safety & Security; Counseling; DSPS; EOPS/CARE; Financial Aid; Health & Wellness Center; International Student Program; Transfer Center; Tutorial Center; and Veterans First Program.

The college has an inclusive admission process and makes effort to assure that all students are able to benefit from instruction by offering programs to further student learning and success across all student populations.

The self-study reports that the college assures the quality of student support services in the following ways: 1) evaluation of tenured and untenured student services faculty; 2) comprehensive program review every three years with annual updates; 3) development, assessment, analysis, and dialogue of Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs); and, 4) annual VP of Student Services-led planning retreats covering specialized topics relevant to student services (e.g., implementation of the Student Success Act, SLO assessment, etc.). Evidence to substantiate findings was secured in either the self-study or through the interview process. (Standard II.B.1)

Evidence to indicate how distance education student support services are evaluated for comparability to face-to-face course/program student support services was not evident.

Las Positas College publishes a comprehensive academic catalog every two years. In alternate years, an addendum with curriculum and policy updates is developed. The Catalog Committee and its members have an established regular and timely process to ensure the ongoing quality of the publication. (Standard II.B.2)

Through my detailed review of the 2014-2016 LPC catalog provided, I found the following:
   a. General Information: Required information is contained in the catalog except I could not locate the **Academic Freedom Statement.** The college does, however, have a Board Policy pertaining to Academic Freedom and it is available in other publications.
   b. Requirements: Required information is in the catalog.
   c. Major Policies Affecting Students: Required information is in the catalog.
   d. Locations or Publications Where Other Policies May be Found: The catalog and other publications such as the class schedule and informational flyers are made accessible to students, prospective students, and the public in multiple formats and locations. Students can purchase the catalog and schedule in the bookstore or access them online via the Las Positas College home page. Catalogs and schedules are also distributed to local high schools by counselors during outreach events, and they are made available at the Admissions and Records Office. Selected publications from the International Student Office and the Financial Aid Office, in addition to outreach materials, are distributed in Spanish and are available online.

The college reports that it has identified the learning needs of students using Program Reviews, participation the RP Group multiyear research project, and through student surveys and student participation in governance committees. Comprehensive Program Reviews are conducted on a three-year cycle and Program Planning Updates (PPUs) are completed annually. The second way

the college identified learning support needs of its students was through its participation in a research project conducted by the RP Group. Las Positas College was one of 13 California Community Colleges that participated in the RP Group study, "Student Support (Re) defined." The multiyear study (2011-2014) focused on how community colleges can best deliver support to improve student success. The results of the report were presented to the college by the Vice President of Student Services and Dean of Counseling at a Town Hall Meeting in fall 2013. The third way the college identifies student needs is to periodically conduct a campus wide survey of students designed to obtain student feedback on services and their learning needs. Along with student surveys, students also have direct input into the development of support programs through the Associated Students of Las Positas College (ASLPC) by serving on college wide governance committees as student representatives. Evidence was provided to substantiate these assertions. (Standard II.B.3)

The self-study did not address or provide evidence as to how Student Services determines and monitors learning support needs for DE students.

Evidence provided in the self-study and through the interview process confirms that students have access to comprehensive, reliable, and equitable on-campus student services. These services range from matriculation services (admissions, orientation, assessment, counseling, and student follow-up) to additional services that include, but are not limited to, Admissions and Records, Financial Aid, Transfer Center, Student Health Center, Tutorial Center, EOPS/CARE, Veterans First, and the International Student Program. All Student Services areas and departments have web pages with information including email addresses that give students online access to help with their questions or concerns. (Standard II.B.3.a)

Outreach activities are conducted in the college's service area to meet prospective students' needs. Visits to local high schools are conducted each semester by staff and faculty from these programs: Counseling, Financial Aid, Disabled Students Programs and Services, and Extended Opportunity Programs and Services. College brochures and other printed information are distributed to all local high schools and made available at local events. Student Services faculty and staff also participate in community events to provide outreach materials and guidance to the public.

Students with specific learning or physical disabilities are supported through the application, registration, orientation, assessment, and counseling processes by the College's DSPS faculty and staff, who also identify students' specific needs and provide appropriate accommodations to support their learning needs for success in college.

To make access to services as equitable as possible, Las Positas College provides services to students in languages other than English. For example, observing significant increases in the enrollment of Latino students since 2009, the Counseling Department recently added three Spanish-speaking faculty members to its full-time staff, more than doubling the access students have to counseling in Spanish. Student Services staff and faculty are also available to work with students in languages including Chinese, Farsi, German, Japanese, Tagalog, Vietnamese, and American Sign Language. All matriculation processes are appropriately accessible. Students can apply for admission to the college via paper application or online through the college website.

Computers are provided in the Online Service Center adjacent to the Admission and Records Office to assist students with their application and registration for courses. Orientations for new students are provided online and on campus. Assessment testing is web-based and is conducted through the Assessment Center. Financial Aid FAFSA applications may be completed online or at the Financial Aid office.

Standard II: Student Learning Programs and Services

Information about counseling and extensive counseling resources is provided on the counseling services website. Students can schedule appointments in person, by phone, or through email. The Counseling Department has a formal online counseling service, E-advising, that students can access through the college's web page.

Evidence was provided to support that through a variety of programs and services, the college provides a learning environment that promotes personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students. Students have the opportunity to serve on student government, join one of the college's 35+ clubs, and/or participate in other co-curricular activities. While each club at the college has its own unique mission, all share a common goal of having a positive effect on wider society. One example, the Alpha Gamma Sigma Honor Society, requires its members to participate in a minimum of four hours of club activities, four hours of community service, and four hours of fundraising per semester to maintain membership. Another organization, the Associated Students of Las Positas College (ASLPC), organizes and supports various college events, develops leadership skills of its members, and represents the student body by participating in the college's shared governance structure as committee members. ASLCP also provides scholarships and serves approximately 400 students with a Textbook Loaner Program. ASLPC and other clubs have sponsored guest speakers on subjects such as anti-bullying awareness, brain awareness, sexual health, ADHD, and mental health awareness, and each semester the student clubs on campus host Welcome Week, Club Day, and Prep-to-Pass, a popular tutoring event held the week prior to final exams. (Standard II.B.3.b)

In addition to clubs and activities that foster personal development and civic responsibility, LPC offers courses in the social sciences and other disciplines that emphasize these as a formal learning outcomes. Two examples of courses designed to teach civic responsibility alongside intellectual development are Speech 48, Activities in Forensics, and Mass Communications 16 A/B, which develops the Express college newspaper. Demonstrating its civic significance, this student newspaper has won awards both for its editorials and its web presence. According to the Student Survey given in 2012, 90% of students who were involved in Student Life activities were satisfied or very satisfied with their experience. Additionally, nearly half of all students reported being more aware of the civic and community responsibilities than when they began at LPC.

The team reviewed the evidence that in order to ensure that counseling faculty are fully prepared to assist students, all newly hired counselors are evaluated annually for four years before they are granted tenure. During their first year, a committee for untenured review is formed consisting of one faculty member outside the Counseling Department that is assigned by the Academic Senate, one tenured counselor from the division, and the Dean of Counseling. The evaluation team members observe counseling sessions, observe classes, and gather input from students. Using

this data, the committee members assess the new counselor's effectiveness and compose a series of reports to document observations and recommendations. After a four-year process, full-time, tenured counselors are evaluated again every three years. Part-time counselors are evaluated once during their first year of employment. (Standard II.B.3.c)

To encourage their professional development, new counselors are encouraged to attend the annual UC and CSU Counselor Conferences and to participate in student activities and clubs. In addition, the Counseling Department offers a comprehensive internship program designed for currently enrolled graduate students. The Counseling Internship Program at Las Positas College is well established, provides valuable training for graduate students, makes a substantial contribution to the training of the future community college counselors, and offers a valuable resource for the college through additional support interns provide to the counseling faculty and LPC students.

Through the assessment of Student Learning Outcomes and/or Service Area Outcomes and the program review process, LPC counseling faculty and staff maintain, evaluate, and improve counseling and academic advising programs. The Counseling Department completes a comprehensive review every three years and a program planning updates annually. In addition, a recent Student Satisfaction Survey showed an increase in both student use of and satisfaction with counseling services. In 2012, 67% of the students sampled used counseling services, and of those, 73% were satisfied or very satisfied with their counseling experience. In 2014, 72% of the students sampled used counseling services and 88 % of those students were satisfied or very satisfied with counseling services.

The self-study reports and provides evidence that the college is committed to diversity, equity, and inclusion throughout the college community and that the importance of these institutional values is reflected in the college's mission statement, educational master plan, and student equity plan. The college incorporates diversity, accessibility, and equity in its courses, programs, services, outreach efforts, marketing tools, and student life activities and events. (Standard II.B.3.d) The self-study reported and provided evidence on some of the key curricular and co-curricular programs that support and enhance diversity as follows:

1. Associated Students of Las Positas College (ASLPC) - This non-partisan organization is focused on promoting student involvement on campus and advocating for student interests. The student government and all campus clubs are open to any student, regardless of race, culture, financial ability, or sexual orientation. There are currently more than 30 clubs on campus, eight of which specifically promote diversity: Friends Advocating & Celebrating Educational Differences (FACE), Indian Club, International Students Club, International Business Club, Middle Eastern Awareness Club, Queer Straight Alliance, Big Siblings, Christ on Campus, National Honors Societies, and Peace and Social Justice Club. ASLPC and student clubs also show an appreciation of diversity by sponsoring events such as: 1) Informational speakers; 2) Food drive for the local food bank; 3) Coat drive for the local homeless shelter; 4) Sponsored international nights (cultural food and dance); 5) Clothesline Project (Sexual Violence Awareness Project); 6) Sponsored National Coming Out Day; 7) "March in March" (lobby state officials on issues that affect students); and 8) Sponsored Disability Awareness Month and Activities.

2. CalWORKs – CalWORKs students are diverse in many ways (age, ethnicity, gender, and educational backgrounds). The program consistently creates opportunities for its students to gain a better understanding of others in their diverse community. Conferences that students have attended include the Northern California Diversity and Leadership Conference, the Annual CalWORKs Training Institute, and the "March in March" in Sacramento.

3. English as a Second Language (ESL) – The ESL Program helps students from diverse backgrounds and cultures succeed in their academic pursuits by providing a comprehensive education in English, reading, writing, and oral communication skills to speakers of other languages. ESL coursework focuses on the importance of recognizing and respecting diversity and facilitates the interaction of students from diverse backgrounds.

4. EOPS/CARE – Extended Opportunity Programs and Services and the Cooperative Agencies Resources for Education (EOPS/CARE) promote diversity through their service to educationally and economically disadvantaged students. Many students are ethnic minorities and live in homes where English as a second language. These programs support and nurture diversity by reaching out to students of all backgrounds and by encouraging student interactions through orientations and workshops.

5. Foreign Language Courses – Through foreign language courses, the college helps foster cultural awareness and understanding in its student population. In addition to learning to speak, read, and write in a foreign language, students also learn about the culture associated with that language.

6. International Student Program – This program is dedicated to facilitating the inclusion of international students into the wider LPC populating and promoting student retention by providing them with a positive education and life experience. The program goal is to enrich the campus climate by promoting tolerance and mutual respect among all students through the understanding of diverse cultures.

7. Puente – The Puente Program is a learning community that promotes and honors diversity. While all students can participate in Puente, one of the program's primary goals is to aid Latino students in university transfer and degree attainment. The Puente English composition courses use diverse materials from Latino, Filipino, Afghani (Muslin), American Indian, English, and African American literature to strengthen critical thinking skills. The program sponsors events that focus on an aspect of diversity such as AB54 and the Dream Act, Hispanic Heritage Month, Mentor Mixer events, and guest speakers.

8. Veterans First Program – The Veterans First Program promotes and honors diversity through its service to veterans and the sponsorship of numerous events.

The college evaluates its admissions policies and processes. For example, to ensure the online college application meets state and federal regulations, the California Community College Chancellor's Office CCCApply Steering Committee holds regularly scheduled meetings to monitor and evaluate the effectiveness of the online application system. The Steering Committee is responsible for system design and issue resolution and keeps the colleges cognizant of laws governing admission to the California Community Colleges. In addition, CLPCCD annual audits ensure that the Office of Admissions & Records complies with state and federal regulations related to admissions and residency requirements. (Standard II.B.3.e)

The college provides evidence that it evaluates placement instrument practices to validate their effectiveness while minimizing biases. The college's most recent validation in 2013 confirmed that all assessment instruments are in compliance with the California Community College's State Chancellor's Office. At the beginning of the validation process, the Institutional Researcher, Assessment Coordinator, and faculty from math, English, and ESL attended the CCC Assessment Validation Technical Assistance Training in March of 2012. The training emphasized the monitoring of disproportionate impacts in assessment and placement tools. LPC faculty and staff performed a validation study and cut score analysis in spring 2013. The most recent analysis of placement tests resulted in adjustments in cut scores for math to more reliably place students in the appropriate math course.

The college also initiated math alignment meetings with local high schools to understand and improve the math pathway for students from high school to college. Evidence indicated that at one of the meetings, 10 high school and 10 LPC math representatives met to share and discuss Common Core State Standards and updates on LPC math initiatives.

The Education Planning (SEP) process includes multiple measure adjustments that help to validate assessment testing, consequential validity, cut score analysis, and disproportionate impact data. To check for bias, staff review and assess each test item for potential cultural misunderstandings. For disproportionate impact, placement results are statistically analyzed by gender, ethnicity, age, learning disability, and the categories of native/nonnative speaker. Test scores are adjusted with faculty-identified multiple measures based on levels of education and high school grades.

Students who do not have a high school diploma and wish to apply for financial aid have the opportunity to take and pass the Ability to Benefit (ATB) test giving them access to financial aid.

Las Positas College protects all student records and adheres to appropriate policies for their release. The report provided a detailed, comprehensive accounting for the precise methods used to keep student records secure and confidential and policies established for the release of student records. (Standard II.B.3.f)

Microfilm copies of Las Positas College student records prior to 1994 are located at the College and at the District office. Original microfilm tapes are stored at Chabot College. The copy of the microfilm sent to LPC is for viewing only.

Records prior to 1994 to the present are maintained on Banner, an online automated Enterprise software package. CLPCCD Information Technology Services (ITS) personnel support the Banner baseline system and the unique CLPCCD customizations, with access granted to the ITS staff as appropriate to install new modules or upgrade and fix existing modules. The Banner System is set up to meet the compliance obligations for FERPA, ADA, and PCI credit card. The Banner System resides on two IBM Enterprise servers, one as the primary computer for production operation and the other as the redundant backup computer to be used for disaster recovery purposes when hardware or software failures occur. The Banner server is housed at Las Positas College in the restricted Technology Building. Banner data is backed up daily on tape and stored in a locked fireproof unit within the secured building that is accessible only to the ITS staff who are responsible for the tape backups and tape rotations. District system backups occur automatically on a nightly and weekly schedule. Weekly backup tapes made each Friday are stored offsite at one of the alternate computer room locations at the District office in Dublin.

In 1998, the College implemented the image-scanning system ATIFiler for electronic storage of permanent records. In 2012, the District implemented the Banner Document Management System (BDMS) at the college, which replaced the previous ATIFiler System for storage and retrieval of scanned images. This migration provided a fully integrated system whereby the Banner student data and the electronic documents for transcripts, financial aid files, and other forms submitted to Admissions and Records were merged into one location.

All student records are kept confidential and destroyed in accordance the guidelines of the Family Rights and Privacy Act of 1974 (FERPA) and Board Policy. All Admissions and Records and Financial Aid staff are knowledgeable about FERPA and college guidelines related to student record confidentiality. In addition, each campus program takes care to ensure that their files are securely and confidentially stored and that they carefully monitor access and distribution of student records in accordance with FERPA guidelines.

Student services provided by the college are developed from and responsive to students' needs. A comprehensive program review is completed every three years and program planning updates are completed annually.   Both the comprehensive program review and the annual program planning updates require the integration of student learning outcomes (SLOs) or service area outcomes (SAOs) to planning. (Standard II.B.4)

SLOs and SAOs in Student Services are developed to align with institutional learning outcomes. Discussions of outcomes and their assessment take place in Student Services managers meetings, Student Services planning meetings, and department meetings. In addition to outcome assessments, Student Services analyze survey data in their program reviews to evaluate their effectiveness and identify student needs. These periodically administered surveys are validated by the Office of Institutional Research and Planning. Examples of programs that have made improvements in their services based on SLO/SAO and program review processes are Counseling, EOPS, and CalWORKs.   Detailed narrative and documented evidence in the self-study substantiate this assertion.

Conclusion:

The college engages in robust outreach activities to actively recruit and admit a diverse student population. College counselors and student ambassadors serve as liaisons to local high schools. Counselors reach out to the Latino community by offering Spanish-language college information workshops through its annual event Learning to Triumph, or Aprendiendo A Triunfar (AAT).

 The proportion of Latino students has gone up from 14% in 2005 to 29% in 2014. In relation to this, the college became a designated Hispanic Serving Institution in 2015. To meet the needs of this growing student population, Spanish-speaking counselors have been hired and the Puente Program was initiated in 2012.

 A full range of student support services, co-curricular, and learning opportunities provided by the college serve a diverse student population and promotes personal and civic responsibility as well as intellectual, aesthetic, and personal development. Some of these programs and activities include more than 35 clubs, the Alpha Gamma Sigma (AGS) Society, the Veterans First Program, and the International Student Program.

Counselors are regularly evaluated per the faculty contract and have the opportunity for professional growth and development through conference attendance and participation in campus activities. The college has a well established Counseling Internship Program to contribute to the training of future community college counselors. Counseling participates in assessment of SLOs/SAOs and in the Program Review process to ensure quality program services to students.

There is a defined process for the development of the college catalog. The catalog is well structured and contains required information except for the Academic Freedom Statement which could not be located by this evaluator.

Asynchronous online counseling and math and English tutoring are available, but there is no evidence indicating how the college determines the learning needs of DE students or how online services are evaluated for comparability to face-to-face course/program student support services.

The college evaluates admissions policies and processes and is in compliance. The college validates placement instrument practices to validate their effectiveness while minimizing biases. The college's institutional researcher, assessment coordinator, and faculty from math, English, and ESL attended CCC Assessment Validation Technical Assistance Training to learning how to monitor disproportionate impact in assessment and placement tools. The college's most recent validation in 2013 confirmed that all assessment instruments are in compliance with the California Community College's State Chancellor's Office. The college also initiated math and English alignment meetings with local high schools to facilitate the math pathway of success for students from high school to college.

Student support services provided by the college are developed from and responsive to students' needs. Improvement in services results from comprehensive program reviews completed every three years and through annual program planning updates. SLOs and/or SAOs have been

developed and assessed by Student Services program areas. Through meaningful dialogue within and across all areas of Student Services, program changes have   been made to improve student learning.

The College meets this Standard with the exception of Standard II.A.7, II.B.2.a, and II.B.3.

<u>Recommendations</u>

4.   In order to meet the standard, the team recommends that the College include the Academic Freedom Statement in the college catalog. (II.A.7, II.B.2.a)

5.   In order to meet the standard, the team recommends that Student Services evaluate:
a. The method by which Student Services determines and monitors learning support
      needs they provide or need to provide DE students; and,
b. The comparability of face-to-face counseling and tutoring services with online
      counseling and tutoring services. (II.B.3)

Standard II.C – Library and Learning Support Services

General Observations

In order to support the college's instructional programs and intellectual, aesthetic and cultural activities, the institution provides library and student learning support services for all modalities of instruction. All services have participated in the college's program review process within the last two years. Each of the student learning support services have provided evidence of student learning outcomes and/or service unit outcomes with assessment discussion. In addition, evidence was provided which showed dialogue with students and instructional faculty who use the services and how feedback has been used to guide changes and improvement in the services. However, there appears to be a disparity between the levels of service provided within this grouping of college services.

Findings and Evidence

Through the program review process the Library and other student learning services provided evidence of student and faculty surveys used to evaluate services and to make changes to their services. However, the evidence provided did not include how the change was assessed for its effectiveness in supporting instruction.

Within the original self-study document, the Library provided information regarding its collections. The information provided with the self-study lacked analysis as to the library collections' quantity, quality, depth and variety. Upon request a collection age report for non-fiction was provided. The collection age report showed that the majority of the non-fiction collections (more than 55%) are over 20 years old. Upon review by subject, it was evident that medical and health information was an exception with the majority of the collection being 10 years or less in age. The library provided no evidence of data and analyses of its collections as compared to comparable institutions. In reviewing the library's collection development policy, it was unclear as to how the collection was to grow and expand and what types of resources were to be given priority in purchasing. In addition, the library's collection development policy did not address electronic resources and their place within the overall library collection plan. The self-study document also indicated that a recent de-selection of materials from the library's collection took place. Instructional faculty was invited to take part in the de-selection of materials process. However, no documentation was provided as how materials were determined to be de-selected from the collections. (IIC.1.a)

The Library provided evidence of courses, workshops, and other training held during each academic year and the attendance for each. No course or workshop outlines or materials used in training were included as evidence within the self-study. Learning outcomes and assessments for courses and workshops were provided within the self-study evidence. (IIC.1.b)

Evidence of ongoing information competency within the overall curriculum and individual courses offered by the library was provided upon request. From the documentation provided it is evident that the dialogue for information competency extends beyond the library to the discipline instructor. Evidence showed that information competency skills for distance education students

were developed through the use of self-service tutorials and library guides associated with the principles of information competency (i.e. plagiarism). Although the library provides electronic resources for use by all students, no formal evaluation of use of these resources is currently limited to usage data associated with the resources. (IIC.1.b)

Evidence was provided to show a linkage between the library's reserve collections and the courses supported by this collection. However, no data evidence was provided to show direct linkage through use of reserve materials and success rates or student learning outcomes within those courses served by the reserve collection.

The library shares a computerized library catalog with its sister college, Chabot. Through the catalog, the students enrolled at each of these colleges may borrow physical items form either college's library. In addition, the library showed evidence of an ongoing relationship of borrowing from CSU-East Bay. (IIC.1.c)

During the last two years, the library has been remodeled. Additional study and collections space has been added. Additional seating has been added to its computer lab with additional computer stations within the library proper. Six group study rooms were also part of the remodel. The remodel of the space has increased library facility usage by students.

The Teaching and Learning Center (TLC) staff supports the faculty in developing online course content through the provision of expertise in 508 compliance accessibility of materials and instructional design of content, course flow and the use of distance education pedagogical techniques. In addition, the Distance Education Coordinator serves as a member of the Teaching and Learning Center staff. The Coordinator has developed a structured course for faculty interested in pursuing configuring a course's content for online delivery. The Center also provides space, equipment and software to support faculty who wish to participate in teaching online or use instructional technology to enhance their courses. Although the Teaching and Learning Center was mentioned in this portion of the accreditation document, the Center's role focuses on training faculty to teach and not on direct services to students.

Direct services to students offered by this unit include a tutorial for Succeeding in an Online Course and Asynchronous Online Learning Orientation. Usage of the two tutorials was not available and there was no linkage provided to show that the tutorials effected outcomes within online courses.

Although mentioned as a math lab and a means of providing math assistance to all students, in interviewing faculty members it became evident that the Integrated Learning Center is used by Math and ESL faculty as a means of delivering the TBA lab hours associated with Math and ESL courses. Although no student who needs math assistance is turned away, the primary function of the lab is not to provide tutoring but to provide an instructional hour required by the course outline of record for math and ESL courses.

The Tutorial Center provides services for 11 hours, four days a week and Friday for six hours. The Center is staffed by a part-time faculty and part-time classified staff person. Program review documents show that the use of tutoring services has increased 10% per semester for the last

three semesters. The college's data shows an increase of underprepared students enrolling in the college during the last three years (for Fall 2014, 66% underprepared in English; 69% underprepared in Math). Current staff has juggled the available hours to increase the Tutorial Center's hours of operation to provide one evening a week for evening students. An asynchronous email service for Math tutoring is available. The email service has been in existence for two semesters. Inadequate numbers were available for review. However, no online tutoring is available for distance education students. (IIC.1.c)

The Reading and Writing Center is staffed by part-time faculty. The staffing hours were cut during the recession and have just recently been partially re-established. The current staffing provides student support for day students, but evidence did not show open hours are available for evening students. However, asynchronous email services are available for distance education students as well as other students who may be unable to come to the campus Reading and Writing Center. (IIC.1.c)

Upon examination of budgets for the library and learning support services, evidence suggests an inadequacy of budgetary support for collections and personnel. The library's collections monies for ongoing development and updating of the materials used to support the college's educational offerings are currently provided by Measure B monies. These monies will cease to be available within the next year. No funding was identified in the evidence which will take the place of Measure B monies. Funding for the Tutorial Center appears to be based on Basic Skills monies and grant funding. The Reading and Writing Center appears to be funded through the Tutorial Center. As the need for learning support for the under-prepared student increases, the college will need to stabilize funding for these resources. (IIC.1)

Conclusion

The College is currently faced with a large group of entering students in need of English and Mathematics remediation. The learning support services associated with the Tutorial Center and Reading and Writing Center can provide these interventions. As the Tutorial Center's statistics showed, demand is increasing. As the demand increases, space will be needed to provide the increased service. In addition, access levels for all students (day, evening, and distance education) needs to be provided in an equitable manner. The evidence provided in the self-study shows that the college would benefit from an evaluation of current level of staffing of these services and associated space needs. In addition, a comprehensive plan for these services should more closely align the service unit outcomes with the college's overall success and retention goals. Stabilization of funding should be part of the overall planning effort for these services.

The College appears to have successfully responded to the space needs for additional computers for student use and student study areas through a remodel of library space. The remodel has expanded student usage of the facility.

From the evidence presented, the library's collections appear to be inadequate to meet the needs of the college's curriculum and students. The library's collection plan does not document areas for priority purchasing or expansion of material formats and does not address the place of

electronic resources within the overall capacity of the library's ability to provide materials for all students despite their location.

The evidence provided shows that although the library and student learning support services attempt to meet the needs for all students (face-to-face, distance education, hybrid, and evening), there are varying levels of service provides to each group of students. The college needs to develop, implement and evaluate plans to provide equitable services to all students – face-to-face, distance education, hybrid, and evening.

Data for continuous improvement needs to move beyond the student satisfaction survey and incorporate other forms of collected data.

The Library's collections need to be evaluated as to the collections' currency, depth, breadth as they pertain to the delivery of services to curriculum. In addition, the Library would benefit from the addition of student workers to help students in their computer labs and computer areas within the library. The Library also needs to develop a plan to transition from Measure B monies to general fund monies prior to the ending of Measure B funding.

Las Positas College is faced with a large group of students in need of basic skills interventions. The Tutorial Center and Reading and Writing Center can provide these interventions. Both areas would benefit through an evaluation of the current level of staffing and funding for these services.

All services need to develop, implement and evaluate plans to provide equitable services to all students – face-to-face, distance education, hybrid, and evening.
Data for continuous improvement needs to move beyond the student satisfaction survey and incorporate other forms of collected data.

The College meets this Standard and does not meet with Standards II.C.1 and II.C.1.c.

Recommendations

6. In order to improve, the team recommends the Library develop and implement a collection development plan to ensure print, media and electronic resources to provide the quantity, currency, depth and variety of resources to meet the needs of the College curriculum. (II.C1)

7. In order to improve, the team recommends the staffing and space needs as well as the hours of operation of the Library, Tutorial Center and the Reading and Writing Center are evaluated and the results of the evaluation be applied to ensure that equitable access to all services is provided for all students. (II.C1.c)

Standard III – Resources
Standard III.A – Human Resources

General Observations

The College Self-Study for Reaffirmation of Accreditation provides a high-level overview of the colleges practices, policies, and criteria to recruit, and employ qualified personnel and to assure that faculty, staff, and administrators are evaluated, and provided with resources and opportunities for professional development. The evidence provided on the district website verifies the existence of written policies and processes, but show little evidence of full assessment and broad dialog across the college or between the district and the campus. Particularly concerning, is the timeliness and manner in which a large number of Human Resource policies have not been reviewed or updated in a sustainable manner involving all constituents. (III.A.3)

Findings and Evidence

The college and district maintain descriptive data on the diversity of personnel and professional development with little demonstrated effort towards full assessment, continuous review, and improvement. The use of employee perception survey data to assess the number of personnel is an important perspective, but as suggested by the visiting committee in 2009 the use of benchmarks, other measures of productivity, service loads, and external comparisons would strengthen the analysis and provide substance for discussion. While employees have opportunities for professional development, there is an apparent lack of comprehensive evaluation, assessment, and related dialog of professional development for staff, faculty, and administrators. (III.A)

Specific job related criteria, qualifications, and the procedures for the selection of personnel are clearly and publicly stated, and developed job descriptions are reviewed on a continuous basis. The criteria and processes for faculty are appropriate to hire qualified personnel and involve faculty expertise. (III.A.1, III.A.1.a)

The District Human Resources webpage provides evidence and links to the Evaluation Forms for faculty, staff, and administrators. The processes appear to encourage improvement and evaluation at appropriate intervals. (III.A.1.b)

The District has a MOU for full-time faculty and others to include Student Learning Outcomes as a component of their evaluations. As such, the process is not fully implemented and has failed to be fully assessed. (III.A.1.c)

The administrative, classified, and faculty units of the college have each developed their respective code of ethics; Administrators'' Code of Ethics, Faculty Statement of Standards excerpted from the faculty contract, and the Las Positas College Classified Senate Code of Ethics. (III.A.1d)

The college employees 422 employees; 95 full-time faculty, 233 part-time faculty, 11 administrators, 63 full-time classified and 200 part-time classified employees. Surveys to assess the adequacy of staffing levels have indicated significant concerns with high levels of concern. (III.A.2)

The District has made progress in reviewing the Human Resource policies, however a large number remain undone and it appears a sustainable model for continuous improvement has not been established. The district appears to have processes and procedures in place to maintain the confidentiality and security of records while providing employees with access to their records. (III.A.3), (III.A.3a), (III.A.3b)

The college demonstrates appropriate policies and practices as evidenced in district polices for issues of equity and diversity. (III.A.4) The College hosts a number of events and professional development opportunities for employees to enhance understanding of diversity issues. (III.A.4a) The institution has practices to enhance the equitable recruitment and hiring of qualified personnel and produces demographic information of employees by classification in the Institutional Effectiveness Report. (III.A.4b) The College demonstrates integrity in the treatment of its administration, faculty, staff, and students as documented in District policies 4006, 4012, and 4027. It should be noted that some policies have not been reviewed recently and that law and practices in civil rights are dynamic. (III.A.4c)

The College has an active staff development program that is connected to program review, resource allocation, and serves all constituent employee groups with programs, activities, conference requests, and flexes activities. (III.A.5), (III.A.5a) While the college surveys employee interest in professional development topics and evaluates individual programs, there is no comprehensive assessment of the professional development program therefore there is no assessment used to improve professional development. (III.A.5b)

Program Review is used as the common starting place for Human Resource planning. Integration of planning across the college, and including the request for additional staffing levels, utilizes the college governance and administrative structures. (Standard III.A6)

Human resource planning has a common starting place in program review at the college, with integration across the college, and includes the request for additional staffing levels utilizing the college governance and administrative structures as well as professional development. (III.A.6)

Conclusion

The district policies set the stage for the fair and equitable treatment of all employees. Policies are appropriate to an institution of higher education and comprehensive. The college has the individual elements to create a sustainable professional development program. However the college has not engaged in continuous, timely, and sustainable review and revision of policies, and the comprehensive assessment of professional development.

The Report indicates that the college meets the standard addressing effective staffing levels but it is difficult to evaluate if this is accurate based on the references to the turnovers, retirements and vacancies in all areas. Staffing plans for specific areas were provided but a comprehensive system for assessing and planning for all staffing needs was not addressed. It is also unclear based on the evidence provided, how the district has evaluated its staffing needs in order to decide if current employment levels are effective. There is no evidence of a comprehensive staffing or an EEO plan.

The College meets the Standard.

Recommendation:

8.   To improve institutional effectiveness, the college should evaluate its faculty, staff, and administrative needs at all areas of the college and use the results of these evaluations to ensure an administrative structure, faculty, and classified staffing level that focuses on program needs and reflects the institution's purpose, size, and complexity. Additionally, the College needs to develop a comprehensive staffing plan at the programmatic level. (III.A.2, IV.B.2.A).

Standard III.B – Physical Resources

General Observations

Las Positas College provides safe and sufficient physical resources that support and ensure the integrity and quality of its programs and services. The campus has completed various capital construction projects during this accreditation cycle that have transformed the campus. The college's facilities master plan, updated in 2014, provides a pathway for the future. The Maintenance and Operations staff does an outstanding job of maintaining the facilities despite reduction in staffing levels and increases in building square footage. The campus security staff and crime prevention measures have resulted in the employees and students' feeling the campus is safe.

Findings and Evidence

The college offers a Behavioral Incident Response Team (BIRT) to addresses distressed, disruptive or dangerous behavior in students and offers assistance, education resources, and consultation to faculty and staff in an effort to positively affect student retention and campus safety. The on campus Health and Wellness Center offer students nurse practitioner and mental health counseling. The college has also partnered with Stanford Healthcare to provide services.

The college has installed key card door access and video equipment to assist with crime prevention as recommended by the Las Positas College Security Master Plan. New buildings have a key card door access system strategically located at doors to monitor and control access to buildings. Employees are issued identification cards to validate their authorization to access rooms on campus. Video surveillance cameras are in place in various locations on campus to enhance safety measures.

Safety hazards involving facilities and equipment are addressed in a variety of ways according to the Facilities Committee. Maintenance and Operation staff addresses minor safety hazards as they find them during the course of their workday. College employees may report safety hazards to the Campus Safety and Security staff. In addition, any safety issues can be reported via phone or by submitting an online work order request. The college's Facilities Committee addresses major safety issues and recommend capital outlay safety projects to the district. Annually the district's insurance carrier Keenan and Associates performs a safety inspection of the building and grounds for hazards and safety issues. The 2014 Accreditation Survey reflects the employees feel safe on campus.

The District has completed numerous capital construction and renovation projects on the Las Positas College campus since 2009. The Early Childhood Development Center, Mertes Center for the Arts, Maintenance and Operation building, Aquatics Center, multi-use athletic fields, Technology Department/District Information Technology Service Building, Student Services/Administration Building, Central Utility Plant, and Phase II of the Science/Technology Center. Infrastructure and site development of electrical, plumbing, outside wiring, and extension of the campus computer network were also completed. In addition, the institution completed various building renovations to accommodate the Learning Resource Center, Veteran's Center,

Health Center, Campus Safety and Security, and viticulture/horticulture programs. The above-mentioned projects are result of assessments of the needs of the institution's programs and services consistent with the facilities master plan.

The institution uses the facilities master planning and program review process to determine the sufficiency of its classrooms, lecture halls, laboratories, and other facilities. In addition, the college meets with faculty and staff during the development of working drawing to insure program needs are being meet. The college conducts surveys to evaluate how effectively facilities meet the needs of programs and services. According to the 2014 Accreditation Survey reports the college provides sufficient facilities.

According to the district's Director, Facilities and Bond Program and the Director, Maintenance and Operations, the district reviews the capacity load ratios in the five-year construction plan, District and Las Positas five-year construction plan 2017-2021 to determine the sufficiency of its classrooms, lecture halls, labs, and other facilities. The annual program review update process also provides an evaluation of how effectively facilities meet program and service needs. (III.B.1, III.B.1.a, III.B.1.b)

The district, working with the college, developed the 2012 Facilities Master Plan with input from the college's Facilities Committee. The district's Educational Master Plan was not current during the development of the 2012 Facilities Master Plan. The district provided the accreditation team a draft Educational Master Plan print out and stated the document is in the final stages of development. To compensate for the lack of a current Educational Master Plan the district relied on the college's current program reviews for programs and service to inform the development of the 2012 Facilities Master Plan.

The Facilities Committee is the College's institutional group that assists in verifying the needs of programs and services then recommending those needs to the college president when planning its buildings. The Space Allocation Task Force joined faculty, administrative, and district experts in order to create the intent documents that will guide the design build group. The Space Allocation Task Force also worked to ensure new classrooms are equipped with appropriate technology and flexible the changing student learning needs of different programs.

Deans and the Facilities Council evaluate monitor the effectiveness of facilities and equipment in meeting the needs of programs and services. The annual program review update process ensures that programs and services facilities and equipment needs are identified and are consistent with the college's strategic plan. Instructional equipment requests are forwarded to Resource Allocation Committee for prioritization and funding recommendation. In addition, an email requesting information technology equipment needs is sent to all faculty and staff.

The district's Information Technology Department, with the input from the college's faculty, developed Information Technology Standards (IT Standards) for classrooms and labs. This Information Technology Standards establishes the level of sufficiency of their equipment in the classroom. All classrooms are smart classrooms form a technology standpoint. In the 2014 Accreditation Survey results reflect the college effectively provides and replaces instructional and technology equipment to support programs and services.

The district's maintenance and operations department maintain a maintenance schedule that ensures ongoing quality of physical resources. Major equipment, critical emergency functions, vehicles, HVAC equipment, fire alarms, and eyewash stations, are performed according to a schedule. A visual inspection of on the Las Positas buildings reflect the buildings and ground are being maintained and well kept. However, the 2014 Accreditation Survey reflects the perception that custodial and maintenance services need improvement. The district Maintenance and Operations Staffing Plan identifies hiring a Grounds Supervisor and Custodial and Operations manager that will be assigned to the Las Positas campus. In addition, the staffing plan identified additional custodians and grounds workers. (III.B.1.a.)

Buildings are constructed and renovated to comply with applicable building and access codes as evidenced by the Division of the State Architect (DSA) approval of working drawings and certification of completed projects.

The Facilities Committee reviews safety issues related to physical resources. In a conversation, the Vice President of Student Services explained that Campus Safety & Security performs routine inspections for hazards and safety issues. Premier Chemical developed a complete set of standard operating procedures (SOPs) to standardize laboratory safety and hazardous waste handling according to OSHA protocol. The Livermore/Pleasanton Fire Department conducts inspections of the campus to proper storing and handling hazardous waste materials.

The district's maintenance and operations staff responds to safety issues daily, reported over the phone or via the online work order system. Keenan and Associates performs a yearly safety inspection as part of the property liability services.

An emergency texting system informs the campus community of any emergencies. The Information Technology department anticipates increasing the wireless coverage in buildings where cell service does not inter the building. (III.B.1.b.)

The college uses the program reviews and instructional equipment requests process to assess and improve the use of its facilities and equipment. Program reviews are completed on a three-year cycle. Program reviews updates and instructional equipment requests are submitted annually. Program reviews evaluate the effectiveness of current physical resources and support requests for additional or improved facilities or equipment resources require supporting data. The college used the 2014 Accreditation Survey report to learn how administration, faculty, and staff feel about the effectiveness their facilities and equipment – their overall response is very positive.

The district annually updates the college's facilities space inventory on the State of California Chancellor's Office FUSION website. This provides the district and the college the opportunity to evaluate existing building spaces.

In addition, the institution uses the facilities master plan process to assess, plan, and improve its facilities. The college uses the feedback results of project stakeholder once projects are completed to improve future projects based on lessons learned. The college's current facilities master plan was board approved in 2012. The document guides the long range planning of new

buildings or renovations of existing facilities. The 2014 Facilities Master Plan informs project architects in the development of future construction projects.

Resource Allocation Committee recommends funding allocations for instructional equipment - based on available funding. The committee relies on the program review documents and the Educational Master Plan to guide their recommendations. (III.B.2.)

The institution uses the facilities master planning process to develop its long-range capital plans. The previous and current Facilities Master Plan is the institutional long-range capital planning document that supports the facilities need outlined in the program reviews. The district continues to develop their Educational Master Plan that appears to be in the final stages of development. The board approved the institution's Facilities Master Plan on August 21, 2012. Capital construction projects are identified in the district's Five-Year Construction Plan (FYCP). The FYCP is submitted annually to the California Community College Chancellor's Office, Facilities Planning Unit. The FYCP includes a comprehensive list of capital projects for both State funded and locally funded projects - shown in priority and sequence. The Resource Allocation Committee insures that capital equipment funds are allocated for purchases that are linked to institutional planning. The district and college has used their long-range capital planning to advance the college and reach their improvement goals.

The district's long-range capital plans do not reflect projections of the total cost of operations for new facilities and equipment. The district plans to require bidders to include the project's life cycle cost analysis as part of their construction bid pricing package. (III.B.2.a.)

With the assistance of the Integrated Planning Committee, the college developed an Integrated Planning and Budget Model (Model) in spring 2014. The process includes Program Review, College Planning Process, Resource Allocation Process, and the Budget Development Process. The college implemented this model during fiscal year 2014/15. Integrated Planning Committee evaluated the Model late spring 2015 and made edits to the request forms.

Program reviews are developed on a three-year cycle. These program reviews identify facilities needs that inform the development of the college's facilities master plan and identification of capital construction projects. The facilities master plan and five-year construction plan are the institutional plans that integrate resource planning and institutional capital construction planning. The local bond measure has funded capital construction project completed during this accreditation cycle.

In addition, the annual program reviews and updates is the basis that programs and services request minor facilities and instructional equipment needs. These facilities needs are reviewed and prioritized by the Facilities Committee and recommended to the Executive Facilities Committee to decide the level of funding allocation. (III.B.2.b.)

Conclusion

The college and district is commended for successful implementation of facilities bond measure projects at Las Positas College. Their long-range capital plans do support institutional improvement goals; however, these long-range plans do not reflect the total cost of ownership

projections of new facilities and equipment.

The College meets most of the Standard with the exception of Standard IIIB.2.a, ER 19.

College and District Recommendation:

5.   To meet the standard, the Chabot-Las Positas Community College District should update and integrate their long-range facilities planning process to reflect the total cost of ownership projections of facilities and equipment. (III.B.2.a ER 19).

Standard III.C – Technology Resources

General Observations

The Self-Evaluation documents how technology supports multiple functions at both the district and college level. The Ellucian Banner enterprise system is used both district and college-wide. At Las Positas, Banner is used to support Student Services, Academic Services, Finance, Human Resources, and payroll. There are multiple examples of how technology is used to enhance operations at all levels of the college.

The college offers multiple training opportunities for students and personnel for both operational and instructional services. The Teaching and Learning Center provides a robust schedule of workshops, offers additional supports, and surveys faculty on how well technology needs are being met for instructional purposes. The college uses surveys as its primary method of assessing and evaluating technology training needs.

The Report states that, due to Measure B, the deployment of technology has increased significantly. As the funding for Measure B ends, dialogue has occurred on identifying new revenue sources for technology needs but neither the district nor the college appear to have a formalized plan to address technology expenses without bond funding.

Several documents are referenced when addressing technology planning for the College including the District's 2012 Information Technology Master Plan, the 2005-2017 Information Technology Measure B Bond Activities Accomplishments and Future Plan, and the 2007 District Strategic Plan that includes ITS requests. The coordination of planning activities from each document is unclear from the Self Evaluation but narrative provided during interviews demonstrated the relationship between the planning documents.

Findings and Evidence

The Report cites that the college offers robust technology and specifically cites the use of banner as well as the positive response regarding the use of technology to support student learning programs. These statements were supported in documents such as the 2014 Accreditation Survey. Additionally, instructional faculty often commended the personnel who provide instructional technology training and support as well as the technology support team for the college.

Most of the technology offered since the last self-evaluation has been supported by the Measure B bond funding. The Report does not include information regarding how the college assesses its technology needs or how it "assures" that the technology that it provides meets the college's needs (III.C.1). During interviews and in supporting documents, the college was able to show that dialogue about identifying new revenue streams and the need for a process to prioritize needs once the bond funding ends has occurred.

The Self-Evaluation documents how technology supports multiple functions and enhances operations at both the district and college level. The Ellucian Banner enterprise system is used both district and college-wide. At Las Positas, Banner is used to support Student Services,

Academic Services, Finance, Human Resources, and payroll. Banner Waitlist is connected to the student email system and is used for giving students online access to grades. The Student Success Support Program (SSSP) and Degree Works are used in student support services and as a result the college has developed automated education plans. CCCApply was also adopted to replace a previous vendor but the evaluation that led to this decision was not included. Enrollment management utilizes the Argos reporting tool and an additional Banner application is used for data storage and retrieval.

Technology is also used for improved communication at the college. More specifically, the SARS suite is used for appointment scheduling. The District ITS plans to use SARS to implement text messages sometime in 2015. There are also plans to implement the Exchange server with Outlook. The SARS suite is also used for positive-attendance record keeping and CurrucUNET is used for course and program development. The college uses the eLumen software system for collecting assessment information.

The college's Learning Management System is Blackboard. The Report references the use of an annual Student Distance Education Satisfaction Survey to help assess online learning needs. The services offered through the college's Teaching and Learning Center (TLC), including training on how to use available technology, have high satisfaction rates. This high level of satisfaction was supported during interviews with faculty and staff. The TLC staff offer a robust calendar of training and offer one-on-one support to faculty. More specifically, the TLC provides assistance for faculty teaching online and hybrid courses including effective online instruction training, video and audio development, and the use of pre-developed modules to assist students in learning effectively in an online environment.

Faculty are surveyed about their online technology needs. The Distance Education Committee helps to assess this information and distance education is evaluated in the program review process. The College's Technology Department, which has undergone recent organizational changes, also utilizes surveys to assess technology needs but it is unclear if this is ongoing or ad hoc. All classrooms used for instruction are equipped with the necessary technology and the equipment available in each room is available on the college's website. According to the Report, the district uses Cisco routing and a map available on the college's website shows that the majority of campus has Wi-Fi access. The technology offerings effectively support the College's curricular commitment to distance learning. The visiting team was also presented with policies regarding security and privacy as well as a disaster recovery plan (III.C.1.a).

The Report indicates that training is available for students and personnel. Some examples listed included training related to curriculum on credit-based classes as well as online learning and teaching. Orientation for students in online and hybrid courses is available the week before courses begin and an online success tutorial is also available for students enrolled in distance learning courses.

The Teaching and Learning Center provides training for applications of instructional technology. Examination of the TLC online registration for Fall 2015 shows a significant number of trainings available to support faculty and other personnel. The District also provides technology training for personnel and offers training in an ongoing or as-needed basis (IIIC.1.b).

The Report states that, due to Measure B, the deployment of technology has increased significantly. This includes a life-cycle plan for analyzing needs and refreshing existing technologies. This refresh and replacement cycle includes upgrading or replacing equipment, computers, servers and printers every three to five years. Measure B is also being used to increase bandwidth and expand Wi-Fi service. The Report assumes that after bond funding expires, the technology and infrastructure should be viable for several years. During interviews it is clear that dialogue has occurred regarding the need to identify new funding streams and some steps have been taken to address the loss of bond funding. However, neither the district nor the college appear to have a plan to institutionalize this cycle without bond funding. (III.D.1.c)

Several documents are referenced when addressing technology planning for the College including the district's 2012 Information Technology Master Plan, The 2005-2017 Information Technology Measure B Bone Activities Accomplishments and Future Plan, and the 2007 District Strategic Plan that includes ITS requests. The coordination of planning activities from each document is unclear as reported in the Self-Evaluation but narrative in interviews helped to show the relationship between the planning documents. The report indicates that a new Strategic Plan. While not provided in the Report, the updated plan was provided to the visiting team. The college provides evidence and narrative on how specific technology purchases have evolved and how consolidating planning at the district level has increased efficiency and effectiveness. Evidence of how assessment of technology needs informed the development of these plans was not consistently provided. For example, the Technology Life Cycle Plan is used as evidence of this link but no supporting documentation of how this cycle was developed or approved is provided. Interviews with staff point to the use of informal communication and surveys as the major methods of assessing these needs (III.C.2).

The college did provide evidence of dialogue on identifying critical needs and setting priorities. Technology acquisitions also appear, according to the evidence, to be distributed and utilized to support the college's programs and services (III.C.1.d).

It is unclear if the college has a staffing plan to address the human resource deficiencies that impact technology on the campus. On page 250, evidence is provided that illustrates that the college identified the need for more staff but the Report states that, "due to budgetary constrictions, the cost of hiring more staff…has been prohibitive." One position has been approved and another has been requested but it is unclear if this is sufficient to meet the college's needs. Interviews with members of all group supports the need for the college to assess its staffing needs including those that support technology because staffing directly impacts the college's ability to meet the increase in technology demands (III.C.2). Funding sources for equipment and infrastructure are self-identified as an area for improvement and this continuous improvement plan should also address funding sources for human resources (III.C.1.D, III.C.2).

Conclusion

It is clear that the college has made significant strides in the planning and implementation of technology on the campus. Evidence provided to the team as well as feedback during interviews

illustrated that technology is clearly used to support all aspects of the college. The effective use of technology and training offered to support instructional programs and services was highlighted at multiple times in the Self Evaluation and during the site visit.

The consolidation of planning at the district level appears to have simplified the process and increased transparency. Communication between the college-wide and district-wide technology committees was apparent and added to the successful use of technology at the Las Positas Campus.

The college meets the standard.

Recommendations:

None

Standard III.D – Financial Resources

General Observations:

Like many community colleges districts, the Chabot-Las Positas Community College District was forced to reduce course offerings and services, eliminate staff positions, suspend or cancel programs, and offer a retirement incentive to survive the state fiscal crisis over the past several years. The fiscal crisis exacerbated the District's deficit spending which started in 2008-09. In 20011-12, the District's ending reserve was projected to drop to 3.4% which was below the recommended minimum. The District borrowed $2.4M from its self-insurance Retiree Unfunded Medical Benefits Liability fund (RUMBL) which resulted in an ending reserve percentage of 6.42%. In 2012-13, the District reversed its deficit spending through workload reductions, decreased expenditures, and increased revenue from Proposition 30. In 2013-14, the new Budget Allocation Model (BAM) was developed by the District Budget Study Group. The BAM is revenue driven, easily understood, transparent, and incorporates a process for building back the RUMBL fund and District reserves. The BAM has been in operation for two years and in those two years, the District has paid back the loan from the RUMBL fund and continued to add to the unrestricted general fund reserves. For 2013-14, the District added $3.4 million for an ending reserve balance of $10.9 million which is a reserve percentage of 11.47%. For 2014-15, the District added $5.4 million for and ending reserve balance of $106.3 million or a reserve percentage of 15.9%. The District is projecting an unrestricted general fund balance of $22.1 million or a 19.6% reserve percentage. (III.D)

Las Positas College has reviewed and improved its budget development processes. The LPC Integrated Planning and Budget Cycle fully incorporate institutional planning with budget development. The college's planning reflects a realistic assessment of the available financial resources. Based on the BAM formula, Las Positas College receives $36.3 million or 41 % of revenues remaining after District offsets. The College has managed its fiscal resources prudently and with integrity. For 2014-15, the College had a general fund balance of $1.4 million or 3.7%. (III.D.1.a)

Findings and Evidence:

The mission and goals for Las Positas College serve as the foundation for financial planning. The college's mission and goals are consideration at all levels of planning and decision making. Beginning at the unit level, the college's mission and goals are incorporated into the program review process as well as any new hiring requests. The Campus Council reviews all funding requests for their application to and advancement of the college's mission and goals on an on-going basis. (III.D.1)

Financial resources for the colleges are determined by the District BAM. The College receives a dollar amount and a FTEF allocation and a FTES target, determined by the District Enrollment Management Committee. It is incumbent upon the college to plan accordingly to achieve its FTES target within its budget. Las Positas College has demonstrated a realistic assessment of its financial resources by meeting its FTES target for the past three years and keeping its

expenditures within budget. In order to meet the targets, the College has elected to borrow FTES from the preceding years. The College has developed a schedule to replace the borrowed FTES over the next three years. (III.D.1.b)

Las Positas College has local revenues of $2 million. Sources of local revenues are non-resident tuition, facilities rental, community education, student co-curricular funds, fees, and others. The College has contracted with Follett Higher Education Group for bookstore services and receives an annual commission of $200 thousand. (III.D.3.b)

Recent short-range financial planning has been concentrated on reducing expenses and building the reserves to handle any downturns in state funding and emergencies. The District has recognized the need to address the staffing and maintenance needs for new facilities being constructed with Measure B funds and has developed a hiring priority list which will be utilized as general funds become available. Additionally, as Measure B funds runout, the District anticipates that future funds for IT equipment and infrastructure will be needed. District-wide discussion, through its governance committees, of using the state instructional equipment block grant and including increased IT costs in the "off the top" expenses of the BAM, have already begun. However, a formal district wide plan had not been adopted at the time of the accreditation site visit. (III.D.1.c)

To pay for the STRS/PERS employer contribution increases over the next several years, the District intends to use the state allocation which includes increases to base funding. For years when the state does not include increases to base funding, the District plans to offset the contribution increases by using the general fund reserves, which have increased significantly over the past few years. (III.D.1.c)

The District is a member of four joint powers agreements for maximizing protection against insurance claims and rising utility costs: Statewide Association of Community Colleges (SWACC) for property and liability coverage, Protected Insurance Program for Schools (PIPS) for workers' compensation insurance, Community College Insurance Group (CCIG) for dental and vision insurance, and School Project for Utility Rate Reduction (SPURR) for wholesale natural gas prices. Membership in these organizations reduces costs while increasing coverage. (III.D.1.c)

The college's budget development calendar is based on the District calendar. The annual calendar clearly outlines the budget development processes with timelines and deliverables. At Las Positas College, the budget development cycle parallels the institutional planning cycle. While the institutional planning process is developing planning priorities for the next year; the budget process is developing a budget based on the previous year's planning priorities. The budget process begins with the resource prioritization of the planning priorities from the Faculty Hiring Committee, Resource Allocation Committee, and the Integrated Planning Committee being approved by the President and executive staff. This resource prioritization is utilized by the Office of Administrative Services to build a tentative budget. The tentative budget is reviewed by the College Council and finalized by the President and executive team. The budget is then sent to the District for inclusion in the adoption budget. All campus constituencies have the

opportunity to participate in financial planning and budget development through membership and participation in committees. (III.D.1.d)

The Ellucian Banner enterprise system is utilized districtwide and contains finance, human resources, student information system, and payroll modules. To protect the integrity of the enterprise system, the District annually reviews it security protocols, installs updates, and provides the staff with tutorial modules for new procedures. Because of the high turnover rate of employees, the District will be hiring two full time trainers to orient new employees and update current employees to the Ellucian Banner suite of products. There have not been any security breaches, cyber-attacks, or issues with internal controls of the financial data. Daily financial data is uploaded to the Ellucian Banner Enterprise System every night to provide all end users with dependable and timely information. (III.D.2.a)

An employee's access level for the Ellucian Banner resource system is determined by position and approved by the Vice Chancellor, Business. In general, most campus end user access levels are for viewing capability only. The Vice President of Administrative Services and the fiscal services staff are the only employees who have the capability to interact with system. (III.D.2.e)

For the year 2012, the District received an unqualified opinion on its audit of financial statements. However, in 2012 the District received a qualified opinion on their federal and state awards. For the federal awards, there was a material weakness relating to indirect costs and matching requirements for the Title IV-E Foster Care program. For the state awards, there were significant deficiencies relating to TBA courses, eligibility verification, and student signatures on SEPs for EOPS, CalWORKS, CARE and DSPS. All findings have subsequently been corrected and implemented. (III.D.2.a, III.D.2.b)

For the years 2013 and 2014, the District received unmodified opinions on their financial statements and federal and state awards. There were no material weakness findings and the significant deficiencies findings were easily correctable policy and procedural issues which have been implemented. (III.D.2.a, III.D.2.b)

The District conducts an annual compliance and performance audit of its Proposition 39 Measure B General Obligation Bonds. There have been no findings in the past three years. The District has a full and active bond oversight committee which meets on a regular basis. (III.D.3.b)

The District is timely and current with all its sate fiscal reporting. The tentative budget, adoption budget, CCSF-311s and CCSF-320s are all developed, reviewed by the campus committees, and approved by the Board of Trustees with sufficient time for transmittal to the Chancellor's Office. Additionally, the District is in full compliance with state laws and regulations including the Fifty Per Cent Law, Gann Limit, enrollment fee reporting, Proposition 30 funds disclosure, etc. The campus is informed of the budget and other financial information through the various college and district committees. The Campus Council and monthly Town Hall meetings are the foremost and primary forums for the announcements and presentations of college and district financial information. (III.D.2.a)

Financial information is also accessible online. The District posts the key financial documents; such as the budget, annual audits, annual fiscal reports, Measure B information on the CLPCCD website after their approval by the Board of Trustees. The college's Office of Administrative Services web page also posts key financial documents, as well as, the fiscal and budgeting policies and procedures. Both websites are available to staff, students, and the public. The campus hosts monthly town hall meetings which includes any important fiscal announcements or explanations of complex budget matters. (III.D.2.c)

The District and college evaluate its business processes throughout the year. As an example, in 2014, the college reviewed its signature authorization process and forms. The review resulted in training for newly hired staff and ideas for streamlining to improve efficiency. Additionally, the district undergoes an annual pre-audit and audit by an external auditing firm who reviews the District's financial statements and tests the District's and College's internal controls. (III.D.2.e)

During the last three years, the District updated its business policies and procedures. The District modeled its policies on the California Community College League templates for policies and procedures. This enabled the District to develop its policies and procedures within an updated legal framework and provided consistent language throughout the document. The new policies and procedures also align with other colleges in the system. (III.D.2.e)

The District regularly prepares a cash and fund balance analysis. During the recession, the State's reliance on apportionment deferrals resulted in the District issuing a TRANs (Tax Revenue Anticipation Notes) in the amount of $33.5 million during the 2012-13 fiscal year. The District has not borrowed monies since then. The District also issued Measure B general obligation bonds in the amount of $289,105,000 in 2012-13. The District was deemed to have a "very strong capacity to meet its financial commitments," as evidenced by the strong ratings of Standard and Poor's A+ and Moody's Aa2 for this bond sale. (III.D.3.a)

Both the District and college have adequate checks and balances for all payroll and fiscal transactions which require multiple levels of approving signatures. Any annual audit findings regarding internal controls are addressed and corrected before the next audit. The college is timely with its end of the year financial and programmatic reports which are required for grants, the financial aid program, and the categorical programs. The college has not lost any grant or categorical program funding due to fiscal issues. (III.D.3.b)

All college investments are administered by the District. The LPC Foundation operates as a 501(c)(3) which is independent of the College. The foundation conducts its own annual audit. All audits have been clean audits without any findings. The President is an ex-officio member of the foundation's governing board. Most college grants and scholarships are administered by the LPC Foundation. The current net asset of the foundation is $1.6 million. A new Director for the LPC Foundation was hired in August 2015. (III.D.3.b)

The District has elected the "pay as you go" method to address its Other Post Employment Benefits (OPEB). Additionally, the District has set up a self-insurance fund, not an irrevocable trust, to address the OPEB liability. As of June 2014, this fund had an ending balance of $4.3 million. In compliance with GASB 45, the Districts conducts a bi-annual actuarial study of its

OPEB liability. As of the April 1, 2015, the District's OPEB unfunded actuarial accrued liability (UAAL) was $138,112,667. (III.D.3.c, III.D.3.d)

Beginning January 1, 2013, the District and all bargaining units agreed that all new employees to the District would not be eligible for lifetime medical benefits. Instead, these new tiered employees would receive a $200 monthly contribution to a Health Retirement Savings plan/Health Reimbursement Account (HSA/HRA). These new tiered employees do not generate any future OPEB liabilities and, at some point, in the far distant future, the District will not have any unfunded OPEB liabilities. (III.D.3.c)

To reduce the future liabilities for vacation accruals, the District has a maximum limit of 31 days. The District enforces the limit by automatically stopping any vacation accrual when an employee reaches the limit.

The District's only locally incurred debt is the general obligation bonds, which are paid by ad valorem taxes and do not affect the institution's finances. (III.D.3.e)

Las Positas College prioritizes the financial responsibilities and record keeping required for compliance with the Title IV policy. The College has never had any findings or internal control issues on the annual audit pertaining to financial aid or Title IV. Las Positas College has always had a very low student loan default rate. The most recent student loan default rates are: 13.8% for 2010, 12.5% for 2011, and-for 12.2% for 2012. The College has an early intervention program and continuously works at improving the processes and communication to students in order to lower the default rate. Although there is no direct loan counseling, the College uses an on-line tool and staff support to assist and to inform students about loans and financial responsibility. (III.D.3.f)

Contracts with external agencies are consistent with the college's mission and goals and the District's mission and goals, as well as, the District's policies and procedures. All contracts are reviewed by the College's Office of Administrative Services for adherence to the District's policies and procedures and compliance with California Education Code, Government Code, Public Contracts Code, and Civil Code before being sent to the Chancellor's Senior Leadership Team for a higher level review. Those contracts that are deemed appropriate and compliant with regulations are recommended by the Vice Chancellor of Business to the Board of Trustees for approval. (III.D.3.g)

The college evaluates its financial management annually through its departmental program reviews, which include a self-assessment and identification of areas for improvement. Additionally, the management at Las Positas College are actively analyzing the business processes for improvement. As mentioned elsewhere in this report, the external auditor examines the District and college procedures and internal control structure and, if necessary, makes recommendations for improvement. (III.D.3.h)

Based on interviews, Las Positas College redesigned their institutional planning and budgeting model in 2013. The LPC Integrated Planning and Budget Cycle incorporates the College's

mission and goals throughout the model and throughout the component processes: Program Review, College Planning, Resource Allocation and Budget Development. (III.D.4)

The Integrated Planning Cycle begins with the program review process and culminates with the division summaries. The College planning process continues with the review of division summaries and other current planning documents by the Integrated Planning Committee. The outcomes of this review are the college planning priorities for the next fiscal year. (III.D.4)

The Budget Cycle begins with the resource prioritization, based on the previous year's planning priorities, by Faculty Hiring Prioritization and Resource Allocation committees. This resource prioritization is then recommended to the President and executive staff; who finalize the list to be utilized in the development of the tentative budget. The tentative budget is reviewed by the College Council and finalized by the President and executive staff for submission to the District and inclusion in the Adoption Budget. (III.D.4)

 The College Council assesses the integration of planning, budget, and allocations on an on-going basis and the Institutional Effectiveness Committee assesses the effectiveness of the entire LPC Planning and Budget Cycle on an on-going basis. The LPC Integrated Planning and Budget Cycle have been in effect for the past two years. (III.D.4)

Conclusion:

Financial resources at Las Positas College are sufficient to support student learning programs and services and to improve institutional effectiveness. The College plans prudently for the effective and efficient use of its financial resources. The LPC Integrated Planning and Budget Cycle has formalized and integrated the College's institutional planning and budgeting processes. The College follows good business processes and continuously assesses and improves the processes. After a few years of deficit spending during the state financial crisis, the District and colleges have reversed that trend and have added to the unrestricted general fund balance for the past three years.

The team did not find any evidence that the District has done a comprehensive review of the BAM (budget allocation model) to determine effectiveness.

The college meets this standard.

College and District Recommendation:

4. In order to increase effectiveness and ensure the Colleges can meet their missions, the team recommends the District and College regularly assess the budget allocation model (BAM) to ensure its integrity and effectiveness in adequately supporting College operations. (Standards III.D.1, III.D.3, IV.B.3, IV.B.3.b, IV.B.3 d)

Standard IV – Leadership and Governance
Standard IV.A – Decision-Making Roles and Processes

General Observations

The College has a fully developed a functioning governance process that encourages, recognizes, and empowers the ethical and effective leadership throughout the organization as clearly defined in the LPC Shared Governance Handbook that was approved by the CLPD Board on January 20, 2015. The structure links governance at that campus with the district and contributes to empowering employees, which leads to improvement. Staff members are encouraged to participate in the district councils and the college governance councils, committees, and task forces to provide input, in decision-making, participate in innovation, as well as the review, and improvement of the college's mission, operations, and strategic planning. The CLPCCD Task Map–Summary and CLPCCD Functional Map as published on the district website delineates responsibilities between the district and college. (IV.A, IV.A.1, IV.A.2)

The institution has submitted information required by the commission and responded to request for additional information. The statement of accreditation is for the most part consistently stated, with the one notable exception of recruitment information for the President of Las Positas College, "Las Positas College has been fully accredited by the Western Association of Schools and Colleges since 1991." (IV.A.4)

The college has thoroughly reviewed and made improvements to its governance structure, resource allocation process, integrated planning, budget, and assessment model. The role of leadership and institution's governance and decision-making structures are widely understood and are consistent with promoting an environment of empowerment and participation. The administration takes steps to assure that information is vetted with the community through monthly campus forums and by other means. This information is used for the basis of improvement. (IV.A.5)

Findings and Evidence

Faculty and administrators have clearly defined roles as published in Board Policy 2015 as approved on January 16, 1996. "The Board of Trustees shall rely primarily upon the advice and judgment of each Academic Senate independently on selected college matters and the two senates jointly on selected District matters." …"in these "Academic and Professional" matters: a. Curriculum; including establishing prerequisites and placing courses in disciplines; b. Degrees and Certificate requirements; c. Grading policies; and d. Faculty roles and involvement in accreditation processes including the self-study and annual reports." Additionally, areas of Mutual Agreement are listed for both college and district issues. IV.A.2.a, IV.A.2.b)

In addition to describing the governance structure and designated areas of responsibility for the college, district, faculty, and administration, the governance process allows for the participation of administration faculty, students, staff, and collected bargaining units. The College Council, the primary recommending body to the President has 17 voting members including the three vice presidents, the Chairs of each of principle subcommittees and representatives from the Academic

Senate, Classified Senate, Student Senate, Faculty Association, and SEIU. Most committees have membership from all constituent groups. Members serve for two years. During interviews, the shared governance groups expressed that they had a voice in college planning and decision-making.

The Chabot-Las Positas Community College District Functional Map follows the structure of the ACCJC Standards. Each responsibility for the district and college are coded as being primary, secondary, or shared. The functional map was reviewed and updated by School Services. Subsequently, the District published Chabot-Las Positas Community College Task Map-Summary of Functions to further address the differentiation of responsibilities. The functional map and the functional map-summary of functions fail to clearly delineate district/college roles.

The Colleges Las Positas College's Integrated Planning and Budget Cycle, Diagram 2, The Las Positas College's Integrated Planning, Budget, and Assessment Model, Diagram, clearly delineate the process, timeframes, and governance groups. The college utilized broad community input and discussion in the review of the college mission, vision and goals.   Other areas of the college have less mature assessment and continuous improvement processes. (IV.A.5)

Conclusion

The College has developed an Integrated Planning, Budget, and Assessment Model. The model, clearly built around program review, shows the relationship between Program Review and the adoption of College Priorities, the roles of administrative units, and shared governance committees throughout the year/cycle. (Diagram 2-Las Positas College's Integrated Planning, Budget, and assessment Model)   Likewise, Diagram 1-Las Positas College's Integrated Planning and Budget Cycle, shows the parallel development of the Program Review Process and College Planning Process with Resource Allocation Process and Budget Development Process, both planning and budgeting being based on the College Mission, Goals, and Priorities with on-going assessment. (IV.A.2, IV.A.3)

The role of leadership, college's governance and decision-making structures are regularly evaluated and the results of these evaluations used as the basis for improvement. (IV.A.5) The College has thoroughly reviewed and made improvements to its governance structure, resource allocation process, integrated planning, budget, and assessment model. The role of leadership and institution's governance and decision-making structures are widely understood and are consistent with promoting an environment of empowerment and participation. The administration takes steps to assure that information is vetted with the community through monthly campus forums and by other means. This information is used for the basis of improvement. (IV.A.5)

The College meets the Standard.

Standard IV.B – Board and Administrative Organization

General Observations

Las Positas College is one of the two colleges in the Chabot-Las Positas Community College District. The district governing board has seven elected members and two student trustees, one representing each college. The district has board policies and administrative procedures that address the membership, elections, responsibilities, and ethics of board members. There are also policies and administrative procedures regarding the authority and selection of the chancellor and the selection and evaluation of the president board policies that address educational administrators. In 2013, the District embarked on using services provided by the Community College League of California to update all policies and administrative procedures. At the time of the site visit, several of the policies and procedures were still being updated. The site team inquired about the development of a regular evaluation and revision process and timeline and Trustees agreed that they will address this but this process had not yet been developed. In 2014 the Board revised the district mission to better reflect the Board priorities that were adopted in 2013. Policies and administrative procedures are available on the district website. It would be useful for the colleges to also include a link to these items on the college website to increase information and communication.

The Board of Trustees has a staggered election process. New member orientation is offered and the Board President, a rotating duty, is provided with a training binder. New members are sent to the Effective Trustees workshop in January in Sacramento. Ethics training and professional learning opportunities are also provided. Board Policy 2740 identifies an annual development of an evaluation instrument but no administrative procedures are listed that indicate how often the evaluation is performed or the process. One of the self-identified improvement plans in the College Self Evaluation Report is to incorporate ACCJC standards into the Board's self-evaluation process.

There are policies in place to address the hiring and responsibilities of the chancellor and the responsibilities assigned to that individual. Since the last self-evaluation, the Board has hired two presidents and three interim presidents. The current president, hired in November 2013, has initiated a new planning and budget structure and the use of institutional research. The positive impacts of these items were witnessed by the team during interviews and the open forums. Both classified and staff has commented about the positive direction of the college under the current president's direction. These statements, while consistent, were anecdotal and could not be substantiated with an evaluation because the current president has not been evaluated by either the chancellor or the governing board.

The College Self-Study Report claims that Board Policy 2015 defines the District's governing structure but this policy only addresses the student trustee. The College Self-Study Report also includes a district governance chart and the delineation of functions map. It is unclear if the board policy, the chart, and the map align. Using the documents as a guide, the reporting structure between the president and chancellor is also unclear. Consequently, it is unclear if the chancellor gives full responsibility and authority to the president when appropriate or how this

impacts communication between the college and the governing board. The governance chart does not include the students or classified staff and therefore makes it challenging to assess the role of all constituencies in the overall governance structure for the district. The college also identifies the need for a standard evaluation of district services and this self-identified improvement plan supports the need to the district to clarify these policies and procedures.

Findings and Evidence

Board Policy 2010 (Board Membership) defines the membership of the governing board and Board Policy 2200(Board Duties and Responsibilities) defines the board's responsibilities. The delineation of functions map does not clearly define specific responsibilities in regards to the organizational roles of the district and the college. The Board policy provided for defining the organizational roles, BP 2015, was not the correct policy and only addressed the student membership. The team was informed that several current policies are being combined and that these revisions are currently moving through the shared governance process. The team also found that the delineation of functions map does not adequately describe the process for assigning duties or the reporting structure and does not consistently align with other documents addressing similar items (IV.B).

It is clear from the evidence provided that the governing board establishes policies that lead to quality learning programs and services. Interviews with trustees validated that the Board uses student outcomes to set priorities and Board Policy 2200 (Board Duties) and Responsibilities codifies this responsibility. Interviews with trustees also revealed that the adoption of the new budgeting model (BAM) has allowed the district to increase transparency and the accompanying policies and procedures assist the Board in place to assuring prudent and fiscally sound financial decisions (IV.B.1).

Board policy 2715 (Code of Ethics/Standard of Practice) defines the standards of practice for the Board including working together in harmony, making evidence-based decisions and the need for the Board to act as a whole once a decision is made. No evidence to support that the actions of the board reflect the policy were provided in the Self Evaluation report but interviews with trustees and the Board's 2014 self-evaluation support that the Board work to reach consensus and clearly act as a whole once a decision is reached (IV.B.1.a).

In 2014, the Board evaluated and revised the District mission statement to reflect board priorities. The evaluation and the results were not provided in the Self Evaluation. The College Self Evaluation Report does indicate that, in 2013, the District embarked on using services provided by the Community College League of California to update all policies and administrative procedures. At the time of the site visit, several of the policies and procedures were still being updated. The site team inquired about the development of a regular evaluation and revision process and timeline and Trustees agreed that they will address this but this process had not yet been developed (IV.B.1.b).

The updated Board Policy 2200 (Board Duties and Responsibilities) specifically assigns the Board the responsibility for educational quality and financial integrity (IV.B.1.c). As previously mentioned, the district is currently in the process of updating all policies and procedures. At the

time of the visit, several policies and procedures had not been reviewed and it was unclear where some of these were published. Based on evidence and interviews, the district publishes these policies and procedures by placing them on the district's website. During the visit, the team found that most of these policies and procedures were available on the website, including policies that specify the board's size, duties, and responsibilities, but at least one policy was not (IV.B.1.d). To increase information access and communication, a link to these items should be available on the college's website. The College Self Evaluation Report lists minutes as evidence for the board acting in a manner consistent with policies and bylaws and these actions were confirmed by the team during interviews and examination of additional minutes and procedures. While the Board is currently reviewing policies and practices, evidence did not support that this occurs regularly (IV.B.1.e).

The College Self -Report indicates that new board members participate in a new member orientation and that the Board President, a rotating duty, is provided with a training binder. These statements were verified during interviews and evaluation of evidence. In 2014, a new trustee, the first new trustee in many years, was appointed and this trustee was provided with the orientation and provided the team with these documents during interviews. Administrative Procedure 2740 (Board Education) also details these procedures (IV.B.1.f). This Administrative Procedure addresses the prior team's Recommendation #6(District and College Recommendation) that states, "In order to improve, the team recommends that the Board establish and formally adopt a clearly delineated orientation program for new members."

Board Policy 2740 (Board Education) identifies an annual development of an evaluation instrument. Board members confirmed that the Board evaluation occurs each year and that the results are made public. The visiting team confirmed that results were presented at an open Board meeting. One of the self-identified improvement plans in the report is to incorporate ACCJC standards into the Board's self-evaluation process. The Board members have supported this statement and concurred that these new standards will be incorporated in the next evaluation (IV.B.1.g). Additionally, Board Policy 2715 (Code of Ethics/Standards of Practice) outlines a code of ethics and a process for dealing with ethics violations of board members (IV.B.1.h).

The evidence provided in the report and verified during the team visit illustrates that the governing board is informed about the accreditation process (IV.B.1.i). Examination of Board minutes revealed that regular presentations addressing accreditation had been made to the Board in the year and half before the site visit. The Board was updated on the accreditation process at the District and colleges in their meetings in 2014 and 2015.

Board Policy 2430 (Delegating Authority to the Chancellor), administrative policy 2430 (Delegating Authority to the Chancellor), Board policy 2435 (Evaluating a Chancellor), administrative policy 2435 (Evaluating a Chancellor), Board policy 2431 (Searching for a Chancellor), and Board policy 2432 (Appointing an Interim Chancellor) illustrate that the governing board has the responsibility for selecting and evaluating the chancellor and the responsibilities assigned to that individual. The College Self Evaluation Report indicates that the Board also participates in the selection and evaluation of the presidents but the board policies and/or administrative procedures were not provided and could not be found on the district's

website (IV.B.1.j). The report indicates that board policy 4115 establishes the authority of the president but it was not provided as evidence and could not be found on the district's website. When the team requested this policy, they were told that it and several other policies were being consolidated as part of the review process. (IV.D.1.d, IV.B.2, IV.B.3.e).

Although the College Self-Study Report indicates that the College meets the standard addressing effective staffing levels, it is difficult to evaluate if this is accurate based on the multiple references to turnover, retirements, and vacancies in all areas. Based on this narrative and interviews with multiple individuals, it is unclear if the president is currently overseeing an administrative structure that reflects the institution's purpose, size, and complexity (IV.B.2.a).

Evidence of the President guiding institutional improvement is provided. Examples include the setting of college goals and priorities and use of committees and the participatory governance process. This section references the actions of several presidents but highlights the current President's focus on integrated planning, goal setting, and the use of data and research (IV.B.2.b, IV.B.2.c). This focus on integrated planning and budget development, according to the College Self Evaluation Report, illustrates the president's ultimate control of the budget and expenditures (IV.B.2.d). These statements were confirmed during the visit and interviews illustrate the positive impact of the College's new planning and budgeting plan that was adopted after the new president was hired. The current president also appears to work and communicate effectively with the communities served by the college via his presentations to civic organizations, meetings with local school superintendents, and participation in the Bay Area Presidents Association (IV.B.2.e).

The College Self-Study Report claims that Board Policy 2015 defines the District's governing structure but this policy only addresses the student trustee. The visiting team was told that multiple policies that address the governance structure are currently being combined and moving through the shared governance process but at the time of the visit, a policy describing the governance process was not available. At the college level, a governance handbook accurately describes the participatory governance process but and all groups communicated a process in which open dialogue is occurring. Additionally, members of the classified and faculty leadership described a clear reporting process and increased transparency with the president's office under the leadership of the current president.

The effective process that is occurring at the college level is not adequately represented in district policies and other documents addressing governance. The College Self-Study Report includes a district governance chart and the delineation of functions map. It is unclear if the board policy for governance, the chart, and the map align. When examining the district governance chart, the reporting structure between the president and chancellor is unclear. Board Policy 2430 (Delegation of Authority of the Chancellor) states that "the Chancellor may delegate appropriate powers and duties entrusted to him/her by the Board to designated administrators" but how this item is carried out with regards to the president is not specified. Consequently, it is unclear if the chancellor gives full responsibility and authority to the president when appropriate or how this impacts communication between the college and the governing board. Additionally,

this chart does not include the classified senate or student government and therefore it is unclear how these groups participate in the participatory governance process.

The college also identifies the need for a standard evaluation of district services. This statement was supported by interviews and college personnel specifically identified the need to assess the College's new budgeting model (BAM). This self-identified improvement plan and the lack of evidence and evaluation in the report makes it difficult to ascertain of the district is effectively controlling expenditures. While interviews at the district level presented narrative that this is occurring, there appears to be some level of disconnect between the district and the college at the time the Self Evaluation was written (IV.B.3, IV.B.3.a, IV.B.3.b, IV.B.3.c, IV.B.3.d, IV.B.3.f, IV.B.3.g).

Conclusion

While the college and district have made significant process on Board orientation and evaluation, there is a lack of evidence to verify that all policies have been updated, the adequacy of staffing assessed, the President evaluated, or that a comprehensive staffing plan exists.

The District has failed to develop and maintain a system to regularly review board policies and procedures and failed to move expeditiously to respond to recommendations made by the commission in accord with the reports of visiting teams in 2003, 2009, and 2012. (IV.B.1.e)

The College and the District do not meet this Standard.

College and District Recommendations

1. In order to increase effectiveness, the team recommends that the board establish a regular evaluation cycle of its policies and practices, inclusively revise them as necessary, and make them available to the public. (Standards III.A.3, IV.B.1.d, IV.B.1.e, IV.B.1.f)

2. 2. In order to increase effectiveness, the team recommends that the board clearly define and implement improvement outcomes from the established board self-evaluation process as a mechanism for improving board performance. (Standards IV.B.1, IV.B.1.e, IV.B.1.g)

3. To increase institutional effectiveness, the team recommends the District and College regularly evaluate role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the Colleges in meeting educational goals. (Standards III.A.6, III.C.1.a, III.C.1.d, IV.B.3, IV.B.3.a, IV.B.3.b, IV.B.3.f, IV.B.3.g)

4. In order to increase effectiveness and ensure the Colleges can meet their missions, the team recommends the District and College regularly assess the budget allocation model (BAM) to ensure its integrity and effectiveness in adequately supporting College operations. (Standards III.D.1, III.D.3, IV.B.3, IV.B.3.b, IV.B.3 d)

5. To meet the standard, the Colleges and District should update and integrate their long range facilities planning process to reflect the total cost of ownership projections of facilities and equipment (III.B.2.a, ER 19).