Las Positas College
Institutional Effectiveness Report
2012-2013

December 2013

Prepared by
Office of Institutional Research and Planning
Institutional Effectiveness Committee

Mission

Las Positas College is an inclusive learning-centered institution providing educational opportunities and support for completion of students' transfer, degree, basic skills, career-technical, and retraining goals.

Vision

Las Positas College strives to be California's premier Community College, setting the standard through opportunities for developing knowledge, skills, values, and abilities that foster engaged and contributing members of the society.

Values

Las Positas College thrives as a collaborative teaching and learning community committed to integrity and excellence by:

1. Encouraging and celebrating lifelong learning
2. Responding to the needs of the ever-changing workplace
3. Demonstrating civic, social and environmental responsibility
4. Promoting ethical behavior, tolerance and mutual respect in a diverse community
5. Fostering a climate of discovery, creativity and personal development
6. Holding firm to the belief that each of us makes an astonishing difference.

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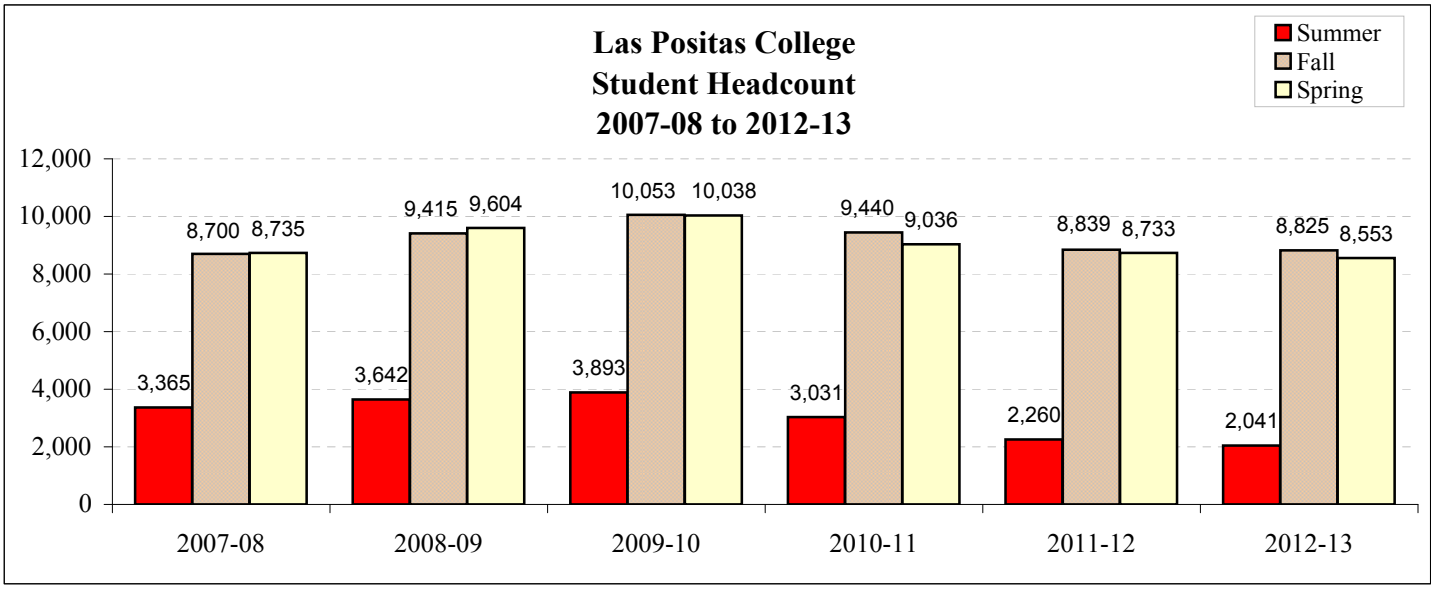
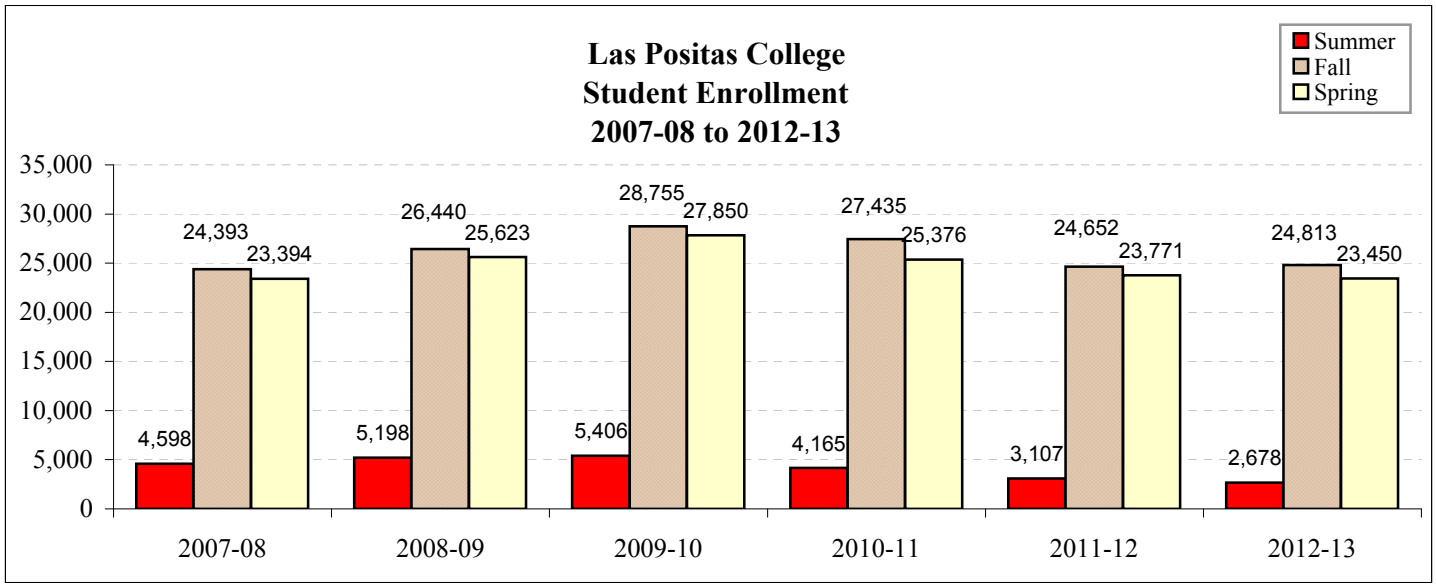
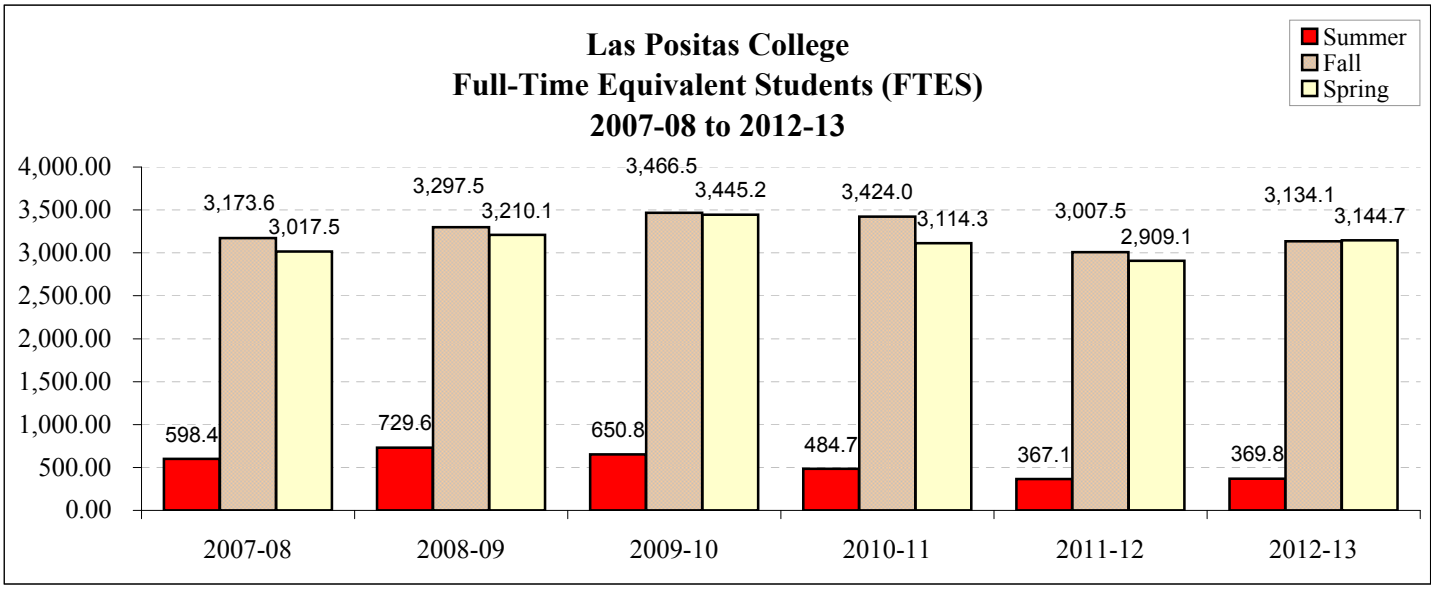
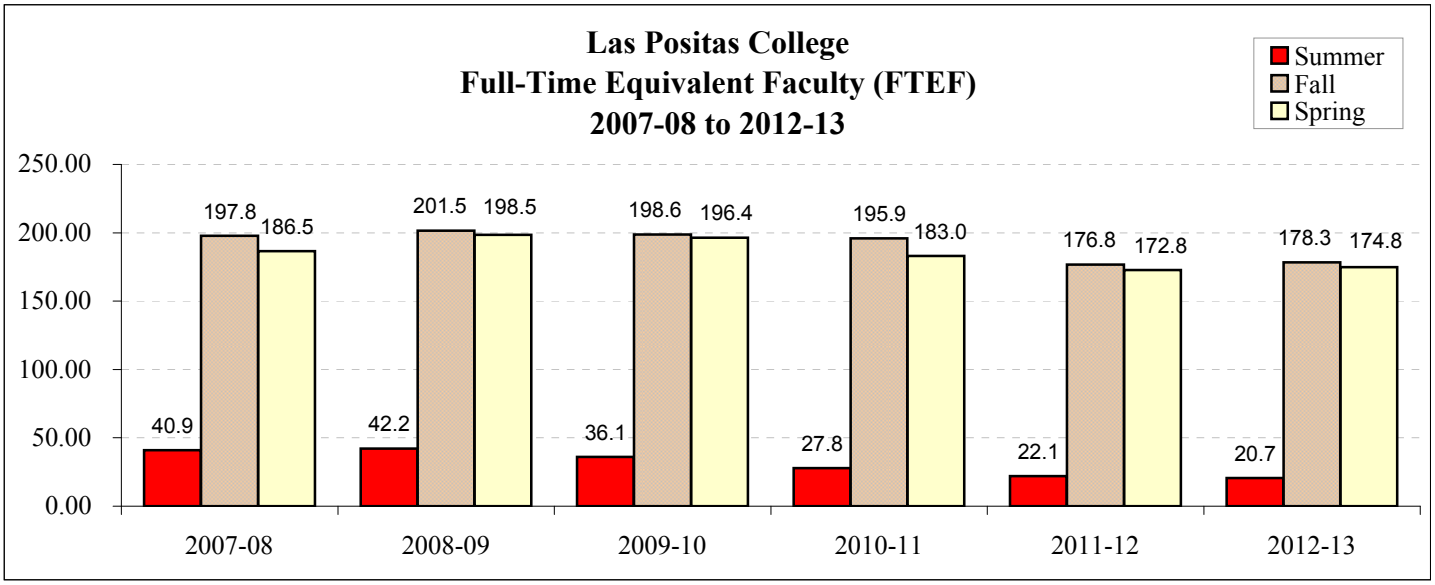
Institutional Indicators

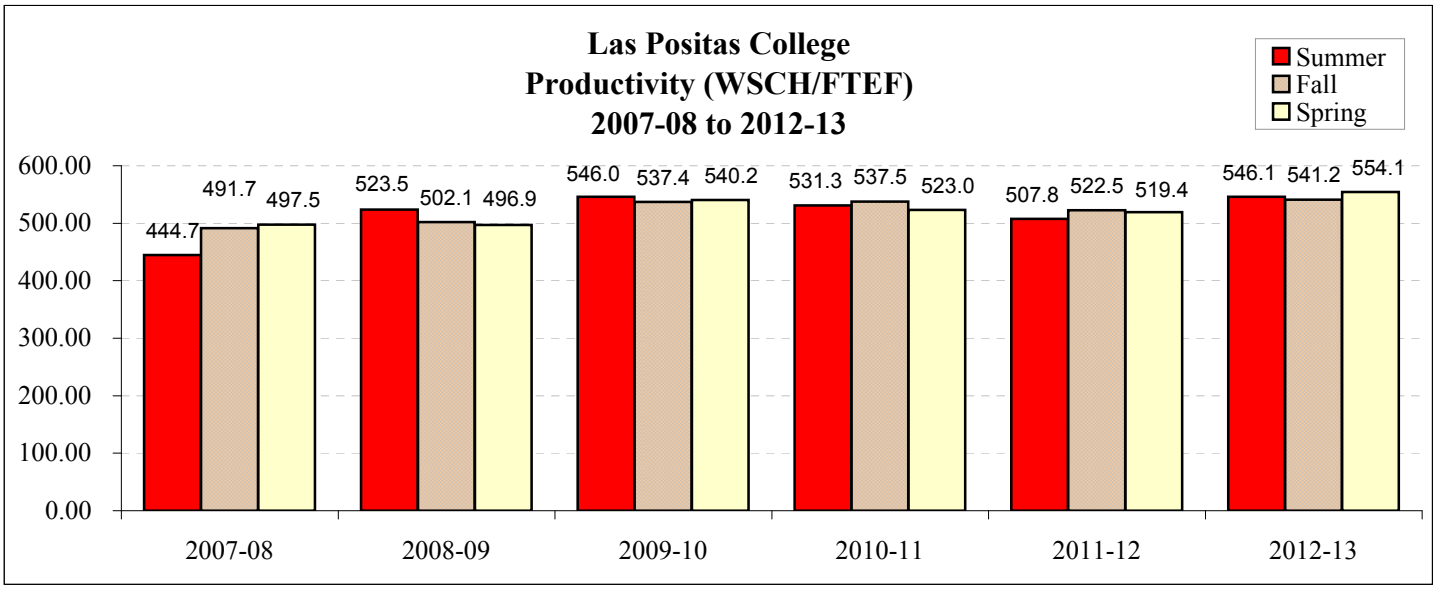
Enrollment Management Data


Las Positas College
Student Headcount
2007-08 to 2012-13
Summer
Fall
Spring
12,000
10,000
8,000
6,000
4,000
2,000
0
3,365
8,700
8,735
3,642
9,415
9,604
3,893
10,053
10,038
3,031
9,440
9,036
2,260
8,839
8,733
2,041
8,825
8,553
2007-08
2008-09
2009-10
2010-11
2011-12
2012-13


Las Positas College
Student Enrollment
2007-08 to 2012-13
Summer
Fall
Spring
35,000
30,000
25,000
20,000
15,000
10,000
5,000
0
4,598
24,393
23,394
5,198
26,440
25,623
5,406
28,755
27,850
4,165
27,435
25,376
3,107
24,652
23,771
2,678
24,813
23,450
2007-08
2008-09
2009-10
2010-11
2011-12
2012-13


Las Positas College
Full-Time Equivalent Students (FTES)
2007-08 to 2012-13
Summer
Fall
Spring
4,000.00
3,500.00
3,000.00
2,500.00
2,000.00
1,500.00
1,000.00
500.00
0.00
598.4
3,173.6
3,017.5
729.6
3,297.5
3,210.1
650.8
3,466.5
3,445.2
484.7
3,424.0
3,114.3
367.1
3,007.5
2,909.1
369.8
3,134.1
3,144.7
2007-08
2008-09
2009-10
2010-11
2011-12
2012-13





Definitions:

Headcount is the unduplicated count of students enrolled in all courses.

Enrollment is the sum of all course enrollments (filled seats).

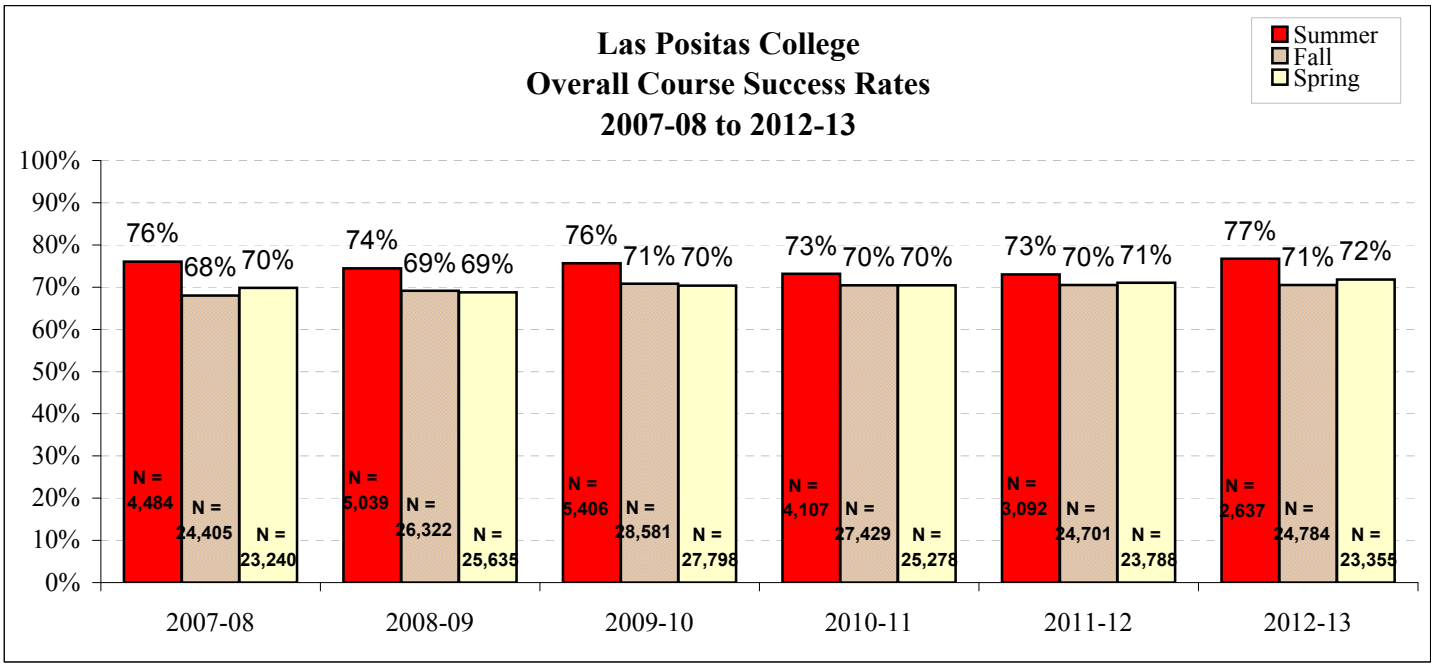
FTES is the total Full Time Equivalent Student value resulting from all enrollments.

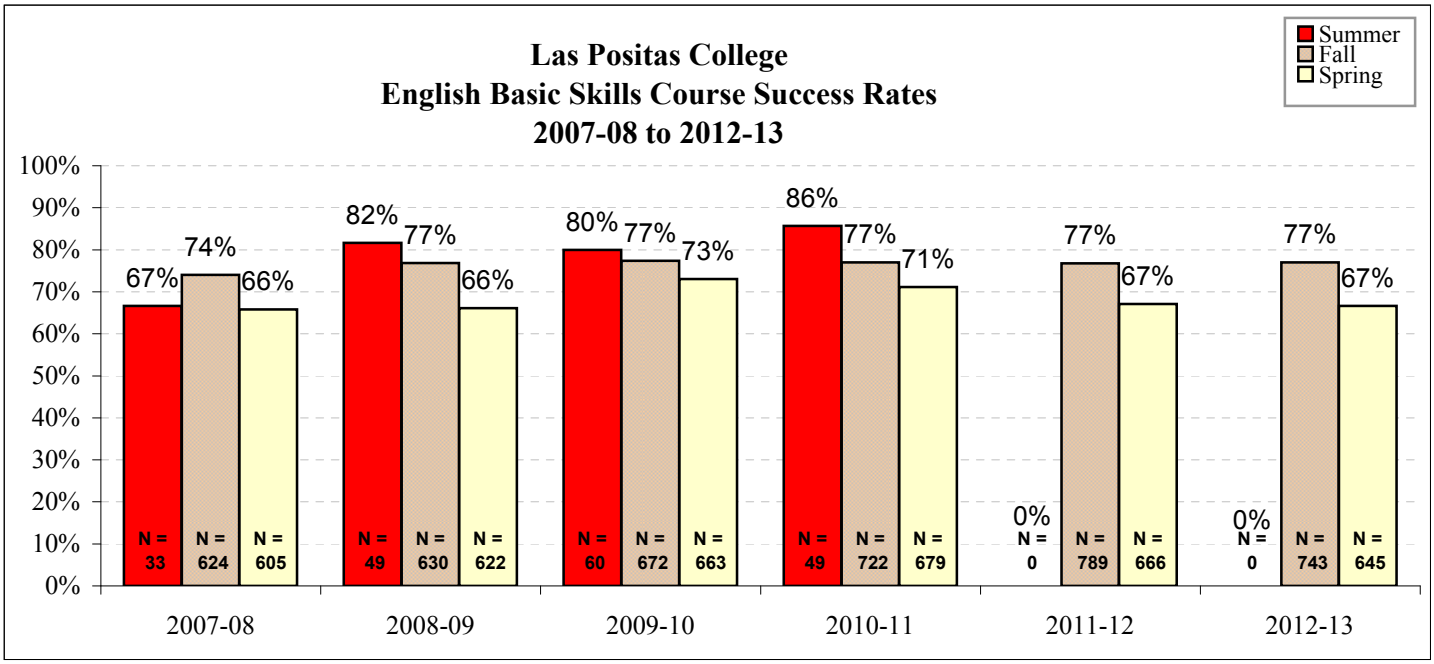
FTEF is the Full Time Equivalent Faculty associated with the discipline's course offerings.

Productivity is the ratio of WSCH to FTEF and a standard measure of discipline efficiency.

Institutional Indicators

Course Success Rates

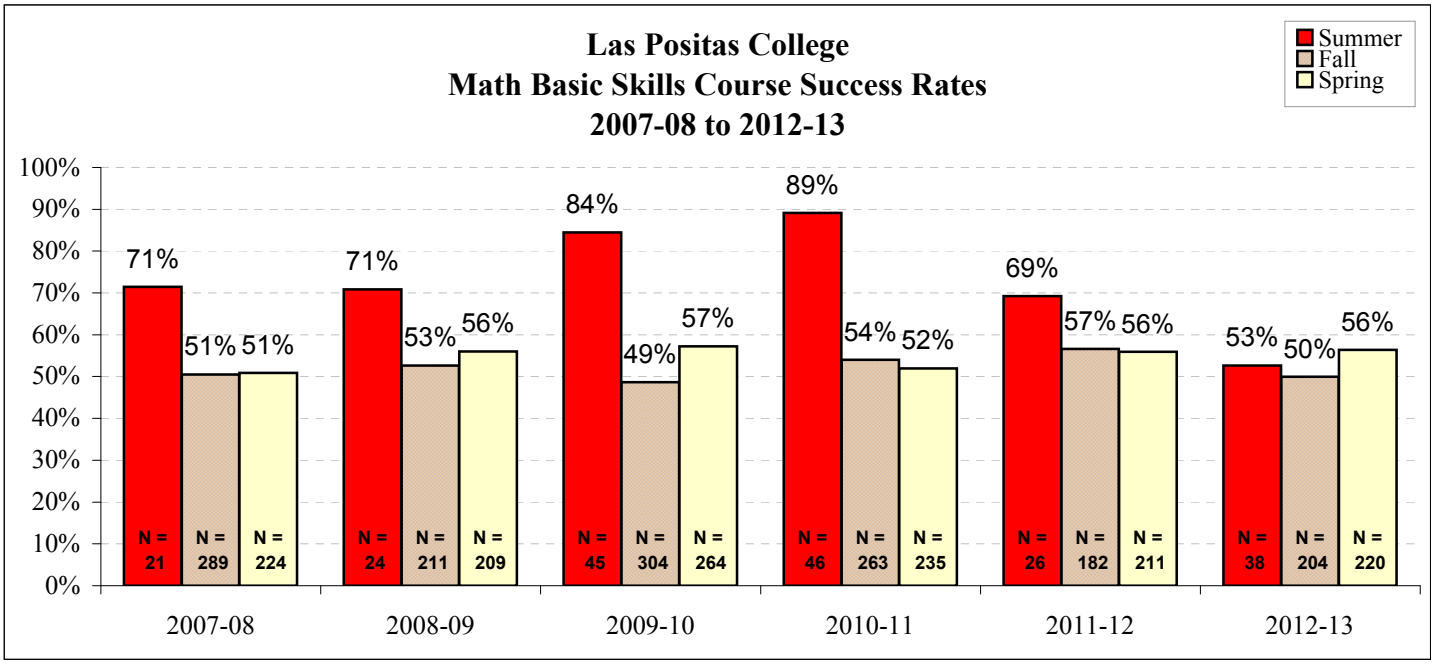




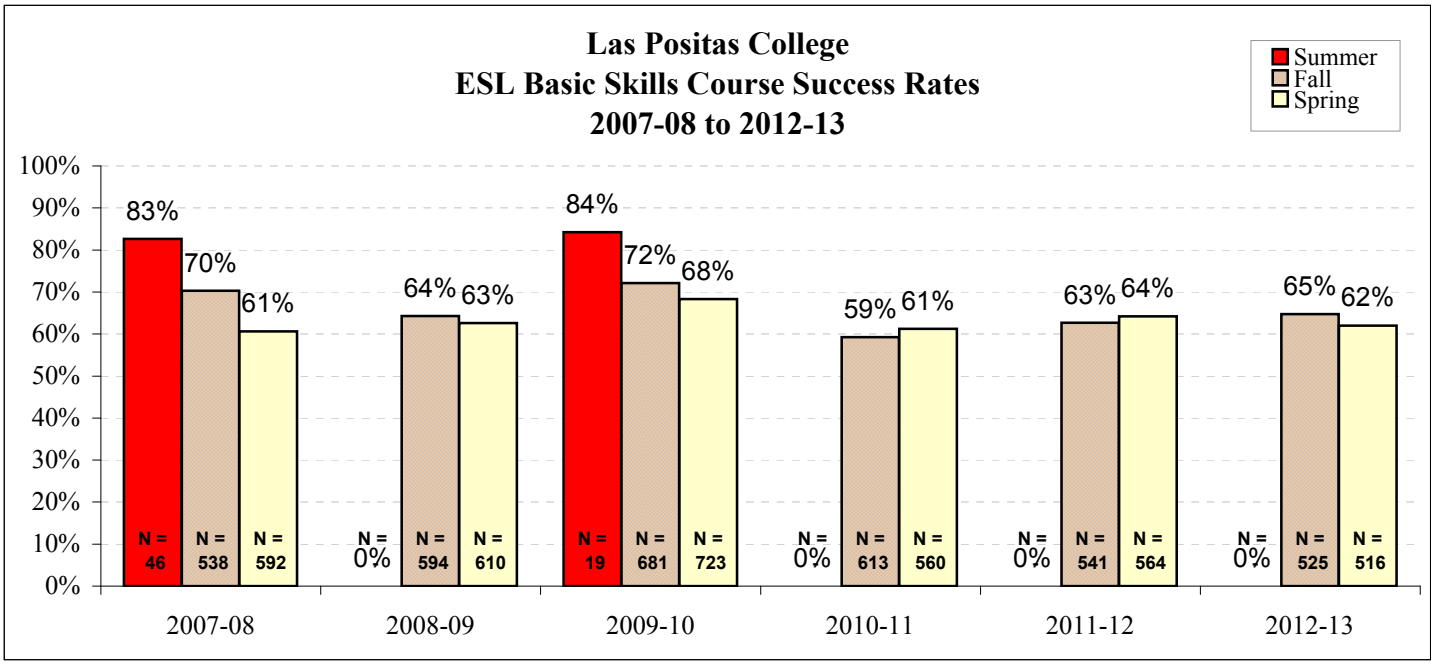
NOTE: Includes only ENG 100A, ENG 100B, ENG 102, ENG 104, ENG 105

Success rates = the number of students who successfully completed their course (receiving a grade of: A, B, C, CR, P) over the total number of enrollments. (Non-success = D, F, NC, NP, I)

N = the sum of all course enrollments (filled seats).



NOTE: Includes only MATH 106, MATH 107/X/Y



NOTE: Includes only ESL 111A/B, ESL 120B, ESL 121A/B, ESL 122A/B, ESL 123, ESL 126, ESL 130A/B, ESL 131A/B, ESL 132, ESL 133/A/B

Success rates = the number of students who successfully completed their course (receiving a grade of: A, B, C, CR, P) over the total number of enrollments. (Non-success = D, F, NC, NP, I)

N = the sum of all course enrollments (filled seats).

Institutional Indicators

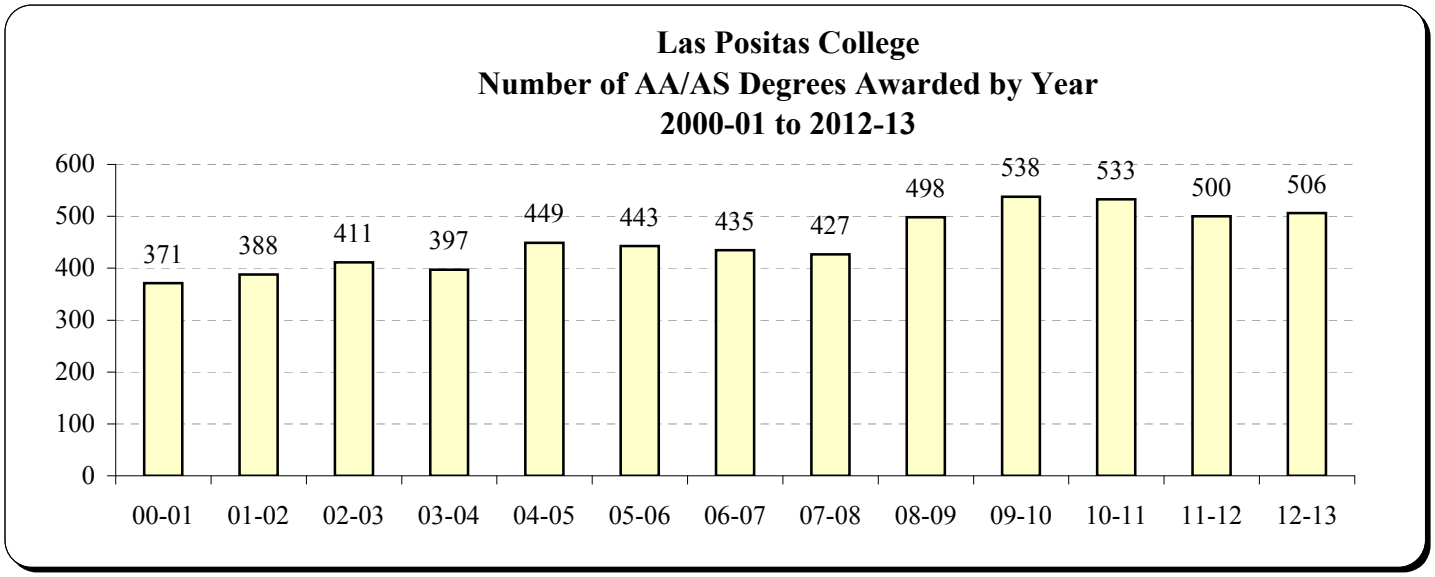
Completion Rates

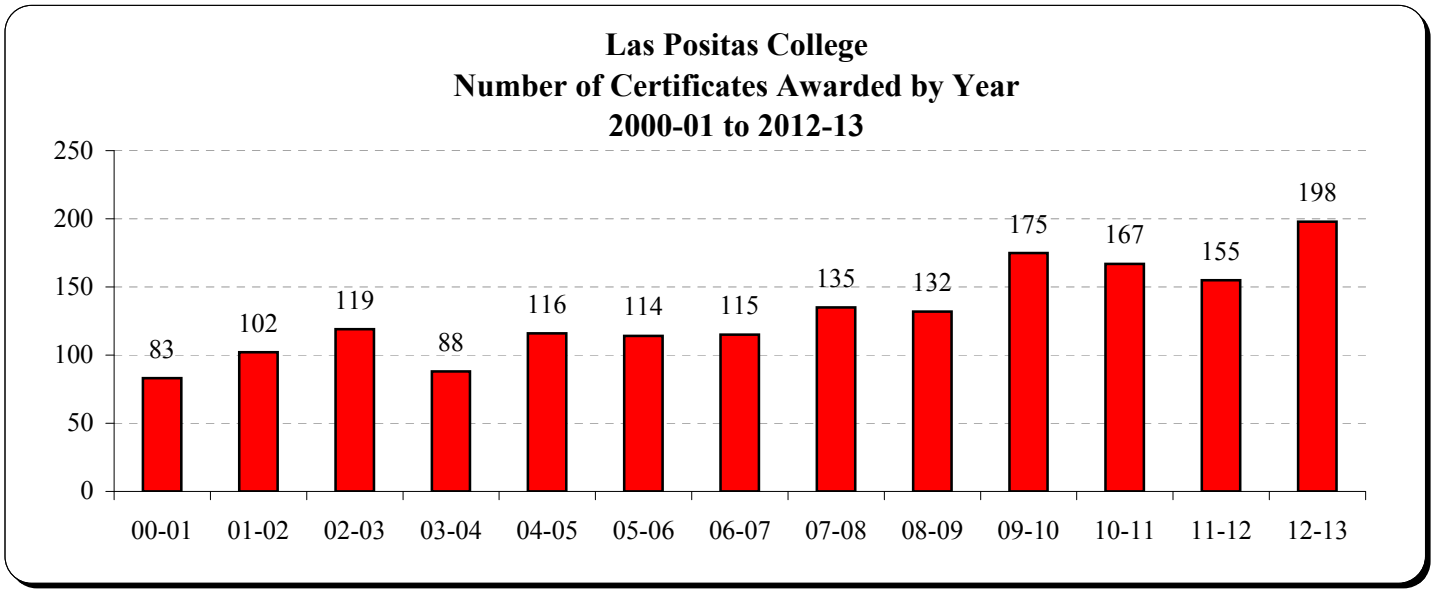
Las Positas College
AA/AS Degrees and Certificates
2000-01 to 2012-13

	00-01	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13
Las Positas													
Degrees	371	388	411	397	449	443	435	427	498	538	533	500	506
Certificates	83	102	119	88	116	114	115	135	132	175	167	155	198

SOURCES: CLPCCD MIS/ITS degree/certificate reports for District, Las Positas College.

NOTE: Includes degrees and certificates in the year awarded, regardless of the year earned.



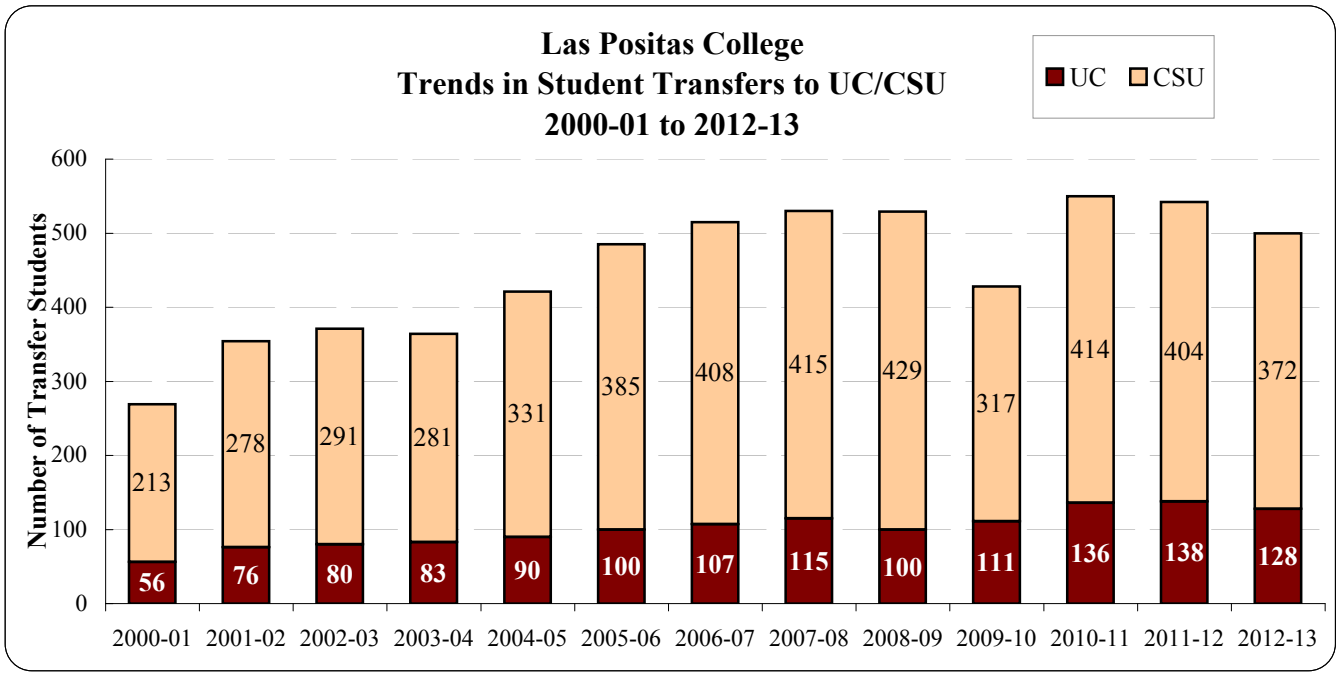


Institutional Indicators

Transfer Numbers and Rates

Las Positas College
Transfers to UC or CSU
2000-01 to 2012-13

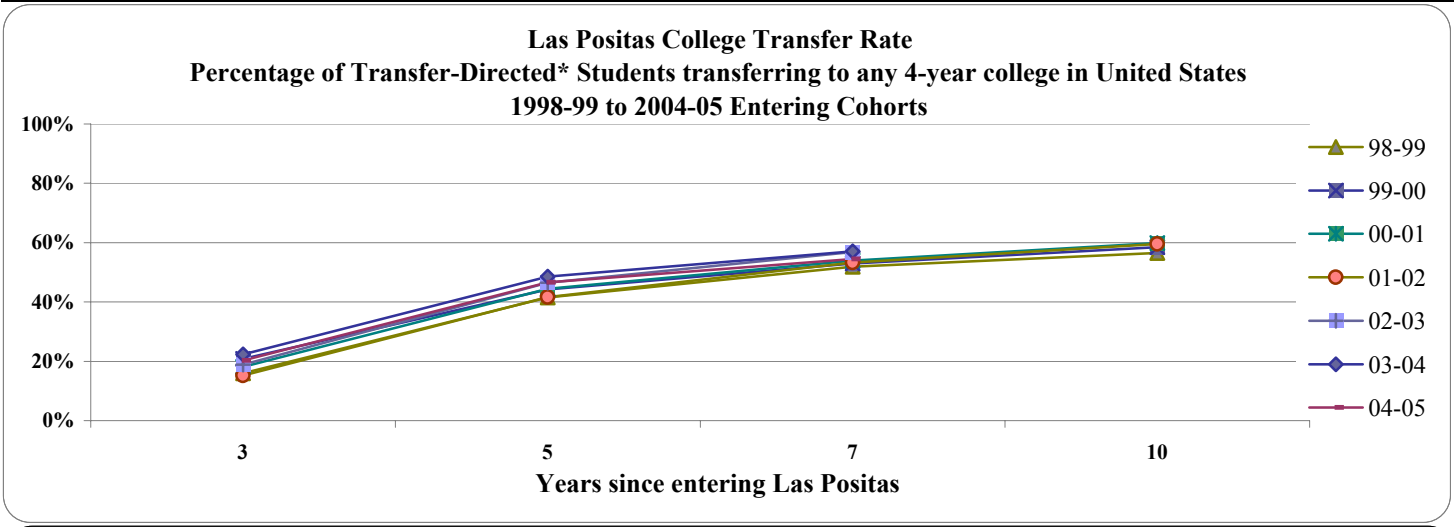
Transfers to CSU or UC													
	2000-01	**2001-02**	**2002-03**	**2003-04**	**2004-05**	**2005-06**	**2006-07**	**2007-08**	**2008-09**	**2009-10**	**2010-11**	**2011-12**	**2012-13**
CSU	213	278	291	281	331	385	408	415	429	317	414	404	372
UC	56	76	80	83	90	100	107	115	100	111	136	138	128
Total	**269**	**354**	**371**	**364**	**421**	**485**	**515**	**530**	**529**	**428**	**550**	**542**	**500**

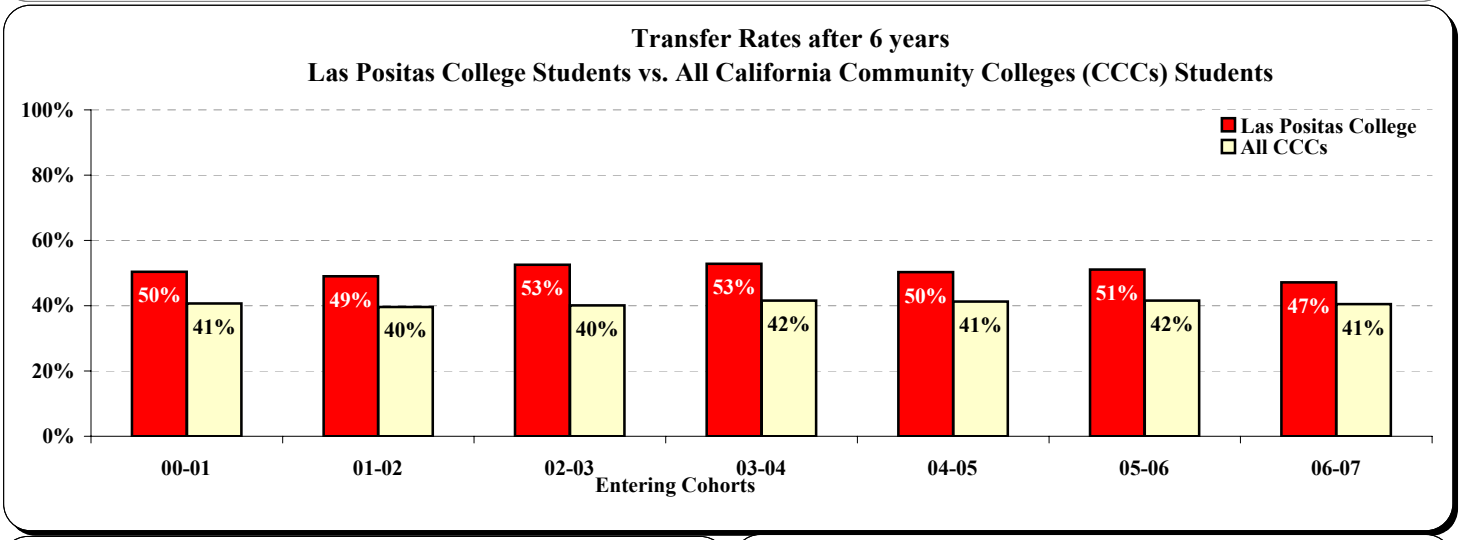


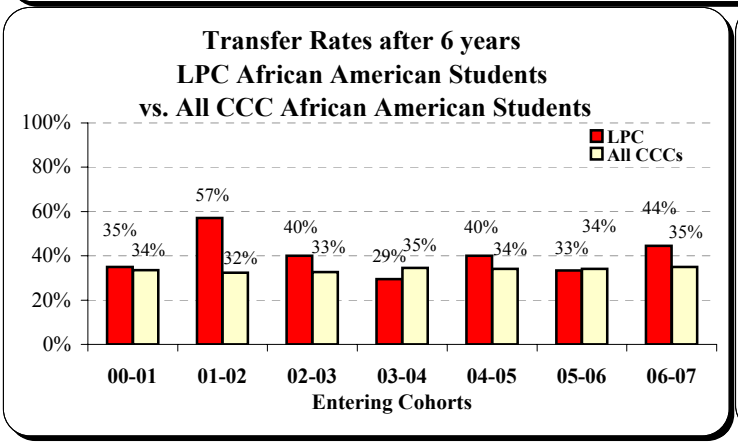
Sources: The California State University <http://www.calstate.edu/as/ccct/index.shtml>
University of California <http://statfinder.ucop.edu/reports/schoolreports/summary_reports.aspx>
California Postsecondary Education Commission <http://www.cpec.ca.gov/>
California Community Colleges Chancellor's Office <http://www.cccco.edu/>

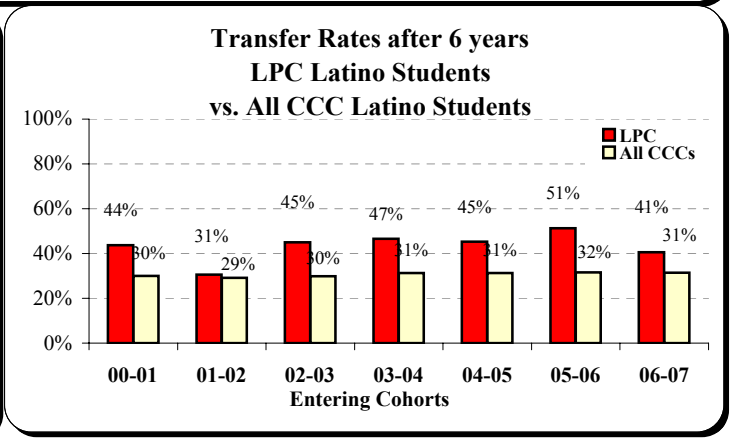
Las Positas College Transfer Rates
1998-99 to 2006-07 Entering Cohorts

Las Positas College students are transferring to U.S. four-year colleges at a rate usually higher than students at all California Community Colleges (CCCs). Also, LPC African American and Latino students often have transfer rates higher than their counterparts in all CCCs. This transfer rate data provided by the state Chancellor's Office identifies students who were "transfer-directed*," i.e. completed 12 units and attempted a transfer-level English or Math course within 6 years of entering LPC. The transfer rate is the percentage of these transfer-directed students who transferred to any college or university in the United States after entering LPC; the line graph shows transfer rates at 3, 5, 7, and 10 years, while the bar graphs show 6-year rates. For cohorts entering between 1998-99 and 04-05, LPC's average transfer rate has been 19% after 3 years, 45% after 5 years, 54% after 7 years, and almost 60% by 10 years.









Student Learning Outcomes

College-Wide Goals / Core Competencies

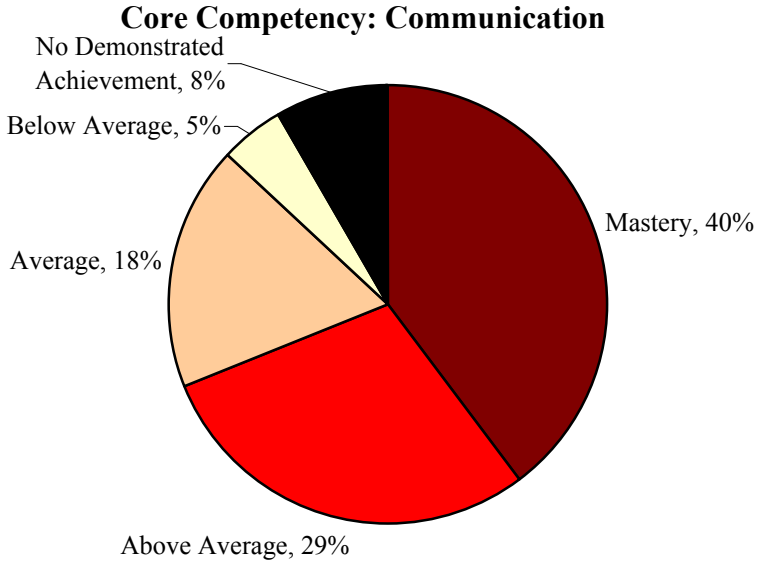
Skill and Knowledge Attainment	Compared to when you first entered LPC, how would you describe yourself now in the following knowledge, skills, and abilities?								
	Pct. who were	Percentage of those responding					Responses to each question		Margin of Error
	Stronger or Much Stronger	Much Stronger	Stronger	No Change	Weaker	Much Weaker	N	Pct. of 1,394	
Communication									
Reading skills	**50%**	8%	42%	49%	1%	<1%	1,364	98%	3%
Writing skills	**64%**	14%	50%	34%	1%	-	1,362	98%	3%
Oral communication and speaking skills	**56%**	14%	42%	42%	2%	<1%	1,357	97%	3%
Listening effectively	**59%**	12%	47%	39%	2%	<1%	1,358	97%	3%
Ability to read, interpret, and generate charts/graphs	**50%**	9%	41%	49%	1%	<1%	1,347	97%	4%
Critical Thinking									
Critical thinking	**69%**	13%	56%	29%	1%	<1%	1,358	97%	3%
Gathering information from multiple sources	**67%**	13%	54%	31%	2%	-	1,355	97%	3%
Ability to learn on my own, pursue ideas and find info.	**68%**	16%	52%	30%	2%	<1%	1,354	97%	3%
Using logic to draw conclusions from information	**63%**	13%	51%	35%	1%	<1%	1,355	97%	3%
Mathematical skills and abilities	**50%**	11%	38%	44%	5%	1%	1,357	97%	4%
Using numerical data	**44%**	8%	36%	52%	3%	1%	1,345	96%	3%
Applying knowledge to new situations to solve problems	**62%**	13%	49%	35%	2%	1%	1,349	97%	3%
Creativity/Aesthetics									
Appreciation for the arts and the role art plays in society	**39%**	11%	28%	57%	2%	1%	1,322	95%	3%
Respect and Responsibility									
Discovering my own potential	**69%**	15%	54%	28%	3%	<1%	1,357	97%	3%
Performing to the best of my abilities	**69%**	15%	54%	27%	4%	1%	1,360	98%	3%
Clarity of my own values and ethical standards	**63%**	15%	47%	36%	1%	<1%	1,351	97%	3%
Exhibiting personal, professional, academic honesty	**61%**	16%	45%	38%	1%	<1%	1,350	97%	3%
Understanding myself- abilities, interests, limitations	**69%**	17%	51%	29%	2%	<1%	1,349	97%	3%
Developing clear career goals	**65%**	19%	46%	31%	3%	1%	1,356	97%	3%
Ability to set goals and develop strategies to reach them	**65%**	15%	50%	32%	3%	1%	1,347	97%	3%
Accepting responsibility for my own actions	**61%**	18%	43%	39%	1%	<1%	1,353	97%	3%
Learning to work cooperatively with others	**62%**	16%	46%	36%	2%	<1%	1,356	97%	3%
Demonstrating respect for rights, views, work of others	**60%**	16%	44%	39%	1%	<1%	1,351	97%	3%
Ability to meet deadlines and complete tasks	**65%**	17%	48%	32%	3%	<1%	1,357	97%	3%
Skills I can use in my current or future career	**69%**	20%	49%	29%	1%	1%	1,355	97%	3%
Appreciation of my role in a democratic society	**49%**	12%	37%	48%	2%	1%	1,352	97%	4%
Desire to contribute to my community/society	**51%**	13%	38%	47%	2%	1%	1,343	96%	4%
Ability to meet challenges of a rapidly-changing society	**54%**	11%	43%	44%	2%	<1%	1,350	97%	4%
Awareness of my civic or community responsibilities	**47%**	10%	37%	51%	2%	1%	1,348	97%	4%
Recognizing my own biases and values	**62%**	15%	47%	37%	1%	<1%	1,351	97%	3%
Ability to get along with different kinds of people	**63%**	18%	45%	36%	1%	1%	1,349	97%	3%
Awareness/ appreciation of diverse cultures/ ways of life	**62%**	20%	43%	37%	<1%	1%	1,352	97%	3%
Technology									
Overall technological literacy	**45%**	9%	36%	53%	1%	<1%	1,335	96%	4%
Ability to use computers effectively	**45%**	11%	34%	54%	1%	<1%	1,335	96%	4%

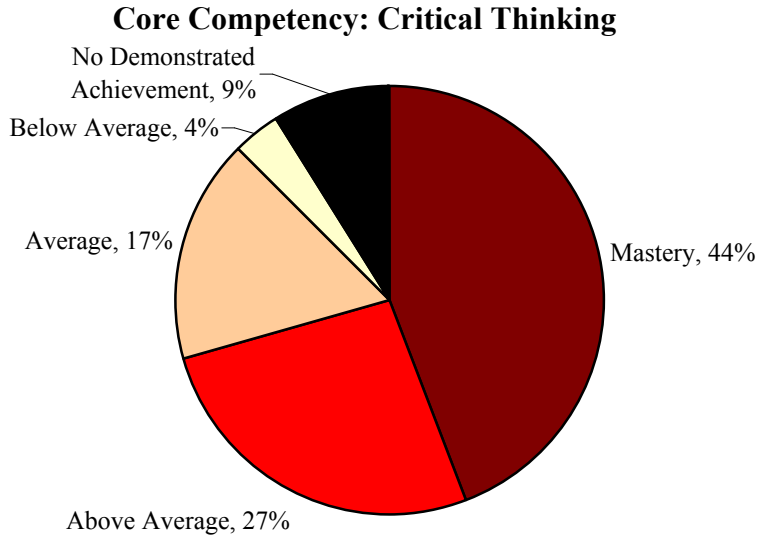
SOURCE: Las Positas College Student Satisfaction Survey Fall 2012

College-wide Achievement of Student Learning Outcomes, by Core Competency
Academic Year 2012-13

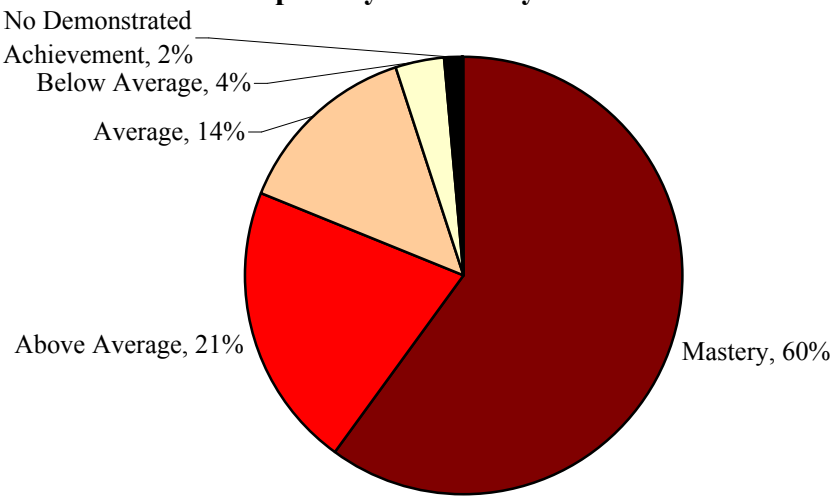
	Mastery		Above Average		Average		Below Average		No Demonstrated Achievement	
	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct
Communication	1,872	40%	1,373	29%	861	18%	217	5%	394	8%
Critical Thinking	6,055	44%	3,654	27%	2,317	17%	501	4%	1,216	9%
Creativity and Aesthetics	434	60%	154	21%	99	14%	26	4%	11	2%
Respect and Responsibility	598	50%	297	25%	212	18%	39	3%	45	4%
Technology	701	53%	245	19%	208	16%	27	2%	139	11%
Overall	**9,660**	**45%**	**5,723**	**26%**	**3,697**	**17%**	**810**	**4%**	**1,805**	**8%**

SOURCE: SLO Committee

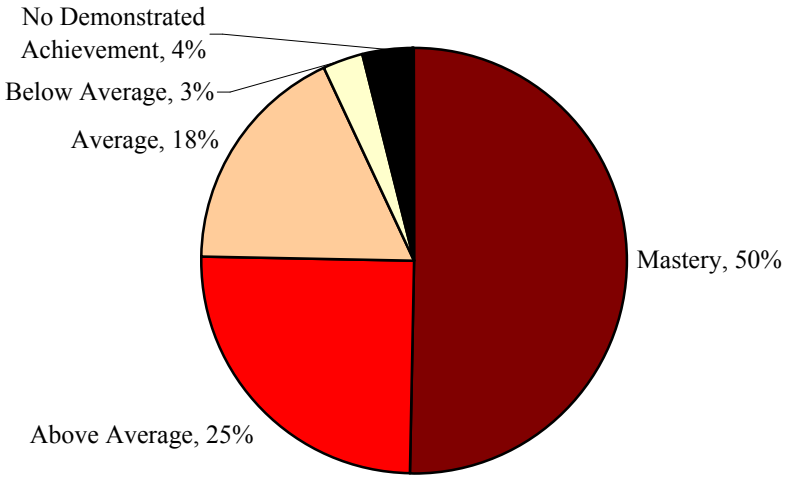




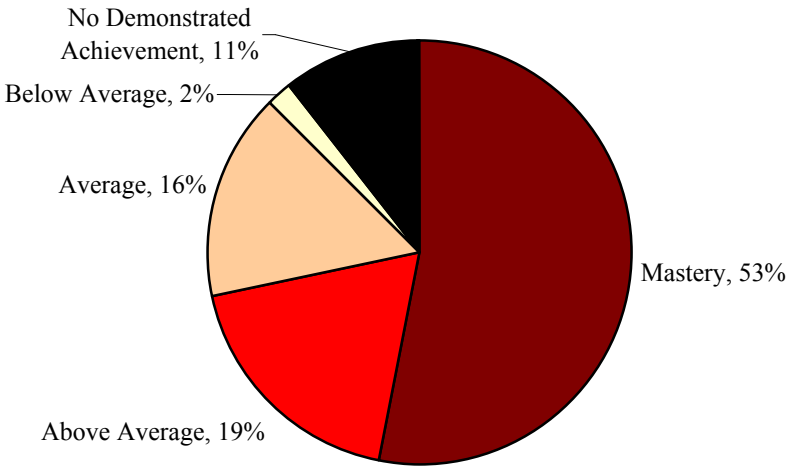
Core Competency: Creativity and Aesthetics



Core Competency: Respect and Responsibility



Core Competency: Technology



Key Performance Indicators

Review and Progress of KPIs

Review and Progress of Key Performance Indicators

Las Positas College originally planned to evaluate 116 key performance indicators (KPIs). However, based on closer inspection by the Institutional Effectiveness Committee (IEC), many of the 116 KPIs were found to be invalid due to one or more of the following reasons: KPIs were not specific, not measureable, not achievable, not realistic, and/or could not be tracked. As a result, at its February 21, 2013, College Council voted to eliminate 94 KPIs. The remaining 22 KPIs were then evaluated by the IEC in AY 2012-13. The review and progress of the 22 KPIs are grouped in this section by Institutional Goal.

TEACHING AND LEARNING

Provide excellence in teaching, student learning, services to students, and scholarship by providing state of the art learning facilities, equipment, supplies and resources, and staffing.

I. **KPI: "Establish a freshman experience program that promotes student access and success."**

A. **Strategy:** "Expand Student success opportunities that promote learning."

B. **Lead Party:** Office of Student Services, ALSS Division

C. **Review & Progress:**

The College Foundation Semester (CFS) learning community was first offered in the fall of 2008. CFS is modeled after the Academic Center for Excellence (ACE) program and includes all affective dimension elements within the program to ensure student success for basic skills students. Since then, CFS has been offered every fall semester and targets underserved and underrepresented, at-risk college students. While the target population is freshman students, there are several re-entry students that benefit from the program. Students enrolled in CFS take English 1502 (equivalent to English 100A) along with other courses such as a math review, computer skills and self-management courses. One of the unintended consequences and positive aspects of CFS is that it serves a large proportion of students identified through the college's Disabled Students Programs and Services. As a result, CFS is in the process of evaluating the success of CFS by establishing a clear research methodology that allows for comparison of a similar demographic group in order to utilize the data and make any programmatic changes if deemed necessary.

D. **Additional Information**

- Description of the College Foundation Semester Program

II. KPI: "Increase the percentage of courses and programs with student learning outcomes and completed assessments."

A. **Strategy**: "Promote the creation, analysis and response to student learning outcomes, program outcomes and institutional outcomes as part of the College's systematic review of teaching and learning."

B. **KPI**: "Increase the percentage of courses and programs with student learning outcomes and completed assessments."

C. **Lead Party:** Office of Academic Services

D. **Review & Progress:**

1. Background:

More than ten years ago, the expectation had been set by ACCJC for all courses and programs to have documented Student Learning Outcomes (SLO). Despite efforts made by the college and faculty, a recommendation was received from ACCJC which stated:

> "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" (ACCJC Recommendations, 2010).

2. Progress Made:

Significant progress has been made this past year in the creation and measurement of Student Learning Outcomes. This was largely facilitated by two actions: the contractual agreement to compensate adjuncts to participate in the SLO process, and a commitment from the new college President and Vice President for Academic Services team to make this a priority. In January of 2012, 74% of courses had SLOs – by May, the SLO rate was at 92%.

The increase in recording and assessment of SLOs also reflected improvements made to our software system by our Teaching and Learning Center (TLC) staff. Anecdotally, faculty members have registered concerns over the years that our SLO management system, eLumen, was limited in its

ability to analyze data and the software was not user-friendly. The eLumen vendor made the software easier for faculty to use. The TLC staff also create web forms which would allow instructors to avoid the software interaction altogether.

In December 2011, the Student Learning Outcome Committee announced the goal of having 100% course level SLO compliance by the end of the academic year (June 2012). Although the college did not quite reach this goal, excellent progress was made through this endeavor. Having worked diligently to come to proficiency on the course SLO level, the college is in the development stage for the creation and assessment of Program Level SLOs. Currently, 53% of programs have defined SLOs, and annually 31% of programs are assessing their SLOs.

3. Next Steps:

Continue to monitor progress toward 100% completion rate of course and program SLO and Assessments of each division and discipline and provide regular feedback to the campus community.

E. **Additional Information, including Evidence of Discussions:**

- Faculty Association Tentative Agreement Article 18T. and 21G.2.b
- eLumen Reports
- Town Meeting Agendas
- SLO/Assessment Reports
- "Accreditation This Week" documents February through May

III. **KPI: "Increase the number of opportunities for dialog and training about assessments."**

A. **Strategy: "**Promote the creation, analysis and response to student learning outcomes, program outcomes and institutional outcomes as part of the College's systematic review of teaching and learning."

B. **Lead Party:** Staff Development Committee, Office of Academic Services, Teaching and Learning Center

C. **Review & Progress:**

Dialog about assessments is critical not only because it allows instructors to share which teaching methods work best, but it also allows them to identify which methods didn't work so well in order to improve them. Moreover, dialog is a key component in the Student Learning Outcomes cycle, which improves teaching and learning, along with helping the college meet accreditation requirements. Prior to discussing assessment results, instructors must be trained on how to assess their outcomes.

Since Fall 2010, LPC has increased the number of opportunities for dialog and training. For dialog alone, the number of talking points memos on SLOs discussed at

division meetings increased from 4 to 8, the number of weekly email updates on accreditation, including SLOs, increased from 0 to 10, and the number of SLO agenda items discussed at town meetings increased from 2 to 3. For training alone, one-on-one appointments in the Teaching and Learning Center went from 1 to 29, regular TLC workshops went from 0 to 15, and Student Services workshops went from 0 to 1. For three of the opportunities, attendees were both trained and had the chance to dialog: TLC post-town meeting workshops (0 to 7), Staff Development-sponsored workshops/flex days (1 to 4), and SLO Committee-sponsored workshops (0 to 2).

D. **Additional Information, including Evidence of Discussions:**

- Staff Development Committee Meeting Minutes (October 11, 2010)

IV. **KPI: "Increase number of learning communities linked to counseling."**

A. **Strategy:** "Integrate student services and academic services programs in areas of teaching and learning support."

B. **Lead Party:** Office of Student Services

C. **Review & Progress:**

In fall of 2012, the Puente learning community was added to the number and types of learning communities offered at Las Positas College. The Puente learning community mission is to "increase the number of educationally disadvantaged students who enroll in four-year colleges and universities, earn college degrees and return to the community as mentors and leaders to future generations." Puente is offered in both fall and spring semesters. All students in both CFS and Puente involve intrusive and high touch counseling approaches by either having a counselor serve as one of their instructors and/or in an advisory capacity. As a result, student's first semester educational plans are completed either individually with a counselor or in a classroom setting. The Puente program links English 105 with PSCN 15 in the fall, and ENG 1A and PSCN 18 in the spring. Together Puente and CFS offer two different types of learning communities for two different students populations to ensure students success from basic skills to transfer level courses while linking students to counseling.

D. **Additional Information, including Evidence of Discussions:**

- "LPC Strengthens Student Success Efforts Through Participation in Puente Program" *Las Positas Connection* August 2012.
- College Change Network Minutes

INSTITUTIONAL ADVANCEMENT

Increase recognition of Las Positas College as a premier institution of innovative higher education that prepares talented, competent, and engaged members of the community.

V. KPI: "Increase significant partnerships which result in a mutually beneficial exchange."

A. **Strategy:** "Develop mutually beneficial community and business partnerships."

B. **Lead Party:** College Foundation

C. **Review & Progress:**

The College Foundation actively strives to partner with community and business organizations in order to benefit our students; as a result, the community and business partners will benefit from the knowledge gained by Las Positas students. The following are examples of community and business partners helping Las Positas students:

1. 2010-11
    - Pacific Medical – Utilize Foundation Boardmember's connection to Pacific Medical in Tracy to provide lab work for Surgical Tech students
2. 2011-12
    - Wells Fargo underwrote $5,000 Grant for workforce development in EDC curriculum. Soft product-sell for bank; needed mentoring service for students.
3. 2012-13
    - Shea Home grant of $10,000 to provide vines and maintenance material for viticulture development. Landscaping enhances the value of Shea homes
    - $5,000 Grant from Wells Fargo to support Financial Literacy for Veterans. Soft product-sell for bank; needed service for veterans.
    - Development of Alumni Association to serve as an interface between LPC graduates in the community and the college.
4. On-Going Relationships:
    - KKIQ- Media presence and involvement in college promotion mutually benefits both the college and station
    - Coordinating college events and activities with local media to enhance reputation of the institution.

- Outreach to local businesses to determine intersection points of community and college interest.

ACCOUNTABILITY

Ensure the highest level of service to students and the community through continuous and purposeful evaluation of programs and services that situates student learning, community responsiveness, and employee engagement as the center of all we do.

VI. **KPI: "Develop charge and membership for IEC; Ensure the committee is added to the governance structure and established."**

A. **Strategy:** "Create an Institutional Effectiveness Committee."

B. **Lead Party:** President's Office

C. **Review & Progress:**

It is critical for institutions to determine how much progress they have made on key goals. As a result, the establishment of the Institutional Effectiveness Committee (IEC) was proposed in late Fall 2009. In Spring 2010, the charge of the IEC was introduced, discussed, refined, and established. The following was the charge of the committee:

To assess the extent to which the institution achieves its Mission, this group will review all plans to inform the campus community of the progress being made toward achieving the Institutional Strategic Goals and promote activities and practices that increase the overall effectiveness of the College. The Committee oversees an ongoing cycle of institutional self-appraisal and Accreditation compliance. An important responsibility of this Committee is developing, implementing, and assessing the themes that advance the institution's Strategic Goals and promoting effective planning between units of the College. The Committee's responsibilities include, but are not limited to:

- Reviewing and analyzing institutional themes and needs identified in summative plans/reports resulting from instructional, student services, and non-instructional program review; Accreditation planning agendas and recommendations; data from student and employee surveys and assessments; and external environmental scanning;
- Developing recommendations regarding institutional directions that coordinate and align institutional planning between units of the College;
- Making recommendations to various governance groups and units regarding initiatives that improve the institutional achievement of the Mission and Strategic Goals;
- Documenting reports of movement made toward Mission and Strategic Goal attainment; and

- Communicating and championing a culture of evidence, assessment, evaluation, effectiveness, and improvement in all campus planning.

The IEC was added to the governance structure in Spring 2010 and began meeting monthly in Fall 2010. The charge of the IEC was reviewed every fall. In Fall 2012, the committee decided to revise the charge significantly. The following charge was recommended by IEC and approved by College Council in Fall 2012:

The Institutional Effectiveness Committee provides ongoing and systematic evaluation of key college processes and metrics that lead to recommendations or sharing of information for improving student learning and institutional outcomes.

D. **Additional Information, including Evidence of Discussions:**

- College Council Agenda and Minutes (recent and archive: 2011-12 and older)
- Institutional Effectiveness Committee Agenda and Minutes

VII. KPI: "Program review process is established and in place."

A. **Strategy:** "Develop a program review process that links program planning to strategic planning and program planning to resource allocation; assess program effectiveness through evidence."

B. **Lead Party:** Program Review Committee and Office of Academic Services

C. **Review & Progress:**

1. Background:

During the ACCJC site visit in 2009, a recommendation was made to the college which stated:

"To improve to a level of sustained continuous quality improvement the team recommends that 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)".

2. Progress Made:

Prior to our 2009 Accreditation site visit, our Program Review Committee was an ad-hoc Academic Senate Committee. The Committee is now a fully sanctioned standing Academic Senate Committee with contractually assured reassigned time for its chair(s). The college's program review process has also expanded to include all Non-Instructional areas, e.g., Division Offices, President's Office, and Student Services. Discussions have begun this year to

expand the official role of the Program Review Committee to provide guidance to all areas that conduct program reviews.

Our last Program Review Full Report Cycle began in 2010 – it was all inclusive (all instructional, non-instructional and student service programs participated). This meant a great deal of work for Program Review Committee Members, but the college wanted full program updates and universal feedback from all sectors. Program Review mentors read each document and provided feedback and recommended additions and changes to the authors.

At the beginning of the 2012 – 2013 academic school year, the Program Review committee systematically reviewed and revised the instructional and student services program review process and forms. The new process will be implemented during the Spring 2013. Administrative Unit Program Review process has been reviewed and will also be implemented in Spring 2013.

3. Next Steps:

Program Review processes will be implemented and results will be summarized in Fall 2013 with recommendations for priorities made for the 2014 – 2015 fiscal year. The process and forms will be evaluated in Spring 2014.

D. **Additional Information, including Evidence of Discussions:**

- Process Model Proposal from Program Review
- Program Review Agenda and Minutes

VIII. **KPI: "Percentage of programs successful in complying with program review."**

A. **Strategy:** "Develop a program review process that links program planning to strategic planning and program planning to resource allocation; assess program effectiveness through evidence."

B. **Lead Party:** Office of Institutional Research and Planning

C. **Review & Progress:**

The Accrediting Commission for Community and Junior Colleges (ACCJC) requires that member institutions establish program reviews for instructional and student services programs as well as administrative services. At Las Positas College, there are 37 instructional programs, 15 student services programs, and 18 administrative units. In 2010-11 and/or 2011-12, 92% of instructional programs, 100% of student services programs, and 94% of administrative programs submitted program review documents.

D. **Additional Information:**

- Instructional Program Reviews
- Student Services Program Reviews

IX. **KPI: "Number of budget training opportunities conducted."**

A. **Strategy:** "Deploy training on budget processes and management."

B. **Lead Party:** Office of Administrative Services, District Office

C. **Review & Progress:**

In an effort to help promote accountability on the LPC campus it was decided that training opportunities needed to be available for departments and individuals. The trainings would ultimately lead to better budget management and understanding of the overall process. Offering tools and access to information allow more effective and efficient budget management.

Since Fall 2010 we have offered three annual budget training workshops that covered budget monitoring, tracking, and tools needed to research various transactions. The business office also provides one-on-one training throughout the year on a request basis. Since Fall 2010 it is estimated that we have conducted or participated in more than 20 one-on-one budget trainings

ECONOMIC DEVELOPMENT

Offer cutting edge educational opportunities designed to accelerate the economic development of the Tri-Valley region.

X. **KPI: "Document advisory panel meetings and minutes."**

A. **Strategy:** "Implement an industry-driven advisory panel to the College on workforce and economic development needs."

B. **Lead Party:** Director of CTE projects

C. **Review & Progress:**

1. Background:

Advisory committees are required to be held at least once per year in all Career and Technical Education (CTE) areas. The purpose of these advisory committees is to provide industry input into the development and revision of CTE curriculum and to understand the needs of employers who will eventually employ students completing course work at Las Positas College.

2. Progress Made:

   The Director of CTE Projects has monitored all CTE Advisory Committees to be sure all committees have been held, agendas created, minutes taken and all documents are archived in the respective division offices.

3. Next Steps:

   Ongoing monitoring for compliance.

D. **Additional Information:**

Three areas were identified in the development of the KPIs for Advisory Committees. These included:

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

1. Inventory performed on CTE Advisory Committees with the following results:
   - 15 Active
   - 5 Inactive
   - 1 New

   Active CTE Advisory Committees: Administration of Justice; Business; Automotive; CIS; CNT; ECD; Engineering; Environmental H&S; EOPS; Fire Science; Horticulture/Viticulture/Enology; Interior Design; Mass Communications; Photography (NEW); Visual Communications

   Inactive CTE Advisory Committees with Date as Inactive: Vacuum Technology (Program Cancellation Date: Fall 2008); Science Technology (Advisory Board Cancellation Date: Fall 2007)
   Quest (Program Cancellation Date: Spring 2008); Human Services (Advisory Board Cancellation Date: Spring 2009); DSPS (Advisory Board Active, No Formal Documentation Available)

   New CTE Advisory Committees with Date Activated: Photography (Activation Date: Fall 2007)

2. Student Representation

   Through an analysis of the CTE Advisory Committee members, the following CTE Advisory Committees have student representation: Interior Design.
   - Recommendations: Faculty will encourage student participation.
   - Challenges: Students are in program short-term (1-3 Semesters)

3. Posting of Advisory Committee minutes is performed on an annual basis. For the 2011/2012 academic year, the following CTE Advisory Committees had minutes updated to current state:

    - Administration of Justice
    - Business
    - Automotive
    - Computer Information Sciences
    - Computer Network Technology
    - Early Childhood Education
    - Engineering
    - Environmental Health& Safety
    - Extended Opportunity Programs & Services
    - Fire Science
    - Horticulture/Viticulture/Enology
    - Interior Design
    - Mass Communications
    - Photography
    - Visual Communications

XI. KPI: "Number of students participating in workforce or entrepreneurial opportunities based on equity areas defined by institutional indicators."

A. **Strategy:** "Create equitable entrepreneurial and workforce opportunities for a diverse student body."

B. **Lead Party:** Office of Student Services

C. **Review & Progress:**

The college assessed workforce development in Spring of 2011 by identifying student employment and workforce development activities currently taking place on campus. These areas included Work Experience in the disciplines of ECD, Surgical Tech, Pharmacy Tech and Business. Additionally we included students in Internship classes, Laptechs, CalWORKs and Federal Work Study positions, Workability III programs, the Graphic Arts Design shop and Veteran's Employment. These are all areas that support in one capacity or another student employment or workforce development.

XII. **KPI: "Assessment of satisfaction for students participating in workforce or entrepreneurial opportunities, based on equity areas defined by institutional indicators."**

A. **Strategy:** "Create equitable entrepreneurial and workforce opportunities for a diverse student body."

B. **Lead Party:** Office of Student Services

C. **Review & Progress:**

The Las Positas College Workforce Development Student Survey, conducted in Spring 2011, provide some baseline data regarding availability of services and student access to services. Fifty-five students were surveyed. Seventy three percent were female; the largest ethnic groups represented were White (72%) and Asian (18%). More than half, 58%, of student participants were returning students between the ages of 26-80; 48% were 19-25. This demonstrates these programs are serving a wide range of student in regards to age.

The largest areas of response came from Work Experience-ECD and Business, along with Internship and the Graphic Arts Design Shop. Most students had participated in work based opportunities for at least 3 semesters. Students ranked employment related services on campus either excellent or very good 80% of the time. These services included helping to find a position, job placement, resume assistance, job search, internship support and access from the college. Student felt that supervision received at their specific work site was identified as excellent or very good 86% of the time. And that 89% had positive learning experiences.

Based on this data students surveyed had very positive experienced related to employment and work force development and expressed that their work experience complemented and served to affirm many of the students career choices. The student survey indicates that employment related opportunities for students including internships and work based learning experiences provided valuable service to students who participated in these programs.

RESOURCE DEVELOPMENT & ALLOCATION

Provide excellence in the stewardship of the community's investment in Las Positas College and expand the institution's capacity to apply resources to meet the needs of students, staff, and faculty through strategic assessment and resource allocation.

XIII. **KPI: "Increase in collaborative initiatives."**

A. **Strategy:** "Develop a culture of trust within the College and the District."

B. **Lead Party:** Office of the President

C. **Review & Progress:**

In an effort to increase collaboration within the college and across the District, Las Positas College has taken intentional and deliberate action to foster work that crosses functional areas. Efforts focused on internal operations and relations with our partners at Chabot College and the District Office.

1. Internal Collaborative Initiatives

As part of its effort to "develop a culture of trust," Las Positas College recognizes faculty and staff with a semi-monthly award called the What's Right award. The award originally recognized contributions from individuals, ultimately choosing a "winner" by random drawing of those nominated. Beginning in the Fall of 2011, the College President reset the criteria for nomination, focusing on collaborative efforts that worked "across silos." The What's Right trophy became a travelling award that could be displayed in the area of each team member. The change from randomly selecting a "winner" to recognizing team efforts has resulted in a renewed interest in the award and reminds the entire campus that solutions come from a variety of places.

2. External Initiatives with Chabot College and the District Office

The frequency and intensity of meetings involving multiple functional locations has increased over the past two years. Executive staff meetings have become institutionalized and participation from LPC, Chabot and the District Office remains consistently strong.

At the same time, district constituent meetings have become more focused and transparent. District committees – Budget Study Group, Enrollment Management and Curriculum – have strengthened ties to campus committees. With workload reductions and budget cuts, these committees have taken on a new significance. Meetings are more consistent, better planned and result in recommendations that improve opportunities for student success.

D. **Additional Information, including Evidence of Discussions:**

- Town Meeting Agendas
- District Budget Study Group (DBSG) Agendas and Minutes
- District Enrollment Management Committee (DEMC) Agendas and Minutes
- District Curriculum Committee (DCC) Agendas and Minutes

XIV. KPI: "Increase in external financial resources."

A. **Strategy:** "Develop and support collaborative streams between the College and the community."

B. **Lead Party:** College Foundation

C. **Review & Progress:**

1. 2010-11:
    - Foundation Revenue increased from $770K in FY 09-10 to $979K in FY 10-11.

2. 2011-12:
    - Second yearly Health Care Grant to provide $16,000 for student crisis counseling. Alameda County Measure A/Scott Haggerty
    - 21 Perpetual scholarships from individuals and businesses in the Tri-Valley underwritten in conjunction with the Bernard Osher Foundation (totaling $285Kincome).

3. 2012-13:
    - Foundation 55 providing funding for classes- $33,000 (continuing for 2013-14)
    - Anonymous $10,000 grant for "Language Arts"
    - Wells Fargo sponsorship of Financial Literacy for Veterans

4. Ongoing:
    - Planned Giving – endowments, bequests
    - *Best of the Best* Annual Fundraising Event

XV. **KPI: "Completed review of committee structures, alignment and communication."**

A. **Strategy:** "Revisit and revise committee structure, operation and/or communications."

B. **Lead Party:** President's Office and the Planning Task Force

C. **Review & Progress:**

It is important for colleges to periodically review committee structure, alignment, and communication in order for colleges to maintain and increase efficiencies as well as to effectively allocate and manage resources. The Planning Task Force, created by the College Council, reviewed committee structure, alignment, and communication in AY 2012-13.

D. **Additional Information, including evidence of discussions:**

- Planning Task Force
    - November 30, 2012 Minutes
    - November 30, 2012 Handout
    - December 12, 2012 Minutes
    - February 1, 2013 Minutes

- March 3, 2013 Minutes
- March 22, 2013 Minutes
- May 17, 2013 Minutes

DIVERSITY & PLURALISM

Serve a diverse college community by maintaining and expanding an environment of accessibility, equality, and social justice.

XVI. **KPI: "Frequency of diversity/equity related activities across campus."**

A. **Strategy:** "Embed diversity and equality issues across the campus through the creation of a centralized Equity Office and through existing student life, curriculum and Staff Development programs."

B. **Lead Party:** Campus Change Network

C. **Review & Progress:** Frequency of diversity/equity related elements across campus

1. 2010-11

- Tuskegee airman
- Cuban week
- Italian Film festival
- R&R workshop for flex day
- Collegial conversations
- EPP pilot and evaluation
- Learning to triumph
- Temple Grandin
- Sex Signals
- Clothesline
- College Bound Schools
- Foundations semester
- NCORE
- Basic skills workshops
- Project Hope
- Universal Design

2. 2011-12

- Where We're Calling From
- Berkeley Diversity Conference

3. 2012-13

- Alexander Jefferson
- Italian Film Festival
- Bully Film

4. Ongoing
   - Equity Point Person

D. **Additional Information, including evidence of discussions:**
   - Campus Change Network Agendas and Minutes

COMMUNICATION & INFRASTRUCTURE

Craft a culture of collective responsibility through an enhancement of College processes and systems, reinforcing internal communication, integrating internal planning processes that promote coordination and accountability, and strengthening a sense of community and collaboration internally and within the District.

XVII. K PI: "Documentation of process mapping, roles, and responsibilities for District/LPC/Chabot."

A. **Strategy:** "Respond to 2010 ACCJC Accreditation Recommendations."

B. **Lead Party:** Office of Academic Services

C. **Review & Progress:**

1. Background:

   During the Accrediting Commission for Community and Junior Colleges (ACCJC) site visit in 2009, the commission provided the following recommendation:

   > "To meet the standards, the team recommends that the district and the college maintain an updated functional map and that the district and the college engage in a program of systematic evaluation to assess both the effectiveness of the district and college functional relationships and the effectiveness of services that support the institution. (Standard III.A.6, IV.B.3)" (ACCJC Recommendations, 2010).

2. Progress Made:
   - At the March 2, 2010 Board Study Session a presentation was made outlining the process for addressing this recommendation.
   - The LPC team was organized in December of 2011 and invited participation from District and Chabot College.

- The team reviewed the current Functional Map as it is shown on pages 54 – 68 in the 2009 self study. The team was in agreement that the current format, even though accepted by the Accrediting Commission, did not provide the college faculty and staff with a good understanding of functions, processes or who is responsible at what level.
- The team reviewed other functional maps and developed a template that resembles that used by North Orange County Community College District.
- Additional procedures were conceived to help guide the implementation process of this functional map as well as establish regular review and update of the map.
- The new template and proposal for implementation was presented at the May College Council meeting. Suggestions were made to include additional fields for the purpose of database sorting and clarification of responsibility. The Council approved moving forward.

The District completed the review and update to the functional map following input on the process conducted by the LPC team providing input on format and areas to be included for the updated document.

In collaboration between the district and the college, the functional map was updated at the district and submitted as evidence to the ACCJC as evidence of compliance with the standards and response to the District/College Recommendation 1. The Accreditation Team Report at Las Positas College and the updated Functional Map are attached as evidence.

3. Next Steps:

Continue to periodically review and update the functional map in collaboration with the college and the district.

D. **Additional Information:**

The following documents were reviewed:

- Los Rios Community College District Functional Mapping Document
- State Center Community College District Functional map
- North Orange County Community College District Functional Map
- Los Angeles Southwest College Functional Flow Charts
- Ventura County Community College District Functional Mapping
- Jeep Repair Cross-Functional Process Map
- Power Point Presentation to College Council, May meeting
- Accreditation Evaluation Report, Board Study Session – March 2, 2010

XVIII. **K PI: "Establish a Master Calendar."**

A. **Strategy:** "Create effective communication pathways through master process calendar, interactive technology, and documentation of problems/solutions."

B. **Lead Party:** President's Office

C. **Review & Progress:**

1. Background:

The master calendar was established before Fall 2005. The purpose of the calendar was to:

- Keep all employees apprised of all college committee meetings
- Keep all employees apprised of all college monthly meetings, such as Town Meeting
- Let all employees know of changes each term (we highlight the differences when there are changes)

All Committee chairs, administrators, and support staff are sent an initial email at the start of each term inquiring of any changes and updates. Meeting times are communicated to the President's administrative assistant via email. Most changes consist of meeting locations; with occasional changes to the day of the month on which it the meeting will occur.

The master calendar is updated by the president's administrative assistant and distributed to "All LPC" and posted on the Grapevine Homepage in the following formats:

- One posting is the Word document/PDF. People need to calculate when their meeting occurs (e.g., "the first Monday of the month is…date…").
- A Groupwise calendar format that opens with the current date, so that people can see exactly which date their meeting is on. (Maintained by the president's administrative assistant.)

The master calendar is updated at least once a term. If there are several important changes it is updated and re-sent to All LPC and re-posted on the Grapevine in both locations.

Everyone at Las Positas College is made aware of the master calendar at the start of each term when the master calendar is emailed campus wide. The email gives the address on the intranet on which the calendar is posted, and both formats' locations are referenced.

2. Progress Made:

At a minimum, the following positions utilize this calendar weekly or monthly:

- Administrative Assistants of the divisions, including Student Services (6)
- Administrative Assistant to the President
- Most Administrators
- Committee Chairs

- Committee Members (approximately 100 people)
- Total estimated use across campus: 130 (out of approx170 full-time employees)

D. **Additional Information, including Evidence of Discussions:**

- The Master Events Calendar was established by Sharon Gach, with Katherine Tollefsen's IT assistance, in Fall 2012 to have a place for all events, put on by any college entity, to be posted.
- There is a Groupwise calendar on this webpage: http://clpcalendar.clpccd.cc.ca.us/mplusextranet/frameset?user=lpc-events&template=lpc-mastercalendar
- There are links to this calendar from the News and Events page, at the top: http://www.laspositascollege.edu/news/NewsEventsList.php
- **Town Meeting Announcement document**. This is still used and it is updated 10 months of the year by email to All LPC requesting Town Meeting announcements.
- **"Divisions At A Glance" chart:** This is a reference many use daily to determine the "who/what/where" questions that people ask in their tasks each day, speeding up communication. The chart shows:
  - Which Dean is over which Division
  - What the Division name is
  - What the Division subjects include
  - What the Dean's and Assistant's names are, and contact information
  - Notes changes in reporting structures (e.g., Safety Dept. moving to VP SS supervision)

SUSTAINABILITY

Engage in sustainable stewardship and community leadership as an institution through our use of products and technology, our practices and curriculum, our policies, and our philosophy as represented through institutional culture and leadership.

XIX. **KPI: "Reduction of summer work days."**

A. **Strategy:** "Enhance partnership with District and residential leadership to implement sustainable initiatives."

B. **Lead Party:** District Office

C. **Review & Progress:**

1. Background:

For several years the college has been focused on strategies to reduce energy costs. One such strategy was to consider employees working four ten-hour days in the Summer between June 1 and the first week in August. This decision needed Board of Trustee approval. Among other considerations, Colleges were asked to assess areas of the campus that could be closed where no classes were presented and decrease the energy use in those buildings.

2. Progress Made:

Since 2009, an annual assessment of the needs of each campus is made. The criteria used to make a recommendation to the Board of Trustees to switch in the Summer to four ten-hour work days includes, but is not limited to the energy savings realized by turning off some building's air conditioning one day per week, the amount of decrease in the number of trips made to the campus. All employees were surveyed to understand the impact of the decision to decrease one work day per week. The current policy is that all employees are required to only work four days per week. Some exceptions are Campus Safety and Maintenance and Operations Staff. Those who choose not to work ten-hour days, are able to use eight hours of vacation time to cover the additional two hours per day they miss. The implementation of four ten hour work days has been in place for at least four years and the decision is reviewed annually using the same criteria.

3. Next Steps:

Continue to review the four ten-hour work day in the summer using established criteria and seek Board of Trustee approval each Spring.

D. **Additional Information, including Evidence of Discussions:**

In addition to discussions with designated union representative and College President support, the following criteria are used to demonstrate annually to the Board of Trustees the justification for requesting colleges and district establish a four/10 work schedule.

1. Sustainability - Assists with implementation of our climate action plan.
2. Reduces carbon footprint by reducing vehicles miles traveled(VMT) by up to 20%.
3. Reduces energy consumption by our facilities up to 20% - consolidated building use schedules shutting down entire buildings on campus.
4. Allows for major maintenance - ability to shut down whole systems or buildings for up to 3 days for scheduled/annual maintenance, more efficient way to complete maintenance.
5. Allows for Measure B shutdowns and a safer environment for intrusive operations such as noisy and dusty construction and mobilization of large equipment such as cranes.
6. Employee Moral - Long weekends, families can spend more time with children on vacation.

7. Employee productivity - Personal business can be conducted on Friday in lieu of breaks during business hours.
8. Some employees tend to use more earned vacation during this time. Employees only wanting to work 8 hours per day schedule a vacation day for each Friday.
9. Longer hours of student service during the week so students have time after work to take care of administrative issues at their college or retirees at district.

XX. **KPI: "Green events held."**

A. **Strategy:** "Engage community and collegial commitment to sustainability."

B. **Lead Party:** Sustainability Committee

C. **Review & Progress:**

The first green event was held while the committee was a taskforce. This event was an Earth Day activity in April 2010. Discussion took place regarding possible LPC campus community garden, and a campus wide green curriculum green initiative as a possible faculty flex day workshop, in the April 26 2010 meeting. At the beginning of the fall 2012 semester ASLPC created a Student Sustainability Club. Thursday, September 30 was the College's Staff Development Flex Day. Mr. Ansell's workshop was on incorporating sustainability into classes. Another Earth Day activity took place April 22nd 2012. One of the biggest green events held, was the Bike to Work Day May 10th 2012, the second Bike to Work Day was held May 9th 2013. The committee has made great progress since 2010 with regard to green events held.

D. **Additional Information, including Evidence of Discussions:**

The Sustainability Committees' commitment to achieving the KPI's is evident in the minutes, meetings, and discussions held:
http://grapevine/sustainability/minutes.php

XXI. **KPI: "Marketing materials in place."**

A. **Strategy:** "Engage community and collegial commitment to sustainability."

B. **Lead Party:** Sustainability Committee

C. **Review & Progress:**

Since 2010 the committee has created a "Las Positas goes Green" webpage. This page contains sections regarding major green initiatives, a map of water bottle refill stations, biking to campus, bus and Bart, carpooling and Fuel Efficient Vehicle Parking (FEV). The links incorporated in each section lead to other green news and notes. The marketing also exists from some signage, more than four presentations at public meetings in 2011 calendar year, 2 newspaper articles in the LPC Express.

Mention of these initiatives in other committees has helped with marketing the colleges' sustainable ideas and practices. For example the former PBC (now RAC) instructional equipment request form incorporates an area to determine if the equipment has any sustainable benefits.

D. **Additional Information, including Evidence of Discussions:**

The Sustainability Committees' commitment to achieving the KPI's is evident in the minutes, meetings, and discussions held:

- http://grapevine/sustainability/minutes.php
- "Las Positas goes Green" http://www.laspositascollege.edu/green/

XXII. **KPI: "Number of Climate Action Plan goals implemented."**

A. **Strategy:** "Engage community and collegial commitment to sustainability."

B. **Lead Party:** Sustainability Committee

C. **Review & Progress:**

Developed in 2010 in accordance with the American College and University President's Climate Commitment, the committee identified 62 goals to implement that incorporated the plan. Fifty-two of the goals have been completed. The goals were divided among four categories: Buildings and Energy, Transportation, Water and Waste and Education and Community Outreach. New goals from CAP completed: Bike to work day/Earth day, 30% recycled paper in copiers installing additional PV on campus, and recycling education. As early as 2009 6,600 solar panels were installed on campus and a result of the metric tons of carbon dioxide equivalent reduced was measured in 2010 making this one of the first goals completed. The Climate Action Plan incorporates strategies to measure and implement practices in the four areas through 2020.

D. **Additional Information, including Evidence of Discussions:**

The Sustainability Committees' commitment to achieving the KPI's is evident in the minutes, meetings, and discussions held:
http://grapevine/sustainability/minutes.php

Key College Processes Evaluated in 2012-13

Mission, Vision, and Values Statements

4.1 Did the college have an effective process for reviewing and approving the college mission, vision, and values statements?

Background

The Accrediting Commission for Community and Junior Colleges (ACCJC) requires that member institutions review their mission statement regularly. At Las Positas College, the task of reviewing the College Mission is done by College Council. In Fall 2012, College Council approved a timeline for reviewing the college's mission, vision, and values statements. If warranted, the timeline also allotted time for revising and approving the statements. The task of reviewing the statements was given to the newly created Planning Task Force, which reported to the College Council.

The following mission, vision, and values statements, which were approved by the Chabot-Las Positas Community College District's Board of Trustees in June 2009, were reviewed:

Mission Statement

Las Positas College is an inclusive, learning-centered institution providing educational opportunities that meet the academic, intellectual, career-technical, creative, and personal development goals of its diverse students. Students develop the knowledge, skills, values, and abilities to become engaged and contributing members of the community.

Vision Statement

Las Positas College meets our students and community where they are and creates experiences for them that build their capacity, speak to their potential, and transform their lives.

Values Statement

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

- Promote and celebrate lifelong learning;
- Anticipate and meet the needs of the ever-changing workplace;
- Demonstrate social and environmental responsibility;
- Promote tolerance and mutual respect in a diverse community;
- Foster a climate of discovery and creativity; and
- Hold firm to the belief that each of us makes an astonishing difference.

Review and Revision of College Mission Statement

The Planning Task Force conducted an extensive review of literature related to College Mission statements. More specifically, it looked at characteristics of good college mission statements. Examples were used from other community colleges, including Cañada College, Santa Rosa Junior College and Glendale Community College. The Planning Task Force also reviewed ACCJC's requirements for a College Mission. In addition, recently approved regulations (e.g., Student Success Act of 2012) were taken into consideration. Based on the aforementioned information, the following College Mission Statement was drafted:

> Las Positas College is an inclusive, student-centered institution providing learning opportunities and support for completion of transfer, degree, basic skills, career-technical, and retraining goals.

This draft College Mission Statement was taken to the October 3, 2012 college-wide Town Meeting for discussion and feedback. In addition, the second hour of the Town Meeting was used to build a mission statement glossary. Based on responses from the college-wide town meeting, some modifications were made to the mission statement. The following became the second draft of the mission statement:

> Las Positas College is an inclusive, *learning*-centered institution providing *educational* opportunities and support for completion of *students'* transfer, degree, basic skills, career-technical, and retraining goals.

It should be noted that some of the feedback from the Town Meeting concerned the removal of language from the original college mission related to personal development and creativity; in order to address this concern, the Planning Task Force proposed incorporated some of the ideas from the original College Mission Statement into the College Vision and Values statements.

Review and Revision of College Vision and Values Statements

Before tackling the Vision and Values statements directly, the Planning Task Force reviewed the purpose of the Vision and Values statements. Based on the literature, it found that a vision statement essentially outlines what the organization strives to be. Value statements are frequently referred to as 'guiding principles' of an organization and is what the organization cherishes. A subcommittee of the Planning Task Force was tasked to draft the Vision and Values Statements.

The Vision Statement draft brought forth by the subcommittee was:

> Las Positas College strives to be California's premier Community College, setting the standard through opportunities for developing knowledge, skills, values, and abilities that foster engaged and contributing members of society.

The draft Values Statement was:

> Las Positas College thrives as a collaborative teaching and learning community committed to integrity and excellence by:
>
> 1. Encouraging and celebrating lifelong learning
> 2. Responding to the needs of the ever-changing workplace
> 3. Demonstrating civic, social and environmental responsibility
> 4. Promoting ethical behavior, tolerance and mutual respect in a diverse community
> 5. Fostering a climate of discovery, creativity and personal development
> 6. Holding firm to the belief that each of us makes an astonishing difference.

The revised draft of the College Mission, along with the proposed drafts of the College Vision and Values statements were presented at the November 7, 2012 Town Meeting and feedback was received. Based on the feedback from the Town Meeting, the following final drafts of the College Mission, Vision, and Values Statements, along with glossary of terms, were produced by the Planning Task Force and forwarded to College Council.

Mission Statement

Las Positas College is an inclusive learning-centered institution providing educational opportunities and support for completion of students' transfer, degree, basic skills, career-technical, and retraining goals.

Vision Statement

Las Positas College strives to be California's premier Community College, setting the standard through opportunities for developing knowledge, skills, values, and abilities that foster engaged and contributing members of the society.

Values Statement

Las Positas College thrives as a collaborative teaching and learning community committed to integrity and excellence by:

1. Encouraging and celebrating lifelong learning
2. Responding to the needs of the ever-changing workplace
3. Demonstrating civic, social and environmental responsibility
4. Promoting ethical behavior, tolerance and mutual respect in a diverse community
5. Fostering a climate of discovery, creativity and personal development
6. Holding firm to the belief that each of us makes an astonishing difference.

Glossary of Terms - the multiple meanings of the terms used in the **Mission Statement** are below:

1. Inclusive - welcoming of a diverse group of students including but not limited to DSPS, EOPS, CalWORKS, International, Multicultural, various Economic Backgrounds, Distance Education, and Lifelong Learners; all with varying skill levels and learning styles.
2. Learning-Centered - refers to courses, programs, disciplines, modes of delivery, learning communities, accounting for varying skills levels, creative and critical thinking, and having necessary and specialized facilities
3. Educational opportunities - include but are not limited to classroom and Distance Education (DE) instruction, athletics, field trips, guest speakers, student government, cultural opportunities, clubs, labs, internships, tutorial service, workshops, library research, and mentoring.
4. Support includes tutorial center, writing center, counseling, office hours, Integrated learning Center, Admissions and Records, advisory boards, LapTechS, health center, financial aid, BlackBoard, technology, enrollment management, assessment, tutorial services, library, computer center, student services, administrative services; all provided by a dedicated group of administrators, faculty and classified professionals.

Approval of the College Mission, Vision, and Values Statements

The final drafts of the College Mission, Vision, and Values Statements were reviewed by College Council and forwarded to the Academic Senate, Classified Senate, and the Student Senate for approval. All three senates approved the proposed statements. At its March 27, 2013 meeting, College Council approved the statements and forwarded them to Chancellor's Council. The statements were reviewed and approved by the Chancellor's Council and forwarded for final approval by the Board of Trustees for the Chabot-Las Positas Community College District (Board). The Board approved the statement at their April 16, 2013 meeting.

Did the college have an effective process for reviewing and approving the college mission, vision, and values statements?

The Institutional Effectiveness Committee considers the process for reviewing and approving the Mission, Vision, and Values statements to be effective. This conclusion was based primarily on the earnest attempts taken by the Planning Task Force to:

- use sound reasoning to support the revised Mission, Vision, and Values statements
- offer multiple opportunities to solicit feedback regarding the proposed statements
- seek and get final approval of the statements from the Academic Senate, Classified Senate, Student Senate, College Council, Chancellor's Council, and the Board.

Recommendation from the Institutional Effectiveness Committee

The Institutional Effectiveness Committee recommends the aforementioned process for review and approval of the College Mission, Vision, and Values be followed in the future.

Additional Information, including Evidence of Discussions

- College Planning Task Force Meetings
    - September 21, 2012 minutes
    - September 28, 2012 minutes
    - October 12, 2012 minutes
    - October 26, 2012 minutes
    - November 30, 2012 minutes
    - December 12, 2012 minutes
    - February 1, 2013 minutes
    - March 8, 2013 minutes
    - March 22, 2013 minutes
- College Town Meetings
    - October 3, 2012 Agenda
    - November 7, 2012 Agenda
- College Council Meetings
    - September 20, 2012 minutes
    - October 18, 2012 minutes
    - November 29, 2012 minutes
    - February 21,2013 minutes
    - March 27, 2013 minutes
- Chabot-Las Positas Community College District Board of Trustees Meeting
    - April 16, 2013 minutes
- Other
    - Memo regarding college mission, vision, and values statements

Key College Processes Evaluated in 2012-13

Common Tool

4.2 Determine whether the Common Tool serves as an effective vehicle for communicating the needs of programs at Las Positas

Background

The Common Tool is an Excel spreadsheet that was submitted by programs as part of the program review process in AY 2010-11 and AY 2011-12. The spreadsheet contains information regarding programs' project objectives and identification of specific resources (e.g., committees) deemed necessary to achieve the stated objectives. The Office of Institutional Research and Planning collects the Common Tool from all programs and creates a master list; recipient-specific lists are then created and forwarded to committees and administrative offices. The committees and offices in turn are expected to use the results of the Common Tool for planning purposes. Committees and offices can use the information for planning only if the Common Tool results clearly communicate the resources requested from the committees or offices.

Committees/Offices that provided feedback regarding the Common Tool

Committee chairs and managers of the following committees and offices were asked by the Office of Institutional Research and Planning how useful the Common Tool was in communicating the needs of programs:

- Staff Development Committee
- College Enrollment Management Committee
- Curriculum Committee
- Basic Skills Committee
- Technology Committee
- Distance Education Committee
- Office of the VP of Academic Services
- Office of the VP of Student Services
- Office Institutional Research and Planning
- College Foundation
- Library

Findings

The consensus among respondents was that the Common Tool does not effectively communicate the needs of programs for the following reasons:

- The Excel spreadsheet format does not allow for requestors to easily type the needs of programs. Furthermore, requests for resources are difficult to read because requests are typed into individual cells.

- The requestor of any item would have to bring his or her idea or need to the committee for discussion.
- A number of requests appear to require the coordination of multiple committees and then coordinate with the committee staff during their proposal process.
- The Common Tool restates much of what is found in the Program Review document.
- Some programs identified many resources (i.e., committees or offices) and appear to use the "shot gun" approach with possibly no idea where support could come from.
- The Excel document that contains the Common Tool is very labor intensive to produce.
- The Common Tool does not contain enough information to be helpful.
- Committees that receive resource requests are not always sure what specific request is being sought. Items were often vague and general, and it would have been helpful if more justifications were given for the reason for the requests. Unfortunately, the Excel format makes it difficult to provide more information.
- Committees felt that the Common Tool was redundant because programs had to go through committees' stated processes for requesting information.
- Some committees felt that up to half of the resource requests from programs were outside the scope of the committee's responsibilities/charge.
- Most of the requests were at the point that they could not be acted on.

Recommendation from the Institutional Effectiveness Committee

The IEC recommends that Program Review Committee discontinue the use of the Common Tool.