



**LAS POSITAS**  

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**COLLEGE**

Submitted by:

**Las Positas College**  
3000 Campus Hill Drive  
Livermore, CA 94551

# Midterm Report

October 15, 2019

Submitted to:

Accrediting Commission for Community and Junior Colleges,  
Western Association of Schools and Colleges

**Midterm Report - Certification Page**

Date: October 15, 2019

To: Accrediting Commission for Community and Junior Colleges  
Western Association of Schools and Colleges

From: Roanna Bennie, Interim President  
Las Positas College  
3000 Campus Hill Drive  
Livermore, CA 94551

We certify there was broad participation/review by the campus community and believe this report accurately reflects the nature and substance of this institution.

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Mr. Ronald P. Gerhard, Interim Chancellor, CLPCCD Date

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Mr. Edrali J. Maduli, President, Governing Board, CLPCCD Date

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Ms. Roanna Bennie, Interim President, Las Positas College Date

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Dr. John Ruys, Accreditation Liaison Officer, Las Positas College Date

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Ms. Sarah Thompson, President, LPC Academic Senate Date

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Mr. David Rodriguez, President, LPC Classified Senate Date

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Ms. Blessing Nkrumah, President, LPC Student Government Date

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## Report Preparation

The Las Positas College (LPC or the College) Accreditation Steering Committee is a standing committee that follows the LPC Shared Governance Handbook guidelines and reports directly to the College Council, the final committee in the governance process and structure. The membership of the committee is appointed in advance of each ACCJC required document or visit and approved by the College Council. The membership of the Accreditation Steering Committee that led the Midterm Report was approved by College Council on April 27, 2017 and began meeting on August 22, 2017. Membership of the Accreditation Steering Committee included provisions for an Expanded Steering Committee should it be needed.

### Review and approval dates for the 2019 ACCJC Midterm Report

#### 2019 Midterm Report

<u>Group</u>	<u>Date</u>	<u>Notes</u>
Post for all to view	April 1	Website Page
Academic Senate	April 24	<a href="#">First review</a>
College Council	April 25	<a href="#">First review</a>
Classified Senate	May 2	<a href="#">First review</a>
LPCSG	May 2	<a href="#">First review</a>
Academic Senate	May 8	<a href="#">For approval</a>
LPCSG	May 9	<a href="#">For approval</a>
College Council	May 16	<a href="#">For approval</a>
Classified Senate	July 25	<a href="#">For approval</a>
Due to President's Office	July 23	Prep for Executive Staff
Executive Staff	July 30	Review for submission to Board
Board of Trustees meeting	August 20	First reading
Board of Trustees meeting	September 17	Board approval
Steering Committee	October 10	Send to ACCJC
ACCJC	October 15	Due date

## Expanded Committee Structure and Work Plan

The membership of the Accreditation Steering Committee is as follows:

- Accreditation Liaison Officer (ALO) (appointed by the President)
- Faculty Lead (recommended by the ALO / appointed by the Academic Senate)
- Director of Research, Planning, and Institutional Effectiveness
- Faculty Member (appointed by the Academic Senate)
- Document/Archivist Lead

### Work Plan and Release Time

The members of the Accreditation Steering Committee each worked on portions of the Midterm Report as described in Table 1. The ALO was responsible for the majority of the writing of the Midterm Report. The editing was completed in the weeks before submission to the CLPCCD Board of Trustees by the Accreditation Steering Committee. The ALO received 27% release time (.27 Full Time Equivalent Faculty [FTEF]) in the fall semester 2018 and 27% release time (.27 FTEF) in the spring semester 2019 to ensure that the report was complete, accurate, and best represented the work going on at the College.

### Data Storage

The Midterm Report was written using a shared document on Google Drive and evidence was stored in Google Drive. This allowed the committee to simultaneously work on the report and upload evidence to the appropriate folders. The ALO and committee members checked the accuracy of the evidence and performed the final formatting and insertion of evidence into the report.

**Table 1: Lead people involved in preparing the Midterm Report 2019**

<b>Name</b>	<b>Title</b>	<b>Responsibilities</b>	<b>FTEF Assigned</b>	<b>Phone/Email</b>
John Ruys	Psychology Faculty	Accreditation Liaison Officer; Lead Writer	0.27	925-424-1269
Don Carlson	Dean of Academic Services	District Recommendations #3, 4; Action Plans #7-9	n/a	925-424-1323
Tim Druley	Webmaster	Archivist; Action Plan #4	n/a	925-424-1658

Tina Inzerilla	Library Faculty	Recommendations for Improvement 6, 7	0.07 (fall 2018 only)	925-424-1158
Rajinder Samra	Institutional Researcher	Action Plan #6	n/a	925-424-1027
Marie Smith	Consultant	District Recommendations #1, 2	n/a	<a href="mailto:presmbs@aol.com">presmbs@aol.com</a>
Krista Johns	Former Vice Chancellor of Educational Services	District Recommendations #1, 2	n/a	925-485-5244

# Plans Arising Out of the Self-Evaluation Process

## Action Plans

The College identified 9 Action Plans and 22 Continuous Improvement Plans in the Institutional Self-Evaluation Report of 2015, some of which were related to each other and were resolved simultaneously.

The Action Plans and Continuous Improvement Plans were organized according to responsible parties, including a primary coordinator who oversaw efforts to complete each improvement item. The Accreditation Liaison Officer (ALO) or a member of the Accreditation Steering Committee met with the coordinators to help facilitate efforts across the College. The Accreditation Steering Committee was apprised of the progress on each Action Plan and Continuous Improvement Plan. Each Action Plan and Continuous Improvement Plan is listed below with a report on the primary responsible parties, the status on the Plan to date, a narrative description of the work on the Plan, and supporting evidence links.

### Action Plan 1

Refine, simplify, and integrate the College's curriculum and Student Learning Outcomes (SLOs) processes to more regularly assess the correlation between measurable objectives and course-level Student Learning Outcomes (CSLO) with the goal of ensuring consistency, particularly in courses developed since 2007. Standard II.A.1.c

Responsible Parties: SLO Committee, Curriculum Committee

Status: Completed

Narrative: This Action Plan was fully addressed in the College's [2017 ACCJC Follow-Up Report](#), pages 8-20.

### Action Plan 2

Continue to provide regular staff development opportunities focused on the assessment of SLOs in prioritizing the engagement of part-time faculty. Standard II.A.1.c

Responsible Parties: SLO Committee, Professional Development Committee

Status: Completed

Narrative: This Action Plan was fully addressed in the College's [2017 ACCJC Follow-Up Report](#), page 13.

### **Action Plan 3**

Staff development should be provided to all faculty providing clearer and more consistent guidelines for including measurable objectives/student learning outcomes on course syllabi. Standard II.A.6

Responsible Parties: SLO Committee, Professional Development Committee, Deans

Status: Completed

Narrative: This Action Plan was fully addressed in the College's [2017 ACCJC Follow-Up Report](#), pages 9-12.

### **Action Plan 4**

The College should provide clear and accurate information consistently across its website. Standard II.A.6.c

Responsible Parties: Webmaster, Content Management Task Force, Vice President of Academic Services

Status: Completed

Narrative: In summer 2018, the College completed the process of updating its website and migrating all public facing web content into a new web content management system. The first stage in the process was to hire a Webmaster in 2015 after that position was vacant for four years ([AP4.1](#)). The second stage was to form a task force to evaluate and choose a content management system to use across all District websites ([AP4.2](#)). In spring 2016, the task force selected OmniUpdate to use as the College's content management system ([AP4.3](#)). The next phase was to work with the web designer to come up with a responsive website template that could be implemented using OmniUpdate. The template was designed to give the Las Positas College website a consistent look and navigation. The new template and navigation will help users of the College website to find the information they are searching for more effectively. Updating the template to a responsive template allows users to view the College website across multiple devices, including cellular or smart phones and tablets ([AP4.4](#)).

Once the migration to OmniUpdate was completed, College faculty, staff, and administrators were then able to make updates to College webpages using the content management system. This helped to ensure that the content on the College website was up-to-date and accurate. OmniUpdate also has a reporting feature that will send the Webmaster information regarding broken links, outdated content, misspelled words, and accessibility issues within the College website. The Webmaster has already removed much of the outdated content.



The College has implemented an online campus-wide event calendar using the Helios Calendar platform and OU Mashup with the vendor OmniUpdate ([AP4.5](#)). The calendar provides a comprehensive listing of events that are displayed on the College website. OU Mashup is a social media aggregator that will display multiple College social media feeds on the College website ([AP4.6](#)).

The College has implemented Google Custom Search throughout the website. With Google Custom Search, the webmaster has more control of the College website search results ([AP4.7](#)). This allows the Webmaster to direct specific search words or phrases to the appropriate website. Google Custom Search also allows the College to exclude outdated sites and content from the College website search results.

#### **Action Plan 5**

A collectively bargained, consistent resolution more directly linking student learning outcomes to the evaluation process should be reached. Standard III.A.1.c

Responsible Parties: Faculty Union, Deans

Status: Completed

Narrative: The College developed a process to ensure that all faculty, full-time and part-time, communicate student learning outcomes, regardless of delivery modality, on all course syllabi. For example, as of fall 2015 (contract ratified – September 10, 2015), the faculty contract references Student Learning Outcome (SLO) work as a part of faculty professional responsibility:

1. Participate in program and subject area improvement tasks such as creating and assessment of Student Learning Outcomes (SLOs), Service Area Outcomes (SAOs), Course Learning Outcomes (CLOs) and Program Learning Outcomes (PLOs), program review, and curriculum development. (Article 18.I.VII.c.1) ([AP5.1](#)).

Along with the new contract language, faculty evaluation forms specifically ask about the level of involvement in professional responsibilities, including work on Student Learning Outcomes ([AP5.2 page 18](#)).

#### **Action Plan 6**

Upon its completion, use the new Educational Master Plan with other institutional documents, such as the mission statement, for further integrating physical resources with institutional planning. Develop processes for institutional assessment that include the regular gathering and analysis of information on physical resource use and integrate findings to the College's planning activities. Standard III.B.2.b

Responsible Parties: Facilities and Sustainability Committee

Status: Ongoing

Narrative: The College regularly integrates and assesses information on physical resources. On an annual basis, information on physical resource needs are collected in program reviews and included in summaries of program review documents ([AP6.1](#), [AP6.2](#)). In addition, the College regularly gathers information about physical resource needs in College-wide surveys ([AP6.3](#), [AP6.4](#)). The discussion and analysis of physical resource information occur in multiple areas including the College's Facilities and Sustainability Committee ([AP6.5](#), [AP6.6](#), [AP6.7](#), [AP6.8](#)).

### **Action Plan 7**

The District Function Map needs to be fully evaluated. Better communication is needed between the District and Colleges regarding the functions of each as evidenced by the survey data. The College Educational Master Plan and the District Strategic Plan need to be finalized and utilized in District planning. Standard IV.B.3.a

Responsible Parties: District Office

Status: Completed

Narrative: This was addressed in the Team Recommendations for Improvement – District Recommendation #3, page 32. The District Strategic Plan was developed and approved in 2015 ([AP7.1](#)). The Las Positas College Educational Master Plan was developed, presented to the College at a Town Meeting, and reviewed by College Council in 2014-15 ([AP7.2](#), [AP7.3](#), [AP7.4](#)). The Function Map defines roles and responsibilities in planning and operations, while the Strategic and Educational Master Plans define the broad outcomes that the District and Colleges intend to achieve. The District Strategic Plan sets the broad parameters of overarching goals and strategies to achieve them in conjunction with College planning. The College, using that broad framework and overarching goals, designs specific strategies for the College that will assist students in achieving their educational goals.

### **Action Plan 8**

The District should propose a mechanism for regular assessment of District services. Standard IV.B.3.b

Responsible Parties: District Office

Status: Completed

Narrative: The District created and implemented a comprehensive program review process in 2017 which provides an assessment of all District programs and services ([AP8.1](#), page 8). The elements include: a summary of each department's operation and significant changes; a summary of and response to the recent organizational study of the District Office done in 2014; response to ACCJC recommendations for the service area from 2015 evaluation; how the department contributes to the

mission and vision of the District; a description of the impact of environmental and/or regulations; identification of departmental strengths, effectiveness, and satisfaction of primary users and staff; and areas for improvement, change, or growth.

Each department was also required to align their goals and objectives with the District Strategic Plan, the Board of Trustees' Priorities, and the College Educational Master Plan to assure integration of planning into future operations.

Currently, the assessment of District services is provided through the evaluation of each committee by its members and users and improvements are made as required. There are user groups in technology, for example, that provide ongoing feedback about information technology issues that inform decision-making. Other District committees (e.g. Educational and Support Services, Planning and Budget Committee) evaluate their charge and their activities and make recommendations to the Chancellor for improvement. There has only been one program review of District services thus far and implementation of the process was the primary goal.

#### **Action Plan 9**

Develop a standard evaluation of District services that involves all community stakeholders.  
Standard IV.B.3.g

Responsible Parties: District Office

Status: Completed

Narrative: The current District program review process for District services was developed and implemented in academic year 2016-2017 ([AP9.1](#), page 10). It is completed for each District service or program, including Business Services, Information Technology Services (ITS), Facilities, Maintenance and Operations (M&O), Human Resources (HR), Educational Support and Student Success (ESS), Economic Development and Contract Education (EDCE), and Public Relations, Marketing and Government Relations (PRMG). This involves all community stakeholders through the committee systems at the Colleges and the District.

## Continuous Improvement Plans

### Continuous Improvement Plan 1

To achieve continuous improvement, the College should develop more linkages between the mission and the whole range of planning committees on campus. Standard I.A.4

Responsible Parties: College Council

Status: Completed

Narrative: The mission of the College is communicated broadly by being included on all committee agenda and minute templates ([CIP1.1](#), [CIP1.2](#)). This keeps the mission in the forefront of each committee's work across the College. In addition, the rubrics used to evaluate equipment and position requests are weighted to value consideration of the mission and College planning priorities in the scoring ([CIP1.3](#), [CIP1.4](#)). Lastly, each discipline is asked annually to address how their work connects them to the mission of the College ([CIP1.5](#)).

### Continuous Improvement Plan 2

To achieve continuous improvement, the College will need to improve its C-ID, TMC, and AD-T progress. Currently, the College's Articulation Officer position is 50 percent, which is insufficient to meet the demands and turn-around time needed to effectively consult with faculty and to move courses and degrees through the local curriculum process.

Responsible Parties: Curriculum Committee, Articulation Officer, Vice President of Academic Services

Status: Completed

Narrative: Since 2015, the Curriculum Committee Chair has worked with faculty to create associate degrees for transfer (AD-T) following the California Community Colleges Chancellor's Office transfer model curricula (TMC) patterns and has also met with faculty to update course outlines or create new ones that can be articulated to earn C-ID Descriptor articulations. The number of transfer degrees has steadily increased. In the 2016-17 catalog, 15 AD-Ts were active. In 2018-2019, the number increased to 23. Currently our campus has 27 active AD-Ts with several more planned to be created and active by fall 2020. ([CIP2.1](#)). Currently we have 217 courses approved for C-ID with 14 in-progress and 34 more submitted ([CIP2.2](#)). The College hired a full-time Articulation Officer (improving over the previous 50 percent FTE position) in the spring 2019 ([CIP2.3](#)).

### **Continuous Improvement Plan 3**

In a joint effort with Chabot College, Las Positas College is implementing a degree audit system, DegreeWorks. When fully implemented, DegreeWorks will assist counselors with creating student educational plans, aid evaluators with the evaluation process, and give students the ability to independently access their student educational plans and degree audits. Completion of this project will enhance the student learning environment and provide an additional avenue by which students will be able to track their progress toward completion of their educational goals. Standard II.B

Responsible Parties: Dean of Student Services, Dean of Enrollment Services, DegreeWorks Systems Coordinator

Status: Completed and Ongoing

Narrative: Las Positas College, in collaboration with Chabot College and Information Technology Services (ITS), has implemented and launched DegreeWorks officially as of January 2018 ([CIP3.1](#) [CIP3.2](#)). We had a small number of Student Services entities experiment with DegreeWorks prior to the official launch to work out any bugs with the system, develop protocol, and begin to introduce the tool to students. DegreeWorks helps: Counselors create or update electronic student educational plans; Student Records Evaluators with performing degree audit; and provides students access to their student educational plans online and determines progress toward their declared educational major or program through a dashboard feature. To date, the Counselors and Student Records Evaluators have been introduced to DegreeWorks and have begun utilizing the tool.

Student Services continues to deploy DegreeWorks to: California Work Opportunity and Responsibility to Kids (CalWORKs), Cooperative Agencies Resources for Education (CARE), Disabled Student Programs & Services (DSPS), Extended Opportunity Programs & Services (EOPS), Gateway to Success (the Hispanic-Serving Institution learning community), and the Veterans Resource Center. This deployment is a work in progress given the anticipated migration to Banner 9, the continuous hiring of part-time Counselors, and new student enrollment each term.

### **Continuous Improvement Plan 4**

As a result of instability in the positions responsible for overseeing assessment instruments and their effectiveness, the validation process has become decentralized. While the institution does evaluate its instruments, and validates their effectiveness, this process should be restructured to ensure its continued effectiveness. Standard II.B.3.e

Responsible Parties: Dean of Student Services, Assessment Specialist, Academic Deans, Faculty

Status: Ongoing

Narrative: Effective fall semester 2019, California Assembly Bill (AB) 705 requires Las Positas College to ensure that students will enter and complete transfer-level coursework in English and mathematics within a one-year timeframe and use high school coursework, high school grades, and high school grade point average for placement. Las Positas College is fully committed to providing academic and student support services to achieve this goal. As a result of the passage of AB 705, the usage and reliance on The College Board's ACCUPLACER, the standardized test used for English and mathematics course placement purposes will no longer be utilized at Las Positas College.

The Assessment Center works closely with discipline faculty (e.g., English, Math, and Chemistry) and their respective Deans along with the Office of Institutional Research, Planning, and Effectiveness to validate the instruments used for assessment purposes in accordance with applicable regulations ([CIP4.1](#), [CIP4.2](#), [CIP4.3](#)). Validation includes surveying students and faculty periodically to collect relevant statistical data to help ensure proper placement. It is anticipated that guidance from the California Community Colleges Chancellor's Office will be forthcoming in the coming months to develop new assessment protocol for English as a Second Language (ESL) in preparation for fall semester 2020.

#### **Continuous Improvement Plan 5**

All programs within Student Services have established Student Learning Outcomes (SLO) and Service Area Outcomes (SAO); however, to promote a more regular and systematic approach to outcome development and assessment, Student Services needs to develop and implement a more systematic approach that communicates established timelines and oversees program accountability. Standard II.B.4

Responsible Parties: Student Services Personnel, SLO Committee, SAO Liaison

Status: Ongoing

Narrative: With the support of the administration, a Student Services faculty member was assigned to serve as SAO liaison, to assist SAO coordinators with the development, assessment, reflection, and revision (as needed) of new and existing SAOs through spring 2019 ([CIP5.1](#)).

The SAO liaison is in the process of implementing a plan for Student Services SAO development and assessment which will be completed by spring 2019. During spring 2018, the SAO liaison updated the list of Student Services SAO coordinators which resulted in the creation of a dedicated e-mail group ([CIP5.2](#)). Beginning spring 2018 and extending throughout the 2018-2019 academic year, the SAO liaison regularly contacted the SAO coordinators to offer individualized support throughout the SAO process ([CIP5.3](#)). The SAO liaison also was granted a standing

agenda item for the Student Services monthly meetings. At these meetings, a specific timeline was presented to Student Services personnel to complete at least one full SAO cycle (including development, assessment, and reflection), for one or more meaningful SAOs, by the end of spring 2019 ([CIP5.4](#), [CIP5.5](#)). In order to maintain effective communication, the SAO liaison also began to attend and report at campus SLO Committee meetings, as well as participate in a SLO committee presentation at the campus Town Meeting during spring 2019 ([CIP5.6](#)).

In order to provide further support for SAO coordinators, the SAO liaison participated in faculty FLEX Day SLO workshops each semester to assist faculty SAO coordinators who wished to work on SAOs to receive direct support in the process. Because greater than 50 percent of Student Services SAO coordinators are classified professionals, the SAO liaison requested that a classified professional be added to the SLO committee which was approved for the 2018-2019 academic year ([CIP5.7](#)). Beginning in spring 2018 and throughout the 2018-2019 academic year, the SAO liaison has individually met with SAO coordinators within Student Services to actively work on SAO development, revision, and assessment using the eLumen platform ([CIP5.8](#)). It is expected that by the end of the 2018-2019 academic year, a systematic SAO process will have been developed and executed which will include development, assessment, and reflection of at least one SAO for each Student Services area.

#### **Continuous Improvement Plan 6**

While the College offers students high-quality and varied learning support services, levels of funding, staffing, access, and coordination between services may not be consistently optimal for student learning and success. Data gathered through Library student surveys in 2013 and 2014 show that some students do not feel that current Library open hours are sufficient. The budget to have part-time librarians and student assistants available during peak Library hours, evenings, and Saturdays needs to be reinstated. Part-time librarian hours vary depending on funding, which has been inconsistent over the past several years. In the past, the Library was able to employ student assistants including those assigned to provide assistance at the circulation desk, shelving, and assisting in the computer lab. These student assistants allowed the classified staff and Library faculty the opportunity to concentrate on providing customer service, instruction, reference services, and maintenance of operations, outreach, and development and planning of future programs. The Library needs funding for proper staffing which is essential to providing FLEXibility in scheduling and services that support student learning. Standard II.C.1

Responsible Parties: Library

Status: Complete and Ongoing

Narrative: In fall 2018, the library’s hours were extended to include later evenings and Saturdays ([CIP6.1](#)). The additional hours were in conjunction with hiring a new full-time librarian ([CIP6.2](#), [CIP6.3](#)).

<b>Hours of Library, prior to fall 2018</b>	<b>Hours of Library, beginning fall 2018</b>
Monday – Thursday, 8 am to 9 pm Fridays, 8 am to 2 pm Saturdays/Sundays, Closed.	Monday – Thursday, 8 am to 10 pm Fridays, 8 am to 4 pm Saturdays, 11 am to 6 pm Sundays, Closed

(The budget for student assistants, before the budget cuts, was \$21,455.) The student assistant budget was partially reinstated in 2016-17 at \$5,000. In 2017-2018, the student assistant budget was increased to \$12,455. In 2018-2019, the tentative budget for student assistants is \$14,455 ([CIP6.4](#)) and there is an additional full-time faculty to serve in the library.

**Continuous Improvement Plan 7**

Develop and implement a budget that would stabilize funding for equipment and collection development. Standard II.C.1.a

Responsible Parties: Library, Administration

Status: Complete and Ongoing

Narrative: The Library has been allocated \$300,000 a year for library materials for the life of the Measure A Bond ([CIP7.1](#), [CIP7.2](#)).

**Continuous Improvement Plan 8**

For sustained and increased success, as well as to remain compliant with the Association of College and Research Libraries (ACRL) Information Competency Standards, the basis for lifelong learning, the College needs to continue a dialog on Information Competencies (IC), determine the best means to fully integrate IC into the student learning experience across the disciplines, and commit to a plan and timeline for College-wide adoption. The development of an appropriate plan should include the promotion and integration of information competency skills into both face-to-face and online classes. Standard II.C.1.b

Responsible Parties: Library, Instructional Faculty

Status: Completed and Ongoing



Narrative: LPC Library purchased access to Credo InfoLit Modules. The Credo InfoLit Modules provide high-quality instructional materials to help students deepen their understanding of research strategies and techniques. With high-quality videos, tutorials, and quizzes, the Credo InfoLit Modules address: Getting Started With Research, Sources of Information, Searching for Information, Evaluating Information, Presenting Research and Data, and Citations and Academic Integrity. One of the librarians has worked closely with several instructional faculty on implementing these new educational modules ([CIP8.1](#), [CIP8.2](#)). There are plans for expanding the use of the Credo InfoLit Modules with other faculty, especially those teaching online courses.

### **Continuous Improvement Plan 9**

To achieve continuous improvement, the College will need to develop a budget that includes funding for adequate hours and database licenses which are resource-intensive. In 2012, to meet its goal of providing equitable access to all institutions, the state transitioned from allocating Telecommunications and Technology Infrastructure Program (TTIP) funds to individual colleges to providing libraries a single statewide core database package. The Ebscohost databases offer access to broad subject coverage that supports the common curriculum of California's community colleges. While the statewide databases have been an enormous resource for LPC students, funding is still needed in order to ensure that local programmatic needs are met as well. For example, funding for several LPC Library databases such as PscyARTICLES, Biological Sciences Collection, ARTstor, Noodlebib, Films on Demand, and Birds of North America needs to be more reliable. As new programs, courses-especially online classes, and curriculum are developed, even more database resources will be needed. A budget process and consistent funding for electronic resources is required to maintain and ensure access to quality research information for students both on and off campus. Standard II.C.1.c

Responsible Parties: Library

Status: Completed and Ongoing

Narrative: The Library has been allocated \$300,000 a year for library materials for the life of the Measure A Bond ([CIP7.1](#), [CIP7.2](#)).

### **Continuous Improvement Plan 10**

To improve upon the maintenance of the computer labs in the Library, it is necessary to reinstate the student assistant budget. This would enable the hiring of student computer tutors who would troubleshoot computer and printer problems, clean equipment, verify computer and software updates, and report major issues to the Library faculty and Information Technology Services (ITS). The College should also develop a plan with Campus Safety & Security for a visible presence and routine patrolling of the Library by security staff. This would lead to an overall improvement of security for the users and their property in the Library. Standard II.C.1.d

Responsible Parties: Library

Status: Ongoing

(The budget for student assistants, before the budget cuts, was \$21,455.) The student assistant budget was partially reinstated in 2016-17 at \$5,000. In 2017-2018, the student assistant budget was increased to \$12,455. In 2018-2019, the tentative budget for student assistants is \$14,455 ([CIP6.4](#)) and there is an additional full-time faculty to serve in the library.

The Library Coordinator and the Supervisor for Campus Safety and Security met to discuss the security needs of the library. Campus Safety and Security has implemented the requests from the library and will meet as often as needed to address future safety and security concerns ([CIP10.1](#)).

### **Continuous Improvement Plan 11**

In order to achieve continuous quality improvement, the College should continue to restore needed classified positions. Standard III.A.2

Responsible Parties: Resource Allocation Committee

Status: Completed

Narrative: This has been addressed in the response to the Team Recommendations for Improvement – College Recommendations #8. The College has worked to improve operations by filling needed classified positions. In 2018-2019, the College hired over a dozen classified staff members in a variety of areas across campus. Evidence of this can be found in the minutes from the Board of Trustee meetings where examples of various positions were approved to be filled ([CIP11.1](#), [CIP11.2](#), [CIP11.3](#), [CIP11.4](#), [CIP11.5](#)).

### **Continuous Improvement Plan 12**

The College shared-governance planning committees should continue to review the priorities and funding structure for campus staff development. Standard III.A.5.a

Responsible Parties: Professional Development Committee, College President

Status: Completed and Ongoing

Narrative: Historically, campus professional development (PD) has been funded at various levels considering the budget constraints at the time as well as how much of the funding was spent from the prior year's budgeted amount. For example, in 2014-15, \$7,500 was budgeted for non-salary/benefits for professional development (funding that could be applied directly to professional development activities); just over \$3,500 was actually spent. In 2015-16 over \$4,000 was spent though \$3,850 was budgeted. During those years, the annual travel funding allotment for

individual faculty and staff to attend professional development activities had decreased to \$250 per person. Discussion ensued between the President and the new Professional Development Coordinator, and increases were considered at the Professional Development Committee, Academic Senate, and Executive Staff meetings for the spring of 2017, and the Professional Development Committee increased the annual individual amount to \$350. The 2017-2018 general fund budgeted amount was set at \$15,000 for professional development activities and nearly \$11,000 was allocated to faculty and staff that year; in 2018-2019, it was set at \$12,000, and just over \$8,000 was allocated. The total yearly budget spent on professional development is noted below.

<b>Professional Development Budget</b>	
<b>Fiscal Year</b>	<b>Actual Budget</b>
<b>2014-15</b>	<b>\$ 30,449.71</b>
Academic Salaries	\$ 19,369.99
Fringe Benefits	\$ 7,575.66
Other Operating Expenses & Services	\$ 3,504.06
<b>2015-16</b>	<b>\$ 34,471.88</b>
Academic Salaries	\$ 22,479.01
Fringe Benefits	\$ 7,953.00
Other Operating Expenses & Services	\$ 4,039.87
<b>2016-17</b>	<b>\$ 33,809.34</b>
Academic Salaries	\$ 17,586.67
Fringe Benefits	\$ 7,944.82
Other Operating Expenses & Services	\$ 8,277.85
<b>2017-18</b>	<b>\$ 57,378.80</b>
Academic Salaries	\$ 31,637.43
Fringe Benefits	\$ 14,765.43
Other Operating Expenses & Services	\$ 10,795.04
Supplies Expense	\$ 180.90
<b>2018-19</b>	<b>\$ 42,502.38</b>
Academic Salaries	\$ 22,173.16
Fringe Benefits	\$ 12,268.74
Other Operating Expenses & Services	\$ 8,060.48
<b>Grand Total</b>	<b>\$ 198,612.11</b>

The PD Coordinator, Howard Blumenfeld, also created a new website for professional development at LPC ([CIP12.1](#)). The new site helped to consolidate information on professional development opportunities and contained new forms to help streamline processes for participating in professional development opportunities. The website also helped to coordinate and leverage conference funding requests across campus. Working with the grant and program managers,

including Vicki Shipman (Career & Technical Education), Ashley McHale and Michelle Gonzales (Basic Skills Initiative), Elena Cole (Basic Skills Transformations Grant), Rafael Valle (Hispanic Serving Institute grant), and Nessa Julian (Student Success and Support Program/Equity); the PD Committee created a website that houses current grant and program offerings ([CIP12.2](#)). Beginning in January 2018, the PD Committee was able to offer \$500 in funding per faculty/staff member. This has continued for the 2018-2019 academic year.

Significant improvements have been made in funding and supporting PD at Las Positas College. The PD Committee is continuing to work to develop a well-supported system for professional development. As a future project, the PDC is looking forward to possible upgrades to the Teaching and Learning Center (TLC) for improved ability to offer high-quality services to faculty and staff. There continues to be the instability of state funding and the lack of consistent funding for PD as the College wrestles with the projected changes in overall state funding. These roadblocks will likely remain in place as the state of California is moving to a new funding model for community colleges.

### **Continuous Improvement Plan 13**

The College should systematically evaluate staff development processes and opportunities, and it should use those evaluations to increase program and service effectiveness. Standard III.A.5.b

Responsible Parties: Professional Development Committee, College President, Academic Senate  
Status: Completed

Narrative: The Professional Development (PD) Coordinator worked with the Office of Institutional Research, Planning, and Effectiveness to develop a more robust survey of campus PD days (Mandatory FLEX) and to evaluate other PD processes. The survey of Mandatory FLEX days gathered data about the organization and effectiveness of PD as well as specific feedback about individual FLEX day events. The Office of Institutional Research, Planning, and Effectiveness Office examines the survey data and presents the findings to the PD Committee. Data analysis has been used to improve the Mandatory FLEX day offerings ([CIP13.1](#)).

As a result of these evaluations, the PD Committee changed the way Mandatory FLEX days are planned. The PD Committee implemented a system whereby presenters submit proposals for review. Approved proposals are scheduled by the committee. There is typically a morning keynote address as well as breakfast and lunch provided by the President's Office. To view a typical Mandatory FLEX Day schedule, visit the following link ([CIP13.2](#)). The schedule is given to faculty and staff well in advance.

As a result of evaluations, the PD Committee also implemented a new system to track and evaluate PD participation on campus. This included developing a new Variable FLEX reporting form and process, one that was in line with Title 5 reporting obligations and Academic Senate for California Community Colleges (ASCCC) guidelines. The new form and process was implemented for the first time during the 2016-2017 academic year and updated during the 2017-2018 academic year. Faculty were asked to draft a Variable FLEX plan and then report out on that plan by the end of the academic year. Las Positas College achieved nearly 100 percent compliance from faculty with their FLEXible calendar program plan and reporting system. To view more information about the Variable FLEX program, see the following link ([CIP13.3](#))

The PD Coordinator created a new Variable FLEX calendar system whereby people wishing to host events or activities that can be used toward FLEX credit post their events into a calendar and then the PD coordinator is able to either approve or disapprove of them and the results are uploaded into a calendar. This calendar can be accessed here ([CIP13.4](#)) and interested constituents may subscribe to updates and receive notifications on their mobile devices.

#### **Continuous Improvement Plan 14**

To achieve continuous quality improvement, after the approval of the revised District Function Map and the completion of the Educational Master Plan, the College Council should coordinate a comprehensive review of staffing and personnel needs in coordination with the Resource Allocation Committee and Faculty Hiring Prioritization Committee. Standard III.A.6

Responsible Parties: College Council

Status: Completed

Narrative: This has been addressed in the response to Team Recommendations - District Recommendation #3 which shows the completion and approval dates for the Function Map and Educational Master Plan. In addition, the review of staffing needs has been addressed in the response to Team Recommendations – College Recommendation #8. The College uses multiple processes to evaluate staffing and personnel needs which begins with a robust program review process and includes the Resource Allocation Committee and the Faculty Hiring Prioritization Committee.

#### **Continuous Improvement Plan 15**

The District and College will work to improve the perception of facilities maintenance and custodial services at LPC. The new District Director of Maintenance and Operations can work to raise the College to the next key-cleaning level on a day-to-day basis and give special attention to certain areas on specific occasions, for example an event in the Mertes Center. Standard III.B.1.a

Responsible Parties: District Maintenance and Operations, Facilities and Sustainability Committee  
Status: Ongoing

Narrative: In 2017, in response to an ACCJC recommendation, facilities' planning was updated to include the total cost of ownership (TCO) ([CIP15.1](#), page 7). In addition, the Chancellor's Cabinet received a report on the District's TCO planning which included the recommendation that TCO positions should be funded out of a revised budget allocation model methodology, changing from Full Time Equivalent Students (FTES) to a gross square footage (GSF) model ([CIP15.2](#), page 17). That measure more accurately reflected the needs of the Colleges and the staffing to support those needs. This changed metric was accepted and implemented in the 2017-2018 year. The goal was to create 16 new positions; however, Maintenance and Operations received three positions: two custodians and one groundskeeper for 2018-2019.

As part of TCO planning, the District made a commitment to raise the level of service to be consistent with the Association of Physical Plant Administrators (APPA). The District chose level 3 of cleaning and maintenance which is the level 88 percent of higher education institutions have selected as their goal ([CIP15.3](#), page 12). For Las Positas College, the following chart represents the goal and actual number of full-time equivalent positions ([CIP5.4](#), page 22):

	<u>Level 3 Goal</u>	<u>Actual (2018-2019)</u>
Maintenance	6	5.5
Custodial	18	16
Grounds	5.5	4

### **Continuous Improvement Plan 16**

To continuously improve campus safety, add the crime statistics report for the off-campus site, Livermore Valley Charter Preparatory High School (LVCPHS), to the Clery report. Contact Livermore Unified School District about safety of former Portola Elementary School campus, where LVCPHS is temporarily housed, until it moves to a new campus. At LPC, institutionalize contacting of Campus Safety and Security when instructors are absent or leaving classrooms early.  
Standard III.B.1.b

Responsible Parties: Campus Safety and Security, Health and Safety Committee  
Status: Completed

Narrative: Las Positas College has strengthened the system for gathering crime statistics for all off-site locations. The Campus Safety and Security Supervisor contacts the Academic Deans in January and August to inquire about off-site locations that were operating in the previous calendar year. The Campus Safety and Security Supervisor contacts the appropriate police departments to request crime statistics for those off-site locations. This data is added to the Clery Report for Las

Positas College ([CIP16.1](#), [CIP16.2](#)). The College is continuing to develop an institutionalized process for contacting Campus Safety and Security when an instructor is absent or a classroom is left unattended ([CIP16.3](#)). Las Positas College terminated instruction at the LVCPH campus at the end of the fall semester 2015.

#### **Continuous Improvement Plan 17**

The College meets the standard; however, to achieve continuous improvement, the College will continue to analyze funding sources that will allow the technology equipment and infrastructure to be upgraded or replaced after the Measure B Bond expires. Standard III.C.1.d

Responsible Parties: Resource Allocation Committee, Vice President of Administrative Services, Information Technology, Technology Committee.

Status: Completed

Narrative: In June 2016, the Measure A Bond was approved by voters. Measure A will "upgrade aging classrooms and technology/science labs for career education to prepare students, veterans and workers for good jobs and university transfer, remove asbestos/retrofit buildings for earthquake safety, acquire, construct and repair sites/facilities/equipment, and improve campus safety/security, shall Chabot- Las Positas Community College District issue \$950,000,000 in bonds at legal rates, no money for administrators' salaries/pensions, independent financial audits, and all funds used locally" ([CIP17.1](#)).

#### **Continuous Improvement Plan 18**

The College will focus on assessing the effectiveness of the new integrated planning and budget cycle. It should refine the roles to be taken by the shared-governance committees, especially the Institutional Effectiveness Committee, the College Council, and the Integrated Planning Committee; it should also complete the integration of planning priorities into all allocating processes. Standard IV.A.1

Responsible Parties: College Council, Integrated Planning and Effectiveness Committee, Resource Allocation Committee

Status: Completed

Narrative: The College fully integrated the planning priorities into allocating processes. In 2015, the Institutional Planning and Effectiveness Committee asked the College Council to evaluate the Planning and Budget Cycle. This evaluation was initially discussed at the August 2015 College Council meeting ([CIP18.1](#), [CIP18.2](#), [CIP18.3](#)). This discussion continued over several meetings and used an evaluation form to help guide the discussion ([CIP18.4](#)). The College Council

concluded that all allocating committees were using the planning priorities to help guide resource allocation but some improvements in the process needed to continue ([CIP18.5](#)).

The College has also continued to refine the roles of committees. For example, the Institutional Effectiveness Committee and the Integrated Planning Committee discussed merging to streamline processes at the College. This request was formally submitted and approved by the College Council ([CIP18.6](#), [CIP18.7](#)) and the new Institutional Planning and Effectiveness Committee (IPEC) was created. In 2018, the College Council was also reorganized to refine its role at the College and the charge of the College Council was updated ([CIP18.8](#), [CIP18.9](#)).

The evaluation of processes and committees has allowed the College to make better use of the planning priorities. Institutional planning priorities represent critical areas that IPEC has identified as needing support to ensure their completion. To help communicate the importance of these planning priorities, all committee agenda and minute templates list the planning priorities ([CIP1.1](#), [CIP1.2](#)). This keeps the planning priorities in the forefront of each committee's work across the College. In addition, the rubrics used to evaluate equipment and position requests are weighted to value consideration of the planning priorities in the scoring ([CIP1.3](#), [CIP1.4](#)).

#### **Continuous Improvement Plan 19**

After the completion of the first two years of the Planning and Budget Cycle, by spring 2016, the Institutional Planning and Effectiveness Committee (IPEC) will conduct an evaluation of the process. Standard IV.A.2.a

Responsible Parties: College Council, Resource Allocation Committee, Integrated Planning and Effectiveness Committee

Status: Completed

Narrative: In 2015, IPEC asked the College Council to evaluate the Planning and Budget Cycle. This evaluation was initially discussed at the August 2015 meeting of the College Council ([CIP18.1](#), [CIP18.2](#), [CIP18.3](#)). This discussion continued across several meetings and the discussion used an evaluation form to help guide the discussion ([CIP18.4](#)). The College Council concluded that all allocating committees were using the planning priorities to help guide resource allocation but some improvements in the process needed to continue ([CIP18.5](#)).

#### **Continuous Improvement Plan 20**

The Academic Senate will continue to evaluate the charge, composition, and reporting structure of its subcommittees. Standard IV.A.2.b



Responsible Parties: Academic Senate

Status: Completed

Narrative: The Las Positas College Academic Senate continues to evaluate the charge, composition, and reporting structure of its subcommittees. The subcommittees that report to Academic Senate are Basic Skills, Curriculum, Program Review, Student Learning Outcomes, Faculty Hiring Prioritization, and Distance Education. Two subcommittees have dual reporting structure; the Student Success and Support Program (SSSP)/Student Equity Committee reports to Academic Senate and the Vice President of Student Services; Professional Development reports to the Academic Senate and the Classified Senate. Other committees may give reports to Academic Senate but not be required to report to the Academic Senate. For example, College Enrollment Management Committee does this once per month.

Each year, the Academic Senate approves the committee membership. If a subcommittee seeks to change its charge or composition, such changes must be approved by the Academic Senate. For example, the Curriculum Committee made revisions to its charge in the spring of 2018 and those changes were brought to the Academic Senate ([CIP20.1](#), [CIP20.2](#), [CIP20.3](#)). In addition, when subcommittees reported to Academic Senate in fall 2018, they asked to present their charge to the Senate. If further discussion of charge, composition, and reporting structure are required, that will be included in a future agenda.

Members of the Academic Senate also participate in other discussions about the committee structure when they occur in other forums. For example, College Council reviews the shared governance manual, a separate task force is examining the Board Policies and Administrative Procedures related to shared governance, and a Constitution and Bylaws Task Force is reviewing the Academic Senate's Constitution and Bylaws this year.

### **Continuous Improvement Plan 21**

For continuous improvement, the Board should fully incorporate ACCJC Standards in its self-evaluation process. Standard IV.B.1.i

Responsible Parties: Board of Trustees

Status: Completed

Narrative: This has been addressed in the response to Team Recommendations for Improvement – District Recommendation #2.

## **Continuous Improvement Plan 22**

The institutional planning priorities need to be integrated to all budgeting and allocating processes.  
Standard IV.B.2.b

Responsible Parties: Institutional Planning and Effectiveness Committee, College Council

Status: Completed

Narrative: The institutional planning priorities represent critical areas that the Institutional Planning and Effectiveness Committee (IPEC) has identified as needing support and attention to ensure their completion. For help communicating the importance of these planning priorities, all committee agenda and minute templates list the planning priorities ([CIP1.1](#), [CIP1.2](#)). This keeps the planning priorities in the forefront of each committee's work across the College. In addition, the rubrics used to evaluate equipment and position requests are weighted to value consideration of the planning priorities in the scoring ([CIP1.3](#), [CIP1.4](#)).

# Institutional Reporting on Quality Improvements

## Response to Team Recommendations for Improvement

The comprehensive evaluation team for the College's last comprehensive review, conducted in fall 2015, noted five deficiencies that resulted in reaffirmation of accreditation for 18 months and required a follow-up visit and report (Recommendation 2, 3, 4, 5, and District Recommendation 5 of the External Evaluation Report). Additionally, the team had nine recommendations for improvement (Recommendations 1, 6, 7, 8, 9, and District Recommendations 1, 2, 3, and 4). The College made necessary and significant institutional changes to remedy the deficiencies noted in the External Evaluation Report. This work was reported in the College's 2017 Follow-Up Report to the Commission. The College was successful in correcting the deficiencies, and the College was re-accredited until the next comprehensive evaluation. The Commission's Letter to President Barry Russell Reaffirming Accreditation, dated June 23, 2017, reads,

“After considering the material noted above, the Commission finds that Las Positas College has addressed Recommendations 2, 3, 4, and 5 and District Recommendation 5 as noted by the spring 2015 comprehensive evaluation team; corrected the deficiencies; and meets Standards 11.A.1.c, 11.A.2, 11.A.2.f, 11.A.2.i, 11.A.3, 11.A.6, 11.A.7, 11.B.3, 111.B.2.a, and Eligibility Requirements 10 and 19.”

### College Recommendation 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. Standard 1.A.4

Responsible Parties: College Council

Status: Completed

Narrative: The College has a clear mission, vision, and values statement that describes the population served by the College, and the mission is linked to integrated planning and resource allocation. The mission, vision, and values statements describes the population of students as “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.”

The mission of the College is broadly communicated by being included on all committee agenda and minute templates ([CIP1.1](#), [CIP1.2](#)). This keeps the mission in the forefront of each

committee’s work across the College. In addition, the rubrics used to evaluate equipment and position requests are weighted to value consideration of the mission and College planning priorities in the scoring ([CIP1.3](#), [CIP1.4](#)). Lastly, each discipline is asked to address how their work connects them to the mission of the College ([CIP1.5](#)) and the Educational Master Plan goals ([CR1.1 page 7](#)).

**College Recommendation 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. Standard II.C.1

Responsible Parties: Library

Status: Complete and Ongoing

Narrative: The College Librarians have developed a collection development plan and have posted it to the Library Policies page linked from the Library home page ([CR6.1](#)). The collection development plan lays out guidelines for selecting and removing of items from the library collections to ensure library resources meet the needs of the College curriculum. The process of reviewing the library collection against this new policy for the selection and removal of material, with a focus on improving the age of the overall print collection, is ongoing. To ensure strategic review of the collection, individual Librarians (part-time and full-time) have been assigned sections of the collection to review. The assigned sections are based on the Library of Classification Subjects, for example, B – Philosophy. The assigned Librarian reviews each of their classification areas item by item, removing older titles and selecting newer or more relevant materials as needed. Much of this work happens on a small scale, making it difficult to track, however, examining the overall age of the library collection provides one way to track collection development. A snapshot was taken of the overall age of the collection in September 2015 and September 2018 for comparison. The following table presents the results.

<b>Snapshot of Print Library Materials</b>	<b>Percentage of the collection older than the year 2000.</b>	<b>Percentage of the collection older than the year 2010.</b>
September 2015	55 percent	88 percent
September 2018	49 percent	81 percent

The data indicate that the percentage of the collection older than the year 2000 has decreased by 6 percent and the percentage of the collection that is older than the year 2010 has decreased by 7 percent. Considering that the library's overall print materials number over 25,000, this 7 percent decrease represents more than 1,700 individually selected or deselected items and even more items individually reviewed. As the collection evaluation process is systematic and ongoing, these numbers will continue to improve as more and more of the collection is evaluated ([CR6.2](#), [CR6.3](#)). Much of this improvement has been made possible by increased funding for materials and librarians.

### **College Recommendation 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. Standard II.C.1.c

Responsible Parties: Library, Tutorial Center, Reading and Writing Center

Status: Complete and Ongoing

Narrative: The College formed a task force to review Recommendation 7. There have been several meetings since April, 2016 ([CR7.1](#), [CR7.2](#)). The Library, Tutorial Center, and the Reading and Writing Center (RAW) have increased their operating hours since 2015. All areas now offer continuous, 24/7 online support via NetTutor (Tutorial Center, RAW) and Question Point (Library). Each area has also increased their hours of operation with the aid of grant funding, but we recognize that this funding source is not stable. The student survey that the Office of Institutional Research, Planning, and Effectiveness developed has been updated to assess the availability and approachability of tutoring and library services. A baseline set of data was collected in 2016. The latest survey results from October 2018 had a one to two percent difference that is not statistically significant ([CR7.3](#)). Stretch goals have been set for each area to provide more equitable access. The task force has also created a definition of equitable access. The next survey will be conducted in October 2020.

### **College 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 should develop a comprehensive staffing plan at the programmatic level. Standards III.A.2, IV.B.2.a

Responsible Parties: College Council, Institutional Planning and Effectiveness Committee, Resource Allocation Committee, Vice Presidents of Academic Services, Student Services, Administrative Services

Status: Completed

Narrative: The College evaluates its staffing needs using multiple mechanisms. First, the College’s program review process is used as the mechanism for each discipline to evaluate staffing needs. Each fall, disciplines submit a program review document to show the short-term and long-term needs of each area ([CR8.1](#)). All program review documents are reviewed by the Division Dean and members of the Program Review Committee and the Student Learning Outcome Committee. The readers write a summary of the documents to capture the major trends in each division ([CR8.2](#), [CR8.3](#)). The program review summaries are then forwarded to the Institutional Planning and Effectiveness Committee (IPEC) for further review to look for College-wide planning priorities ([CR8.4 pages 12 and 18](#), [CR8.5 page 3](#)). This process allows the College President and the shared governance committees to make plans related to staffing across the College.

Second, the faculty obligation number (FON) provides a guide for the College about hiring of full-time faculty. Disciplines submit requests to the Faculty Hiring Prioritization Committee (FHPC) for ranking ([CR8.6](#), [CR8.7](#)). Those suggested rankings are forwarded to the Academic Senate and then to the College President for approval. Third, classified and administrative positions are sent to the Resource Allocation Committee (RAC) for ranking prior to being sent to the College President for approval ([CR8.8](#), [CR8.9](#), [CR8.10](#)).

### **College Recommendation 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. Standard II.A.6.a

Responsible Parties: Faculty and Counseling Department

Status: Completed

Narrative: The College certifies that course-level Student Learning Outcomes (SLOs) are comparable to award credit for incoming transfer students through its course equivalency process. Students submit one of two forms, depending on whether they want a waiver of a prerequisite, a course substitution, or a waiver of a program requirement. The forms entitled “Request for Course Substitution or Waiver of Program Requirement” or “Prerequisite Challenge Form” require the student to submit a course syllabus or course outline of record as part of the paperwork for approval. The course syllabus or course outline of record will contain course-level student learning outcomes (CSLO), allowing the evaluator to certify comparability in order to award credit ([CR9.1](#)).

### **District Recommendation 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

Responsible Parties: Board of Trustees

Status: Completed

Narrative: In 2013, the District adopted a regular five-year evaluation schedule for the on-going review of all Board Policies (BP) and Administrative Procedures (AP). The cycle was later amended to be a six year cycle ([DR1.1](#), [DR1.2](#)). The policies and procedures are divided into seven chapters corresponding with the Board Policy and Administrative Procedure organizational structure. Over the course of a full review cycle, approximately 400 BPs and APs are reviewed and evaluated for currency and ease of understanding. Any revisions are made through a standardized process. AP 2410 outlines the inclusive and participatory process in which both BPs and APs are drafted, revised, and reviewed. This process includes:

1. Anyone can propose a new or amended BP or AP. Proposals are submitted to the Chancellor's Office to be accompanied by a cover sheet explaining rationale and anticipated impact(s).
2. The Chancellor's Office reviews content for legal requirements.
3. After legal review, Chancellor's Senior Leadership Team (SLT) reviews proposal and either forwards to the next step or returns to the originator with an explanation of why it is being returned.
4. After SLT review, the proposal is placed on the agenda at Chancellor's Council for two readings. For the first reading, Council members distribute the proposal(s) to their respective constituent group for review and comment. Council members are to be copied on any/all comments provided. For the second reading, agreed upon recommendations are incorporated into the proposal for final review and vetting.
5. After the second review, Chancellor's Council makes a recommendation to the Chancellor.
6. For BPs, Chancellor-approved proposals are submitted to the Board of Trustees for a first and second reading. For APs, Chancellor-approved proposals are submitted to the Board of Trustees as an information item.

At the beginning of the process, the normal order of the review cycle was not followed because of the need to work quickly through some chapters. All of the policy and procedure chapters were reviewed and updated between 2013 and 2015. At the time of its adoption, it was noted that the cycle would be fully operational, in the established order, by round three of the cycle.

Chapter 1 (governance) was deferred to 2018-2019 while the Colleges completed work on revising their governance and committee structures. In this current round of the cycle implementation, Chapter 1 is being addressed separately from Chapter 2, which will be reviewed in 2019-2020. It should be noted that revisions that are required by changing law or procedures are accomplished and put into policy and/or procedure between full evaluation cycles as they arise. The full schedule may be seen here ([DR1.3](#)) .

In order to increase effectiveness and assure its policies and procedures are current, the District also subscribes to the Community College League of California's (CCLC) Policy and Procedure Services (PPS). This statewide service provides timely updates that identify any changes in law, regulation, or accreditation standards and also suggests technical edits. This resource is used to make technical edits or substantive changes to policies and procedures in accordance with the procedure established in AP 2410. This process operates alongside, and in addition to, the regular review cycle to assure that the District and its Colleges have the most current information with which to assure the District policies and procedures are appropriate and consistent with regulations and law ([DR1.4](#)).

In 2016, the CLPCCD Board Policies and Administrative Procedures were reorganized and moved to an online format for ease of College and public access. Explanatory information was included along with links to additional resources that identify laws and regulations which govern District and College operations. This website ([DR1.5](#)) is now used in policy and procedure trainings by the PPS as an example of ways in which Colleges can effectively organize and publicize their policies.

The District meets this recommendation by having a regular evaluation cycle for its policies and procedures that is being implemented and is available for public view. Under the implementation plan, all of the policy and procedure chapters have been reviewed, with final revisions to Chapter 1 being done in 2018-2019.

**District Recommendation 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

Responsible Parties: Board of Trustees  
Status: Completed



Narrative: The CLPCCD Board of Trustees has a long-standing history of conducting a regular self-evaluation ([DR2.1](#)). The process has varied over the years, from self-administered evaluation forms to processes facilitated by consultants. The Board culture has not included transparency of evaluation results and improvement outcomes related to Board operations. However, the Board of Trustees has used the results of its self-evaluation processes (and other information, including other College and District plans and goals) to establish Board Goals and Board Priorities that have been presented in public sessions during Board meetings and posted online ([DR2.2](#), [DR2.3](#)).

The Interim Chancellor is assisting the Board of Trustees in reviewing its self-evaluation process and to utilize improvement outcomes from that process to improve Board performance. Efforts are underway to determine an appropriate process to lend transparency to evaluation results and objectives that pertain to Board operations in addition to the Board Priorities which are already publicized and posted. In addition, ACCJC Standards will be referenced where appropriate in the new process.

At its March 19, 2019 meeting, the Board reviewed drafts of the updated 2019-2020 Board of Trustees' Goals and Priorities ([DR2.4](#), [DR2.5](#)). These documents were a result of work conducted by the Board during their February 23, 2019 retreat. The Board Goals reflect goals that the Board established for themselves to achieve. These goals will become the basis of the Board's self-evaluation that will be conducted in fall 2019 ([DR2.6](#)). The Board Priorities are the strategic direction set by the Board for the Chancellor to implement ([DR2.7](#)).

The District and College meets this recommendation by having clearly established and articulated Board goals and priorities that institute expected outcomes and are the framework upon which the Board will conduct their self-evaluation in fall 2019.

### **District Recommendation 3**

To increase 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.a, IV.B.3.b, IV.B.3.f, IV.B.3.g

Responsible Parties: Board of Trustees, Senior Leadership Team

Status: Completed

Narrative: The District Function Map was first adopted by the Board of Trustees on January 16, 1996. It was later reviewed and re-adopted by the Board, most recently, in 2015 and 2018 and is next scheduled for review in 2021 ([DR3.1](#), [DR3.2](#)). The recent reviews have been conducted with

participation from both Colleges and the District using an established process led by the District and College senior leadership. The process for evaluating the Function Map was established at the recommendation of constituents and College accreditation committees during the comprehensive accreditation reviews in 2014-2015. The Presidents at each College guide the assessment of the Function Map at the Colleges and then return input for discussion and adoption by consensus of the Senior Leadership Team. The document is then included in the regular accreditation evaluation and reporting process for final review and approval.

As a result of this latest review, changes were made based on experience with the model and reflect the current view of roles and governance within the District. As an overview, one function which had been shared was changed to a primary responsibility of the Colleges. Another five elements, originally primary or secondary to the Colleges were changed to shared responsibilities between the Colleges and the District. These changes reflect the consensus of all parties in assuring the effectiveness of the Colleges in meeting their goals. Specifically, these changes are:

- Standard II. A.2.b, c, d, e, and f were changed from shared to the primary responsibility being at the College and secondary for the District;
- Standard II.7 changed from a primary responsibility at the College to a shared responsibility of both College and District;
- Standard II.C.1.d was changed from a secondary responsibility of the College to a shared responsibility of both College and District;
- Standard III.C.1.d and III.C.2 changed from primary responsibility of the College to a shared responsibility of both College and District;
- Standard III.D.2.a and d changed from a secondary responsibility of the collage to a shared responsibility of both College and District; and,
- Standard IV.B.2.c. changed from primary College responsibility to a shared responsibility of both College and District.

In addition, clarifications were made to the summary of functions delineating centralized functions where the District is primary. For certain functions originally cast as centralized, several are now considered shared functions with the Colleges based on current experience. Those functions are: Technology Development and Planning, Desktop Support, Classroom and Computer Lab Support, and Media Services/Audio Visual ([DR3.3](#)). Also, edits were made to the summary to reflect the most current titles (e.g. Blackboard was changed to Canvas) reflecting the current instructional platform.

With the 2018 review and updates, the District Function Map accurately reflects the most current responsibilities of the District and its Colleges and how they coordinate to achieve the goals of

both. The review schedule assures a regular and timely review of these functions and thus responds fully to the accreditation recommendation.

#### **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

Responsible Parties: District Planning and Budget Committee

Status: Completed

Narrative: The District's Budget Allocation Model (BAM) has been in place since 2013. It was developed by a District Budget Study Group composed of representatives from both Colleges and the District. This study group developed a revenue-driven model which had clear components and not only predicted revenue to each College and the District but also had a provision to build back District resources ([DR4.1](#)). At the time of the previous ACCJC evaluation (2015), the BAM had been in place for two years. In 2016, in order to assess the model's effectiveness, the Planning and Budget Committee (PBC) established the BAM Review Subgroup. This subgroup was charged with reviewing the functioning of the BAM and recommending any changes, clarifications, or additional requirements that were necessary.

The subgroup met throughout 2016 and in the spring 2017 semester to evaluate the model and recommend any needed changes. In May 2017, the subgroup reported its recommendations to the Planning and Budget Committee.

These recommendations included:

- Changing the funding method for the District Office and Maintenance and Operations (M&O) from a percentage of total to a model using the base with augmentation based on metrics;
- Prior year ongoing funding (2017-2018) was to be used as a base for the 2018-2019 base funding for the District Office and M&O;
- Metrics for District Office and M&O were set and included increments for increase or decrease;
- Revenues that were identified as flowing through all sites were to be based on percentage change to the total budget (increase and decrease), including requiring all revenue generated through general apportionment FTES and must go through the BAM, including rollbacks;

- Revenues identified as student-centered or student-focused were to be allotted to the Colleges;
- Augmentations were to be automatic unless there was decreased funding to the Colleges;
- Several Other Post Employment Benefits (OPEB) Funding revisions were made to change distribution amounts to various entities and to increase OPEB reserves to the equivalent of three times the annual retiree medical benefits costs; and,
- Establishing an upper limit for unrestricted District Reserves.

A full description of each recommendation and its rationale may be found here ([DR4.2](#)).

With careful rationale based on data, the Planning and Budget Committee adopted these recommendations and forwarded to the Chancellor for ratification and adoption ([DR4.3](#), [DR4.4](#), [DR4.5](#)). The Chancellor's review resulted in one change, requiring a review of the District matrices in one year rather than the two years recommended. With that change, the Chancellor approved the recommendations on April 10, 2018.

The subgroup identified two issues for further discussion: determine appropriate reserve levels and an evaluation schedule for the model itself. During the 2018-2019 year, the PBC continued the discussion of appropriate level of reserves, currently \$10.3 million which is \$2.78 million above the District mandated 8 percent of budgeted expenditures.

The PBC determined that the model will be evaluated in the spring of every academic year. This regular evaluation schedule ensures the model's integrity and effectiveness in adequately supporting College operations and District support activities. An annual evaluation also allows for modifications as environmental changes occur, such as changes in the state funding model in 2018-2019.

Also in 2018, the PBC, using the BAM, recalculated FTES and general fund accounts between the Colleges and was satisfied that the model was appropriately supporting their operations ([DR4.6](#)). The PBC also discussed the potential impact of the state funding model on the BAM. In 2018, the committee agreed that there was a need for revisions to the BAM to align with the new state funding model ([DR4.7](#), [DR4.8](#)). Based on these discussions and evaluations, an outside facilitator has been contracted to support the PBC with this task. In March 2019, representatives from Cambridge West attended the PBC meeting to initiate this work.

The District and College meets this recommendation by its ongoing evaluation of the BAM. This ongoing evaluation not only ensures the fiscal integrity of the District and College, but also provides a mechanism to improve upon District-wide resource allocations, ensuring resources are provided supporting the mission of the College.



# Data Trend Analysis

## STUDENT COURSE COMPLETION

(Definition: The course completion rate is calculated based on the number of student completions with a grade of C or better divided by the number of student enrollments.)

Category	Reporting Years since Comprehensive Review		
	2015-2016	2016-2017	2017-2018
Institutional Set Standard	67.5%	67.7%	67.9%
Stretch Goal	71.8%	72.0%	72.2%
Actual Performance	71.6%	71.8%	72.5%
Difference between Standard and Performance	4.1%	4.1%	4.6%
Difference between Goal and Performance	-0.2%	-0.2%	0.3%

Analysis of the data:

Course success rates have increased from 71.6% to 72.5% between 2015-2016 and 2017-2018; this is an increase of almost one percentage point. Las Positas College's course success rates surpassed its institutional-set standard for each of the last three years and its stretch goal for the most recent year.

## DEGREE COMPLETION

(Students who received one or more degrees may only be counted once.)

Category	Reporting Years since Comprehensive Review		
	2015-2016	2016-2017	2017-2018
Institutional Set Standard	457	476	517
Stretch Goal	530	551	599
Actual Performance	579	678	699
Difference between Standard and Performance	122	202	182
Difference between Goal and Performance	49	127	100

\*all degree completion data are unduplicated headcount

Analysis of the data:

The number of students awarded an associate degree has increased from 530 to 599 during the last three years; this represents an increase of 13 percent. During each of the last three years, actual performance of degree completion surpassed both the institutional-set standard and stretch goal.

## CERTIFICATE COMPLETION

(Students who received one or more certificate may only be counted once.)

Category	Reporting Years since Comprehensive Review		
	2015-2016	2016-2017	2017-2018
Institutional Set Standard	153	151	150
Stretch Goal	169	167	165
Actual Performance	153	138	164
Difference between Standard and Performance	0	-13	14
Difference between Goal and Performance	-16	-29	-1

Analysis of the data:

The number of students awarded a certificate decreased from 153 in 2015-16 to 138 in 2016-17. However, the number of students awarded a certificate increased to 164 in 2017-2018; this represents an increase of 19 percent compared to the previous year.

## TRANSFER

Category	Reporting Years since Comprehensive Review		
	2015-2016	2016-2017	2017-2018
Institutional Set Standard	526	543	569



Stretch Goal	609	628	659
Actual Performance	639	683	755
Difference between Standard and Performance	113	140	186
Difference between Goal and Performance	30	55	96

Analysis of the data:

The number of students who transferred increased from 639 to 755 during the last three years; this represents an increase of 18 percent. During each of the last three years, the number of transfers surpassed both the institutional-set standard and stretch goal.

**STUDENT LEARNING OUTCOMES ASSESSMENT**

Category	Reporting Years since Comprehensive Review		
	Year 1	Year 2	Year 3
Number of Courses	649	628	650
Number of Courses Assessed	381	273	253
Number of Programs	114	124	124
Number of Programs Assessed	86	88	84
Number of Institutional Outcomes	5	5	5
Number of Institutional Outcomes Assessed	5	5	5

Analysis of the data:

The number of courses assessed decreased from 381 to 253 during the last three years. The number of programs assessed has decreased from 86 to 84. Due to an eLumen reporting module issue that created data errors, this data was received directly from eLumen as a special request. While faculty continued to assess, these data inaccuracies caused the decrease in faculty recording their assessment data in eLumen. The SLO Committee is working with eLumen to correct these data issues to regain faculty trust and increase future assessment.

## LICENSURE PASS RATE

(Definition: The rate is determined by the number of students who passed the licensure examination divided by the number of students who took the examination.)

Program Name	Institution Set Standard	Actual Performance			Difference			Stretch Goal	Difference		
		15-16	16-17	17-18	15-16	16-17	17-18		15-16	16-17	17-18
Emergency Medical Service	70%	83%	81%	71%	13%	11%	1%	80%	3%	1%	-9%

## JOB PLACEMENT RATE

(Definition: The placement rate is determined by the number of students employed in the year following graduation divided by the number of students who completed the program.)

Program Name	Institution Set Standard	Actual Performance			Difference			Stretch Goal	Difference		
		15-16	16-17	17-18	15-16	16-17	17-18		15-16	16-17	17-18
Accounting Technician (Certificate)	60%	88%	94%	n/a	28%	34%	n/a	94%	-6%	0%	n/a

Engineering Technology (Associate of Science)	65%	n/a	88%	n/a	n/a	23%	n/a	88%	n/a	0%	n/a
Associate Teacher (Certificate)	65%	74%	80%	n/a	9%	15%	n/a	81%	-7%	-1%	n/a
Early Childhood Development (Associate of Arts)	65%	74%	80%	n/a	9%	15%	n/a	81%	-7%	1%	n/a
Early Childhood Development (Certificate)	65%	74%	80%	n/a	9%	15%	n/a	81%	-7%	-1%	n/a
Administration of Justice (AA)	80%	90%	90%	n/a	10%	10%	n/a	97%	-7%	-7%	n/a
Fire Service Technology (Associate of Science)	65%	86%	85%	n/a	21%	20%	n/a	88%	-2%	-3%	n/a
Fire Service Technology (Certificate)	65%	86%	85%	n/a	21%	20%	n/a	88%	-2%	-3%	n/a

## ANNUAL FISCAL REPORT DATA

### General Fund Performance

Category	Reporting Years since Comprehensive Review		
	2015-2016	2016-2017	2017-2018

Revenue	127,434,927	124,568,416	132,970,320
Expenditures	115,519,238	122,492,947	135,449,541
Expenditures for Salaries and Benefits	95,700,931	102,859,348	115,100,383
Surplus/Deficit	9,997,372	780,940	(4,524,604)
Surplus/Deficit as % Revenues (Net Operating Revenue Ratio)	8%	1%	(4%)
Reserve (Primary Reserve Ratio)	23%	22%	17%

Analysis of the data:

The deficit is due to the District pre-funded Supplemental Employee Retirement Plan in one year.

**Other Post-Employment Benefits (OPEB)**

	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>
Actuarial Accrued Liability (AAL) for OPEB	125,360,697	191,285,336	200,280,667
Funded Ratio (Actuarial Value of Plan Assets/AAL)	0	0	0
Annual Required Contribution (ARC)	10,923,853	13,147,960	13,985,253

Amount of Contribution to ARC	5,653,785	6,140,696	7,091,795
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Analysis of the data:

The District is consistent in using the “pay-as-you-go” model to provide retiree health benefits.

### **Enrollment**

	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>
Actual Full-Time Equivalent Enrollment (FTES)	6,710	6,968	7,037

Analysis of the data:

The number of FTES has increased steadily over the last three years from 6,710 to 7,027; this represents an increase of 5.9 percent.

### **Financial Aid**

	<b>FY 2013</b>	<b>FY 2014</b>	<b>FY 2015</b>
USED Official Cohort Student Loan Default Rate (FSLD - 3 year rate)	14.4	11.7	14.6

Analysis of the data:

The official student loan default rates have fluctuated over the last three years as reported by the U.S. Department of Education. The loan default rates have ranged from a low of 11.7 percent to a high of 14.6 percent.

# Appendix Table of Evidence

## Evidence for Report Preparation

- [IN.1](#) - Minutes - Academic Senate - 4-24-2019
- [IN.2](#) - Minutes - College Council - 4-25-2019
- [IN.3](#) - Minutes - Classified Senate - 4-2-2019
- [IN.4](#) - Minutes - LPC Student Government - 5-2-2019
- [IN.5](#) - Minutes - Academic Senate - 5-8-2019
- [IN.6](#) - Minutes - College Council - 5-9-2019
- [IN.7](#) - Minutes - Classified Senate - 7-25-2019
- [IN.8](#) - Minutes - LPC Student Government - 5-9-2019

## Evidence for Action Plans

- [AP4.1](#) Email, Subject TCC- Task Force for Web Content Management System, From Jeanine Methe, November 3, 2015
- [AP4.2](#) Report, Comparison of Content Management Systems under consideration, Chabot Las Positas Community College District
- [AP4.3](#) Meeting Minutes, District Technology Coordinating Committee, April 8, 2016
- [AP4.4](#) Meeting Minutes, District Technology Coordinating Committee, September 9, 2016
- [AP4.5](#) Website, Las Positas College, Helios Calendar Platform
- [AP4.6](#) Website, Las Positas College, Social Media Aggregator
- [AP4.7](#) Website, Las Positas College, Google Custom Search
- [AP5.1](#) Newsletter, Chabot- Las Positas Faculty Association, Faculty Focus, October 2016, page 2
- [AP5.2](#) Form, Faculty Contract, Observation of Instruction, Face-to-Face Course, page A-113
- [AP6.1](#) Division Summary of Program Review Division of Arts and Humanities 2017-2018
- [AP6.2](#) Division Summary of Program Review Division of Business, Health, Athletics, Wellness and Kinesiology 2017-2018
- [AP6.3](#) Student Satisfaction Survey Results October 2018
- [AP6.4](#) Accreditation Survey on Physical Resources: Faculty, Classified Professionals, and Administrators 2007, 2014, 2018
- [AP6.5](#) Agenda, Facilities and Sustainability Committee, April 22, 2019
- [AP6.6](#) Report, Facilities Master Plan, Comments by Stakeholders
- [AP6.7](#) Report, Facilities Master Plan, Comments by Stakeholders
- [AP6.8](#) Report, Facilities Master Plan, Comments by Stakeholders

- [AP7.1](#) Minutes, Board of Trustees, November 17, 2015
- [AP7.2](#) Presentation, All College Meeting, Las Positas College, November 5, 2014
- [AP7.3](#) Report, Educational Master Plan, Las Positas College, 2015-2020.
- [AP7.4](#) Minutes, College Council, August 27, 2015
- [AP8.1](#) Program Review Summary, District Service Centers, Spring 2017, page 8
- [AP9.1](#) Program Review Summary, District Service Centers, Spring 2017, page 10

## Evidence for Continual Improvement Plans

- [CIP1.1](#) Form, Agenda Template, Las Positas College, 2017-2018
- [CIP1.2](#) Form, Minutes Template, Las Positas College, 2017-2018
- [CIP1.3](#) Rubric, Instructional Equipment Requests, Resource Allocation Committee, 2018-2019
- [CIP1.4](#) Rubric, Classified and Administrative Position Request, Resource Allocation Committee, 2018-2019
- [CIP1.5](#) Form, Program Review Template, 2017, page 6
- [CIP2.1](#) Report, Associate Degrees for Transfer, April 6, 2018
- [CIP2.2](#) Report, CI-D, Las Positas College, September 11, 2018
- [CIP2.3](#) Full-time Faculty, Position Request, Articulation Officer, 2018-2019
- [CIP3.1](#) Newsletter, Student Services, March 2018, Degree Works Update, page 1
- [CIP3.2](#) Webpage, Degree Works, Las Positas College
- [CIP4.1](#) English Placement Validation Data
- [CIP4.2](#) Math Placement Validation Data
- [CIP4.3](#) Application for Approval to Use the California Chemistry Diagnostic Test
- [CIP5.1](#) E-mail, SAO Position description and assignment, November 28, 2017
- [CIP5.2](#) Other, List of SAO coordinators, 2018-2019
- [CIP5.3](#) E-mail, Subject SAO liaison, from Michael Schwarz to SAO coordinators, April 3, 2018
- [CIP5.4](#) Minutes, Student Services Division Meeting, Item 9 SAO Liaison Update, April 17, 2018
- [CIP5.5](#) Minutes, Student Services Division Meeting, Item 10 SAO Liaison Update, February 20, 2018
- [CIP5.6](#) Presentation, LPC Town Hall, spring 2018
- [CIP5.7](#) Minutes, SLO Committee, Items 5 and 8, September 10, 2018
- [CIP5.8](#) Calendar, standing calendar appointment with SAO coordinators, October 8, 2018
- [CIP6.1](#) Calendar, Library hours, February 2019.
- [CIP6.2](#) Position description, Librarian
- [CIP6.3](#) Minutes, Board of Trustees, Item 3.2.II, June 19, 2018



- [CIP6.4](#) Budget Status, Library Services, Account 2340 Student Assist District, Fiscal Year 2019
- [CIP7.1](#) E-mail, Subject Library Funding, from Diane Brady, September, 26, 2017
- [CIP7.2](#) Program Review, Fall 2017
- [CIP8.1](#) Other, Course Enrollments for Credo InfoLit
- [CIP8.2](#) E-mail, Subject Credo IL Databases, from Kali Rippel, August, 15, 2018
- [CIP10.1](#) E-mail, Subject Campus Safety and Library Plan, From Sean Prather, September 21, 2018
- [CIP11.1](#) Minutes, Board of Trustees, Item 3.1.II Classified Personnel, November 13, 2018
- [CIP11.2](#) Minutes, Board of Trustees, Item 3.1.II Classified Personnel, October 16, 2018
- [CIP11.3](#) Minutes, Board of Trustees, Item 3.1.II Classified Personnel, September 18, 2018
- [CIP11.4](#) Minutes, Board of Trustees, Item 3.1.II Classified Personnel, August 21, 2018
- [CIP11.5](#) Minutes, Board of Trustees, Item 3.1.II Classified Personnel, July 17, 2018
- [CIP12.1](#) Website, Professional Development Committee Homepage
- [CIP12.2](#) Website, Professional Development Committee, Additional Funding Sources
- [CIP13.1](#) Minutes, Professional Development Committee, Item 7 spring FLEX Day, April 8, 2019
- [CIP13.2](#) Mandatory FLEX Day Schedule, spring 2018
- [CIP13.3](#) Website, Variable FLEX Instructions and Reporting Forms
- [CIP13.4](#) Website, Variable FLEX Activity Calendar
- [CIP15.1](#) Total Cost of Ownership, page 7
- [CIP15.2](#) Total Cost of Ownership, page 17
- [CIP15.3](#) Total Cost of Ownership, page 12
- [CIP15.4](#) Total Cost of Ownership, page 22
- [CIP16.1](#) Letter, Subject Request for Clery Act information, August, 14, 2018
- [CIP16.2](#) E-mail, Subject off campus sites, From Sean Prather, September 6, 2018
- [CIP16.3](#) Minutes, Health and Safety Committee, Items 2 Accreditation and 3 Reporting Procedures, October 8, 2018
- [CIP17.1](#) Website, Measure A Bond Language
- [CIP18.1](#) Minutes, College Council, Item 4i Action Items - Assessing the Degree of Integration of Planning Budget, and Allocations, August 27, 2015
- [CIP18.2](#) Minutes, College Council, Item 4i Action Items - Assessing the Degree of Integration of Planning Budget, and Allocations, September 24, 2015
- [CIP18.3](#) Minutes, College Council, Item 3ai Information Items - Review of the College council's Assessment of Integration of Planning, Budget, and Allocations, October 6, 2015

- [CIP18.4](#) Form, College Council's Assessment of the Integration of Planning, Budget, and Allocations, Time period: fall 2013 and spring 2015
- [CIP18.5](#) Other, Responses to College Council's Assessment of the Integration of Planning, Budget, and Allocations, Time period: fall 2013 and spring 2015
- [CIP18.6](#) Minutes, College Council, Item 5e Information Item – Integrated Planning Committee Report, April 26, 2016
- [CIP18.7](#) Minutes, College Council, Item 4a Action Item - Review & Acknowledgement of Approval of Committee Charges: Institutional Planning and Effectiveness Committee, May 17, 2016
- [CIP18.8](#) Minutes, College Council, Item 4b Action Items – College Council Charge and Structure, May 17, 2018
- [CIP18.9](#) Shared Governance Handbook, LPC Committees and Reporting Structure, page 18, August 30, 2018
- [CIP20.1](#) Committee Charge Revision, Curriculum Committee
- [CIP20.2](#) Agenda, Academic Senate, Item 2.4 Curriculum Committee Charge, April 25, 2018
- [CIP20.3](#) Minutes, Academic Senate, Item 6.4 Curriculum Committee Charge, April 11, 2018

## **Evidence for Team Recommendations, College**

- [CR1.1](#) Form, Program Review Document, Section 2: Current Topics, A. Educational Master Plan, page 7, fall 2018
- [CR6.1](#) Las Positas College Library Collection Development Plan, May 26, 2016
- [CR6.2](#) Library Print Collection Age Report, September 2018
- [CR6.3](#) Library Print Collection Age Report, September 2015
- [CR7.1](#) Minutes, ACCJC Recommendation 7 Task Force, April 14, 2016
- [CR7.2](#) Minutes, ACCJC Recommendation 7 Task Force, September 25, 2016
- [CR7.3](#) Minutes, ACCJC Recommendation 7 Task Force, February 12, 2019
- [CR8.1](#) Form, Program Review Document, Section 1: Program Snapshot, Items H and I Planning, page 5, fall 2018
- [CR8.2](#) Division Summary of Program Review Division of Arts and Humanities, page XX, fall 2017
- [CR8.3](#) Division Summary of Program Review, Division of Business, Health, Athletics, Wellness and Kinesiology, page XX, fall 2017
- [CR8.4](#) Division Summary of Program Review, Division of Computing, Applied Technology, and Social Sciences, pages 12 and 18, fall 2017
- [CR8.5](#) Division Summary of Program Review, Division of Math, Science, Engineering, and Public Safety, page 3, fall 2017

- [CR8.6](#) Website, Faculty Prioritization Process
- [CR8.7](#) Form, Full-time Faculty Position Request, 2019-2020  
Those suggested rankings are forwarded to the Academic Senate and then to the College President for approval. Third, classified and administrative positions are sent to the Resource Allocation Committee (RAC) for ranking prior to being sent to the College President for approval
- [CR8.8](#) Website, Criteria for Submitting Classified and Administrative Positions
- [CR8.9](#) Form, Classified & Administrative Position Request Rubric: 2018-2019, Resource Allocation Committee, 2018-2019
- [CR8.10](#) Form, Classified & Administrative Position Ranking, Resource Allocation Committee, 2018-2019
- [CR9.1](#) Form, Request for course substitution or waiver of program requirement, page 1

## **Evidence for Team Recommendations, District**

- [DR1.1](#) BP2410, Board Policy and Administrative Procedure, Chabot-Las Positas Community College District
- [DR1.2](#) AP2410, Board Policy and Administrative Procedure, Chabot-Las Positas Community College District
- [DR1.3](#) Minutes, Board of Trustees Meeting, Informational Item 8.3 Report on Current Status of Board Policies and Administrative Procedures, September 18, 2018
- [DR1.4](#) Agenda, Chancellor's Council, Item 2 BP and AP Update, September 11, 2018
- [DR1.5](#) Website, Board Policy and Administrative Procedures
- [DR2.1](#) Presentation, Board of Trustees Self Evaluation 2018, November 13, 2018
- [DR2.2](#) Agenda, Board of Trustees Meeting, Item 6.1 Initial planning for review and update board goals & self-evaluation, February 23, 2019
- [DR2.3](#) Board of Trustees Meeting, Item 6.1 Initial planning for review and update board goals & self-evaluation, February 23, 2019
- [DR2.4](#) Agenda, Board of Trustees Meeting, Item 8.3 2019-22 Board of Trustee Goals & Item 8.4 2019-22 Board of Trustee Priorities, March 19, 2019
- [DR2.5](#) Minutes, Board of Trustees Meeting, Item 8.3 2019-22 Board of Trustee Goals & Item 8.4 2019-22 Board of Trustee Priorities, March 19, 2019
- [DR2.6](#) Other Supporting Documents, Board of Trustees Meeting, Item 8.3 2019-22 Board of Trustee Goals, March 19, 2019
- [DR2.7](#) Other Supporting Documents, Board of Trustees Meeting, Item 8.4 2019-22 Board of Trustee Priorities, March 19, 2019
- [DR3.1](#) Report, Functions Map, CLPCCD, March 2015
- [DR3.2](#) Report, Functions Map, CLPCCD, March 2018
- [DR3.3](#) Report, Task Map, CLPCCD

- [DR4.1](#) Presentation, 2.2 Financial Review – Budget Update, CLPCCD
- [DR4.2](#) Report, Planning and Budget Committee, Recommendation to the Chancellor, Budget Allocation Model Recommendations
- [DR4.3](#) Report, Planning and Budget Committee, Recommendation to the Chancellor, Distribution of the \$5,193,188 Million Mandated Cost in the 2015-16 Budget
- [DR4.4](#) Report, Planning and Budget Committee, Recommendation to the Chancellor, True Up of Step 3A Expenses
- [DR4.5](#) Report, Planning and Budget Committee, Recommendation from the Senior Level Team
- [DR4.6](#) Report, Planning and Budget Committee – Review of Districtwide Reserves, November 2, 2018
- [DR.4.7](#) Minutes, Planning and Budget Committee, Budget Allocation Model (BAM) Recommendation to the Chancellor, March 2, 2018
- [DR4.8](#) Minutes, Board of Trustees, May 15, 2018