Institutional Self-Evaluation Report

In Support of an Application for Reaffirmation of Accreditation

Submitted by:

Las Positas College
3000 Campus Hill Drive
Livermore, California 94551

Submitted to:

Accrediting Commission for Community and Junior Colleges

Western Association of Schools and Colleges

January 2022

Certification

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

From: Dr. Dyrell Foster, President
          Las Positas College
          3000 Campus Hill Drive
          Livermore, California 94551

This Institutional Self-Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

I certify there was effective participation by the campus, and believe the Self-Evaluation Report accurately reflects the nature and substance of this institution.

Signatures:

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Mr. Ronald P. Gerhard, Chancellor, Chabot-Las Positas Community College District

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Dr. Dyrell Foster, President, Las Positas College

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Ms. Genevieve Randolph, President, Board of Trustees, Chabot-Las Positas Community College District

_____
Dr. Kristina Whalen, Vice President, Academic Services, Accreditation Liaison Officer

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Ms. Sarah Thompson, President, Academic Senate

_____
Ms. Jean O'Neil-Opipari, President, Classified Senate

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Mr. Kyle Johnson, President, Student Senate

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Part A: **Introduction**

When the current ACCJC Standards were approved in 2014, The Aspen Institute for College Excellence stated that "Virtually all aspects of community college operations are under strain. They must contend with institutional expenses outpacing revenues, student felt impacts of rising food, housing scarcity and mental health challenges, stagnant incomes, changing regulatory environments, and growing pressure to deliver more credentials of greater value to a more diverse population at a lower per-pupil cost (Aspen Institute, 2014). Since 2014, strain has compounded. A prolonged pandemic ushered in unprecedented declines in enrollment, particularly among under-served populations for whom community colleges represent a vital pathway to educational, career-technical, and professional opportunities. An urgent call to action to address and redress intolerable racism adds another tier of complexity.

Yet every layer of challenge finds a counterpoint in opportunity. The Institutional Self-Evaluation Report was one of the many ways Las Positas College stood at a unique confluence of events and explored possibilities. During a time of social distancing, our college community maintained immediacy, and even closeness, through deep reflection. During the added strain of a global pandemic we successfully reviewed and revised our mission, vision, and values as a precursor to campus-wide involvement in strategic planning. Work on the Educational Master Plan overlapped with the reflective work of the Institutional Self Evaluation. As it did for many institutions, the global pandemic exposed gaps in our thinking, service, and programming. It was an exceptionally opportune time to examine ourselves, our mission, instructional and student support services, and the general health and wellness of our college with an eye toward continuous improvement.

Call to Action--Anti Racism. Las Positas College faced the urgent and renewed call to combat racism and anti-blackness with purposeful activity. Las Positas President Dyrell Foster convened a "Call to Action" and a committed group of staff and students organized a set of priorities around the common goal of anti-racism. The Black Cultural Resource Center is an early success and aligns with our Education Master Plan goal of being "a designation campus for Black students and other students of color". The President's Speaker series continues to develop and mature anti-racism discussions and guide decision-making on campus and in our larger community.

Shared Governance Improvements. Since the last Institutional Self-Evaluation. LPC has continued to codify its governance processes in the *Shared Governance Handbook*. The most recent update incorporates two new committees to support strategic plans and planning priorities: the Budget Development Committee and a Career Technical Education Committee. These committees allow the college to seed focused discussions on the budgetary implications of maintaining LPC's diverse programs and services while exploring new directions and programs, such as our Shop Ironworkers Apprenticeship and recent certificates in Artificial Intelligence and Drone Navigation.

Stronger and New Educational Partnerships. Las Positas College's strong existing partnerships with the city of Livermore yielded a Youth Build grant and heavy involvement in Livermore's designation as an All-American City. Inclusive in the award was recognition of LPC's commitment to provide scholarship and training in 20th Century Policing. These community-public safety partnerships join Fire Service Instructional Service Agreements to solidify Las Positas College's place as a regional public safety training academy ahead of the completion of its new complex. New partnerships grew as LPC partnered with the Federal Correctional Institute in Dublin to award over 80 non-credit business certificates. The partnership continues to deepen with the award of a federal grant making it possible to offer a credit-earning Associate's degree in Business Administration to students at the prison.

Guided Pathways Momentum. Guided Pathways leaders reached major milestones with the development of Academic and Career Pathways, each pathway degree and certificate married with a course sequencing program map. Each milestone was reached with broad campus input and student participation. Las Positas College was accepted into the California Guided Pathway Demonstration Project and is prioritizing the next milestone--student success teams for each pathway.

Institutional Effectiveness and Planning. The completion of an Educational Master Plan (EMP) 2021-2026 positioned the campus to refresh and recommit to past goals and strategies and

to add "organizational effectiveness" and "equity and anti-racism" into its strategic visioning. An Economic and Workforce Development Plan will work in concert with the EMP to position the college as an engine of post-pandemic economic recovery and growth.

Student Leadership. Student leaders organize and operate a food distribution to the community. *The Market* provides food assistance to approximately 150 families each month. Student leaders are at the helm of important social justice efforts, including engagement with local Native American tribal leaders to thoughtfully craft a set of practices for land acknowledgment at Las Positas College and a resolution in support of the LGBTQ inclusive classroom practices.

Support for the Arts. Las Positas College launched a new Actor's Conservatory, one of only two in the California Community Colleges. The Art on Campus Committee relaunched its efforts and is organizing new art installations on campus, primarily in support of artists of color. To that end, an expansive mural from artist Aaron dela Cruz adorns the 1600 building. Finally, with support from the LPC Foundation, Las Positas College hosted a virtual Literary Arts Festival in the spring.

History of Las Positas College

Las Positas College (LPC) is one of two accredited colleges in the Chabot-Las Positas Community College District and principally serves residents from the Tri-Valley communities of Dublin, Livermore, and Pleasanton, and several unincorporated areas, including Sunol. Chabot College, located in Hayward, serves the western portion of the District, which includes the communities of Ashland, Castro Valley, Cherryland, Fairview, Hayward, San Leandro, San Lorenzo, and Union City.

Four community college districts—Contra Costa Community College District, Peralta Community College District, Ohlone Community College District, and San Joaquin Delta Community College District —flank the Chabot-Las Positas Community College District to the north, south, and east.

LPC began as a Chabot College extension center in 1963, offering 24 classes and enrolling 820 students at Livermore High School and two other sites. By 1965, the program had expanded and moved to Granada High School in Livermore; it subsequently grew to include Amador and Dublin High Schools. The District purchased the 147-acre Livermore site that same year, intending to develop a comprehensive community college. However, in 1970 and again in 1972, bond issues to build the college failed—despite the overwhelming support of Tri-Valley voters—because the District's largest voting population lived outside the proposed college's service area. Lacking funds to develop a comprehensive community college, the Board of Trustees voted to develop a small education center on the Livermore site. On March 31, 1975, "Valley Campus" opened as the Livermore Education Center of Chabot College.

Las Positas College has since developed into an accredited, comprehensive institution. In 1988, the Board of Governors designated LPC as an independent college and the institution received accreditation on January 7, 1991, from the Accrediting Commission of Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges. ACCJC reaffirmed accreditation in 1997, 2003, 2009, and 2015.

Educational Opportunities at LPC

Today, LPC offers a range of educational programs in keeping with its founding mission to create an environment that "offers educational opportunities and support for completion to students' transfer, degree, and career-technical goals while promoting lifelong learning." As of fall 2021, LPC offers 27 Associate of Arts degrees, 21 Associate of Arts Transfer degrees, 31 Associate of Science degrees, 8 Associate of Science Transfer degrees, 93 credit certificate programs, and 25 non-credit certificate programs.

The college participates in collaborative strategies with local businesses and industry to strengthen and expand community participation in the Career Technical Education (CTE) programs. Service on advisory committees by local business and industry representatives strengthens the curriculum and ensures its accuracy and currency. Students directly benefit from partnerships that expand internship opportunities, worksite experiences, and service learning. An important feature of LPC's CTE programs is the integration of classroom instruction with real-world work experiences in laboratories and facilities both on- and off-campus. These hands-on learning opportunities provide students the practical experience needed to give them a competitive advantage when seeking employment. A few examples of such specialized facilities and worksite learning locations include:

- Early Care Education students working in a laboratory classroom with young children at LPC's Child Development Center.
- Fire Service Technology students receiving applied learning at the Livermore-Pleasanton Fire Department's Fire Training Facility.
- Engineering Technology students serving in paid internships at Lawrence Livermore National Labs, Lam Research, and Sandia National Labs.
- Technical Theater students working in real-world performing arts productions at the Bankhead Theater and Livermore Performing Arts.
- Emergency Medical Technician/Paramedic students gaining clinical experience at regional hospitals including Kaiser, Doctor's, Stanford, and Oak Valley.

LPC's certificates, as well as some of the associate of science degrees awarded in CTE majors, are designed for students interested in immediate employment. Other associate of science degrees awarded in CTE majors, however, are designed for students who intend to transfer to a four-year college or university. LPC offers CTE certificates and degrees in the following disciplines: Administration of Justice, Applied Photography, Automotive Technology, Business, Commercial Music, Computer Studies, Early Care and Education, Emergency Medical Technician/Paramedic, Engineering Technology, Fire Service Technology, Digital Media & Graphic Design, Horticulture, Interior Design, Journalism, Kinesiology, Occupational Health & Safety, Technical Theater, Viticulture & Winery Technology, and Welding Technology.

Finally, LPC recently re-inserted "lifelong learning" into its mission statement. In keeping with this commitment, the college currently offers a variety of community education fee-based courses geared toward personal development and enrichment.

Student Enrollment Data

Chart 1 displays the headcount and enrollment of LPC students between fall 2010 and fall 2020. With the exception of the years on either end of the decade, trends in headcount (unduplicated count) and enrollment (i.e., seats filled) have been relatively stable. Changes in headcount and enrollment generally reflect variations in the local economy or changes in state funding levels. Such was the case in 2010, when LPC's relatively high enrollment was linked to the effects of the Great Recession.   The significant drop in headcount and enrollment in fall 2020, however, is attributed not to economic changes or funding levels but to the impact of the COVID-19 pandemic.

Chart 1: Las Positas College Headcount and Enrollment Count, Fall 2010-2020

Las Positas College Student Headcount and Enrollments Fall 2010-2020

	Headcount	Enrollments (seats filled)
2010	9,440	27,435
2011	8,840	24,652
2012	8,827	24,813
2013	8,940	24,683
2014	9,009	24,451
2015	9,210	24,777
2016	9,326	25,446
2017	9,372	25,477
2018	9,314	25,370
2019	9,061	25,045
2020	8,340	22,409
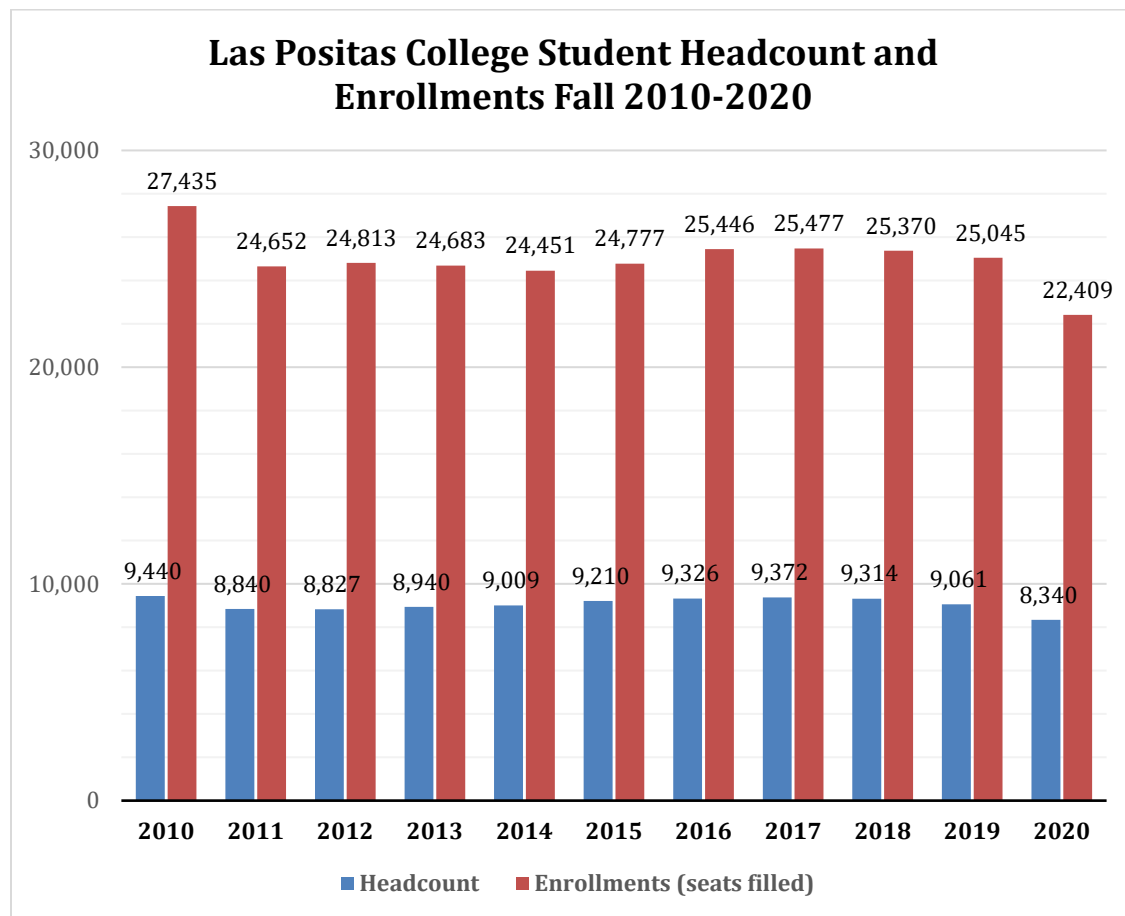
Chart 2 shows that LPC has become an increasingly diverse campus over the course of the past decade. The proportion of White students has decreased from a slight majority (50.1%) to a little under one-third (32.0%), while the proportion of Latinx students and Asian students has increased from 18.8 to 30 percent and 12.3 to 18 percent respectively. Meanwhile, the percentage of African American students decreased slightly from 4.9 to 4 percent. The Multiracial category, introduced in fall 2011, represented 7.0 percent of the student population in fall 2020.

Chart 2: Race/Ethnicity of Las Positas College Students, Fall 2010 vs. Fall 2020

**Race/Ethnicity of Students
Fall 2010 vs Fall 2020**

Category	Fall 2010 (N = 9,440)	Fall 2020 (N = 8,340)
African Am.	4.9%	4.0%
Asian	12.3%	18.0%
Filipino	3.9%	5.0%
Latinx	18.8%	30.0%
White	50.1%	32.0%
Multiracial		7.0%
Other	2.5%	1.0%
Unknown	2.5%	2.0%
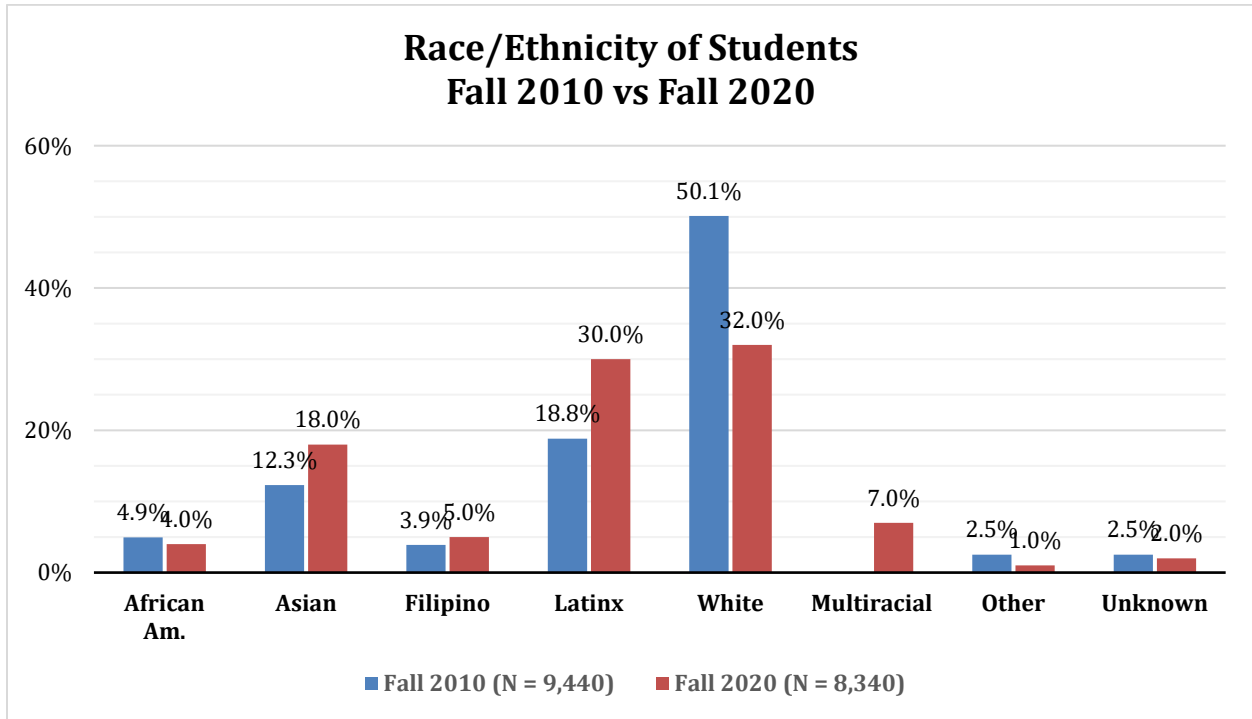
Note: Multiracial category was not available in Fall 2010.

Chart 3 shows that the LPC student population became younger in the ten years since 2010. For example, the percentage of students aged 21 or younger increased from 51 percent to 55 percent while students aged 40 or older decreased from 16 percent to 10 percent of the population. It should be noted that the median age of students in fall 2020 was 21.

Chart 3: Age Groups of Las Positas Students, Fall 2010 v. Fall 2020

Age Groups of Students
Fall 2010 vs Fall 2020

Age Group	Fall 2010	Fall 2020
19 or Younger	33% (3,106)	36% (3,022)
20-21	18% (1,705)	19% (1,583)
22-24	13% (1,245)	13% (1,113)
25-29	10% (905)	12% (990)
30-39	10% (962)	10% (796)
40-49	8% (746)	6% (486)
50 or Older	8% (768)	4% (350)

■ Fall 2010 (N = 9,440)   ■ Fall 2020 (N = 8,340)
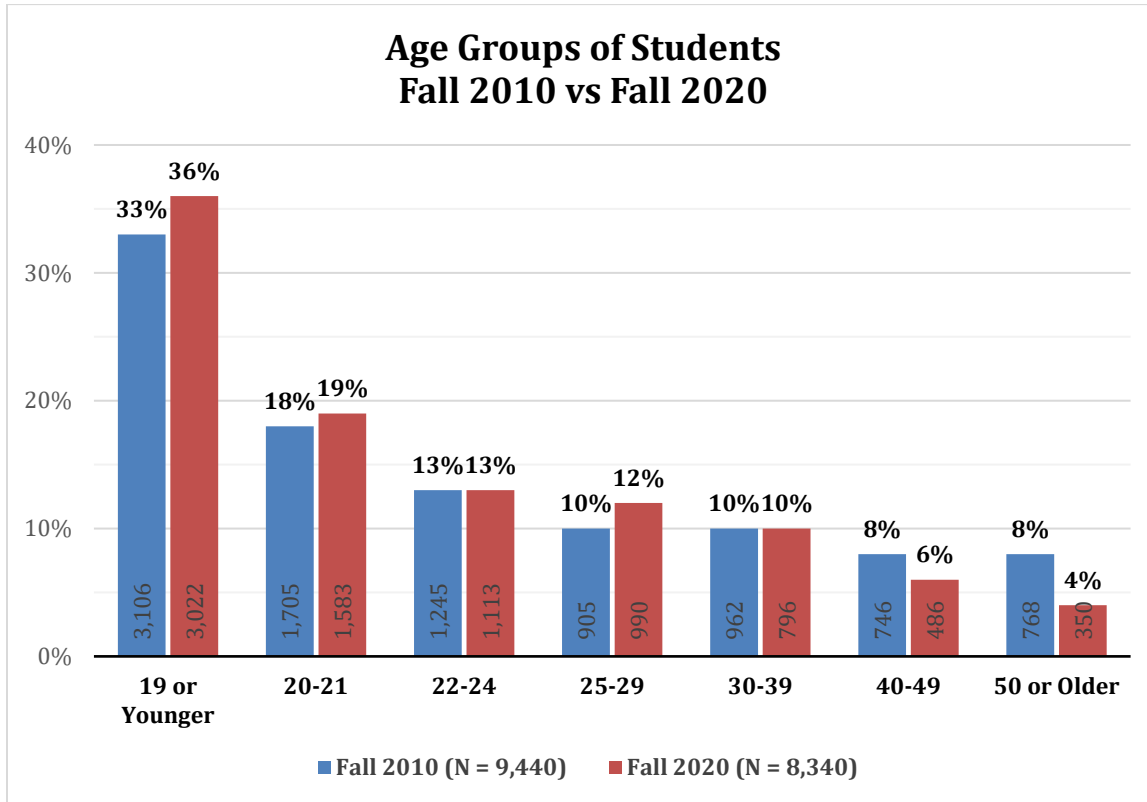
Chart 4 shows the gender of LPC students by age group. While overall there are more females than males attending college, the percentages vary greatly by age group. The percentage of females and males aged 24 or younger are similar. However, students aged 25 or older are largely female. Of the students who are 30 or older, more than 60 percent are female.

Chart 4: Gender of Las Positas Students by Age, Fall 2020

Gender of Students by Age
Fall 2020

Age Group	Female	Male
19 or Younger	49% (1,493)	48% (1,457)
20-21	48% (764)	50% (788)
22-24	50% (560)	48% (539)
25-29	56% (550)	44% (434)
30-39	63% (504)	35% (276)
40-49	74% (361)	22% (108)
50 or Older	71% (248)	27% (93)

■ Female ■ Male
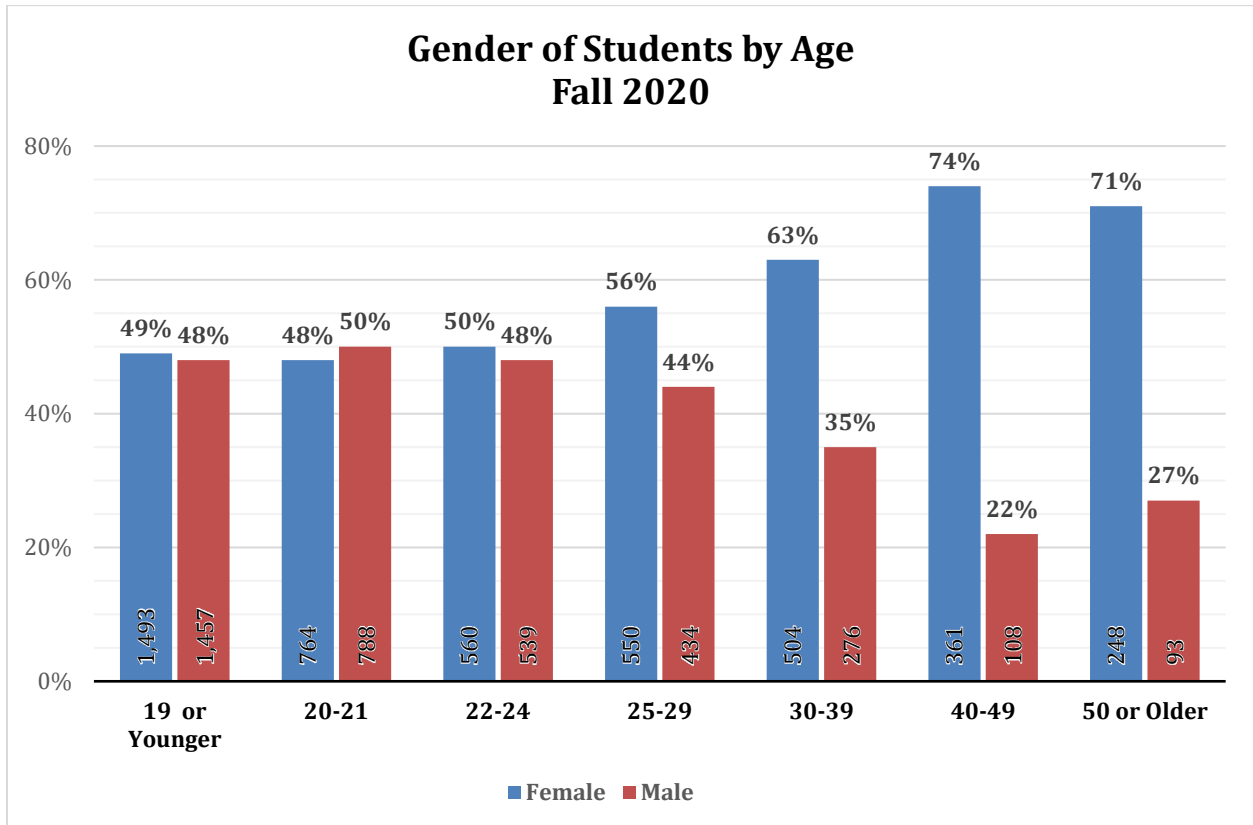
Chart 5 shows the educational goal of LPC students in fall 2010 versus fall 2020. The proportion of students who plan to transfer increased from 56 percent in fall 2010 to 66 percent in fall 2020, with the vast majority intending to transfer after earning an associates degree. During the same period, the percentage of undecided students decreased from 15 percent to 9 percent of the population. The percentage of students who have other goals (e.g., associate degree only, certificate/job training, professional development) has decreased slightly or remained relatively stable.

Chart 5: Educational Goals of Las Positas College Students Fall 2010 v Fall 2020

Chart: Educational Goals of Students — Fall 2010 (N = 9,440) vs Fall 2020 (N = 8,340)

- Transfer (with/without AA/AS): Fall 2010 56%, Fall 2020 66%
- AA/AS Degree Only: Fall 2010 7%, Fall 2020 6%
- Certificate/Job Training: Fall 2010 13%, Fall 2020 11%
- Improve Eng/Math Basic Skills: Fall 2010 3%, Fall 2020 2%
- Personal Development: Fall 2010 4%, Fall 2020 4%
- Undecided: Fall 2010 15%, Fall 2020 9%
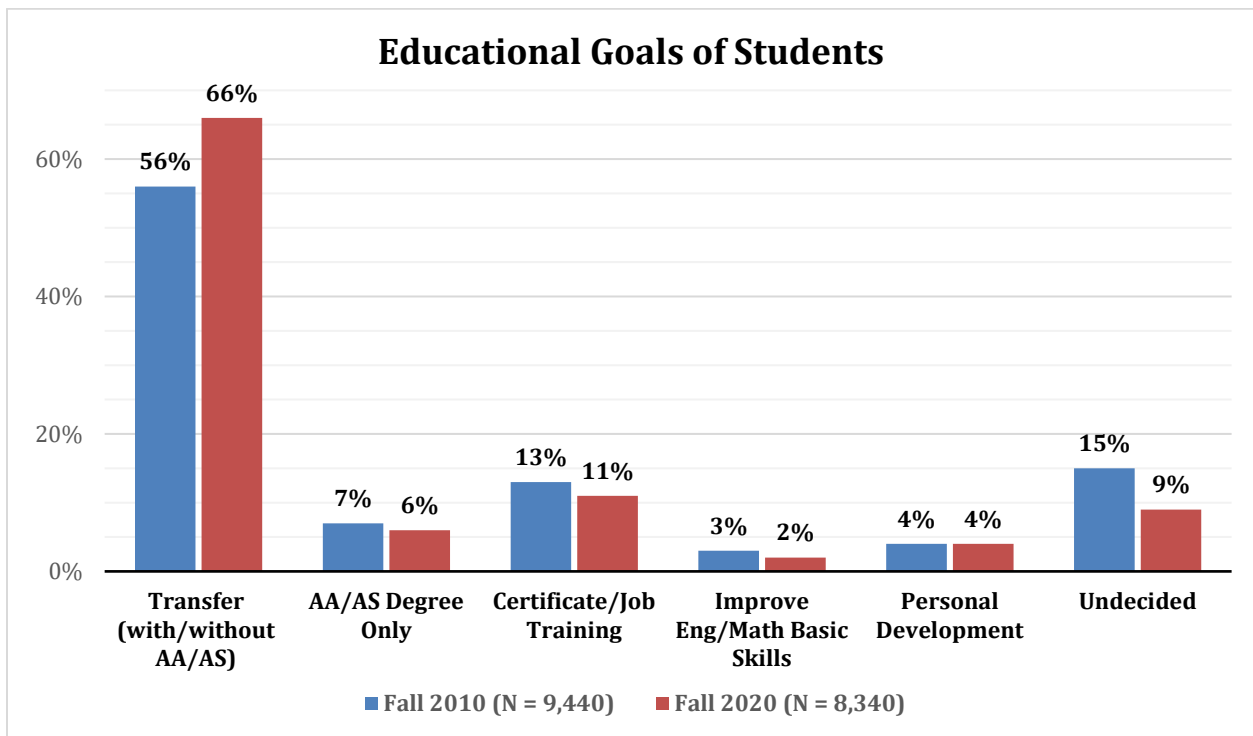
Chart 6 shows a steady increase in the number of units taken by students. The percentage of students taking the fewest units (e.g., .5 to 5.5 units) decreased from 29 percent in fall 2010 to 22 percent in fall 2020 while the number of students taking six to 11.5 units increased from 32 percent to 39 percent. The percentage of full-time students stayed relatively stable. However, the percentage of full-time students taking a high number of units (15 or more) has increased slightly, from 12 percent in fall 2010 to 14 percent in fall 2020.

Chart 6: LPC Students' Unit Load, Fall 2010-2020

LPC Students' Unit Load, Fall 2010 - Fall 2020

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Non-Credit Only										1%	2%
Part Time 0 to 5.5 units	29%	27%	26%	25%	23%	25%	24%	23%	22%	23%	22%
Part Time 6 to 11.5 units	32%	35%	35%	36%	38%	36%	38%	39%	40%	38%	39%
Full Time 12 to 14.5 units	27%	28%	25%	26%	25%	25%	25%	24%	24%	24%	24%
Full Time 15 or more units	12%	10%	14%	13%	14%	13%	13%	14%	14%	14%	14%

Legend: ■ Full Time 15 or more units ■ Full Time 12 to 14.5 units ■ Part Time 6 to 11.5 units ■ Part Time 0 to 5.5 units ■ Non-Credit Only

Chart 7 shows the percentage of first-generation college students. First-generation status reflects the degree to which students and their families are familiar with college culture as well as how likely they are to successfully navigate the higher education system. Overall, slightly more than half of LPC's students (53%) are first-generation college students. First-generation college student status varies greatly by race and ethnicity, with Pacific Islander students having the highest rate (82%) and Filipino students having the lowest (37%).

Chart 7: First-Generation College Students: All Students by Race/Ethnicity, Fall 2020

First Generation College Students: All Students by Race-Ethnicity Fall 2020

Group	Percentage	N
Overall	53%	7,808
African Am.	58%	323
Asian Am.	40%	1,419
Filipino	37%	400
Latinx	75%	2,340
Native Am.	78%	9
Pacific Islander	82%	45
White	43%	2,544
Multiracial	47%	587
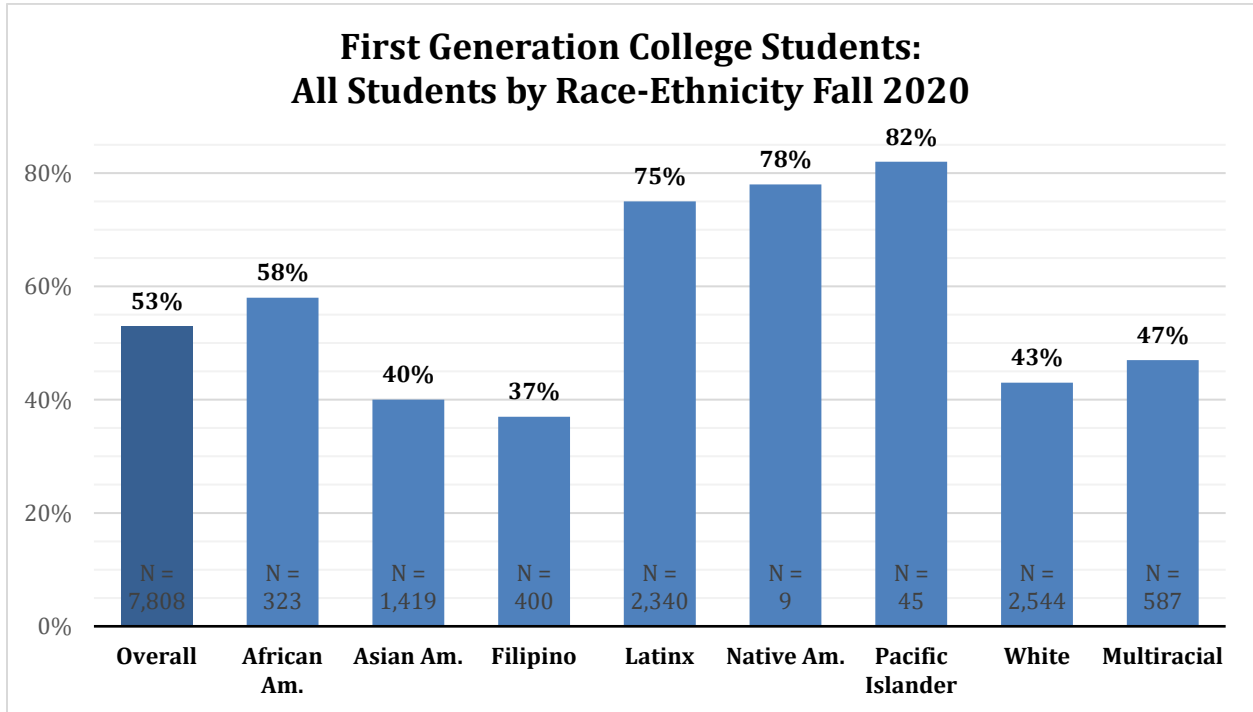
Notes: N represents the total number of students in each group. The data excludes students for whom we are missing first generation information.

Chart 8 shows the number of low-income students attending LPC between fall 2010 and fall 2020. The percentage of low-income students increased from 29 percent in fall 2010 to a high of 39 percent in fall 2014 and then decreased to 34 percent in fall 2020.

Chart 8: Low-Income Students at Las Positas College, Fall Semester 2010-2020

**Low Income Students
Fall Semesters: 2010 to 2020**

- 2010: 29% (2,694)
- 2011: 34%
- 2012: 36%
- 2013: 38%
- 2014: 39%
- 2015: 36%
- 2016: 33%
- 2017: 33%
- 2018: 32%
- 2019: 33%
- 2020: 34% (2,793)
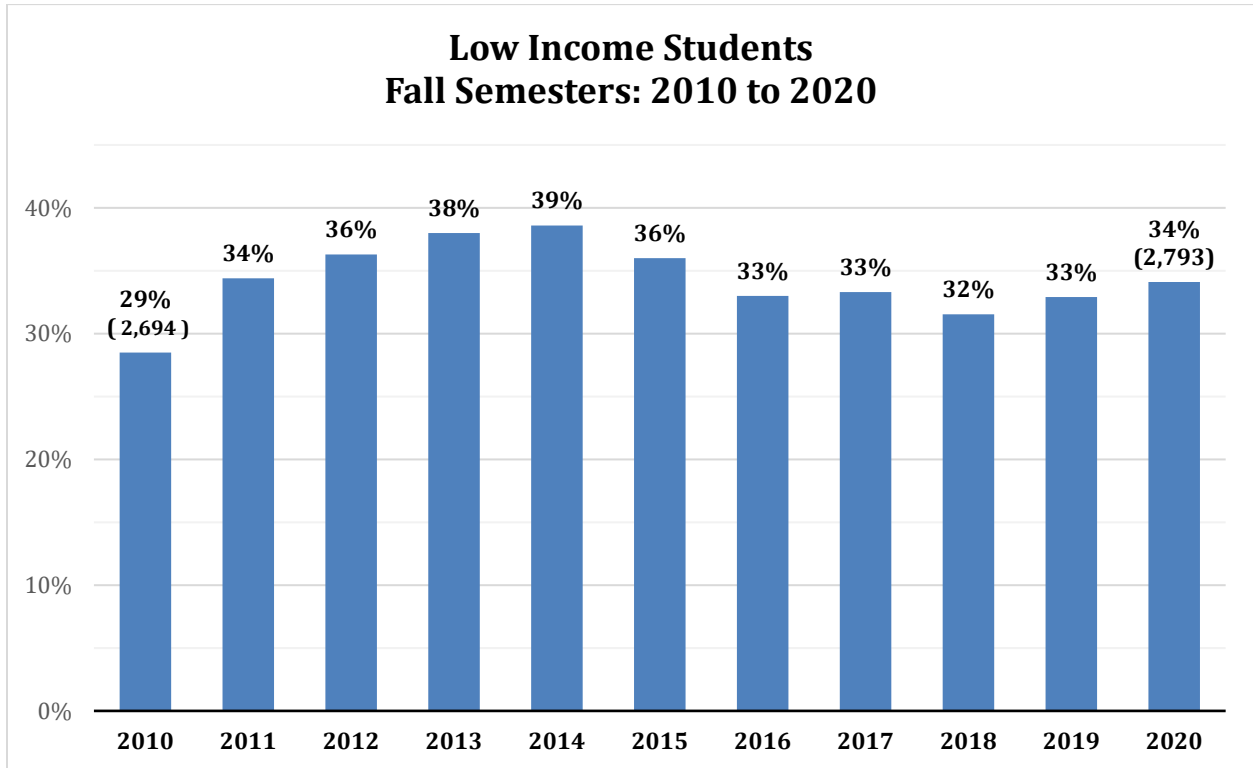
Note: These calculations exclude non-credit students because they are not eligible for financial aid.

Students Finding a Job Closely Related to their Field of Study

An important component of LPC's mission is to advance the work related to Career and Technical Education (CTE). A key measure of the college's effectiveness in CTE, and one which is part of the California Community Colleges Chancellor's Office's Vision for Success, is students finding a job that is closely related to their field of study. As shown in Chart 9, the percentage of students finding a job closely related to their field of study steadily increased from 66 percent in 2016 to 73 percent in 2019 and then decreased slightly to 71 percent in 2020.

Chart 9: Increase in Students Finding Work Closely or Very Closely Related to Their Field of Study

Increase in Students Finding Work Closely or Very Closely Related to Their Field of Study

2016	2017	2018	2019	2020
66%	67%	69%	73%	71%
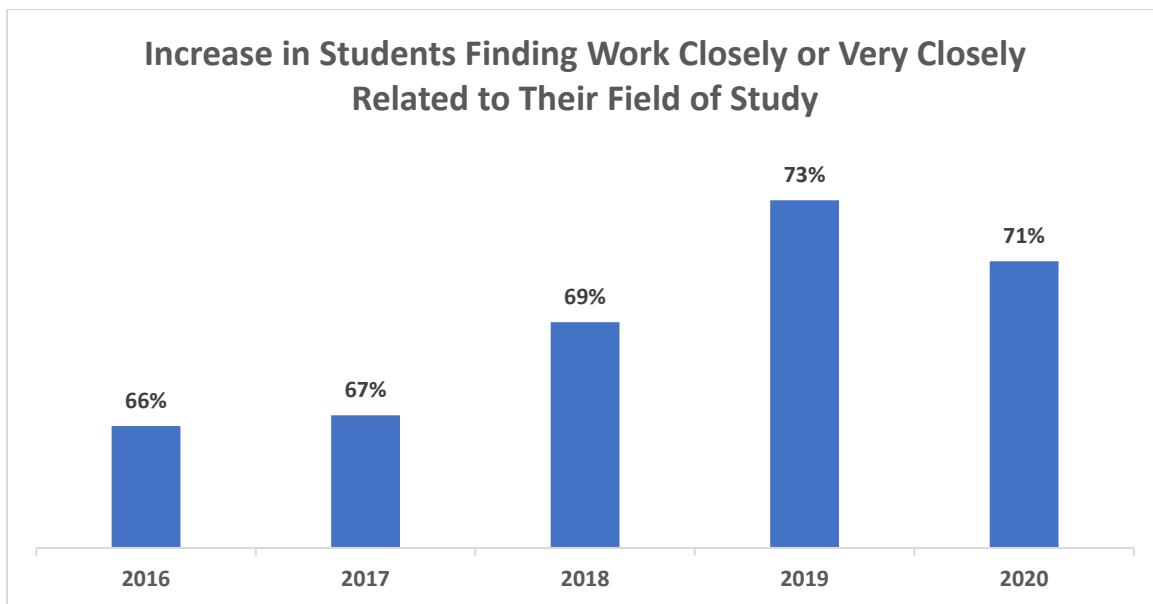
Job Projections by Industry in Alameda County

Table 1 shows that, as of 2019, there were nearly 900,000 jobs in Alameda County. Industries with the largest number of jobs (56% of the total) were Government; Health Care and Social Assistance; Professional, Scientific, and Technical Services; Manufacturing; and Leisure and Hospitality. In the next 10 years, Health Care and Social Assistance are projected to add the highest number of jobs (25,094) followed by Leisure and Hospitality (13,788), and Construction (10,506); these three industries represent about 59 percent of the county's total projected job growth of 83,621.

Table 1: Job Projections for Alameda County by Industry Group – Projected Growth 2019 to 2029

Industry Group	Alameda County		
	2019 Jobs	**2029 Jobs**	**Growth**
All Industries	**891,596**	**975,217**	**83,621**
Government	121,091	124,449	3,358
Health Care and Social Assistance	115,997	141,091	25,094
Professional, Scientific, and Technical Services	90,183	99,713	9,529
Manufacturing	85,701	91,917	6,215
Leisure and Hospitality	83,838	97,626	13,788
Retail Trade	74,462	75,871	1,409
Construction	59,417	69,923	10,506
Administrative and Support and Waste Management and Remediation Services	48,739	51,324	2,585
Other Services, except Public Administration	40,506	42,565	2,059
Wholesale Trade	37,350	32,651	(4,699)
Transportation and Warehousing, and Utilities	36,713	41,304	4,591
Educational Services	24,294	27,433	3,138
Information	21,916	27,594	5,678
Finance and Insurance	19,958	20,284	326
Management of Companies and Enterprises	16,559	15,953	(605)
Real Estate and Rental and Leasing	13,922	14,585	662
Agriculture, forestry, fishing and hunting, and mining	949	934	(15)

Part B: Presentation of Student Achievement Data and Institution-Set Standards

Course Success Rates

Chart 10 shows success rates for all students in Las Positas College courses. Course success is defined as a grade of C or higher. Course success rates have remained relatively stable between fall 2015 and fall 2020, ranging from a low of 70 percent to a high of 73 percent. Course success rates have remained consistently the highest for Asian students, while course success rates remained consistently the lowest for African-American students. Latinx students generally had the second lowest course success rates.

Chart 10: Course Success Rates by Race/Ethnicity for Las Positas College Students, Fall 2015 to Fall 2020

Chart: Course Success Rates by Race-Ethnicity, Fall 2015 to Fall 2020

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Overall	70%	70%	71%	72%	71%	73%
African Am.	56%	61%	63%	61%	58%	60%
Asian Am.	76%	75%	75%	77%	76%	80%
Filipino	72%	72%	73%	73%	73%	75%
Latinx	66%	66%	66%	68%	65%	68%
White	73%	74%	73%	75%	75%	76%
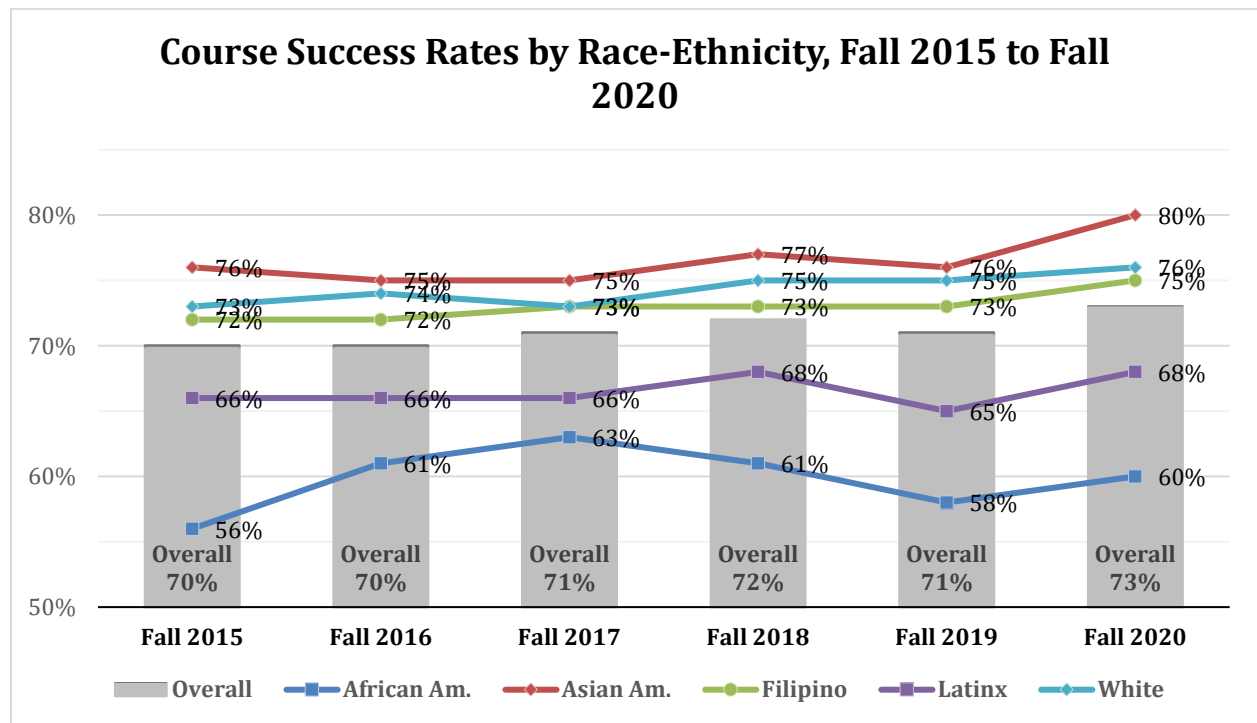
Chart 11 shows that fall-to-fall persistence rates for new, first-time college students has steadily increased from 62 percent for fall 2014 to 69 percent fall 2018; however, it fell to 62 percent for new first-time college students who started in fall 2019—this drop is likely due to the impact of COVID-19. Asian/Filipino students have had consistently the highest persistence rates while African-American students have had consistently the lowest rates. Latinx students consistently had the second lowest persistence rates.

Chart 11: Fall-to-Fall Retention Rates by Race/Ethnicity for First-Time College Students

Fall to Fall Retention Rates by Race-Ethnicity
New First-Time College Students
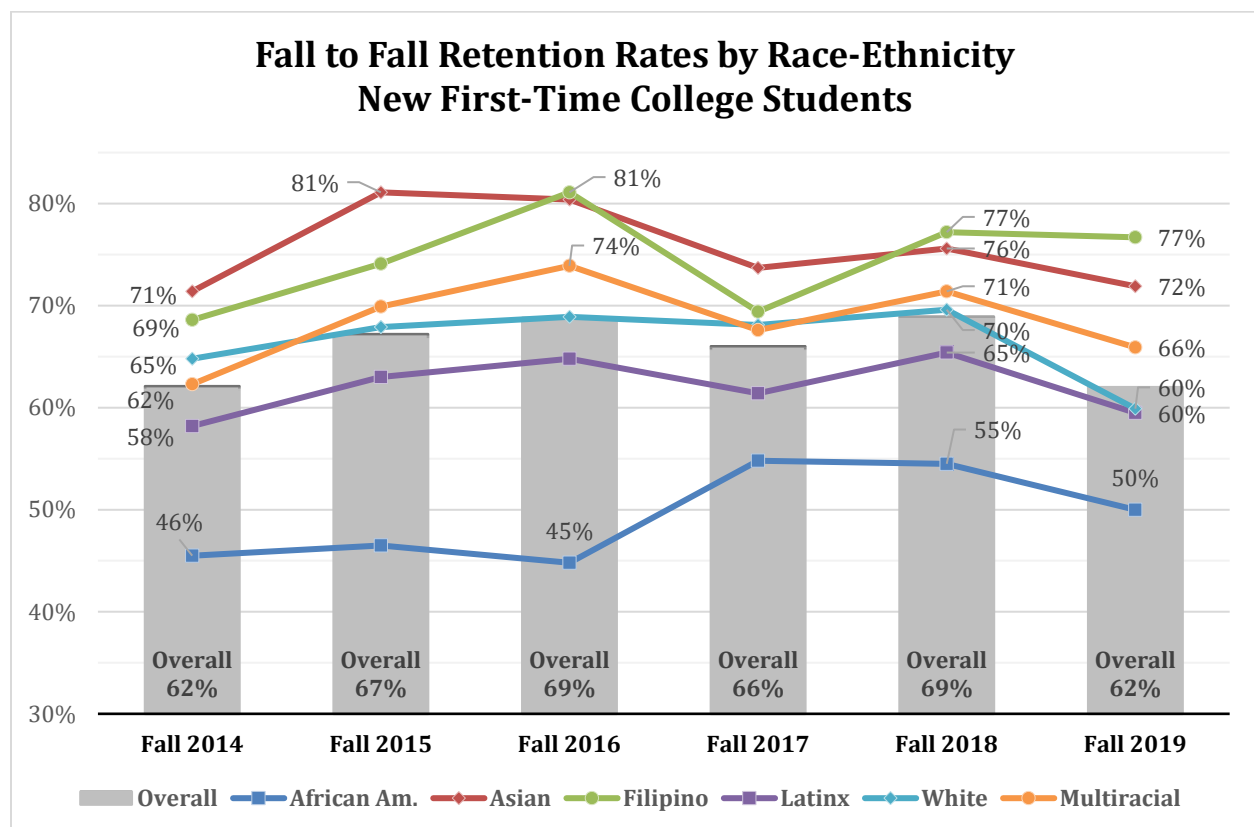
Degrees Awarded

The number of associate degrees awarded increased from 499 in 2011-12 to 985 in 2020-21; this is an increase of 97 percent. A key driver of the increase has been the Associate Degrees for Transfer (ADTs), which were first awarded in 2012-13 when only five transfer degrees were awarded. Since then the number of ADTs has increased dramatically to 457 in 2020-21 or 46% of all associate degrees awarded by the college.

Chart 12: Number of Associate Degrees and Associate Degrees for Transfer (ADT) Awarded, 2011-2012 to 2020-2021
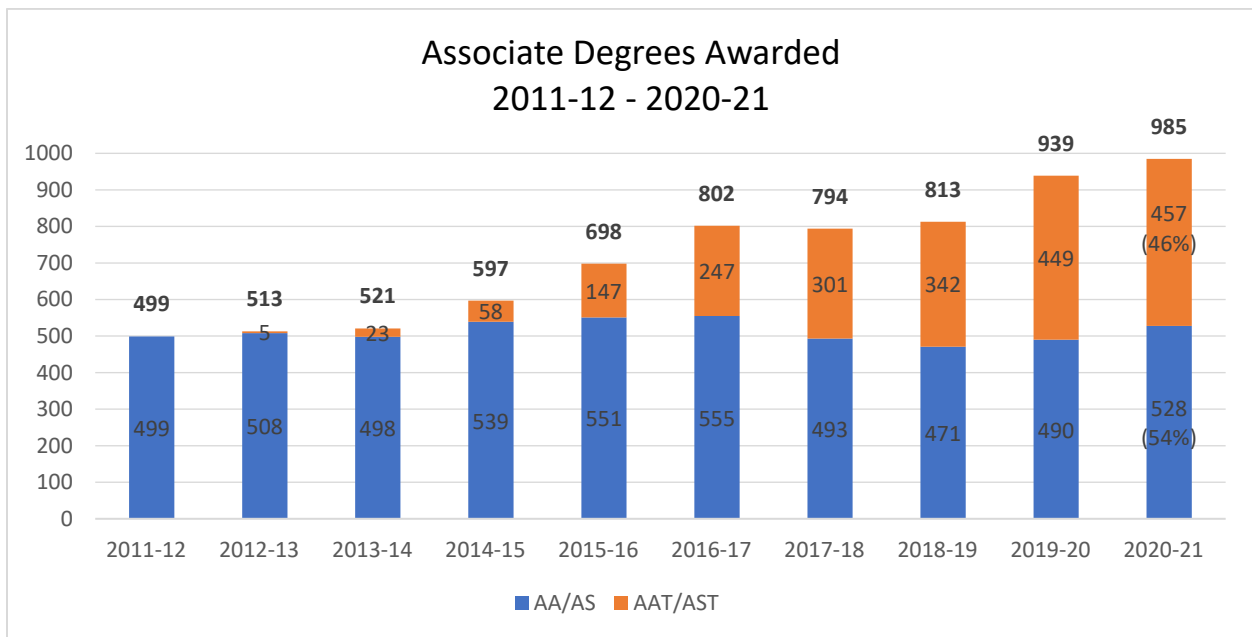
The total number of certificates has increased from 142 in 2011-12 to 192 in 2020-21; this represents an increase of 35 percent. The trend in certificates typically shows an increase in one year, followed by a decrease in the year after, and then an increase in the following year.

Chart 13: Number of Certificates Awarded, 2010-2011 to 2019-2020

Certificates Awarded 2011-12 to 2020-21

Year	Certificates
2011-12	142
2012-13	191
2013-14	133
2014-15	167
2015-16	157
2016-17	134
2017-18	153
2018-19	153
2019-20	236
2020-21	192

The number of LPC students transferring to public universities in California increased from 550 in 2010-11 to a high of 760 in 2017-18 and then decreased to 665 in 2019-20. The majority of LPC students transferred to the California State University (CSU) system. The plurality (about 25%) of the students who transferred to a public California university transferred to CSU East Bay.

Chart 14: Number of LPC Transfers to a California Public 4-Year University System (UC/CSU), 2010-11 to 2019-20

LPC Transfers to a California Public 4-Year University System (UC or CSU)

| Year	CA State University	University of California	Total
2010-11	414	136	550
2011-12	404	139	543
2012-13	372	129	501
2013-14	437	124	561
2014-15	489	123	612
2015-16	499	140	639
2016-17	514	169	683
2017-18	562	198	760
2018-19	497	202	699
2019-20	490	175	665
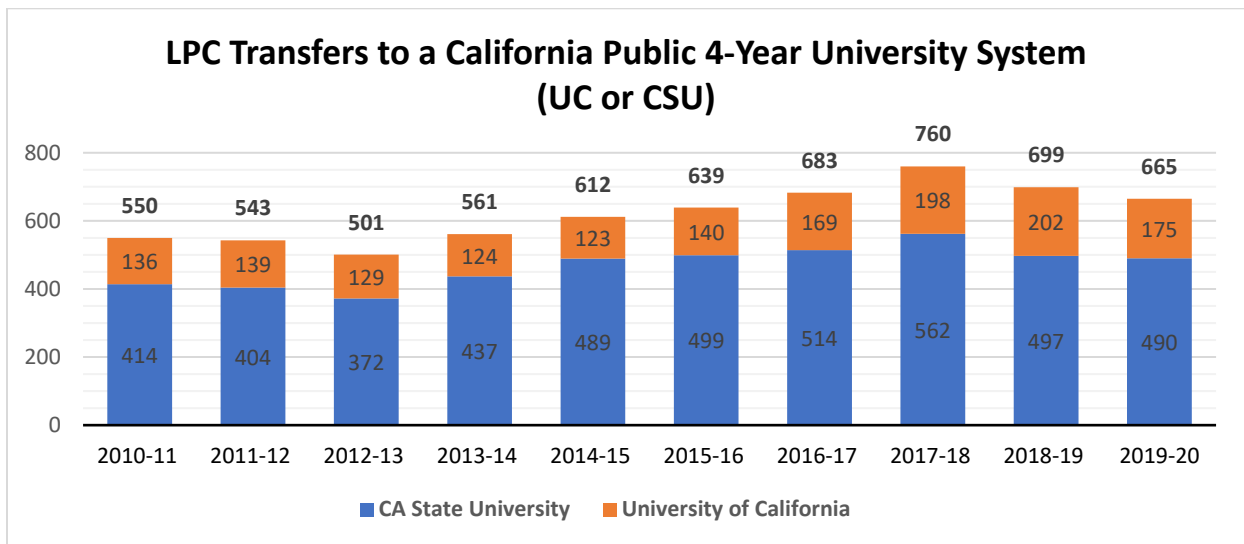
Institution-Set Standards

LPC has established institution-set standards for a number of metrics, including course completion rates, associate degree and certificate attainment, and transfers to CSU and UC campuses. Institution-set standards are levels of performance the College deems acceptable; they represent "floor" rather than aspirational goals. The College defines institution-set standards as meeting or exceeding 95% of a five-year rolling average for a given metric.

Course Completion Rates

Chart 15 shows the institution-set standards for course completion rates (i.e., percentage of grades that are 'C' or higher). Course completion rates have been generally stable and the institution-set standard has been met for all years.

Chart 15: Course Completion Rates: Fall 2011 to Fall 2020
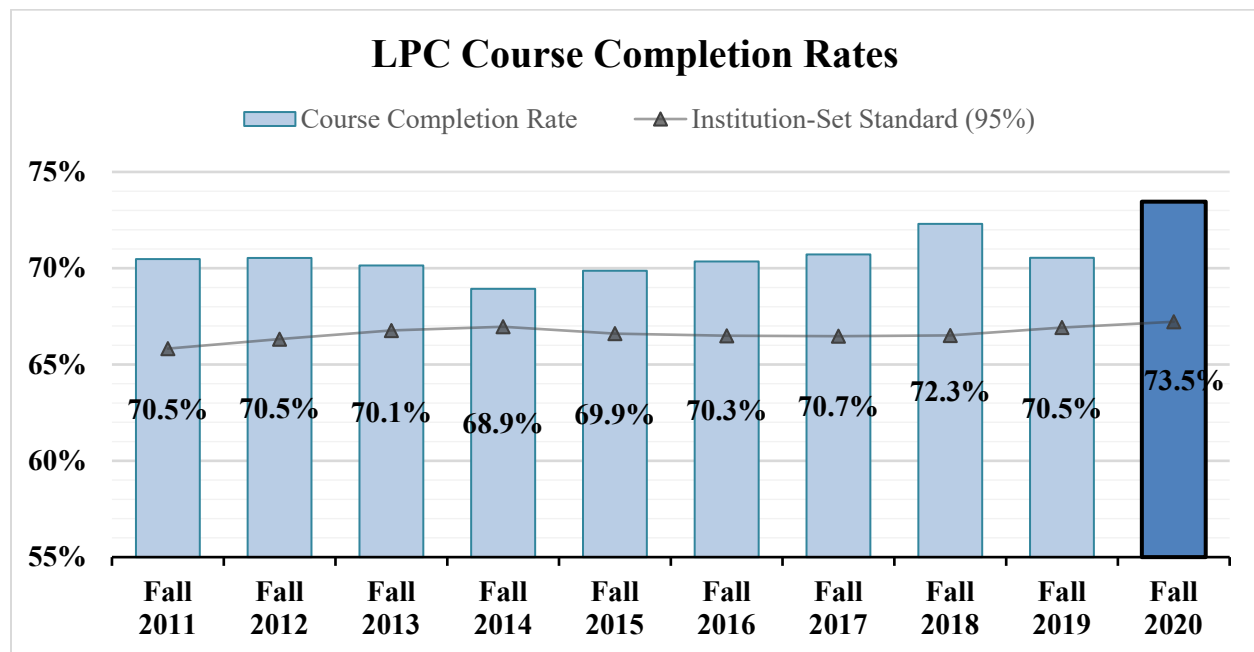
Degree Completions

Chart 16 shows the institution-set standards for associate degree completion. Students are counted once regardless of whether they complete more than one associate's degree. The number of students awarded an associate's degree has increased significantly and the institution-set standard has been met for nine out of the last 10 years.

Chart 16: Degree Completions: 2011-12 to 2020-21

LPC Degree Completions (headcount)
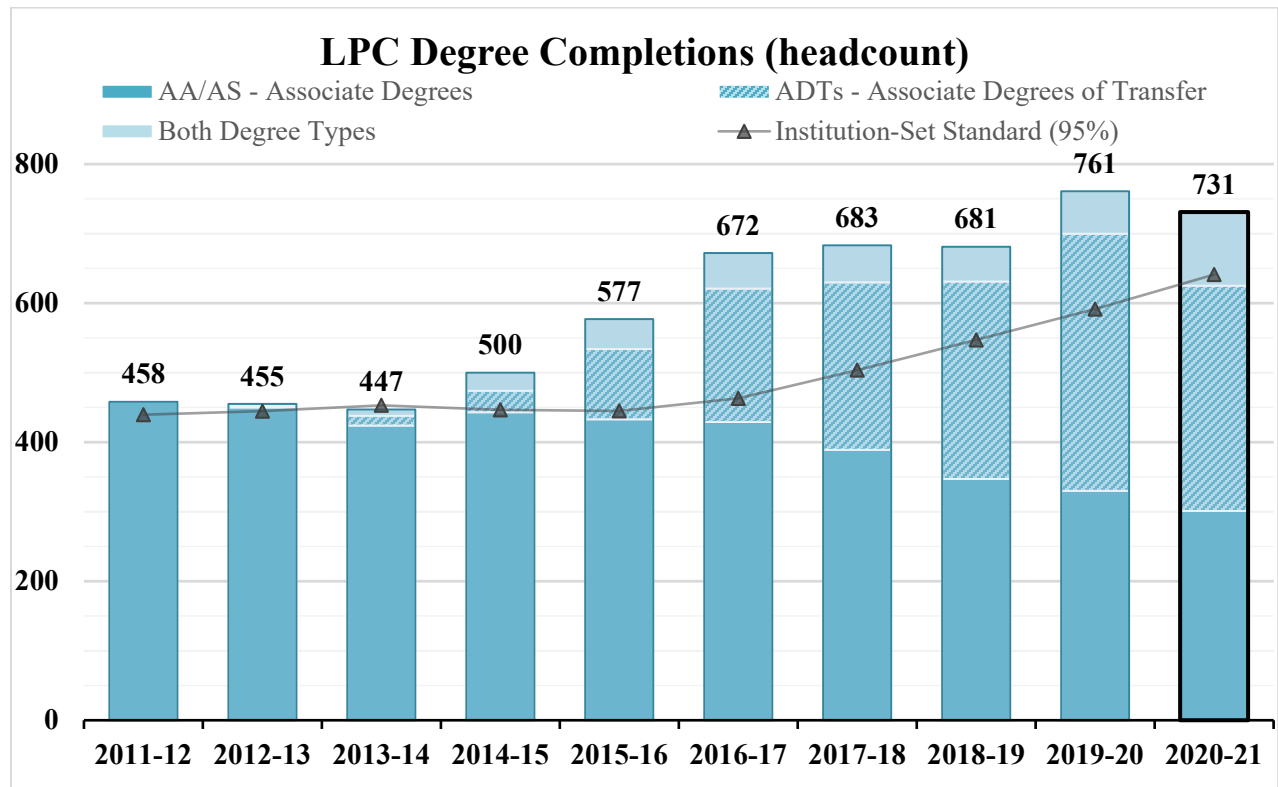
Certificate Completions

Chart 17 shows the institution-set standards for certificate completion. Students are counted once regardless of whether they complete more than one certificate. While the number of students awarded a certificate has fluctuated, LPC has met the institution-set standard for eight of the last ten years.

Chart 17: Certificate Completions: 2011-12 to 2020-21

LPC Certificate Completions (headcount)

Legend: Actual Completions | Institution-Set Standard (95%)

Year	Actual Completions
2011-12	136
2012-13	183
2013-14	132
2014-15	164
2015-16	148
2016-17	129
2017-18	147
2018-19	147
2019-20	193
2020-21	170
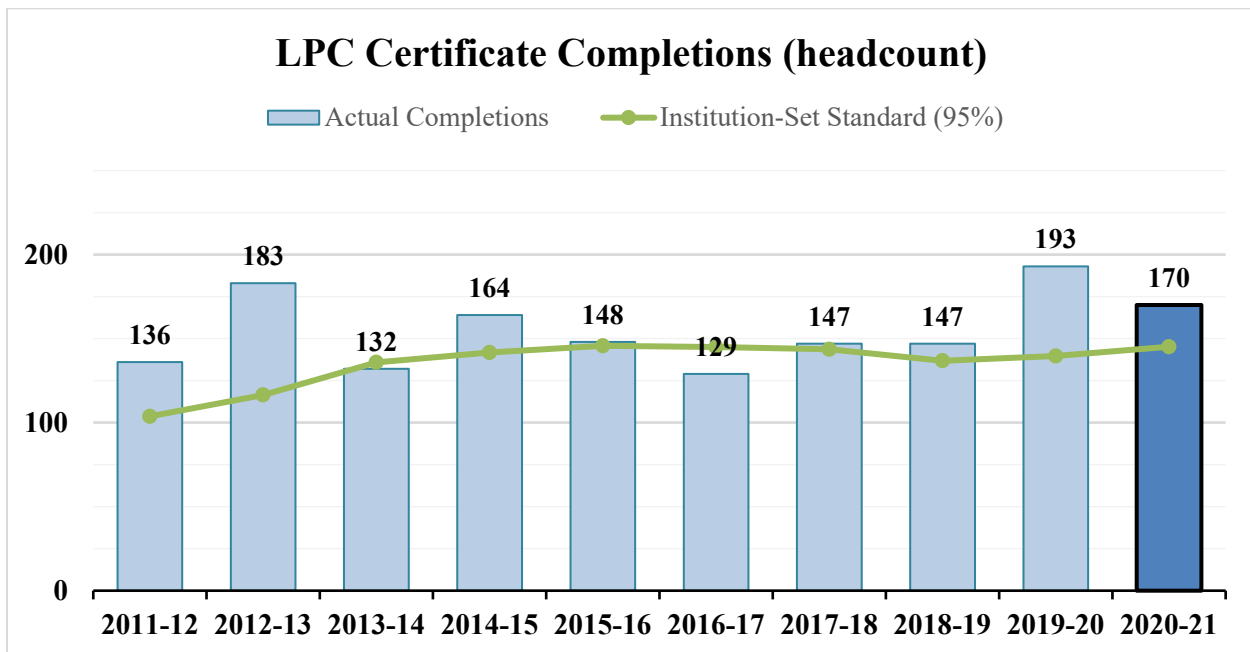
Chart 18 shows the institution-set standards for LPC student transfers to CSU and UC campuses. The number of transfer students has steadily increased over most of the past decade, with the highest number of transfers in 2020-21. The transfer rate and the institution-set standard has been met for all of the last ten years.

Chart 18: Transfer Completions: 2010-11 to 2020-2021
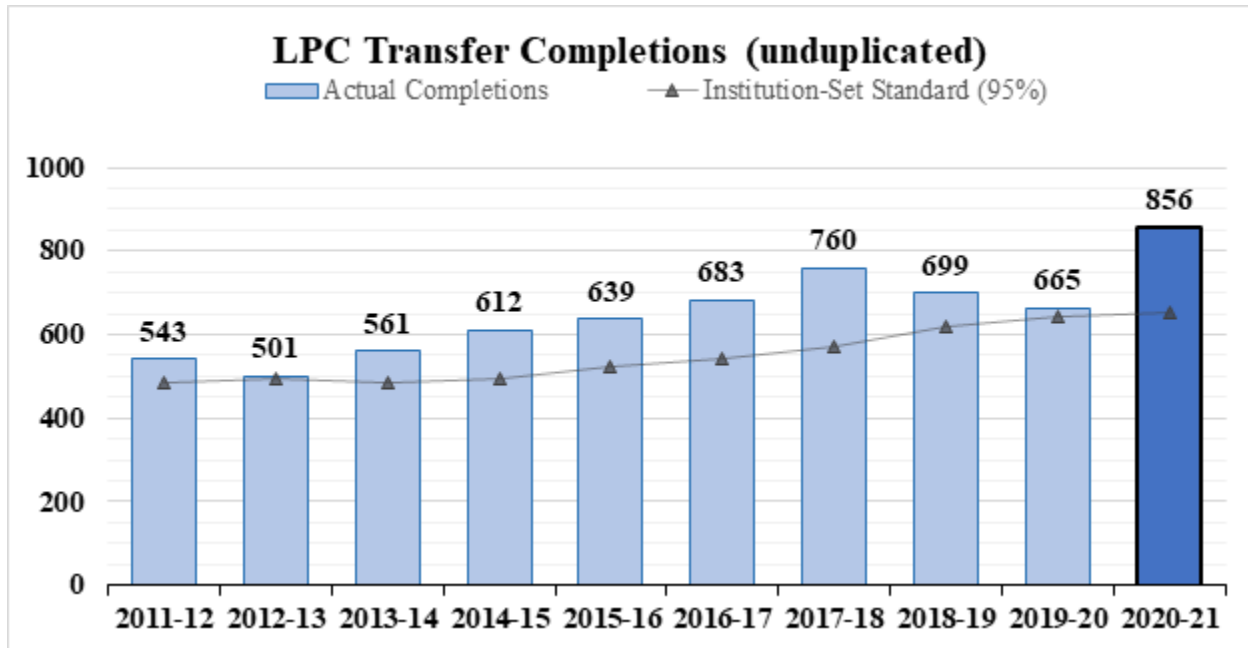
Programmatic Accreditation

PUBLIC SAFETY

The LPC EMS/Paramedic Program is accredited by the Commission on Accreditation of Allied Health Education Programs (www.caahep.org) upon the recommendation of the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP). This accreditation is initial and expires on March 31, 2022.

AUTOMOTIVE TECHNOLOGY

ASE Program Accreditation in: Master Automobile Service Technology. 1503 Edwards Ferry Rd., NE Suite 401, Leesburg VA 2017. Accreditation Expiration Date: 2/1/2030

Part C: Organization of the Self-Evaluation Process

The process for organizing the accreditation self-improvement process and writing the self-study report grew from two key changes since the last self evaluation. First was a multiple-year commitment to an accreditation planning priority for the College. Second, a flexible structure for the Accreditation Steering Committee to better support the cycle of accreditation was implemented.

The College planning priority is committed to implementing and integrating ACCJC standards throughout campus structure and processes. To support this process, ACCJC standards were mapped to committees and other areas of the college where the responsibility resides. As a lead-up to the midterm report, all committees and offices were asked to review the mapping and confirm the alignment of their committee charge and work with the assigned standard. Now, each year, per the *Shared Governance Handbook*, each committee reviews the assigned accreditation standards as part of an on-going process. The Accreditation Liaison Officer (ALO) maintains the mapping and reviews its currency with the Accreditation Steering Committee. Additionally, the ALO provides monthly updates to accreditation to the Academic Senate and College Council as well as weekly updates at Executive Staff Meetings.

The multi-year commitment to this planning priority supported the first step in writing the Institutional Self Evaluation Report--gathering evidence. Over the course of two years, committee chairs or responsible offices were asked to review the standards wording and submit the most relevant and current evidence to the College webmaster for storage in our evidence locker. In February of 2019 and 2020, items were collected and served as the evidentiary base for the kick off of our ISER process. Progress on the accreditation planning priority was monitored by the Institutional Planning and Effective Committee (IPEC) with the submission of the written report and oral presentation. The planning priority was graduated in spring of 2021, signalling that the standards for accreditation were fully integrated into the College processes.

The second innovation to support the accreditation process grew from Shared Governance structures. The Accreditation Steering Committee structure provides a flexible framework. In years during which accreditation work does not require the submission of major reports, the committee is kept to five voting committee members. In years during which work increases, the expanded steering committee welcomes eight Administrators, eight classified members, and eight faculty members, all of whom are voting members. The committee was expanded in 2020-2021 to accommodate the work of the self evaluation process.

In September of 2019, then District ACCJC Liaison, Gohar Momjian, met with the ALO to review the new Formative/Summative process for ISER review being piloted by several schools. The Formative/Summative process was shared with the college during a Town Meeting on

October 2, 2019 by Kristina Whalen, Vice President of Academic Services, and faculty member John Ruys, primary author of the ACCJC Midterm Report. During the remainder of Fall 2019 and during Spring 2020, members of the expanded accreditation Steering Committee were recruited and/or selected based on committee chair composition and a commitment for all constituent groups to provide input into the self evaluation report. In March 2020, in response to a global pandemic, Las Positas College transitioned nearly all instruction and student services to a virtual modality.

Training for the new ISER process began in earnest on April 30, 2020 when the expanded accreditation steering committee and campus leaders, 45 people in total, joined the ACCJC liaison to the District for a full explanation of the new process for focused site visits, resources used to complete the process, and breakout sessions to practice an standard interpretation in preparation for writing.

On August 25th, 2020, the full expanded Accreditation Committee met for a kick-off meeting. At that time a timeline for completing the writing was refined and adopted. Members of the expanded Accreditation Steering Committee were assigned standards based on expertise. The committee and ISER assignments also included District personnel.

Bi-weekly accreditation team meetings were held in fall 2020 and spring 2021 to discuss progress, address obstacles, and respond to questions.

Throughout the 2020-2021 academic year, coordination with the District Office occurred. The Vice Chancellor of Educational Services and Student Support guided the completion of the Function Map, delineating each substandard as the primary responsibility of the district, colleges, or both. In January of 2021, the District Accreditation Coordination Committee established deadlines for the completion of standards for which the district was primary. At subsequent meetings, district support and best practices for completing the ISER were shared.

During the Summer and early Fall of 2021, edits to the Institutional Self Evaluation Process were completed in preparation for constituency review. Throughout October of 2021, as major standards of the ISER were completed, the Executive Team, composed of the President and Vice Presidents, reviewed each drafted response and provided feedback. The report was also reviewed by the Curriculum Committee, SLO Committee, and Guided Pathways Committee. An campus review and feedback survey was disseminated to the campus to gather broad feedback and verify accuracy and conciseness. Formal presentations for feedback are documented below:

	LPC	District	ACCJC	
Academic Senate	October 13th (1st reading) October 27th (2nd reading) November 9th (Final approval)			
Classified Senate	October 7th			
Student Senate	October 21st			
IPEC	October 14th			
College Council	October 28th (1st reading) November 18th (Final approval)			

District Office		October 28th Penultimate Draft)	
Board of Trustees		November 16th (1st reading) December 14th (2nd reading)	
ACCJC Novato Office			December 23rd
Site Peer Review Team			February 24th (Core Inquiries)

Las Positas College 2022 Institutional Self-Evaluation Reports (ISER) Timeline

Las Positas College began preparation of the 2022 Institutional Self-Evaluation Report (ISER) in Fall 2020. The below chart captures the timeline and process for completion of the report by the expanded accreditation steering team. In sum, each substandard team spent approximately two months of engagement analyzing/interpreting the standard (P1), matching collected evidence or gathering additional evidence (P2), and then composing shorter and longer drafts (P3 & P4).

Steering Committee Date	Standard Process P1: Interpretation	Standard Process P2: Evidence Review	Standard Process P3: Bullet Answers	Standard Process P4: Draft Answers
August /25th	Kick-Off Event			
Sept 8th	IC, Institutional Integrity			
Sept 22st	IIA. Instructional Programs, Standards 1-7	IC, Institutional Integrity		
Oct 6th	II.B, Library & Learning Resources	IIA Instructional Programs, Standards 1-7	IC, Institutional Integrity	
Oct 20th	II.C, Student Support Services	II.B, Library & Learning Resources	IIA Instructional Programs, Standards 1-7	IC, Institutional Integrity
Nov 9th	I.A, Mission	II.C, Student Support Services	II.B, Library & Learning Resources	II.A Instructional Programs, Standards 1-7
Nov 23rd		I.A, Mission	II.C, Student Support Services	II.B, Library & Learning Resources

Dec 7th			**I.A, Mission**	**II.C, Student Support Services**

Steering Committee Date	**Standard Process P1:** **Interpretation**	**Standard Process P2:** **Evidence Review**	**Standard Process P3:** **Bullet Answers**	**Standard Process P4:** **Draft Answers**
January 26th	**III.A, Human Resources**			**I.A, Mission**
Feb 9th	**IIA. Instructional Programs, Standards 8-16**	**III.A, Human Resources**		
Feb 23rd	**III.C, Technological Resources**	**IIA Instructional Programs, Standards 8-16**	**III.A, Human Resources**	
March 9th	**II.C, Financial Resources**	**III.C, Technological Resources**	**IIA Instructional Programs, Standards 8-16**	**III.A, Human Resources**
March 30th	**I.B, Institutional Quality & Effectiveness**	**II.C, Financial Resources**	**III.C, Technological Resources**	**II.A Instructional Programs, Standards 8-16**

April 13th	*IV. A, Decision-Making & Processes*	*I.B, Institutional Quality & Effectiveness*	*II.C, Financial Resources*	*III.C, Technological Resources*
April 27th		*IV. A, Decision-Making & Processes*	*I.B, Institutional Quality & Effectiveness*	*II.C, Financial Resources*
May 11th			*IV. A, Decision-Making & Processes*	*I.B, Institutional Quality & Effectiveness*

Las Positas College 2022 Institutional Self-Evaluation Report (ISER)

Accreditation Steering Committee Members

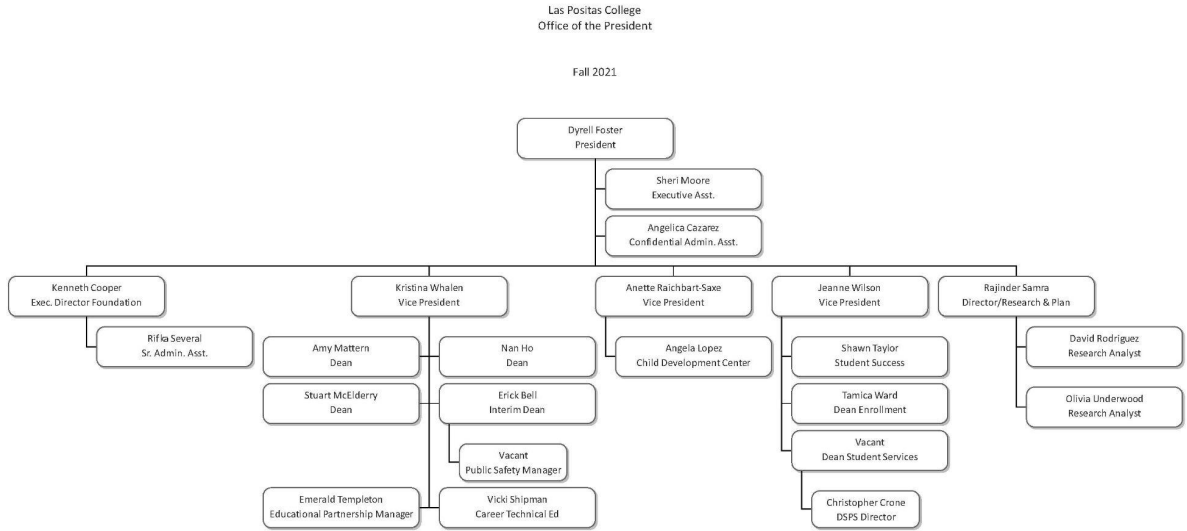|	
Dr. Kristina Whalen	Vice President Academic Services, ALO, and Chair
Dr. Stuart McElderry	Dean, Editor
Rajinder Samra	Director of Research, Planning and Institutional Effectiveness
Tina Inzerilla	Faculty/Librarian
Tim Druley	Webmaster, Document/Archivist
Carolyn Scott	Executive Assistant Academic Services

Accreditation Expanded Steering Committee Members and Assignments

ACCJC Standard	Admin Lead	Faculty Lead(s)	Classified Lead(s)
I.A & I.B: Mission, Academic Quality & Institutional Effectiveness	Rajinder Samra	Nadiyah Taylor Ann Hight	Madeline Wiest
I.C: Institutional Integrity	Kristina Whalen	Sarah Thompson	Tim Druley
II.A.: Instructional Programs	Stuart McElderry	Elena Cole	Andrea Migliaccio
II.B: Library & Learning Support Services	Stuart McElderry	Tina Inzerilla Jin Tsubota	
II.C: Student Support Services	Elizabeth David	Angella VenJohn	

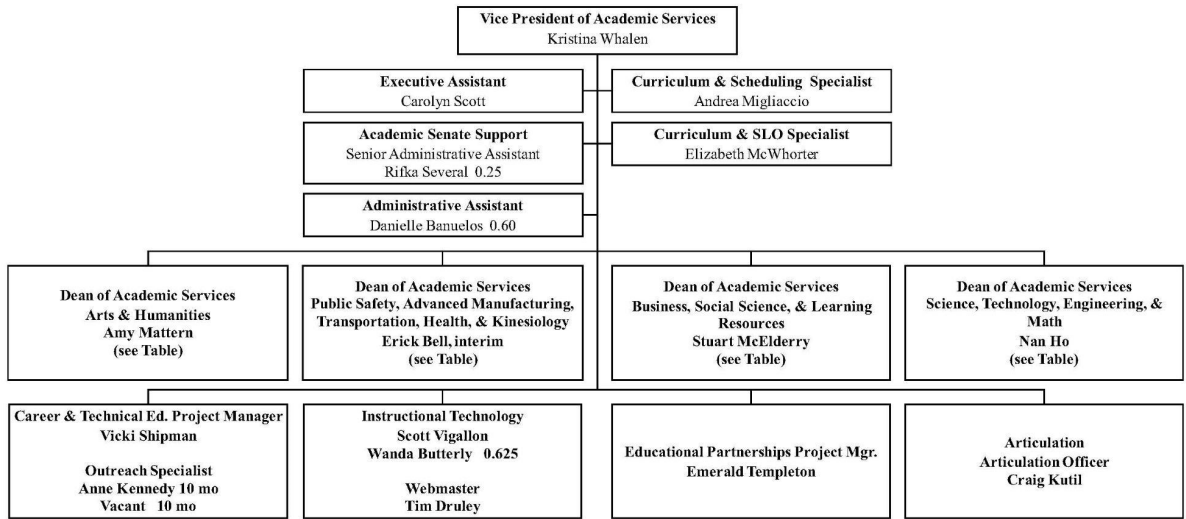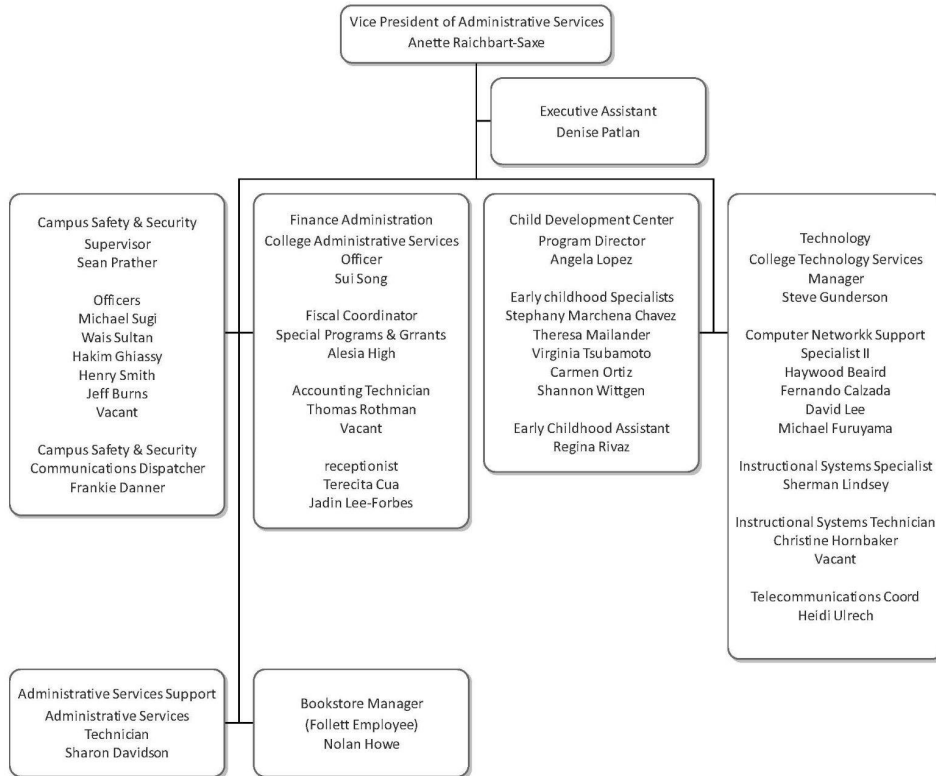|			
III.A: Human Resources	Kristina Whalen	Heike Gecox	Carolyn Scott Angelica Cararez
III.B: Physical Resources	Owen Letcher Dyrell Foster	Mike Ansell	Denise Patlan
III.C: Technology Resources	Steve Gunderson	Titian Lish	Heidi Ulrech
III.D: Fiscal Resources	Anette Raichbart	Rajeev Chopra	Sui Song
IV.A Decision-making Roles & Processes	Kristina Whalen	Elena Cole (with Student Lead Kyle Johnson)	David Rodriquez
Quality Focus Essay		Jin Tsubota	

Part D: Organizational Information

Office of the President

Las Positas College
Office of the President

Fall 2021

- Dyrell Foster — President
  - Sheri Moore — Executive Asst.
  - Angelica Cazarez — Confidential Admin. Asst.

- Kenneth Cooper — Exec. Director Foundation
  - Rifka Several — Sr. Admin. Asst.

- Kristina Whalen — Vice President
  - Amy Mattern — Dean
  - Stuart McElderry — Dean
  - Emerald Templeton — Educational Partnership Manager
  - Nan Ho — Dean
  - Erick Bell — Interim Dean
  - Vacant — Public Safety Manager
  - Vicki Shipman — Career Technical Ed

- Anette Raichbart-Saxe — Vice President
  - Angela Lopez — Child Development Center

- Jeanne Wilson — Vice President
  - Shawn Taylor — Student Success
  - Tamica Ward — Dean Enrollment
  - Vacant — Dean Student Services
  - Christopher Crone — DSPS Director

- Rajinder Samra — Director/Research & Plan
  - David Rodriguez — Research Analyst
  - Olivia Underwood — Research Analyst

LAS POSITAS COLLEGE
OFFICE OF VICE PRESIDENT OF ACADEMIC SERVICES
Fall 2021

Vice President of Academic Services
Kristina Whalen

Executive Assistant
Carolyn Scott

Curriculum & Scheduling Specialist
Andrea Migliaccio

Academic Senate Support
Senior Administrative Assistant
Rifka Several 0.25

Curriculum & SLO Specialist
Elizabeth McWhorter

Administrative Assistant
Danielle Banuelos 0.60

Dean of Academic Services
Arts & Humanities
Amy Mattern
(see Table)

Dean of Academic Services
Public Safety, Advanced Manufacturing,
Transportation, Health, & Kinesiology
Erick Bell, interim
(see Table)

Dean of Academic Services
Business, Social Science, & Learning
Resources
Stuart McElderry
(see Table)

Dean of Academic Services
Science, Technology, Engineering, &
Math
Nan Ho
(see Table)

Career & Technical Ed. Project Manager
Vicki Shipman

Outreach Specialist
Anne Kennedy 10 mo
Vacant   10 mo

Instructional Technology
Scott Vigallon
Wanda Butterly 0.625

Webmaster
Tim Druley

Educational Partnerships Project Mgr.
Emerald Templeton

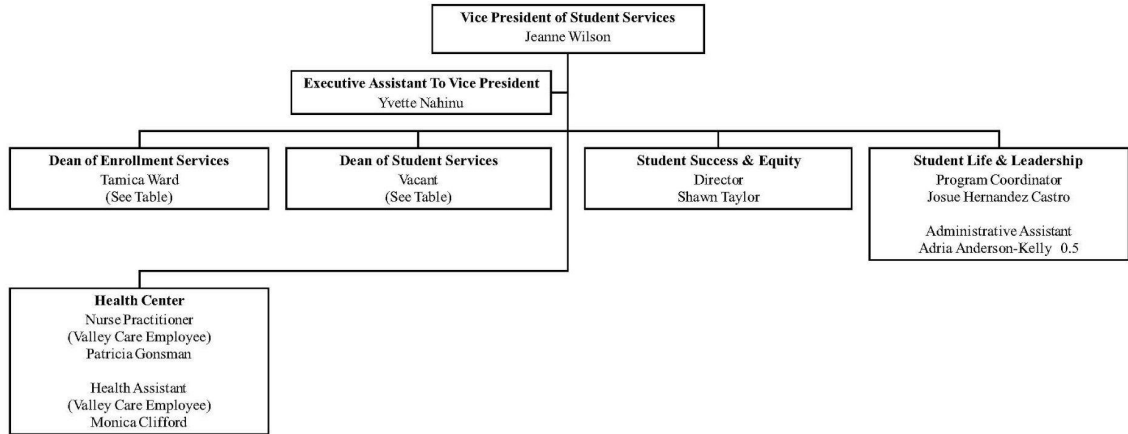**Articulation**
Articulation Officer
Craig Kutil

Office of the Vice President Administrative Services

Las Positas College
Office of the Vice President Administrative Services
Fall 2021

Vice President of Administrative Services
Anette Raichbart-Saxe

Executive Assistant
Denise Patlan

Campus Safety & Security
Supervisor
Sean Prather

Officers
Michael Sugi
Wais Sultan
Hakim Ghiassy
Henry Smith
Jeff Burns
Vacant

Campus Safety & Security
Communications Dispatcher
Frankie Danner

Finance Administration
College Administrative Services
Officer
Sui Song

Fiscal Coordinator
Special Programs & Grrants
Alesia High

Accounting Technician
Thomas Rothman
Vacant

receptionist
Terecita Cua
Jadin Lee-Forbes

Child Development Center
Program Director
Angela Lopez

Early childhood Specialists
Stephany Marchena Chavez
Theresa Mailander
Virginia Tsubamoto
Carmen Ortiz
Shannon Wittgen

Early Childhood Assistant
Regina Rivaz

Technology
College Technology Services
Manager
Steve Gunderson

Computer Networkk Support
Specialist II
Haywood Beaird
Fernando Calzada
David Lee
Michael Furuyama

Instructional Systems Specialist
Sherman Lindsey

Instructional Systems Technician
Christine Hornbaker
Vacant

Telecommunications Coord
Heidi Ulrech

Administrative Services Support
Administrative Services
Technician
Sharon Davidson

Bookstore Manager
(Follett Employee)
Nolan Howe

Office of the Vice President, Student Services

LAS POSITAS COLLEGE
OFFICE OF VICE PRESIDENT OF STUDENT SERVICES
Fall 2021

Vice President of Student Services
Jeanne Wilson

Executive Assistant To Vice President
Yvette Nahinu

Dean of Enrollment Services
Tamica Ward
(See Table)

Dean of Student Services
Vacant
(See Table)

Student Success & Equity
Director
Shawn Taylor

Student Life & Leadership
Program Coordinator
Josue Hernandez Castro

Administrative Assistant
Adria Anderson-Kelly 0.5

Health Center
Nurse Practitioner
(Valley Care Employee)
Patricia Gonsman

Health Assistant
(Valley Care Employee)
Monica Clifford

The CLPCCD District-wide Function Map delineates District and College responsibility in accordance with the ACCJC 2014 Standards. The Function Map lists lead responsibilities to meet each of the 127 standard expectations using the following coded symbols:

- P = Primary Responsibility indicates leadership and oversight of a given function which may include design, development, implementation and successful integration.

- S = Secondary Responsibility indicates support of a given function which may include feedback, input and communication to assist with successful integration.

- SH = Shared Responsibility indicates the District and the Colleges are equally responsible for the leadership and oversight of a given function which may include design, development, implementation, and facilitation of input, feedback and communication for successful integration.

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

A. Mission			
	College	**District**	**Ref#**
1. The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)	**P**	**S**	1
2. The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.	**P**	**S**	2

	College	District	
3. The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.	P	S	3
4. The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)	SH	SH	4

B. Assuring Academic Quality and Institutional Effectiveness

   Academic Quality

	College	District	
1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.	P	S	5
2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)	P	S	6
3. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)	P	S	7

	College	District	
4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.	P	S	8
Institutional Effectiveness			
	College	District	
5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.	P	S	9
6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.	P	S	10
7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.	SH	SH	11
8. The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of	P	S	12

	College	District	
its strengths and weaknesses and sets appropriate priorities.			
9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)	P	S	13

C. Institutional Integrity

	College	District	
1. The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)	SH	SH	14
2. The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the "Catalog Requirements" (see endnote). (ER 20)	P	S	15

3. The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)	P	S	16
4. The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.	P	S	17
5. The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.	P	S	18
6. The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.	P	S	19
7. In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)	SH	SH	20
8. The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include	P	S	21

specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.			
9. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.	P	S	22
10. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.	P	S	23
11. Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.	N/A	N/A	24
12. The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)	P	S	25

	College	District	Ref#
13. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)	P	S	26
14. The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.	P	S	27

Standard II: Student Learning Programs and Support Services

A. Instructional Programs			
	College	District	Ref#
1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)	P	S	28

2. **(Applicable to institutions with comprehensive reviews scheduled through Fall 2019.) Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.** **(Applicable to institutions with comprehensive reviews scheduled after Fall 2019.) Faculty, including full time, part time, and adjunct faculty, regularly engage in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations. In exercising collective ownership over the design and improvement of the learning experience, faculty conduct systematic and inclusive program review, using student achievement data, in order to continuously improve instructional courses and programs, thereby ensuring program currency, improving teaching and learning strategies, and promoting student success.**	**P**	**S**	**29**
3. **The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.**	**P**	**S**	**30**

4. If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.	P	S	31
5. The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)	P	S	32
6. The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)	P	S	33
7. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.	P	S	34
8. The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.	SH	SH	35

9. The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)	**P**	**S**	**36**

10. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)	**P**	**S**	**37**
11. The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.	**P**	**S**	**38**
12. The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil	**P**	**S**	**39**

society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)			
13. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.	P	S	40
14. Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.	P	S	41
15. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.	P	S	42
16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve	P	S	43

	College	District	
programs and courses to enhance learning outcomes and achievement for students.			

B. Library and Learning Support Services			
	College	**District**	
1. **The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)**	**P**	**S**	**44**
2. **Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.**	**P**	**S**	**45**

3. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.	P	S	46
4. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)	SH	SH	47

C. Student Support Services

	College	District	
1. The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)	P	S	48

2.	The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.	**P**	**S**	**49**
3.	The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)	**P**	**S**	**50**
4.	Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.	**P**	**S**	**51**
5.	The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.	**P**	**S**	**52**
6.	The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and	**P**	**S**	**53**

	College	District	Ref#
advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)			
7. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.	P	S	54
8. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.	P	S	55

Standard III: Resources

A. Human Resources			
	College	District	Ref#

1. The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.	**SH**	**SH**	**56**
2. Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)	**SH**	**SH**	**57**
3. Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.	**SH**	**SH**	**58**
4. Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non- U.S. institutions are recognized only if equivalence has been established.	**S**	**P**	**59**

5. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.	SH	SH	60
6. (No longer applicable effective January 2018, Standard III.A.6).			x
7. The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)	P	S	61
8. An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.	SH	SH	62
9. The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)	P	S	63

10. The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. (ER 8)	P	S	64
11. The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.	S	P	65
12. Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.	SH	SH	66
13. The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.	SH	SH	67
14. The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.	P	S	68
15. The institution makes provision for the security and confidentiality of personnel records. Each	S	P	69

	employee has access to his/her personnel records in accordance with law.			

B. Physical Resources			
	College	District	
1. The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.	S	P	70
2. The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.	S	P	71
3. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.	P	S	72
4. Long-range capital plans support institutional improvement goals and reflect projections of the	SH	SH	73

	College	District	
total cost of ownership of new facilities and equipment.			

		College	District	
C. Technology Resources				
1.	**Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.**	SH	SH	74
2.	**The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.**	SH	SH	75
3.	**The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.**	P	S	76
4.	**The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.**	SH	SH	77
5.	**The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.**	S	P	78

D. Financial Resources Planning			
	College	**District**	
1. **Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)**	**SH**	**SH**	79
2. **The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.**	**SH**	**SH**	80
3. **The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.**	**SH**	**SH**	81

Fiscal Responsibility and Stability	

	College	District	
4. Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.	SH	SH	82
5. To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.	SH	SH	83
6. Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.	SH	SH	84
7. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.	S	P	85
8. The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.	S	P	86
9. The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.	S	P	87

10. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundation, and institutional investments and assets.	S	P	88

Liabilities			
	College	District	
11. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.	SH	SH	89
12. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.	S	P	90
13. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.	S	P	91

	College	District	
14. All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.	S	P	92
15. The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.	SH	SH	93

Contractual Agreements			
	College	District	
16. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.	S	P	94

Standard IV: Leadership and Governance

A. Decision-Making Roles and Processes	

	College	District	Ref#
1. Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.	SH	SH	95
2. The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.	SH	SH	96
3. Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.	SH	SH	97
4. Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.	SH	SH	98

5. **Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.**	**SH**	**SH**	**99**
6. **The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.**	**SH**	**SH**	**100**
7. **Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.**	**P**	**S**	**101**

B. Chief Executive Officer			
	College	**District**	
1. **The institutional Chief Executive Officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.**	**P**	**S**	**102**
2. **The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to**	**P**	**S**	**103**

	administrators and others consistent with their responsibilities, as appropriate.			
3.	Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by: establishing a collegial process that sets values, goals, and priorities; ensuring the college sets institutional performance standards for student achievement; ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions; ensuring that educational planning is integrated with resource planning and allocation to support students achievement and learning; ensuring that the allocation of resources supports and improves learning and achievement; and establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.	P	S	104
4.	The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.	P	S	105
5.	The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.	P	S	106
6.	The CEO works and communicates effectively with the communities served by the institution.	P	S	107

C. Governing Board			
	College	District	
1. The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)	S	P	108
2. The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.	S	P	109
3. The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.	S	P	110
4. The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)	S	P	111
5. The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.	S	P	112

		S	P	
6.	The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.	S	P	113
7.	The governing board acts in a manner consistent with tits policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.	S	P	114
8.	To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.	S	P	115
9.	The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.	S	P	116
10.	Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.	S	P	117

11.	The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)	S	P	118
12.	The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.	S	P	119
13.	The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.	SH	SH	120

D. Multi-College Districts or Systems			
	College	**District**	

1.	In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.	S	P	121
2.	The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district /system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.	S	P	122
3.	The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The district/system CEO ensures effective control of expenditures.	S	P	123
4.	The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEOs accountable for the operation of the colleges.	S	P	124

5.	District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.	S	P	125
6.	Communication between colleges and district/system ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.	SH	SH	126
7.	The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.	S	P	127

Legend: P=Primary Responsibility, S=Secondary Responsibility, SH=Shared Responsibility

Part E: Certification of Continued Compliance with Eligibility Requirements

Eligibility Requirement **1: Authority**

Las Positas College has the authority to operate as a degree-granting institution based on its accreditation by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, an institutional accrediting body recognized by the Commission of Recognition of Postsecondary Accreditation and the U.S. Department of Education. This authority is published in the College Catalog, and it can be found in several places on the College website. In addition to ACCJC accreditation, the College participates in the specialized accreditation of Paramedics/EMS, Fire Service Technology and Automotive Technology.

Eligibility Requirement 2: Operational Status

The institution has operated continuously since 1988 and has been fully accredited since January 7, 1991. The College enrolls approximately 9,000 students. The College offers a comprehensive range of associate degrees, transfer degrees, certificates, and career and technical programs.

Eligibility Requirement 3: Degrees

Las Positas College offers 93 credit certificate programs and 58 associate degree programs: 27 Associates of Arts degrees and 31 Associate of Science degrees. In addition, the College offers 29 associate programs for transfer: 31 Associate of Science Transfer degrees, and 21 Associate of Arts Transfer degrees. All these programs are active in the State Chancellor's Office Curriculum Inventory system after being approved through the local approval process and approved by the Board of Trustees.

Eligibility Requirement 4: Chief Executive Officer

The Las Positas College President serves as the chief executive officer for the College and is responsible for the development of all programs and services and for the administration and operation of the College. The President is hired by, and reports to, the Chancellor and approved by the Board of Trustees. The current CEO, Dr. Dyrell Foster was installed as Las Positas College's President in February of 2020, at the conclusion of a national search. While not a voting member, the President attends and participates in all District board meetings as the College's representative

Eligibility Requirement 5: Financial Accountability

An independent certified accounting firm conducts year-end audits of the Chabot-Las Positas Community College District (CLPCCD). These audits include a review of the previous year's recommendations, financial documents, expenditures and internal audit processes. All audit reports are presented to the Board of Trustees.

Part F: Certification of Continued Institutional Compliance with Commission Policies

Las Positas College certifies that it continues to be in compliance with the federal regulations and Commission Policies on Rights and Responsibilities of the Commission and Member Institutions; Institutional Degrees and Credits; Transfer of Credit; Distance Education, Correspondence Education; Representation of Accredited Status; Student and Public Complaints Against Institutions; Institution Advertising, Student Recruitment, and Representation of Accredited Status; Contractual Relationships With Non-Regionally Accredited Organizations; and Institutional Compliance With Title IV.

Public Notification of an Evaluation Team And Third Party Comment
Regulation citation: 602.23(b).

Information on the 2022 Institutional Self-Evaluation Report (ISER), site visit, and visiting team is made available to the public through the accreditation website (Accreditation). Instructions for submitting third-party comments to the Accrediting Commission for Community and Junior Colleges (ACCJC) online and in writing are available on the accreditation website (3rd Party comment). Las Positas College is committed to cooperating with the review team on items related to the third party comment and in alignment with the Commision *Policy on Rights, Responsibilities, and Good Practice with Member Institutions*. Additional elaboration is found in Standard I.C.12.

The College complies with the Commission Policy on Rights and Responsibilities of the Commission and Member Institutions on third-party comments.

Standards and Performance with Respect to Student Achievement
Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e)

The institution-set standards on degree, certificate, and transfer attainment, as well course success rates, align with the college's mission. Job placement rates for program completers in which licensure is required, are distributed widely and licensure pass rates are publicly posted on program pages (EMS). In addition, the Institutional Planning and Effectiveness Committee regularly assesses the progress the college is making on institution-set standards and publishes the information on the Office of Research, Planning, and Institutional Effectiveness website. Additional elaboration is found in Standards I.A.2 and Standard I.B.3.

The college complies with the Commission Policy on Standards and Performance with Respect to Student Achievement.

Credits, Program Length, and Tuition

Credit-hour assignments and degree program lengths are within the range of good practice in higher education and comply with strict California regulation, C-ID, and transfer degree agreements that align with four-year institutions. The college uses the Carnegie unit to define the credit hour. The appropriate formula for credit hour is defined within the CurricUNET management system, which the college uses for developing and maintaining curriculum. The college thus ensures accuracy and consistency in assigning credit hours. The college website, catalog, and curriculum documents comply with units, hours, rigor, and adherence to higher education practice. Clock hour conversions adhere to U.S. Department of Education (USDE) formulas, policies, and procedures. Degrees and credits comply with the commission's policies, standards for institutions of higher education, and California Community Colleges Chancellor's Office (CCCCO) regulations. Additional elaboration may be found in Standards II.A.5, II.A.9, and I.C.6.

The College complies with the commission credits, program length, and tuition.

Transfer Policies

Las Positas College discloses Transfer of Credit policies to students and to the public through the website, catalog, and other college publications, including acceptance of incoming transfer units, Advanced Placement (AP), International Baccalaureate (IB), and College Level Examination Program (CLEP), and other testing options. In the Fall of 2020, the Chabot-Las Positas Community College District approved a Credit for Prior Learning Board Policy (BP 4235, AP 4235) and the procedures for obtaining credit are detailed in the 2021-2022 catalog. Additional elaboration is found in Standard II.A.10.

The college complies with the Commission's Transfer of Credit policy and provides multiple avenues to share this information with students.

Distance Education and Correspondence Education

Las Positas College uses its Distance Education Committee and Curriculum Committee to ensure the application of consistent guidelines to courses taught virtually, and therefore considered as distance education (DE), and to ensure DE courses provide the same level of instruction with a focus on quality, accountability, and student outcomes as classes taught face to face. These guidelines include best practices for regular and substantive interaction between the students and the instructor. The charge of the DE Committee is to explore and recommend policies, procedures, and tools to enhance student learning and services in the delivery of distance

education offered through Las Positas College. Its charge is also to review DE courses and provide feedback to instructors on how to align their courses to quality design standards, in addition to legal and accreditation requirements (DE Committee Website). The Academic Senate works in tandem with the DE Committee to operationalize DE regulations, including web accessibility.

The Las Positas College's Teaching and Learning Center provides training on the use of the college's learning management system (LMS), Canvas, and other tools designed to enhance online instruction. Faculty and staff training includes designing fully online courses that meet the quality standards of the California Virtual Campus-Online Education Initiative Course Design Rubric and making content accessible to students with disabilities. Workshops are routinely offered and Flex Day activities and one-on-one support options are available to faculty. These activities are advertised to faculty and are posted in the Canvas system and on the Las Positas Professional Development Committee website with links from the Online Learning website.   Las Positas has augmented the tools provided by the State Chancellor's Office to include Hypothesis, a social annotation tool for digital media. Among the tools provided by the state, Las Positas utilizes Turnitin, an anti-plagiarism service; Pronto, a communications tool; and Proctorio, remote proctoring service that, among other things, verifies student identity.

The Las Positas College 2020–2021 Annual Distance Education Report provides an overview of the Instructional Technology Department's recent developments including student success data by modality (asynchronous, synchronous, and hybrid) and student feedback to a wide variety of aspects of online learning at the college.

Las Positas College teaches non-credit correspondence courses at the Federal Correctional Institute in Dublin, CA. These courses, due to their noncredit nature, are not submitted as substantive changes to the commission.

Additional elaboration may be found in Standards I.C.8, II.A.2, II.A.7 and III.C.1.

Las Positas's distance education courses are consistent with the Commission Policy on Distance Education and on Correspondence Education.

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

Las Positas College has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the college catalog and online (Student Grievance/Complaint Process). This information is underscored on distance education websites (Online Learning-Student Complaint Process). Student complaint files for the previous six years (since the last comprehensive evaluation) are available and demonstrate accurate implementation of complaint policies and procedures. Las Positas College posts on its

accreditation website the names of associations, agencies, and governmental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for those entities (Accreditation-Program Specific). Information on student rights and responsibilities, including resolving violations, is available to students and the public through the College Catalog, the College Website, and the Schedule of Classes.

The College Catalog, Schedule of Classes, and website all note that the Chabot-Las Positas Community College District encourages all students to pursue academic studies and other college-sponsored activities. In pursuit of these goals, the student should be free of unfair or improper action from any member of the academic community. Under the direction of the College President and in consultation with the Vice President of Academic services and the Vice President of Student Services, all materials are reviewed for accuracy and clarity before publication.

Las Positas is consistent with the Commission Policy on student complaints.

Institutional Disclosure and Advertising and Recruitment Materials
Regulation citations: 602.16(a)(1)(vii), 668.6

Las Positas College provides clear and accurate information to students and the public in all college publications and through the website. The college uses the college website, the College Catalog (printed and online), and the Schedule of Classes as primary outreach tools. These resources are focused primarily on course and education program information and student services along with regulatory and enrollment information related to educational programs. Additional elaboration may be found in Standard I.C.2 and I.C.12.

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

Las Positas College complies with the requirements of Title IV of the Higher Education Act. The college provides evidence of compliance with USDE Title IV regulations, including findings from any audits (CLPCCD-Audits-Webpage, CLPCCD-AuditTitle5_6-30-20_p55_p71), which are reported by the district annually and regularly presented at meetings of the Chabot-Las Positas Community College District (CLPCCD) Board of Trustees. Las Positas College follows the federal regulations that require first-time borrowers of direct loans to receive entrance counseling available at studentaid.gov. At Las Positas College, Title IV and State Student Eligibility Requirements and Policies are outlined on the college's Financial Aid website. The

college and district follow standard practices with regard to financial responsibility requirements, program record keeping, and accountability.

Part G: Institutional Analysis

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

I.**A. Mission**

Standard I.A.1. The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)

Evidence of Meeting the Standard

Las Positas College's mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. The LPC Mission Statement is:

> *Las Positas College provides an inclusive, learning-centered, equity-focused environment that offers educational opportunities and support for completion of students' transfer, degree, and career-technical goals while promoting lifelong learning* (I.A.1-1).

In addition to the Mission Statement, LPC articulates its educational mission in the Vision Statement, Values Statement, and the Mission Statement's Glossary of SelectedTerms (I.A.1-1).

BROAD EDUCATIONAL PURPOSES

Las Positas College's intentional use of general and inclusive terminology in its Mission Statement - "educational opportunities", "transfer, degree, and career-technical goals", and "lifelong learning" - ensures that the institution serves a broad educational purpose. (I.A.1-1, I.A.1-2, I.A.1-3, I.A.1-4). LPC's Vision Statement articulates the college's broad educational purpose as helping students to "develop the knowledge, skills, values, and abilities needed to become engaged participants and leaders in their local and global communities" (I.A.1-2). The Values Statement describes the college as a "teaching and learning community" committed to lifelong learning, "Responding to the needs of the ever-changing workplace and society, Demonstrating civic, social and environmental responsibility", and "Fostering a climate of

discovery, creativity, personal development, and physical and mental health" (I.A.1-3). Finally, the Mission Statement Glossary of Terms identifies the college's educational mission as including "classroom and Distance Education (DE) instruction, athletics, field trips, guest speakers, student government, cultural opportunities, clubs, labs, internships, tutoring service, workshops, library research, career training, and mentoring," all of which support the institution's broad educational purposes (I.A.1-4).

INTENDED POPULATION

LPC's Mission Statement uses the term "Inclusive" to identify the college's intended population (I.A.1-1). The Mission Statement Glossary defines inclusion as "welcoming of a diverse group of students including but not limited to: all race-ethnicity groups, all ages, all genders, lesbian, gay, bisexual, transgender+, first generation, students with disabilities, veterans, students with children, all socio-economic backgrounds, including those from economically disadvantaged backgrounds, undocumented, international, multicultural, religious beliefs and practices—all with varying skill levels and learning styles" (I.A.1-4). The Values Statement notes that the college is a "sanctuary campus for undocumented students" (I.A.1-3). The college operates a number of programs designed to serve a diverse group of students and to ensure inclusivity (I.A.1-1, I.A.1-3, I.A.1-4, I.A.1-5, I.A.1-6, I.A.1-7, I.A.1-8, I.A.1-9, I.A.1-10).

TYPES OF DEGREES AND OTHER CREDENTIALS

The Mission Statement refers to two types of degrees offered by the college - transfer and local associate's degrees - as well as the different types of certificates and other credentials available to students in career-technical fields of study (I.A.1-1). The Mission Statement Glossary elaborates on this general reference by noting that "Degree and career-technical goals" include: Associate of Arts (AA), Associate of Science (AS), Associate in Arts for Transfer (AA-T), Associate in Science for Transfer (AS-T), as well as Certificates of Achievement, Competency, and Completion (I.A.1-4, I.A.1-11, I.A.1-12, I.A.1-13, I.A.1-14, I.A.1-15).

COMMITMENT TO STUDENT LEARNING AND ACHIEVEMENT

Las Positas College's Mission Statement commits the institution to providing a "learning-centered, equity-focused environment that offers educational opportunities and support" for students to achieve their goals (I.A.1-1). The Mission Statement Glossary defines "learning-centered" as any course, program, discipline, mode of delivery, or learning community that accounts for varying skill levels and learning styles, creative as well as critical thinking, and provides any necessary or specialized facilities in support of student success (I.A.1-4). Additionally, the Mission Statement Glossary lists numerous examples of institutional support for student learning and achievement, including: tutoring, Reading and Writing Center, counseling, Math Learning Center, supplemental instruction, technology support, food pantry, Library, and the Computer Center (I.A.1-4). The Mission Statement's Glossary further states that educational opportunities "include but are not limited to classroom and Distance Education (DE) instruction, athletics, field trips, guest speakers, student government, cultural opportunities, clubs, labs, internships, tutoring service, workshops, library research, career training, and mentoring" (I.A.1-16, I.A.1-17, I.A.1-18, I.A.1-19, I.A.1-20, I.A.1-21, I.A.1-22, I.A.1-23, I.A.1-24, I.A.1-25, I.A.1-26).

Analysis and Evaluation

Las Positas College meets this standard. The college's mission, articulated in the Mission Statement, Vision Statement, Values Statement, and Mission Statement Glossary, describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement.

Evidence I.A.1

I.A.1-1   Mission Statement
I.A.1-2   Vision Statement
I.A.1-3   Values Statement
I.A.1-4   Glossary of Terms
I.A.1-5   DSPS
I.A.1-6   EOPS
I.A.1-7   CalWORKs
I.A.1-8   International Students
I.A.1-9   Financial Aid
I.A.1-10   Learning Skills Courses
I.A.1-11   Academic Programs
I.A.1-12   Degrees and certificates
I.A.1-13   Career and Technical Education
I.A.1-14   Community Education
I.A.1-15   Adult School/high school/ROP Articulation
I.A.1-16   Educational Master Plan (2021-2026)
I.A.1-17   Online Learning - Distance Education
I.A.1-18   Canvas LMS
I.A.1-19   Online General Ed and Degrees
I.A.1-20   Athletics Mission Statement
I.A.1-21   Student Government
I.A.1-22   Internships and Work-Based Learning
I.A.1-23   Library Research
I.A.1-24   The Puente Project
I.A.1-25   The Umoja Community
I.A.1-26   Learning Communities Flyer

Standard I.A.2. The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.

Evidence of Meeting the Standard

DATA USED TO ASSESS MISSION ACCOMPLISHMENT

Las Positas College uses data to assess how effectively it is accomplishing its mission. The Institutional Planning and Effectiveness Committee (IPEC), for example, establishes and

monitors institutional-set standards and stretch goals for a number of outcomes indicated in the college's mission (I.A.2-1). IPEC also reviews survey data related to support services designed to help students achieve their educational goals (I.A.2-2 and I.A.2-3). The annual Program Review process - in which instructional programs and service areas annually examine relevant data, such as student success and outcomes, to assess effectiveness - is another way in which the college employs data-driven self evaluation to assess mission accomplishment (I.A.2-4).

<p align="center">MISSION DIRECTS INSTITUTIONAL PRIORITIES</p>

LPC's mission directs its institutional priorities to meet the educational needs of students. IPEC's establishment, review, and evaluation of annual college planning priorities, all of which are tied to the institutional mission, is one of the ways the college accomplishes this work (I.A.2-5). In addition, the revised college mission statement drove the creation of the 2021-2026 Educational Master Plan. The college's mission statement was intentionally reviewed, evaluated, and updated prior to planning the update of the educational master plan. The current educational master plan has the following five overarching goals that speak directly or indirectly to addressing the educational needs of students: Educational Excellence, Community Collaboration, Supportive Organizational Resources, Organizational effectiveness, and Equity and Anti-Racism (I.A.2-6).

Analysis and Evaluation

Las Positas College meets this standard. IPEC's role in establishing and monitoring institutional set-standards, and the program review process of student success and outcomes assessment, are two ways in which the college uses data to determine how effectively it is accomplishing its mission. LPC's process for developing and assessing the effectiveness of annual planning priorities ensures that the mission directs institutional priorities in meeting the educational needs of students.

Evidence I.A.2

I.A.2-1	Institutional Planning and Effectiveness Committee Agenda 9.10.2020
I.A.2-2	Institutional Planning and Effectiveness Committee Agenda 3.11.2021
I.A.2-3	Institutional Planning and Effectiveness Committee Minutes 5.14.2020
I.A.2-4	Research Planning and Institutional Effectiveness Program Review
I.A.2-5	Institutional Planning and Effectiveness Committee Agenda 3.29.2021
I.A.2-6	Educational Master Plan (2021-2026)

Standard I.A.3. The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.

Evidence of Meeting the Standard

<p align="center">PROGRAMS AND SERVICES ALIGNED WITH MISSION</p>

Las Positas College's programs and services are aligned with its mission. The annual program review process is one way LPC ensures this alignment. The 2021 Program Review template, for example, asks each college program and service area to describe efforts made to increase equity and/or any challenges the program may have faced in promoting equity (I.A.3-1). The concern for equity work among the college's programs and services aligns with the LPC mission statement which commits the institution to promoting an "equity-focused environment" (I.A.3-2).

MISSION GUIDES PLANNING, DECISION-MAKING, AND RESOURCE ALLOCATION

LPC's mission guides institutional planning, decision-making, and resource allocation. The LPC planning process begins with the college's Educational Master Plan (EMP), a long-term strategic plan updated every five years that articulates the institution's goals and strategies for advancing the college's mission (I.A.3-3). LPC ensures that the mission guides this stage of the planning process by reviewing the mission, vision, and values prior to writing the EMP. Founded upon the mission, the EMP then ties the
mission to specific goals and strategies that inform decision-making and institutional planning. The Institutional Planning and Effectiveness Committee (IPEC) annually assesses the college's performance in meeting the goals and activating the strategies outlined in the EMP and the college mission overall. IPEC's assessment is an integrated, data-driven process that includes analysis of program review division summaries and is used to develop the college's annual planning priorities (I.A.3-4, I.A.3-5, I.A.3-6, I.A.3-7, 1.A.3-8, I.A.3-9). The college president reviews IPEC's recommended planning priorities and finalizes the institution's planning priorities for the next academic year in May (I.A.3-10). To help communicate the importance of the planning priorities, all committee agenda and minutes templates list the planning priorities for any given year so as to keep the priorities – and by extension the college mission upon which they are based – in the forefront of each committee's work across the college (I.A.3-11).

Figure I.A.1

GOALS	STRATEGIES
A. EDUCATIONAL EXCELLENCE Ensure excellence in student learning by providing quality teaching, learning support, and student support services.	A1. Address the educational needs of a diverse student population and global workforce. A2. Support existing and new programs. A3. Create accessible class schedules and supportive services. A4. Address the needs of basic skills students. A5. Assist underprepared students. A6. Focus on workforce readiness. A7. Provide student opportunities to be informed, ethical, and engaged. A8. Expand tutoring services.

LPC's mission, as well as the planning priorities that activate it, also guides the college's resource allocation processes. Figure I.A.2 illustrates the way in which the college's mission, goals, and priorities drive the Integrated Planning and Budget Cycle (I.A.3-12). The planning priorities are used by the Resource Allocation Committee to evaluate and rank requests for instructional equipment and non-instructional positions (I.A.3-13, I.A.3-14).

MISSION INFORMS INSTITUTIONAL GOALS FOR STUDENT LEARNING AND ACHIEVEMENT

As a learning-centered institution, LPC ensures that its mission informs institutional goals for student learning by aligning Institutional Student Learning Outcomes (ISLOs) with the College mission. Progress on ISLOs is determined by comparing students' progress on ISLOs via student satisfaction surveys to the results of ISLOs gathered from graduation surveys (I.A.3-15); the goal is to show improvements in ISLOs by the time students graduate compared to baseline numbers found in the student satisfaction surveys (I.A.3-16). The College mission additionally informs student achievement via institution-set standards and stretch goals. The institution-set standards and stretch goals reflect key student outcomes stated in the College mission on course success rates and associate degree, certificate, and transfer attainment (I.A.3-17).

Figure I.A.2
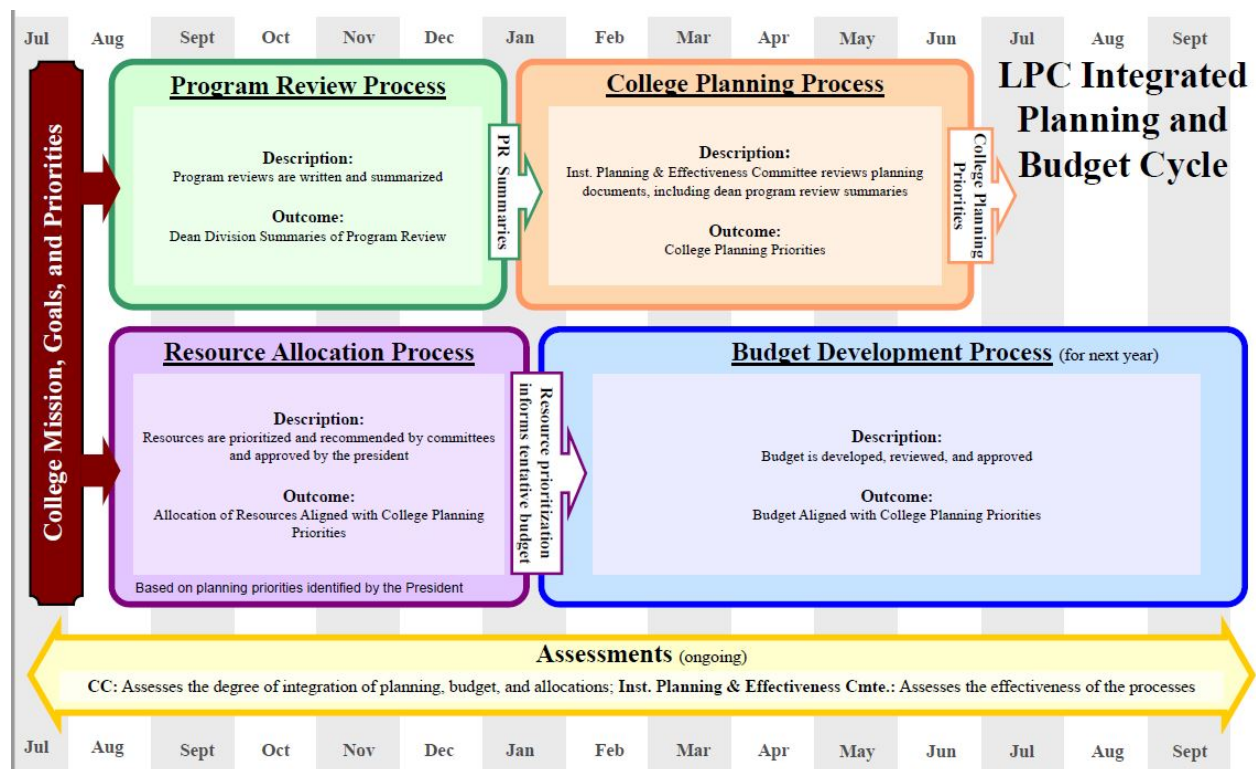
Analysis and Evaluation

Las Positas College meets this standard. Annual program review ensures that the college's programs and services are aligned with the mission. The process for establishing, carrying out, and assessing annual planning priorities - based upon the Educational Master Plan, and using those priorities when making purchasing and staffing decisions - demonstrates how the mission guides LPC's planning, decision-making, and resource allocation. In addition, the mission informs student learning through ISLOs and student achievement via institution-set standards and stretch goals.

Evidence I.A.3.

I.A.3-1	Program Review Template 2021
I.A.3-2	Las Positas College Mission Statement
I.A.3-3	Educational Master Plan: 2021-2026
I.A.3-4	IPEC - Planning Priorities - 4-9-20
I.A.3-5	IPEC -Planning Priorities - 5-14-20
I.A.3-6	Dean Summaries - 2020-2021
I.A.3-7	Dean Summaries - 2019-2020
I.A.3-8	Dean Summaries - 2018-2019
I.A.3-9	Dean Summaries - 2017-2018
I.A.3-10	Planning Priorities
I.A.3-11	College Governance Meeting Templates
I.A.3-12	Integrated Planning and Budget Cycle
I.A.3-13	RAC Rubric for Institutional Equipment Request
I.A.3-14	RAC Rubric for Classified and Administration Position Requests
I.A.3-15	Results of the Spring 2018 Graduation Survey, including SLO's
I.A.3-16	Results of the Fall 2016 Student Satisfaction Survey, including SLO's
I.A.3-17	Institution-Set Standards and Stretch Goals

Standard I.A.4. The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)

Evidence of Meeting the Standard

MISSION IS WIDELY PUBLISHED AND BOARD APPROVED

Las Positas College's mission is approved by the Chabot-Las Positas Community College District (CLPCCD) Board of Trustees and is widely published (I.A.4-1). The CLPCCD Board reviewed and approved the most recent version of the mission statement on June 15th, 2021 as seen on pages 8 and 106-107 of the CLPCCD Board's official meeting agenda (I.A.4-2). LPC's mission statement is published in a number of areas, including the college website, college catalog, and on committee agendas and minutes (I.A.4-3, I.A.4-4, I.A.4-5).

MISSION STATEMENT IS PERIODICALLY REVIEWED AND UPDATED

LPC reviews and updates its mission statement as part of its regular and ongoing long-term planning process. A comprehensive review of the mission statement occurs every five years prior to development of a new Educational Master Plan in order to ensure a mission-driven approach to planning. The College Council is responsible for reviewing and updating the college mission (I.A.4-6).

Analysis and Evaluation

Las Positas College meets this standard. LPC's mission is approved by the CLPCCD Board and widely published in institutional documents, including the catalog. The college's mission statement is reviewed and updated, as necessary, every five years as part of LPC's ongoing planning process.

Evidence I.A.4.

I.A.4-1	Las Positas College Mission Statement
I.A.4-2	CLPCCD Board of Trustees Meeting Agenda 6/15/2021
I.A.4-3	LPC College Catalog 2020-2021
I.A.4-4	LPC Committee Minutes Template
I.A.4-5	LPC Committee Agendas Template
I.A.4-6	College Council Meeting Minutes 2/27/2020

Conclusions on Standard I.A. - The Mission

The Las Positas College mission defines the institution's broad educational purposes, the student population it serves, and the types of programs it offers. LPC's mission describes and establishes the college's commitment to student learning and achievement. LPC uses data to determine how effectively it accomplishes its mission and whether or not the mission directs priorities in meeting student needs. LPC's programs and services align with the mission and the mission in turn informs institutional goals and guides planning and resource allocation. Finally, LPC appropriately articulates its mission which is board approved and periodically reviewed and updated.

Improvement Plans

None

I.B. Assuring Academic Quality and Institutional Effectiveness

Standard I.B.1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

Evidence of Meeting the Standard

Las Positas College engages in sustained, substantive, and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement. Dialog on these topics occurs in departments, divisions, committees, the academic senate, student services programs, and campus-wide meetings (I.B.1-1, I.B.1-2, I.B.1-3). The college's annual program review process, in which academic and student services departments report on student success and equity, and overall program successes and challenges, after analyzing and reflecting on learning outcomes assessment and student achievement data, allows on-going substantive evaluation and dialog on student success and academic quality (I.B.1-4). This dialog is synthesized in program review summaries compiled by faculty and deans and presented at division meetings. Program review summaries are then utilized by the Institutional Planning and Effectiveness Committee (IPEC) to help create College Planning Priorities; these priorities can be taken in consideration by departments to improve student learning and achievement (I.B.1-5).

LPC's Guided Pathways activity is another example of the sustained and substantive dialog addressed by this standard. The Guided Pathways mission is to ensure equity and enhance the college experience and career preparation for all our students (I.B.1.6). Membership on the Guided Pathways Steering Committee is wide and inclusive of all sectors of the college (I.B.1.7). Through their efforts and the guidance of student success teams, Guided Pathways provides opportunities for students to discover, clarify, and enter their pathway, and to persist and succeed in achieving their academic and career goals. Academic year of 2020-2021 was the "year of action" for LPC's Guided Pathways efforts as the college began to institutionalize pillars for student success, such as program maps and career exploration (I.B.1-8). Throughout the development of Guided Pathways, there has been sustained and substantive dialog and input from the college community to fine tune the process including presentations at divisions, Town Meetings, and Academic and Classified Senates (I.B.1-9), directly from students involved in Guided Pathways (I.B.1-10) and a suggestion box (I.B.1-11).

Analysis and Evaluation

Las Positas College meets this standard. Collegial dialog about student outcomes, equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement occurs at the departmental and division levels, among committees, within the academic senate, and is reported in program review and shared with the campus community, including student groups. LPC's Guided Pathways efforts illustrate this sustained and substantive campus-wide dialog.

Evidence I.B.1

I.B.1-1   College Day Fall 2020
I.B.1-2   Convocation Fall 2020
I.B.1-3   Town Meeting 5.06.2020
I.B.1-4   Program Review Template Fall 2021
I.B.1-5   Program Review-Global Studies_Student Profiles 2020

Standard I.B.2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services.

Evidence of meeting the standard

Las Positas College defines and assesses student learning outcomes for all instructional programs and student and learning support services. The Student Learning Outcomes (SLO) Committee is responsible for organizing and facilitating the college's SLO efforts. The SLO Committee approves all course-level student learning outcomes (CSLOs), program-level student learning outcomes (PSLOs), and service area outcomes (SAOs). The SLO Committee also ensures that SLOs are developed for all new courses and degrees/certificates, and assists faculty in developing three-year assessment plans (I.B.2-1).

While LPC has always assessed student learning, the new framework allows every department and student service area to evaluate specific components of its program or service area every semester while ensuring that no course or student service is overlooked in the 3-year cycle (I.B.2-1). This process occurs within each department where a dedicated discipline SLO/SAO coordinator works with colleagues to create a thoughtful, inquiry-based approach to SLO/SAO assessment. The discipline coordinators complete the 3-year assessment planning template which is screened by the SLO Committee chair then posted on the SLO Committee website (I.B.2-2). The 3-year plan provides a roadmap for assessment each semester (I.B.2-3). Furthermore, the 3-year plan ensures that all courses are assessed and coordinates the collection of CSLO assessments that map to a given PSLO. Student services also use a 3-year plan for assessments of SAOs according to their plan.

Assessment of student learning outcomes or service area outcomes occurs annually as part of program review. Following the 3-year plan, every department and student service and learning area assesses the particular outcomes up for review that year, analyzes the results - including improvement plans as needed - and includes them in the program review report. Conducting annual assessments within a three-year cycle in this manner ensures regular and systematic assessment of courses, programs, and student services (I.B.2-4).

Analysis and Evaluation

Las Positas College meets this standard. The college defines and assesses student learning and service area outcomes in all instructional programs and student and learning support services each year within program review as part of an ongoing three-year cycle.

Evidence I.B.2.

I.B.2-1   3-Year Assessment Cycle Explained
I.B.2-2   SLO Planning Templates
I.B.2-3   Completed Assessment Plans
I.B.2-4   Program Review Template 2021

Standard I.B.3. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information.

Evidence of Meeting the Standard

Las Positas College has established institution-set standards for student achievement through the work of the Institutional Planning and Effectiveness Committee (IPEC) (I.B.3-1). The institution-set standards on degree, certificate, and transfer attainment, as well course success rates, align with the college's mission. In addition, IPEC regularly assesses the progress the college is making on institution-set standards and the information is published on the Office of Research, Planning, and Institutional Effectiveness website (I.B.3-2, I.B.3-3).

Analysis and Evaluation

Las Positas College meets this standard. LPC's Institutional Planning and Effectiveness Committee establishes and regularly evaluates mission-appropriate institution-set standards for student achievement and publishes the information on its website.

Evidence I.B.3.

I.B.3-1   IPEC Minutes on Establishing Institution-Set Standards and Stretch Goal
I.B.3-2   Review of Progress on Institution-Set Standards and Stretch Goals in 2019
I.B.3-3   Review of Progress on Institution-Set Standards and Stretch Goals in 2020

Standard I.B.4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

Evidence of Meeting the Standard

 ASSESSMENT DATA USED TO SUPPORT STUDENT LEARNING AND ACHIEVEMENT

Las Positas College uses assessment data when creating or modifying institutional processes to support student learning and achievement. The English placement process and the Umoja Learning Community offer two examples of the way in which LPC uses assessment data to support student learning and achievement.

Prior to AB 705, the Multiple Measures assessment process was implemented in the English program, changing the institutional process for determining readiness for college-level English (I.B.1-4). The former process for assessing student readiness was undercounting those who could be successful and disproportionately impacting students of color. Beginning in the 2016-17 academic year, the Multiple Measures assessment process began and showed immediate success in support for students' access to and achievement in college-level English as well as subsequent English courses (I.B.4-2)

The Umoja Learning Community was created because of consistent data about the disproportionate number of Black-identified students who did not succeed in college level English. Data from 2014-15 was used as a basis for the project, which launched in 2016 (I.B.4-3). The 2020 Umoja program review demonstrates the use of data to support both student learning and achievement among Black students (I.B.4-4)

INSTITUTIONAL PROCESSES ORGANIZED TO SUPPORT STUDENT LEARNING AND ACHIEVEMENT

Program review represents one of LPC's major institutional processes that support student learning and achievement. A template is utilized during the annual process that provides faculty an opportunity to reflect on data from a variety of sources - including student learning outcomes data - to assess student learning and achievement in each program (I.B.4-5). Sample questions from the 2021-22 template include: "Discuss the findings of the PSLO(s) that were up for review last year (according to your 3-year planning template). What conclusions can be drawn about student learning?" and "List changes that you plan on making to improve student learning and address inequities." Additionally, writers are provided data packets with course completion rates, course success rates and enrollment patterns, among other items (I.B.4-6).

Analysis and Evaluation

Las Positas College meets this standard. The college uses assessment data and organizes its institutional processes in support of student learning and achievement.

Evidence I.B.4

I.B.4-1	2017-19 California Community Colleges - Integrated Plan
I.B.4-2	Impact of the New Multiple Measure Criterion
I.B.4-3	Umoja Town Meeting Presentation, May 2017
I.B.4-4	Umoja Program Review, 2020
I.B.4-5	Program Review Template, 2021, Section C1-6
I.B.4-6	Website material Program Review Data

Standard I.B.5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

Evidence of Meeting the Standard

Las Positas College uses an annual program review process to assess accomplishment of its mission and to evaluate each program's goals and objectives for student learning and achievement. All instructional programs complete a program review report using a guiding template provided by the Program Review Committee and program-specific disaggregated student data provided by the Office of Institutional Research and Planning. Each academic and student services program review report is then synthesized by faculty and deans into a division summary and presented to the Institutional Planning and Effectiveness Committee which uses the information to assess mission accomplishment and to develop annual institutional planning priorities. The table below illustrates the specific ways in which LPC's program reviews meet each element of this standard.

Standard	Evidence
Assess accomplishment of mission through program review	Programs identify how they support the college mission Program Review Templates • I.B.5-1 Educational Master Plan – Program Review Committee – 2018 • I.B.5-2 Mission – Program Review Committee – 2017 Program Reviews • I.B.5-3 Educational Master Plan – Chemistry Department - 2018 • I.B.5-4 Educational Master Plan – International Student Program - 2018
"Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery."	Programs analyze disaggregated data. • I.B.5-5 IR Data Review – Mathematics Department_2019 Program reviews are written in both Student Services and Academic Services programs • I.B.5- 6 Past Program Reviews and Updates
Evaluation of goals and objectives; student achievement	The college uses data from programs' meeting of the "program set standard" to create institutional stretch goals • I.B.5-7: Program Review Template - Part 2 Question A - Fall 2019 • I.B.5-8 Status of Institution-Set Standards and Stretch Goals Oct 2020
Related Evidence	Program reviews are used in the development of the Institutional Planning Priorities • I.B.5-9 IPEC Meeting Minutes 2-11-2021 • I.B.5-10 IPEC Meeting Minutes 3-11-2021

Analysis and Evaluation

Las Positas College meets this standard. Through the annual program review process, LPC examines qualitative and quantitative student learning outcomes and achievement data - disaggregated by program type and mode of delivery - to assess accomplishment of its mission and to evaluate and develop college planning priorities.

Evidence I.B.5

I.B.5-1	Educational Master Plan – Program Review Committee – Fall 2018
I.B.5-2	Mission – Program Review Committee – Fall 2017
I.B.5-3	Educational Master Plan – Chemistry Department - 2018
I.B.5-4	Educational Master Plan – International Student Program - 2018
I.B.5-5	IR Data Review – Mathematics Department - 2019
I.B.5-6	Past Program Reviews and Updates
I.B.5-7	Program Review Template - Part 2 Question A - Fall 2019
I.B.5-8	Status of Institution-Set Standards and Stretch Goals October 2020
I.B.5-9	IPEC Meeting Minutes 2-11-2021
I.B.5-10	IPEC Meeting Minutes 3-11-2021

Standard I.B.6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

Evidence of Meeting the Standard

Las Positas College is committed to serving all students well. To this end, LPC disaggregates learning outcomes and student achievement data for subpopulations of students and initiates strategies and programs designed to mitigate any identified performance gaps.

The annual program review process requires each academic program and student services area to examine disaggregated student data and to reflect on what that data reveals about program equity and areas for improvement (1.B.6-1, 1.B.6-2, 1.B.6-3). In the 2020 program review cycle, several programs identified success in the area of equity, along with actions still to be taken. LPC's Puente Program is an example of institutional identification of success gaps for Latinx students, using both learning outcomes and student achievement, and then implementing targeted strategies and resources to mitigate them (1.B.6-4).

During the summer of 2020, LPC launched The Presidential Task Force: Call to Action in order "to discuss and address actions that will lead to systemic change for our students and the communities we serve" and in particular to confront anti-Blackness and systemic racism (1.B.6-5). One of the task force's recommendations was to gather and analyze disaggregated data on student access, persistence, and completion to reveal any hidden patterns of racial inequity within all of LPC's programs and disciplines. The Office of Research, Planning, and

Institutional Effectiveness presented this data to the campus community on College Day. The disaggregated data on access rates, course success rates, and fall-to-fall retention rates identified LPC's Black students as having the lowest success and persistence rates of any racial group. In response to this data, LPC put several measures into action during the 2020-2021 academic year in an effort to close these gaps (1.B.6-5, 1.B.6-6). Among them, the ConnectUp project showed the earliest evidence of successful intervention with a noted increase in persistence rates, fall to fall, for African-American students, which the college determined through an internal evaluation of the program's efficacy (1.B.6-7, 1.B.6-8).

Analysis and Evaluation

Las Positas College meets this standard. The college disaggregates and analyzes data on subpopulations of students. When LPC identifies performance gaps it implements strategies and programs, such as the Puente Project and ConnectUP, designed to eliminate or mitigate the gaps.

Evidence I.B.6

I.B.6-1   Equity – Program Review Committee –Fall 2020
I.B.6-2   Equity Actions + Equity Challenges – Program Review Committee 2019
I.B.6-3   Program Review Committee Meeting Minutes – 8-28-2019
I.B.6-4   Puente Program Review - Fall 2020
I.B.6-5   Presidential Task Force: Call to Action
I.B.6-6   College Day Presentation: Key Outcomes by Race-Ethnicity at LPC
I.B.6-7   ConnectUp Update, March 11, 2021
I.B.6-8   EMP 2021-2026 - Fall to Spring Persistence - African American/Black
                 Students in Comparison to All Other Students

Standard I.B.7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

Evidence of Meeting the Standard

Las Positas College regularly evaluates its policies and practices across all areas of the campus to assure effectiveness in support of academic quality and mission accomplishment. The program review process engages all academic and student services programs in review of their practices, their student learning or service area outcomes, and learning support services (1.B.7-1). Additionally, Administrative Unit program review occurs annually as another layer of institutional assessment. Administrative Unit program reviews focus on support of institutional mission, human resources, and facilities (1.B.7-2). College governance processes are reviewed annually by the College Council (1.B.7-3, 1.B.7-4, 1.B.7-5) while the effectiveness of the program review and resource allocation processes are reviewed in the Institutional Planning and Effectiveness Committee (1.B.7-6; 1.B.7-7).

Analysis and Evaluation

Las Positas College meets this standard. Institutional evaluation processes - program review, Administrative Unit program review, annual evaluation of college governance and resource allocation - are in place to assure effectiveness in supporting academic quality and accomplishment of the mission.

Evidence I.B.7.

I.B.7-1	Program Review Mission and Charge
I.B.7-2	Administrative Unit Program reviews
I.B.7-3	College Governance Reminder email
I.B.7-4	Shared Governance Handbook, p. 54
I.B.7-5	Shared Governance Handbook pg 18
I.B.7-6	IPEC Meeting Minutes - Evaluation of Program Review Process
I.B.7-7	IPEC Meeting Minutes - Evaluation of Resource Allocation Process

Standard I.B.8. The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

Evidence of Meeting the Standard

Las Positas College broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities. There are multiple opportunities each semester where information is shared with the college community. A key opportunity is during college-wide Town Meetings, which occur the first Wednesday of each month. Town Meetings, organized and run by the president's office, bring together all full-time faculty, classified professionals, and administrators to learn about and discuss issues affecting the college and the district (I.B.8-1). The information provided at these and other meetings help to create a shared understanding of the challenges and opportunities faced by the college. According to the 2021 Staff Accreditation Survey, 67 percent of the respondents agreed that there is a shared understanding of the College's strengths and weaknesses (I.B.8-1a).

LPC sets appropriate priorities and does so with broad input. An example of this is the adoption of the 2021-2026 Educational Master Plan, which took approximately one year to develop. The development of the plan entailed gathering information and input from the college community as well as data from external sources. The resulting Educational Master Plan contains five overarching goals and 29 strategies (I.B.8-2). The college community believes the goals/priorities were appropriate as they were passed by the faculty, classified, and student senates as well the College Council (I.B.8-3, I.B.8-4, I.B.8-5).

Analysis and Evaluation

Las Positas College meets this standard. The college provides various opportunities, such as Town Meetings, for sharing information and a majority of personnel indicate an understanding of the college's strengths and weaknesses. The approval of a key planning document, the 2021-26 Educational Master Plan, by all constituency groups indicates the establishment of appropriate priorities.

Evidence I.B.8

I.B.8-1   College Governance - Town Meetings
I.B.8-1a   Staff Accreditation Survey 2021
I.B.8-2   Educational Master Plan 2021-2026
I.B.8-3   Academic Senate Minutes - Approval of the Educational Master Plan
I.B.8-4   Student Senate Minutes - Approval of the Educational Master Plan
I.B.8-5   College Council Minutes - Approval of the Educational Master Plan

Standard I.B.9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources.

Evidence of Meeting the Standard

Las Positas College engages in continuous, broad-based, and systematic evaluation and planning. This practice occurs in multiple places and processes, such as program review and the Institutional Planning and Effectiveness Committee (IPEC). Program review templates allow instructional programs to identify accomplishments, challenges, and resource needs both for short-term and long-term planning related to human, physical, technology and financial resources (1.B.9-1, 1.B.9-2, 1.B.9-3). After programs identify needs through program review, they may submit resource allocation requests - such as for instructional equipment or non-instructional support personnel - through the Resource Allocation Committee, which ranks submissions according to college goals and planning priorities (1.B.9-4). Another way that program reviews are integrated into institutional evaluation and planning is when they are summarized at the division level (1.B.9-5, 1.B.9-6, 1.B.9-7). IPEC uses the division summaries to develop the college's mission-aligned goals and planning priorities (1.B.9-8, 1.B.9-9). Program reviews and division summaries are shared with the larger college community through the Program Review website (1.B.9-10, 1.B.9 -11). The annual planning process culminates every five years in a new Educational Master Plan (1.B.9-12) that draws on these years of assessment, reflection and planning to identify the institution's broad and systematic goals and strategies.

Analysis and Evaluation

Las Positas College meets this standard. Continuous, broad-based, systematic evaluation and planning occurs in various places throughout the institution. LPC has an integrated program

review, planning, and resource allocation process that contributes to mission accomplishment, improved institutional effectiveness, and academic quality.

Evidence 1.B.9

Conclusions on Standard I.B. - Assuring Academic Quality and Institutional Effectiveness

Las Positas College assures academic quality and institutional effectiveness through ongoing substantive dialogue - as demonstrated by program review and Guided Pathways - regarding student achievement, student learning outcomes, and equity, with a focus on continual improvement. LPC's dialog and improvement efforts include SLO assessment at the course, program, and institutional level, as well as analysis of mission-aligned institution-set standards for student success and achievement. LPC uses assessment and student learning data, along with regular self-evaluation of college governance and resource allocation to shape its organization and institutional processes. Through annual program review, the college disaggregates and analyzes data on subpopulations of students to assess accomplishment of its mission, identify and mitigate performance gaps, and determine planning priorities. The college provides various opportunities, such as Town Meetings, for sharing information and a majority of personnel indicate an understanding of the college's strengths and weaknesses. The approval of a key planning document, the 2021-26 Educational Master Plan, by all constituency groups indicates the establishment of appropriate priorities. Continuous, broad-based, systematic evaluation and planning occurs in various places throughout the institution to assure mission accomplishment, improved institutional effectiveness, and academic quality.

Improvement Plans

None at this time.

Standard I.C.1. The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)

Evidence of Meeting the Standard

Las Positas College regularly and extensively communicates clear, accurate, and honest information to students through both a print and digital college catalog and class schedule. These publications, along with a website, social media platforms, newsletters, and tailored program brochures, are the principal means by which LPC conveys information to students, prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, policies, services, and accreditation status.

The Academic and Student Services divisions partner to produce LPC's primary print material. The Academic Services office publishes a yearly catalog for distribution to the campus community while the Student Services office produces and mails printed class schedules to all Tri-Valley households (I.C.1-1a, I.C.1-1b). Digital versions of each publication are posted on the college website. The College's central resource, the college catalog, begins its yearly update process each August/September with timelines and responsible parties clearly delineated (I.C.1-2). Key information from the catalog is reproduced in the front matter of the class schedule and cross-checked for accuracy.

The Academic Services office updates the publicly available listing of Course Student Learning Outcomes, Program Student Learning Outcomes and Educational Programs each summer (I.C.1-3a, I.C.1-3b) Course outlines of record provide granular information on course content, assignments, evaluation, and textbooks and are searchable in the college's CurricUNET database (I.C.1-4).

LPC maintains a current and accurate website through a bi-annual review of pages at the outset of each primary semester. The executive team reviews the major public facing pages and responsible managers, faculty, and staff review the information in their areas of responsibility (I.C.1-5). A list of web page editors is maintained by the college Webmaster (I.C.1-6). The website houses publicly available information on student achievement in courses and programs, including disaggregated achievement information. This information is updated each fall semester in preparation for Program Review.

LPC utilizes social media to supplement its traditional publications. Postings on these accounts are reviewed for accuracy by the District's Government Relations and Marketing department, the team that oversees the official Facebook, Instagram, Twitter, LinkedIn and Snapchat accounts (I.C.1-7, I.C.1-8)

Information on institutional and programmatic accreditation is printed in the college catalog (I.C.1-9) and accessed through two links on the college's homepage. First, just one-click off a dropdown menu (1.C.1-10). Second, as a stationary link at the bottom of the page (1.C.1-11).

Analysis and Evaluation

Las Positas College meets this standard. The college ensures the truthfulness of the information through a systematic review of public facing information for clarity, accuracy and integrity. The college's central framework-- the mission, vision, and values--are visible throughout the campus commons. Program information, including student learning outcomes for courses and programs and evidence of learning achievement, are reviewed regularly and made available to students, prospective students, and the public. LPC's institutional and programmatic accreditation status is printed in the college catalog and posted on its website.

Evidence I.C.1

I.C.1-1a   LPC Catalog 2021-2022
I.C.1-1b   LPC Class Schedule Fall 2021
I.C.1-2 Catalog Meeting Email 9.20.2019
I.C.1-3a   PSLO Presentation 7.20.2020
I.C.1-3b   PSLO Presentation 8.24.2020
I.C.1-4 CurricUNET Curriculum Inventory Homepage
I.C.1-5 Currency and Accuracy Process
I.C.1-6 Webpage Authors Webmaster List 07.27.21
I.C.1-7 Social Media - Facebook Page
I.C.1-8 Social Media – Instagram Page
I.C.1-9 Institutional and Programmatic Accreditation
I.C.1-10   Homepage Accreditation Discover LPC Link
I.C.1-11   Homepage Bottom Navigation Link

Standard I.C.2. The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the "Catalog Requirements". (ER 20)

 Evidence of Meeting the Standard

Las Positas College publishes a print and online annual catalog, and provides an online addendum twice a year, to provide students and prospective students with precise, accurate, and current information (I.C.2-1a, I.C.2-1b). LPC begins work on its catalog during fall semester in August/September with a process meeting and review of ACCJC catalog standards (I.C.2-2). At this meeting, responsibilities for section accuracy are assigned and deadlines established. LPC distributes the print catalog every spring in advance of fall registration for the following academic year and posts it online. Each Fall and Spring semester LPC publishes an addendum online to announce corrections, GE approvals with transfer partners, and new courses available for scheduling (I.C.2-3a, I.C.2-3b).

Information required by ACCJC is located on the following pages of the Las Positas College 2021-2022 Catalog:

General Information	
Official Name, Addresses, Telephone Number(s), and Website Address of the Institution	Back Cover
Educational Mission	p. 4
Representation of accredited status with ACCJC and with the programmatic accreditors, if any	pgs. 5-6
Course, Program, and Degree Offerings	pgs. 63-321
Student Learning Outcomes for Programs and Degrees	pgs. 63-321
Academic Calendar and Program Length	p. ii
Academic Freedom Statement	p. 5
Available Student Financial Aid	pgs. 15-18

Available Student Support Resources	pgs. 22-24
Names and Degrees of Administrators and Faculty	pgs. 322-326
Name of Governing Board Members	p. 2
Requirements	
Admissions	pgs. 7-8
Student Fees, Other Financial Obligations, and Refund of Fees	pgs.13-15
Degrees, Certificates, Graduation, and Transfer	pgs.46-51
Major Policies Affecting Students	
Academic Regulations, including Academic Honesty	pgs. 37-40
Nondiscrimination & Sexual Harassment	pgs.34-36
Acceptance and Transfer of Credits	p. 8
Transcripts	p. 13
Grievance and Complaint Procedures	p. 33

Analysis and Evaluation

Las Positas College meets this standard. LPC produces a yearly catalog that comports with all aspects of accreditation and Title 5 requirements. The catalog is reviewed for accuracy by the appropriate parties with changes and corrections captured in bi-annual addendums. The catalog production timeline is known by stakeholders and dissemination of the catalog occurs in a timely and predictable fashion.

Evidence I.C.2.

I.C.2-1a   Catalog Announcement 5-04-2021

Standard I.C.3. The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)

Las Positas College uses documented assessments of student learning to communicate matters of quality and to advance planning priorities. Faculty assess Student Learning Outcomes (SLOs) for courses and programs on a three-year planning cycle (I.C.3-1). Analysis of assessment information is a component of the annual program review process and is summarized in program reviews and program review division summaries, the latter of which are shared with faculty and staff during division meetings (I.C.3-2),(I.C.3-3a, I.C.3-3b), (I.C.3-4a, I.C.3-4b). Additionally, the SLO Committee reads program reviews to identify and facilitate dialogue about defined areas of growth and improvement within disciplines and divisions (I.C.3-5).

Alongside student learning assessments, student achievement data for courses, programs, certificates, degrees, as well as transfer completion data, is made available on the college website and updated annually (I.C.3-6). Job placement data is also widely shared (I.C.3-7). State and Federal Data Dashboards, such as the Student Success Scorecard, are visible to campus and public constituents (I.C.3-8). Traffic is driven to these sites through information sharing at College Day, Town Meetings, and through college governance committees, in particular the Institutional Planning and Effectiveness Committee. The data is also shared at District Board meetings and with community partners, such as Leadership Livermore and Leadership Pleasanton--academies of the local Chambers of Commerce (I.C.3-9).

Analysis and Evaluation
Las Positas College meets this standard. The college's regular cycle of program review includes analysis of, and meaningful dialogue about, student learning and achievement data which is shared with appropriate constituencies. LPC provides student achievement data on its website to communicate matters of academic quality to campus and community stakeholders.

Evidence I.C.3.

I.C.3-7 CTE Employment Outcomes Survey 2020
I.C.3-8 LPC Student Success Scorecard 2019
I.C.3-9 LPC Presentation at Pleasanton COC 12-9-2020

Standard I.C.4. The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.

Evidence of Meeting the Standard

When Las Positas College shares degree and certificate information with current and prospective students, it clearly delineates each degree or certificate's purpose, content, course requirements, and expected learning outcomes. These informational elements are visible in two distinct and publicly available locations. The LPC catalog combines a program description and career opportunities section to communicate each credentials' purpose (I.C.4-1). Program learning outcomes and approved course requirements logically follow. This information is also graphically rendered under the Academic Programs tab on the College's website. For example, a user navigating to Degrees will find each discipline's availability of AA, AS, AA-T, or AS-T degrees (I.C.4-2). Scrolling over a checked item highlights a link where program purpose, requirements are repeated (I.C.4-3). In 2021, Las Positas College launched Program Mapper to provide students with another avenue to access certificate and degree descriptions (I.C.4-4). Each map lists career information, program student learning outcomes, and provides students a considered sequence of classes (I.C.4-5).

Degree descriptions also include degree unit values as well as the General Education units needed to complete the degree. Courses in degree programs broadly communicate learning outcomes as well. Every course syllabus includes a statement of approved Student Learning Outcomes. This information is also available on the SLO Committee website and on Course Outlines of Record. Prerequisites are communicated in the college catalog and the class schedule. With the recent implementation of AB 705, supplemental course sequencing for math and English courses is available to students in the catalog, class schedule, and on the college website.

Analysis and Evaluation

Las Positas College meets this standard. The college catalog and website provide students and prospective students with a clear and visually appealing rendering of all certificate and degree programs, including the purpose and potential career opportunities, requirements, and expected outcomes upon completion.

Evidence I.C.4.

I.C.4-1 LPC Catalog - OS&H Program
I.C.4-2 LPC Programs & Degrees 2021-2022
I.C.4-3 LPC Degrees 2021-2022 Live Links
I.C.4-4 Program Mapper Announcement 5-3-2021
I.C.4-5 Program Mapper - Cybersecurity Professional Program 2021-2022

Standard I.C.5. The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

Evidence of Meeting the Standard

Las Positas College has an Integrated Planning and Budget Cycle (I.C.5-1). As part of that cycle, each major process---program review, college planning, resource allocation and budget development--are assessed for effectiveness. The assessments are shared with the College Council, a committee composed of major constituent group leaders and chairs of the primary governance committees and charged with coordinating a review and making appropriate recommendations for improvement (I.C.5-2a, I.C.5-2b).

Besides reviewing Board Policies and Administrative Procedures (I.C.5-3), the College Council oversees the coordination and communication of governance committees (I.C.5-4). As detailed in the *Shared Governance Handbook*, each committee annually reviews and publishes its charge and membership and evaluates its policies and processes (I.C.5-5). For example, the College recently incorporated a new budget committee to its structure to better monitor budget issues and its relationship to planning (I.C.5-6).

The integrity of meetings and minutes is guided by agenda and minutes templates that help to ensure that all processes produce public documentation that is both standard and complete (I.C.5-7).

This continual improvement practice is so embedded into the College culture that it happens without close oversight (I.C.5-8). When the evaluation of the major committees occurs, it is communicated to the Council and, depending on purview, with the classified and academic senates as well.

Analysis and Evaluation

Las Positas College meets this standard. The college has a published guide that details how decision-making processes and policies are reviewed. This review produces accurate and current information about matters related to institutional priorities and mission.

Evidence I.C.5

I.C.5-1 LPC Integrated Planning and Budget Cycle
I.C.5-2a College Council Agenda 12-13-2018
I.C.5-2b College Council Minutes 12-13-2018
I.C.5-3 College Council Agenda 2-27-2020
I.C.5-4 LPC College Council Webpage
I.C.5-5 LPC Shared Governance Handbook 2015
I.C.5-6 College Council Minutes 5-21-2020
I.C.5-7 LPC College Governance - Documents
I.C.5-8 College Council Agenda 2-27-2020

Standard I.C.6. The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.

Evidence of Meeting the Standard

Las Positas College provides current and prospective students with accurate information about the total cost of attending the college. Tuition for resident, non-resident and international students is published in the catalog, class schedule, and on the college website (I.C.6-1a). Additionally, the Financial Aid office provides current and prospective students a standard budget that includes non-institutional expenses such as the average cost of textbooks, transportation, and housing (I.C.6-1b).

Students are assessed various mandatory and optional fees, all of which are communicated in college publications and on the LPC website. Students are assessed a mandatory student health fee for use of the campus Health & Wellness Center. Additionally, a variable transportation fee is assessed each semester depending on the number of units for which a student is enrolled. This expense affords students the opportunity to ride the local bus system without having to pay ridership fare. These expenses are advertised alongside tuition expenses. In October 2019, California Governor Gavin Newsom signed Assembly Bill 1504 into law authorizing California community colleges to assess a student representation fee of $2 per semester beginning spring semester 2020. Students are informed of this fee in all areas where tuition and fees are noted such as on our Admissions and Records webpage and in our College Catalog (I.C.6-2, I.C.6-3).

Students may opt to pay a student activity fee. Moreover, parking fees are posted throughout the parking lots for daily parking passes. Semester-long permit fees appear alongside other costs in digital and print publications.

LPC partners with Follet to provide textbooks to students. The cost of adopted textbooks appears on the online bookstore site (I.C.6-4).

Certain courses collect material fees following Title 5 regulations. These fees appear in the course schedule (I.C.6-5).

Analysis and Evaluation

Las Positas College meets this standard. The college makes known to prospective and current students the total cost of attending the institution, including the cost of tuition, fees, and textbooks. All costs and fees are published in easily identifiable places and regularly reviewed for accuracy. When a course requires additional fees, the catalog makes the fee transparent to students and the course schedule details the exact cost.

Evidence I.C.6

I.C.6-1a LPC Tuition, Fees, and Refunds
I.C.6-1b LPC Cost of Attendance

[I.C.6-2 LPC Tuition, Fees, and Refunds Webpage](#)
[I.C.6-3 LPC College Catalog, pages 13-14](#)
[I.C.6-4 Follet Bookstore Course Materials Fees](#)
[I.C.6-5 Course Materials - Class Schedule](#)

Standard I.C.7. In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)

Evidence of Meeting the Standard

Las Positas College fosters a climate in which all members of the campus community can ethically explore ideas without fear of negative consequences. Board Policy 4030 makes explicit that academic freedom enriches the learning environment through the exercise of an open exchange of ideas ([I.C.7-1](#)). College policies strike a balance between rights and responsibilities. Moreover, the policies of the District are consistent with LPC's value of "promoting ethical behavior, mutual trust, equity, and respect within our diverse community" ([I.C.7-2](#)).

This policy is regularly reviewed and updated, if needed, following the District's timeline for review of Board policies. It was last reviewed in July, 2020 and is included in the print schedule and annual catalog ([I.C.7-3)](#).

The *Faculty Handbook* provides instructors greater clarity of definition with regards to academic freedom, noting that academic freedom is exemplified by a free exchange of facts and ideas and the encouragement of healthy dialogue and the kind of debate in which creativity is nurtured and which political, religious, and philosophical beliefs are not imposed ([I.C.7-4](#)).

Both the District and Las Positas College operationalize the protections of academic freedom in employment contracts, most notably Article 23 of the Faculty Association's Collective Bargaining Agreement. The agreement includes a shared commitment to the guiding principles set forth by the Academic Freedom Statement issued by the American Association of University Professors (AAUP) ([I.C.7-5)](#).

Analysis and Evaluation

Las Positas College meets this standard. Both the college and the Chabot-Las Positas Community College District use and publish statements governing policies on academic freedom and responsibility. These policies demonstrate LPC's and CLPCCD's commitment to the free pursuit and dissemination of knowledge in an atmosphere where intellectual freedom is protected explicitly in agreements with faculty and students.

Evidence I.C.7

I.C.7-1 CLPCCD BP 4030 Academic Freedom
I.C.7-2 Las Positas College Catalog, page 4
I.C.7-3 Las Positas College Catalog, page 5
I.C.7-4 LPC Faculty Handbook 2021
I.C.7-5 CLPCCD Faculty Association Academic Freedom Statement 2020

Standard I.C.8. The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.

Evidence of Meeting the Standard

Las Positas College clearly communicates Student Rights & Responsibilities to students in ways that are easy to locate and understand. The college catalog includes an Academic Honesty Statement, underscoring the value of academic integrity and the serious consequences for those who would undermine it (I.C.8-1). The catalog also articulates standards of student conduct that are codified in AP 5500, while discipline procedures are detailed in AP 5520 (I.C.8-2, I.C.8-3). Las Positas College highlights that all policies and procedures are used in a fair and equitable manner (I.C.8-4).

Building on district directives, and in service to like and fair treatment, the Academic Senate formed a faculty taskforce on Academic Honesty. The resulting *Instructor's Guidebook to Academic Honesty in the Classroom* standardized definitions of plagiarism and cheating and anchored discussions for the college (I.C.8-5). Resources tied to academic honesty are abundant, including supporting software, professional development, and sample syllabi language for faculty (I.C.8-6). Student resources include "study tools", academic and learning support, and supporting guidance of what is included and excluded from policies of academic integrity (I.C.8-7).

In fall 2020, LPC implemented Maxient Software to address issues related to academic honesty and integrity in a timely fashion and in the manner guided by the board policy (I.C.8-8). Maxient enables faculty to electronically report student conduct violations including cases of academic dishonesty. The software also better facilitates LPC's ability to record, track, and report information pertaining to student discipline, ensuring that students and faculty experience remediation quickly and judiciously (I.C.8-9). Students struggling to understand the bounds of academic honesty and integrity are often referred to a Smart Shop workshop on Academic Integrity, one of a series of faculty-led workshops geared toward helping students better themselves academically (I.C.8-10).

In distance education courses students are held to the same standards of conduct and provided identical or similar resources. To maintain academic integrity for remote instruction, each student uses their unique identification number to log into the learning management system. By default, students are given a Las Positas email account, called Zonemail, and these addresses are uniquely formatted based on students' first, middle, and last names (I.C.8-11).

To promote honesty, responsibility, and academic integrity in distance education, LPC uses Proctorio, a test proctoring software system. One option available to instructors is to validate identity by directing students to hold up their college-issued ID card or their driver's license in front of the webcam so a snapshot can be taken and later accessed by the instructor (I.C.8-12).

Analysis and Evaluation

Las Positas College meets this standard. LPC speaks with a strong voice on the topic of academic honesty and integrity declaring that "academic dishonesty, whether cheating or plagiarism, undermines the value of grades for the entire student body and the College as a whole. It is an affront to every student who has labored to achieve success honestly and a threat to the College's reputation for academic excellence." This firmly worded commitment is tied to clear policies and procedures that are regularly reviewed for currency and efficacy. Moreover, these policies and procedures are further supported by broad and robust dialogue among faculty across the campus, creating both an awareness and a productive framework for student interaction. Las Positas College has invested in the software and program development to ensure that academic honesty and integrity are seamlessly engineered into our campus community and applied evenly and even-handedly.

Evidence I.C.8

I.C.8-1 Academic Honesty Statement
I.C.8-2 Student Discipline Procedures AP5520
I.C.8-3 Standards of Student Conduct AP5550
I.C.8-4 Student Discipline Procedures
I.C.8-5 Instructor Guide to Academic Honesty in the Classroom
I.C.8-6 Resources for Faculty-Academic Integrity
I.C.8-7 Resources for Students-Academic Integrity
I.C.8-8 Launch of New Incident Referral Forms-William Garcia
I.C.8-9 Incident Referral Forms-Maxient
I.C.8-10 Smart Shop Series Schedule
I.C.8-11 Canvas Log-In Instructions
I.C.8-12 Faculty FAQ for Protorio-Online Learning

Standard I.C.9. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Evidence of Meeting the Standard

Las Positas College and the District ensure that faculty present content and instructional materials to their students consistent with a rigorously reviewed Course Outline of Record. Faculty at the college are evaluated on a regular cycle with a standard that includes, "teaching with imagination, vigor, and clarity, attempting to provide a framework of learning which consciously places topics in a well-knit relationship one to the other" (I.C.9-1). Students evaluate instruction for adherence to the topics covered on the syllabi and outline (I.C.9-2). The Course Outline of Record and the evaluation process work together to ensure that faculty present

ideas consistent with professional norms and discipline specific conventions. Student surveys confirm that faculty present information fairly and objectively, with 85% responding that they "agree" or "strongly agree". When asked if faculty distinguish between personal conviction and professionally accepted views of the discipline, 81% of students confirmed that Las Positas faculty made this distinction (I.C.9-3). The faculty labor contract solidifies a faculty member's commitment to excellent teaching in 15.C.2 of the CBA, whereby faculty are challenged to know "their subject fields in depth, to keep up to date and to be alert to new materials in the literature" while "demonstrating sensitivity in working with students, including those of diverse racial and ethnic backgrounds, sexual orientations, and abilities." These twin commitments join to ensure that instructors accurately and fairly present information, free from bias and untethered from personal conviction (I.C.9-4).

Analysis and Evaluation

Las Positas College meets this standard. The Course Outline of Record and evaluation process ensure that faculty present material governed by professional norms. The College has a clear policy delineating the definition and limits of Academic Freedom and a commitment to excellent teaching ratified in labor agreements. Student survey results strongly confirm that faculty adhere to expected professional standards.

Evidence I.C.9
I.C.9-1 Student Response to Instruction-In Person
I.C.9-2 Standards for Instructional Faculty
I.C.9-3 Student Accreditation Survey-Results
I.C.9-4 Excellence Working With Students

Standard I.C.10. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.

Evidence of Meeting the Standard

Las Positas College is a California Community College governed by the Board of Governors of the California Community Colleges and the CLPCCD Board of Trustees. As such, the college does not require staff, faculty, administrators, or students to conform to specific codes of conduct or beliefs beyond codes of conduct required by accreditation.

Analysis and Evaluation

This standard does not apply to Las Positas College.

Standard I.C.11. Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.

Evidence of Meeting the Standard

Las Positas College does not operate in foreign locations.

Analysis and Evaluation

This standard does not apply to Las Positas College.

Standard I.C.12. The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities.

Evidence of Meeting the Standard

Las Positas College meets the eligibility requirements of and is accredited by the Accrediting Commission of Community and Junior Colleges, Western Association of Schools and Colleges (ACCJC) (I.C.12-1). LPC submitted a *Midterm Report* by the commission's deadline and ACCJC commended the college for making appropriate progress on its recommendations for improvement (I.C.12-2). The college submits required annual reports to the accrediting commission each spring (I.C.12-3). Substantive changes to curriculum offerings are communicated and approved by the commission (I.C.12-4). The college publicly discloses the dates for team visits on its accreditation web page (I.C.12-5a, I.C.12-5b).

Analysis and Evaluation

Las Positas College meets this standard. Reports and documents regarding compliance with ACCJC Standards and policies are publicly posted. LPC submits reports in a timely manner and responds promptly to notices of any missed deadlines. During the pandemic, LPC followed the directions to submit substantive changes to distance education in the same format and file as was submitted to the State Chancellor's Office.

Evidence I.C.12

I.C.12-1   Reaffirmation of Accreditation Status-ACCJC
I.C.12-2 Confirmation of Annual Report Submission-ACCJC
I.C.12-3 Approval of Distance Education Changes-ACCJC
I.C.12-4 Midterm Report Action Letter
I.C.12-5a Confirmation of Comprehensive Review Dates

I.C.12-5b Confirmation of Comprehensive Review Dates

Standard I.C.13. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public.

Evidence of Meeting the Standard

Las Positas College works professionally and honestly with the Accrediting Commission for Community and Junior Colleges (ACCJC) and other external accreditation personnel and agencies. When the college has differed in interpretation of deadlines, for example, the matter was cooperatively resolved (I.C.13-1). In accordance with District Board Policy 3200 ("Accreditation"), Las Positas College complies with policies and procedures of ACCJC, including publicly reporting the outcome of major reviews (I.C.13-2).
The college follows the policy by making public on its accreditation webpage all ACCJC required reports and documents pertaining to compliance with commission's standards and policies (I.C.13-3, I.C.13-4). LPC also publicly discloses the dates for the upcoming comprehensive peer review visits (I.C.13-5).

Several LPC programs are externally accredited. These include Fire Service Technology, Emergency Medical Service/Paramedic, and Automotive Technology. The Fire Service Technology program, at the time of this writing, is working closely with the State Fire Service Training Accreditation Committee to prepare a self-evaluation report (I.C.13-6). The Emergency Medical Service/Paramedic program is accredited through the Committee on Accreditation for the EMS Professions.

Analysis and Evaluation

Las Positas College meets this standard. Together LPC and ACCJC have worked together to provide consistent and clear communication to the college and to the larger community on the outcome of major accreditation reviews, including those with external agencies. The institution provides the public with notification of major review dates and site visits, including public notification of how third parties may respond to accreditation reviews.

Evidence I.C.13

I.C.13-1 ACCJC Clarification of Due Dates Letter
I.C.13-2 Accreditation-BP 3200
I.C.13-3 ACCJC Review of Midterm Report Letter
I.C.13-4 ACCJC Affirmation of Accreditation 2016 Letter
I.C.13-5 ACCJC Review Dates for CLPCCD 2022 Letter
I.C.13-6 Appreciation for Cooperative Accreditation Process

Standard I.C.14. The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

Evidence of Meeting the Standard

All strategic directions at the college confirm that LPC prioritizes high quality education over other objectives. The Educational Master Plan advances five goals, all of which are intentionally worded to "ensure excellence in student learning" (I.C.14-1). The Mission, Vision, and Values of the college further demonstrate that LPC is laser focused on excellent instruction (1.C.14-2). The college's Budget Development Committee advances a charge "that financial resources are allocated in accordance with agreed upon Las Positas College established priorities". Moreover, the Budget Development Committee accomplishes its mission by reviewing long-term and short-term financial plans that are aligned with LPC's Education Master Plan and College Planning Priorities (page 28 of Shared Gov Handbook). Following AP 7501, District leadership is required to annually submit the Form 700, disclosing any conflicts of interest (I.C.14-3).

Analysis and Evaluation

Las Positas College meets this standard. All strategic directions make a total commitment to high quality teaching and learning. Fiscal allocation processes are designed to focus on planning goals, all of which comport with the College's mission of providing an inclusive, equity-focused learning environment for its students. Finally, checks for financial conflicts are monitored annually.

Evidence I.C.14

I.C.14-1 EMP Goals and Strategies - Educational Master Plan Taskforce
I.C.14-2 Las Positas College Mission Statement
I.C.14-3 Conflict of Interest Code-AP 7501

Conclusions on Standard I.C.

Las Positas College demonstrates integrity in all policies, actions, and communication. LPC communicates its decision-making processes and policies to the campus community and regularly reviews them for accuracy and currency. All strategic directions, decisions, and processes - including resource allocation - are designed to meet planning goals and to promote mission accomplishment. LPC ensures the truthfulness of the information it provides through systematic review of public facing information - found in the college catalog and on the website - for clarity, accuracy and integrity. The college's mission, vision, and values are visible in publications, the website, documents, and campus commons. The college makes available on its website and publications information including total cost of attendance, student learning outcomes, evidence of student achievement, as well as institutional and programmatic accreditation status and standards.

Las Positas College administrators, faculty, and staff perform their duties honestly, ethically, and fairly. LPC and the Chabot-Las Positas Community College District use and publish statements governing policies on academic integrity, academic freedom and responsibility. The institutional commitment to these standards is tied to clear policies and procedures that are governed by professional norms and regularly reviewed for currency and efficacy. Moreover, these policies and procedures are supported by broad and robust dialogue among faculty across the campus, creating both an awareness and a productive framework for student interaction. Las Positas College has invested in the software and program development to ensure that academic honesty and integrity are seamlessly engineered into the campus community and applied evenly and even-handedly.

Improvement Plan

None

Standard II: Student Learning Programs and Support Services

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

II.A. Instructional Programs

Standard II.A.1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)

Evidence of Meeting the Standard

INSTRUCTIONAL PROGRAMS CONSISTENT WITH MISSION

All instructional programs at Las Positas College, regardless of location or means of delivery, are offered in fields of study consistent with the institution's mission to provide "educational opportunities . . . for completion of students' transfer, degree, and career-technical goals"

(II.A.1-1). The college offers transferable degrees in 28 of its 52 programs of study, hundreds of general education courses that articulate to four-year institutions, and 57 Associate of Arts or Associate of Science degrees. Las Positas College also offers 89 Certificates of Achievement in 21 career-technical fields, as well as seven non-credit Certificates of Competency and nine non-credit Certificates of Completion (II.A.1-2, II.A.1-3, II.A.1-4).

APPROPRIATE TO HIGHER EDUCATION

Las Positas College guarantees that all of its instructional programs are appropriate to higher education through a meticulous and multi-layered process of program and curriculum development and review. Every course at LPC is developed by faculty, reviewed by the appropriate division dean and the Vice President of Academic Services, and approved by the faculty-led Curriculum Committee, a subcommittee of the Academic Senate, which is responsible for ensuring and preserving the academic integrity and quality of all LPC courses and programs, including all courses and programs offered in the distance education format. The Curriculum Committee's primary responsibilities, as specified by Title V, include: curriculum, degree and certificate requirements, grading policies, educational program development, and standards or policies regarding student preparation and success (II.A.1-5, II.A.1-5a). The Curriculum Committee sends its recommendations in the areas of Curriculum and Educational Programs to the Academic Senate for approval (II.A.1-5b). Curriculum and Educational Programs approved by the Academic Senate are then forwarded to the Office of the Vice President of Academic Services. This office compiles a list of curriculum changes and submits them to the Board of Trustees for approval. All curriculum accepted by the Board of Trustees is then submitted for final approval to the California Community Colleges Chancellor's Office State Curriculum Inventory (II.A.1-6, II.A.1-6b). This structured and formal process of curriculum development and review ensures that LPC's instructional programs are appropriate to higher education.

ATTAINMENT OF STUDENT LEARNING OUTCOMES

Las Positas College ensures that all instructional programs culminate in attainment of identified student learning outcomes through ongoing and regular assessment at the course, program, and institutional levels. As part of a three-year comprehensive assessment cycle, faculty identify and assess course-level student learning outcomes (CSLOs) for every course offered by the college. CSLOs are mapped to clearly-defined program-level SLOs (PSLOs) which are tied to the institutional SLOs (ISLOs). At each level of assessment, faculty review and reflect on the outcomes data in order to improve the teaching and learning process The college assesses ISLOs through a comprehensive student survey which is evaluated and reviewed by the Institutional Planning and Effectiveness Committee (IPEC) in order to identify areas of improvement (II.A.1-7a, II.A.1-7b, II.A.1-7c).

ATTAINMENT OF DEGREES, CERTIFICATES, EMPLOYMENT, OR TRANSFER

All LPC instructional programs culminate in student achievement of degrees, certificates, employment or transfer to other higher education programs (II.A.1-2). The college catalogue provides detailed information on degrees, certificates, transfer, and career opportunities, as well as completion requirements and program outcomes, specific to every instructional program

(II.A.1-7). Completion data shows Las Positas students attaining each of these educational goals at relatively high percentages when compared to the California community college average (II.A.1-8).

Analysis and Evaluation

Las Positas College meets this standard. All instructional programs, regardless of location or means of delivery, including distance education, are offered in fields of study consistent with the college's mission. All of LPC's instructional programs are appropriate to higher education and culminate in student attainment of identified learning outcomes and achievement of degrees, certificates, employment, or transfer to other higher education programs.

Evidence II.A.1

II.A.1-1 - LPC Mission Statement - LPC Catalog 2020-2021 - p.4

II.A.1-2 - Degrees and Certificates - LPC Catalog 2020-2021 - pp. 50-51

II.A.1-3 - CSU General Education Breadth Courses - LPC Catalog 2020-2021 - pp. 55-56

II.A.1-4 - IGETC Courses - LPC Catalog 2020-2021 - pp. 59-60

II.A.1-5 - Curriculum Development and Review Process - LPC Curriculum Handbook 2020-2021 - pp. 1-9

II.A.1-5a - Minutes - Curriculum Committee - 12/7/20 - pp. 1-11

II.A.1-5b - Agenda - Action Items and Consent Items - Academic Senate - 12/9/20, p. 1

II.A.1-6 - Administrative Procedure 4020, Program and Curriculum Development - CLPCCD Board of Trustees

II.A.1-6b - Agenda Item - Approval of Curriculum Changes, Las Positas College - CLPCCD Board of Trustees - 1-19-21

II.A.1-7 - Business Programs of Study - LPC Catalog 2020-2021 - pp. 93-99

II.A.1-7a - Website Material - 3-Year Course Student Learning Outcomes Assessment Cycle - SLO Committee

II.A.1-7b - Website Material - Program Student Learning Outcomes - SLO Committee

II.A.1-7c - Website Material - Institutional Student Learning Outcomes - SLO Committee

II.A.1-8 - LPC Student Success Scorecard 2019 - California Community Colleges Chancellor's Office, Student Success Initiative

Standard II.A.2. Faculty, including full time, part time, and adjunct faculty, regularly engage in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations. In exercising collective ownership over the design and improvement of the learning experience, faculty conduct systematic and inclusive program review, using student achievement data, in order to continuously improve instructional courses and programs, thereby ensuring program currency, improving teaching and learning strategies, and promoting student success.

Evidence of Meeting the Standard

FACULTY AND CURRICULUM STANDARDS

Las Positas College full- and part-time faculty regularly engage in efforts to ensure that course content and methods of instruction meet generally accepted academic and professional standards and expectations. The peer evaluation process is one way faculty engage in these efforts. In both face-to-face and online observations, evaluators must determine whether the syllabus and other elements of the course being evaluated - such as assignments, materials, and methods of evaluation - conform to the approved course outline of record (II.A.2-1a, II.A.2-1b). The curriculum development and updating process is another way faculty set and maintain appropriate academic and professional standards. Faculty members author, review, and approve through the Curriculum Committee all courses offered at Las Positas College. The Curriculum Committee is a sub-committee of the Academic Senate; it is chaired by a faculty member and composed of faculty who serve as technical reviewers and represent each of the college's divisions. The Curriculum Committee reviews course outlines for conformity to State Educational Code, Title 5, and articulation standards (CSU-GE and IGETC), and ensures appropriate breadth and depth of content as well as measurable objectives, assignments, methods of instruction - including Distance Education - methods of evaluation, prerequisites, unit value, TOP and SAM Codes, discipline placement, and degree and certificate requirements. All new course outlines and all changes in content, structure, or credit value to existing course outlines - including Distance Education addenda - must be evaluated and approved by the Curriculum Committee. All members of the Curriculum Committee are trained in technical review and the curriculum development and evaluation process and are expected to serve at least two years in order to gain a firm understanding of the process (II.A.2-2a, II.A.2-2b, II.A.2-2c, II.A.2-2d). The Curriculum Committee webpage and the CurricUNET website contain a menu of reference guides and helpful tips for faculty to develop and revise curriculum in ways that meet academic and professional standards and expectations (II.A.2-2e, II.A.2-2f). The process for creating, approving, and maintaining curriculum at Las Positas College demonstrates the faculty's collective ownership over the design and improvement of the learning experience.

FACULTY AND PROGRAM REVIEW

Las Positas College faculty exercise collective ownership of the design and improvement of the learning experience through an annual, systematic, and inclusive program review process that uses student achievement data to continuously assess instructional courses and programs. This process ensures program currency, improves teaching and learning strategies, and promotes student success. The program review process at LPC is determined by the faculty-led Program Review Committee which each year develops an updated Program Review template based upon

current issues and questions concerning institutional and program effectiveness. Using the Program Review template, faculty analyze institutionally-collected discipline- or service area-specific data on student enrollment patterns, demographics, goals, educational levels, and performance. Program Review includes faculty analysis and evaluation of course- and program-level SLO assessment data, discipline goal setting and evaluation of prior goal accomplishment, description of "challenges, obstacles, and needs" for each program, short-term planning, equity action, and curriculum updates. All program reviews are read by outside faculty "readers" and the appropriate division dean (II.A.2-3a, II.A.2-3b, II.A.2-3c). Readers and division deans meet early spring semester to jointly write a Division Summaries which, when approved by division faculty, are used by the Institutional Planning and Effectiveness Committee to determine annual institutional goals. Program Reviews also inform concerning the allocation of institutional resources. For example, the Resource Allocation Committee considers Program Review information in its recommendations to the college president concerning instructional equipment and hiring priorities (II.A.2-4, II.A.2-5).

Analysis and Evaluation

Las Positas College meets this standard. The faculty-led and staffed Curriculum Committee, and the processes by which it operates, ensures that all courses meet generally accepted academic and professional standards and expectations. Faculty further exercise collective ownership over the design and improvement of the learning experience by steering annual and systematic program review.

Evidence II.A.2

II.A.2-1a - Forms - Evaluation Observation of Instruction Form: Face to Face Class - CLPCCD Office of Human Resources, p. 1

II.A.2-1b - Forms - Evaluation Observation of Instruction Form: Online Class - CLPCCD Office of Human Resources, p. 1

II.A.2-2a - Curriculum Development and Review Process - LPC Curriculum Handbook 2020-2021, pp. 1-9

II.A.2-2b - Minutes - Curriculum Committee - 12/7/20 - pp. 1-11

II.A.2-2c - Agenda - Action Items and Consent Items - Academic Senate - 12/9/20, p. 1

II.A.2-2d - Administrative Procedure 4020, Program and Curriculum Development - CLPCCD Board of Trustees

II.A.2-2e - Website Material - CurricUNET Menu and Quick Guide - LPC CurricUNET

II.A.2-2f - Website Material - Faculty and Staff Resources - Curriculum Development - Curriculum Committee Website

II.A.2-3a - Website Material - Frequently Asked Questions - Program Review Committee Website

II.A.2-3b - Forms - Program Review Template 2020 - Program Review Committee Website

II.A.2-3c - Program Reviews - Arts & Humanities Division Summary 2019-2020

II.A.2-4 - Forms - Instructional Equipment (IE) Request 2020-2021- Resource Allocation Committee

II.A.2-5 - Forms - Classified & Administrative Position Request 2020-2021- Resource Allocation Committee

Standard II.A.3. The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.

Evidence of Meeting the Standard

STUDENT LEARNING OUTCOMES ASSESSMENT

The Student Learning Outcomes (SLO) Committee, an advisory body to the Academic Senate, coordinates the process for developing and assessing student learning outcomes at the course-, program-, and institutional level. The SLO Committee supports meaningful assessment of student learning outcomes and is continually improving its processes to help faculty engage in authentic inquiry (II.A.3.1). All faculty regularly assess course-level SLOs (CSLOs) and enter results into eLumen. CSLOs are mapped to program-level student learning outcomes (PSLOs) (II.A.3-2, II.A.3-3). Faculty use assessment results to identify gaps in student performance, leading to plans to improve instructional delivery and/or support systems on campus. The assessment of student learning outcomes is captured in annual program review which is part of the resource allocation process at Las Positas College (II.A.3-4, II.A.3-5, II.A.3-6). Fall 2020 was the only year program reviews did not include SLO assessment due to the disruption of the teaching and learning process brought about by the COVID-19 pandemic (II.A.3-7).

In Spring 2020, the SLO Committee created a new 3-year assessment cycle for each course- and program-level SLO in order to enable programs to engage in a more strategic and meaningful inquiry approach, using a complete data set to identify and address potential equity gaps. The College's Academic Senate approved the revised process in April 2020 (II.A.3-8, II.A.3-9). The SLO Committee assists programs in creating three-year plans which, when approved by the committee, are posted on the SLO webpage. Disciplines offering degrees and certificates assess both CSLOs and PSLOs during the three-year timeframe, ensuring that all mapped outcomes are included in the data set for analysis. Faculty also assess non-major courses in the three-year timeline (II.A.3-9). The 3-year SLO assessment cycle supports deeper analysis of teaching and learning by creating an inquiry-based approach. Faculty and disciplines are allowed to focus on specific SLOs with the goal of identifying potential learning gaps and/or improving student

learning. Collection of complete and sufficient assessment data provides the foundation for meaningful assessment of student learning (II.A.3-10, II.A.3-11, II.A.3-12).

COURSE OUTLINES AND SYLLABI

LPC's course outlines and syllabi include student learning outcomes (II.A.3-13, II.A.3-14). The Las Positas College Curriculum Handbook notes the requirement that Student Learning Outcomes (SLOs) must be included in the Course Outline of Record. Course outlines including SLOs are uploaded into CurricuNET by the Curriculum Specialist (II.A.3-15). Students receive a course syllabus in every class section that includes the CSLOs from the Course Outline of Record. The Faculty Contract, as well as the Full-Time and Part-Time Faculty Handbooks specify that all course syllabi include SLOs and be submitted to the dean's office during the first week of instruction to ensure compliance (II.A.3-16, II.A.3-17).

Analysis and Evaluation

Las Positas College meets this standard. The SLO Committee guides and supports LPC faculty in assessing student learning outcomes for all courses, programs, certificates, and degrees on a three-year cycle. Faculty analyze course-level and program-level SLOs as part of the annual program review process for ongoing reflection and improvement planning. Every Course Outline of Record and syllabus distributed to students in every class section includes student learning outcomes.

Evidence II.A.3

II.A.3.1 - Website Material - SLO Committee

II.A.3-2 - Website Material - Student Learning Outcomes - Current SLO Listings

II.A.3-3 - PSLOs Fall 2020 - SLO Committee Website

II.A.3-4 - Music Program Review 2019 - SLOs

II.A.3-5 - Mathematics Program Review 2019 - SLOs

II.A.3-6 - Instructional Equipment Request - Resource Allocation Committee - Fall 2020

II.A.3-7 - Minutes - Academic Senate - 4.1.2020

II.A.3-8 - Minutes - Academic Senate 4.22.20

II.A.3-9 - Website Material - SLO 3-Year Assessment Cycle - SLO Committee

II.A.3-10 - SLO Planning Template - Music AA - Fall 2020

II.A.3-11 - SLO Planning Template - Digital Illustration Certificate of Achievement - Fall 2020

II.A.3-12 - SLO Planning Template - Physics non-major courses - Fall 2020

II.A.3-13 - Course Outline of Record - PSYC 13 - SLOs

II.A.3-14 - Course Syllabus - PSYC 13

II.A.3-15 - Handbook - Curriculum Committee - pp. 15-17

II.A.3-16 - Faculty Contract - Syllabus Requirement - SLOs

II.A.3-17 - Part-Time Faculty Handbook 2021 - p. 48

Standard II.A.4. If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.

Evidence of Meeting the Standard

PRE-COLLEGIATE CURRICULUM DISTINGUISHED FROM COLLEGE-LEVEL CURRICULUM

Las Positas College offers pre-collegiate level curriculum and distinguishes it from college-level curriculum through systematic course sequencing, advisory requisites, and placement process. LPC's course numbering system identifies baccalaureate and generally transferable curriculum by course numbers ranging from 1 to 99. Independent study courses are identified by number 29. Basic skills courses are identified by numbers 100 to 149, and non-credit courses are identified by numbers 200 to 299 (II.A.4-1). Non-credit courses are further distinguished from credit courses by the catalog heading; non-credit courses carry green headings while credit courses carry red ones (II.A.4-2). All of LPC's advisory requisites - including prerequisites, corequisites, and strongly recommended courses - are determined by discipline faculty and reviewed and approved by the Curriculum Committee, in accordance with Title 5, to ensure that all advisory requisites support student success in college-level curriculum. In addition, faculty must consult with "any group that may be affected by the establishment of that requisite including the dean of both [their] department and the department within which the prerequisite course resides, and the faculty of the department in both [their] course and that of the requisite course," prior to Curriculum Committee approval (II.A.4-3).

SUPPORTING ADVANCEMENT TO COLLEGE-LEVEL CURRICULUM

LPC programs offering pre-collegiate level preparation for college-level courses provide guidance to support students in advancing in college-level curriculum through the placement process. The College's "Guided Self Placement" web pages include descriptions of courses that offer pre-collegiate support and college-level courses in English, English as a Second Language (ESL) and mathematics (II.A.4-4). The "Guided Self Placement" web pages use flow charts, workload comparison charts, and lists of course offerings to explain to students the knowledge and skills they will need to advance to and succeed in college-level curriculum (II.A.4-5). The

ESL program offers tutorials and registration information, giving presentations in all sections of ESL courses prior to registration to provide support and to answer student questions about both the ESL and English pathway. These tutorials and the ESL Student Handbook are available on the ESL homepage (II.A.4-6, II.A.4-7). The mathematics program includes a "Mathematics Pathways" map in the College catalog (II.A.4-8). LPC's class schedule also includes course descriptions and flow charts for English, math, and ESL (II.A.4-9, II.A.4-10, II.A.4-11).

In response to California Assembly Bill 705 (AB705), the mathematics, English, and ESL departments revised placement processes and curricular offerings to support students in learning the knowledge and skills needed to advance to and succeed in college level curriculum. The math department offers Math Jam Bootcamp courses prior to each semester as well as credit and non-credit concurrent support classes during each term (II.A.4-12). For students who do not self-select into a transfer-level math course, LPC offers noncredit or credit foundational pathways to support the achievement of learning goals (II.A.4-13). The English department offers all students a highly supported college-level English 1AEX (Expanded) class (II.A.4-14) and a mirrored (credit and non-credit options cross-listed) pre-collegiate level class, English 104/Non-Credit English 204 (II.A.4-15, II.A.4-16). ESL ensures that placement into the credit ESL sequence maximizes the probability that students will enter and complete transfer-level English in six semesters. In addition, students can complete a prerequisite challenge to advance to an additional level in ESL. A college-level ESL 1A has been approved, and all advanced-level course work (ESL 23, ESL 24, ESL 25 and ESL 26) transfers to both the UC and CSU (II.A.4-17, 11.A.4-18, II.A.4-19).

Programs and courses classified as non-credit Career Development and College Preparation (CDCP) prepare students for employment or to be successful in college level-credit coursework (II.A.4-20). The College offers non-credit, often "mirrored" courses, in English, ESL, and mathematics to support students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum (II.A.4-21, II.A.4-22).

Additionally, the Tutorial Center offers NTUT 200, a non-credit class in which students gain access to academic support in a wide variety of subjects (II.A.4-23).

Analysis and Evaluation

Las Positas College meets this standard. LPC distinguishes pre-collegiate level curriculum from college-level curriculum through systematic course sequencing, advisory requisites, and placement processes. The college directly supports students in acquiring the knowledge and skills necessary to advance to and succeed in college level curriculum through faculty-driven initiatives, credit and non-credit concurrent support classes, and a variety of foundational pathways available to students with varied educational goals.

Evidence II.A.4

II.A.4-1 - Numbering System - LPC Catalog 2020-2021, p. 58

II.A.4-2 - Noncredit - LPC Catalog 2020-2021 - pp. 249-252

Standard II.A.5. The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that

minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)

Evidence of Meeting the Standard

DEGREES AND PROGRAMS FOLLOW PRACTICES COMMON TO AMERICAN HIGHER EDUCATION

Las Positas College's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. Chabot-Las Positas Community College District Administrative Policy 4020 (AP 4020) requires all program and course proposals to meet the curriculum requirements established by Title 5, California Education Code, and the Program and Course Approval Handbook of the California Community College Chancellor's Office. AP 4020 charges the Curriculum Committee with ensuring quality, currency, and academic soundness of new and existing programs through a rigorous review and approval process, and ongoing five-year renewal and updating cycle (II.A.5.1). Part of the Curriculum Committee's quality control function is to ensure that every course and every degree or certificate program satisfies Title 5 unit requirements, articulation agreements with transfer institutions, and - for Career and Technical fields - the prevailing industry standards provided by advisory board recommendations (II.A.5-2a, II.A.5-2b, II.A.5-2c). Following Curriculum Committee approval, all courses and programs are sent by the Vice President of Academic Services and the College President for final approval to the district Board of Trustees and to the California Community Colleges Chancellor's Office for inclusion in the State Curriculum Inventory. This process ensures that LPC's programs follow practices common to American higher education.

MINIMUM DEGREE REQUIREMENT OF 60 SEMESTER UNITS

LPC ensures that all Associate Degrees include a minimum of 60 semester credits. As listed in the college catalog, students pursuing an Associate of Arts (AA), an Associate of Science (AS), or an Associate Degree for Transfer (AD-T) must complete a minimum of 60 semester units including all major and general education requirements (II.A.5-3).

Analysis and Evaluation

Las Positas College meets this standard. The Curriculum development and approval process ensures that all courses and programs conform to American higher education standards in terms of length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. Every Associate's degree conferred by the college requires completion of 60 semester credits.

Evidence II.A.5

II.A.5-1 - Administrative Procedure 4020, Program and Curriculum Development - CLPCCD Board of Trustees

II.A.5-2a - Curriculum Development and Review Process - LPC Curriculum Handbook 2020-2021 - pp. 1-9

Standard II.A.6. The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education.

Evidence of Meeting the Standard

Las Positas College schedules courses in a manner that supports student completion of certificates and degrees in a period of time consistent with established expectations of higher education. LPC offers three terms per year - summer, fall, and spring - each with a variety of scheduling options from which students may select classes. Scheduling options include session start and end dates (such as full-term, late-start, and fast-track courses), class meeting days and times, and modality (II.A.6-1). The variety of scheduling options reflects the Academic Services division's priority to create a comprehensive class schedule each term that meets the needs of the college's diverse student population in order "to optimize student completion" of certificates and degrees (II.A.6-2, II.A.6-3). 88 percent of graduates surveyed in 2018 either strongly agreed or agreed with the statement: "LPC course offerings allowed me to accomplish my educational goal in a reasonable amount of time" (II.A.6-3a). Data on comparative graduation rates of twenty eight community colleges from around the nation shows LPC students completing degrees and certificates at an above-average rate (II.A.6-3b).

Schedule development at LPC begins with the College Enrollment Management Committee (CEMC) which facilitates - through data analysis and strategic FTEF allocation - the development of annual discipline plans. Faculty and administrators use discipline plans to build class schedules for each term (II.A.6-4). In creating discipline plans and class schedules, faculty and administrators study enrollment patterns in an effort to meet student demand by providing access points where they are most desired while also ensuring success and equity by balancing the achievement of enrollment targets with the particular program needs of each of the college's disciplines (II.A.6-5).

LPC's Guided Pathways practices reinforce class scheduling to allow student completion of certificates and degrees in a timely fashion. Guided Pathways consists of a college-wide integrated framework of intentionally-designed, clear, coherent, and structured learning and support experiences - including predictable class schedules - to help guide students from point of entry to the attainment of specific educational goals (II.A.6-6). During the 2020-2021 academic year, LPC launched Academic & Career Pathways, Program Mapper, and Career Coach, to assist students in selecting, remaining on, and completing their educational journeys (II.A.6-7). The Program Mapper component required all certificate and degree-granting programs to develop charts ("maps") that demonstrate how a student can complete each required course needed for the certificate or degree within a timeline that matches the established expectations of higher education (II.A.6-8, II.A.6-9).

In addition to Guided Pathways, Student Educational Plans and DegreeWorks enable students and counselors to track progress and to plan ahead with respect to the published class schedules (II.A.6-10, II.A.6-11, II.A.6-11a). And when cases arise whereby a course required for a certificate or degree is no longer offered by the college, students may request a course substitution so as to remain on track for timely completion (II.A.6-12).

Analysis and Evaluation

Las Positas College meets this standard. LPC's process for developing course schedules, the Academic Services division's priority to create schedules that optimize student completion, and the implementation of the Guided Pathways framework along with other student supports, such as Student Education Plans and DegreeWorks, allow students to complete certificate and degree programs within a reasonable period of time consistent with higher education expectations.

Evidence II.A.6

II.A.6-1 - Class Schedules - Summer 2020, Fall 2021, Spring 2021

II.A.6-2 - Website Material - Academic Services Priorities-Class Scheduling - Academic Services Home Page

II.A.6-3 - Administrative Unit Program Reviews - Academic Services 2019-20

II.A.6-3a - Surveys - Graduation Survey 2018 - Office of Research, Planning, and Institutional Effectiveness

II.A.6-3b - Data - Comparative Graduation Rates - DFR 2019 Report - Las Positas College - IPEDS Data Feedback Report 2020

II.A.6-4 - Website Material - Enrollment Management - College Enrollment Management Committee Home Page

II.A.6-5 - Article 26 Enrollment Management - FA Contract 2019-2022

II.A.6-6 - Website Material - Guided Pathways Home Page

II.A.6-7 - Website Material - Academic & Career Pathways

II.A.6.8 - Website Material - Program Mapper - Science, Technology, Engineering, Math, and Environment

II.A.6-9 - Website Material - Program Map - Biology AS-T

II.A.6-10 - Student Educational Plans - LPC Catalog 2019-20 - pp. 9, 53

II.A.6-11 - DegreeWorks - LPC Catalog 2020-2021 - pp. 9

II.A.6-11a - Website Material - DegreeWorks

II.A.6-12 - Forms - AA-AS Certificate Course Substitution Request

Standard II.A.7. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

Evidence of Meeting the Standard

DELIVERY MODES

Las Positas College supports equity in success for all students in part by offering instruction in a variety of delivery modes to accommodate the diverse and changing needs of its student population. With the exception of the five semesters impacted by the COVID-19 pandemic (Summer 2020 - Fall 2021), LPC holds on-campus classes in every discipline it offers and schedules class meetings Monday through Friday in early morning, late morning, early afternoon, late afternoon, and evening blocks. LPC also offers Career Education (CE) classes on Saturday to meet the needs of working students whose jobs prevent weekday attendance (II.A.7-1). On-campus instruction is delivered in different formats, depending on discipline: large lecture, small lecture, lab, small group, and individual study (II.A.7-2). LPC also offers cohort-based instruction for students in the Puente, Umoja, and Engineering Technology learning communities (II.A.7-2b). Online instruction comes in four different modalities: fully asynchronous, fully synchronous, combination of asynchronous and synchronous, and hybrid (II.A.7-3).

The Canvas Learning Management system is LPC's platform for distance education and hybrid courses. Many faculty also use Canvas to enhance face-to-face instruction with online resources. LPC's Teaching and Learning Center (TLC) provides support and training in online technology, pedagogy, best-practices, and legal requirements (II.A.7-4). TLC workshops, instructional materials, and individual trainings cover topics such as accessibility, ADA compliance, and the use of various online tools to enable faculty to meet the needs of students with diverse learning requirements (II.A.7-6, II.A.7-7, II.A.7-8). The Distance Education Committee also supports online teaching by guiding and encouraging instructors to align courses to quality design standards, such as those established by the CVC/OEI, in addition to legal and accreditation requirements (II.A.7-8a).

TEACHING METHODOLOGIES

LPC faculty employ teaching methodologies that support equity and success and reflect the diverse and changing needs of students. LPC's commitment to effective teaching is reinforced by the faculty evaluation process which specifically addresses information delivery, student-faculty interaction, classroom environment, and instructional strategies. The instructional strategies portion of the evaluation form (Section V) in particular addresses the need for faculty to recognize and base their teaching on the fact that students possess a range of learning styles

and abilities (II.A.7-8b). LPC enables faculty to develop and continually update equitable and successful teaching methodologies by providing a variety of professional development opportunities. The Professional Development Committee (PDC) organizes and promotes Flex Day workshops and other activities aimed at improving pedagogy, student-teacher interaction, and other practices. Flex Day programs include keynote speakers, workshops, and training sessions, many of which focus on advancing equity and student success through instructional and support services that reflect and meet the needs of the college's diverse student population (II.A.7.9). Additionally, the PDC helps to organize the Teaching Institute, an informal workshop series where faculty discuss pedagogy, methodology, equity, and best practices (II.A.7.10, II.A.7-11). The LPC curriculum development and approval process is another way the college ensures the use of diverse teaching methodologies in support of equity and success. All approved Course Outlines of Record (COR) include descriptions of teaching methodologies that "reflect an understanding of various learning styles" (II.A.7-11b). The Guided Pathways Steering Committee oversees a variety of projects focused on supporting student success, including the Persistence Project which guides faculty in using specific teaching methodologies to encourage student retention (II.A.7-12).

LEARNING SUPPORT SERVICES

LPC's learning support services that promote equity in student success are addressed at length in Standard II.B and include the Tutorial Center, the Reading and Writing (RAW) Center, the Smart Shop workshop series, the Computer Center, the Student Support Hub, and learning communities. The LPC Tutorial Center provides free online and in-person academic support for a variety of subjects (II.A.7-13). The Tutorial Center also links students to additional learning support options such as Math Jam and other non-credit support courses (II.A.7-13a). The Reading and Writing (RAW) Center, staffed by English and ESL faculty, offers free one-on-one tutoring for students enrolled in any class in which reading and writing is required. RAW instructor-tutors also assist students with transfer application and scholarship statements as well as online reading and writing support (II.A.7-13b). The Smart Shops are a series of faculty-led workshops on a host of topics geared toward helping students develop academic skills and better navigate their educational and career preparation journey (II.A.7-13c). The Computer Center offers all students a quiet open computer lab equipped with PC and Macintosh computers, printers, and a supportive staff (II.A.7-14). The Student Support Hub, launched in fall 2020 within the Canvas online learning platform, provides equitable access to support services for students engaged in remote learning (II.A.7-15). LPC offers three learning communities focused on specific learning interests: Engineering Technology, the Puente Project, and the Umoja Program (II.A.7-16).

Additionally, the Student Equity & Achievement (SEA) program, supported by the SEA Committee, helps students succeed by incentivizing - through priority registration - student participation in orientation, assessment, and the crafting of student educational plans (SEP). By completing these core services, students not only receive priority registration, but also form a partnership with the college that helps them develop and realize their educational goals (II.A.7-17, II.A.7-18). The Student Life & Leadership Office is another example of LPC's commitment to providing programs and services that foster student participation and engagement in college governance, activities, organizations, and cultural events. The college recognizes the important role of students as active and meaningful participants in the shared governance decision making

process of the institution. Important and essential responsibilities of the college include comprehensive leadership development and co-curricular programs for students to strengthen their knowledge, expand their understanding of governance issues, increase their preparedness, and apply their skills. The Student Life & Leadership Office is committed to improving student success and engagement by ensuring access, equity, and inclusion for all students (II.A.7-19).

Analysis and Evaluation

Las Positas College meets this standard. The college employs a variety of delivery modes to meet students' varied and diverse needs. Faculty evaluations and the curriculum process focus on teaching effectiveness and the college provides professional development opportunities aimed at continually developing teaching methodologies, pedagogy, and best practices. LPC provides a variety of learning support services focused on equity in success for all students.

Evidence II.A.7

II.A.7-1 - Class Schedule - Delivery Modes - Summer and Fall 2019 - pp. 38, 39, 109-117

II.A.7-2 - Class Schedule - Delivery Modes - Fall 2019 - Class-Web

II.A.7-2b - Website Material - Learning Communities - Student Equity and Achievement webpage

II.A.7-3 - Class Schedule - Online Modalities - Spring 2021 - pp 17-20

II.A.7-4 - Canvas Workshops - Workshops - Teaching and Learning Center (TLC) - Faculty and Staff Resources

II.A.7-6 - Website Material - About the TLC - Teaching And Learning Center

II.A.7-7 - Website Material - Canvas Training - Online Learning

II.A.7-8 - Website Material - Canvas For Faculty - Online Learning

II.A.7-8a - Website Material - Distance Education Committee charge

II.A.7-8b - Forms - Observation of Instruction Face-to-Face Class - CLPCCD Faculty Evaluation

II.A.7-9 - Fall20FLEXDaySchedule - Professional Development Committee

II.A.7-10 - Flyer - Teaching Institute

II.A.7-11 - Agenda - Teaching Institute

II.A.7-11b - Handbooks - Teaching Methodologies in CORs - LPC Curriculum Handbook 2020-2021

II.A.7-12 - Website Material - Guided Pathways

II.A.7-13 - Website Material - Tutorial Center

II.A.7-13a - Website Material - Additional Support Options - Tutorial Center

II.A.7-13b - Website Material - Reading & Writing Center (RAW)

II.A.7-13c - Website Material - Smart Shop Series

II.A.7-14 - Website Material - Computer Center

II.A.7-15 - Newsletter - Student Services - Student Support Hub - 10-20

II.A.7-16 - Website Material - Learning Communities - Student Equity and Achievement Program

II.A.7-17 - Website Material - Student Equity and Achievement Program

II.A.7-18 - Website Material - Student Equity and Achievement Committee

II.A.7-19 - Website Material - Student Life & Leadership Office

Standard II.A.8. The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.

Evidence of Meeting the Standard

DEPARTMENT-WIDE COURSE AND/OR PROGRAM EXAMINATIONS

Las Positas College uses neither department-wide nor program examinations. In accordance with California State Assembly Bill 2086, LPC has identified the following undergraduate programs that lead to employment for which passage of a state licensing examination or state certification is or may be required: Automotive Technology, Early Care Education, Emergency Medical Services – EMT Paramedic, Emergency Medical Technologies, Welding Technology (II.A.8-3, II.A.8-4).

ASSESSMENT OF PRIOR LEARNING

CLPCCD Administrative Policy 4235 establishes the process whereby students who have elsewhere achieved an equivalent knowledge, understanding, or level of experience to that required by college courses and certain high school level coursework may receive units of credit based on successful completion of a comprehensive examination approved by the college discipline faculty. Students may apply individually for Credit-by-Examination for any course offered in the college catalog (II.A.8-4a, II.A.8-5). A past or currently enrolled student in good standing with an educational plan on file may be awarded credit for prior learning for any course

listed in the catalog. Award for credit may be made for general education, program, or elective coursework. Methods for awarding credit for prior learning are as follows:

- Faculty assessment of a portfolio or documentation of college level knowledge or skills and/or college-level training not acquired at an institution for higher learning, such as industry recognized credentials or training;

- Credit through the satisfactory completion of examination;

- Achievement of a satisfactory score on an Advanced Placement examination;

- Achievement of a satisfactory score on a high-level International Baccalaureate (IB) examination;

- Achievement of a satisfactory score on the College Level Examination Program (CLEP);

- Evaluation of Joint Service Transcripts (II.A.8-6, II.A.8-7).

Students may challenge course prerequisites and request course substitutions or waivers of program requirements by submitting documentation - such as official transcripts, syllabi, and course outlines - that demonstrates how the alternative coursework or abilities and experience are equivalent to, or prepared them for, a particular course or courses offered a Las Positas College (II.A.8-8, II.A.8-9, II.A.8-10).

Students taking English, math, English as a Second Language (ESL), French, and Spanish are not directly assessed for prior learning; rather, LPC offers these students guided self-placement and advice from counselors, instructors, and other personnel to aid in their course selections (II.A.8-1, II.A.8-2).

PROCESSES TO REDUCE TEST BIAS AND ENHANCE RELIABILITY

LPC ensures that processes are in place to reduce test bias and enhance reliability. In every form of prior learning assessment mentioned above, a clear and consistent process and verification by multiple individuals - discipline faculty, division dean, Articulation Officer, Academic Senate - helps to prevent test or evaluation bias while also maintaining institutional integrity (II.A.8-4a, II.A.8-8, II.A.8-9, II.A.8-10, II.A.8-11).

Analysis and Evaluation

Las Positas College meets this standard. LPC uses neither department-wide nor program examinations, administering only state licensing examination or state certification as required. Having established clear and consistent policies and processes for credit by examination, credit for prior learning, and prerequisite challenges - and by including verification by different campus authorities - the college reduces test bias and enhances reliability.

Evidence II.A.8

II.A.8.1 Website -- Assessment -- 3-29-21.pdf

II.A.8.2 Assessment - Catalog - 5-4-21 - p. 25-26.pdf

II.A.8.3 Website Material -- California Licensure Examinations - Career Education

II.A.8.4 Programmatic Accreditation - Catalog - 5-4-21 - p. 11.pdf

II.A.8.4a - Administrative Policy - Credit for Prior Learning - AP4235

II.A.8.5 Credit by Examination -- LPC Catalog - 5-4-21 - p. 52.pdf

II.A.8.6 Credit for Prior Learning - LPC Catalog - 5-4-21 - p. 45.pdf

II.A.8.7 IB, AP, CLEP Exams - LPC Catalog - 5-4-21 - p. 41 - 45.pdf

II.A.8.8 - Request for Course Substitution or Waiver of Program Requirement - LPC Catalog 2021-2022 - p. 11.

II.A.8.9 - Forms - AA_AS_Certificate_Course_Waiver_Request

II.A.8.10 - Forms - Associate_Degee_for_Transfer_Course_Substitution_Request

II.A.8.11 - Credit-by-Examination_Individual Student Application - LPC Catalog p. 52

Standard II.A.9. The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions.

Evidence of Meeting the Standard

COURSE CREDIT, DEGREES, AND CERTIFICATES AWARDED BASED ON
ATTAINMENT OF LEARNING OUTCOMES

Las Positas College awards course credit, degrees, and certificates to all students who demonstrate attainment of learning outcomes. Students demonstrate attainment of learning outcomes by earning the required minimum grade(s) in a course or a required series of courses in a degree or certificate program. All degree programs, as well as Certificate of Achievement and Certificate of Accomplishment programs, require students to demonstrate attainment of learning outcomes by earning a grade point average of 2.0 or higher within the degree or certificate pattern. The Associate Degree and the Associate Degree for Transfer require students to demonstrate attainment of learning outcomes by earning grades of C (or P) or better in all courses for the major or area of emphasis (II.A.9-1).

The LPC catalog defines grades as "a means of communicating achievement within a course of instruction" and identifies the symbols A-D, and P where appropriate, as passing grades (II.A.9-2). LPC faculty, per Title 5, determine each student's level of achievement within a particular course of instruction based upon attainment of learning outcomes - defined on the course outline of record (COR) as measurable objectives - as assessed by the approved methods of evaluation (II.A.9-3). All CORs include a list of measurable objectives, which are the knowledge and skills students should obtain through successful completion of the course (II.A.9-4). Faculty create course syllabi based upon CORs (II.A.9-5).

As with course credit, LPC awards degrees and certificates to students who complete a required series of courses within a degree or certificate pattern with the minimum grades or grade point average required (II.A.9-1) Each degree or certificate pattern includes program-level learning outcomes which students meet through successful completion of course-level outcomes (II.A.9-6, II.A.9-7). The following table illustrates the way in which course level outcomes and methods of evaluation (assessed by grades) link directly to program-level outcomes in a particular certificate pathway (II.A.9-8, II.A.9-7).

Required Course	Course Learning Outcomes(Sample)	Methods of Evaluation (Applicable)	Program Learning Outcomes (Sample)
English 11 - Introduction to Creative Writing* *Required for Certificate of Achievement in Creative Writing	A. Manipulate dialogue, characterization, setting, point-of-view, plot, and description to develop writing in a narrative genre. B. Synthesize techniques including image, metaphor, and symbolism to create meaning in poetry. C. Employ traditional and modern forms in poetry to develop ideas. D. Identify and manipulate source materials for creative writing. E. Revise creative works in progress in more than one genre.	1. Controlled writing assignments that develop craft 2. Three complete creative work drafts 3. Revised drafts of two creative works	Upon completion of the Certificate of Achievement in Creative Writing, students are able to write and revise fiction and/or poetry, demonstrating proficiency with the elements of fiction and/or poetry.

UNITS OF CREDIT AWARDED CONSISTENT WITH INSTITUTIONAL POLICIES
AND GENERALLY ACCEPTED NORMS

LPC awards credit according to Title 5 credit hour requirements as stated in the college's Curriculum Committee Handbook (II.A.9-9, II.A.9-10). Every Course Outline of Record includes the credit hours (units) students will earn through successful completion (II.A.9-11). In addition to compliance with Title 5, LPC's articulation and transfer agreements with other California Community Colleges, and with the California State University and University of California systems, indicate that the college's units of credit policies are consistent with generally accepted norms in higher education (II.A.9-12, II.A.9-13).

<div align="center">CLOCK-TO-CREDIT HOUR CONVERSION</div>

Las Positas College does not offer courses based on clock hours.

Analysis and Evaluation

Las Positas College meets this standard. LPC awards credit for courses, degrees, and certificates based upon a student's attainment of course-level and program-level learning outcomes as reflected in course grades. The units of credit awarded by LPC are consistent with Title 5, the California Community College, CSU, and UC systems, and thus conform to the generally-accepted norms of higher education. LPC does not offer courses based upon clock hours.

Evidence II.A.9.

II.A.9-1 - Programs of Study - LPC Catalog 2021-2022 - p. 53-54

II.A.9-2 - Grades - LPC Catalog 2021-2022 - p. 38

II.A.9-3 - Course Outline of Record - PSYC 13

II.A.9-4 - Handbooks - Measurable Objectives - LPC Curriculum Handbook 2020-2021 - p.11-12.

II.A.9-5 - Course Syllabus - PSYC 13

II.A.9-6 - AA-T Psychology - LPC Catalog 2021-2022, pp. 282-283

II.A.9-7 - Certificate of Achievement in Creative Writing - LPC Catalog 2021-2022, p. 162.

II.A.9-8 - Course Outline of Record - ENG 11

II.A.9-9 - Credit Hour Definition - California Code of Regulations Title 5 - 55002.5

II.A.9-10 - Handbook - Unit Value and Credit Hours - LPC Curriculum Handbook 2020-2021, pp. 9-10

II.A.9-11 - Course Outline of Record - PSYC 13

Standard II.A.10. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.

Evidence of Meeting the Standard

TRANSFER OF CREDIT POLICY

The Las Positas College catalog and class schedule include clearly-stated transfer-of-credit policies and procedures in order to facilitate student mobility without penalty. LPC publishes these policies and procedures beneath the headings "Transcripts from Other Colleges & Universities", "Request for Course Substitution or Waiver of Program Requirement", and "Prerequisite Override Policy" so that students may locate the information in the familiar and specific terminology that pertains to their individual needs (II.A.10-1, II.A.10-2, II.A.10-3). The LPC website provides students with information and links to the appropriate forms used to request credit transfers for courses completed at another institution (II.A.10-4, II.A.10-5).

TRANSFER OF CREDIT CERTIFICATION

Las Positas College uses a multi-layered process to certify that transfer credits applied toward degree requirements are for courses with comparable learning outcomes to its own courses. As part of the Incoming Transcript Evaluation process, Student Records Evaluators in the Admissions and Records Office determine whether courses completed at another institution satisfy LPC's General Education requirements for all Associate degree pathways (II.A.10-6). For transfer credits to be accepted in fulfillment of a course required for an Associate's degree, students must submit a request form and include official transcripts, course syllabus/course outline, and course description to be evaluated for learning outcomes comparability by the appropriate Program Faculty Coordinator and the Program Dean (for AA or AS degree programs) or by the appropriate Program Faculty Coordinator and Articulation Officer (for AA-T or AS-T degree programs). If the evaluators disagree on the recommendation, the Academic Senate considers the request and renders a decision (II.A.10-7). Per Chabot-Las Positas Community College District Administrative Policy, all transfer of credit requests must include an official transcript from the transferring institution (II.A.10-8).

ARTICULATION AGREEMENTS WITH TRANSFER INSTITUTIONS

Las Positas College complies with district Administrative Policy 4050 by developing and maintaining articulation agreements with institutions identified as transfer destinations for its

students ([II.A.10-9](#)). As the California State University and University of California systems represent the most common destination for LPC transfer students, the college catalog includes detailed information concerning CSU-GE and IGETC articulation agreements ([II.A.10-10](#)). The catalog also includes information on general education reciprocity agreements with eight Bay Area community colleges, the Course Identification Numbering System (C-ID), ASSIST, Guaranteed Transfer Programs, UC Transfer Admission Guarantee (TAG), CSU AD-T degrees, as well as private and out-of-state institutions with whom LPC maintains transfer guarantee programs ([II.A.10-11](#)). Additionally, the Career & Transfer Center maintains a list on the LPC website of the various institutions (public, private, in-state, and out-of-state) with which the college has established articulation agreements to inform students of the many transfer opportunities available ([II.A.10-12](#)).

Analysis and Evaluation

Las Positas College meets this standard. The LPC catalog and class schedule provide students with clearly-stated transfer of credit policies to facilitate student mobility without penalty, and the Admissions and Records website contains links to forms used by students to request transfer of credit. The college relies on a multifaceted evaluation process to certify that all transfer credits applied to degree requirements are comparable to its own courses in terms of expected learning outcomes. LPC develops and maintains articulation agreements with other institutions where the college's students are most likely to seek transfer opportunities.

Evidence II.A.10

[II.A.10-1 - Transcripts from Other Colleges & Universities - LPC Catalog 2021-2022 - pp 8-9](#)

[II.A.10-2 - Request for Course Substitution or Waiver of Program Requirement - LPC Catalog 2021-2022 - p11](#)

[II.A.10-3 - Prerequisite Override Policy - FALL 2021 Class-Schedule - p10](#)

[II.A.10-4 - Website Material - Transcript Evaluation - Admissions & Records Home Page](#)

[II.A.10-5 - Website Material - Links to Transfer of Credit Forms - Admissions & Records Home Page](#)

[II.A.10-6 - Forms - Incoming Transcript Evaluation - Admissions & Records Office](#)

[II.A.10-7 - Forms - Request for Course Substitution Forms_AA_AS and AA-T_AS-T](#)

[II.A.10-8 - Administrative Policy - Transfer of Credit - CLPCCD AP4100](#)

[II.A.10-9 - Administrative Policy - Articulation Agreements - CLPCCD AP4050](#)

II.A.10-10 - Data - LPC Transfers by Public CA University_10-11 to 19-20 - LPC Office of Research, Planning, and Institutional Effectiveness

II.A.10-11 - Transfer and Course Articulation Information - LPC Catalog 2021-2022 - pp 57-60

II.A.10-12 - Website Material - Guaranteed Transfer Programs - Career & Transfer Center Home Page

Standard II.A.11. The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

Evidence of Meeting the Standard

All of LPC's degree or certificate programs include Program-level Student Learning Outcomes (PSLOs) that identify the knowledge, skills, abilities, or attitudes students will possess upon completion (II.A.11-1, II.A.11-2, II.A.11-3, II.A.11-4). As appropriate, LPC's PSLOs address communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes (II.A.11-5). In addition to PSLOs, LPC's general education outcomes are embedded in the Institutional Student Learning Outcomes (ISLOs) which include: Communication, Critical Thinking, Creativity and Aesthetics, Respect and Responsibility, and Technology. Each of these ISLOs defines specific criteria which identify communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, and the ability to engage diverse perspectives (II.A.11-6). The chart below illustrates the link between the accreditation standard and a sampling of LPC's PSLOs and ISLOs.

Sample Applicable PSLO and ISLOs

Area of Inquiry	Applicable PSLO (samples)	Applicable ISLO
COMMUNICATION COMPETENCY	CSU GE Breadth & IGETC: Students are able to read, write, speak, and listen to communicate effectively. Psychology: Students are able to demonstrate effective written and oral communication for different purposes and audiences. Physics: Students are able to effectively communicate the methods, analysis, results, and	**Communication** 1.1 Read Critically 1.2 Write Effectively 1.3 Communicate Orally 1.4 Communicate Visually and Symbolically

	conclusions of their own scientific experiments.	
INFORMATION COMPETENCY	English: Students are able to write a research paper using credible sources and correct documentation. Psychology: Students are able to use scientific thinking and information literacy to interpret, design, and conduct psychological research. Fitness Trainer: Students are able to identify modifiable and non-modifiable risk factors for personal health, locate health information related to behavior change processes, evaluate the credibility of those sources, and integrate and apply scientific research into individual behavior change processes for clients.	**Critical Thinking** 2.2 Gather and Evaluate Information: Gather information from multiple sources (verbal, written, graphic, symbolic and numeral) and evaluate information for accuracy, credibility, and usefulness.

| QUANTITATIVE COMPETENCY | CSU GE Breadth & IGETC: Students are able to use and criticize quantitative arguments and understand experimental methodology, the testing of hypotheses, and the power of systematic questioning.

IGETC: Students are able to use and criticize quantitative arguments.

Mathematics: Students are able to use mathematical reasoning and, when appropriate, a general problem solving process to solve problems. | **Critical Thinking**

2.3 Reason: Differentiate between facts, inferences, assumptions, and conclusions; use logic, as well as quantitative and qualitative data, to make inferences.

2.4 Solve Problems: Use mathematical thinking, processes, and skills; scientific principles, the scientific method, and the synthesis of ideas to apply data to problem solving and decision making; then, identify the criteria used to evaluate the solution or decision and communicate the procedures used to show their appropriateness. |
| **ANALYTIC INQUIRY SKILLS** | CSU GE Breadth & IGETC: Students are able to analyze and appreciate works of philosophical, historical, literary, and cultural importance.

Cybersecurity: Students are able to use analytical thinking and critical analysis skills necessary to analyze and solve computer network security issues to help protect computers and computer networks using multiple operating systems.

Environmental Studies: Students are able to perform scientific experiments, analyze the data, and evaluate the results. | **Critical Thinking**

2.5 Make Decisions: Formulate alternative solutions, processes, or decisions and identify potential consequences when selecting the appropriate solution, process, or decision. |

ETHICAL REASONING	CSU GE Breadth & IGETC: Students are able to critically apply ethical standards to identify problems and create solutions.	**Respect and Responsibility**:
	CSU GE Breadth & IGETC: Students are able to recognize ethical principles and behave responsibly.	4.2 Ethics: Recognize the ethical dimensions of their decisions and accept responsibility for the consequences of their actions.
	Liberal Arts and Sciences - Business AA: Students are able to compare, contrast, and apply ethical standards and use best practices regarding the social responsibility of a business.	

ABILITY TO ENGAGE DIVERSE PERSPECTIVES	CSU GE Breadth & IGETC: Students are able to understand and appreciate the diversity of the human experience. Early Childhood Development: Students are able to compare and contrast diverse cultural values, child rearing practices, attitudes towards play and education by developing respectful reciprocal relationships in order to work effectively with children, families, co-workers and community. Liberal Arts and Sciences – Language Arts and Communication: Students are able to recognize and appreciate the value of a multicultural world and of diversity in its many forms.	**Creativity and Aesthetics** 3.2 Identify Values: Identify and evaluate aesthetic and cultural values from diverse disciplines. 3.4 Interpret Influences: Distinguish and interpret the effects of artistic and/or philosophical influences across a range of contexts and cultural heritages. **Respect and Responsibility**: 4.5 Community Applications: Recognize the importance of applying creativity and diverse sources of knowledge to problems in local, national, and global communities. 4.7 Intercultural Values: Recognize the commonality and differences between human experiences across cultures and communities, whether defined by race, ethnicity, gender, religion, class, sexual orientation, legal status, or ability, and interact positively with others across cultural and communal divides.

Analysis and Evaluation

Las Positas College meets this standard. Program Student Learning Outcomes (PSLOs) and Institutional Student Learning Outcomes (ISLOs), as appropriate, address communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

Evidence II.A.11

II.A.11-1 - Website Material - PSLOs - SLO Committee Website

II.A.11-2 - PSLOs - Anthropology AA-T - LPC Catalog 2020-2021 - p. 66

Standard II.A.12. The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences.

Evidence of Meeting the Standard

GENERAL EDUCATION PHILOSOPHY AND REQUIREMENT

Las Positas College espouses a carefully-considered general education philosophy and includes a general education component in all of its associate degree programs as required by Title 5 and Chabot-Las Positas Community College District Administrative Policy ([II.A.12-1,](#) [II.A.12-2,](#) [II.A.12-3](#)). The general education requirements for each degree program - AA, AS, and AD-T - are outlined in the college's curriculum development process and published in the college catalog ([II.A.12-4,](#) [II.A.12-4a,](#) [II.A.12-5](#)).

SELECTION OF GENERAL EDUCATION COURSES

LPC relies on the expertise of faculty to determine whether a course is appropriate for inclusion in the general education curriculum. To be included in the local and/or transfer general education pattern, a course must be approved for that purpose by the Curriculum Committee, a subcommittee of the Academic Senate ([II.A.12-3,](#) [II.A.12-5](#)). The Curriculum Committee makes its determination based upon appropriate GE criteria, including student learning outcomes and competencies, found and explained on the college's CurricUNET ([II.A.12-6,](#) [II.A.12-7,](#) [II.A.12-8,](#) [II.A.12-9](#)). LPC's AA and AS GE criteria are linked to Title 5 requirements, Institutional Student Learning Outcomes ([II.A.12-10](#)) and the general education learning outcomes specific to this accreditation standard ([II.A.12-11](#)).

Analysis and Evaluation

Las Positas College meets this standard. All of the college's associate degree programs include a component of general education based upon a carefully considered philosophy that is stated clearly in the catalog. LPC relies on faculty expertise to determine which courses are appropriate to include in the general education curriculum. All general education courses are selected based upon student learning outcomes and competencies appropriate to the associate degree level and which include preparing students for and accepting participation in civil society, skills for lifelong learning and and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences.

Evidence II.A.12

II.A.12-1 - General Education Philosophy - LPC Catalog 2020-2021 - p. 5

II.A.12-2 - California Code of Regulations - Title 5 - 55061

II.A.12-3 - Board Policy - Chabot-Las Positas Community College District - AP4025

II.A.12-4 - General Education Component of Associate Degrees - LPC Catalog 2020-2021 - p. 52

II.A.12-4a - General Education Patterns for AA and AS Degrees - LPC Catalog 2020-2021 - pp. 46-49

II.A.12-5 - Handbook - General Education requirement and process - LPC Curriculum Handbook 2020-2021 - pp. 1-3, 23-25

II.A.12-6 - Website Material - Links to GE Criteria - CurricUNET Login Page

II.A.12-7 - Website Material - GE Criteria_CSU GE-B - Las Positas CurricUNET

II.A.12-8 - Website Material - GE Criteria_IGETC - Las Positas CurricUNET

II.A.12-9 - Website Material - GE Criteria_AA-AS - Las Positas CurricUNET

II.A.12-10 - Website Material - Institutional Student Learning Outcomes - Student Learning Outcomes Committee

II.A.12-11 - Chart - LPC General Education Criteria, Title 5, Accreditation Standards, & ISLOs

Standard II.A.13. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and includes mastery, at the appropriate degree level, of key theories and practices within the field of study.

Evidence of Meeting the Standard

ALL DEGREE PROGRAMS INCLUDE FOCUSED STUDY

All of Las Positas College's degree programs comply with Title 5 §55063 and Chabot-Las Positas Community College District Administrative Policy 4100 by including at least 18 semester units of focused study in one area of inquiry or interdisciplinary core. The Curriculum Committee's Curriculum Handbook requires that each degree program include a "required core" sequence of courses as well one or more optional course clusters ("List A," "List B," and "List C") from which students must select one or more course within the discipline or in a related field of study (II.A.13-1, II.A.13-2, II.A.13-3). The college catalog lists each degree program's outcomes and required course sequence of focused study (II.A.13-4) which for some degree programs includes an interdisciplinary core (II.A.13-5).

IDENTIFICATION OF SPECIALIZED COURSES BASED UPON LEARNING OUTCOMES, COMPETENCIES, MASTERY OF KEY THEORIES AND PRACTICES

Specialized courses are those included in the required core sequence in a degree program. For LPC's 28 AA-T or AS-T degrees, core-sequence courses are determined by the statewide Transfer Model Curriculum and selected as essential to preparation and success in the particular field of study (II.A.13-6). LPC faculty match courses in their program, or related programs, to those identified in the Transfer Model Curriculum (II.A.13-7, II.A.13-8, II.A.13-9). For all other degrees, faculty identify the program outcomes (also known as program student learning outcomes or PSLOs) for each degree, which include the key theories, practices, and competencies required for associate-degree level mastery in the field (II.A.13-10). Program faculty then determine, based upon course-level student learning outcomes (CSLOs) and measurable objectives - both of which are included on the course outline of record - which courses to include in the required core sequence (II.A.13-11, II.A.13-12, II.A.13-13).

Analysis and Evaluation

Las Positas College meets this standard. All of the college's associate degree programs include no fewer than 18 semester units of focused study in one area of inquiry or discipline as required by Title 5 and district board policy. The focused study for each degree program, selected by discipline faculty and/or determined by the state Transfer Model Curriculum, includes a required core and optional course sequence tied to program and student learning outcomes that include the key theories and practices appropriate to associate-degree level mastery in the field.

Evidence II.A.13

II.A.13-1 - AP4100 - Graduation Requirements for Degrees and Certificates - CLPCCD Board of Trustees

II.A.13-2 - Course Sequence - LPC Curriculum Handbook 2020-2021 - p. 33

II.A.13-3 - Program Outline - Business Administration Associate of Arts Degree - LPC CurricUNET

II.A.13-4 - Music AA Degree Program - LPC Catalog 2021-2022 - p. 243

II.A.13-5 - Environmental Studies AA Course Sequence - LPC Catalog 2021-2022 - pp. 168-169

II.A.13-6 - Website Material - Associate Degrees for Transfer - California Community Colleges Curriculum

II.A.13-7 - Economics AA-T - Transfer Model Curriculum - C-ID.net

II.A.13-8 - Economics AA-T Course Sequence - LPC Catalog 2021-2022 - pp. 143-144

II.A.13-9 - Chart - Economics AA-T_TMC and LPC Degree Core Courses

II.A.13-10 - PSLOs - Business Administration AA - SLO Committee Website

II.A.13-11 - Chart - Business Administration AA Core Courses & Learning Outcomes

II.A.13-12 - Course Outline of Record - Business 18 - LPC CurricUNET

II.A.13-13 - Business Administration AA Course Sequence - LPC Catalog 2021-2022 - p. 99

Standard II.A.14. Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

Evidence of Meeting the Standard

Las Positas College uses several methods to ensure that students who graduate with certificates and degrees from its Career Education (CE) programs demonstrate technical and professional competencies that meet employment standards and, where appropriate, external licensure and certification requirements. One method is to emphasize hands-on training and to offer relevant and engaging classes in which faculty teach a curriculum based upon industry-driven student learning outcomes (II.A.14-1). Industry-driven student learning outcomes and objectives are established in consultation with advisory boards, regional and statewide partners such as the Bay Area Community College Consortia (BACCC), and/or external accrediting agencies who help to ensure relevance and accuracy of each technical and professional competency expected of program graduates (II.A.14-2, II.A.14-3). Advisory boards are comprised of local area professionals familiar with the most current competencies, industry trends, and local hiring needs. In addition to providing direction on curriculum and learning outcomes, advisory boards address instructional equipment needs and facilities requirements (II.A.14-4, II.A.14-5). External accrediting agencies, such as CoAEMSP, shape the learning outcomes and objectives of some of LPC's CE programs so that graduates can meet external licensing and examination requirements (II.A.14-6, II.A.14-7, II.A.14-8, II.A.14-9).

The success of LPC Career Education graduates in securing employment in their chosen fields and/or passing external licensing examinations attests to the college's assurance that holders of its CE certificates and degrees possess the technical skills and competencies expected of program completers (II.A.14-10, II.A.14-11; II.A.14-12).

Analysis and Evaluation

Las Positas College meets this standard. LPC's emphasis on hands-on learning, its industry-driven curriculum and student learning outcomes, and its regular input and guidance from industry partners and accrediting/licensing agencies, ensures that graduates of its CE certificate and degree programs possess the technical and professional competencies to meet employment standards and other applicable standards and preparation for external licensure and certification.

Evidence II.A.14

II.A.14-1 - Website Material - LPC Career Education

II.A.14-2 - Website Material - Welding AS Degree PSLOs - SLO Committee Website

II.A.14-3 - Program Outline - Automotive Smog Technician Certificate of Achievement Narrative Template - CurricUNET

II.A.14-4 - Website Material - Advisory Board - Automotive Technology Program

II.A.14-5 - Minutes - Automotive Technology Advisory Board, May 6 2020

II.A.14-6 - Meeting Minutes - CoAEMSP Advisory Committee Meeting Minutes May 2020

II.A.14-7 - EMS EMT-Paramedic AS Degree Narrative Template - LPC CurricUNET

II.A.14-8 - Website Material - EMS EMT-Paramedic AS Degree PSLOs - LPC SLO Committee

II.A.14-9 - Website Material - Paramedic Training Program - LPC EMS Program

II.A.14-10 - Website Material - Where Our Students Work - Automotive Technology Program

II.A.14-11 - Website Material - Paramedic Program Pass Rates - EMS program website

II.A.14-12 - Report - Career Technical Education Outcomes Survey 2020 - Las Positas College Office of Research, Planning, and Institutional Effectiveness

Standard II.A.15. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Evidence of Meeting the Standard

PROGRAM ELIMINATION OR SIGNIFICANT CHANGE

Chabot-Las Positas Community College District Administrative Policy 4021 provides a two- to three-year process by which a discipline/academic department can be eliminated at Las Positas College (II.A.15-1). The lengthy and collegial process outlined in AP 4021 illustrates the district's and college's desire to allow students pursuing degrees or certificates in the affected discipline the time needed to complete or otherwise prepare - with the assistance of college and district personnel - to transfer to a related program. The LPC Curriculum Committee is charged with maintaining the currency of the college's course, degree, and certificate offerings. As part of this charge, the committee works with discipline faculty and administrators to deactivate particular courses or specific programs (degrees and certificates) that are no longer offered by the college or no longer relevant to the educational pathways of its students (II.A.15-2, II.A.15-3). In the event of a significant change to a course or to a series of courses within a program, or in related programs, the Curriculum Committee will consider the impact on students and work to prevent disruption to existing degree and certificate patterns (II.A.15-4).

STUDENT NOTIFICATION AND ARRANGEMENTS

Administrative Policy 4021 states that, in the event of program discontinuance, "reasonable efforts will be made to provide opportunities for students to finish the program or transfer to a related program" (II.A.15-1). LPC informs all students of changes to program offerings in its bi-annual (fall and spring semesters) catalog addendums. These addendums, posted on the college website, inform students of all changes, such as revisions and corrections, to degree and certificate pathways (II.A.15-5). When a particular course is removed from a degree or certificate pattern, LPC affords students the option and means - with the approval of program faculty and division dean - to waive the requirement or substitute a similar courses or courses that meet the degree or certificate learning outcomes (II.A.15-6, II.A.15-7). Finally, LPC guarantees catalog rights to students who maintain regular attendance in regular semesters as another guard against disrupting their educational paths in the event of program elimination or significant change (II.A.15-8).

Analysis and Evaluation

Las Positas College meets this standard. CLPCCD Administrative Policy 4021 lays out a clear process for the elimination of disciplines and departments, a process that follows clear protocols and enables any affected students time to complete or to transfer to a similar program. In the case of courses, degrees, and certificates, the LPC Curriculum Committee is charged with removing from the catalog any curricular offerings no longer offered or no longer relevant to the educational pathways of its students. When programs are significantly changed or eliminated, LPC affords students the opportunity to request waivers and/or substitutions to continue progress toward their educational goals.

Evidence II.A.15

II.A.15-1 - AP4021 - Program Revitalization/Discontinuance - CLPCCD Board of Trustees

II.A.15-2 - Website Material - Charge & Membership - LPC Curriculum Committee

II.A.15-3 - Minutes - Curriculum Committee - 11.2.2020

II.A.15-4 - Minutes - Curriculum Committee - 4.6.20

II.A.15-5 - Addendum Fall 2021 - LPC Catalog 2021-2022

II.A.15-6 - Forms - AA_AS_Certificate_Course_Waiver_Request

II.A.15-7 - Forms - AA_AS_Certificate_Course_Substitution_Request

II.A.15-8 - Catalog Requirements_Continuous Attendance - LPC Catalog 2021-2022 - p. 40

Standard II.A.16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

Evidence of Meeting the Standard

Las Positas College regularly evaluates and improves the quality and currency of all instructional programs through a variety of processes: program review, curriculum development and updates, Career Technical Education Committee oversight, the Distance Education (DE) Committee's online/DE hybrid course review process, and Community Education's regular "Wrap Up" reports and internal student surveys.

All instructional programs are evaluated annually through program review. Program reviews are written by faculty in the fall, read and synthesized by faculty on the Program Review Committee and summarized by division deans or other supervising administrators. Program review summaries are reported to divisions and forwarded to the Institutional Planning and Effectiveness Committee (IPEC). IPEC uses program reviews along with other data to evaluate institutional needs and determine the college's annual planning priorities. The planning priorities in turn guide resources allocation and budget development (II.A.16-1, II.A.16-2, II.A.16-3). The Program Review Committee updates the reporting template each year to ensure that program reviews remain relevant, appropriate, and current for evaluation and improvement planning (II.A.16-4, II.A.16-5). Although slightly different each year, the program review template consistently requires analysis of student learning outcomes, student achievement data, and curriculum/program updates. The Office of Research, Planning, and Institutional Effectiveness provides annual program review data packets containing demographic and outcomes data as well as annual course and program success rates, including degrees, certificates, and transfers (II.A.16-6, II.A.16-7, II.A.16-8, II.A.16-9, II.A.16-10, II.A.16-10a,

II.A.16-10b). The program review process results in systematic and regular improvements in the quality and currency of instructional programs and courses, enhancing learning outcomes and achievement for students (II.A.16-11a, II.A.16-11b, II.A.16-11c, II.A.16-11d, II.A.16-11e).

Through the curriculum process, faculty regularly evaluate and improve the quality and currency of all courses and programs offered. The Curriculum Committee's charge is "ensuring and preserving the academic integrity and quality of all courses and programs offered by Las Positas College" and it accomplishes this, in part, by reviewing courses for appropriateness and relevance. To ensure currency, the curriculum process requires review of course outlines every five years for academic courses and every two years for vocational courses (II.A.16-12). Besides undergoing a biennial review of course outlines, the curriculum process requires, as part of the Career Education certificate review, labor market information and analysis, advisory committee recommendations, and regional consortia approval meeting minutes (II.A.16-13). Additionally, LPC's Academic Senate recently approved a new committee, the Career Technical Education Committee, to oversee career education programs for the purpose of regular evaluation and quality improvements aimed at enhancing program outcomes (II.A.16-14, II.A.16-15). The Distance Education Committee regularly evaluates and improves the quality and currency of online and DE hybrid courses offered through a systematic peer-review process that includes targeted professional development (II.A.16-16, II.A.16-17).

The Community Education program administers student surveys at the end of every course and enters results in an excel spreadsheet that informs program planning (II.A.16-18, II.A.16-19). Community Education also provides the supervising dean with regular, annual "Wrap Up" reports in addition to completing annual program reviews. (II.A.16-20, II.A.16-21, II.A.16-22).

Analysis and Evaluation

Las Positas College meets this standard. LPC regularly evaluates and improves the quality and currency of all of its programs through a variety of college processes: the Program Review Committee's program review process, the Curriculum Committee's curriculum process, Career Technical Education oversight, the Distance Education (DE) Committee's online /DE hybrid course review process, and Community Education's student surveys and annual "Wrap Up" reports. These processes systematically support the College's commitment to enhancing learning outcomes and achievement for students.

Evidence II.A.16

II.A.16-1 - Website Material - Program Review Glossary -- Frequently Asked Questions - Program Review Committee

II.A.16-2 - Website Material - Planning and Budget Cycle - About Las Positas College

II.A.16.3 - Website Material - Program Review Timeline -- Program Review Committee

II.A.16-4 - Program Review Template 2020 - Program Review Committee

II.A.16-5 - Website Material - Program Review Special Features -- Past Program Reviews - Program Review Committee

II.A.16-6 - Website Material - Program Review Data - RPIE

II.A.16-7 - Program Review Data - F15-19_BIO - RPIE

II.A.16-8 - Program Review Data -- F15-19_CMST-SPCH - RPIE

II.A.16-9 - Student Outcomes - RPIE

II.A.16-10 - Program Set Standard - Course Success Rates - 2019-2020 - RPIE

II.A.16-10a - Associate Degrees and Certificates - 2010-2011 2019-2020 - RPIE

II.A.16-10b - LPC Transfers to UC and CSU - 2009-2010 2019-2020 - RPIE

II.A.16-11a - Tutoring Center Program Review 2020

II.A.16.11b - Sociology Program Review 2020

II.A.16.11c - EOPS CARE Program Review 2020

II.A.16.11d - Fire Services Technology Program Review 2020

II.A.16.11e - Graphic Design and Digital Media Program Review 2020

II.A.16.12 - Handbook - Curriculum Committee - p. 2

II.A.16-13 - Handbook - CTE Programs - Curriculum Committee - p. 28

II.A.16-14 - Minutes - CTE Committee Approval - Academic Senate - 9.9.20

II.A.16-15 - Career Technical Education Committee - Draft Charge and Membership

II.A.16-16 - Online-DE-Hybrid Course Review Process - Distance Education Committee

II.A.16.17 - Online-DE Hybrid Course Review Checklist - Distance Education Committee Handbook

II.A.16.18 - Fall 2019 Community Education Evaluation - Responses
II.A.16.19 - Fall 2019 Community Education Evaluation

II.A.16-20 - Community Education Program Review 2020

II.A.16-21 - Community Education - Program Wrap Up Report 2019-2020

II.A.16-22 - Community Education - Annual Report 2018-2019

Conclusions on Standard II.A. - Instructional Programs

Las Positas College, employs effective institutional processes - such as annual program review, regular SLO assessment, and ongoing curriculum development - to ensure that its instructional programs not only meet all of the academic and professional standards and expectations of a California community college, but that they enable students with diverse backgrounds and needs to achieve their educational and life goals.

Improvement Plans
None.

II.B. Library and Learning Support Services

Standard II.B.1. The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services (ER 17).

Evidence of Meeting the Standard

Las Positas College supports student learning and achievement by providing library, tutoring, and other learning support services to students and to personnel responsible for student learning and support. LPC offers learning support services in sufficient quantity, currency, depth, and variety - including remote delivery - to support the college's educational programs. Additionally, users of the library and the other learning support services receive instruction and guidance on how to access these essential college resources.

LIBRARY

The library's role in supporting student learning and achievement at LPC is captured in its stated mission "to promote excellence in information competency, inspire lifelong learning, and strengthen our diverse campus and community" (II.B.1-1). The library accomplishes its mission to support students and faculty by maintaining and continually updating a wide variety of print and online resources - including 85 digital databases accessed from on-campus terminals as well as off-campus computers (II.B.1-5a, II.B.1-5b). LPC Library Collections at a glance are

displayed in the table below (II.B.1-5a). The table is based on the CCL LPC Annual Data Survey 2019-20 (see evidence in II.B.1-3). Additionally, library faculty develop and update research guides on a wide range of subjects and course assignments in support of teaching and learning (II.B.1-6).

Las Positas College Library Holdings, 2019-2020	
TOTAL HOLDINGS	
Print Books	28,287
eBooks	195,773
Print Periodicals	50
Electronic Databases	82
CURRENCY OF PRINT AND eBOOK COLLECTION	
Percentage of Collection before 2000	43
Percentage of Collection after 2010	17

Besides providing research guides, the library offers six methods of ongoing instruction for its users. One method is the instructor-requested library orientation to assist students with course assignments such as research projects (II.B.1-7). For-credit library classes which range in unit value from .5 to 2 represent a second method of instruction for users (II.B.1-8). A third method is for a librarian to serve as an embedded resource in a particular course (II.B.1-9). A fourth way is to have students make appointments for research help. A fifth way is to answer student research questions through Ask LPC Library 24/7 live chat (II.B.1-10). A sixth way is to provide access for faculty to incorporate Credo Information Literacy modules into Canvas or for students to take the modules on their own. The number of courses using the modules continues to increase

with the students demonstrating an increase in the learning outcomes after completing the modules as shown in the pre-test and post-test assessment – scoring an average of 62 percent in the pre-test, versus the post-test results of 76 percent successful in the module outcomes (II.B.1-11). Each of these methods of ongoing instruction illustrate the quantity, currency, depth, and variety - including remote delivery - of services offered by the LPC library in support of student success (II.B.1-12).

Prior to the COVID-19 pandemic, the library was open from 8:00 am to 10:00 pm Monday through Thursday, 8:00 am to 4:00 pm on Friday, and 11:00 am to 6:00 pm on Saturday. During the campus closure and transition to primarily distance education, the library has offered online reference desk assistance from 9:00 am to 9:00 pm Monday through Thursday, 9:00 am to 5:00 pm on Friday, and four hours by appointment on Saturday. Contactless circulation services - including pick-up and drop-off of laptop computers, portable hot-spots, and calculators - has been provided Monday, 11:00 am to 7:00 pm, and Tuesday through Thursday from 9:00 am to 5:00 pm (II.B.1-2; II.B.1-3).

Student and faculty surveys, conducted by the library each spring semester, indicate that the library's services and materials are of sufficient quality and quantity to support their learning and teaching needs. LPC's spring 2021 Student Satisfaction Survey found that 97% of students who used the library were either satisfied or very satisfied with its services (II.B.1-13a). Librarians incorporate feedback from the surveys into future collection development and updating of services (II.B.1-13; II.B.1-14). Similarly, the 2021 Staff Accreditation Survey found that 81 percent of faculty and staff agree that the library and other learning support services on campus are sufficient in meeting instructional needs (II.B.1-14a).

TUTORING CENTER

Tutoring at Las Positas College is sufficient in quantity, depth, and variety. Prior to the COVID-19 pandemic, the Tutoring Center served more than 1,000 students each academic year (II.B.1-15, II.B.1-16). Total annual tutoring hours ranged from approximately 7,500 to 11,000 hours (II.B.1-15, II.B.1-16). Modes of tutoring prior to COVID-19 included drop-in, scheduled weekly, embedded, and online drop-in (II.B.1-15,II.B.1-17). Typically over 15 tutoring subjects are offered each year (II.B.1-18). To supplement subject offerings, Las Positas contracts with NetTutor to provide tutoring for 26 different subjects year round (II.B.1-19a). In addition, 27 to 44 instructors have hosted their office hours in the Tutoring Center each year (II.B.1-30). As LPC transitions toward a post-pandemic mode of operations, the Tutoring Center continues to provide ample drop-in and embedded tutoring options for 15 different subjects (II.B.1-20) with NetTutor supplementation for 26 different subjects year round (II.B.1-19a). Survey data indicate 93% of students who use tutoring are satisfied or very satisfied and 75% of students agree or strongly agree that the college's tutoring resources are sufficient (II.B.1-19b).

Tutoring is equitable in terms of location, times, and means of delivery. Prior to the COVID-19 pandemic, the Tutoring Center provided in-person tutoring while online tutoring was provided by NetTutor. The Tutoring Center hours were Monday 9am-5pm Tuesday/Wednesday 9am - 6:30pm, Thursday 9am - 5pm, Friday 9am - 3pm (II.B.1-21). Instructions on how to use tutoring services are on the Tutoring Center website and embedded into the Supervised Tutoring Canvas course shell (II.B.1-20, II.B.1-22). Post COVID, the Tutoring Center dramatically

expanded hours to include weekends and evenings. For example, over 80 hours of online drop-in math tutoring is available each week Sunday-Thursday from approximately 12pm-9pm and Friday-Saturday from 2pm-7pm (II.B.1-23).

The Tutoring Center provides learning support services to personnel responsible for student learning. Training is required for all tutors and includes both curricularized and paid training. Training topics include: schema activation, process goal setting, active learning, growth mindset praise, checks for understanding, summarizing, feedback, asset-based tutoring, open-ended questioning, active listening, metacognition, bloom's taxonomy, diffuse thinking, diagramming, annotating, acculturation, stereotype threat, self reliance, Mazlo's hierarchy, scaffolding, Socratic method, spaced retrieval practice, note taking, time management, working memory, resource navigation, peer observations and hidden curriculum (II.B.1-24, II.B.1-25, II.B.1-26, II.B.1-27).

The Tutoring Center regularly assesses peer tutoring and tutoring via NetTutor with monthly surveys. Although survey response rates are low, results indicate student grades have improved with tutoring (II.B.1-28). A 2019 survey of 86 students indicated positive experiences and opinions as to the overall quality and quantity of tutoring at LPC (II.B.1-29).

OTHER LEARNING SUPPORT SERVICES

Reading and Writing Center. The Reading and Writing (RAW) Center provides free individual reading and writing tutoring for students enrolled in any class at the college. The RAW Center is located in the Tutoring Center and staffed by English and ESL faculty who provide this service in-person and online during every semester, including summer term. RAW Center services are available Monday-Saturday, from two to six hours per day. Students may also access asynchronous essay drop off services (II.B.1-31, II.B.1-32, II.B.1-33).

Computer Center. The Computer Center, located in room 803, is a quiet, open computer lab available for currently enrolled students on a first-come, first-served basis. The center is staffed by four Instructional Assistants who help students develop the technology and software skills they need to succeed academically, including: Canvas, Class-Web, Zonemail, ConferZoom, Microsoft Word, Excel, and Powerpoint. The Center is equipped with 96 computer stations, featuring both PC and Macintosh computers, as well as printers. The Computer Center is open to assist students Monday-Thursday, 8am to 8pm, and Fridays, 8:30am to 3pm. In response to the limited on-site operations during the COVID-19 crisis, the Computer Center provided online assistance in place of drop-in help during the same hours of operation (II.B.1-34, II.B.1-35).

Integrated Learning Center. The Integrated Learning Center (ILC), located in Building 600, is a student-centered space that houses the Math Learning Center and an English as a Second Language lab where college faculty assist LPC students enrolled in Math and ESL courses. The Math Learning Center provides students with recommended credit and non-credit support courses, as well as free drop-in help. ESL students enrolled in reading and writing courses complete weekly lab assignments in the ILC that focus on grammar, vocabulary, reading and writing skills. The Math Learning Center is open Monday-Friday with 26 morning, afternoon, and early evening hours per week. The ESL Lab is open Monday-Wednesday, 12:00-12:50 (II.B.1-36, II.B.1-37, II.B.1-38).

Honors Transfer Program. The Honors Transfer Program (HTP) provides highly-motivated students with challenging academic opportunities that encourage and develop independent thinking and creative learning. HTP students enjoy the option to participate in honors academic activities and individual honors contracts. Completed honors contracts are recorded on student transcripts with an "Honors Course" designation and students who complete the HTP and graduate from Las Positas College have an honors seal affixed to their diploma and are eligible for transfer agreements with a number of universities (II.B.1-39, II.B.1-40).

Veterans Resource Center. The Veterans Resource Center (VRC), managed by the Veterans First Program and housed in a 2000 square foot facility, provides academic support services to active and former military personnel enrolled in Las Positas College. The VRC features a study room, computer room with free printing, and lounge where student veterans study independently and also receive individualized and group academic subject support and opportunities to participate in skill-building workshops and a textbook exchange (II.B.1-41, II.B.1-42).

Smart Shop Series. The Smart Shop Series offers workshops led by experienced faculty on a variety of topics in support of student success. Besides addressing academic topics such as English, math and general study skills, Smart Shops provide students an opportunity to explore transfer and career options (II.B.1-43, II.B.1-44).

Student Support Hub. In response to the COVID-19 pandemic and the shift to remote learning, Las Positas College launched the Student Support Hub in September 2020 on the Canvas learning services platform to provide equitable access and support for online learning (II.B.1-45).

English Center. The English Center, located in building 400 and featuring two classrooms and a computer lab, is staffed by three full-time instructional assistants who support learning for students enrolled in English 1AEX and basic skills courses. In collaboration with English faculty, the English Center staff provides individual and small-group learning assistance, grammar workshops, and embedded classroom support. The English Center is open Monday through Thursday, 8:00 am to 8:30 pm (II.B.1-46).

Math Jam, Concurrent Support, and Noncredit Courses. Math Jam offers eight unique tuition-free, non-credit courses – covering pre-algebra through calculus III – held during the week prior to every fall and spring semester to help students prepare for upcoming mathematics courses. Las Positas College also offers eight concurrent support courses that allow students to "jam all semester long" by enrolling in for-credit or non-credit (tuition free) math and learning support courses aligned with the math course in which they are enrolled. Concurrent support courses include assignments to help students prepare for upcoming tests and/or to review a recent test and learn from their mistakes (II.B.1-47, II.B.1-48, II.B.1-49). In addition to Math Jam and concurrent support courses in Mathematics, Las Positas Colleges offers non-credit classes in English and English as a Second Language to help students succeed academically through supplemental instruction and additional, low-stakes learning opportunities (II.B.1-50, II.B.1-51, II.B.1-52).

Disabled Student Programs and Services. Disabled Student Programs and Services (DSPS), housed in the Disability Resource Center, is a vital resource for students with disabilities. The DSPS program offers support services, determines required academic accommodations, and provides specialized counseling and technical support for students with disabilities, so that they can participate fully and access equitably all college experiences. DSPS fosters awareness, understanding, and an inclusive learning environment while also promoting self-sufficiency and self-advocacy in students with disabilities to prepare them to be active, productive, creative, and dynamic members of the college community and beyond. Students in the DSPS program enjoy access to a dedicated space in Building 1600 that features PC and Mac computers and adaptive hardware and software to support student learning in the areas of reading, writing, spelling, and computational skills (II.B.1-53, II.B.1-54).

Learning Communities. LPC's three learning communities - Engineering Technology, The Puente Project, and the Umoja Community - provide students with cohort-based instruction and learning support services such as access to mentors, career exploration and professional development workshops, and tutoring (II.B.1-55, II.B.1-56, II.B.1-57, II.B.1-58).

EOPS, CARE, and CalWORKS. These programs provide students with a variety of learning support services, including individual tutoring, support groups and classes, and workshops (II.B.1-59, II.B.1-60, II.B.1-61).

Analysis and Evaluation

Las Positas College meets this standard. The library, tutoring program, and other learning support services are of sufficient quantity, currency, breadth, depth, and variety to support the college's educational programs regardless of modality and location. The various ways in which the college responded to the unprecedented learning support needs resulting from the COVID-19 pandemic illustrate the institution's currency and innovative approach to helping students succeed and to supporting the efforts of personnel responsible for student learning.

Evidence II.B.1

II.B.1-1 – Website Material – Library Mission Statement – 11-2-20

II.B.1-2 – Website Material – Library Hours – 11-2-20

II.B.1-3 – Surveys – CCL LPC Annual Library Data Survey – 2019-20

II.B.1-4 – Program Reviews – Library program review – 2020-21

II.B.1-5a - Library Holdings 2019-20

II.B.1-5b – Website Material – Library databases

II.B.1-6 – Website Material – Library Research Guides (Libguides) – 11-2-20

II.B.1-7 – Website Material – Schedule library orientations Feb 2020 – 11-2-20

II.B.1-8 – Website Material – LPC Library Classes – 11-2-20

II.B.1-9 – Website Material – Request Embedded librarian – 11-2-20

II.B.1-10 – Website Material – 24/7 Ask LPC Library and Appointments – 11-2-20

II.B.1-11 – Reports – Credo InfoLit Modules Courses Results – 11-6-20

II.B.1-12 – Website Material – Library services for students – 11-2-20

II.B.1-13 – Surveys – Student Surveys Library – Spring 2019

II.B.1-13a - Surveys - Student Satisfaction Survey 2021 - Student Services and Learning Support - Office of Research, Planning and Institutional Effectiveness

II.B.1-14 – Surveys – Faculty Surveys Library – Spring 2019

II.B.1-14a - Surveys - Library and Learning Support Services - Staff Accreditation Survey 2021 - p. 3

II.B.1-15 - Program Review - Tutoring Center - 10-21-2019

II.B.1-16 - Program Review - Tutoring Center - 10-22-2018

II.B.1-17 - Website Material - How To Get Tutoring - 12-10-2019

II.B.1-18 - Website Material - What Subjects Are Tutored - 12-10-2019

II.B.1-19a - Website Material - NetTutor Subjects - 12-9-2020

II.B.1-19b - Surveys - Student Satisfaction Survey - 04-26-2021

II.B.1-20 - Website Material - Tutoring Center Webpage - 11-23-2020

II.B.1-21 - Website Material - Tutoring Center Webpage - 1-23-2020

II.B.1-22 - Website Material - Supervised Tutoring Course Menu - 11-23-2020

II.B.1-23 - Website Material - Math Tutoring Online - 11-23-2020

II.B.1-24 - Website Material - First Semester Tutor Training Course Menu - 11-23-2020

II.B.1-25 - Website Material - Second Semester Tutor Training Course Menu - 11-23-2020

II.B.1-26 - Website Material - Third Semester Tutor Training Course Menu - 11-23-2020

II.B.1-27 - Website Material - Monday 1030 am Meeting - Tutoring Center - 11-23-2020

II.B.1-28 - Surveys - Net Tutor Survey Spring 2019 - 05-28-2019

II.B.1-29 - Survey - Tutorial Center Survey Spring 2019 - 05-30-2019

II.B.1-30 - Data - Las Positas Tutoring Center - 05-26-2020

II.B.1-31 - Reading and Writing (RAW) Center - LPC Catalog 2020-2021 - p. 22.

II.B.1-32 - Website Material - Reading and Writing (RAW) Center - home page.

II.B.1-33 - Website Material - Reading and Writing (RAW) Center - RAW resources.

II.B.1-34 - Computer Center - LPC Catalog 2020-2021, p. 22.

II.B.1-35 - Website Material - Computer Center - Computer Center home page.

II.B.1-36 - Integrated Learning Center - LPC Catalog 2020-2021 - p. 22.

II.B.1-37 - Website Material - Integrated Learning Center - ILC home page.

II.B.1-38 - Website Material - Integrated Learning Center - ILC services.

II.B.1-39 - Honors Transfer Program - LPC Catalog 2020-2021 - p. 23.

II.B.1-40 - Website Material - Honors Transfer Program

II.B.1-41 - Veterans Resource Center - Veterans Educational Benefits - LPC Catalog 2020-2021 - p. 19.

II.B.1-42 - Website Material - Veterans First Program - Veterans Resource Center

II.B.1-43 - Website Material - Smart Shop Series

II.B.1-44 - Flyer - SmartShop Schedule Spring 2021

II.B.1-45 - Website Material - Student Support Hub - Student Services Monthly Newsletter - October 2020

II.B.1-46 - Website Material - English Center

II.B.1-47 - Website Material - Math Jam and Concurrent Support Courses - Mathematics Program

II.B.1-48 - Website Material - Concurrent Support Courses FAQs - Mathematics Program

Standard II.B.2. Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.

Evidence of Meeting the Standard

Las Positas College relies on the expertise of faculty, including librarians, and other learning support service professionals in the selection and maintenance of all books, e-books, databases, textbooks, reference materials, and equipment to support student learning and enhance the achievement of the mission.

The library's collection development process illustrates how faculty and staff expertise guides the selection and maintenance of educational materials. The Collection Development Policy assigns library faculty primary responsibility for collection acquisition and maintenance, including the removal of outdated or no longer useful materials and equipment. All LPC faculty members, however, are expected to help make these decisions through the application of subject-matter expertise. Instructional faculty exercise this responsibility by consulting with librarians or requesting via an online form the acquisition of materials designed to complement the curriculum. Classified professionals, college administrators, and students are also encouraged to

request materials and equipment. Library faculty consider all requests for purchase of library materials in relation to the overall instructional and educational purposes of the college (II.B.2-1, II.B.2-2). Besides relying upon professional judgement and the application of existing policy when adding to and removing items from the collection, library faculty also analyze usage data to inform their decisions (II.B.2-2a). Having a librarian serve as a voting member of the Curriculum Committee as a technical reviewer responsible for focusing on the textbook and library resources of new course and program proposals is another way LPC leverages faculty expertise in its decision making process (II.B.2-2b).

Faculty and staff expertise also guides the selection and maintenance of the educational equipment housed in the library. The Program Review and resource allocation process enables library personnel to identify equipment, services, and supplies required to support student success and the attainment of the college mission (II.B.2-2c). Currently, the library provides student use of 110 desktop computers, 68 laptops, 40 iPads, 70 hotspots, and 65 calculators. Four of the desktop computers and two laptops feature specialized software to assist users with vision and hearing differences along with a scanner reserved for students registered with DSPS (II.B.2-2d).

The Tutoring Center, coordinated by a faculty member who secures equipment and materials through the Program Review and resource allocation process, supports learning by providing six desktop computers and 10 laptops for student use (II.B.2-2e, II.B.2-3, II.B.2-4). In addition, the Tutoring Center maintains ample study spaces for student use including one smartboard (II.B.2-5). During the Fall 2019 semester, over 150 chairs and 20 tables were replaced in the Tutoring Center to create a more welcoming and functional environment (II.B.2-6).

Analysis and Evaluation

Las Positas College meets this standard. Faculty, including librarians, and other learning support professionals select and maintain the college's educational equipment and materials that support student learning and enhance the achievement of the mission.

Evidence II.B.2

II.B.2-1 – Website Material – LPC Library Collection Development Policy – 11-2-20

II.B.2-2 – Website Material – Request Library Materials Form – 11-2-20

II.B.2-2a - Reports - EBSCO_DatabaseUsageReport 2020-21

II.B.2-2b - Handbooks - Committee Members Roles and Responsibilities - LPC Curriculum Handbook 2020-2021, pp 4-6

II.B.2-2c - Program Reviews - Library Program Review 2019

II.B.2-2d - Website Material - Technology Services - LPC Library

II.B.2-2e - Program Reviews - Tutoring Center Program Review 2020

II.B.2-3 - Photos - Computers - Tutoring Center - 12-10-2019

II.B.2-4 - Photos - Laptops - Tutoring Center - 12-10-2019

II.B.2-5 - Photos - Smart Board - Tutoring Center - 12-10-2019

II.B.2-6 Invoice - KI Las Positas College Tutoring Center - 5-7-2019

Standard II.B.3. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

Las Positas College evaluates the library and other learning support services to assure that these services are adequate in meeting student needs. These evaluations include evidence of the ways in which the library and other learning support services contribute to attainment of student learning outcomes and are used by the college as a basis for improvement.

LIBRARY

Las Positas College evaluates the library in collaboration with college employees and students. The college conducts an annual survey of students preparing to graduate. Included in the survey are questions pertaining to their satisfaction with library resources and services (II.B.3-1). In addition, the college seeks feedback from students in the form of a satisfaction survey (II.B.3-2) to evaluate the library. In the Student Satisfaction Survey, the Student Services and Learning Support Usage and Satisfaction with Services section: 97 percent of the students were Very Satisfied/Satisfied (II.B.3-2) with the library. The library provides circulation data for Fall and Spring semesters to Institutional Research which generates reports on how the use of course reserves and circulating library materials contributes to student success (II.B.3-3; II.B.3-4). The library also surveys students and faculty each spring semester. The surveys evaluate the services and library materials the library provides for the college. The librarians incorporate feedback from the surveys into future collection development and updating library services (II.B.3-5a; II.B.3-5b). The survey was not done in Spring 2020 due to COVID-19 pandemic.
Library faculty regularly evaluate student learning outcomes for library courses and modules incorporated into courses throughout the college. One example, for LIBR 1, assessment results were reviewed and modifications were made to the assignments to produce improved student success (II.B.3-6). Another example is the Credo InfoLit modules that are incorporated into instructors' Canvas courses. The modules are managed by the library and are incorporated into different classes across disciplines. The modules have assessments which show increased student learning (II.B.3-7).

TUTORING CENTER

The Tutoring Center regularly assesses peer tutoring and tutoring via NetTutor with monthly surveys. Although survey response rates are low, results indicate that learning outcomes, in the form of student grades, have improved with tutoring (II.B.3-8, II.B.3-9, II.B.3-10). Additionally, Institutional Research student satisfaction surveys also generally indicate that Tutoring Center services are available when needed (II.B.3-11).

<p style="text-align:center">OTHER LEARNING SUPPORT SERVICES</p>

LPC's other learning support services - such as the RAW Center, the Computer Center, the Smart Shop workshop series - assure adequacy in meeting identified student needs by regularly evaluating and assessing levels and patterns of participation and by analyzing student survey results (II.B.3-11, II.B.3-12, II.B.3-13). LPC uses the student survey data for the library, Tutoring Center, and other learning support services as a basis for improvement by analyzing student participation to help determine which specific services - such as which Smart Shop workshops or which type of tutoring services (online versus walk-in) - to add to or remove from the schedule in order to meet student demand.

Analysis and Evaluation

Las Positas College meets this standard. The institution evaluates library, tutoring, and other learning support services to assess the degree to which these services meet student needs and contribute to learning outcomes. Library, tutoring, and other learning support faculty and staff use the evaluation data as part of their ongoing improvement efforts.

Evidence II.B.3

II.B.3-1 – Surveys – Graduation survey – 2018

II.B.3-2 – Surveys – Student satisfaction survey – March 2021

II.B.3-3 – Reports – Institutional Research Reports – Fall 2018

II.B.3-4 – Reports – Institutional Research Reports – Spring 2019

II.B.3-5a – Surveys – Library Student surveys – Fall 2018

II.B.3-5b – Surveys – Library Faculty surveys – Spring 2019

II.B.3-6 – Reports – Program Review Section B Assessment of LIBR 1 CSLOs – 2019

II.B.3-7- Reports – Credo Info-lit report – 11-2-2020

II.B.3-8 - Surveys - Net Tutor Survey Spring 2019 - Tutoring Center - 05-28-2019

II.B.3-9 - Surveys - Tutorial Center Survey Spring 2019 - 05-30-2019

II.B.3-10 - Surveys - Net Tutor Survey Fall 2018 - 12-31-2018

II.B.3-11 - Surveys - Student Satisfaction Survey Results October 2018 - 10-1-2018

II.B.3-12 - Surveys - Student Satisfaction Survey 2021 - Student Services and Learning Support - Office of Research, Planning and Institutional Effectiveness

II.B.3-13 - Reports - Smart Shop Student Usage Data - Spring 2021 Data

Standard II.B.4. When the institution relies on or collaborates with other institutions or sources for library and other support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)

Evidence of Meeting the Standard

LIBRARY

Las Positas College is one of two colleges in the Chabot-Las Positas Community College District (CLPCCD). When LPC relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents the existence of such agreements and indicates that the resources and services are adequate for the college's intended purposes and that they are easily accessible and utilized. LPC takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement and regularly evaluates these services to ensure their effectiveness. The LPC library's main software, an integrated library system (ILS) is hosted by a library vendor, Ex Libris. The participation agreement was approved by the Board on March 16, 2021. The agreement is between the Community College League of California who entered into an agreement with Ex Libris and the District. The board agenda item 5.4 on page 24 shows the signed agreement (II.B.4-1). Additionally, LPC maintains membership in a state consortium for resource purchasing through the Community College League of California (II.B.4-2).

TUTORING CENTER

The LPC Tutoring Center relies on NetTutor to provide supplemental online drop-in tutoring for DE students for 26 subjects year round (II.B.4-3, II.B.4-4). Monthly surveys indicate NetTutor tutoring helps students learn and improve grades (II.B.3-10). During COVID, NetTutor use increased dramatically with the rise of online learning (II.B.4-7).

Analysis and Evaluation

Las Positas College meets this standard. LPC documents its agreements with other institutions or sources for library and other support services for its instructional programs, guarantees that these sources serve their intended purpose, and regularly evaluates them for effectiveness.

Evidence II.B.4

II.B.4-1 – Agendas – Community College League of California with Ex Libris Participation Agreement – March 16, 2021

II.B.4-2 – Invoices – Cooperative buying agreement with Community College League and Council of Chief Librarians – September 2020

II.B.4-3 - Invoice - Link Systems International Invoice - 10-20-2019

II.B.4-4 - Website Material - Net Tutor Subjects - 11-23-2020

II.B.4-5 - Surveys - Net Tutor Survey Fall 2018 - 12-31-2018

II.B.4-7 Data - Total Monthly Net Tutor Hours - 9-30-2020

Conclusions on Standard II.B. - Library and Learning Support Services

Las Positas College's library, tutoring program, and other learning support services are of sufficient quantity, currency, breadth, depth, and variety to support the institution's educational programs. Faculty and other learning support staff select and maintain LPC's educational equipment and materials that support student learning and enhance the achievement of the mission. The college engages in regular evaluation, primarily in the form of user surveys, to evaluate library, tutoring, and other learning support services as a means of assessing effectiveness at meeting student needs and contributing to positive learning outcomes. In cases where LPC enters into agreements with other institutions or sources for library and other learning support services, the college ensures that the sources serve their intended purpose and evaluates them for effectiveness. Finally, LPC's response to the COVID-19 pandemic's unprecedented learning support needs illustrate the institution's currency and innovative approach to helping students succeed and to supporting the efforts of personnel responsible for student learning.
Improvement Plan

None

II.C. Student Support Services

Standard II.C.1. The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including

distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution.

Evidence of Meeting the Standard

Las Positas College provides a wide range of traditional student support services as well as those directly related to new initiatives and mandates, such as the Student Success and Support Program (SSSP) and Student Equity and Achievement (SEA). LPC regularly evaluates the quality of its student support services and demonstrates that these services, regardless of location or means of delivery - including distance and correspondence education - support learning and enhance accomplishment of the college mission by means of Service Area Outcomes (SAOs) and Student Learning Outcomes (SLOs) (II.C.1-1). Outcomes are developed in coordination with the SLO Committee and comply with applicable federal laws, state regulations, and local board policies and administrative procedures. Student Services faculty and staff annually assess SAOs and SLOs as part of a three year cycle depending on the service being evaluated in a particular year (II.C.1-2a, II.C.1-2b). In addition, most student support services also participate in annual program review which includes a comprehensive evaluation of accomplishments, challenges, review of applicable data, short-term and long-term planning, equity, and resource assessment (II.C.1-3).

The Office of Research, Planning, and Institutional Effectiveness conducts surveys on a regular basis including graduation, student accreditation, and student satisfaction surveys (II.C.1-4). The Distance Education Office also conducts surveys annually to assess student satisfaction with the college's distance education program including online learning and support services software and access to applicable technology (II.C.1-5). Data collected is disaggregated by location and means of delivery as appropriate in order to determine effectiveness and efficiency. Student surveys are used to assess quality of particular student service programs and to identify areas that need improvement (II.C.1-6, II.C.1-7). Survey results are then used to recommend programmatic changes, including additional resources through program review.

Analysis and Evaluation

Las Positas College meets this Standard. The Student Services division works collaboratively with the Academic Services division to enhance accomplishment of the college's mission by providing support to students in all stages of their academic path. LPC's student support services are offered in individual, group, and distance education formats and are regularly evaluated by faculty and classified professionals - through the annual program review process - for equity, overall effectiveness, and areas of improvement.

Evidence II.C.1

II.C.1-1   SAO Liaison Summary Report (Spring 2019)
II.C.1-2a   SAO Planning Template Student Services (Fall 2020)
II.C.1-2b   3-year SAO Assessment - EOPS
II.C.1-3   Program Review Division Summary - Student Services 2020
II.C.1-4   Student Satisfaction Survey Results - Student Services (Spring 2021)
II.C.1-5   Distance Education Student Survey Results (Fall 2020)

Standard II.C.2. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.

Evidence of Meeting the Standard

Las Positas College provides a wide range of learning support services, including those for specific student populations, all of which are intended to support student success and equity. All support services, including learning support outcomes, are evaluated through the formal program review process (II.C.2-1, II.C.2-2, II.C.2-3, II.C.2-4) as well as through Student Satisfaction Surveys conducted every two years by the Office of Research, Planning, and Institutional Effectiveness (II.C.2-5). The assessment data referenced above is used to continually improve services, student access, and support for student success, with increasing attention given to student achievement and completion.

Student Services has responded to new mandates, such as Student Success and Support Programs (SSSP) and student equity with the integration of SSSP, Basic Skills and the Student Equity and Achievement (SEA) Program. LPC's counseling division approached SSSP and student equity planning by holding in-service training sessions to collaborate and disseminate student success metrics, and to identify priorities and initiatives (II.C.2-6). One priority was an online orientation created in collaboration with multiple Student Services entities and our Hispanic Serving Institution grant. The orientation is available in English and Spanish and located on the LPC homepage on the Six Steps to Success (II.C.2-7).

Counseling. The Counseling Department has regularly used assessment data to ensure that the proper learning support is being provided to students. In response to the challenge of providing virtual counseling to students amid the Covid -19 pandemic, the department built and administered a "Student End of Meeting Survey", and discussed the resulting data as a team in order to make decisions about the future of virtual counseling services (II.C.2-8a, II.C.2-8b). In collaboration with the Guided Pathways Steering Committee, the counseling department reviewed the results from the 2018 Student Satisfaction Survey (SSS) to assess how students felt about LPC's various support services. Survey results indicated that students wanted more career guidance and assistance in career exploration and preparation (II.C.2-9). The results are being used to explore and expand online career assessment resources. In addition, a partnership between Guided Pathways and Strong Workforce led to the purchase of Career Coach, an online career assessment tool, which became available to students in spring 2021 (II.C.2-10). With Career Coach in place, the Counseling Department plans to expand career counseling, growing the strategy from individualized career counseling to one that includes centralized career counseling assessment and workshops available to students in the Career and Transfer Center. In the spirit of Guided Pathways, early career counseling interventions will be developed, marketed, and delivered to those students with undecided career and educational goals

Financial Aid. As part of its evaluation process, the Financial Aid Office assessed the volume of Pell grants over a three-year period (2016-2019) and discovered a downward trend for Pell awards. During this same time, the California Community College system introduced a new Student Centered Funding Formula (SCFF) that included funding metrics for students receiving financial aid and Pell grants. To address these issues, the financial aid office hired more personnel for outreach and in-reach efforts, and updated its technology, website, and outreach materials (II.C.2-11).

The District Office also purchased a new online document management system, CampusLogic to facilitate a single sign-on portal that allows students to submit forms online, eliminating the need for paper documents. The software provides additional online security authentication and email and text messaging options to alert students of the need for follow up. In addition, CampusLogic includes data on workflow and progress towards the SCFF outcomes for three supplemental performance metrics. The Financial Aid Office will soon be able to evaluate if the increased personnel and technology solutions increased the number of LPC Pell Grant and Fee waiver recipients (II.C.2-12).

EOPS/CalWORKS/CARE. The EOPS/CARE program assesses and analyzes Student Area Outcomes (SAOs) each year to determine the effectiveness of its services and to improve student success in the program. As a result of this analysis the program produced a student resource and housing handbook to assist foster youth students who are most vulnerable or at risk of becoming homeless. This handbook was updated and posted online for students to access during the COVID-19 campus closure (II.C.2-13).

Student Health Center. In 2018, student surveys indicated an alarming trend that a majority of LPC students experienced feeling overwhelmed, anxious, and hopeless (II.C.2-14). The Student Health Center responded to this need for mental health services by implementing the "Chill & Chat" support group. The group, led by a Marriage Family Therapist Intern, meets regularly, both in-person and online, and allows all LPC students to discuss their current stress, anxieties, and fears. The Student Health Center subsequently added additional sessions specifically for veteran students and those participating in the Middle College program (II.C.2-15).

Veterans First Program.The LPC Veterans First Program utilizes various internal surveys as well as Student Satisfaction Surveys to assess its services with an aim toward continual improvement (II.C.2-16). The Veterans First Program reviews its data annually, paying special attention to the mental health needs of its students, as well as the completion and graduation rates of veteran students. The program also annually reviews veteran students' completion and success rates in transfer English and math courses, and relies on pre and post student surveys to improve its annual two-day veterans orientation, "Operation Gateway," to continuously improve the on-boarding process. The Veterans First Program launched a pilot Veterans Learning Cohort which includes English 1A and Communication Studies 1 in fall 2021. Overall, the goal of the Veterans First Program is to provide wrap-around services for LPC's veteran students (II.C.2-17a, III.C.2-17b).

Analysis and Evaluation

Las Positas College meets this standard. The college uses ongoing assessments to continually improve its various student support services and programs to achieve desired outcomes. Student Learning Outcomes and Service Area Outcomes are assessed, integrated, and updated in response to state mandates such as SSSP and Student Equity and Achievement. All student support services are assessed for both service area outcomes and program quality through the formal program review process as well as student surveys with the goal of continuous improvement.

Evidence II.C.2
II.C.2-1   Counseling Program Review (Fall 2020)
II.C.2-2   CalWORKs Program Review (Fall 2020)
II.C.2-3   DSPS Program Review (Fall 2020)
II.C.2-4   Puente Program Review (Fall 2020)
II.C.2-5   Student Satisfaction Survey Results - Student Services (Spring 2021)
II.C.2-6   Guided Pathways Students Services Retreat (Spring 2019)
II.C.2-7   Las Positas College - New Student Orientation
II.C.2-8a   Student End of Meeting Report - General Counseling (Spring 2021)
II.C.2-8b   DSS Division Meeting Minutes 5-7-2021
II.C.2-9   Student Satisfaction Survey Results (Fall 2018)
II.C.2-10   Career Coach Website
II.C.2-11   Program Review Data, Section C Financial Aid (2019)
II.C.2-12   Program Review Data, Section G Financial Aid (2019)
II.C.2-13   Las Positas College Student Resource and Housing Handbook (2021)

Standard II.C.3. The institution ensures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

Evidence of Meeting the Standard

Las Positas College offers in-person and online comprehensive student support services to all students. Primary student support services include Admissions and Records, Career Transfer Center, Counseling, Disabled Student Programs and Services, EOPS, Financial Aid, Outreach, Student Life, and Veterans Services. Services are delivered through a variety of methods and scheduled at times that meet the needs of most students. Delivery methods include the college website, the CLASS-Web student portal, the Canvas online learning platform, and the Cranium Cafe online counseling platform; LPC provides all of these services during a variety of day and evening hours.

Admissions and Records. The Admissions and Records Office is responsible for admissions, records, evaluations, registration, and graduation. All enrollment services can be completed either remotely or on campus through the Online Service Center located in building 1600 (II.C.3-1). In spring 2020, due to the Covid-19 pandemic, the Admissions and Records Office re-evaluated all of its processes in order to ensure equitable access to students regardless of service location or instructional delivery method by publishing a directory of services and creating fillable documents for remote delivery (II.C.3-2). These improved procedures now accommodate all students whether on campus or in the remote environment (II.C.3-3).

Admissions and Records began a project in January of 2020 to bring the OCELOT Chatbot live on the Admissions and Records website. The software was successful in its initial implementation for Financial Aid, so it was expanded to the Admissions and Records website. Admissions and Records team members worked with OCELOT to create and implement the automated response system as another means to provide students with access to information regardless of service location or delivery method (II.C.3-4).

In the summer of 2020, the Admissions and Records Office participated in the creation of the Student Support Hub in Canvas as a part of the Distance Education committee. Although this hub was part of the planning for the college, the Covid-19 pandemic contributed to the prioritization of its creation (II.C.3-5).

Another way the Admissions and Records Office assures equitable access to all students is by providing services to incarcerated students participating in the LFCI program. This program offers face-to-face and correspondence courses to inmates at the Dublin federal correctional facility who do not have access to instructional technology. Admissions and Records team

members manually enter the enrollment applications for program students and then enroll the students in classes manually as well (II.C.3-6).

Assessment (Guided Self-Placement). Effective spring 2018, LPC offers online assessment services for new and continuing students. The college uses the self reported high school GPA and coursework as a tool for placement (II.C.3-7). Students may utilize the Guided Self-Placement tool for placement into Chemistry, English, English as a Second Language, French, Mathematics, and Spanish or take the Multiple Measures placement option for Chemistry 1A and Math 1 (II.C.3-8).

Counseling. The Counseling Department offers programs, classes, orientations, academic, career and personal counseling to all LPC students (II.C.3-9). General Counseling services are scheduled during the day, evening, and online. Scheduled appointments and drop-in counseling are offered throughout the year.

Prior to spring 2019, two counselors were assigned online counseling appointments (email or Cranium Café). With the advent of Covid-19, all counseling contacts and services to students moved to remote delivery. Cranium Café is used for most counseling contacts and workshops, with phone calls as a backup for individuals experiencing technology challenges (II.C.3-10). Confer zoom is used for orientations. All students are encouraged to email their counselors with non-urgent issues. As LPC begins to transition back to campus, all of the above remote options will remain available to students along with in-person services.

Student Health Center. The Student Health Center presents informational workshops to student groups to increase awareness of the various health services it offers. Workshop topics have included: LGBTQ Community Awareness, Suicide Awareness & Anxiety with Social Media. Since the advent of the Covid-19 pandemic, the Student Health Center has provided in-person appointments for medical reasons only (II.C.3-11). Personal counseling sessions are available to all currently enrolled students in need via telephone or Zoom (II.C.3-12).

Analysis and Evaluation

Las Positas College meets this standard. LPC provides appropriate, comprehensive, and reliable support services for all students. The college ensures equitable access to these services by offering them via multiple modes; face-to-face, online, and telephone - and at various times throughout the day and evening.

Evidence II.C.3

II.C.3-1   Las Positas College Campus Map - 1672 Online Service Center
II.C.3-2   Admissions & Records - Admissions Requirement Forms
II.C.3-3   Admissions & Records - Services
II.C.3-4   Admissions & Records - "Ask Andi" Chatbot
II.C.3-5   Canvas Student Support Hub
II.C.3-6   FCI Application Correspondance 2-3-2020
II.C.3-7   LPC Guided Self-Placement
II.C.3-8   LPC Multiple Measures of Assessment

Standard II.C.4. Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.

Evidence of Meeting the Standard

Las Positas College offers co-curricular and athletics programs in alignment with its mission through adherence to bylaws. The Inter-Club Council's bylaws purpose statement notes the goal of promoting educational, cultural, recreational, and social events for the students and the college community. Moreover, co-curricular activities "encourage student participation in all aspects of the college community and the campus life" (II.C.4-1). LPC conducts all of its co-curricular and athletics programs with sound educational policy and standards of integrity including fiscal controls (II.C.4-2).

LPC's co-curricular program includes the Las Positas College Student Government, Inter-Club Council, and approximately 30 student clubs that promote educational, cultural, honorary, recreational, and social opportunities (II.C.4-3). The Student Life Office provides students with leadership opportunities, supports student advocacy, and promotes student engagement. The College's co-curricular program conforms with California Education Code 76060 and applicable district board policies and administrative procedures by assessing Student Representation and Student Activities fees and allowing student body associations to be developed and to conduct any activities, including fundraising activities, as may be approved by the appropriate college officials and the Student Life Office (II.C.4-4) . LPC evaluates the quality and effectiveness of its co-curricular offerings through the developmental process. Clubs and organizations develop, plan, and design activities to best promote the well-being of student's educational experiences and lifelong learning. Each Student Life entity develops their own mission and constitution to ensure their own club/organizations promote and offer leadership engagement and participation from its members. All entities in Student Life are required to have an LPC advisor to serve as a resource and commit to additional duties and responsibilities to help the club's missions (II.C.4-5).

LPC ensures that its co-curricular programs comply with all appropriate regulations by conducting eligibility and maintaining standards throughout student terms of office (II. C.4-6, II.C.4-7). LPCSG and ICC are required to adhere to the Brown Act §54957.5 and require materials to be distributed and post agenda and minutes in the LPSG website (II.C.4-8). LPCSG and ICC provide extra-curricular activities that are related directly to courses (II.C.4-9, II.C.4-10). Management of co-curricular funds are established through the college business services and records and accounts are maintained in compliance with District accounting procedures. All expenditures must be approved by Club/Organization, Advisor, College Designee (Student Life),

Administrator, and the Vice President overseeing the department through a club/organization disbursement request and to include original receipts and invoices (II.C.4-11).

Las Positas College includes nine intercollegiate athletic programs for men and women: Men's Basketball, Men's Soccer, Men's Swim & Dive, Men's Water Polo and Women's Basketball, Women's Soccer, Women's Swim & Dive, Women's Volleyball and Women's Water Polo (II.C.4-12). As stated in the Athletic Department's mission statement, the program aims to empower student athletes to achieve their academic goals and refine their athletic talents by providing equitable athletic opportunities, leadership skills, teamwork, hard work, accountability, and symmetry (II.C.4-13). The athletics program conforms with the California Community College Athletic Association and requires all senior administrators, the athletic director, and coaches to complete an annual compliance rules exam to ensure knowledge and awareness of related regulations to maintain program integrity (II.C.4-14). LPC requires that its athletic programs adhere to Education Code 66271.6, 66271.8, 67360 and Title IX, Education Amendments of 1972 (II.C.4-15).

All athletic programs and their operation are overseen by the Athletic Director who reports to the Dean of Public Safety, Advanced Manufacturing, Transportation, Health & Kinesiology (PATH). The Dean of PATH reports to the Vice-President of Academic Services. Las Positas College Athletics employs a full-time athletic director, an acting athletic counselor, and a full-time athletic trainer to ensure the well-being, health, and safety of student-athletes. Las Positas teams participate in the Coast Conference and are part of the California Community College Athletic Association (CCCAA). Each athletic program is offered as a for-credit course both in-season and off-season, which has been reviewed and approved by the college's Curriculum Committee, the Board of Trustees and the California Community Colleges Chancellor's Office (CCCCO)(II.C.4-16). All athletic programs follow the Coast Conference and CCCAA Constitution Articles and Bylaws, the Board of Trustees AP5700 and BP5700, the state Education Code, and Title IX requirements (II.C.4-17, II.C.4-18).

All funding and expenditures are regulated through the general budget or appropriate categorical source and follow all institution and district guidelines. The budget is regularly monitored and reviewed by the Dean of Public Safety, Advanced Manufacturing, Transportation, Health & Kinesiology.

In addition to a program review, the Las Positas College Athletics Department completes an annual R-4 Statement of Compliance of Title IX Gender Equity and Equity in Athletics Data Analysis (EADA) reports (II.C.4-19). As required by the CCCAA, the R-4 shows evidence of research into program offerings and participation by gender. The R-4 requires CCCApply application data, California Interscholastic Federation participation data and Las Positas College's annual radius of competition. The goal of the R-4 is to assist Las Positas College in assessing if the athletics program meets the needs and abilities of the current student population. The EADA is a federally mandated report that identifies program offerings, participation by gender, staffing, and program expenditures. The EADA is submitted to the United States Department of Education and can be used by students to research and compare information about athletic programs. The EADA is prepared and reviewed by the Athletic Director, Dean of PATH, and the College President (II.C.4-20).

Analysis and Evaluation

Las Positas College meets this standard. Aligned with its mission, the college provides an array of leadership, cultural, social, and athletics programs to provide opportunities for a broad educational experience for its students. All co-curricular programs participate in program review, are subject to campus financial oversight and controls, and comply with relevant reporting requirements for all applicable laws and regulations.

Evidence II.C.4

II.C.4-1   LPCSG Bylaws, Article I - General Provisions (Fall 2020)
II.C.4-2   Las Positas College Student Government (LPCSG) Bylaws (Fall 2020)
II.C.4-3   Student Life - Active Student Club Listings (Fall 2021)
II.C.4-4   CLPCCD AP 5030 - Student Services Fees
II.C.4-5   Student Club Handbook 2020-2021
II.C.4-6   CLPCCD BP 4220 - Standards of Scholarship
II.C.4-7   CLPCCD BP 5410 - Associated Students Elections
II.C.4-8   LPCSG Agendas and Minutes
II.C.4-9   CLPCCD AP 5430 - Co-Curricular Activities
II.C.4-10   CLPCCD BP 5430 - Co-Curricular Activities
II.C.4-11   Student Club Handbook 2020-2021 - Financial Information pages 32-24
II.C.4-12   Official Athletics Website of the Las Positas College Hawks
II.C.4-13   Las Positas College Athletics Mission Statement
II.C.4-14   CCCAA Compliance Exam Notice
II.C.4-15   CLPCCD AP 5700 - Athletics
II.C.4-16   LPC Catalog - Intercollegiate Athletics Courses (2021-2022)
II.C.4-17   CLPCCD BP 5700 - Athletics
II.C.4-18   CLPCCD AP 5700 - Athletics
II.C.4-19   LPC EADA Survey 2020
II.C.4-20   LPC EADA Completion Certificate 2021

Standard II.C.5. The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

Evidence of Meeting the Standard

Las Positas College provides counseling which includes academic, career, and personal counseling to support student development and success (II.C.5-1). Counseling programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies (II.C.5-2).

Las Positas College provides counseling support to students regardless of mode or location of instruction (II.C.5-3). Counselors are trained to provide academic, career, and personal counseling to students. Counseling services are provided for all students through the General Counseling Department, through state categorically-funded programs, learning communities, and other special programs including athletics, financial aid, international, and veteran students (II.C.5-4). Counseling personnel participate in ongoing professional development by means of attending transfer workshops hosted by the California State University and University of California systems and by working closely with articulation to keep up-to-date with graduation and transfer requirements (II.C.5-5, II.C.5-6).

In fall 2019, Las Positas College implemented a new student orientation through its online student portal that is fully available in English and Spanish. The new student orientation introduces students to academic and support programs, academic expectations, financial aid, academic calendar and important timelines, college fees, educational planning services, campus safety and security, graduation and transfer requirements, and other relevant policies and procedures (II.C.5-7). The Counseling Department also provides orientations to students during onboarding events and for special programs and learning communities (II.C.5-8).

Las Positas College has committed to updating and upgrading DegreeWorks, the college's degree audit to provide an online tool to allow for the development or update of a student educational plan, allow for academic goal exploration through a "what if" function, help students gauge their progress towards achieving their educational goals, and to assist with the automatic awarding of associate degrees and certificates (II.C.5-9). In May of 2021, the college launched student-facing program maps to assist students with a sequence of classes that lead to a degree and certificate (II.C.5-10).

Las Positas College produces a catalog on an annual basis and an addendum that publishes the latest approvals for general education worksheets and approvals granted over the summer session (II.C.5-11), II.C.5-12). The catalog is posted online and is available in print on campus. LPC also produces a class schedule each semester that is posted online, is available in print on campus, and is sent to all residences in the college's service area (II.C.5-13). Both the catalog and the class schedule include information pertaining to counseling services, academic requirements, academic progress, and other relevant information, policies, and procedures.

Analysis and Evaluation

Las Positas College meets this standard. LPC provides counseling services both in-person and online to all students. Counselors stay current and connected to intersegmental partners so as to impart accurate information to students. Orientations in multiple languages are available to on-board students to the college. The college provides academic and degree requirements in multiple locations and provides students and counselors with the tools to track progress.

Evidence II.C.5

II.C.5-1   Counseling: Preparing to See a Counselor
II.C.5-2   Counseling: Counseling Courses and Workshops
II.C.5-3   Counseling Services - Cranium Cafe

Standard II.C.6. The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals.

Evidence of Meeting the Standard

Las Positas College is committed to open access with regards to admission and this practice is in alignment with its mission. All students 18 years of age or older, or a high school graduate or equivalent, are admissible to the college (II.C.6-1) In accordance with Board Policy, high school students currently enrolled in 10th, 11th or 12th grade may participate in the concurrent enrollment program (II.C.6-2). Younger students may enroll with the permission of the Vice President of Student Services (II.C.6-3). Middle College is a unique collaboration between Las Positas College, Tri-Valley Regional Occupational Program, Dublin Unified School District, Livermore Valley Joint Unified School District, and Pleasanton Unified School Districts (II.C.6-4) LPC encourages all new, continuing, and returning students to complete the matriculation process known locally as the Six Steps to Success that begins with the admission application through course registration (II.C.6-5). Priority registration is assigned to students who complete the three core services of orientation, assessment, and educational plan (II.C.6-6).

Counseling services assist students with formulating a comprehensive educational plan (II.C.6-7). Las Positas College offers DegreeWorks, a degree audit program, that allows students to view their student educational plans, monitor their progress towards achieving their educational goals, and allow for academic goal exploration through a "what if" function (II.C.6-8). Along with DegreeWorks, the College has clearly defined pathways for students that are nested in Academic and Career Pathways and include program maps (II.C.6-9, II.C.6-10).

Las Positas College is committed to Guided Pathways and to addressing all four pillars including developing clear pathways for students to obtain their educational goals (II.C.6-11). In summer 2020, Las Positas College was admitted to the second cohort of the California Guided Pathways Demonstration Project for 2020-2022 to help the college explore the challenges and address the obstacles of operationalizing the work to facilitate graduation, transfer, and job placement (II.C.6-12) .

Analysis and Evaluation

Las Positas College meets this standard. LPC clearly outlines and defines specific qualifications of students appropriate for its programs. Its administrative procedures specify qualifications. The college defines and advises students on clear pathways to complete degrees, certificate and transfer goals and is engaged in robust statewide efforts to improve clarity of path for students.

Evidence II.C.6

II.C.6-1   Admission & Records - Residency Requirements
II.C.6-2   Admissions & Records - Concurrent Enrollment (Fall 2021)
II.C.6-3   CLPCCD AP 5011 - Admission and Concurrent Enrollment
II.C.6-4   Middle College at Las Positas College
II.C.6-5   Outreach Office - "Six Steps to Success"
II.C.6-6   Priority Registration Dates (Spring 2022)

II.C.6-7   Form-Sample Student Educational Plan-Counseling Services
II.C.6-8   DegreeWorks Educational Progress Tracker
II.C.6-9   Career Coach Career Exploration Tool
II.C.6-10   Las Positas College Academic and Career Pathways
II.C.6-11   Guided Pathways Pillars - LPC Projects
II.C.6-12   California Guided Pathways Project (CAGP) Phase 2 Agreement

Standard II.C.7. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Evidence of Meeting the Standard

Las Positas College is committed to open access with regards to admission and this practice is in alignment with the College's mission (II.C.7-1). Admission procedures are reviewed on a regular cycle as part of the continuous improvement review (II.C.7-2). All students who are 18 years of age or order; or a high school graduate or equivalent are admissible to the college. High school students currently enrolled in 10th, 11th or 12th grade of high school may participate in the concurrent enrollment program(II.C.7-3).

Placement instruments and practices are regularly evaluated to validate their effectiveness while minimizing biases. The Office of Research, Planning, and Institutional Effectiveness works in collaboration with the Assessment Center and Counseling Department to help validate assessment instruments in accordance with California Title 5 sections 55522, 76002, and 78213 (II.C.7-4). Student placement level trends for new students are evaluated annually to help the college determine how many sections of English and Mathematics courses to offer and determine if retention, persistence, and success rates are reflective of placement results (II.C.7-5).

In fall 2019, with the implementation of California Assembly Bill 705, Las Positas College adopted an online guided self-placement for English and Mathematics (II.C.7-6). At the time of this writing we are awaiting the validation report from the State Chancellor's Office regarding AB 705 implementation.

Analysis and Evaluation

Las Positas College meets this standard. Admission policies are in place and regularly reviewed by the District for effectiveness. Placement tests still in use have been rigorously validated. Math and English placement instrumentation has undergone transformation under AB 705 and the college has moved to an equity-minded system of guided self-placement.

Evidence II.C.7

II.C.7-1   CLPCCD AP 5010 Admissions
II.C.7-2   CLPCCD Board Policy and Administrative Procedure Review Cycle
II.C.7-3   CLPCCD AP 5011 Admission and Concurrent Enrollment
II.C.7-4   Las Positas College CCDT Approval Application (November 2015)
II.C.7-5   English & Math Assessment Trends - New Students (Fall 2012 - Fall 2016)
II.C.7-6   English & Math Guided Self-Placement

Standard II.C.8. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Evidence of Meeting the Standard

Las Positas College maintains student records permanently, security, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. Furthermore, Las Positas College publishes and follows established policies for release of student records (II.C.8-1, II.C.8-2).

Las Positas College adheres to the provisions of the Family Educational Rights and Privacy Act (FERPA) of 1974, as amended, also known as the Buckley Amendment, to protect the privacy of student records (II.C.8-3). Training and guidance is provided to college personnel by means of on-campus professional development opportunities, including FLEX Day presentations, new personnel orientations, and electronic notices (II.C.8-4). Only college employees who need access to student records have permission within the online computer system. All college employees with such access are trained on FERPA and college protocols on securing, sharing, and issuing student records.

The Las Positas College Admissions & Records Office developed a Student Release of Records FERPA Release Form to permit students to give permission for a designated individual(s) to view and access the type of information specified (II.C.8-5). By default, student records are not released to anyone else other than the student until the form is completed, signed, and submitted

by the student. Students may share partial or all record information including, but not limited to, academic records, financial aid records, student account records, or program specific records.

Las Positas College works with the Chabot-Las Positas Community College District Information Technology Services to ensure that all student records are secured in the online environment regardless of when, how, and by whom the record was established or last updated. Prior to summer term 1994, student records were maintained in hard copy. Beginning with summer term 1994, the college district implemented an online computer generated transcript system, however, existing student records were not converted to the new system.

Las Positas College has partnered with Credentials Solutions, Incorporated to accept official transcript orders over the Internet. Las Positas College provides two free official transcripts to all students upon request of the Admissions & Records Office (II.C.8-6). Transcripts are sent by regular first class mail through the U.S. Postal Service. Las Positas College also issues electronic official transcripts to college partners that accept such transcript formats. Unofficial transcripts are available on CLASS-Web, the online student portal, free of charge to students (II.C.8-7).

Analysis and Evaluation

Las Positas College meets this standard. LPC has established policies and procedures for securing student records. Privacy related to student records follow FERPA guidelines and training on FERPA regulations are provided to the campus community. Students can find information about acquiring their records on the college website and catalog.

Evidence II.C.8

II.C.8-1   CLPCCD BP 5040 Student Records, Directory Information, and Privacy
II.C.8-2   CLPCCD AP 5040 Student Records, Directory Information, and Privacy
II.C.8-3   FERPA Regulations
II.C.8-4   FERPA Presentation Slide
II.C.8-5   Student Release of Records - FERPA Release Form
II.C.8-6   Academic Transcript Request Form
II.C.8-7   CLASS-Web How-To Guides for Students

Conclusions on Standard II.C. Student Support Services

Las Positas College's student support services - including counseling, advising, admissions, and co-curricular and athletics programs - support learning and successful completion and are aligned with and enhance the accomplishment of its mission and comply with all applicable district policies and legal requirements. LPC offers student support services in a variety of formats and modalities and regularly evaluates and assesses these services for equity, outcomes, and overall effectiveness with the goal of continuous improvement.

Improvement Plan

None

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system.   In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

III.A. Human Resources

Standard III.A.1. The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

Evidence of Meeting the Standard

Las Positas College assures the integrity and quality of its programs and services by employing only qualified administrators, faculty, and classified professionals. LPC receives guidance and support in all hiring matters from the district Office of Human Resources (HR). HR also provides leadership and support in the areas of employee relations, training, benefits, negotiation and administration of collective bargaining agreements (III.A.1-1, III.A.1-2).

SELECTION CRITERIA, QUALIFICATIONS, AND PROCESS

HR maintains hiring procedures specific to faculty, classified, supervisory/confidential, and administrator recruitments which detail each step of the recruitment process in order to ensure a consistent, thorough, systematic, and inclusive hiring process (III.A.1-3). These procedures are developed through a shared governance process and are in accordance with applicable Board Policies (BP) (III.A.1-4), Administrative Procedures (AP) (III.A.1-5, III.A.1-6), California Education Code (III.A.1-7), and Title 5 Regulations (III.A.1-8). Any organization or individual, whether a district employee or not, who is involved in the recruitment process receives training on Title 5 regulations concerning Equal Employment Opportunity (EEO) and district hiring committee protocols (III.A.1-9). Individuals who have not received this training within the prior 24 months, or within the time period required by law or district policy or procedure, are not allowed to serve on screening/selection committees.

The district uses the PeopleAdmin online applicant tracking system (III.A.1-10) and advertises

vacant positions using focused outreach and standard publications including: the California Community College Registry (CCC Registry), Inside Higher Ed, Association of California Community College Administrators (ACCCA), a bundle of targeted diversity-specific websites, and the CLPCCD employment website (III.A.1-11, III.A.1-12, III.A.1-13, III.A.1-14, III.A.1-15). Additionally, jobs in specialized areas may also be advertised with various resources and associations. All applicants are required to complete an online application and submit required documents to demonstrate how they meet the position's minimum qualifications (III.A.1-1, III.A.1-2, III.A.1-3).

The Chabot-Las Positas Community College District (CLPCCD) affirms its commitment to diversity, equity, and inclusion in the District EEO Plan (III.A.1-16) and in a newly developed Equity Statement that will soon be presented on all position announcements for Las Positas College (III.A.1-17). The District EEO Advisory Committee meets regularly and is charged with assisting the District in implementing its Plan, promoting an understanding of and support for diversity, equity, inclusion, equal opportunity, and nondiscrimination policies and procedures. The EEO Advisory Committee includes diverse representation of faculty, classified professionals, and administrators from both colleges and the District Office.

JOB DESCRIPTIONS

Faculty, administrator, and classified professional job descriptions detail representative duties, minimum qualifications, and qualifications that represent knowledge, skills, and abilities relative to the position (III.A.1-18, III.A.1-19). Faculty, administrator, and classified professional job descriptions also relate directly to LPC's mission and goals (III.A.1-20, III.A.1-21, III.A.1-22).

Analysis and Evaluation

Las Positas College meets this standard. LPC, with the help of district HR, assures the integrity and quality of its programs and services by employing qualified administrators, faculty, and staff. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

Evidence III.A.1

III.A.1-1 - Website Material-Human Resources
III.A.1-2 - Website Material-Human Resources Goals
III.A.1-3 - Website Material-Procedures for Hiring
III.A.1-4 - Website Material-Board Policy 7120 - Recruitment and Selection
III.A.1-5 - Website Material-Administrative Procedure 7120 - Recruitment and Selection
III.A.1-6 - Website Material-Administrative Procedure 7211 - Faculty Service Areas, Minimum Qualifications, and Equivalencies
III.A.1-7 - Website Material-California Education Code - Part 51 - Employees - 87000-88270
III.A.1-8 - Website Material-California Code of Regulations - Title 5
III.A.1-09 - Training Materials-Screening Interviewing Committee Briefing

Standard III.A.2. Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)

Evidence of Meeting the Standard

Las Positas College faculty meet the instructional, counseling, and learning-resource needs of students through a rigorous qualification screening process. Qualifications include identified degrees, professional and discipline expertise, teaching skills, professional activities, and potential to contribute to the mission of the College. CLPCCD brings careful attention to the hiring process to ensure that well-qualified faculty are recruited and employed to meet its mission (III.A.2-1).

The State Chancellor's Office and applicable outside accrediting agencies determine minimum qualifications for all faculty, whether full-time or part-time (III.A.2-2, III.A.2-3). One minimum qualification for all positions is the ability to demonstrate sensitivity to and an understanding of the diverse academic, socioeconomic, cultural, and ethnic backgrounds of community college students, including those with physical and/or learning disabilities (III.A.2-3b) . Full-time faculty are initially screened for this qualification through a diversity statement applicants are required to include on the fillable application form. Additional job-related desirable qualifications aimed at creating a qualified pool of diverse applicants may be requested. Job postings detail the minimum qualifications, desirable qualifications, and the requirements and characteristics of the job (III.A.2-4). The full-time hiring process is described in the CLPCCD Faculty Hiring Procedures (III.A.2-1). Position announcements include requests for resume, cover letter, personal qualifications statement, and transcripts, as well as an equivalency statement and materials as needed (III.A.2-4, III.A.2-5). Supplemental questions may also be asked of applicants to further assess subject matter knowledge (III.A.2-6). Moreover, the selection committee is generally composed of at least four faculty members selected by the division or area faculty, an area administrator and, when appropriate, the committee may be

supplemented by advisory committee members selected by the division or area faculty. The faculty are encouraged to include representation from areas outside their disciplines. Selection committee members review applicant qualifications as related to the position announcement and as presented in application materials in order to determine which candidates to interview. The screening committee works with the Office of Human Resources to develop interview questions, teaching demonstrations, and applicable skills assessments (III.A.2-1). Interviews and reference checks are performed for all faculty members hired (III.A.2-7).

Faculty and administrators create and modify full-time faculty job descriptions depending on subject matter and current needs. The appropriate subject-area faculty and area administrator develop the faculty job qualifications, requirements, and characteristics, which always include participation in curriculum development, review, and assessment of learning (III.A.2-8).

Analysis and Evaluation

Las Positas College meets this standard. LPC and the district recruit and hire diverse and qualified faculty who support quality programs and services aligned with the college mission. Faculty qualifications include appropriate degrees, professional training and experience, teaching and scholarly activities, and discipline expertise. Faculty hiring committees review qualifications, experience, and potential to contribute to curriculum, learning assessment, and institutional mission, values, and goals.

Evidence III.A.2

III.A.2-1-Website Material-Full-Time Faculty Hiring Procedures-06-09
III.A.2-2-Website Material-California Community Colleges Chancellor's Office Minimum Qualifications
III.A.2-3-Website Material-California Code of Regulations, Board of Registered Nursing, Prelicensure Nursing Programs, Faculty Qualifications
III.A.2-3b-Job Description - History Faculty
III.A.2-4-Website Material-EdJoin Faculty Position Announcements
III.A.2-5-Faculty Association Collective Bargaining Agreement - Article 22E - Page 287
III.A.2-6-Website Material-Administrative Procedure 7211: Faculty Service Areas, Minimum Qualifications, and Equivalencies-02-16-16
III.A.2-7-Website Material-Reference Check Form-09-29-15
III.A.2-8-Sample Full-Time Faculty Job Description-01-15-19

Standard III.A.3. Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

Evidence of Meeting the Standard

Las Positas College administrators and other employees responsible for educational programs and services possess the necessary qualifications to perform the duties required to sustain institutional effectiveness and academic quality. The district Office of Human Resources (HR)

administers consistent hiring procedures for all job postings requiring evidence of meeting minimum qualifications, additional job-related desirable qualifications, and the specific requirements and characteristics of the job (III.A.3-1, III.A.3-2, III.A.3-3, III.A.3-4). Applicants must submit a resume, cover letter, personal qualifications statement, and transcripts or additional documents as identified in the announcement. The hiring administrator works with HR to pre-screen applicants for minimum qualifications. The selection committee, consisting of employees from all constituency groups to ensure adequate representation and committee diversity, is responsible for reviewing and evaluating application materials as related to the specific job description, knowledge, skills, and abilities in order to determine which candidates to interview. The selection committee works with HR to develop scored, job-specific interview questions and skills assessments or presentations to be used in the selection of finalists. The second level interview committee consists of the college president (or designee), the appropriate vice president, the hiring administrator, the chair (if not already represented), and additional members as determined by the college president. Upon selection of a finalist, thorough reference checks are conducted prior to the extension of a job offer (III.A.3-5). The selection, appointment, assignment, and retention of all employees are the responsibilities of management and subject to final approval by the Board (III.A.3-6, III.A.3-7).

Analysis and Evaluation

Las Positas College meets this standard. Administrators and other employees responsible for educational programs and services possess the necessary qualifications to sustain institutional effectiveness and academic quality.

Evidence III.A.3

III.A.3-1-Website Material-Procedures For Hiring
III.A.3-2-Website Material-JobDescriptions
III.A.3-3-Website Material-California Community Colleges Chancellor's Office Minimum Qualifications
III.A.3-4-Sample Administrator Job Posting-03-25-19
III.A.3-5-Website Material-Reference Check Form
III.A.3-6-Website Material-Board Policy 7250 - Educational Administrators-08-18-15
III.A.3-7-Website Material-Board Policy 7260 - Classified Administrators-08-18-15

Standard III.A.4. Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Evidence of Meeting the Standard

Las Positas College ensures that all degrees required for employment by faculty, administrators, and other employees are from institutions accredited by recognized U.S. accrediting agencies; LPC recognizes degrees held from non-U.S. institutions only if equivalence has been established. Faculty, administrators, and classified professionals must possess the required minimum qualifications or equivalency as established by the State Chancellor's Office, as as required by

outside accrediting agencies, and as stated in the job description and posting (III.A.4-1, III.A.4-3, III.A.4-4). For consistency, the district Office of Human Resources (HR) reviews and posts all job announcements for positions at LPC and reviews required transcripts to verify that conferred degrees are from institutions recognized by U.S. accrediting agencies (III.A.4-5, III.A.4-6, III.A.4-7, III.A.4-8, III.A.4-9).

Faculty may meet minimum degree qualification through the equivalency process at the time of application. HR has worked with the LPC Academic Senate on a local equivalency process (III.A.4-10, III.A.4-11). The District Equivalency Committee, governed by Article 22E of the faculty contract and Administrative Procedure 7211 reviews and decides on equivalency applications (III.A.4-12, III.A.4-13). The District Equivalency Committee's decision is forwarded to HR for file retention (III.A.4-14). Applicants with degrees from institutions outside of the United States must obtain and submit an official foreign transcript evaluation (course by course) completed through an approved U.S. foreign transcript evaluation agency in order to ensure equivalency. In the affirmation of degrees, HR references the U.S. Department of Postsecondary Education's Database of Postsecondary Institutions and Programs (III.A.4-15) and the National Association of Credential Evaluation Services (III.A.4-16).

Analysis and Evaluation

Las Positas College meets this standard. Required degrees held by faculty, administrators, and other employees are from institutions accredited by U.S. accrediting agencies. Degrees from non-U.S. institutions are evaluated through approved foreign transcript evaluation services and recognized only if equivalence has been established. The District Equivalency Committee meets to review any applicant's request for equivalency submitted during the application process and communicates their decision to the district Office of Human Resources.

Evidence III.A.4

III.A.4-1-Website Material-California Community Colleges Chancellor's Office Minimum Qualifications
III.A.4-3-Website Material-Job Descriptions
III.A.4-4-Website Material-Administrative Procedure 7232 - Classification and Reclassification Review - 07-21-15
III.A.4-5-Website Material-Administrative Hiring Procedures - 03-27-13
III.A.4-6-Website Material-Classified Represented Hiring Procedures - 10-11
III.A.4-7-Website Material-Full-Time Faculty Hiring Procedures - 06-09
III.A.4-8-Website Material-Supervisory Confidential Hiring Procedures - 03-27-13
III.A.4-9-Sample of Job Postings
III.A.4-10-Agenda and Minutes-Faculty Hiring Update, Processes and Procedures and Equivalency - Chancellor's Council - 2-11-14 - Pages 2-4
III.A.4-11-Agenda and Minutes-Equivalency Follow Up - Chancellor's Council - 3-11-14 - Page 2
III.A.4-12-Faculty Association Collective Bargaining Agreement - Article 22E - Page 287
III.A.4-13-Website MaterialAdministrative Procedure 7211: Faculty Service Areas, Minimum Qualifications, and Equivalencies - 02-16-16

III.A.4-14-Website Material-Equivalency Approval From - 07-01-16
III.A.4-15-Website Material-US Department of Postsecondary Education's Database of Postsecondary Institutions and Programs
III.A.4-16-Website Material-National Association of Credential Evaluation Services

Standard III.A.5. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Evidence of Meeting the Standard

Las Positas College complies with Chabot-Las Positas Community College District Board and Administrative Policy 7150 to ensure that all personnel are evaluated for effectiveness in performing assigned duties and institutional responsibilities, and for participation in other appropriate activities as listed in job descriptions and/or applicable collective bargaining agreements (III.A.5-1, III.A.5-2, III.A.5-3). The district provides fillable PDF evaluation forms for all employees that include language and guidelines regarding performance expectations (III.A.5-4).

FACULTY

The faculty evaluation process for tenured, un-tenured, and part-time faculty is negotiated and thoroughly described in the collective bargaining agreement (III.A.5-5). The Faculty Association conducts training for all faculty evaluators and training at LPC occurs during a break-out session at the first Town Meeting of the semester (III.A.5-6, III.A.5-7). Article 14 of the Faculty Collective Bargaining Agreement establishes the four-year evaluation process for contract (untenured) faculty. The process includes the contract faculty member writing annual, self-reflective professional review reports, regular meetings with the tenure review committee, a set number of minimum observations and student surveys, and a specific timeline for the completion of each step in the evaluation process (III.A.5-8). The regular (tenured) faculty evaluation process is established in Article 15 of the Collective Bargaining Agreement. Tenured faculty are evaluated every three years by a peer-review committee and appropriate administrator, and the process includes student surveys, peer observations, a peer review committee report, professional review reports, and supervisor summary (III.A.5-9). Article 18 of the Collective Bargaining Agreement outlines the part-time faculty evaluation process. All part-time faculty are evaluated by either a full-time faculty member or appropriate administrator during the first regular (fall or spring) semester of employment and every three years after receiving a "satisfactory" evaluation. The faculty contract includes a specific timeline for actions to be taken when a part-time faculty member receives an "unsatisfactory" or "needs improvement" rating on the evaluation. The actions include meeting with the appropriate administrator, re-evaluation by a different faculty member or dean, and, if no improvement, removal from the seniority list. In the event of a break in service for two academic years, the part-time faculty member will be evaluated during the first semester of re-employment. Special

evaluations may be performed at any time, if deemed necessary by the supervisor or manager (III.A.5-10). Regardless of status, every faculty member is evaluated according to how well they meet specific and clearly-stated faculty standards - excellence in working with students, collegial participation, professional and personal enrichment, and professional responsibilities. Each faculty member is also evaluated according to additional specific standards related to their assignment: instructional, counseling, library, or special assignment. Faculty teaching distance education courses are assessed by the same process, where student surveys are embedded in the Canvas shell of the course being evaluated.

ADMINISTRATORS

Administrators are evaluated every year as established by Board Policy 7150. The Administrator Performance Evaluation System is a two-tiered system consisting of an Annual Performance Evaluation, conducted by the direct supervisor, and a three-year Comprehensive Evaluation which includes a supervisor's review along with coworker surveys (III.A.5-11). The primary components of each process include goal-setting, reporting on prior annual goals, appraisal, and formal feedback. The three-year Comprehensive Administrator Performance Evaluation Process also includes Form D, the Administrator Self-Assessment Report, and additional multirater or multisource feedback and analysis (III.A.5-12, III.A.5-13, III.A.5-14). For any areas identified with a "needs improvement" or "unsatisfactory" assessment, the supervisor works with the administrator on areas of identified improvement.

CLASSIFIED PROFESSIONALS

Evaluation processes for classified professionals are negotiated and described in the collective bargaining agreement (III.A.5-15). Direct supervisors evaluate classified professionals either annually or on a probationary basis according to nine job-performance criteria established and on the official evaluation form, along with an assessment of how well the employee met annual goals (III.A.5-16). Classified professionals have the option to submit a self-evaluation to the assigned supervisor/manager prior to the written evaluation conference. In evaluation conferences, the assigned supervisor/manager and the employee discuss the evaluation, goal setting and review, including areas of commendation, unsatisfactory performance which required improvement, and career plans and interest. Employees may submit a written response to their evaluation.

COLLEGE PRESIDENT

Evaluation of the college president is performed annually by the district chancellor pursuant to their contract and established evaluation procedures. The president submits annual goals to the chancellor, who reviews the attainment of these goals and mirrors the forms used for administrator evaluations(III.A.5-17). The effectiveness of the president's performance is evaluated prior to approving contract continuance.

DISTRICT CHANCELLOR

The evaluation of the district chancellor is outlined in Board Policy 2435 and Administrative

Procedure 2435 (III.A.5-18, III.A.5-19). The board of trustees conducts the formal evaluation of the chancellor according to the process, criteria, and frequency determined in the employment agreement.

Analysis and Evaluation

Las Positas College meets this standard. The college evaluates all faculty, classified professionals, and administrators systematically and at regular and stated intervals to assure the effectiveness of its human resources. LPC operates by established written criteria for evaluating all personnel, assessing employee performance levels according to job specifications and contractual obligations. LPC documents and assesses employees with "unsatisfactory" or "needs improvement" ratings and applies appropriate follow-up evaluations and performance improvement plans. The college documents actions taken following evaluations on the appropriate evaluation forms and files them with the district Office of Human Resources.

Evidence III.A.5

III.A.5-1 - Board Policy 7150
III.A.5-2 - Administrative Procedure 7150
III.A.5-3 - Website Material - CLPCCD - Job Descriptions
III.A.5-4 - Website Material- HR Webpage - Evaluations
III.A.5-5 - Faculty Association Collective Bargaining Agreement - Articles 14, 15, 18
III.A.5-6 - Faculty Association Collective Bargaining Agreement - pp 169-170, 173, 235
III.A.5-7 - Town Hall Presentation - September 2021 - slide 52
III.A.5-8 - Faculty Association Collective Bargaining Agreement - Article 14, pp. 163-190
III.A.5-9 - Faculty Association Collective Bargaining Agreement - Article 15 - pp.191-202
III.A.5-10 - Faculty Association Collective Bargaining Agreement - Article 18 - pp.226-235
III.A.5-11 - Handbooks - Administrator Performance Evaluation System - CLPCCD
III.A.5-12 - Website Material - Administrator Evaluation Form A
III.A.5-13 - Website Material - Administrator Evaluation Form B
III.A.5-14 - Website Material - Administrator Evaluation Form C
III.A.5-15 - Classified SEIU Collective Bargaining Agreement - Article 9 - pp. 42-45
III.A.5-16 - Website Material - Classified Professional Employee Performance Evaluation Form
III.A.5-17 - Website Materials - Presidents Goals - 2021-2022
III.A.5-18 - Board Policy 2435: Evaluation of the Chancellor -04-21-20
III.A.5-19 - Administrative Procedure 2435: Evaluation of the Chancellor -02-18-2020

Standard III.A.6. (Effective January 2018, Standard III.A.6 is no longer applicable.

Standard III.A.7. The institution maintains a sufficient number of qualified faculty, which includes full-time faculty and may include part-time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes.

Evidence of Meeting the Standard

Las Positas College maintains a sufficient number of faculty to fulfill its mission to provide quality educational programs and services. While recent budget constraints have resulted in limited hiring, seventy-five percent of respondents to a 2021 staff survey believe that LPC's faculty staffing levels are sufficient (III.A.7-1). This assessment aligns with the Faculty Obligation Number (FON) for which the district currently exceeds its obligation (III.A.7-2). Annual program review is one of the principle ways LPC ensures a sufficient number of faculty. Justifications for hiring additional faculty begins with developing resource needs from data points incorporated into annual program review reports. Based on program and college need, faculty resources may be requested through program review and communicated to the respective dean or administrator (III.A.7-3, III.A.7-4). These requests must be approved by the area dean and appropriate vice president and submitted for review and ranking to the Faculty Hiring Prioritization Committee (FHPC). Faculty hiring requests must be justified on the basis of enrollment management data, such as FTES trends, full-time to part-time faculty ratios, resignations and retirements, impact to student completion, and external accreditation demands (III.A.7-5). The data is readily available to all faculty and staff on the Institutional Research website (III.A.7-6). The FHPC, whose voting membership consists of one faculty member per division, all academic deans, one student services dean, and designees, then prioritizes the requested positions and formulates a recommendation to the college president (III.A.7-7). The president makes the final determination of faculty positions for recruitment after consulting with the vice presidents to determine which position requests are mission critical and necessary to fill (III.A.7-8).

Analysis and Evaluation

Las Positas College meets this standard. LPC, with assistance from the district office, employs a data-driven and collegial process to maintain a sufficient number of qualified faculty to fulfill its mission to provide high quality educational programs and services.

Evidence III.A.7

III.A.7-1 - Staff Accreditation Survey Results - Standard 3.A, Spring 2021
III.A.7-2 Minutes-District Planning & Budget Committee-August 2020
III.A.7-3 - Timeline for 2020-2021 Program Review Completion
III.A.7-4 - Program Review - English - Fall 2020
III.A.7-5 - Faculty Prioritization Request Form - 2020-2021
III.A.7-6 - Program Review Data Packets - Fall 2020
III.A. 7-7 - Faculty Hiring Prioritization Committee 2020 Recommendation - Fall 2020
III.A.7-8 - Faculty Position Request Review - Executive Staff - May 2021

Standard III.A.8. An institution with part-time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides <u>opportunities</u> for integration of part time and adjunct faculty into the life of the institution.

Evidence of Meeting the Standard

ORIENTATION, OVERSIGHT, EVALUATION, PROFESSIONAL DEVELOPMENT

Las Positas College and the Chabot-Las Positas Community College District maintain employment policies which provide part-time faculty members with orientation, oversight, evaluation, and professional development. The orientation of part-time faculty is required by the Faculty Association collective bargaining agreement and conducted at LPC prior to the start of each regular (fall and spring) semester (III.A.8-1, III.A.8-2). The college provides a Part-Time Faculty Handbook as well as additional resources specifically designed for part-time faculty (III.A.8-3, III.A.8-4). Article 18 of the collective bargaining agreement provides part-time faculty with an established, formal evaluation process that includes a teaching observation, student surveys, and a dean's summary assessment of additional job duties. The evaluation process is intended to highlight strengths as well as to discuss opportunities for growth. According to the faculty contract, part-time faculty are evaluated during the first semester of employment during the regular academic year. When a part time faculty member receives an "unsatisfactory" or a "needs improvement" rating on an evaluation, the timeline for actions to be taken is clearly outlined in the faculty contract . When a part-time faculty member receives a "satisfactory" rating, the faculty member is evaluated once every three years of employment. If there is a break in service for two academic years, the unit member is evaluated during the first semester of re-employment. Special evaluations may be performed at any time, if deemed necessary by the dean (III.A.8-5).
Professional development opportunities, including funding, are available to all full- and part-time faculty (III.A.8-6). Part-time faculty participate in Flex Day activities and, in fact, routinely lead Flex Day professional development sessions (III.A.8-7).

INTEGRATION INTO LIFE OF INSTITUTION

LPC values part-time faculty contributions to the college and integrates part-time faculty into the life of the institution. A spring 2021 campus-wide survey confirmed that all LPC employee groups, including full- and part-time faculty, feel integrated into campus life (III.A.8-8). One way LPC integrates part-time faculty into the life of the institution is by establishing part-time faculty membership on shared governance committees. Currently, part-time faculty serve as voting members on the Academic Senate, the Distance Education Committee, and the Professional Development Committee (III.A.8-9, III.A.8-10, III.A.8-11). LPC also encourages part-time faculty participation and campus-wide engagement in college and district-wide meetings, including division meetings, training, task forces, Town Meetings, and District Budget Town Halls as well as Holiday Breakfasts and Appreciation Days (III.A.8-12). Part-time faculty are kept apprised of matters of particular importance, such as class schedule planning, by deans and the vice president of academic services (III.A.8-13).

Analysis and Evaluation

Las Positas College meets this standard. LPC employs multiple policies and practices to provide orientation, oversight, evaluation, and integration of part-time faculty into the life of the institution. These resources provide rich professional development opportunities and support for part-time faculty.

Evidence III.A.8

III.A.8-1 - Faculty Association Collective Bargaining Agreement - PT Faculty Orientation - Article 18 - p 215
III.A.8-2 - Agenda-New Part-Time Orientation-Academic Services-August 2021
III.A.8-3 - Handbook - Part-Time Faculty Handbook 2021
III.A.8-4 - Presentation-PT Faculty Orientation Important Topics-January 11, 2021
III.A.8-5 - Faculty Association Collective Bargaining Agreement - PT Faculty Evaluation - Article 18 - pp 226-235
III.A.8-6 - Faculty Association Collective Bargaining Agreement - PT Faculty Professional Development - Article 18 - pp. 202-203
III.A.8-7 - Program - Spring FLEX Day - Professional Development Committee - March 9, 2021
III.A.8-8 - Survey - Staff Accreditation Survey Results - 3A - Spring 2021
III.A.8-9 - Website Material - Academic Senate - Members
III.A.8-10 - Chart - Distance Education Committee Membership-Shared Governance Handbook
III.A.8-11 - Chart - Professional Development Committee Membership- Shared Governance Handbook
III.A.8-12 - Email-Holiday wishes - Office of the President - December 2020
III.A.8-13 - Email-Fall 2021 Scheduling - a note to part-time faculty - Academic Services - March 2021

Standard III.A.9. The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)

Evidence of Meeting the Standard

Las Positas College has a sufficient number of staff with appropriate qualifications to support the effectiveness of the operations of the institution. LPC relies on regular self assessment, such as annual program review and the resource allocation process, to determine appropriateness of staffing levels and to identify and fill new staffing needs (III.A.9-1, III.A.9-2). Through the program review process, academic and student services and support areas articulate staffing needs beyond existing levels. Similarly, LPC's administrative units include evaluation of staffing levels and identified staffing needs, both current and projected, in annual administrative unit program review reports (III.A.9-3, III.A.9-4, III.A.9-5). The table below shows recent and projected staffing levels for each of the four primary administrative units: president's office, academic services, administrative (business) services, and student services. When program review and/or administrative review identify new non-instructional staffing needs, whether a new position or increased hours for existing positions, appropriate administrators discuss with the department making the request and, once approved, a formal request is submitted to the Resource Allocation Committee (RAC) (III.A.9-6). RAC ranks all non-instructional staffing requests by evaluating the degree to which each requested position contributes to: 1) program need, 2) student learning and success, 3) mission and planning priorities, 4) program outcomes, initiatives, and plans, and 5) campus safety (III.A.9-7, III.A.9-8). RAC submits its rankings as a recommendation to the college president (III.A.9-9). The number of new position requests

granted through the process ultimately depends upon available funding and assessed institutional need (III.A.9-10).

For existing positions vacated by resignation, retirement, or separation, LPC's administrative team, in consultation with the district chancellor, evaluates institutional need and available resources when considering whether and when to fill the vacancy (III.A.9-11).

Table: Administrative Unit Staffing Levels

Position	Staffing Levels for Each of the Previous Five Years					Anticipated total staff needed	
		2018	2019	2020		2021-2022	2022-2023
Administration		16	16	15		17	17
Supervisory		3	4	4		3	3
Classified Staff FT		67	68	66		68	70
Classified Staff PT		11	11	15		15	14
Confidential Staff FT		5	5	5		5	5
Total Full Time Equivalent Staff		102	104	105		108	109

Source: 2020-2021 Administrative Unit Program Reviews

Analysis and Evaluation

Las Positas College meets this standard.   LPC's processes for determining and filling staffing needs enable the college to maintain a sufficient number of staff with appropriate qualifications to support effective educational, technological, physical, and administrative operations.

Evidence III.A.9

III.A.9-1 - Program Review - Library - Classified Staffing Needs - 2020-2021
III.A.9-2 - Program Review - Horticulture & Viticulture - Classified Staffing Needs - 2020-2021

III.A.9-3 - Website Material - Administrative Unit Program Review - Facts Org and Definition.pdf
III.A.9-4 - Administrative Unit Program Review - Academic Services - Staffing - 2020-21
III.A.9-5 - Administrative Unit Program Review - Student Services - Staffing - 2020-21
III.A.9-6 - Website Material - Resource Allocation Committee - Request Process for Classified and Administrative Positions
III.A.9-7 - Forms - Classified and Administrative Position Request Form Fillable - Resource Allocation Committee
III.A.9-8 - Forms - Resource Allocation Committee Ranking Sheet - 2020
III.A.9-9 - Memo - Resource Allocation Committee - Non-Instructional Position Request Ranking - Fall 2020
III.A.9-10 - Memo - President Foster to Resource Allocation Committee - March 2021
III.A.9-11-Spreadsheet-Executive Staff Position Status-9-28-21

Standard III.A.10. The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes.

Evidence of Meeting the Standard

Las Positas College maintains a sufficient number of appropriately prepared and capable administrators to provide continuity and effective leadership and services in support of the college's mission and purpose. Sixty-two percent of respondents to the 2021 Staff Survey agreed that LPC's number of administrators is sufficient to provide the institution with effective administrative leadership (III.A.10-1). Fifty-eight percent of respondents to the same survey agreed that LPC has enough administrators to provide institutional continuity and effective administrative services (III.A.10-2). LPC relies on the annual Administrative Unit Program Review process, as described in III.A.9, to assess and update the appropriate size and structure of its administrative team (III.A.10-3, III.A.10-4).

LPC assures the appropriate preparation and expertise of its administrators through the hiring and annual evaluation process. Administrator hires must meet minimum qualifications related to education, experience, knowledge, and abilities (III.A.10-5).
All LPC administrators are evaluated each year according to the district's administrator hiring procedures to ensure effective leadership and overall job performance in support of the college's

mission and purposes (III.A.10-6).

Analysis and Evaluation

Las Positas College meets this standard. LPC maintains a sufficient number of administrators with appropriate preparation and expertise to provide effective administrative leadership and continuity for programs and services in support of the college mission and goals.

Evidence III.A.10

III.A.10-1 - 2021 Staff Survey - Appropriate number of Administrators - Leadership
III.A.10-2 - 2021 Staff Survey - Appropriate number of Administrators - Continuity & Services
III.A.10-3 - Administrative Unit Program Review - Academic Services - Administrator Staffing Need - 2020-21
III.A.10-4 - Administrative Unit Program Review - Academic Services - Administrator Staffing Need - 2016-17
III.A.10-5 - Job Description - Dean of Academic Services - Arts & Humanities
III.A.10-6 - Handbooks - Administrator Performance Evaluation System - CLPCCD Office of Human Resources

Standard III.A.11. The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.

Evidence of Meeting the Standard

ESTABLISHMENT OF PERSONNEL POLICIES AND PROCEDURES

Las Positas College conforms to and relies upon established district processes for regularly reviewing, updating, and publishing personnel policies and procedures. Board policies and administrative procedures are created and reviewed on a six-year cycle (III.A.11-1). The district works collaboratively in a shared governance process with representatives of the colleges and constituency groups to review policy and procedure language, making recommendations to the Chancellor's Council (III.A.11-2). The district communicates the policies and procedures that have been approved by the chancellor and reviewed and adopted by the board of trustees (III.A.11-3, III.A.11-4).

PUBLICATION

The district consistently publishes and administers the policies and procedures under Chapter 7 - Human Resources, which establishes personnel policies and procedures covering a broad scope including employment, commitment to diversity, recruitment and selection, and collective bargaining (III.A.11-5, III.A.11-6). Additionally, Chapter 3 - General Institution, covers a range of topics including ethics, nondiscrimination, equal employment opportunity, prohibition of harassment and discrimination, and complaint procedures (III.A.11-7).

POLICY ADHERENCE

Working closely with Las Positas College, the district Office of Human Resources (HR) plays a critical role and provides leadership and support for all personnel-related actions and activities. Policies and procedures are reviewed in all new employee orientations, and applicable forms are readily available on the HR webpage and in the new hire packets (III.A.11-8 , III.A.11-9, III.A.11-10, III.A.11-11). Board Policies and Administrative Procedures provide effective and acceptable practices to secure implementation. In the event of an employee grievance, the Board of Trustees and collective bargaining agreements establish grievance policies and guidance, providing a process for reviewing and resolving in an effort to achieve a satisfactory resolution (III.A.11-12, III.A.11-13, III.A.11-14, III.A.11-15, III.A.11-16, III.A.11-17 ,III.A.11-18).The Staff Accreditation survey confirms that a majority of employees believe that Office of Human Resource policies are fairly and consistently applied (III.A.11-19).

Analysis and Evaluation

Las Positas College meets this standard. Personnel policies and procedures are updated and readily available on the District Board Policies website and in conjunction through the Collective Bargaining Agreements to ensure the personnel policies and procedures are regularly reviewed and updated as needed. Both the college and the district adhere to the policies and procedures to ensure they are fair, equitably applied, relevant, and current. HR is responsible for the administration of personnel policies and district-wide collective bargaining units negotiate wages, benefits, working conditions, as well as provisions for grievances. Las Positas College ensures that it administers its personnel policies and procedures consistently and equitably.

Evidence III.A.11

III.A.11-1-Website Material-CLPCCD Board Policy and Administrative Procedure Continuous Review Cycle
III.A.11-2-Agenda and Minutes-BP 3430 and AP 3430 Second Reading - Chancellors Council 02-09-21- Pages 6-7
III.A.11-3-Agenda and Minutes-Report of edits made to BP and AP-12-05-17
III.A.11-4-Email-Board Policies and Administrative Procedures Updates 01-22-21
III.A.11-5-Website Material-Index of Board Policies
III.A.11-6-Website Material-Board Policies and Administrative Procedures - Chapter 7 - Human Resources
III.A.11-7-Website Material-Board Policies and Administrative Procedures - Chapter 3 - General Institution
III.A.11-8-Presentation-Classified New Hire Orientation
III.A.11-9-Presentation-New Full-Time Faculty Orientation-08-12-20
III.A.11-10-Website Material-Forms and Procedures
III.A.11-11-Website Material-Hiring Packets
III.A.11-12-Website Material-Board Policy 7216 - Academic Employees-Grievance Procedure for Contract Decisions-08-18-15
III.A.11-13-Website Material-Board Policy 7245 - Confidential and Supervisory Employee Complaints-08-18-15
III.A.11-14-Website Material-Board Policy 7265 - Management Personnel Complaints-08-18-15

III.A.11-15-Website Material-EEO Complaint and Resolution
III.A.11-16-Form-Unlawful Discrimination Complaint Form-02-03-21
III.A.11-17-Faculty Association Collective Bargaining Agreement - Article 7 - Page 23
III.A.11-18-SEIU Collective Bargaining Agreement - Article 8 - Page 19
III.A.11-19-Survey-Results-Human Resource Policies Fair_Consistent-Staff Accreditation Survey-2021

Standard III.A.12. Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Evidence of Meeting the Standard

Las Positas College creates and maintains a wide variety of programs, practices and services that support its diverse personnel. The district Office of Human Resources website is strategically developed with diversity and equity in mind with a look and feel that honors the mission of encouraging and supporting a diverse environment (III.A.12-1). The District has shown a commitment to supporting its diverse personnel through its Equal Employment Opportunity Plan (III.A.12-2). The District Equal Employment Opportunity Advisory Committee assists with implementing the EEO Plan, promoting an understanding and support of equal opportunity, and may sponsor events, training, or other activities that promote equal employment opportunity, nondiscrimination, retention and diversity (III.A.12-3). Each Convocation, various associations that support diverse personnel, such as the Black Educators Association, Chicano Latino Educators association, and the Pacific Islander Educators Association are provided time to convene and organize activities (III.A.12-4) With leadership and direction from the EEO Advisory, an Equity Statement for job descriptions is being approved by the Senates at both colleges (III.A.12-5). Diversity in hiring data is reviewed in College plans, such as in the latest Educational Master Plan (III.A.12-6).

Analysis and Evaluation

Las Positas College meets this standard. Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Evidence III.A.12
III.A.12-1 Website Materials-Human Resources Homepage-CLPCCD website
III.A.12-2 Document-CLPCCD Equal Employment Opportunity Plan-EEO Advisory
III.A.12-3 Equal Employment Opportunity Advisory -
III.A.12-4 Agenda-Convocation-August 2021
III.A.12-5 Handout-LPC Equity Statement-Academic Senate-10-13-21
III.A.12-6 Plan-Employee Characteristics by Race/Ethnicity-Educational Master Plan Plan-2021-2026

Standard III.A.13. The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

Evidence of Meeting the Standard

BP 3050 and AP 3050 (III.A.13-1, III.A.13-2) establishes a written institutional code of ethics for all personnel. The District's Code of Ethics was last reviewed by the Board in July 2020 and June 2020, respectively. Consequences for any violations follow the appropriate discipline and dismissal process as described in the respective collective bargaining agreements (III.A.13-3, III.A.13-4) and BP 7360 (III.A.13-5) for academic employees and BP 7365 (III.A.13-6) for classified employees.

Analysis and Evaluation

Las Positas College meets this standard. LPC upholds a written code of professional ethics for all of its personnel which is made publicly available in the respective board policy and administrative procedure. Consequences for violation follow discipline and dismissal processes as collectively bargained and per board policies.

Evidence III.A.13

III.A.13-1-Website Material-Board Policy 3050-Institutional Code of Ethics-07-21-20
III.A.13-2-Website Material-Administrative Procedure 3050-Institutional Code of Ethics-06-16-20
III.A.13-3-Faculty Association Collective Bargaining Agreement - Article 24 - Page 300
III.A.13-4-SEIU Collective Bargaining Agreement - Article 8.5 - Page 40
III.A.13-5-Website Material-Board Policy 7360 - Discipline and Dismissal - Academic Employees-11-16
III.A.13-6-Website Material-Board Policy 7365 - Discipline and Dismissal - Classified Employees-08-18-15

Standard III.A.14. The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

Las Positas College offers professional development for faculty, classified professional, and administrators through a variety of opportunities coordinated by the College and through the District. Professional development opportunities are regularly reviewed and assessed by administrators, faculty, and classified professionals.

Professional Development Committee: Las Positas College has an established Professional Development Committee which is charged to develop policies and processes for awarding of professional development funds, review and make recommendations for funding of staff proposals, and plan and promote professional development activities (III.A.14-1). The Professional Development Committee functions in an advisory capacity to address the professional and personal growth needs of the campus faculty, staff, and administrators in accordance with the California Education Code (87153) and to foster the professional development goals set forth in the CLPCCD District Educational Master Plan and the Las Positas College's mission and values. Funding for professional development is provided through the institution's general funds (III.A.14-2). The committee meets regularly throughout the academic year to develop and discuss policy, review and recommend proposals, and plan and promote professional development activities (III.A.14-3).

Flex Days: Las Positas College holds two scheduled Flex Days per year (fall and spring) to provide opportunities for faculty, classified professionals, and administrators to participate in professional development activities in accordance with Title 5 section 55726 (III.A.14-4). Flex Days are mandatory for full-time faculty. Part-time faculty are always welcome but they are only obligated to attend if their class is cancelled due to mandatory flex days. Then they would attend for the same length of time as their class. Part-time faculty teaching online are not obligated to attend (III.A.14-5). In addition, full-time faculty are expected to complete Variable Flex which a proposal and subsequent documentation is submitted to their area dean. New or ongoing professional development needs are identified and shared throughout the campus via the professional development committee chair (III.A.14-6). Classified professionals and administrators are encouraged to attend flex days.

Online Teaching: The Las Positas College Online Teaching support team provides professional development training for distance education workshops regularly to enhance faculty online teaching practices (III.A.14-7). Additionally the Teaching and Learning Center is available to faculty to enhance teaching and learning through effective use of instructional technologies (III.A.14-8). It is the hub of the college's professional development activities for faculty, classified professionals, and administrators.

President's Speaker Series: The President Speaker's Series was initiated as a means to provide education and information on anti-racism, anti-blackness, cultural competencies, culturally relevant pedagogy, and unconscious/implicit bias to faculty, classified professionals, administrators, students and other District employees and constituents (III.A.14-9). Speakers are usually scheduled on a monthly basis and often authorize recording of their material to be viewed later for those not in attendance at the scheduled time.

Classified Leadership Institute for Professionals: The Chabot-Las Positas Community College District has created the Classified Leadership Institute for Professionals (CLIP) and is now in its fifth year of a fiscal-year long program (III.A.14-10). The mission of CLIP is to empower classified professionals through the implementation of programs focused on providing professional skills, educational knowledge, and personal growth that supports the goals of our educational community. CLIP's vision is to foster a supportive culture that values individuals and cultivates effective leaders to strengthen the educational impact of Chabot - Las Positas Community College District. The goals of CLIP include: cultivate professional leaders,

encourage community wide involvement, create networking opportunities, build a supportive environment, illuminate leadership skills, recognize outstanding service and dedication, and provide guidance and mentoring support.

Additional Opportunities: The Office of Human Resources supplements professional development learning for its employees particularly for administrators and classified professionals. Supported training opportunities have been offered through the Association for California Community College Administrators (ACCCA) (III.A.14-11), Asian Pacific Americans in Higher Education (APAHE) (III.A.14-12), African American Male Education Network and Development (A2MEND) (III.A.14-13),California Community College Organizacion de Latinx Empowerment Guidance & Advocacy for Success (COLEGAS) (III.A.14-14), EAP services (III.A.14-15 III.A.14-16), and Liebert Cassidy Whitmore law office (III.A.14-17). For all of our employees we engage in the service of online training of Keenan Safe Colleges (III.A.14-18), an online learning platform, through the State Chancellor's Vision Resource Center (III.A.14-19), as well as develop curriculum to meet the needs of online training given the COVID-19 pandemic which was a joint effort with administration and the faculty union with agreed upon MOUs (III.A.14-20). Furthermore, in accordance with AP 3435 (III.A.14-21), mandatory harassment training for supervisors is conducted by HR and all other qualifying employees complete the required training online through Keenan Safe Colleges.

Analysis and Evaluation

Las Positas College meets the standard providing a variety of opportunities for faculty, administrators and classified professionals to continue their professional development. Programs for professional development are obtained through collaboration between multiple departments, through internally developed programs, and from external resources.

Evidence
Professional Development Committee Links
 For "Online Teaching" - Instructional Technology Staff/Dept., workshops offered?? Grading for Equity, Equitable Communications, Confer Zoom Settings, Universal Design for Learning & Accessibility in Microsoft Office: Word, PowerPoint, and Excel, Universal Design for Learning and Accessibility in Canvas Courses and PDF Documents, and Using Studio in Your Classroom).
Classified Leadership Institute for Professionals (CLIP)
        http://districtazure.clpccd.org/clip/index.php

III.A.14-1 Website Material-Professional Development Committee
III.A.14-2 Website Material-Funding for Professional Development
III.A.14-3 Website Material - Professional Development Committee-Agenda and Minutes
III.A.14-4 Website Material-Flex Days
III.A.14-5 Handout-Faculty Quick Focus Guide-Faculty Association
III.A.14-6 Email-Announcing New DEI Modules for Community Colleges-David Powers-11-5-2021
III.A.14-7 Website Material-Online Learning-Professional Development
III.A.14-8 MOU-Online Summer Professional Development Opportunity-Employee Relations

Standard III.A.15. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Evidence of Meeting the Standard

Personal records are kept secure and confidential, and can be accessed according to the law. Board Policies and Administrative Procedures concerning personnel, all relevant collective bargaining agreements, and the California Education Code are adhered to in detail for maintaining the confidentiality and security of personnel files, and for accessing these records (III.A.15-1, III.A.15-2).

SECURITY AND CONFIDENTIALITY

Personnel files are kept in a secure location in the HR, and rarely reviewed offsite. The provisions for security and confidentiality of personnel records along with assurance that these records are private, accurate, complete, and permanent have largely been developed in negotiations between the District and the Faculty Association and with SEIU. The policy and rules concerning security and confidentiality of personnel records are found in the Faculty Collective Bargaining Agreement, Article 16-1 (III.A.15-3), and the SEIU Collective Bargaining Agreement, Article 10 (III.A.15-4). All HR employees are given explicit directions regarding file confidentiality and are instructed about the circumstances in which employees and managers can review the files. Written authorization and release is required before a third party may gain access (for example, government investigators and auditors).

ACCESSIBILITY

Upon presenting official identification during the District's normal working hours (8:00 a.m.–

5:00 p.m.), an employee may view their file (III.A.15-5). Employees have online access to their financial records through Class-Web, including: benefits, and deductions, pay information, and leave balances. Five years after the termination of employment, employees' personnel files are archived.

Analysis and Evaluation

Las Positas College meets the standard. The institution makes provision for the security and confidentiality of personnel records through the District Human Resource Office policies and procedures in compliance with the collective bargaining agreements. Each employee has access to his/her personnel records in accordance with law and with appropriate timelines and procedures for review and return, almost without exception within the Human Resources Office during regular business hours.

Evidence III.A.15

III.A.15-1-Website Material-Administrative Procedure 7145 - Personnel Files-06-16-15
III.A.15-2-Website Material-Hiring Packets and Personnel Action Forms
III.A.15-3-Faculty Association Collective Bargaining Agreement - Article 16-1 - Page 204
III.A.15-4-SEIU Collective Bargaining Agreement - Article 10 - Page 46
III.A.15-5-Personnel Records Log

Conclusion on Standard III.A.

Las Positas College works in concert with the CLPCCD Office of Human Resources to effectively select, train, evaluate, and integrate into the life of the institution, all of its personnel, including part-time employees. LPC and HR ensure that all administrators, faculty, and staff possess the necessary qualifications – obtained through education, training, and experience, and clearly stated in job descriptions – and are employed in sufficient quantity and diversity, to sustain institutional effectiveness and academic quality in support of the college's mission. LPC and HR regularly review and update personnel policies and procedures to ensure they are fair, consistently and equitably applied, relevant, and current. LPC upholds a written code of professional ethics for all of its personnel which is made publicly available in the respective board policy and administrative procedure. The college and the district maintain policies and procedures to provide for security and confidentiality of personnel records, including employee access to personal records, in accordance with law.

Improvement Plan

None.

III.B. Physical Resources

Standard III.B.1. The Institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are

constructed and maintained to assure access, safety, security and healthful learning and working environment.

Evidence of Meeting the Standard

SAFE, SECURE, AND HEALTHFUL PHYSICAL RESOURCES

Las Positas College works with the district office to provide safe, secure, and healthful physical resources. LPC's Campus Safety and Security personnel monitor, patrol, and address safety concerns at the college (III.B.1-1). The college and district recently collaborated on the completion of the LPC Security Master Plan, which involved upgrades to the customer service area within the Student Services and Administration building (1600), the updating and re-keying of every interior and exterior door lock on campus, the updating of the emergency call stations located throughout the college, and improved exterior lighting (III.B.1-2).

The District Maintenance and Operations office (M&O) provides personnel to make necessary repairs, remove obstructions, and ensure the proper and safe operation of all campus facilities. Specifically, M&O maintains the following staff positions to ensure timely maintenance, repair, and compliance to appropriate standards of safety: Painter, Locksmith, HVAC Technician, Plumbing Technician, Vehicle and Equipment Mechanics, and General Maintenance Worker. Additionally, M&O staff manage the grounds and are assigned primary responsibility to the campus. LPC personnel use the School Dude work order system to submit maintenance requests. Requests are routed automatically to the area manager or manager's designee. Once a work order is approved it is routed to M&O staff. The district contracts outside service vendors to maintain the following systems: fire alarm monitoring, fire sprinkler system inspection and testing, fire extinguishers, hazardous materials removal, trash and debris removal (III.B.1-3).

District staff provide oversight on new facility design and construction, and existing facility renovation, in conjunction with the LPC Facilities and Sustainability Committee and appropriate college administrators and departments to ensure access, safety, security and healthful learning and working environments on campus. District staff ensure that all facility construction and renovation on the campus meets established standards, addresses program needs, and is completed according to approved contract documents (III.B.1-4, III.B.1-5).

SUFFICIENT PHYSICAL RESOURCES

LPC engages in various ongoing efforts - long-term and annual planning, inventories, and room-use management - to assure sufficient physical resources for its courses, programs, and learning support services. The 2018 Facilities Master Plan (FMP), the most recent long-range physical resources plan, enabled college and district personnel to analyze existing facilities, envision a future campus site plan, and prioritize projects in order to guide the next fifteen years of LPC's development. The FMP process involved stakeholder meetings over the course of a year where participants discussed current campus conditions and articulated preferences for the future of the campus in light of evolving needs and opportunities (III.B.1-6).

Besides the FMP, LPC utilizes the annual program review process to determine sufficiency of physical resources and to allow programs and administrative units to identify additional physical resource needs (III.B.1-7, III.B.1-8). Additionally, LPC's Facilities and Sustainability

Committee - whose charge includes "providing input and reviewing plans for utilization, maintenance, construction, or renovation of facilities in concert with the District Facilities Committee" - conducts an annual review of space inventory to determine physical resource sufficiency and to comply with State Chancellor's Office requirements (III.B.1-9, III.B.1-10).

The 25Live room scheduling management system enables administrators, faculty, and staff to effectively and efficiently plan room usage by providing users with detailed information of each teaching, learning, performance, and meeting space on campus. For each of these types of spaces, 25Live provides the following information: room number and location, space type (lecture classroom, laboratory, conference room, etc.), features (white board, instructional technology, furniture, flooring), seating layout, and maximum capacity. 25Live also provides a planning calendar for each space, availability, and keeps a record of space usage for future planning purposes (III.B.1-11).

Analysis and Evaluation

Las Positas College meets this standard. LPC works in concert with district Facilities and Maintenance and Operations, and has campus-based processes in place, to assure safe and sufficient physical resources. The district and the college ensure that campus physical resources are constructed and maintained in a manner that assures access, safety, security, and a healthful environment.

Evidence III.B.1

III.B.1-1 - Website Material - LPC Campus Safety & Security

III.B.1-2 - Security Master Plan Update - Town Meeting Presentation, October 2020

III.B.1-3 - Website Material - CLPCCD Maintenance & Operations

III.B.1-4 - Website Material - District-Wide Technical Standards - CLPCCD Facilities

III.B.1-5 - Website Material - LPC Facilities and Sustainability Committee home page

III.B.1-6 - 2018 Facilities Master Plan - Las Positas College

III.B.1-7 - Program Review - Anthropology 2020-2021 - Physical Resource Needs

III.B.1-8 - Administrative Unit Program Review - Student Services, 2020-2021

III.B.1-9 - Minutes - LPC Facilities and Sustainability Committee - October 26, 2020

III.B.1-10 - Memorandum - California Community Colleges to Chief Business Officers - July 13, 2020

III.B.1-11 - 25Live Room Scheduling Software - LPC Classrooms

Standard III.B.2. The institution plans, acquires or builds, maintains and upgrades or replaces its physical resources, including facilities, equipment, land and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.

Evidence of Meeting the Standard

Las Positas College, in partnership with the Chabot-Las Positas Community College District, plans, acquires or builds, maintains and upgrades or replaces its physical resources, including facilities and equipment, so as to assure effective utilization and quality necessary to support its programs and services and achieve its mission.

FACILITIES

LPC and CLPCCD plan, build, maintain, and upgrade campus facilities to meet institutional needs in support of the college mission. The 2018 LPC Facilities Master Plan, and the District's 2018 Facilities Master Plan Update, prioritized a list of projects to be supported and funded by the district's local bond funds (III.B.2-1, III.B.2-2).

The 2018 LPC Facilities Master Plan identifies both new and replacement facilities for the campus. The planning team reviewed the condition of current facilities and their ability to meet program needs for the next 15 years. The team also studied available land on campus for replacement, renovation, or renovation/expansion. The location of individual programs was reviewed to align program locations with other compatible on-campus programs and for potential to create learning communities for students by the addition or relocation of programs within the campus. The results have created an effective facilities utilization and development plan with a logical sequence of projects that allows the least disruption of existing programs and limits the amount of swing space required for completion of the capital improvement plan (III.B.2-3).

The district annually reviews building opportunities for submission to the State Capital Outlay Program and has several projects staged within the Fusion system that can be activated to take advantage of state funding to augment the local dollars allocated to facilities upgrades and repairs(III.B.2-4). Based upon current projections and 2020 revisions to the State Capital Outlay Program with increases in ASF per student in lecture rooms and additional allocations of faculty office space based upon college size, the district anticipates increases in the eligibility of funds from the state for the college identified support programs and services. This additional funding will be leveraged against local bond funds from Measure A to improve additional campus facilities efficiency and utilization.

The following lists of new construction and renovation projects - completed during the past three years, underway, or planned for the near future - illustrate LPC's and the district's shared commitment to continually improving the utilization and quality of campus facilities:

New Construction:

1)   B1000 Academic Classroom Building (completed 2018)

2)   Building 2100 Academic Support and Faculty Offices (under construction)
3)   Advanced Manufacturing, Transportation & Public Safety Complex (under construction)
4)   Agricultural Sciences: Horticulture & Viticulture (under construction)
5)   Roadway and Infrastructure Improvements (planned)
6)   Athletic Fields (Softball, Soccer), Team Rooms, and Support Facilities (planned)
7)   STEAM: Arts and Sciences Building (planned)
8)   Student Center (planned)
9)   Auxiliary Gymnasium (planned)

Renovation:

1)   Building 1600 Student Services & Academic Services (currently on-going)
2)   Soccer Field resurfacing (2019)

The following list of scheduled facilities maintenance illustrates the way LPC and the district ensure stewardship of public resources:

1)   Swimming Pool Decking Repair and ADA Upgrades
2)   PE Complex Locker Room Ceiling and Wall Repairs
3)   Domestic Water Booster Pump and Campus Wide Pressure Regulators
4)   Backflow Prevention Maintenance and Reclaimed Water System Upgrades
5)   Architectural Barrier Removal and ADA Upgrades to Academic Support Services Building
6)   Information Technology Building HVAC Upgrades
7)   Main Electrical Switchgear Upgrade

In addition to building, renovating, and maintaining facilities, LPC and the district work together to promote energy efficiency and environmental responsibility. The district and college participated in the Prop 39 Energy Conservation program funding to improve utility efficiency across the campus (III.B.2-5). Additionally, the college installed solar panel arrays to reduce greenhouse gases and offset electricity purchased from the power grid. The district operates an efficient central plant facility at the campus which includes ice storage to reduce peak demand and to achieve cooling load requirements. LPC has partnered with the California Energy Commission and local vendors to install battery storage systems which can be used, when combined with on-site solar generation, to establish a micro-grid on a portion of the campus that allows critical operation in the event of grid power outages. Both the solar and battery storage initiatives were driven by the 2019 College Climate Action Plan which includes regular updates to help the institution meet mandated levels of greenhouse gas emissions by the effective date of 2030 and 2050 (III.B.2-6).

EQUIPMENT

Las Positas College regularly replaces and/or upgrades instructional equipment and other technology needed to support programs and services and completion of its mission. LPC's

technology needs are continually reviewed and evaluated by the Technology Committee, with decisions and purchases made in consultation with or direction of the LPC Technology Department (III.B.2-7, III.B.2-8, III.B.2-9). Equipment needs are also identified through the annual program review process which allows faculty, staff, and administrators to suggest equipment upgrades and new purchases aimed at improving instructional or institutional effectiveness. Faculty work with deans to submit instructional equipment requests to the Resource Allocation Committee (RAC), which ranks requests from across the campus using a rubric that assesses how the proposed equipment aligns with program review, supports instruction and student learning outcomes, as well as total cost of ownership. After review and prioritization of the requests by RAC, the college president determines the equipment to be purchased in consultation with the college's Business Office and other impacted departments such as Facilities and Technology (III.B.2-10, III.B.2-11, III.B.2-12). This process ensures that the equipment needed to support the programs and services are available and of the highest quality to achieve the mission of the College.

Analysis and Evaluation

Las Positas College meets this standard. LPC provides a high-quality learning environment that supports its programs and services in alignment with its mission.   through planning, building, maintaining, upgrading, and effectively utilizing its physical resources.

Evidence III.B.2

III.B.2-1 - 2018 Las Positas College Facilities Master Plan

III.B.2-2 - Document -CLPCCD Bond Program Project List- 2-19-2019-District Facilities

III.B.2-3 - 2018 Las Positas College Facilities Master Plan - pp. 55-56

III.B.2-4 - Procedure-Administrative Procedure 6600 - Board of Trustees

III.B.2-5 - Correspondence - Interim President Roanna Bennie to Vice Chancellor Van Ton-Quinlivan - California Community College Chancellor's Office - 11/29/17

III.B.2-6 - Report - Las Positas College Climate Action Plan Update - 2019

III.B.2-7 - Website Material - Technology Committee - Charge and Membership

III.B.2-8 - Minutes - Technology Committee Minutes - LPC Technology Committee - April 2018 - p 4

III.B.2-9 - Website Materials –Technology Organization Chart – LPC Technology Dept.

III.B.2-10 - Website Materials - Resource Allocation Committee Charge and Membership

III.B.2-11 - Forms - Instructional Equipment Request - LPC Resource Allocation Committee - 2020-21

III.C.3-12 - Website Materials - Fall 2020 RAC IER Recommendation from President - LPC Resource Allocation Committee - 12.9.20

Standard III.B.3. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

Evidence of Meeting the Standard

Las Positas College plans and evaluates its facilities and equipment on a regular basis. Through a variety of sources, the college gathers data on the utilization, effectiveness, and sufficiency of its facilities and equipment and the data informs planning and resource allocation in support of institutional programs and services.

LPC's annual program review process captures data on the effectiveness, utilization, and sufficiency of facilities and equipment related specifically to instructional programs and student services (III.B.3-1). Similarly, annual Administrative Unit program review reports address facilities and equipment needs (III.B.3-2). The college also collects staff survey data on the feasibility and effectiveness of its physical resources services (III.B.3-3).

Two committees guide the evaluation and planning of the college's facilities and equipment. The Facilities and Sustainability Committee is responsible for eliciting broad perspectives and advice regarding facilities needs and serves as an advisory linkage to the college president on all facilities planning (III.B.3-4). The committee is also responsible for conducting an annual space inventory to evaluate existing needs and assist in future planning (III.B.3-5). The LPC Technology Committee is charged with the ongoing review and evaluation of the college's technology needs, and is directly involved in all technology equipment planning (III.B.3-6).

When LPC's ongoing review and assessment process identifies a facilities or equipment need, the college provides the following steps: facilities needs are communicated to the college president and the District Facilities Committee (III.B.3-7); equipment needs are submitted to the Resource Allocation Committee for consideration and ranking before going forward to the college president (III.B.3-8, III.B.3-9).

Analysis and Evaluation

Las Positas College meets this standard. LPC assures the feasibility and effectiveness of physical resources in supporting institutional programs and services through regular cycles of data collection, evaluation, and planning, taking utilization and other data into account.

Evidence III.B.3

III.B.3-1 - Program Review - Graphic Design and Digital Media 2020-2021

III.B.3-2 - Administrative Unit Program Review - Student Services, 2020-2021

III.B.3-3 - Survey - LPC Staff Accreditation Survey - Spring 2021

III.B.3-4 - Website Material - LPC Facilities and Sustainability Committee home page

III.B.3-5 - Minutes - LPC Facilities and Sustainability Committee - October 26, 2020

III.B.3-6 - Website Material - Technology Committee - Charge and Membership

III.B.3-7 - District Facilities Committee - Charge and Membership - CLPCCD website

III.B.3-8 - Website Material - Resource Allocation Committee - Charge and Membership

III.B.3-9 - Forms - Resource Allocation Committee - Instructional Equipment Rubric

Standard III.B.4. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Evidence of Meeting the Standard

Las Positas College's long-range capital plans, as established by the 2018 Facilities Master Plan, are aligned with and support college and district improvement goals as articulated in LPC's Educational Master Plan and the District Strategic Plan (III.B.4-1, III.B.4-2). The alignment between and among Las Positas College long-range capital plans and the institutional improvement goals and plans of the district is required by Board Policy 3250 which states, "The District Facilities Master Plan serves as the long-term capital plan for physical resources of the District and the Colleges, including facilities, equipment, land, and other assets." The board policy further states, "The District Facilities Master Plan will support the goals of the District Strategic Plan and the College Educational Master Plans (III.B.4-3)."

LPC's long-range capital plans, which include construction of a 50,000 square foot academic building, an Advanced Manufacturing and Transportation/Public Safety complex, a Horticulture and Viticulture site, support the following institutional goals, articulated in the Educational Master Plan: to promote educational excellence by providing "quality academic programs and support services", to promote community collaboration by providing "educational opportunities that best serve the needs of our students and community", and to ensure supportive organizational resources by "expanding or updating facilities" (III.B.4-4) .

Las Positas College's long-range capital plans, as overseen by the district, reflect projections of the total cost of ownership of new facilities and equipment as determined by CLPCCD Administrative Policy 3253 (III.B.4-2). The district's total cost of ownership plan is reviewed regularly for additional facility impacts, as well as impacts from changes in the compensation rates for district employees who maintain the facilities, weekly student contact hours (WSCH), assignable campus square footage, and utility costs (III.B.4-3). The district regularly reviews the performance of the facilities against national and statewide performance benchmarks, such as APPA Staffing Analysis, Cap Load Ratios, EUI and Greenhouse Gas Emissions (III.B.4-4).

The current success in meeting the total cost of ownership plan is based upon allocation of funding from past and current local bond funds to address capital improvement projects related to aging structures, fund replacement facilities and to provide equipment necessary for the facilities to meet the needs of a quality education for today and into the future. Staffing needs to address the TCO for increases in developed land and for additional custodial and maintenance staffing is funded at the District level and has been established as a percentage gross funding allocation separate from the college or other district funding priorities under the current budget allocation model (III.B.4-5).

The estimate for the total cost of ownership for all facilities on the college campus is $7.18 at the time of the drafting of this report.

Analysis and Evaluation

Las Positas College meets this standard. LPC's long-range capital plans support the college's improvement goals, as articulated in the Educational Master Plan, and reflect the total cost of ownership as determined and tracked by the district.

Evidence III.B.4.

III.B.4-1 - Reports - Las Positas College Facilities Master Plan - 2018

III.B.4-2 - Reports - Las Positas College Educational Master Plan - 2021-2026

III.B.4-3 - Reports - Total Cost of Ownership Update-2-10-2020 - District Facilities

III.B.4-4 - Board Policy 3250 - CLPCCD Board of Trustees

III.B.4-5 - Plan - Total Cost of Ownership - 12-20-16 - District Facilities

Conclusions on Standard III.B. - Physical Resources

Las Positas College, working in close partnership with the Chabot-Las Positas Community College District, effectively uses its physical resources to achieve its mission and to improve academic quality and institutional effectiveness. LPC and district Facilities and Maintenance and Operations assure safe, accessible, secure, healthful, and sufficient physical resources in support of learning and student services through effective planning, building, acquiring, and maintenance of facilities and equipment. LPC's long-range capital plans align with identified improvement goals and reflect the total cost of ownership.

Improvement plan

None

Standard III.C.1. Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.

Evidence of Meeting the Standard

Las Positas College's technology services are provided in concert between District Information Technology Services (ITS) and the college's Technology Department (III.C.1-1). Although LPC's technology staff report to the district's Chief Technology Officer, their support area remains at the college which funds their salaries, benefits, equipment, and operational resources (III.C.1-2).

Use of the Enterprise Systems on campus and throughout the district are driven by federal and state mandates (III.C.1-3) as well as feedback from faculty, classified professionals, administrators, and students (III.C.1-4, III.C.1-5). District ITS is responsible for district-wide enterprise resource systems consisting of the Ellucian Banner database, all hardware and software, as well as third-party applications that interface with Banner to enhance the functionality of departments such as Student Services, Financial Aid, Payroll, and Finance. Some of the third-party solutions used in conjunction with Banner include the ClassWeb (Banner GUI interface for employees and students to conduct college business), DegreeWorks (student program tracking and completion), CurricUNET (curriculum development), eLumen (Student Learning Outcomes tracking), 25Live (room scheduling), CCCApply, Argos (Banner reports), Banner Document Management System (BDMS) for scanning and storage of electronic documents, BossCars (parking permits), and Recruit and Advise which are currently being prepared for rollout (III.C.1-6, III.C.1-7, III.C.1-8). Privacy of student and employee information as well as integrity of the college and district data is a top priority. User access to any enterprise system that contains sensitive employee or student information requires a signed and administrator-approved request form (III.C.1-9). Approved users will have an appropriate access level account set-up where login, consisting of a user name and password are required, with password expiration on a predefined schedule (III.C.1-10). Instructions for access are then e-mailed to the user and or approving administrator (III.C.1-11). Access to Banner and other applications containing sensitive information is only available on-site through the administrative network. These applications can only be accessed off-site with VPN access and special authorization (III.C.1-12) In addition to the enterprise resource system, ITS is also responsible for the district-wide employee Outlook e-mail system. College-provided student email accounts, referred to as ZoneMail, are assigned to students as part of the application for admissions process. These accounts are Google Mail Educational accounts and administered by District ITS (III.C.1-13).

The LPC Technology Department serves the needs of end-users by providing desktop devices in offices and classrooms, local networked Active Directory accounts, and shared drives. Through the LPC Technology Committee, the college community provides feedback and insight on technology topics of interest (III.C.1-14, III.C.1-15). The college and district primarily use Microsoft products on desktop devices used by faculty, classified staff, administrators and students, with some Mac environments installed in instructional areas that emphasize creativity

and design functionality (III.C.1-16). Faculty and deans engage in regular communication with the Technology Department regarding instructional software needs. This communication allows for advanced planning in the re-imaging of classroom computers between semesters and is captured in the district-wide ticketing system, ServiceNow (III.C.1-17). All of LPC's classrooms include an instructor computer, document camera, projector, speakers, and control system with laptop connection, and assistive listening. Large lecture and specialty classrooms may also include wireless microphone systems and assistive listening transmitters (III.C.1-18). In the Spring 2021 staff accreditation survey, 90 percent of the respondents agreed or strongly agreed that LPC's technology resources are used to support student learning programs and services and to improve institutional effectiveness (III.C.1-19). The Technology Department also provides Microsoft Active Directory accounts for all employees, per signed Technology Systems Access Request, that allows login rights to the college network (III.C.1-20). These Active Directory accounts provide a centralized authentication to the employee's e-mail account as well as other computer and network resources. Active Directory accounts have established password controls to protect against unauthorized access to files, e-mail, and network resources (III.C.1-21, III.C.1-22). Additional user accounts for specialized applications such as Adobe Products, SARS Suite of products for counseling appointment scheduling and tracking of students used in instructional environments, PaperCut for printing and copying, and telecommunications are managed by Las Positas College's Information Technology department using approved Technology Access Request forms (III.C.1-23).

In Fall of 2015 the Chabot-Las Positas Community College District established a taskforce to explore the possibility of joining the State Online Education Initiative (OEI) Consortium and switching from Blackboard LMS to Canvas LMS (III.C.1-24). In May of 2016, the LPC Academic Senate and college president approved the decision to migrate from the Blackboard online learning platform to the new OEI-supported Canvas online learning platform. District ITS worked with the Canvas team to create the interface between the Banner database and Canvas to enable automated uploading of student, course, and faculty information (III.C.1-25). District ITS continues to work with Canvas and the district and college Distance Education Committees on implementing improvements for an enhanced student and faculty user experience (III.C.1-26, III.C.1-27). An extensive training and course migration plan was developed and implemented with this transition to Canvas for all online courses set for Summer of 2018 (III.C.1-28, III.C.1-29). In Spring of 2018 the college submitted an application to join the OEI Consortium which was approved. As a requirement for joining the California Virtual Campus Online Education Initiative, Las Positas College was to offer, through the exchange, 20% of our Fall 2020 courses online. As of Summer 2019, 6 courses had been aligned with the rubric and 14 courses were in process (III.C.1-30, III.C.1-31). By January of 2020, 13 courses were aligned with the OEI rubric (III.C.1-32), and by Fall of 2020 the number of aligned courses rose to 20. The number of OEI-aligned courses at LPC currently is 22 (III.C.1-33). LPC's faculty utilize many Canvas resources and features, such as Proctorio, Cranium Café, and Turnitin to support our students' online learning and success (III.C.1-34). The Canvas hosted online learning platform has high standards to help mitigate risks that might impact data, people, system and operations and has been very reliable with 99.984% reported uptime to support a stable and sustainable online learning environment (III.C.1-35). Faculty and student surveys also provide support for an effective online learning environment at Las Positas College (III.C.1-36, III.C.1-37).

The district maintains a robust Disaster Recovery Plan to protect and safeguard all college and district critical systems, applications, servers, technology infrastructure and resources with plan documents on methods for response, personnel, recovery, resumption, restoration, and return after severe disruption to ensure effective operations and continuity (III.C.1-38). The main data center and network rooms are designed with back-up Powerware UPSes and a 400 gallon diesel fuel generator as well as HVAC systems fed by the Central Utility Plant (CUP) with multiple chillers and an Inergen Fire Suppression system (III.C.1-39). There are numerous control and monitoring systems in place to ensure the integrity of the data center and network rooms that includes temperature and security with cell phone and or email notification (III.C.1-40). Back-up processes for mission critical systems and file data is key to a successful disaster recovery plan. Data back-up is essential regardless of whether the data loss is due to desktop virus, mishandling of data, hardware failure, or environmental disaster. Thorough documentation on all hardware, servers and their location, specifications and configuration is reviewed and updated as needed. The district-wide Enterprise Resource Planning (ERP) servers are backed up to tape with full and partial back-ups and then the tapes are taken off-site weekly and rotated per schedule. Secondary cloud-based back-ups are also in place using Amazon Web Services. The college uses an on-premise Unitrends back-up and recovery appliance for daily back-ups of server data in either a full & incremental plan or incremental forever plan as determined based on the priority of the service provided or data contained on the server. Notification of hardware failures, failure of environmental controls, and back-up system failures are sent to respective department staff via email (III.C.1-41).

Analysis and Evaluation

Las Positas College meets this standard. Technology resources are widely utilized throughout the college from the classroom teaching and learning environment to student support services and administrative and operational areas. Some of the high-profile resources used are the Banner enterprise resource system, Microsoft server and desktop products, the Canvas online learning platform, wireless access points and distributed antenna systems for mobile connectivity and more. These technology resources are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.

Evidence III.C.1

III.C.1-1   LPC Technology Organization Chart
III.C.1-2   CLPCCD Organizational Chart – LPC Technology Department
III.C.1-3   District ITS Program Review - CLPCCD ITS 2019-2020 pg 5
III.C.1-4   Technology Coordinating Committee – CLPCCD November 2019 pgs 1-2
III.C.1-5   Technology Coordinating Committee – CLPCCD May 2020 pgs 1-2
III.C.1-6   Programming - CLPCCD ITS
III.C.1-7   District ITS Program Review - CLPCCD ITS 2019-2020 pgs 1-2
III.C.1-8   CLPCCD ITS Disaster Recovery Plan, 2021 pg 24
III.C.1-9   CLPCCD ITS Access Request - November 2015
III.C.1-10   CLPCCD ITS Disaster Recovery Plan, 2021 pg 22
III.C.1-11   CLPCCD Banner Account Setup Email Template

Standard III.C.2. The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.

Evidence of Meeting the Standard

Las Positas College continuously plans for improvements, updates, and replacement of its technology infrastructure, equipment, quality and capacity to support the institutional mission, operations, programs, and services. The 2021 Staff Accreditation Survey shows that 80 percent of respondents agree or strongly agree that the college's performance in this area is sufficient (III.C.2-1).

The LPC Technology Department and district ITS collaboratively support the management, maintenance, and operation of the college's technological infrastructure and equipment. The district has received bond funds from community taxpayers to support the expansion of LPC's technological infrastructure and equipment as part of its programmatic and physical expansion (III.C.2-2, III.C.2-3).

Network services are organized into three specific environments (III.C.2-4):

- Administrative Network for employees who may need to access sensitive data/documents
- Instructional Network supports faculty and students in the teaching and learning environment
- Wireless Network allows open access to the internet

District ITS takes the lead in implementing, managing, and maintaining the district-wide technology infrastructure including the local and wide area networks, cabling, and standardized Cisco network routers, switches, and wireless access points (WAPs) (III.C.2-5, III.C.2-6, III.C.2-7). Various tools are utilized to monitor events on the network as well as log configuration changes (III.C.2-8). The Intermapper and SolarWinds tools have been key to traffic monitoring and network performance with an overall network average availability of 99.66% (III.C.2-9). With the growth of the college both in building square footage and in technology use and demand, improvements have been put in place to accommodate this increased need for bandwidth (III.C.2-10, III.C.2-11). Wireless connectivity has been a priority with upgraded wireless access points (WAPs) and installation of a distributed antenna system (DAS) for cellular service inside buildings (III.C.2-12, III.C.2-13). Connectivity between the sites and to the internet is provided by switched ethernet circuits from the local carrier and CENIC (Corporation for Education Network Initiatives in California) (III.C.2-14, III.C.2-15).

At the beginning of the Measure B bond cycle in 2005, the LPC Technology Department created an equipment life-cycle plan based upon industry-standard timelines. The life-cycle plan has been adopted district-wide and continues to be updated as equipment capability evolves and the college's needs change (III.C.2-16, III.C.2-17). Replacement of equipment is then staggered so only a portion of the equipment is refreshed annually to make the workload for department staff manageable.

The Technology Department provides quality on-campus support services for both the instructional and administrative networks, providing leadership in technology solutions for the teaching and learning environment as well as organizational efficiency (III.C.2-18). Standardization of equipment has been a key goal for the LPC Technology Department and the district as a whole. Using standardized equipment platforms allows faculty, classified staff, and administrators to easily move from one space to another and be familiar with the equipment set-up. Supporting and maintaining standardized equipment is also easier for staff to manage and maintain, avoiding multiple equipment nuances. Additionally, using standardized equipment allows for volume-pricing and advantageous purchase agreements (III.C.2-19). Equipment standards are developed through research of new products, industry standards, product road maps, best practices, and discussions with end users (III.C.2-20, III.C.2-21). These standards are reviewed and updated consistently with the life-cycle plan and as new facilities are being designed (III.C.2-22).

For instructional equipment needs, there is a long-standing process for submitting Instructional Equipment Requests to be reviewed and prioritized through the Resource Allocation Committee (RAC). This process includes presenting supporting information as to how the equipment supports the college's mission and priorities, how the equipment aligns with the department's program review, supports teaching and student learning outcomes, as well as total cost of ownership (III.C.2-23). After review and prioritization of the requests by RAC, the college president determines the equipment to be purchased in consultation with the college's Business Office and other impacted departments such as Facilities and Technology (III.C.2-24).

Analysis and Evaluation

Las Positas College meets this standard. Through various resources and processes, and by effective communication amongst all stakeholders, LPC ensures a robust, current, and sustainable technical infrastructure in support of its mission, operations, programs, and services.

Evidence III.C.2

III.C.2-1	LPC Staff Accreditation Survey 2021 - Section 3C.2
III.C.2-2	CLPCCD ITS Information Technology Planning Measure A Bond - 2017, pg 2
	III.C.2-3 CLPCCD ITS Information Technology Services Measure A Bond, 2018-2020 Update, pg 2
III.C.2-4	CLPCCD ITS - Network Management
III.C.2-5	CLPCCD ITS - Cabling Infrastructure Standards 2018
	III.C.2-6 CLPCCD ITS - Information Technology Planning Measure A Bond - 2017, pgs 7-11
	III.C.2-7 CLPCCD ITS - Information Technology Services Measure A Bond, 2018-2020 Update, pg 17
	III.C.2-8 CLPCCD ITS - Information Technology Services Measure A Bond, 2018-2020 Update, pgs 15-17
III.C.2-9	CLPCCD - SolarWinds Availability of Entire Network Last Month – May 2021
III.C.2-10	CLPCCD ITS - Information Technology Planning Measure A Bond - 2017, pg 8
	III.C.2-11 CLPCCD ITS - Information Technology Services Measure A Bond, 2018 - 2020 Update, pgs 7-11
	III.C.2-12 CLPCCD ITS - Information Technology Planning Measure A Bond - 2017, pgs 10-11
	III.C.2-13 CLPCCD ITS - Information Technology Services Measure A Bond, 2018-2020 Update, pgs 11-14 , 18-20
	III.C.2-14 CLPCCD ITS - Network Management
	III.C.2-15 CLPCCD ITS - Network Diagram
	III.C.2-16 CLPCCD ITS - Information Technology Planning Measure A Bond - 2017, pgs 2-6
	III.C.2-17 CLPCCD ITS - Information Technology Services Measure A Bond, 2018-2020 Update, pgs 2-6
	III.C.2-18 LPC - Technology Department Homepage
	III.C.2-19 CLPCCD ITS - Information Technology Services Measure A Bond, 2018-2020 Update, pg 2
	III.C.2-20 LPC B2100 IT-AV DD Review - October 8, 2019

Standard III.C.3. The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

Evidence of Meeting the Standard

Las Positas College implements and maintains its technology resources to assure reliable access, safety, and security. LPC installs and replaces technology hardware resources such as computers, servers, and audio/visual equipment in accordance with the Life-Cycle Plan developed following the first construction Bond Measure in 2005 (III.C.3-1). Replacing equipment according to the Life-Cycle Plan reduces the need for extensive maintenance and allows for sustainable workload scheduling of department staff. Should a device have a critical failure prior to its scheduled replacement, a new device may be reallocated from the current year's acquisition to replace the failed equipment. Faculty, staff, and administrators request maintenance and repair service through the district-wide ticketing system, ServiceNow (III.C.3-2).

College and district-wide technology infrastructure consists of standardized Cisco routers, switches, and wireless access points (WAPs) with Cisco SMARTNET 7x24x365 maintenance on critical equipment (III.C.3-3). Network equipment continues to be upgraded as new Bond Measure construction projects and technology initiatives are planned and implemented (III.C.3-4)   District ITS staff lead the implementation and maintenance of both college and district-wide technology infrastructure and use various tools such as Intermapper, Manage Engine, SolarWinds, and Cisco Access Control to monitor and manage the network's traffic, devices, and overall health (III.C.3-5, III.C.3-6). The District ERP system uses a variety of tools to monitor and control operational and environmental conditions. The IBM servers include a self-diagnosis and monitoring feature that warns of impending hardware problems. District ITS has implemented "hot" back-ups using RMAN as a feature as well as the traditional full "cold" back-up (III.C.3-7).

LPC's computer classrooms are reimaged every semester to ensure they are up to date on software versions and licensing and equipped with appropriate software for the courses being taught (III.C.3-8). Additionally, all student-use computers are loaded with DeepFreez software that performs a fresh install after a reboot. This feature significantly reduces maintenance and computer repair tickets due to viruses, malware, and junk files (III.C.3-8a).

Some of the recent implementations made jointly by LPC's Technology Department and District ITS include migrating to the Sophos cloud solution for anti-virus protection on all computing devices (III.C.3-9). College and district server needs are continuously assessed and applications migrated into a virtual environment, from a dedicated device, where deemed appropriate to

reduce the hardware footprint (III.C.3-10). In 2018 the campus telecommunications system was replaced due to legacy equipment. Five years of equipment, software maintenance, updates, and patches by the vendor was included in the purchase request (III.C.3-11).

Data back-up is critical to the college operations and part of the district-wide Disaster Recovery Plan. The district-wide Enterprise Resource Planning (ERP) system is running on IBM servers in an IBM Virtualized environment. Hardware and software configurations are replicated so either server can operate as the primary. The virtual servers associated with the ERP system have hardware and application redundancy. The production database is stored on mirrored disk drives with redundant disk controller, power supplies and ethernet interfaces (III.C.3-12). The ERP servers are backed up to tape with full and partial back-ups and the tapes are taken off-site weekly and rotated per schedule. Secondary cloud back-up is also in place using Amazon Web Services (AWS). Las Positas uses an on-premise Unitrends back-up and recovery appliance for daily back-ups of server data in either a full and incremental plan or incremental forever plan depending upon the priority of the service provided or data contained on the server (III.C.3-13). All network rooms are secured and monitored using the AMAG security system with ID readers; in the data center a two-factor authentication is required with both a badge ID and a PIN code. All badges can be enabled or restricted based on access privileges through the Campus Safety Department (III.C.3-14).

Analysis and Evaluation

Las Positas College meets this standard. Through extensive college- and district-level planning, implementation, and maintenance, LPC ensures that its technology resources are reliably accessible, safe, and secure.

Evidence III.C.3

III.C.3-1	CLPCCD ITS Measure A Bond 2018-2020 Update, pgs 2, 4 & 5
III.C.3-2	CLPCCD ITS - ServiceNow
III.C.3-3	CLPCCD ITS Disaster Recovery Plan - April 2021, pg 18
III.C.3-4	CLPCCD ITS Measure A Bond 2018-2020 Update, pgs 8-11
III.C.3-5	CLPCCD ITS Measure A Bond - 2017, pgs 11-12
III.C.3-6	CLPCCD ITS SolarWinds Availability Last Month - May 2021
III.C.3-7	CLPCCD ITS Disaster Recovery Plan - April 2021, pgs 13, 14 and 25
III.C.3-8	Instructional Computer Updates for Fall - LPC - 2018
III.C.3-8a	LPC - Technology Committee Meeting Minutes - October 28, 2013
III.C.3-9	CLPCCD ITS Disaster Recovery Plan - April 2021, pg 23
III.C.3-10	CLPCCD ITS Measure A Bond 2018-2020 Update, pg 4
III.C.3-11	LPC - Advantel Bid 18-08, pgs 38-43
III.C.3-12	CLPCCD ITS Disaster Recovery Plan - April 2021, pg 24
III.C.3-13	CLPCCD ITS Disaster Recovery Plan - April 2021, pg 29
III.C.3-14	CLPCCD ITS Disaster Recovery Plan - April 2021, pg 22

Standard III.C.4. The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.

Evidence of Meeting the Standard

Las Positas College provides appropriate instruction and support in the effective use of technology and technology systems to employees and students through on- and off-campus entities and different modalities. District ITS employs a full-time Trainer and full-time User Support Specialist to provide individual and group training, along with hardcopy documentation and online resources for instruction, to employees on systems that are provided district-wide, such as the Banner enterprise system, the Argos enrollment management tool, Class-Web, and Outlook email (III.C.4-1). The District also subscribes to the Vision Resource Center provided by the California Community Colleges Chancellor's Office to provide personnel with online professional development linked directly to system-wide initiatives and programs (III.C.4-2). On campus, LPC's Teaching and Learning Center helps employees learn new and relevant technology skills through workshops, online tutorials, and individual instruction (III.C.4-3, III.C.4-4). College employees may also acquire new and improved technology skills off-site via conference requests through the Professional Development Committee (PDC) (III.C.4-5). The PDC also organizes Mandatory Flex Days each fall and spring semester during which faculty and staff may participate in workshops that provide instruction and support in the effective use of technology (III.C.4-6).

Additionally, LPC and the district offer specific and immediate technological support to faculty, staff, and administrators through the online "Help Desk/Service Now" application (III.C.4-7). The LPC Technology Department also provides telephone-based help to the campus community concerning general technological issues or more specific questions regarding Class-Web/Zone or online instruction/Canvas (III.C.4-8).

LPC provides a variety of ways for students to access instruction and support in the use of technology and technology systems. The Online Learning page on the college website includes links to orientation, FAQs, and general student support, including the Computer Center's menu of help options, and 24/7 Canvas support (III.C.4-9). The college provides drop-in computer resource services, where students receive assistance with software, hardware, and assistive technology, in the Computer Center, the Library, and the Disabled Student Programs and Services office (III.C.4-10, III.C.4-11, III.C.4-12). Students may also access technology-related assistance through the district's Student Help Zone and the Quest for Online Success page (III.C.4-13, III.C.4-14). Additionally, the LPC Computer Information Systems (CIS) program offers students a two-unit, basic computer competency course, CIS 8, that introduces students to the fundamentals of computer competency (III.C.4-15).

LPC employs various means to assess the effectiveness of its technology instruction and support. The Technology Committee is charged with "assessing faculty, staff, and student technological needs" and making recommendations on appropriate training and support (III.C.4-16). The Technology Department and Teaching and Learning Center jointly produce an annual satisfaction survey that is reviewed by the appropriate departments and the Technology

Committee. The results of the 2019-20 Technology-TLC Survey show an average satisfaction score of between 4.44 and 4.33 out of 5 (III.C.4-17, III.C.4-18, III.C.4-19). In the 2021 Student Accreditation Survey, 80 percent of student responses reported some or a lot of progress in using a computer effectively (III.C.4-20).

Analysis and Evaluation

Las Positas College meets this standard. LPC, in concert with the district ITS office, provides faculty, staff, administrators, and students with instruction and support in the effective use of the technology and technology systems used in its programs, services, and operations. Employee and student survey results indicate the appropriateness of the college's technology instruction and support services.

Evidence III.C.4

III.C.4-1	CLPCCD ITS Training
III.C.4-2	CLPCCD Vision Resource Center
III.C.4-3	LPC - Teaching and Learning Center
III.C.4-4	LPC - Workshop Descriptions
III.C.4-5	LPC - Professional Development Conference Request Form
III.C.4-6	LPC - Mandatory FLEX Day Schedule - Professional Development Committee
III.C.4-7	LPC - Quest for Online Success
III.C.4-8	LPC - Technology Department
III.C.4-9	CLPCCD - ServiceNow
III.C.4-10	LPC - Computer Center
III.C.4-11	LPC - Library Technology, Library Guides
III.C.4-12	LPC - DSPS Services
III.C.4-13	CLPCCD - Information Technology Services
III.C.4-14	LPC - Technology Committee Charge
III.C.4-15	LPC - Technology Committee Meeting Minutes - February 1 2021, pg 4
III.C.4-16	LPC - Technology Satisfaction Survey 2019-2020
III.C.4-17	LPC - TLC Workshop/Appointment Satisfaction Survey 2020-2021
III.C.4-18	LPC - Student Accreditation Survey Results - March 2021
III.C.4-19	LPC - Computer Studies
III.C.4-20	LPC - Course Outline, CIS 8 (Essential Computing Skills)

Standard III.C.5. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

Evidence of Meeting the Standard

Las Positas College and the Chabot-Las Positas Community College District have established and publicized policies and procedures that guide appropriate use of technology for teaching and learning. Board Policy 3720 on computer and network use speaks to the use of college and district computer systems and the information they contain by employees, students, authorized

agents of the college/ district, and authorized members of the public (III.C.5-1). Administrative Procedure 6535, on the use of district equipment, discusses the responsibilities of using district/ college technology equipment along with processes for acquiring it (III.C.5-2). Board Policy and Administrative Procedure 4105, on distance education, provide direction to LPC's online courses and programs (III.C.5-3, III.C.5-4). These Board Policy documents are posted on the Chabot-Las Positas Community College District website with links on the college's Technology Department and Distance Education web pages, respectively (III.C.5-5, III.C.5-6). Additionally, a link to BP 3720 appears on the CLPCCD Technology Systems Access Request form for employees requesting access credentials to college/district systems (III.C.5-7).

LPC posts Instructional Computer Use Guidelines for students on the Technology Department web site with an abbreviated version of the guidelines set as the desktop screen on all college computers available for use by students on campus or through the technology loan program (III.C.5-8, III.C.5-9). Additionally, the Distance Education Coordinator's online learning orientation for students addresses netiquette, the appropriate (and inappropriate) types of online communication (III.C.5-10).

Analysis and Evaluation

Las Positas College meets this standard. LPC and the Chabot-Las Positas Community College District have established and publicized processes to guide employees and students on the appropriate use and distribution of its technology resources.

Evidence III.C.5

III.C.5-1	CLPCCD BP3720 Computer and Network Use - August 18, 2015
III.C.5-2	CLPCCD BP4105 Distance Education - November 17, 2020
III.C.5-3	CLPCCD AP4105 Distance Education - October 20, 2020
III.C.5-4	CLPCCD Technology Systems Access Form - November 2015
III.C.5-5	LPC - Policies and Procedures
III.C.5-6	CLPCCD AP6535 Use of District Equipment - March 18, 2014
III.C.5-7	LPC - Computer Center Desktop (803 Lab) - February 2, 2021
III.C.5-8	LPC - Orientation to Online Courses - August 13, 2018
III.C.5-9	LPC - Distance Education Policies, Guidelines and Agreements
III.C.5-10	Student Orientation Presentation - *Succeeding in an Online Course*

Conclusions on Standard III.C. - Technology Resources

Las Positas College effectively uses its technology to achieve its mission and to improve academic quality and institutional effectiveness. Through extensive planning, implementation, maintenance, and training, LPC's technology resources are appropriate, adequate, accessible, and effectively utilized throughout the college from the teaching and learning environment to student support services and administrative and operational areas.

Improvement Plan

None

Planning

Standard III.D.1. Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)

Evidence of Meeting the Standard

SUFFICIENT FINANCIAL RESOURCES

The financial resources of the Chabot-Las Positas Community College District and Las Positas College are sufficient to support and sustain student learning programs and services and to improve institutional effectiveness. LPC's financial resource sufficiency is ensured in part by district board policies and procedures regarding budget development, budget management, fiscal management, and reserves (III.D.1-1, III.D.1-2, III.D.1-3, III.D.1-4, III.D.1-5).

The table below shows that the district's finances are strong and stable with a fund balance over the past three years ranging from roughly 12.70 to 16.67 percent of the total expenditure budget. This is well above the target eight percent unrestricted general fund reserve cited in Administrative Procedure 6305. Further, as a testament to the commitment of the colleges to put funds into the classroom, the District's 50 percent law calculation - which requires that half of a community college district's educational expenses be committed to instructional salaries - is significantly higher than the minimum for compliance, particularly over the past two years (III.D.1-7).

Unrestricted General Fund		
	FY 17-18	**FY 18-19**	**FY 19-20**
Ending Fund Balance	$ 22,573,312	$ 20,976,844	$ 16,948,709

Fund Balance % of Total Expenditures	16.67%	14.70%	12.70%
50% Law	50.80%	53.14%	53.70%

Las Positas College derives its annual budget from the allocation it receives in the district budget. The 2020-2021 and 2021-2022 adopted budgets show in detail how the college's budget is allocated from the district's, and how the college's budget is sufficient to support its programs and services (III.D.1-8, III.D.1-9).

DISTRIBUTION OF RESOURCES

Las Positas College distributes its resources in a manner that enhances its programs and services. The college's various resource allocations are studied and recommended through shared governance committees, or conducted by administrative leadership in consultation with appropriate classified professional and faculty leadership and constituencies. FTEF allocations by discipline, the purchasing of instructional equipment, and the development of division-level discretionary budgets provide three examples of LPC's collegial and effective resource distribution.

The allocation of FTEF to each discipline is recommended by the College Enrollment Management Committee (CEMC), a shared governance committee that helps develop, operationalize, and monitor discipline plans to enable the college (and district) meet annual FTES and productivity targets while also promoting student access, success, and equity (III.D.1-10). LPC's institutional FTEF allocation from the district - along with FTES and WSCH/FTEF targets - are determined by the District Chancellor upon the recommendation of the District Enrollment Management Committee (DEMC) (III.D.1-11, III.D.1-12). The carefully considered and efficient FTEF distribution and use among LPC's disciplines - and the class schedules that result from this planning - not only generates optimal levels of state apportionment, it also enables the college to offer viable programs and services, and to respond to sudden changes in enrollment patterns and student needs. LPC's CEMC responded, for example, to the recent downturn in enrollments that resulted from the COVID-19 pandemic by offering fewer course sections in order to meet budgetary constraints and ensure financial stability. The reduction in course offerings was done strategically by keeping student needs front and center (III.D.1-13).

LPC distributes resources for the purchase of instructional equipment through a multi-layered, collegial, and transparent process that ensures equitable support for the colleges numerous instructional programs and services. The Resource Allocation Committee (RAC) reviews and prioritizes all instructional equipment requests (III.D.1-14). This process requires requesters to present supporting information as to how the equipment supports the college's mission and priorities, how the equipment aligns with the department's stated needs from program review, how it supports teaching and student learning outcomes, as well as the total cost of ownership

(III.D.1-15). After review and prioritization of the requests by RAC, the college president determines the equipment to be purchased in consultation with the college's Business Office and other impacted departments such as Facilities and Technology (III.D.1-16).

PLANNING AND MANAGEMENT OF FINANCIAL AFFAIRS

Both Las Positas College and the district manage their financial affairs with integrity. Since 2017 the district has received clean audits with no findings; further no financial issues within the audits have been identified for at least the past decade (III.D.1-17). Moreover, external rating agencies Standard & Poor's and Moody's rate the district's credit as AA and AA2, respectively, only two notches below the highest rating available which is primarily reserved for Basic Aid districts (III.D.1-18; III.D.1-19).

Other information, including audited financial statements, state mandated financial reports, budget presentations, and actuarial reports are brought to the Governing Board for information or action as necessary. These reports are accessible on the District website and the contents of these reports are incorporated into presentations given to employees and various committees.

Analysis and Evaluation

The Chabot-Las Positas Community College District and Las Positas College meet this standard. District and college financial resources are sufficient and managed with integrity in support of student learning programs and services, institutional effectiveness, and financial stability. The distribution of resources, such as FTEF and instructional equipment funds, support the maintenance and enhancement of college programs and services.

Evidence III.D.1

III.D.1-1 - Board Policy - BP6200 Budget Preparation - CLPCCD Board of Trustees

III.D.1-2 - 2020-2021 Budget Development Calendar - CLPCCD

III.D.1-3 - Board Policy - BP6250 Budget Management - CLPCCD Board of Trustees

III.D.1-4 - Board Policy - BP6300 Fiscal Management - CLPCCD Board of Trustees

III.D.1-5 - Administrative Procedure - AP6305 Reserves - CLPCCD Board of Trustees

III.D.1-7 - Fifty Percent Law - California Community Colleges Chancellor's Office

III.D.1-8 - Reports - 2020-2021 Adopted Budget - CLPCCD Board of Trustees

III.D.1-9 - Reports - 2021-2022 Adopted Budget - CLPCCD Board of Trustees

III.D.1-10 - Website Material - College Enrollment Management Committee - 2019-2020

III.D.1-11 - Website Material - District Enrollment Management Committee - 2021

III.D.1-12 - CLPCCD Allocation of FTEF by FTES 2021-2022 - District Enrollment Management Committee

III.D.1-13 - Minutes - College Enrollment Management Committee - 5.8.20

III.D.1-14 - Website Material - Resource Allocation Committee charge and membership

III.D.1-15 - Form - Instructional Equipment Request Form 2020-2021 - Resource Allocation Committee

III.D.1-16 - Website Materials - Fall 2020 RAC IER Recommendation from President - LPC Resource Allocation Committee - 12.9.20

III.D.1-17 - Reports - Chabot-LasPositasCCD Audit Report - 2019-2020

III.D.1-18 - Reports - MoodysFinalCreditRatingReport - 9-2017

III.D.1-19 - Reports - SNPCreditRating - 9-2017

Standard III.D.2. The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.

Evidence of Meeting the Standard

The mission and goals of the Chabot-Las Positas Community College District and Las Positas College set the foundation for financial planning, and financial planning is heavily integrated with and supports all institutional planning. This is demonstrated through highly transparent financial processes at both the district and college level.

Board policies and administrative procedures on fiscal management, budget preparation, and budget management, determine the district's financial planning, parameters, and processes (III.D.2-1, III.D.2-2, III.D.2-3). Annually, the district prepares a Budget Development Calendar that details the timelines for both the Tentative and Adoption Budgets (III.D.2-4, III.D.2-5, III.D.2-6). This calendar is presented and discussed at various committees and meetings, most notably at the District Planning and Budget Committee (PBC). Further, budget assumptions upon which the Tentative and Adoption Budgets are based are also presented to various committees and meetings, including Senior Leadership Team (SLT) and PBC (III.D.2-7, III.D.2-8, III.D.2-9). This transparent process allows all constituency groups to weigh in on budget parameters and assumptions, report to their respective members on areas of interest or concern, and ask questions or make suggestions on potential modifications. In addition, budget status reports are presented at PBC (III.D.2-10).

Administrative Procedure 6305 prescribes minimum reserve levels, which encourages general fiscal constraint (III.D.2-11) while Administrative Procedure 6300 establishes the limitations on which financial transactions can be made with or without board approval, a procedure which provides clear direction and internal controls over financial transactions.

Nearly every Board of Trustees meeting includes a presentation on financial information. This information comes in the form of reports or presentations that include financial statements, budget transfers, investment reports, tentative budget presentation, adoption budget presentation, as well as periodic reports on pertinent budget and financial issues and state mandated reports. These presentations and reports are available in electronic format and posted to the district website. In addition, the District Chancellor provides budget information via livestream events (III.D.2-12).

Las Positas College's Vice President of Administrative Services (VPAS) prepares and presents monthly budget updates at college Town Meetings and the Budget Development Committee (BDC) meetings (III.D.2-13, III.D.2-14). The BDC meets monthly during the academic year and receives budget updates and brainstorms for the district's new Budget Allocation Model. The VPAS office offers budget and business process trainings to new staff and administrators (III.D.2-15).

Analysis and Evaluation

The Chabot-Las Positas Community College District and Las Positas College meet this standard. By adhering to established policies and procedures that clearly map out district and college financial practices, the district and the college integrate financial and institutional planning to ensure financial stability. Both the district and the college disseminate financial information widely and in a timely manner.

Evidence III.D.2

III.D.2-1 - Board Policy - BP6300, Fiscal Management

III.D.2-2 - Board Policy - BP6200, Budget Preparation

III.D.2-3 - Board Policy - BP6250, Budget Management

III.D.2-4 - Calendar - 2021-22 Budget Development Calendar

III.D.2-5 - Report - 2021-22 Tentative Budget

III.D.2-6 - Report - 2021-22 Adopted Budget

III.D.2-7 - Report - 2021-22 Tentative & Adopted Budget Assumptions

III.D.2-8 - Minutes - Planning and Budget Committee Meeting Minutes March 5, 2021

III.D.2-9 - Minutes - College Council Meeting Minutes September 24, 2020 Item 5-4 Review 2020-2021 Budget Update

III.D.2-10 - Report - Planning and Budget Council Budget Status Report March 5, 2021

III.D.2-11 - Board Policy - BP6305, Reserves

III.D.2-12 - Website Material - Chancellor Budget Update Spring 2021

III.D.2-13 - Presentation - Town Meeting Budget Update, Slides 29-31, October 6, 2021

III.D.2-14 - Minutes - Budget Development Committee Minutes September 24, 2021

III.D.2-15 College Flex Day Schedule Fall 2021 Budget Transfer Training

Standard III.D.3. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Evidence of Meeting the Standard

The Chabot-Las Positas Community College District clearly defines and follows its guidelines for financial planning and budget development. Further, the district provides all constituencies appropriate and ample opportunity to participate in the development of institutional plans and budgets. This is also true at Las Positas College, where a clearly defined resource allocation process has been institutionalized.

At the district level, financial planning and budget development is governed by Board Policies 6200 and 6300 (III.D.3-1, III.D.3-2). These policies and associated administrative procedures detail the budget development process and timeline as well as the appropriate parameters to which financial planning and budget development must adhere. Budget development begins, following the Governor's January budget proposal, with the Vice Chancellor of Business Services' presentation to the Board of Trustees. Shortly thereafter, the district's Senior Leadership Team, college Vice Presidents of Administrative Services, and the district Planning and Budget Committee PBC) review the Governor's proposed budget (III.D.3-3). PBC, composed of faculty, classified professionals, administrators, and students, serves as the district-wide budget committee. All constituency groups have a voice in the budget development process and PBC utilizes a tri-chair model that includes a faculty member, classified professional, and the Vice Chancellor of Business Services (III.D.3-4). PBC is presented with the Budget Development Calendar, budget assumptions, and is provided a step-by-step walk through of the revenue allocation model upon which the assumptions are based (III.D.3-5, III.D.3-6, III.D.3-7). These finalized assumptions are used in the Tentative Budget presented to the Governing Board in June and then modified for known changes for the Adoption Budget presented in September (III.D.3-8, III.D.3-9).

At the college level, a budget template is populated by the district and the colleges make their own modifications based upon their local resource allocation process. The budget development process at Las Positas College is collaborative, with members of the Budget Development Committee providing advice (III.D.3-10). Other college-level committees allocating resources have well-defined processes. Through an established process and vetted rubric, the Resource Allocation Committee (RAC) committee evaluates needs for instructional equipment resources for academic programs on an annual basis (III.D.3-11, III.D.3-12, III.D.3-13). The College Enrollment Management Committee (CEMC) is the central committee that analyzes and operationalizes discipline plans for individual course offerings and budgetary impacts (III.D.3-14). The disciplines can adjust and modify course offerings based on academic needs and budgetary constraints.

Analysis and Evaluation

The Chabot-Las Positas Community College District and Las Positas College meet this standard. Clear policies and procedures exist at the district level that guide planning and budget development. This process is rigorously followed and is longstanding. Further, once the district process is complete the college engages its constituencies in its own budget development process in an open and transparent manner.

Evidence III.D.3

III.D.3-1 - Board Policy 6200 - Budget Preparation-CLPCCD

III.D.3-2 - Board Policy 6300 - Fiscal Management-CLPCCD

III.D.3-3 - Presentation-Budget Update for PBC and Board-02-22-21-Chief Financial Officer

III.D.3-4 - Website Material-Planning and Budget Committee Members-CLPCCD

III.D.3-5 - 2020-21 Budget Development Calendar

III.D.3-6 - 2020-22 Tentative and Adopted Budget Assumptions

III.D.3-7 - Report-2020-21Adopted Budget -Budget Allocation Model pages 57-59-CLPCCD.

III.D.3-8 - Presentation-2021-2022 Tentative Budget-6-15-2021-Board of Trustee

III.D.3-9 - Report-2020-21 Adopted Budget Book

III.D.3-10 - Budget Committee Charge-Shared Governance Handbook-2021-page 28-President's Office

III.D.3-11 - Website Material-Rubric for Institutional Equipment Request-Resource Allocation Committee

III.D.3-12 - Website Material -Fall 2020 Instructional Equipment Requests-Resource Allocation Committee

Standard III.D.4. Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Evidence of Meeting the Standard

Institutional planning by the Chabot-Las Positas Community College District and Las Positas College reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

The district's budget development process and revenue allocation model are based upon available, carefully considered, ongoing revenue and expenditure assumptions - such as cost of living, anticipated changes to state and local regulations, the general economic climate - as well as expenditure requirements (III.D.4-1). Expenditure requirements include contractual obligations to employee groups, regulatory expenses (such as insurance), utilities, retiree health benefits, and other fixed obligations. These are all paid "off-the-top" from available revenues *before* distributing the revenue allocations to Las Positas College and Chabot College (III.D.4-2, III.D.4-3).

The district shares its revenue and expenditure information throughout the budget development process with constituency groups, including the Planning and Budget Committee (PBC), which serves as the districtwide budget committee (III.D.4-4, III.D.4-5, III.D.4-6). As district expenditures reduce each college's overall operating allocation, much attention is paid to ensure accuracy and integrity in the figures (III.D.4-7). After the allocation model is fully populated and each site is made aware of its available resources, budget development occurs at the colleges.

At LPC, the office of the Vice President of Administrative Services (VPAS) is responsible for working with the district office in developing a budget that is balanced to the district allocation. The VPAS also closely monitors and assesses expenditures and generates periodic expenditure reports which are presented, along with other budget-related matters, to the college's various constituent groups, such as the Budget Development Subcommittee, the College Council, and at the monthly campus-wide Town Meeting (III.D.4-8, III.D.4-9, III.D.4-10, III.D.4-11). In addition, the IT department, via the VPAS, sends out monthly budget updates via Argos to all department managers (III.D.4-12). The VPAS is also responsible for developing and managing local revenue sources. At LPC, these sources include parking fees, vendor contracts for the cafeteria and bookstore, and facilities rental (III.D.4-13, III.D.4-14).

Analysis and Evaluation

The Chabot-Las Positas Community College District and Las Positas College meet this standard. As part of a two-college district, LPC receives a district allocation - upon which it develops its

budget - according to an established budget allocation model, that is based upon a realistic assessment and accounting of resource availability, development of financial resources, partnerships, and expenditure requirements.

Evidence III.D.4

III.D.4-1 - Report - 2021-2022 Tentative and Adopted Budget Assumptions

III.D.4-2 - Report - 2020-21 Adopted Budget - Budget Allocation Model - pp. 57-59 - CLPCCD

III.D.4-3 - Reports - 2020-2021 Adopted Budget - CLPCCD Board of Trustees

III.D.4-4 - 2020-2021 Budget Development Calendar - CLPCCD

III.D.4-5- Committee Charge - District Planning and Budget Committee - CLPCCD website

III.D.4-6 - Agendas for District Planning and Budget Committee

III.D.4-7 - Minutes - Planning and Budget Committee - March 5, 2021

III.D.4-8 - Website Material - Charge and Membership - Budget Development Subcommittee

III.D.4-9 - Minutes - College Council - August 27, 2020

III.D.4-10 - Website Material - Las Positas College Town Meeting

III.D.4-11 - Presentation Slides - Town Meeting - Budget Update - September 2020

III.D.4-12 - Emails - Administrative Services Month-End Co-Curricular Account Statement - BSSL Division - 09.16.21

III.D.4-13 - Website Material - LPC Facilities Rental - Administrative Services

III.D.4-14 - Website Material - Dining Services - Administrative Services

Standard III.D.5. To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.

Evidence of Meeting the Standard

The Chabot-Las Positas Community College District and Las Positas College assure financial integrity through the use of sufficient internal control mechanisms and clearly identified responsibilities for the preparation of financial documents, the dissemination of dependable and timely information, and the responsible use of financial resources.

Board Policy 6300 requires that the district have established procedures to assure that its fiscal management includes, in accordance with Title 5 section 58311: adequate internal controls; clearly communicated fiscal objectives, procedures, and constraints; timely adjustments to the budget, when necessary; timely, accurate, and reliable fiscal information management; and clearly delineated fiscal management responsibility and accountability (III.D.5-1).

The district and LPC maintain sound fiscal management through the control mechanisms and clearly defined responsibilities of the district's Business Services office and the college's office of Administrative Services, both of which track all transactions through a multi-layered approval process using the Ellucian Banner enterprise resource planning system (III.D.5-2, III.D.5-3). The Banner system's internal controls require multiple levels of approval before transactions are executed. The Banner system allows district and college managers to track financial activity such as purchase orders, budget transfers, personnel actions, and expenditure transfers. Further, the district Business Services office and the LPC office of Administrative Services review for accuracy and compliance all journal entries and budget transfers (III.D.5-4).

Both the district and the college widely disseminate dependable and timely information on the status of institutional budgets. The district's Vice Chancellor of Business Services regularly presents budget information to the Board of Trustees (III.D.5-5) III.D.5-6), holds district-wide budget Town Hall forums (III.D.5-7), and makes updates to the District Planning and Budget Committee (III.D.5-8, III.D.5-9). At LPC, the Vice President of Administrative Services provides budget updates during each monthly Town Meeting (III.D.5-10, III.D.5-11, III.D.5-12), and reports on budget-related matters to the College Council (III.D.5-13).

District and college staff regularly discuss ways to improve efficiencies in the reporting and internal controls. At the district level, the Planning and Budget Committee is specifically charged with reviewing and evaluating the integrated planning and budget process, and using assessment results to make changes for improvement (III.D.5-14). The college, through the Budget Development Subcommittee, evaluates its accounting and financial management practices and procedures and ensures compliance with internal control policies (III.D.5-15, III.D.5-16).

Analysis and Evaluation

The Chabot-Las Positas Community College District and Las Positas College meet this standard. Governed by board policies and the internal control structure of the district's Business Services office and the college Administrative Services office, the district and the college practice financial integrity and the responsible use of financial resources. The district and LPC regularly and widely disseminate timely budget information, and evaluate financial management practices.

Evidence III.D.5

III.D.5-1 - Board Policy - BP6300 Fiscal Management - CLPCCD Board of Trustees

III.D.5-2 - Website Material - Responsibilities-Policies-Procedures - CLPCCD Business Services

III.D.5-3 - Website Material - Procedures - LPC Administrative Services

III.D.5-4 - Website Material - Accounting Modules in Banner - LPC Academic Services

III.D.5-5 - Presentation Slides - Board of Trustees Meeting - Governor's Budget Proposal - January 2021

III.D.5-6 - Presentation Slides - Board of Trustees Meeting - Adopted Budget 2021-2022 - August 2021

III.D.5-7 - Website Material - Budget Presentations - CLPCCD Business Services

III.D.5-8 - Minutes - Planning and Budget Committee - March 5, 2021

III.D.5-9 - Agenda - Planning and Budget Committee - March 5, 2021

III.D.5-10 - Presentation Slides - Town Meeting - Budget Update - September 2020

III.D.5-11 - Presentation Slides - Town Meeting - Budget Update - December 2020

III.D.5-12 - Presentation Slides - Town Meeting - Budget Update - September 2021

III.D.5-13 - Minutes - College Council - September 24, 2020

III.D.5-14 - Website Material - Charge and Membership - District Planning and Budget Committee

III.D.5-15 - Website Material - Charge and Membership - LPC Budget Development Subcommittee

III.D.5-16 - Handbook - Budget Development Committee - LPC Shared Governance Handbook - p. 28

Standard III.D.6. Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

Evidence of Meeting the Standard

Chabot-Las Positas Community College District and Las Positas College financial documents, including budgets, possess high degrees of accuracy and credibility. Board policies and administrative procedures establish expected standards of accuracy, reliability, and control in all financial activity within the district and its colleges (III.D.6-1, III.D.6-2). Annual audits demonstrate the district's high degree of financial credibility and accuracy. As explained in more detail in Standard III.D.7, the district has enjoyed clean financial audits for many years running (III.D.6-3, III.D.6-4, III.D.6-5, III.D.6-6). Additionally, financial documents that compare year over year expenditures from budgets illustrate accuracy and reliability and are shared widely and frequently by district and college leadership (III.D.6-7)

District and college budgets not only accurately reflect allocations and expenditures, they also demonstrate financial commitment to student learning and support services (III.D.6-8). Under the district's revenue allocation model, Las Positas College's primary financial objective is to reach the FTES target that its revenue allocation is based upon (III.D.6-9, III.D.6-10). To meet this objective, the college strategically allocates the FTEF apportionment it receives from the district to offer a sufficient number of classes and other instructional opportunities for students. LPC also allocates financial resources to provide learning support services needed for student retention and success (III.D.6-11, III.D.6-12). Another demonstration of this commitment is compliance with the 50 percent law (III.6-13).

Resource distribution at LPC allows for an appropriate level of student learning programs and services. The College also utilizes Student Equity and Achievement (SEA) funding to provide tutoring, counseling, assessment, and learning community support services for students (III.6-14).

Analysis and Evaluation

The Chabot-Las Positas Community College District and Las Positas College meet this standard. Financial documents are accurate and credible as determined by board policy and administrative procedure and demonstrated by district audits.   District and college budgets, based upon the district's revenue allocation model, reflect appropriate financial commitment to and support of student learning and support services

Evidence III.D.6

III.D.6-1 - Board Policy - BP6300 Fiscal Management - CLPCCD Board of Trustees

III.D.6-2 - Administrative Procedure - AP 6310 - Accounting - CLPCCD Board of Trustees

III.D.6-3 - Report - CLPCCD Financial Statement Auditor's Report - June 30, 2019

III.D.6-4 - Report - CLPCCD Financial Statement Auditor's Report - June 30, 2020

III.D.6-5 - Website Material - Citizens' Bond Oversight Committee - Audit Reports, 2004-2020

III.D.6-6 - Website Material - 2019-2020 Audit - CLPCCD Business Services

III.D.6-7 - Presentation Slides - Town Meeting - Budget Update - December 2020

III.D.6-8- Report - 2021-2022 Adopted Budget - CLPCCD Board of Trustees

III.D.6-9 - Report - 2020-21 Adopted Budget - Budget Allocation Model - pp. 57-59 - CLPCCD

III.D.6-10 - CLPCCD Allocation of FTEF by FTES 2021-2022 - District Enrollment Management Committee

III.D.6-11 - Website Material - Committee Charge and Membership - College Enrollment Management Committee

III.D.6-12 - Discipline Plan - 2021-22 BUSN Discipline Plan - LPC College Enrollment Management Committee

III.D.6-13 - Report-Reconciliation of 50 Percent Law-6-30-2020-CLPCCD

III.D.6-14 - Exhibit-Monthly Payment Schedule by District-Advance Apportionment-2021-2022-CLPCCD

Standard III.D.7. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Evidence of Meeting the Standard

Chabot-Las Positas Community College District Board Policy and Administrative Procedure 6400 establishes that the district shall undergo an annual, external audit for all funds, books, and accounts under the district's control or jurisdiction (III.D.7-1, III.D.7-2). Since 2017, the district has received clean audits with no findings, and no financial issues have been found within an audit for more than a decade (III.D.7-3, III.D.7-4, III.D.7-5.

The only recent audit finding to which the district has had an opportunity to respond came in 2017 when it was determined that Las Positas College had failed to submit the 2015-2016 Year-End Expenditures Report to the State Chancellor's Office for funds and other resources used to support the college's Student Success and Support Program (SSSP) by the required deadline. The report had been due in February, 2017 but was not submitted until June of that year. The district agreed with the audit finding and, in response, "developed a timeline and checklist in summer 2017 . . . to ensure compliance with report submission deadlines moving forward" (III.D.7-6).

Analysis and Evaluation

The Chabot-Las Positas Community College District meets this standard. The district **r**esponds to external audit findings in a comprehensive, timely, and appropriately communicated manner.

Evidence III.D.7

III.D.7-1 - Board Policy - BP6400 - Audits - CLPCCD Board of Trustees

III.D.7-2 - Administrative Procedure - AP6400 - Audits - CLPCCD Board of Trustees

III.D.7-3 - Report - CLPCCD Financial Statement Auditor's Report - June 30, 2019

III.D.7-4 - Report - CLPCCD Financial Statement Auditor's Report - June 30, 2020

III.D.7-5 - Website Material - Citizens' Bond Oversight Committee - Audit Reports, 2004-2020

III.D.7-6 - Report - CLPCCD Schedule of Audit Findings and Questioned Costs - June 30, 2018, p. 70

Standard III.D.8. The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.

Evidence of Meeting the Standard

The Chabot-Las Positas Community College District and Las Positas College both maintain standing, shared governance committees whose specific charge is to regularly evaluate and assess the validity and effectiveness of the financial management and internal controls systems, and to make recommendations for improvement as needed (III.D.8-1, III.D.8-2, III.D.8-3). Additionally, the district undergoes annual external audits on all funds under its control or jurisdiction and makes improvements in the event of a finding (III.D.8-4, III.D.8-5, III.D.8-6).

Analysis and Evaluation

The Chabot Las Positas Community College District and Las Positas College meet this standard. The district and the college have standing committees in place, and an annual audit process, to assess the validity and effectiveness of the integrated financial and internal control systems. The district and the college use the results of these assessments for ongoing improvement.

Evidence III.D.8

III.D.8-1 - Website Material - Charge and Membership - District Planning and Budget Committee

III.D.8-2 - Website Material - Charge and Membership - LPC Budget Development Subcommittee

III.D.8-3 - Handbook - Budget Development Committee - LPC Shared Governance Handbook - p. 28

III.D.8-4 - Board Policy - BP6400 - Audits - CLPCCD Board of Trustees

III.D.8-5 - Administrative Procedure - AP6400 - Audits - CLPCCD Board of Trustees

III.D.8-6 - Report - CLPCCD Schedule of Audit Findings and Questioned Costs - June 30, 2017, p. 70

Standard III.D.9. The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.

Evidence of Meeting the Standard

The Chabot-Las Positas Community College District's cash flow and reserves are sufficient to maintain stability, support appropriate risk-management strategies, and effectively respond to financial emergencies and unforeseen circumstances, such as sudden economic downturns. Administrative Procedure 6305 stipulates that a target districtwide eight percent general fund reserve will be kept in addition to a one percent contingency reserve "to be used for unanticipated changes in expenditures or revenues when impending changes in operations would result in significant service reductions" (III.D.9-1). In total, at the end of FY 2019-20, the district had total unrestricted general fund reserves of nearly $17 million. This is approximately 12.7 percent of the total expenditure budget of the district. Reserves exceeding requirements has been the norm for many years. Moreover, cash is ample as well with nearly $16 million in cash available as of June 30, 2020, within the unrestricted general fund and greater than $231 million in cash available in all funds. The ample reserves and the district's overall conservative financial approach allows it to meet financial emergencies or unforeseen circumstances (III.D.9-2). According to AP 6305, the district's target reserve is eight percent of the Unrestricted General Fund with an additional target contingency reserved at one percent of the Unrestricted Operating Expenditure Budget.

Further, the district participates in the Statewide Association of Community Colleges (SWACC) for property and liability coverage. It is self-insured for the first $10,000 on each property claim and $50,000 on each liability claim after which the insurance coverage of SWACC takes over (III.C.9-3). This provides the district the necessary support to mitigate potential claims before they occur as well as provide the needed insurance coverage when issues do arise.

Analysis and Evaluation

The Chabot-Las Positas Community College District meets this standard. Administrative procedure and practice enable the district to maintain an ample unrestricted general fund reserve as well as a contingency fund reserve that allow the district to maintain stability, appropriate risk management, and meet financial emergencies and unforeseen occurrences.

Evidence III.D.9

III.D.9-1 - Administrative Procedure - AP 6305 - Reserves - CLPCCD Board of Trustees

III.D 9-2–Report – CLPCCD 2021-22 Adopted Budget, p.1

III.D 9-3 – Statewide Association of Community Colleges (SWACC) Property and Liability Insurance

Standard III.D.10. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Evidence of Meeting the Standard

Chabot-Las Positas Community College District and Las Positas College budget managers continually monitor allocations, income, and expenditures from all internal and external funding sources. District Business Services coordinates with appropriate college personnel - vice presidents, deans, and directors - to oversee financial reporting and management obligations. Monthly budget status reports are sent to each manager (III.D.10-1). In addition, the Fiscal Coordinator of Special Programs and Grants provides monthly detailed labor (salary and benefits) reports to each grant manager (III.D.10-2). General Fund labor reports are provided as needed (by request). Categorical/grant expenditure reports are reviewed by the Administrative Services Department at the College and then reviewed and certified by the District Business Services before submitting to the State Chancellor's Office (III.D.10-3).

The Las Positas College Director of Financial Aid oversees the college's financial aid programs. As required by law, federal financial aid programs are annually audited for compliance. The district is responsible for drawing down, distributing, and reconciling financial aid funds. Ultimately, district and college staff collaborate in preparing and certifying the Fiscal Operations Report and Application to Participate (FISAP) report.
Grants and other externally funded programs are comprehensively reviewed at the college (III.D.10-4). This formalized process ensures that the purpose of the grant aligns with LPC's mission and strategic plan and brings in the Purchasing Department for contract review as needed.

District foundations do not meet the criteria as a component unit under GASB and, therefore, the Foundations' assets, liabilities, and disbursements are not included in the district's financial statements. However, the enterprise fund for Education Development and Contract Education is included in the district audit and is run by an Executive Director who oversees this large operation (III.D.10-5).

Institutional investments and assets are handled prudently and in accordance with applicable laws and regulations governing investment of public funds. Board Policy 6320, investments, provides the framework for which District investments are handled (III.D.10-6).

Analysis and Evaluation

The Chabot-Las Positas Community College District and Las Positas College meet this standard. LPC works diligently to ensure all funds—financial aid, grants, and investments—are used to support and sustain student learning and programs. Appropriate approval processes are in place to protect the college's integrity and maintain fiduciary responsibility. College budget managers, program coordinators, directors, deans, and vice presidents oversee and manage funding sources to make sure funds are utilized to support the institution's mission and goals. Annual fiscal audits as well as external reports by outside rating agencies demonstrate that both the district and the college practice effective oversight of finances.

Evidence III.D.10

III.D.10-1 - Report-End-of-Month-Budget Status Report-09-2021-Business Services

III.D.10-2 - Report-Library-Budget Statu-06-30-2021

III.D.10-3 - Email-Chabot-Las Positas CCD-Perkins 2021-2022 Quarter 1Fiscal Reports-Approved-10-06-2021-Vice President Whalen

III.D.10-4 - Report-Fiscal Operations Report and Application to Participate (FISAP) 09-2021

III.D.10-5 - Presentation-Economic Development and Contract Education-07-20-2021-Board of Trustees

III.D.10-6 - Policy-Board Policy 6320-Investments-Board of Trustees

Standard III.D.11. The level of financial resources provides a reasonable expectation of both short- term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

Evidence of Meeting the Standard

The Chabot-Las Positas Community College District's level of financial resources provide a reasonable expectation of both short-term and long-term financial solvency. Board Policy 6200 lists six separate guidelines from which financial planning and development of the budget adheres. Within the district's allocation model, contractual, legal, and regulatory obligations are paid prior to distributing revenue to any site (III.D.11.1). Moreover, the district pays for its Other Post-Employment Benefits (OPEB) annually and also sets aside a portion of Economic Development and Contract Education profits annually into an account for eventual transfer into the irrevocable trust (III.D.11-2). This practice of paying for known liabilities and obligations prior to distributing revenue amongst the colleges has resulted in exceptional stability within the district and is a key component in sustaining short-term and maintaining long-term financial solvency.

Within the past few years, the district implemented the position control module within Banner and diligently tracks and maintains this module. With over 85 percent of expenditures within the unrestricted fund attributable to salaries and benefits, the value of this module cannot be overstated (III.D.11-3). The level of oversight on position control and the historical tracking of permanent positions allows the District to easily predict short-term personnel expenditures while also planning for long-term priorities through program review.

The district has also established an irrevocable trust for OPEB and recently made its first deposit in June 2021 (III.D.11-4). This level of commitment to funding its liabilities is a major reason for the district's recent credit rating of A with Moody's and A with Standard & Poors. Both those ratings are just three grades below AAA, a rating typically reserved for Basic Aid districts.

Analysis and Evaluation

The Chabot-Las Positas Community College District meets this standard. The district follows stringent policies and guidelines for budget development and demonstrates a commitment to funding liabilities to offset future increases. The establishment of the irrevocable trust, the profit set-asides through Economic Development and Contract Education, the payments of current OPEB commitments prior to distributing revenue through the budget allocation model, and the district's credit rating, all demonstrate this commitment and are indicative of an institution that looks to the future in its financial planning.

Evidence III.D.11

III.D.11.1 - Website Material - BP6200 Budget Preparation - 4-2014

III.D.11-2 - Report-Schedule of Changes in the District OPEB-2019-Financial Statement-Business Services

III.D.11-3-Spreadsheet-Executive Staff Position Control Status-9-28-21

III.D.11-4 - Agenda-Retirement Board of Authority-09-29-2021

Standard III.D.12. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.

Evidence of Meeting the Standard

The Chabot Las Positas Community College District plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The district's actuarial report is current as of June 30, 2020. This trust is managed by a Retirement Board of Authority which consists of members of various constituency groups within the district as well as a district retiree. The trust is in full compliance with applicable laws and regulations and a plan is in place for continued funding of the liability through profit set-asides from Economic Development and Contract Education (III.D.12.1).

Analysis and Evaluation

The Chabot Las Positas College District meets this standard. The district has a demonstrated history of planning for and allocating appropriate resources for its liabilities and future obligations and has a funding model designed to ensure this practice continues. The district is current in its actuarial report and its irrevocable trust is audited annually.

Evidence III.D.12

III.D.12.1 - Reports - Actuarial Study of Retiree Health Liabilities Under GASB 74/75- 2020

Standard III.D.13. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

Evidence of Meeting the Standard

The Chabot-Las Positas Community College District has passed two general obligation bond measures - Measure B and Measure A - since 2004 totaling $1.45 billion. These bond measures have revitalized the buildings at the two college campuses and continued construction is anticipated for the next several years. The debt incurred on these bond measures is paid by the taxpayers of Alameda County through ad valorem taxes collected by the County Treasurer. The payment to the bondholders is made through these collections and has no impact on the district's financial condition (III.D.13.1). The district does not have any other locally-incurred debt.

Analysis and Evaluation

The Chabot-Las Positas Community College District meets this standard. The district's general obligation bond debt service is paid through ad valorem taxes collected by the County Treasurer and the district has no other locally incurred debt instruments.

Evidence III.D.13

III.D.13.1 - Website Material - Citizens' Bond Oversight Committee - 2021

Standard III.D.14. All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

Evidence of Meeting the Standard

The Chabot-Las Positas Community College District and Las Positas College utilize financial resources, including short- and long-term debt instruments, auxiliary activities, fund-raising efforts, and grants with integrity and in a manner consistent with intended purpose. Grant applications go through a comprehensive review which ensures a plan is in place to utilize these funds in a manner consistent with the stated purpose (III.D.14-1, III.D.14-2). In addition to the annual external audits in which no findings have been noted, the district has been audited by other outside agencies on its federal grants and has had no issue with the spending of the funds. The district's bond funds undergo performance and financial audits in addition to the district's overall financial audit. The district also has a Bond Oversight Committee, a requirement of Proposition 30, that reviews the bond programs for compliance with the ballot language (III.D.14-3). The bond programs have had no audit findings. The bookstores are run by a third-party and are not a component of the District's financial statements. Finally, as previously

stated, the district has no locally incurred debt instruments and its general obligation bonds are paid through ad valorem taxes assessed by the County Treasurer.

Analysis and Evaluation

The Chabot-Las Positas Community College District and Las Positas College meet this standard. District and college program managers, auditors, and the Bond Oversight Committee diligently monitor the use of restricted and auxiliary funds to ensure they are used with integrity and in a manner consistent with the intended purpose.

Evidence III.D.14

III.D.14-1 - Chart-Grants Flow Chart-10.26.21-Administrative Service

III.D.14-2 - Form-Grant Proposal Approval Form-Administrative Services

III.D.14-3 - Website Material - Citizens' Bond Oversight Committee - 2021

Standard III.D.15. The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.

Evidence of Meeting the Standard

The Chabot-Las Positas Community College District monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements. Included in the district's annual external audit is significant testing of Title IV programs (III.D.15-1). As has been mentioned previously, no issues have been detected within the Student Financial Aid Cluster and drawdowns of federal funds are done in a timely and compliant manner. No compliance deficiencies have been identified by the federal government.

Analysis and Evaluation

The Chabot-Las Positas Community College District meets this standard. With multiple years of clean audits on the Schedule of Expenditure of Federal Awards, strict internal controls regarding drawdowns of funds, and no compliance deficiencies identified by the federal government, the district has a demonstrated history of exceptional performance in these areas.

Evidence III.D.15

III.D.15-1 - Report - Financial Statement Auditor's Report - 06-30-2020-CLPCCD

Standard III.D.16. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain

appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.

Evidence of Meeting the Standard

The Chabot-Las Positas Community College District has substantial controls in place to ensure that contractual agreements with external entities are mission consistent, governed by policy, and include provisions to maintain the integrity and quality of the district, its colleges, and its many functions. Board Policies 6340 and 6360 establish the criteria upon which the district can enter into contractual agreements, including appropriate clauses for amendments, termination, and indemnity. Federal contracts are also reviewed for specific requirements unique to federal dollars. Further, all bid thresholds are strictly adhered to with the district delineating between formal and informal bids as determined by Public Contract Code (III.D.16-1, III.D.16-2).

Analysis and Evaluation

The Chabot-Las Positas Community College District's contracts with external entities are consistent with its mission and goals, governed by board policies, and contain appropriate provisions to maintain institutional integrity and the quality of its program, services, and operations.

Evidence III.D.16

III.D.16-1 - Policy-Board Policy 6340 - Formal Bids and Contracts

III.D.16-2 - Procedure-Administrative Procedure 6360-Contracts-Electronic Systems and Materials-Board of Trustees

Conclusions on Standard III.D. - Financial Resources

The Chabot-Las Positas Community College District and Las Positas College effectively use financial resources to achieve the institutional mission and to improve academic quality and institutional effectiveness. Both the district and the college possess sufficient financial resources, and manage these resources with integrity and accuracy, to support and enhance student learning programs and services. By adhering to established policies and procedures, the district and the college integrate financial and institutional planning, including budget development and resource allocation, to ensure both short- and long-term financial stability. The district and the college include constituency groups throughout the financial planning and allocation process, and widely disseminate financial information in a timely manner. The district and the college continually evaluate and improve upon financial operations and the district undergoes an annual external audit to ensure and demonstrate integrity.

Improvement Plan

None

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

IV.A. Decision-Making Roles and Processes

Standard IV.A.1. Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.

Evidence of Meeting the Standard

Las Positas College's record of supporting innovation is considerable. Administrators, classified professionals, faculty, and students have co-created several notable initiatives that support the mission and align with the strong focus of instructional excellence found in the Educational Master Plan. Chief among these efforts is the work in Guided Pathways where a committed cadre of administrators, faculty, staff and students are improving practices, programs and services through innovative work organized around the Guided Pathway pillars (IV.A.1-1). Work of the Guided Pathways team is exemplified by efforts like the *Persistence Project*, a faculty-driven commitment to engagement strategies in the classroom that increase student connection and belonging and results in improved success, and as the name suggests, persistence (IVA.1-2). This new effort joins a culture of encouragement where student success challenges are greeted with innovation. For example, to support the implementation of AB 705, college classified professionals and faculty created *Math Jam* in 2019, a program to provide 30 hours of individualized math support prior to the first day of instruction. Students completing *Math Jam* have 10% higher completion rates (IV.A.1-3).

To meet the challenge of the Student Centered Funding Formula, the district provided an opportunity for the entire community to submit innovative ideas that would activate and enlarge the success metrics associated with the *Vision for Success*. The Funding Formula Committee adopted an inclusive philosophy and robust application and review process to fund projects (IV.A.1-4). Funded projects for Las Positas College include a project supporting the formation of Academic and Career Pathways and student-facing program maps (IV.A.1-5); math in-reach,

an intentional and intrusive strategy to improve math momentum (IV.A.1-6); as well as joint district projects related to career education noncredit instruction (IV.A.1-7) and technology projects aimed at communicating general education requirements more clearly to students (IV.A.1-8). These are tracked by the District's Education and Student Support (ESS) committee.

In spring of 2021, LPC's college president launched the Student Equity and Innovation Grant process that grew from the work of the Presidential Task Force on Anti-racism and Equity formed urgently in the wake of George Floyd's murder (IV.A.1-9). Described as a project "to support educational projects, scholarly research, creative activities and other programmatic initiatives that promote diversity, equity and inclusion, anti-racism and social justice for the benefit of the LPC community", the program aims to seed best practices from stakeholders across the college (IV.A.1-10).

Students also participate in institutional innovation. Now a well-established service to the community, student leaders formed, organized, and executed *The Market,* once a month, a food pantry distribution outlet (IV.A.1-11).

Finally, the Las Positas Foundation has a long history of encouraging innovation by supporting rewarding activities through its Dale and Ted Kaye Innovation Grants. For example, in Spring 2021, in the midst of a pandemic, the Foundation awarded a grant to fund a virtual Literary Arts Festival arising from the inspired work of staff, faculty and administrators on campus (IV.A.1-12).

Analysis and Evaluation

Las Positas College meets this standard. Across the college, institutional leaders encourage individuals to bring forward big ideas in service to some of LPC's largest challenges. The college has systems in place, both well-established and ad hoc, that address the needs of students during normal operations and times of great hardship.

Evidence IV.A.1

IV.A.1-1-Handout-Guided Pathways Accomplishments-2020-2021-Guided Pathway Committee
IV.A.1-2-Slidedeck-Persistence Project Orientation-Fall 2020-21-Guided Pathways Committee
IV.A.1-3-Website Material-Math Jam
IV.A.1-4-Application-SCFF Application Template-Spring 2020-Funding Formula Committee
IV.A.1-5-Letter-Scoring of SCFF Submission-Funding Formula Committee-11-22-19
IV.A.1-6-Application-Inreach to Improve Math Momentum-Fall 2019-Mathematics Department
IV.A.1-7-Letter-Support for Noncredit SCCF Application-Fall 2019-Funding Formula Committee
IV.A.1-8-Application-Banner Project-Fall 2019-Funding Formula Committee
IV.A.1-9-Handout-Implementation Plan Tasks and Assignments-Presidents Call to Action-6-16-21
IV.A.1-10-Document-Student Equity and Achievement Innovative Grant Request Form-Draft-SEA Committee
IV.A.1-11-Website Materials-The Market-Free Food for the People-Student Life Office

Standard IV.A.2. The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.

Evidence of Meeting the Standard

Las Positas College establishes and implements policies and procedures authorizing administrator, faculty, and staff participation in decision-making processes. These policies and procedures are identified in district Board Policies 1420 and 1300 and the college's Shared Governance Handbook (IV.A.2-1) (IV.A.2-2).

The college's Shared Governance Handbook describes roles in decision-making process for members of the College Council, committees, subcommittees, task forces, and user groups (IV.A.2-3), and defines the college's commitment to the shared governance process, including student participation: "The shared governance process is based upon the mutual belief and tradition that the development of College policies, procedures, and recommendations is made by consensus and built upon campus-wide involvement of students, faculty, classified professionals, and administrators." This "campus-wide involvement" is described as "the active engagement and participation of all constituency groups on campus", leading to a "strong commitment to the successful implementation of policy decisions resulting from college-wide recommendations" (IV.A.2-4). The Shared Governance Handbook delineates constituents' areas of responsibility in bringing ideas forward, planning, and decision-making by providing an Academic Year Timeline defining tasks, roles and responsibilities, decision-making guidelines, and expectations and engagement guidelines (IV.A.2-5). Forms such as the "Message Points / Report Out" and the "Shared Governance Worksheet Template" (IV.A.2-6) specify the manner in which individuals bring forward ideas to their constituent groups and the broader campus community.

Las Positas College students are active, meaningful participants in decision-making processes within the district and college. The district's Board Policy 1330, Associated Students Participation in Collegial Consultation, defines the college's commitment to students' "active and meaningful" participation in "the shared governance decision-making process." According to this policy, "Students are accorded membership on district and college governance committees, task forces and similar groups with the same rights and privileges generally held by fellow members. Students are given access to campus resources to carry out committee responsibilities" (IV.A.2-7).

LPC makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. All members of the Las Positas College Student Government (LPCSG) serve on committees, task forces, and/or user groups as appointed by LPCSG. As described in the Shared Governance Handbook:

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students, jointly with other governance groups, will be given the opportunity to actively participate in the formulation and development of policies and procedures in the following areas:
·   Curriculum;
·   Degree and certificate requirements;
·   Grading policies;
·   Student roles and involvement in accreditation processes, including the self-study and annual reports;
·   Student preparation and success;
·   College/District governance structures;
·   Institutional planning processes;
·   Budget development processes;
·   Regulations and procedures relating to health and safety." (IV.A.2-8)

Analysis and Evaluation

Las Positas College meets this standard. LPC's policies and procedures describe the roles for each group in decision-making processes; encourage student participation in matters which concern them, taking into consideration the student perspective when making decisions; and describe the official responsibilities and authority of the faculty and of academic administrators in curricular and other educational matters.

Evidence IV.A.2

IV.A.2-1-BP1420-LPC Philosophy and Objectives-CLPCCD-5-19-21
IV.A.2-2-BP1300 - Collegial Consultation - CLPCCD - 5-19-21.pdf
IV.A.2-3-Handbook-Committee Structure-Shared Governance Handbook-page 15-16
IV.A.2-4-Handbook-Purpose Statement-Shared Governance Handbook-page 13
IV.A.2-5-Handbook-Operational Guidelines-Shared Governance Handbook-page 18-22
IV.A.2-6-Handbook-Forms and Template-Shared Governance Handbook-2021-2022-page 69-72
IV.A.2-7-Policy-BP1330-Associated Students-Board of Trustees
IV.A.2-8-Handbook-Constituency Group-Shared Governance Handbook-2021-2022-page 79-81

Standard IV.A.3. Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.

Evidence of Meeting the Standard

Las Positas College's administrators and faculty, through policy and procedures, have clearly defined roles in institutional governance. At the district, shared governance policies and procedures are identified in the district's Board Policies. BP1300 defines "Collegial Consultation" between the district and the college, specifying that the board will "rely primarily"

on the Academic Senate regarding curriculum, degree and certificate requirements, grading policies, and faculty roles and involvement in the accreditation process. "Mutual agreement" is reached on "educational program development, standards and policies regarding student success, district and college governance structures as related to faculty roles, policies for professional development activities, process for program review, and process for institutional planning and budget development" (IV.A.3-1).

LPC's Shared Governance Handbook defines the purpose of its shared governance process as developing "a method for collegial consultation that appropriately involves staff, faculty, and students in the planning and operation of the College" with the goals of guiding "appropriate representation and authority for each constituency group" and delineating "committee responsibilities and reporting relationships" (IV.A.3-2).

In the College's Integrated Planning and Budget Cycle, administrators and faculty exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise (IV.A.3-3). In particular, the voice of faculty and administration is captured through program review, which is at the heart of the planning and budget cycle. Each year, program review captures program faculty's needs in terms of budget and planning. Division deans work with faculty to write summaries of the division's program reviews. These summaries are used by the Institutional Planning and Budget Committee (IPEC) to help establish the college's annual planning priorities which guide budget development (IV.A.3-4) . Committees that may consult program reviews when making planning and allocation decisions include the College Enrollment Management Committee (CEMC), Curriculum Committee, Facilities Committee, Hiring Prioritization Committee, Institutional Planning and Effectiveness Committee (IPEC), Professional Development Committee (PDC), and Resource Allocation Committee (RAC) (IV.A.3-5).

In addition, the voting membership of the District's and the College's participatory governance committees focused on planning and budget ensures administrators and faculty have a substantive and clearly defined role in institutional governance and exercise a substantial voice related to their areas of responsibility and expertise.

DISTRICT ENROLLMENT MANAGEMENT COMMITTEE (DEMC)

The charge of this committee is to establish annual productivity and FTES targets to recommend to the chancellor. The DEMC is composed of four Faculty Association appointees, including a minimum of one faculty representative from each College Enrollment Management Committee (CEMC) described in Article 26E, and four chancellor-appointed district representatives, including each college president or their designee, and appropriate non-voting staff as necessary.

Additional non-voting members are appointed to meet with this committee four times per year ([IV.A.3-6](#)).

THE PLANNING AND BUDGET SUB-COMMITTEE (PBC)

The PBC uses a consensus decision-making process informed by the guiding principles of the Planning and Budget Model (IPBM) process ([IV.A.3-7](#)). Membership on this committee includes eight votes for Chabot (2-Administrators, 3-Faculty, 3-Classified, 1-Student), eight votes for Las Positas (2-Administrators, 3-Faculty, 3-Classified, 1-Student), three votes for the District Office (1-Administrator, 2-Classified) and one vote for a tie break (Vice Chancellor of Business Services).

INSTITUTIONAL PLANNING AND EFFECTIVENESS COMMITTEE (IPEC)

IPEC's charge includes guiding institutional and strategic planning efforts by establishing planning priorities. IPEC's membership consists of the Director of IR, three vice presidents, four faculty representatives (1 from each division), five Classified Senate representatives, and two student government representatives. ([IV.A.3-8](#))

BUDGET DEVELOPMENT SUB-COMMITTEE

The mission of the Budget Development Committee is to ensure that the college maintains fiscal stability and allocates its financial resources in accordance with agreed-upon Las Positas College priorities. The voting membership of this committee includes two Administrators, two Faculty, one Faculty Association-appointed representative, two classified professionals, two students, an SEIU representative, the Administrative Services Officer, the Fiscal Coordinator of Special Programs and Grants, and five Planning and Budget Committee members ([IV.A.3-9](#)) ([IV.A.3-10](#)).

COLLEGE ENROLLMENT MANAGEMENT COMMITTEE (CEMC)

The CEMC's charge is to "coordinate and facilitate the development of discipline plans that enable the College to meet or exceed annual WSCH/FTEF targets established by the District Enrollment Management Committee (DEMC)." The CEMC "works in consultation and collaboration with faculty and administrators to allocate FTEF, and to set productivity targets," providing "enrollment data and other supporting information to enable faculty in each discipline to develop discipline plans that correspond to the college's productivity/enrollment targets." The CEMC is "established in the contract between the District and the Faculty Association." The Vice President of Academic Services and an FA-appointed faculty member serve as co-chairs.

The voting membership of this committee includes four Administrators, four Faculty, and seven Ex Officio members (IV.A.3-11).

COLLEGE COUNCIL

The College Council oversees institutional principles; reviews and evaluates the participatory governance system; reviews recommendations regarding planning, budget, and allocations to ensure the integration of planning, budget, and allocation processes; operates as a channel for college issues going forward to the district including review and recommendations for policy and procedural changes as appropriate; and functions in a leadership role for various college-wide projects as appropriate. The College Council's voting membership is comprised of leadership from all of the college's constituents: the college president; three college vice presidents; the chairs of the Integrated Planning and Budget Committee, the Resource Allocation Committee, and Technology Committees; the Academic and Classified Senate presidents and vice presidents; the site Vice President of CLPFA; the site Vice President of the SEIU; and the LPCSG president and vice president (IV.A.3-12, IV.A.3-13).

Analysis and Evaluation

Las Positas College meets this standard. Through the district's and the college's participatory governance processes, specifically the district's board policies, the college's Integrated Planning and Budget Cycle, and the voting membership of both district and college committees, administrators and faculty have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget related to their areas of responsibility and expertise.

Evidence IV.A.3

IV.A.3.1-Policy-Board Policy 1300 - Collegial Consultation-Board of Trustees
IV.A.3-2-Purpose Statement-Shared Governance Handbook-page 13
IV.A.3-3-IPEC Charge-Institutional Planning and Effectiveness Committee - IPEC IV.A.3-4-Program Review FAQ-Program Review Committee
IV.A.3-5-Website Material_LPC Integrated Planning and Budget Cycle 2014-2015
IV.A.3-6-Website Material-District Enrollment Management Committee-CLPCCD
IV.A.3-7-Website Material-Planning and Budget Committee Charge-CLPCCD
IV.A.3-8-Handbook-Institutional Planning and Effectiveness Committee Charge - IPEC
IV.A.3-9-Handbook-Budget Development Committee Charge-Shared Governance Handbook-2021-2022
IV.A.3-10-Committee Worksheet-Budget Development Committee Participants-19-20
IV.A.3-11-Website Material-Enrollment Management Committee

IV.A.3-12-Website Material-College Council
IV.A.3-13 - Website Material-CollegeCouncil-Members-College Council

Standard IV.A.4. Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

Evidence of Meeting the Standard
Curriculum and student learning programs and services are delineated in BP1300 as academic and professional matters for which the Board and administration will place reliance upon the advice and judgement of the Academic Senate and over which matters it will reach mutual agreement (IV.A.4-1). This policy and its associated Administrative Procedure recognizes that, "the College Academic Senates have power to make recommendations to the Board of Trustees with respect to all matters concerning curriculum, and the Board of Trustees must 'rely primarily' on those recommendations" (IV.A.4-2). These Board policies and procedures are on a regular cycle of review.

In congruence with Board policies and procedures as well as the Program and Course Approval Handbook (PCAH), the Las Positas *Curriculum Handbook* provides comprehensive guidance on the curriculum process and delineates the roles that faculty, classified professionals (such as Curriculum Specialist), and administrators play in the process (IV.A.4-3). As a subcommittee of the Academic Senate, the Curriculum Committee is charged with the local approval process and matters of compliance related to curriculum. As such, curriculum approvals move from the Curriculum Committee to the Board of Trustees for final approval (IV.A.4-5). During the course development process, approvals, based on role, move through the curriculum management system, CurricUNET (IV.A.4-5). In 2020, the Academic Senate implemented an initial program proposal process for new programs to provide transparency and establish support for emerging programs (IV.A.4-6). Like all committees, the charge of the Curriculum Committee is reviewed yearly as per the Shared Governance Handbook and its policies and procedures are reviewed at College Council as need arises.

Analysis and Evaluation

Las Positas College meets this standard. District and College policies and procedures for the recommendation of curriculum and student learning programs clearly establish the role of faculty and administrators. These policies, procedures, and structures are set by board policy, the college shared governance process, and through the purview of the Academic Senate.

Evidence IV.A.4
I.V.4-1-Policy-Board Policy 1300-Collegial Consultation-Board of Trustees
I.V.4-2-Adminstrative Procedure 1300-Collegial Consultation-Board of Trustees
I.V.4-3-Curriculum Handbook-Curriculum Committee 2019-2020
I.V.4-4-Board Item-Curriculum Approval-January 2020-Board of Trustees
I.V.4-5-Process-CurricuNET Approval Process-Curriculum Committee
I.V.4-6-Program Proposal Process-Academic Senate-2020

Standard IV.A.5. Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.

Evidence of Meeting the Standard

Las Positas College takes great pride in fostering a collegial and shared governance approach to its planning and decision-making processes. As the president notes in the introductory message of the *Shared Governance Handbook*, "Shared governance is all groups participating in the varied parts of the process of decision-making. There is no one unilaterally making decisions without the advice of key constituent voices, nor is there decision-making as simply a matter of taking a group vote. We have agreed together on the process and roles of administrators, faculty, and classified professionals and their various interconnected functions across the campus" (IV.A.5-1).

LPC's shared governance structure makes good on the invitation for consideration of relevant perspectives. The structure is reflective of an institutional decision-making process that includes representation from all constituents (students, classified professionals, faculty, and administrators) in recommending policies and/or procedures (exclusive of collective bargaining issues) to the President, Chancellor, and Board of Trustees.

LPC Committees and Reporting Structure
(Does not include District Committees)
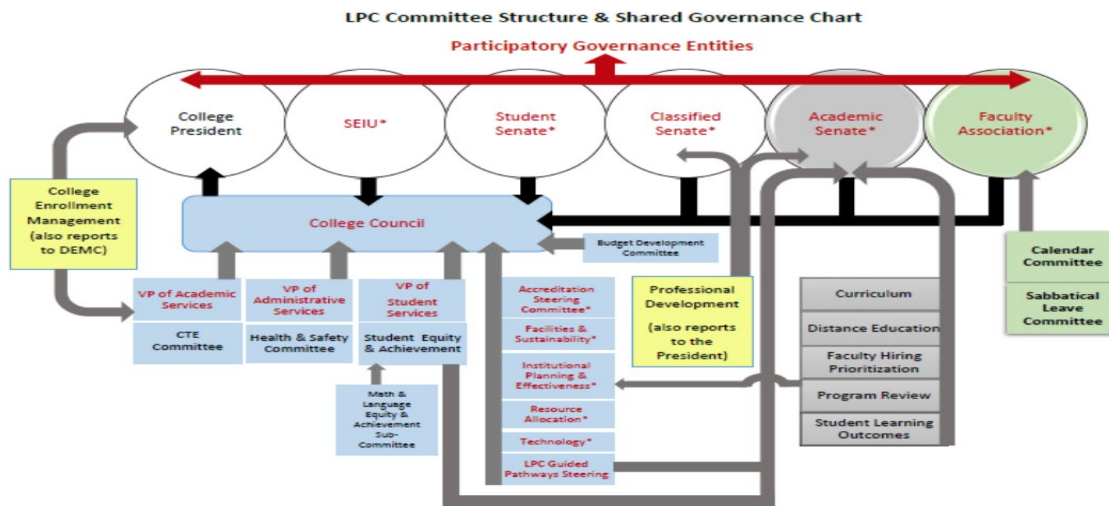
The shared governance process is founded on the premise that, while each group has unique responsibilities and authority, many issues – because of their effect on the operation of the College as a whole – are not exclusive. Through the active engagement and participation of all constituency groups on campus, there is strong commitment to the successful and timely implementation of policy decisions resulting from college-wide recommendations. This process is in concurrence with the recognition by the Board of Governors of the California Community College System and the CLPCCD Board of Trustees (Policies 2015, 2016, 2017, and 2018) that

all key parties participate in college and district governance in accordance with Title V (§ 51023.5, 51023.7, 53200, 53201, 53203, and 53204). All members of the Las Positas campus community are invited and encouraged to attend committee meetings (IV.A.5-2). Although there are specified voting and non-voting members for each committee, the college encourages any interested faculty, classified professional, student or administrator to attend any committee meeting based on their interest.

The 2021 Staff Accreditation survey notes that 79 percent of college constituents agree or strongly agree that all constituent groups are well informed of their respective roles within institutional governance and collaborate to advance the institution. When the survey results are disaggregated by constituency group, only 45 percent of classified professionals agree or strongly agree (IV.A.5-3). Additionally, in Fall 2021, when committee assignments are arranged, nine committee vacancies for classified professionals exist (IV.A.5-4).

Analysis and Evaluation

Las Positas has a well defined shared governance system, inclusive of all representatives at the college. Leaders at the college foster a climate that values feedback and participation from administrators, faculty, classified professionals, and students. Although the commitment to "participation by all" is strong, some constituency groups are less present, and therefore less represented, on college committees--mainly classified professionals and students. The College endeavors to better ensure relevant perspectives are active in decision-making processes.

Improvement Plan

Improve the active and effective participation and representation of classified professionals on governance committees and decision-making processes at the College.

Evidence IV.A.5

IV.A.5-1-Handbook-Presidential Message on Shared Governance-Shared Governance Handbook-2021-page 2.pdf
IV.A.5-2-Email-Curriculum Committee Meeting Announcement-Curriculum Committee Meeting-10-4-2021.pdf
IV.A.5-3-Survey Results-Staff Accreditation Survey-4.5-2021.pdf
IV.A.5-Spreadsheet-Shared Governance Committees with Vacant Classified Professional Positions-10-5-21.pdf

Standard IV.A.6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution. *

Evidence of Meeting the Standard

As noted throughout Standard IV, the processes for decision-making at Las Positas College are captured in the *Shared Governance Handbook*, updated annually, and posted publicly (IV.A.6-

1). The annual process of review ensures that committee members refresh their knowledge of the process, the decision-making and advisory committee's charge, and understand the reporting structure for decision-making (IV.A.6-2a, IV.6-2b).

Results from LPC's decision-making bodies are posted in meeting minutes and agendas (IV.A.6-3, IV.A.6-4, IV.A.6-5). Moreover, each month campus-wide communication venues communicate important decisions across the institution. First, monthly Division Meetings, attended by faculty and staff in each division, are designed so that division representatives on shared governance committees have time to share development in their area of responsibility (IV.A.6-6. IV.A.6-7, IV.A.6-8). Second, monthly Town Meetings bring the whole college together for updates on strategic directions and college-wide plans for development. The Board of Trustees and District Office are looped into the communication flow through a monthly newsletter, titled *Connection,* that shares news of the College and important developments.

Analysis and Evaluation

Las Positas College meets this standard. LPC's decision-making processes are documented in the Shared Governance Handbook and decisions made by the college's committees are posted in meeting minutes, agendas, and shared out in division and college wide meetings.

Evidence IV.A.6

IV.4.6-1-WebsiteMaterials-Governance Documents-Office of the President.pdf
IV.A.6-2a-Minutes-Shared Governance Worksheets-College Council-04-22-21.pdf
IV.A.6-2b-Handouts-Committee Charges and Tasks Completed-College Council-4-21-21.pdf
IV.A.6-3-Website Materials-Accreditation Steering Committee-Agenda and Minutes.pdf
IV.A.6-4-Website Materials-Enrollment Management Committee-Agenda and Minutes.pdf
IV.A.6-5-Website Materials-Institutional Planning and Effectiveness Committee-Agendas and Minutes.pdf
IV.A.6-6-Agenda-Division Meeting-Arts and Humanities-4-21-2021.pdf
IV.A.6-7-Agenda-Division Meeting-BSSL-3-17-21.pdf
IV.A.6-8-Agenda-Division Meeting-STEM-3-17-2021.pdf

Standard IV.A.7. Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement. *

Evidence of Meeting the Standard

The primary vehicle for regularly evaluating the College's leadership roles, governance and decision-making policies, procedures, and processes is the LPC Governance Worksheet. Each governance committee completes this worksheet annually, evaluating their charge, the reporting relationship, chairmanship, and membership, making recommendations for changes as needed. The worksheet also requires committee members to list tasks that the committee has completed in support of their charge. (IV.A.7-1).

The LPC Governance Worksheet is submitted to the College Council for its regular, annual review. The College Council is charged with "reviewing and evaluating the Participatory Governance system, including committee structure, making recommendations for revisions on a regular basis and when necessary" (IV.A.7-2). The College Council reviews each committee's LPC Governance Worksheet to assure the integrity and effectiveness of the institution's governance and decision-making policies, procedures, and processes. The results of these evaluations are widely communicated through the posted College Council minutes and they are used as a basis for improvement (IV.A.7-3). Individual Committees review their rubrics and survey the stakeholders served by the committee's processes in order to increase effectiveness (IV.A.7-4).

In addition to the regular, annual review of the college's governance committees, the College regularly evaluates its leadership and governance structure through the LPC Staff Accreditation Survey administered every six years. Under the category "Mission, Academic Quality and Institutional Effectiveness, and Integrity," the survey asks LPC staff to evaluate whether "There are clear links between planning, resource allocation, and institutional evaluation." The survey also contains an entire section, Section 4, entitled "Leadership and Governance," in which staff are asked to evaluate institutional leaders, institutional support for "participation in governance," and whether "constituent groups are well informed of their respective roles within institutional governance and collaborate to advance institutional improvements." (IV.A.7-5) The institution widely communicates the results of this survey through its Town Meeting where they are presented live and housed on the College's website (IV.A.7-6).

Analysis and Evaluation

Las Positas College meets this standard. LPC's leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated through the LPC Governance Worksheet, College Council, and the LPC Staff Accreditation Survey to assure integrity and effectiveness. The results of these evaluations are communicated widely through posted committee minutes, Town Meeting presentations, and posted Town Meeting recordings and they are used as the basis for improvement.

Evidence IV.A.7
IV.A.7-1-Handout-Committee Charges and Tasks Completed-College Council-4-21-21.pdf
IV.A.7-2-Website Material-Committee Charge-College Council.pdf
IV.A.7-3-Minutes-College Council-5-21-21.pdf
IV.A.7-4-Minutes-Resource Allocation Committee-Spring 2021.pdf
IV.A.7-5-Survey-Staff Accreditation Survey-Spring 2021-Institutional Research.pdf
IV.A.7-6-Slidedeck-Town Meeting-3-3-21.pdf

Conclusions on Standard IV - Leadership and Governance

Las Positas College encourages and provides opportunities for leadership to contribute innovative ideas to promote student success and to sustain academic quality, integrity, fiscal stability, and institutional improvement. LPC maintains clearly-defined governance roles for

administrators, classified professionals, faculty, and students. The policies and procedures that define these roles encourage discussion, facilitate decision-making for the good of the institution in accordance with designated responsibilities, and are regularly evaluated for integrity and effectiveness. District and college participatory governance policies and practices provide LPC administrators and faculty with substantive and clearly defined roles in the processes of institutional governance, planning, and resource allocation. Las Positas College is adequately supported and sustained by the district's resource allocation policies.

Improvement Plan:

Las Positas College is committed to appropriate participation in institutional decision-making by all of its constituent groups. Even so, some constituency groups, namely classified professionals and students, have been inadequately represented on college committees. LPC recognizes the need to improve in this area and will develop ways to ensure that classified professionals and students are not only invited and encouraged to participate, but are actually engaged in the college's decision-making processes at levels prescribed in the Shared Governance Handbook.

IV.B. Chief Executive Officer

Standard IV.B.1. The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Evidence of Meeting the Standard

The president of Las Positas College serves as the Chief Executive Officer. The president provides leadership and advocates for the college with integrity, innovation, and commitment to shared governance. As illustrated in the job description (IV.B.1-1), the College President has primary responsibility for the quality of the institution and is responsible for broad decision-making, administrative authority, and leadership for all aspects of the college programs. The president provides effective leadership in planning, organizing, budgeting, and developing personnel, and assessing institutional effectiveness through the following:

- Leadership and direction in the completion of LPC's Educational Master Plan (2021-2026), a comprehensive, college-wide effort to advance the college mission and guide strategic planning by identifying mission-aligned goals and strategies for the next five years (IV.B.1-2, IV.B.1-3, IV.B.1-4);

- Ensuring that institutional planning priorities align with the college's mission, vision, and values and are informed by strategic plans, program reviews, student learning outcomes, institutional research, district priorities, state and federal mandates, and accreditation standards to improve student learning and institutional outcomes (IV.B.1-5);

- Collaborating with college vice presidents to review planning responsibilities and institutional planning priorities which inform the president's annual goals (IV.B.1-6). The president sets performance objectives related to these annual goals and, in collaboration with the District Chancellor, assesses the achievement of these objectives to ensure institutional quality and effectiveness (IV.B.1-7);

- Leading an annual Professional Development Retreat for all college administrators that focuses on gaining a better understanding of one another to enhance teamwork, collaboration, and support, while also developing individual and department goals aligned to institutional goals and priorities (IV.B.1-8, IV.B.1-9).

- Responding quickly and effectively to critical issues affecting the campus community. For example, the president engaged the campus community in developing the college's Call to Action by establishing a Presidential Task Force whose charge is to recommend actions to the president that address systemic inequities and institutionalized racism at Las Positas College (IV.B.1-10) (IV.B.1-11). In response to the COVID-19 pandemic, the president led the College Emergency Task Force, inclusive of all college constituent groups, which helped inform the collegewide transition to online instruction and services. Through the collaboration and support of the College Emergency Task Force the president also developed LPC's 2021-22 Return to Campus planning document to guide the institutional reopening process (IV.B.1-12, IV.B.1-13, IV.B.1-14);

- Facilitating communication, coordination, and direction of the college's shared governance process; reviewing and revising college institutional principles, including the Mission, Vision, and Values; supporting institutional and strategic planning efforts for the College; and reviewing recommendations and processes to ensure the integration of planning and budget for allocation (IV.B.1-15) (IV.B.1-16) (IV.B.1-17);

- Providing leadership in institutional planning by serving on the Guided Pathways Steering Committee that provides comprehensive guidance to the college with regard to the inquiry, design, and implementation of Guided Pathways to increase student success and completion through change in college practices and processes (IV.B.1-18); serving as a member of the California Guided Pathways Demonstration Project cohort team which helps explore the nuances of operationalizing the implementation of Guided Pathways with coaches and other college teams to better inform how to move forward at LPC;

- Selecting and developing personnel by engaging proactively with screening committees; providing a guide for screening committees such that they will err on the side of inclusion by incorporating questions grounded in an equity framework; providing a leadership and educational framework statement to each committee member to enhance successful searches; and holding final interviews for administrative and faculty positions in which active participation of the screening committee members is encouraged (IV.B.1-19, IV.B.1-20, IV.B.1-21, IV.B.1-22);

- Providing for the allocation of resources through the Student Equity Innovation Grant to support creativity and innovation at Las Positas College by encouraging equity-minded

actions that amplify institutional transformation to address systemic and institutionalized inequities to obtain racially equitable student outcomes in access, persistence/retention, and completion (IV.B.1-23);

- Providing for the allocation of resources from various sources including general funds, president's Foundation Funds, categorical funding streams, Strong Workforce funding, and professional development funding to support professional development for faculty, classified professionals and administrators (IV.B.1-24, IV.B.1-25, IV.B.1-26, IV.B.1-27, IV.B.1-28);

- Providing fiscal leadership through the recent establishment of the Budget Planning Committee which provides transparent fiscal updates to LPC Community (IV.B.1-29. IV.B.1-30), plans and prepares for the district-wide Planning and Budget Committee meetings to advocate for the college's revised Budget Allocation Model, monitors budget on monthly basis, and provides oversight of LPC budget development process (IV.B.1-31, IV.B.1-32);

- Providing leadership for developing personnel by serving as a tri-chair of the Professional Development Committee (IV.B.1-33); coordinating the monthly president's Speaker Series as a professional development opportunity for the campus community, focused on race, culture and educational equity (IV.B.1-34); ensuring that all employees, including Classified Professionals, are encouraged to pursue leadership roles and participate in professional development and shared governance opportunities (IV.B.1-35, IV.B.1-36);

- Promoting the college mission, vision, and values, and overall institutional quality and effectiveness, through regular college-wide and district presentations and reports (IV.B.1-37, IV.B.1-38, IV.B.1-39); valuing and encouraging open communication and input from college employees and students regarding operational aspects of the college leading to institutional effectiveness by hosting regular office hours for employees and for students (IV.B.1-40);

- Providing leadership in college planning, organizing, and budgeting with a focus on student learning through the use of data to help inform and guide the college toward consistent assessment and improvement. The president relies on the Office of Research, Planning, and Institutional Effectiveness to inform the campus community about the institution's effectiveness and student learning (IV.B.1-41, IV.B.1-42).

Analysis and Evaluation

Las Positas College meets this standard. The college president serves as the institutional chief executive officer (CEO) and has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting, and developing personnel, and assessing institutional effectiveness.

Evidence IV.B.1

IV.B.1-1 - Management Class Specification-President-CLPCCD

IV.B.1-2 - Plan-Educational Master Plan-2021-2026

IV.B.1-3 - Presentation-Town Meeting-05-2021-Office of the President

IV.B.1-4 - Website Materials-College Council Completed Tasks-2020-21

IV.B.1-5 - Website Material-Institutional Planning and Effectiveness C Charge

IV.B.1-6 - Agenda-Exec Team Retreat Agenda/Topics for Discussion-2021

IV.B.1-7 - Addendum-CLPCCD Administrator Performance Evaluation Addendum to Form A-Human Resources

IV.B.1-8 - Presentation-Administrators Retreat-07-01-2021-Office of the President

IV.B.1-9 - Agenda-Administrative Team Retreat-2020-Office of the President

IV.B.1-10 - Memo-Call to Action for Presidential Task Force-07-27-2020

IV.B.1-11 - Worksheet-Call to Action Implementation Plan Tasks and Assignments-6-16-2021

IV.B.1-12 - Document-College Emergency Task Force Take-Aways-03-11-2020

IV.B.1-13 - Agenda-College Emergency Task Force- 03-01-2021

IV.B.1-14 - Document-2021-22 Return to Campus Planning Document

IV.B.1-15 - Handbook-College Council Charge and Responsibilities-Shared Governance Handbook-2021 page 21

IV.B.1-16 - Website Material-College Council Completed Tasks-2020-21

IV.B.1-17 - Handbook-LPC Shared Governance Handbook-2021

IV.B.1-18 - Handbook-Guided Pathways Steering Committee Membership List-Shared Governance Handbook-page 46

IV.B.1-19 - Forms-Request to Announce-Vice President of Student Services-Fire Service Technology Faculty

IV.B.1-20 - Screenshots-2nd Level Interviews: VPSS, DSPS Director-Foster-

IV.B.1-21 - Document-Vice President and Dean Student Service 2nd Level Interview Questions

IV.B.1-22 - Document-VPSS Desirable Qualities-02-10-2021

IV.B.1-23 - Application-Student Equity Innovation Grant-Office of the President and Student Equity and Achievement Committee-2021

IV.B.1-24 - Screenshot-Foundation Account-President's Office

IV.B.1-25 - Report-Resources for PD Report-Vice President Administrative Service-10-26-2021

IV.B.1-26 - Website Material-Conferences Professional Development Committee

Standard IV.B.2. The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Evidence of Meeting the Standard

Chabot-Las Positas Community College District Board Policy 3100 establishes the organizational structure for the district and gives Las Positas College the authority to operate as a separate and comprehensive institution (IV.B.2-1). The President of Las Positas College serves as the CEO and is responsible for implementing district policies at the college and reports directly to the District Chancellor (IV.B.2-2).

The president plans, oversees, and evaluates the college administrative structure, which is organized and staffed to reflect the institution's purposes, size, and complexity. Current organizational charts are reviewed by the college executive leadership and maintained by the chancellor (IV.B.2-3). The president reviews staffing priorities within the organizational structure with the Executive Team members to ensure the institution is organized and staffed to efficiently and effectively meet the college mission, goals, and priorities (IV.B.2-4).

In accordance with Board Policy 7250, the president delegates authority to the vice presidents, deans, and other administrators to act within the scope of their position and job description (IV.B.2-5). The college operates under three primary divisions led by the vice presidents of Academic Services, Student Services, and Administrative Services, who report to the president and make up the Executive Team.

The Vice President of Student Services is responsible for providing vision and administrative leadership for the College's Student Services programs, primarily focusing on improving student access, retention, and success to support students in pursuit of their educational goals, while adding value to their college experience (IV.B.2-6). The Vice President of Academic Services is responsible for the instructional programs, instructional support services, and faculty/student support necessary to serve the college, its students and community through quality academic offerings. The Academic Services team collaboratively leads the future of instruction and provides the synergy for quality college programs, degrees, certificates and academic institutional goals (IV.B.2-7). The Vice President of Administrative Services reports directly to the president and is responsible for managing the college's business and administrative support functions, which includes oversight of the budget and budget development, personnel, facilities, equipment, college safety, and other non-instructional functions (IV.B.2-8, IV.B.2-9).

The Director of Research, Planning, and Institutional Effectiveness (RPIE), and the Executive Director of the Las Positas College Foundation, also report to the college president (IV.B.2-10). The president delegates authority to the Office of Research, Planning and Institutional Effectiveness to provide systematic, timely, user-friendly data and analysis services that support college and department planning, enhances decision making and policy formation, and fulfills reporting requirements to external agencies including accreditation. The RPIE Director coordinates and integrates various planning and evaluative processes, and measures and communicates institutional effectiveness to internal and external stakeholders to support evaluation and analysis of data to help the college measure progress towards the mission, vision, and goals of Las Positas College (IV.B.2-11). The Executive Director of the LPC Foundation oversees the Foundation Office which supports college strategic goals, initiatives and programs and embraces innovative programs and opportunities which advance the mission of Las Positas College and support student success. The LPC Foundation Board supports the college

community through philanthropic activities like alumni and donor events and scholarships (IV.B.2-12). The president and the Vice President of Administrative Services serve on the Las Positas College Foundation Board (IV.B.2-13) which provides the opportunity to ensure that the financial support from the foundation aligns with the needs of the institution with regard to purpose, size and complexity.

The Faculty Prioritization Hiring Committee and the Resource Allocation Committee makes recommendations to the president for hiring faculty, classified, and administrative positions annually to address staffing needs (IV.B.2-14, IV.B.2-15, IV.B.2-16). The Executive Team is provided with fiscal and personnel resources to meet College goals and objectives related to comprehensive student services, instruction and administrative services. Additional resources are allocated through the Executive Team or the budget allocation process for general fund resources. The president and the Executive Team meet regularly to continuously assess and provide oversight and direction in the areas of budget, personnel, facilities, and ongoing operations.

Analysis and Evaluation

Las Positas College meets this standard. The college president, working in collaboration with the district chancellor, plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The president ensures that major areas of college operations and responsibility are managed by an appropriate team of administrators for whom authority is delegated in a manner consistent with responsibilities.

Evidence IV.B.2

IV.B.2-1 - Policy- Board Policy 3100-Organizational Structure-Board of Trustees

IV.B.2-2 - Management Class Specification-President-CLPCCD

IV.B.2-3 - Chart-Office of the President-Organizational Chart

IV.B.2-4 - Worksheet-LPC Position Status-Executive Staff-10-18-21

IV.B.2-5 - Policy-Board Policy 7250-Educational Administrators

IV.B.2-6 - Website Materials- Student Services

IV.B.2-7 - Website Materials-Academic Services

IV.B.2-8 - Website Materials-Administrative

IV.B.2-9 - Chart-Administrative Services-Organizational Chart

IV.B.2-10 - Chart-Office of the President-Organizational Chart

IV.B.2-11 - Website Material-Research, Planning & Institutional Effectiveness

IV.B.2-12 - Website Materials-LPC Foundation

IV.B.2-13 - Website Materials- Board of Directors-LPC Foundation

IV.B.2-14 - Document-Position Ranking-Faculty Hiring Prioritization Committee-2021

IV.B.2-15 - Memo- Resource Allocation Committee Classified and Administrative Position Recommendation and President's Response-2020-21

IV.B.2-16 - Memo- Resource Allocation Committee-Instructional Equipment Request Recommendation and President's Response-2020-21

Standard IV.B.3. Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:

- **establishing a collegial process that sets values, goals, and priorities;**

- **ensuring the college sets institutional performance standards for student achievement;**

- **ensuring evaluation and planning rely on high quality research and analysis of external and internal conditions;**

- **ensuring educational planning is integrated with resource planning and allocation to support student achievement and learning;**

- **ensuring the allocation of resources supports and improves learning and achievement; and**

- **establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.**

Evidence of Meeting the Standard

The President of Las Positas College guides institutional improvement of the teaching and learning environment in several ways. The president establishes a collegial process that sets values, goals, and priorities through inclusion of the participatory governance process and structure of college councils and committees that provide input into college decision-making.

This process is supported by the college's integrated planning and budget cycle (IV.B.3-1), which includes the program review process, the college planning process, the resource allocation process, and the budget development process. These processes inform the president about resource planning and guide decisions about institutional improvement in support of student achievement and learning.

Assessment of planning and budgeting occurs throughout the entire planning and budget cycle to ensure the effectiveness of the activities and processes. The Educational Master Plan (EMP) is reviewed and updated on a 5-year cycle and serves as a conceptual framework to advance the mission of the college and guide the strategic planning and direction of the institution. The EMP informs and is used in each of the four processes and as a reference for the ongoing assessment of planning and budgeting. The process to develop the 2021-2026 EMP involved an inclusive and collegial process for reviewing and updating the college mission, vision, goals, and values. This process also included a comprehensive environmental scan that included the evaluation, planning, and review of high quality research and analysis of external and internal conditions to inform strategic efforts to achieve the institutional mission (IV.B.3-2).

The Institutional Planning and Effectiveness Committee (IPEC) assesses the effectiveness of the college's planning and budget processes (IV.B.3-3). The president chairs the College Council which provides oversight of these processes by assessing the degree of integration of planning, budget, and allocations, which further guides institutional improvement (IV.B.3-4). The College Council also facilitates communication and coordination to provide direction through appropriate involvement among all constituent groups of the college community. The Council formulates, reviews, and revises institutional principles, including the mission statement, vision, values, and educational master plan goals with accompanying strategies, and reviews and evaluates the participatory governance system, including committee structure, making recommendations for revisions on a regular basis and when necessary (IV.B.3-5).

The president meets bi-monthly with the Director of Research, Planning, and Institutional Effectiveness, who serves as IPEC chair. The president ensures the college sets institutional performance standards for student achievement based on a culture of evidence accomplished by the collaborative work of IPEC which reviews, sets, and evaluates institution-set standards and institutional stretch goals for four different metrics: course completion rates, degree completions, certification completions, and transfer completions (IV.B.3-6, IV.B.3-7). The president utilizes this data and data analysis to assess LPC performance in all areas. The president ensures that this data is shared with the campus community(IV.B.3-8)

The president also supports student achievement through the development and assessment of student learning outcomes (SLOs) and service area outcomes (SAOs). To ensure an ongoing 3-year assessment cycle, the president expects and supports faculty involvement in developing and assessing course and program student learning outcomes. Toward this end, the president allocates resources and approves assignments for faculty leadership to coordinate these activities (IV.B.3-9).

The president further promotes full integration of program planning, college planning, and resource allocation through the work of the Resource Allocation Committee (RAC), which reports to the College Council. RAC membership consists of an equal number of administrators,

faculty, and classified staff selected by their constituencies. The committee reviews all budget requests for instructional equipment and classified and administrative positions, and matches these to departmental program review data, college priorities, and educational master plan goals to make certain that resources are allocated effectively to support student learning and achievement (IV.B.3-10). Faculty hiring is coordinated through the Faculty Hiring Prioritization Committee which is charged to ensure that the college's overarching planning documents are considered in all decisions and that they coordinate with the Office of Institutional Research to ensure the faculty hiring is integrated with planning and research (IV.B.3-11).

The president establishes procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of Las Positas College. These efforts are led by the Office of Research, Planning, and Institutional Effectiveness, which reports directly to the college president (IV.B.3-12). This office collaborates with shared governance committees, and the college president to ensure the institution has the data and information needed to plan, evaluate achievement of the college mission and programs and services, and continuously improve student learning and achievement. The president makes direct requests to the Office of Research, Planning, and Institutional Effectiveness for data reports that map directly to college goals and priorities; that data is shared with relevant governance committees and the campus community to inform institutional progress and opportunities for improvement (IV.B.3-13).

Analysis and Evaluation

Las Positas College meets this standard. The president guides institutional improvement of the teaching and learning environment by providing direction and oversight for a number of key institutional processes including institutional research, integrated planning, the setting of institutional performance standards for student achievement, resource allocation and budgeting, and shared governance. Shared governance committees make recommendations about college goals, priorities, and resources directly to the college president. The president continuously monitors and guides these processes and ensures their continuous improvement.

Evidence IV.B.3

IV.B.3-1 - Diagram-LPC Integrated Planning and Budget Cycle

IV.B.3-2 - Plan-Educational Master Plan-2021-2026

IV.B.3-3 - Minutes-Institutional Planning and Effectiveness Committee-09-09-2021

IV.B.3-4 - Minutes-College Council Minutes-09-23-2021

IV.B.3-5 - Handbook-College Council Charge-Shared Governance Handbook-2021-page 24

IV.B.3-6 - Presentation-Status of Institutional Set-Standards and Stretch Goals-Research and Planning-11-3-21

Standard IV.B.4. The CEO has the primary leadership role for accreditation, ensuring the institution meets or exceeds eligibility requirements, accreditation standards, and commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.

Evidence of Meeting the Standard

The Las Positas College President has the primary leadership role for accreditation, ensuring the institution meets or exceeds eligibility requirements, accreditation standards and commission policies at all times. Accreditation is a collaborative effort at LPC that involves a number of faculty, classified professionals, and administrative leaders of the institution, who have responsibility for assuring compliance with accreditation requirements. Dr. Dyrell Foster has served as the president of LPC since February 2020. Leadership of the college's accreditation process is clearly outlined in the president's job description (IV.B.4-1). The president participates on the Accreditation Steering Committee and delegates direct oversight of accreditation to the Vice President of Academic Services, who serves as the accreditation liaison officer (IV.B.4-2).

During the 2022 ISER process, the president provided guidance to the campus through Town Meeting presentations and agendizing regular updates regarding progress on the 2022 ISER at Executive Team meetings, Administrative Team meetings, and College Council meetings (IV.B.4-4, IV.B.4-5, IV.B.4-6). The Fall 2021 College Day program, which is organized under the leadership of the college president, allocated time for a college-wide update of the progress and timeline for completion of the 2022 ISER (IV.B.4-7). A diverse number of faculty, classified professionals, and administrators participated in the development of the 2022 ISER and carried

out roles and responsibilities to demonstrate and to assure the college's compliance with accreditation standards and requirements. The Vice President of Academic Services and the Accreditation Steering Committee provided oversight related to the eligibility requirements, accreditation standards, and commission policies. The steering committee assigned administrative, faculty, and classified leads for each Standard Team and contributed to drafting responses and narratives for each accreditation standard (IV.B.4-8).

Analysis and Evaluation

Las Positas College meets this standard. The president has the primary leadership role for accreditation and ensures that the college meets eligibility requirements, accreditation standards, and commission policies. Faculty, classified professionals, and administrative leaders also have responsibility for assuring institutional compliance with accreditation requirements. The president ensures roles and responsibilities related to accreditation are delegated to the Vice President of Academic Services, the Accreditation Steering Committee, and the faculty, classified and administrative leads for each standard.

Evidence IV.B.4.

IV.B.4-1 - Management Class Specification-President-CLPCCD

IV.B.4-2 - Handbook-Accreditation Steering Committee Charge=Shared Governance Handbook-2021-page 26

IV.B.4-3 - Agenda-Standing Item-Accreditation-Executive Team-August to October-2021

IV.B.4-3 - Presentation-Accreditation-Town Meeting-10-06-2021

IV.B.4-4 - Agendas-Accreditation-College Council-February to October-2021

IV.B.4-5 - Presentation-Accreditation-College Day-2021-22

IV.B.4-6 - Document-Accreditation Standards Team Roster-Accreditation Steering Committee

Standard IV.B.5. The CEO assures the implementation of statutes, regulations, and governing board policies and assures institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

Evidence of Meeting the Standard

The Las Positas College President ensures the implementation of board policies, statutes, and regulations and assures that the college operates in accordance with its mission, policies, procedures, and guidelines. The president engages in participatory governance as a member of the Chancellor's Council, which provides a means for the district's colleges to communicate with one another and their constituents. The Chancellor's Council also reviews all board policies and administrative procedures within a six-year cycle (IV.B.5-1, IV.B.5-2, IV.B.5-3). As a member

of this council, the president is well-informed of the district and board policies that govern college practices and has the opportunity to make recommendations to the district and chancellor regarding legislation and other issues consistent with LPC's mission. The president communicates information about board policies and state regulations by working closely with the Vice Presidents of Academic Services, Student Services, and Administrative Services so that regulations and policies pertaining to these divisions are adhered to. Through the College Council, the president continually works with campus leadership to participate in operational and college policy recommendations, oversight of budget and expenditure management, and to assure that college practices are consistent with institutional mission and policies (IV.B.5-4).

The president delegates the responsibility for day-to-day operations and programs to the administrative team including vice presidents, deans, and directors over each of the primary units, including Academic Services, Student Services, and Administrative Services (IV.B.5-5). The Vice President of Administrative Services reports directly to the college president and manages the day-to-day operations of the college budget and expenditures, supervises budget preparations and management, and oversees fiscal management in accordance with board policy (IV.B.5-6). The Vice President of Administrative services chairs the college Budget Development Committee and serves on the district Planning and Budget Council (PBC) that discusses and makes recommendations on district-wide budget policies including the Budget Allocation Model (BAM) and accreditation standards related to planning and budget (IV.B.5-7, IV.B.5-8). The Vice President of Administrative Services works closely with the district Business Services department and provides monthly college budget and expenditures updates to the LPC community during Town Meetings, administrative team meetings, and College Council (IV.B.5-9, IV.B.5-10, IV.B.5-11). These institutional practices are consistent with institutional mission and policies and in alignment with the 2021-22 president's goal to ensure institutional stability and long-term institutional health by strengthening fiscal stability, and providing leadership in the development of a college balanced budget that is supportive of district and college goals and priorities (IV.B.5-12).

Analysis and Evaluation

Las Positas College meets this standard. The college president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures. The college president provides direct and comprehensive oversight of college programs and operations, including oversight of the administrative structure, and demonstrates the alignment of institutional programs and practices to the mission through educational and equity-driven programs and services. The president delegates management of day-to-day college budget operations to the Vice President of Administrative services and assures effective control of the budget and expenditures.

Evidence IV.B.5

IV.B.5-1 - Website Material-Chancellor's Council-Membership-CLPCCD

IV.B.5-2 - Website Material-Agendas and Minutes-Chancellor's Council-2020-2021

IV.B.5-3 - Website Material-Agendas and Minutes-Chancellor's Council-2021-22

IV.B.5-4 - Website material-Agendas and Minutes-College Council-2018-2021

IV.B.5-5 - Chart-Office of the President-Organizational Chart

IV.B.5-6 - Posting-Job Description-Vice President Administrative Services

IV.B.5-7 - Handbook-Budget Development Committee Charge-Shared Governance Handbook-page 28

IV.B.5-8 - Document-Planning and Budget Committee Charge-08-06-2021-CLPCCD

IV.B.5-9 - Presentation-Town Meeting-Budget-Administrative Services-10-06-2021

IV.B.5-10 -Presentation-Budget & Updates-Administrative Services-College Day-2021-2022

IV.B.5-11 - Agenda-Budget Update Item-College Council-10-28-2021

IV.B.5-12 - Website Material-President's Goals-2021-22

Standard IV.B.6. The CEO works and communicates effectively with the communities served by the institution.

Evidence of Meeting the Standard

The Las Positas College President is actively involved and communicates regularly with various organizations within the communities served by LPC. Each year, the District Office prepares an annual report to the community which is a comprehensive document that highlights significant events and programs at the college (IV.B.6-1). In addition, the president prepares a monthly newsletter which serves as a report to the Board of Trustees and includes current activities of the college and it is distributed to a wide community database (IV.B.6-2). The president is a member of the LPC Foundation Executive Board and also serves on several community organization boards and workgroups (IV.B.6-3, IV.B.6-4, IV.B.6-5) (IV.B.6-6) (IV.B.6-7) (IV.B.6-8) (IV.B.6-9). The president makes regular presentations to various organizations within the community and attends community events (IV.B.6-10, IV.B.6-11, IV.B.6-12, IV.B.6-13, IV.B.6-14, IV.B.6-15) (IV.B.6-16) (IV.B.6-17) (IV.B.6-18) (IV.B.6-19) (IV.B.6-20) (IV.B.6-21) (IV.B.6-22) (IV.B.6=23). Additionally, the president attends the quarterly Citizens' Bond Oversight Committee Meetings (IV.B.6-24).

Analysis and Evaluation

Las Positas College meets this standard. The college president works and communicates effectively with the communities served by LPC. The president demonstrates broad support for

the diverse service areas by supporting campus programming and community partnerships that provide support for students and the public. The president serves on Boards and Committees and is active on the College Foundation, which supports institutional goals and provides social and financial support for students. The president communicates regularly with the community through a number of venues including monthly newsletters, making presentations to various organizations, and attending community events.

Evidence IV.B.6

IV.B.6-1 - Website Material-Annual Reports 2007 – 2019-CLPCCD

IV.B.6-2 - Document-LPC *Connection* Mailing List-Office of the President

IV.B.6-3 - Website Material-Board of Directors-LPC Foundation

IV.B.6-4 - Website Material-Board of Directors and Members-Innovation Tri-Valley

IV.B.6-5 - Agenda-Intergovernmental Committee-10-21-2021-City of Livermore

IV.B.6-6 - Presentation-Las Positas College-09-14-2021-Rotary Club of Dublin

IV.B.6-7 - Presentation-Las Positas College-02-03-2021-Livermore Valley Chamber of Commerce Business Alliance

IV.B.6-8 - Email-UC Merced State of the University Address-10-07-2021-UM Special Events

IV.B.6-9 - Calender Event-Classified Senate Twilight Tasting Fundraising-10-07-2021-President Foster

IV.B.6-10 - Calendar Event-Dublin State of the City-09-22-2021-President Foster

IV.B.6-11 - Calendar Event-Veterans Community Organization Welcome Reception, 08-11-2021-President Foster

IV.B.6-12 - Calendar Event-3rd Quarter Report-Citizens' Bond Oversight Committee-07-28-2021-President Foster

IV.B.6-13 - Calendar Event-All-America City Planning-12-07-2020-President Foster

IV.B.6-14 - Calendar Event-Local Leadership Board-01-14-2021-American Lung Association-President Foster

IV.B.6-15 - Calendar Event-Interview-11-05-2020-Dublin's Diversity, Equity and Inclusion Task Force-President Foster

IV.B.6-16 - Calendar Event-Annual Forum-Silicon Valley Leadership Group-10-30-2020-President Foster

IV.B.6-17 - Calendar Event-*Learn with Us, Lead with Us*-09-10-2020-Tri-Valley Nonprofit Alliance-President Foster

IV.B.6-18 - Calendar Event-Presentation-12-09-2021-Pleasanton Chamber of Commerce-President Foster

IV.B.6-19 - Calendar Event-Presentation-05-20-2021-Rotary Club of Pleasanton-President Foster

IV.B.6-20 - Calendar Event-Panel Discussion-06-09-2021-Livermore Lab Foundation/LLNL: Picture a Scientist Panelist-President Foster

IV.B.6-21 - Calendar Event-Luncheon and Address-07-23-2021-Livermore State of the City-President Foster

IV.B.6-22 - Calendar Event-Panelist Presentation- 08-20-2021-San Francisco *Business Times* State of the Tri-Valley-President Foster

IV.B.6-23 - Calendar Event-State of the County with Supervisor Haggerty-08-27-2021-President Foster

IV.B.6-24 - Calendar Event-Tri-Valley Mayors' Summit-08-26-2020-President Foster

Conclusions on Standard IV.B - Chief Executive Officer

The President of Las Positas College serves as the institution's chief executive officer (CEO) and has primary responsibility for the quality of the institution. The president sets annual goals and provides direct and comprehensive oversight of all college programs and operations, and oversees planning, organizing, budgeting, resource allocation, personnel selection and development, and the continual assessment of institutional standards and effectiveness for the purpose of improvement and mission accomplishment. The president assures the implementation of and adherence to statutes, regulations, governing board policies, and accreditation standards. Where appropriate, the president delegates day-to-day operations to vice presidents, deans, directors, and other administrators. The college president works and communicates regularly and effectively with all college and district constituencies, and the community served by LPC, in support of campus programming and community partnerships that provide student learning opportunities and success.

Improvement Plan

None

Standard IV.C.1. The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)

Evidence of Meeting the Standard

The Chabot-Las Positas Community College District is governed by its Board of Trustees (BOT), an independent governing body whose seven voting members are residents from the district's service area (IV.C.1-1, IV.C.1-2). Board members are elected by voters, one Board member for each of the seven component areas, making up the district as a whole (in accordance with California Education Code 70902) (IV.C.1-3). In addition to these voting members, two students, one selected by the student body of each college, serve as non-voting Student Trustees (IV.C.1-4, IV.C.1-5).

The BOT carries out its governance functions in accordance with its mission statement articulated in Board Policy 1200.

> The Chabot-Las Positas Community College District (CLPCCD) offers innovative educational opportunity and support services to prepare students to succeed in a diverse global society by challenging them to think critically, to engage socially, and to acquire workplace knowledge and educational skills.

The BOT reviews its mission statement periodically and revises it when the Board agrees that change is appropriate. It was last revised and approved in June 2019 (IV.C.1-6). The BOT adopts and reviews policies and procedures that lead to the fulfillment of this mission and regularly establishes and prioritizes Board Priorities that provide the District with areas of special focus to support its mission and the mission of each of its colleges (IV.C.1-7).

The BOT ensures that policies are consistent with the District's mission and that they are properly carried out. Administrative procedures describe how these policies are to be implemented. In this way, the Board acts to assure the academic quality, integrity, and effectiveness of the student learning programs and services at its colleges (IV.C.1-8).

BP 2200 Board Duties & Responsibilities describes the Board of Trustees' commitment to fulfilling its responsibilities (IV.C.1-9).

BP 2740 Board Education provides for the orientation of new Board members. Additionally, the Board has also developed an orientation handbook that covers a broad range of areas including the Brown Act, ethics, and the District and college missions.

BP 2745 Board Self-Evaluation sets forth guidelines for the Board of Trustees to evaluate its performance annually in terms of defining and making progress towards its established and approved goals. The process of assessing its progress begins with an annual self-evaluation, usually conducted in late fall or early spring, and the establishment of new or continuing goals for the following year. On April 20, 2021, the board reviewed a summary of individual board members' evaluations. The results were used to identify accomplishments achieved over the past year and the establishment of goals for the following year (IV.C.1-10).

BP 4020 Program, Curriculum, and Course Development states, "All new programs and program deletions shall be approved by the Board of Trustees" (IV.C.1-11) Further, AP 4020 Program, Curriculum, and Course Development states that all new and modified curriculum proposals developed by discipline faculty, with their dean's approval, are reviewed and approved by the Curriculum Committee (sub-committee of the Academic Senate) and ultimately forwarded to the Board of Trustees for approval prior to submission to the California Community College Chancellor's Office.

In addition, BP 4100 Graduation Requirements for Degrees and Certificates addresses degrees and certificate requirements(IV.C.1-12) ; BP 4220 Standards of Scholarship addresses the standards for scholarship (IV.C.1-13): BP 4100 addresses the graduation requirements for degrees and certificates offered, while Chapter 5: Student Services of Board policies covers a variety of student services related items, such as admissions, tuition, fees, refunds, student records, enrollment priorities, and course adds and drops (IV.C.1-14).

BP 6200 Budget Preparation outlines the criteria upon which the district's annual budget shall be prepared in accordance with board-approved planning priorities and relevant state requirements (IV.C.1-15). These criteria include:

- The annual budget shall support the District's master and educational plans.

- Assumptions upon which the budget is based are presented to the Board for review.

- A schedule is provided to the Board by January 31st of each year that includes dates for presentation of the tentative budget, required public hearing(s), Board study session(s), and approval of the final budget. At the public hearings, interested persons may appear and address the Board regarding the proposed budget or any item in the proposed budget.

- Unrestricted general reserves shall be no less than 5% (prudent reserve is defined by the California Community College Chancellor's Office as 5%).

- Changes in the assumptions upon which the budget was based shall be reported to the Board in a timely manner.

- Budget projections address long term goals and commitments.

Analysis and Evaluation

The Chabot-Las Positas Community College District and Las Positas College meet this standard. Board policies are in place to inform and guide trustees on their role and responsibilities to ensure academic quality, support student learning, and provide for the financial stability of the district. The Board of Trustees use the New Trustees Orientation Manual, the Trustee Handbook, the Board Chair Handbook, and Board Policies ensure that new and returning trustees fully understand their role and responsibilities. Additionally, trustees participate in state and national conferences that enhance their knowledge of the role and stay informed about educational trends, initiatives, and laws.

Evidence IV.C.1

IV.C.1-1 - Policy-Board Policy-2010-Board Membership-Board of Trustees

IV.C.1-2 - Website Material-Board of Trustees-Board Members-CLPCCD

IV.C.1-3 - Presentation-Current CLPCCD Trustee Areas-Post 2020 Census Redistricting Orientation-10-19-21

IV.C.1-4 - Policy-Board Policy 2015-Student Members-Board of Trustees

IV.C.1-5 - Website Material-Student Trustees-Board of Trustees -CLPCCD

IV.C.1-6 - Policy-Board Policy 1200-Mission Statement-Board of Trustees

IV.C.1-7 - Agenda Item-Second Reading of the Adoption of Board Priorities-2019-2022- 4-16-2019-CLPCCD

IV.C.1-8 - Website Material-Board Policies-CLPCCD

IV.C.1-9 - Policy-Board Policy 2200-Duties and Responsibilities Board of Trustees

IV.C.1-10 - Presentation-Self Evaluation-04-20-2021-Board of Trustees.pdf

IV.C-1-11 - Policy-Board Policy 4020-Programs_Curriculum and Course Development-Board of Trustees

IV.C.1-12 - Policy-Board Policy 4100-Graduation Requirements for Degrees and Certificates-Board of Trustees

IV.C.1-13 - Policy-Board Policy 4220-Standards of Scholarship-Board of Trustees

IV.C.1-14 - Website Material-Board Policies -Chapter 5-Student Services-Board of Trustees

IV.C.1-15 - Policy-Board Policy 6200-Budget Preparation-Board of Trustees

Standard IV.C.2. The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.

Evidence of Meeting the Standard

The Chabot-Las Positas Community College district Board of Trustees (BOT) acts as a collective entity and all board members support the decisions of the body as established in the Community College League of California Trustee Handbook and related board policies (IV.C.2-1, IV.C.2-2, IV.C.2-3).

The BOT carries out its responsibilities collaboratively. The District Chancellor advises the BOT after conferring with various groups established for that purpose. One is the Chancellor's Council, which includes representation from all constituent groups (IV.C.2-4). Specifically, members of the Chancellor's Council advise and make recommendations to the chancellor regarding district-wide governance, institutional planning, and policies and procedures that promote the educational mission and goals of the colleges and the district. In addition, the chancellor meets regularly with the Senior Leadership Team (SLT), which includes the president of each college, district vice chancellors, the Chief Technology Officer, and the Director of Public Relations, Marketing, and Governmental Affairs (IV.C.2-5).

Board members discuss relevant issues in public meetings open to anyone who wishes to attend. In accordance with BP 2330 Quorum and Voting, board members reach decisions by a majority vote on most matters. Once the board reaches a decision, each trustee agrees to uphold that decision (IV.C.2-6). BP 2715 Code of Ethics - Standards of Practice states, "Work with fellow Board Members in a spirit of harmony and cooperation in spite of differences of opinion that arise during discussions on points of issue" (IV.C.2-7).

Analysis and Evaluation

The Chabot-Las Positas Community College District meets this standard. Board policies state that when the BOT adopts a policy or position on an issue, each trustee will uphold that policy or position. Further, board policy emphasizes that the BOT acts as a single entity on matters of board authority.

Evidence IV.C.2

IV.C.2-1 - Trustee Handbook-2021-Community College League of California

IV.C.2-2 - Policy-Board Policy-2010-Board Membership-Board of Trustees

IV.C.2-3 - Policy-Board Policy 2200-Duties and Responsibilities -Board of Trustees

IV.C.2-4 - Website Material-Chancellor's Council-Membership-Chancellors Office

IV.C.2-5 - Model-Integrating Planning and Budgeting Process-CLPCCD

IV.C.2-6 - Policy-Board Policy 2330-Quorum and Voting-Board of Trustees

IV.C.2-7. -Policy-Board Policy 2715-Code of Ethics-Standards of Practice

Standard IV.C.3. The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.

Evidence of Meeting the Standard

The Chabot-Las Positas Community College Board of Trustees (BOT) adheres to a clearly defined policy for selecting and evaluating the college presidents and the district chancellor. Board Policies 2431 and 7250, and CLPCCD Administrative Hiring Procedures, define and outline the process for selecting the district chancellor and the college presidents (IV.C.3-1, IV.C.3-2, IV.C.3-3). BP/AP 2435 establishes that the chancellor shall be evaluated annually and outlines the evaluation process (IV.C.3-4, IV.C.3-5). BP/AP 7150 and the CLPCCD Administrator Performance Evaluation System manual detail the process for evaluating college presidents (IV.C.3-6), IV.C.3-7).

The BOT employs, upon the recommendation of the chancellor, educational administrators to conduct the operations of the district and colleges. In addition to the provisions in board policy and accompanying administrative procedures, finalists for the position of president participate in forums in a public session on the college campus. During these forums finalists present an introduction and answer prepared questions as well as questions from attendees (faculty, staff, students, and community members) (IV.C.3-8). Attendees are asked to complete questionnaires providing feedback. These questionnaires are provided to the hiring manager for input and consideration.

Analysis and Evaluation

The Chabot-Las Positas Community College District meets this standard. Board policies and procedures lay out a clear process for hiring the District Chancellor and college presidents. The District's policies and procedures for evaluating the chancellor and the college presidents provide for a thorough, careful consideration of their respective performance and include feedback from across the district or college community.

Evidence IV.C.3

IV.C.3-1 - Policy-Board Policy 2431-Chancellor Selection-Board of Trustees

IV.C.3-2 - Board Policy 7250 Educational Administrators-08-18-15

IV.C.3-3 - Website Material-Procedures For Hiring-Human Resources-CLPCCD

IV.C.3-4 - Policy-Board Policy 2435-Evaluation of the Chancellor-Board of Trustees

IV.C.3-5 - Procedure- Administrative Procedure 2435-Evaluation of the Chancellor-Board of Trustees

IV.C.3-6 - Policy-Board Policy 7150-Evaluation-Board of Trustees

IV.C.3-7 - Website Material-Evaluations-Human Resources-CLPCCD

IV.C.3-8 - Press Release-Announcement of Presidential Finalists-09-25-2019

Standard IV.C.4. The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)

Evidence of Meeting the Standard

As described above (IV.C.1), the Chabot-Las Positas Community College District Board of Trustees is an independent governing body. Each of its seven voting members represent one of the voting areas in the district's service area (IV.C.4-1).

The Trustee Handbook guides trustees on the roles and responsibilities of a board member and educates board members on how to be an advocate for the District (IV.C.4-2). Board Policy 2200 further articulates the board's duties and responsibilities to represent the public interest and to establish, review, and revise policies that define the institutional mission and set prudent, ethical, and legal standards for college operations aligned with appropriate state and federal policies affecting community colleges (IV.C.4-3). The trustees are responsible for balancing and integrating the wide variety of interests and needs into policies that support the mission and values of the district and colleges, in pursuit of service to students and community. Further, the 2019 Trustee Handbook, AP/BP 2710 on conflict of interest, and the Code of Ethics and Standards of Practice outlined in BP 2715 prohibit trustees from unethical behavior (IV.C.4-4, IV.C.4-5, IV.C.4-6).

To maintain effectiveness in carrying out their duties, the Board conducts an annual self-evaluation with questions relating to this standard (IV.C.4-7).

Analysis and Evaluation

The Chabot-Las Positas Community College District meets this standard. The Board of Trustees is an independent body that makes decisions that reflect the public interests and its commitment to educational quality. Further, the Board of Trustees advocate in support of the interests of the district, colleges, and students, and protect these institutions from undue influence or political pressure.

Evidence IV.C.4

IV.C.4-1 - Website Materials-Area Map-Board of Trustees

IV.C.4-2 - Handbook-Trustee Handbook-2021-Community College League of California

IV.C.4-3 - Policy-Board Policy 2200-Duties and Responsibilities Board of Trustees

IV.C.4-4 - Handbook-Trustee Handbook-2021-Community College League of California

IV.C.4-5 - Administrative Procedure-Conflict of Interest Code-AP7051-Board of Trustees

IV.C.4-6 - Policy-Board Policy 2715-Code of Ethics-Standards of Practice

IV.C.4-7 - Presentation-Self Evaluation-04-20-2021-Board of Trustees

Standard IV.C.5. The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

Evidence of Meeting the Standard

The Chabot-Las Positas Community College District Board of Trustees (BOT) has adopted policies that support the respective missions of the district and the district's two colleges to ensure the quality, integrity, and improvement of student learning programs and services and the resources that support them.

The establishment and revision of board policy and administrative procedures is governed by BP/AP 2410 (IV.C.5-1). Chapter Four of the Board Policies include various policies designed to assure the effectiveness, quality, and integrity of student learning programs. Chapter Five includes policies adopted to assure the academic quality, integrity, and effectiveness of the student learning services at the colleges. Chapter Six includes policies that provide direction and mandates to ensure fiscal stability and integrity. Lastly, Chapter Seven includes policies that provide direction on matters related to employment (recruitment, hiring, and dismissal), compensation, benefits, whistleblower protection, and retiree benefits.

Agendas for regular BOT meetings include reports from trustees, the chancellor, college presidents, Academic Senate presidents, Classified Senate presidents, student government presidents (i.e., associated students), SEIU 1021, and the Faculty Association (IV.C.5-2). Reports on student performance, such as key performance indicators, are routinely placed on the board agenda (IV.C.5-3). The board maintains a master planning calendar that includes important items such as budget approval, AB 705, Guided Pathways, Board Priorities and Goals, and Vision for Success. (IV.C.5-4)

The Trustee Handbook and BP 2200 on board duties and responsibilities guide the board to act with integrity and work in the best interest of the colleges and student success (IV.C.5-5, IV.C.5-6). These documents also give the board ultimate responsibility for educational quality, legal matters, and integrity. To this end, the BOT has established institutional values that are reviewed and updated (IV.C.5-7).

In accordance with BP 2305, the BOT holds an annual meeting after the election of trustees to choose officers. Additionally, the BOT holds two retreats each year that focus on updates and accomplishments of board priorities and goals and the trustees' professional development (IV.C.5-8).

Analysis and Evaluation

The Chabot-Las Positas Community College District meets this standard. The BOT establishes and approves policies that are consistent with and support the missions of the district and two colleges. The BOT engages in short and long-range planning of student learning programs and services in support of achievement of the colleges' and district's goals and priorities. The BOT fulfills its obligation to make decisions regarding legal matters, a function that occurs primarily in regular meeting closed sessions. Finally, the BOT assures that the district and its colleges operate in a manner that ensures financial integrity and stability through discussion and deliberation leading to decision-making on financial matters.

Evidence IV.C.5

IV.C.5-1 - Procedure-Administrative Procedure 2410-Board Policy and Administrative Procedure-Board of Trustees

IV.C.5-2 - Agenda-Regular Meeting-10-19-2021-Board of Trustees

IV.C.5-3 - Agenda--Regular Board Meeting-09-14-2021-Board of Trustees

IV.C.5-4 - Calendar-Board of Trustees Proposed Meeting Dates and Presentations-2021

IV.C.5-5 - Handbook-Trustee Handbook-Community College League of California

IV.C.5-6 - Policy-Board Policy 2200-Duties and Responsibilities Board of Trustees

IV.C.5-7 - Website Material-Values-Board of Trustees-CLPCCD

IV.C.5-8 - Policy-Board Policy 2305-Annual Organizational Meeting-Board of Trustees

Standard IV.C.6. The institution or the governing board publishes the board bylaws and policies specifying the Board's size, duties, responsibilities, structure, and operating procedures.

Evidence of Meeting the Standard

Chapter 2 of Board policies and Administrative Procedures that pertain to the Board of Trustees (BOT) are publicly available on the district website, including BP 2010 on board membership and BP 2200 on board roles and responsibilities. These policies and procedures outline the number of trustees, the structure of the board, and the board' duties and responsibilities (IV.C.6-1). The duties and responsibilities of the board are also outlined in policies and procedures and in the Trustee Handbook (IV.C.6-2).

Analysis and Evaluation

The Chabot-Las Positas Community College District meets this standard. The BOT publishes the board bylaws and policies that specify its size, duties, responsibilities, structure and procedures.

Evidence IV.C.6

IV.C.6-1 - Website Materials-Index of Chapter 2-Board Policies -Board of Trustees

IV.C.6-2 - Handbook-Trustee Handbook-Community College of League of California Trustee Handbook

Standard IV.C.7. The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/District/system mission and revises them as necessary.

Evidence of Meeting the Standard

All actions taken by the Chabot-Las Positas Community College District Board of Trustees (BOT) are consistent with its policies and procedures, which are referenced in all actions formally adopted at board meetings. The BOT engages in a process for considering and adopting new policies and administrative procedures defined in AP 2410 (IV.C.7-1). This ongoing process requires the district to continually review all of its policies and procedures according to a six-year timeline and revise them when necessary to bring them up to date with statutes or when policies and/or procedures are amended to help achieve objectives consistent with the district's and its colleges' respective missions (IV.C.7-2). The BP/AP review cycle was reviewed at the Chancellor's Council in spring 2019.

AP2410 establishes points of accountability for the review process. BP/AP review starts with an originator and concludes with either approval of the board (Board Policy revision) or presentation to the board as an information item (Administrative Procedure revision) (IV.C.7-3). The Chancellor's Council, a committee constituted with representatives of all constituent groups, helps to ensure all new or revised policies and procedures are well vetted (IV.7-4). The Chancellor's Council members are responsible for ensuring input by subject area experts and preventing conflicts with other district BPs/APs. Items deemed to be academic and professional in focus are submitted to each college's Academic Senate for consideration (IV.C.7-5). Senate responses are sent to the Chancellor's Council for first and second readings. Other items are sent to the appropriate constituency groups for consideration and responses. At Las Positas College, procedures and policies are reviewed by the College Council (IV.C.7-6) as well as the Classified Senate (IV.C.7-7). After reviewing responses, the Chancellor's Council may amend or reject proposals.

To further assist the BOT in revising its policies and procedures, the district uses the services provided by the Community College League of California (CCLC), which provides templates for all participating state public community colleges that include language aligned with legislative and accreditation requirements (IV.C.7-8).

Analysis and Evaluation

The Chabot-Las Positas Community College District meets this standard. The BOT acts in a manner consistent with its policies and bylaws which are continuously reviewed in accordance with established policy and procedure. All proposals for new or revised policies and procedures undergo a thorough technical and constituent review as well as a first and second BOT reading prior to adoption.

Evidence IV.C.7

IV.C.7-1 - Procedure-Administrative Procedure 2410-Administrative Procedures-Board of Trustees

IV.C.7-2 - Handout-Board Policy and Administrative Procedure Continuous Review Cycle-Board of Trustees

IV.C.7-3 - Board Packet-06-15-2021-Board of Trustees

IV.C.7-4 - Agenda-Chancellor's Council-Agenda Item 3.a.BP_AP Schedule Update

IV.C.7-5 - Agenda-Academic Senate--09-22-2021

IV.C.7-6 - Agenda-College Council-04-22-2021

IV.C.7-7 - Agenda-Classified Senate-03-06-2020

IV.C.7-8 - Service Manual-Statewide Policy and Procedure Services -CCLC

Standard IV.C.8. To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

Evidence of Meeting the Standard

The Chabot-Las Positas Community College District Board of Trustees (BOT) reviews progress towards the completion of institutional and college level student success goals throughout the years. For example, in May 2019 the BOT reviewed and approved each colleges' established Vision for Success goals (IV.C.8-1). Each college underwent a broad and inclusive process for identifying and establishing Vision for Success goals, in alignment with the State's mandate (IV.D.8-2 IV.D.8-3). Following each colleges' process, the recommended goals were presented and reviewed by the BOT which supported and approved the goals.

Subsequently, at a board retreat in August 2020, the BOT reviewed each colleges' progress toward achieving its Vision for Success goals as well as efforts and initiatives underway that will enable completion of the goals by 2022 (IV.C.8-4, IV.C.8-5). The BOT has placed on its annual meeting calendar meeting dates in which it will continue to review progress towards the achievement of these goals. Further, it should be noted and identified that each colleges' Vision for Success goals are also incorporated into their respective educational master plan as well as in

the district-wide strategic plan ([IV.C.8-6](#)). The colleges' Educational Master Plans and Districtwide Strategic Plan were approved by the BOT and studied during a special workshop ([IV.C.8-7](#), [IV.C.8-8](#)). Additional information on student success and achievement is presented to the Board on a regular basis.

Analysis and Evaluation

The Chabot-Las Positas Community College District meets this standard. The Board regularly reviews key indicators of student success, learning, and achievement in the form of success and completion numbers, progress towards full implementation of guided pathways, full implementation of AB 705, and other student success and achievement data incorporated into the colleges' 2020 Educational Master Plans and CLPCCD Districtwide Strategic Plan.

Evidence IV.C.8

[IV.C.8-1 - Agenda-Regular Meeting-Board of Trustees-05-21-19-CLPCCD](#)

[IV.C.8-2 - Minutes-Vision for Success Goals-Institutional Planning and Effectiveness Committee-04-11-2019](#)

[IV.C.8-3 - Minutes-Vision for Success Goals-College-Council-03-21-2019](#)

[IV.C.8-4 - Agenda-Special Retreat-08-08-2020-Board of Trustees-CLPCCD](#)

[IV.C.8-5 - Presentation-Vision for Success Goals-Special Board Retreat-08-08-2020-Board of Trustees-CLPCCD.pdf](#)

[IV.C.8-6 - Plan-District Strategic Plan-2021-page 17-18.pdf](#)

[IV.C.8-7 - Agenda-Workshop Retreat-03-20-2021-Board of Trustees-CLPPD](#)

[IV.C.8-8 - Agenda Item 4.5-Approval of Educational Master Plans-Regular Board Meeting-04-20-21-CLPCCD](#)

Standard IV.C.9. The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Evidence of Meeting the Standard

The Chabot-Las Positas Community College District Board of Trustees (BOT) provides orientation to new trustees and participates in ongoing training for improvement in the performance for all Board members ([IV.C.9-1](#)). The BOT participated in Trustee Training and the CCLC Annual Conference. Study sessions include effective trusteeship and best practices ([IV.C.9-2](#), [IV.C.9-3](#). The Trustee Handbook is designed to complement, augment, and expand upon the CCLC Trustee Training. The Trustee Handbook contains topics in which all trustee

members receive training to support their work at the local level (IV.C.9-4). A third publication used by the BOT is the California Community Colleges Trustees Board Chair Handbook, published by the Advisory Committee on Education Services of the CCLC (IV.C.9-5). This publication covers topics such as: roles and responsibilities of the Chair, elections, Board Chair and Chancellor relationship, representing the Board and the District, involvement in accreditation, responding to campus crises, and maintaining relations with public media. Annual self-evaluation, described in detail in Standard IV.C.10, is an important part of BOT development (IV.C.9-6).

CLPCCD Board Policy provides for the continuity of board membership and staggered terms of office. According to BP 2100, trustees serve four-year staggered terms with elections held "every two years, in even numbered years, for four-year overlapping terms. Terms of trustees are staggered so that, as nearly as practical, one half of the trustees shall be elected at each trustee election." Beginning in January 2012, trustees have been and continue to be elected by one of the seven trustee areas of the District. There is no limit on the number of terms a trustee may hold office (IV.C.9-7).

Analysis and Evaluation

The Chabot-Las Positas Community College District meets this standard. Trustees receive ongoing professional development at retreats, conferences, and study sessions. Trustees receive Community College League of California (CCLC) Trustee Training. Board policy provides for continuity of membership and trustees are elected to staggered terms of office.

Evidence IV.C.9

IV.C.9-1 - Handbook-Resources for Trustees-Community College League Of California

IV.C.9-2 - Agenda-Board Special WorkshopAgenda-02-23-2019-Board of Trustees

IV.C.9-3 - Agenda-Board Workshop Retreat-Agenda-03-20-2021

IV.C.9-4 - Handbook-Trustee Handbook-Community College of California

IV.C.9.5 - Handbook-Board Chair Handbook-2019-Community College League of California

IV.C.9-6 - Rubric-Board Evaluation Summary-Board of Trustees-CLPCCD

IV.C.9-7 - Policy-Board Policy 2100-Board Election-Board of Trustees

Standard IV.C.10. Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the Board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

Evidence of Meeting the Standard

The Chabot-Las Positas Community College District Board of Trustees is committed to evaluating and assessing its performance in order to identify its strengths and areas for improvement. To this end, the board has established the following processes for evaluation (IV.C.10-1):

- The board and the chancellor shall establish goals and objectives to be accomplished each fiscal year (IV.C.10-2).

- Each board member will complete an annual self-evaluation instrument according to BP 2745 Board Self-Evaluation and submit it to the Board President (IV.C.10-3).

- The chancellor shall compile board members' self-evaluation and results presented to the full board at a regularly scheduled board meeting (IV.C.10-4).

- The results of the self-evaluation are used to identify accomplishments during the evaluation period and identify goals for the subsequent year.

Analysis and Evaluation

The Chabot-Las Positas Community College District meets this standard. Board policies establish a process for regular evaluation and assessment of the BOT's performance in promoting and sustaining academic quality and institutional effectiveness. The BOT's evaluations are presented to the public during a scheduled board meeting and the results are used to improve performance.

Evidence IV.C.10

IV.C.10-1 - Policy-Board Policy 2745 Board Self-Evaluation-Board of Trustees

IV.C.10-2 - Document-Chancellor's Annual Goals-2021

IV.C.10-3 - Rubric-BoardEvaluation Summary-Board of Trustees-CLPCCD

IV.C.10-4 - Presentation-Self Evaluation-04-20-2021-Board of Trustees

Standard IV.C.11. The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)

Evidence of Meeting the Standard

The Chabot-Las Positas Community College District Board of Trustees (BOT) uphold a code of ethics and conflict of interest policy adhered to by each board member. BP2715 establishes the Code of Ethics and Standards of Practice and includes fourteen responsibilities of a board member. This policy includes a process for member censure in the event of an ethical violation or misconduct (IV.C.11-1). The Board also has a conflict of interest policy and code. The policy is embodied in the recently updated BP/AP 2710 (IV.C.11-2, IV.C.11-3).

None of the current board members has employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed through annual filing of Economic Interest forms (Form 700) under California law. These forms are available for inspection in the Chancellor's office. Board members' economic interests do not interfere with their impartiality; nor do their interests outweigh the Board's duty to ensure the academic and fiscal integrity of the institution. The Chabot-Las Positas Community College District is a public institution; none of the trustees hold an ownership interest.

Analysis and Evaluation

The Chabot-Las Positas Community College District meets this standard. Board policies and procedures require each trustee to adhere to a code of ethics and conflict of interest policy, and provide for dealing with any behavior that violates these expectations. Board member interests are publicly disclosed and none of the trustees have any form of personal financial interest in the institution.

Evidence IV.C.11

IV.C.11-1 - Policy-Board-Policy-2715-Code of Ethics-Standards of Practice

IV.C.11-2 - Policy-Board Policy 2710-Conflict of Interest-Board of Trustees

IV.C.11-3 - Procedure-Administrative Procedure 2710-Conflict of Interest-Board ofTrustees

Standard IV.C.12. The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.

Evidence of Meeting the Standard

Chabot-Las Positas Community College District Board Policy 2431 and 2435 specify respectively that the Board of Trustees is responsible for the selection and annual evaluation of the Chancellor, the district CEO (IV.C.12-1, IV.C.12-2). BP 2430 states that the board clearly delegates to the chancellor the executive responsibility for administering the policies adopted by the board and executing all decisions of the board requiring administrative action, including but not limited to the administration of colleges and recommending appropriate actions needed to be taken when no written board policy is available (IV.C.12-3). The chancellor is expected to

perform the duties contained in the chancellor's job description and fulfill other responsibilities as may be determined in annual goal setting or evaluation sessions (IV.C.12-4). The board holds the chancellor accountable for the operations of the two colleges and all other sites and locations where the Chabot-Las Positas Community College District operates.

Analysis and Evaluation

The Chabot-Las Positas Community College District meets this standard. Through Board Policy and Administrative procedure, the Board of Trustees delegates full responsibility and authority to the Chancellor, the district CEO, to implement and administer board policies without Board interference and holds the Chancellor accountable for the operations at all locations where the district operates.

Evidence IV.C.12

IV.C.12-1 - Policy-Board Policy 2431-Chancellor Selection-Board of Trustees

IV.C.12-2 - Policy-Board Policy 2435-Evaluation of the Chancellor-Board of Trustees

IV.C.12-3 - Policy-Board Policy 2430-Delegation of%20Authority to the Chancellor-Board of Trustees

IV.C.12- 4 - Procedure-Administrative Procedure 2430-Delegation of Authority to the Chancellor-Board of Trustees

Standard IV.C.13. The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.

Evidence of Meeting the Standard

The Chabot-Las Positas Community College District Board of Trustees (BOT) is informed about Accreditation Standards, Commission policies, Eligibility Requirements, accreditation processes, and Las Positas College's accreditation status. BOT orientations and workshops have contained information about the Accreditation Standards. Not only is Accreditation included in New Trustee Orientation materials, but accreditation training, information, and updates are consistently provided during board presentations, professional development meetings, and periodic reports and communications (IV.C.13-1).

Board Policy 3200 addresses accreditation and sets the preparation requirements for reaffirmation of accreditation and requires that the District Chancellor ensure that "the District complies with the accreditation process and standards of an approved accrediting agency and of other District programs that seek special accreditation" (IV.C.13-2). This policy also calls for the Chancellor to keep the BOT informed of the district's obligations related to accrediting

organizations and progress in meeting those obligations. The Chancellor is, therefore, expected to involve the board in any accreditation process requiring board participation. The Chancellor provides the BOT with a summary of reports that are submitted as part of the accreditation process and any actions in response to recommendations in an accreditation report.

The BOT is knowledgeable about Accreditation Standards, including those that apply to the board itself. In an August 2020 workshop, trustees were briefed on the accreditation standards, with emphasis on those that apply to the board (IV.C.13-3).

The BOT's development program addresses the need to learn about Accreditation Standards and expectations. Administrative Procedure 2740, which describes the Board's development program, stipulates specifically that the orientation of Board members include the most recent Accreditation reports (IV.C.13-4).

Analysis and Evaluation

The Chabot-Las Positas Community College District meets this standard. The BOT receives regular updates on the Eligibility Requirements, Accreditation Standards, Commission policies, accreditation processes, and the College's accredited status. The Board supports, through practice and policy, Las Positas College's efforts to improve and excel.

Evidence IV.C.13

IV.C.13-1 - Agenda-Accreditation Training-Board Workshop Retreat-08-08-2020-Board of Trustees

IV.C.13-2 - Policy-Board Policy 3200-Accreditation-Board of Trustees

IV.C.13-3 - Presentation-Accreditation and Governing Boards-Roles and Responsibilities-08-08-2020-ACCJC

IV.C.13-4 - Procedure-Administrative Procedure 2740-Board Education-Board of Trustees

Conclusions on Standard IV.C. Governing Board

The Chabot-Las Positas Community College District Board of Trustees maintains appropriate Board policies and Administrative Procedures. The Board of Trustees is guided by Board Policies, orientation materials provided during orientation, the CCLC Trustee Handbook and engages in ongoing professional development and training. The Board of Trustees have two retreats per year to review, evaluate, and set district priorities and engage in long-range planning.

Improvement Plan

None

Standard IV.D.1. In multi-college Districts or systems, the District/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the District/system and assures support for the effective operation of the colleges. Working with the colleges, the District/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the District/system.

Evidence of Meeting the Standard

The chancellor works with the campuses and district support services to provide direction for the Chabot-Las Positas Community College District (CLPCCD). The chancellor works with Chancellor's Council, a multi-constituency advisory body, and the Senior Leadership Team to ensure educational excellence, integrity, and effective operations throughout the district and at the colleges (IV.D.1-1, IV.D.1-2). There are clearly defined roles within the district and campuses as expressed in the CLPCCD organization charts (IV.D.1-3) and BP/AP1300 Collegial Consultation (IV.D.1-4).

During times of strategic planning, the chancellor convenes the District-Wide Planning Guidance and Coordinating Committee to ensure transparency and effective leadership to the process with progress and outcomes communicated broadly (IV.D.1-5).

The chancellor expresses his and the board's expectation of educational excellence and integrity throughout the district through various methods: the chancellor holds an annual management retreat within the district (IV.D.1-6), the chancellor communicates a vision of excellence through communications to IPBM committees (IV.D.1-7), which include representation from all constituent groups, and through the establishment of performance goals with direct reports (college presidents and vice chancellors) (IV.D.1-8).

Analysis and Evaluation

The Chabot-Las Positas Community College District meets this standard. Working through established district-wide and college-level structures and channels, the chancellor constantly and consistently communicates expectations of educational excellence and integrity throughout the district and assures support for the effective operation of the colleges. Through the Chancellor's Council and Senior Leadership Team, authority and responsibility between the colleges and the district is reinforced and maintained and effective operational support is provided.

Evidence IV.D.1

IV.D.1-1 - Agenda and Minutes-BP 3430 and AP 3430 Second Reading -Chancellors Council 02-09-21

IV.D.1-2 - Agenda-Senior Leadership Team-10-01-2021-Chancellors Office

IV.D.1-3 - Chart-CLPCCD Organizational Chart-Chancellor's Office-2020-2021

IV.D.1-4 - BP1300-Collegial Consultation -CLPCCD - 05-19-21

IV.D.1-5 - Notes-District-wide Comprehensive Planning Guidance and Coordinating Committee-02-13-21-CLPCCD

IV.D.1-6 - Agenda-Board Workshop Retreat-08-08-2020-Board of Trustees

IV.D.1-7 - Memo-Response to DEMC Recommendation-03-03-2021-Chancellors Office

IV.D.1-8 - Website Material-Presidents Goals-2021-2022

IV.D.2. The District/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the District/system from those of the colleges and consistently adheres to this delineation in practice. The District/system CEO ensures that the colleges receive effective and adequate District/system provided services to support the colleges in achieving their missions. Where a District/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.

Evidence of Meeting the Standard

The Chabot-Las Positas Community College District Task Map is a tool that delineates, documents, and communicates the operational responsibility between the district and college functions, making note of where the responsibility is shared. The functions are identified in three categories: 1) centralized functions where the district has primary responsibility, 2) decentralized functions where primary responsibility at the college resides, and 3) shared functions between both entities (IV.D.2-1). An accompanying Function Map, produced collaboratively by the two colleges and the district, illustrates the distribution of responsibility as it pertains to the WASC/ACCJC accreditation standards (IV.D.2-2).

The Chabot-Las Positas Community College District Integrated Planning and Budget Model (IPBM) provides a collaborative structure by which the district supports the colleges' mission and functions by providing fiscal, business, human resources, payroll, purchasing, warehousing, information technology, facilities, maintenance and operations, and risk management services (IV.D.2-3).

The Chancellor's Council was created to provide a venue for communication between the district offices and the colleges to review district policy and assign appropriate committees to resolve issues. Chancellor's Council members are appointed for all constituencies and locations. The Chancellor's Council composition, charge, meeting calendar, and meeting minutes can be found on the District website. (IV.D.2-4)

The Chancellor's Council, Planning and Budget Committee (PBC), Educational Support Services Committee, Facilities Committee, Technology Coordinating Committee, and District Enrollment Management Committee, develop, monitor, and update various activities based on data and solicit campus input with appropriate distribution of college members in each group. Information or potential action items are brought back to the campus community with the intent of improving the services of the colleges (IV.D.2-5).

The Senior Leadership Team (SLT), consisting of the vice chancellors (Vice Chancellor of Business Services, Vice Chancellor of Human Resources, Vice Chancellor of Facilities and Bond Program, Vice Chancellor of Educational Services and Student Success), the Chief Technology Officer, and the college presidents meets weekly.

CLPCCD's distribution of resources is dependent upon the source of funds. The largest source of operational revenue that comes to CLPCCD is in the form of general apportionment from the state. Previously, the most significant factor in determining the amount of general apportionment was the generation of full-time equivalent students (FTES). Using the CLPCCD Budget Allocation Model (BAM), resources are allocated to all sites (IV.D.2-6). The current BAM, which dates to 2015, but is being evaluated and updated based upon the State's new Student Centered Funding Formula (SCFF) (IV.D.2-7). Presently, CLPCCD is in hold-harmless under the SCFF. CLPCCD does receive other sources of revenue from local, state, and federal sources that is either allocated entirely to one particular campus (e.g., grants) or allocated to both colleges based on FTES (e.g., safety money and block grants).

Analysis and Evaluation

The Chabot-Las Positas Community College District meets this standard. Under the leadership of the chancellor, the district uses Task Maps and Function Maps to communicate and delineate organizational responsibilities between the district and college. Similarly, the chancellor oversees the district office support for the colleges in the clearly delineated areas of human resources, educational technology, facilities and fiscal services. The district ensures that these services are sufficient to support the colleges in achieving their respective missions. A district level committee structure provides a continuous feedback loop between the colleges.

Evidence IV.D.2

IV.D.2-1 - Document-CLPCCD TaskMap-Summary of Functions-2020

IV.D.2-2 - District-wide Function Map-2020-CLPCCD Accreditation

IV.D.2-3 - Website Material-Integrated Planning and Budget Model-CLPCCD

IV.D.2-4 - Website Material-Chancellor's Council-Membership-Chancellor's Office

IV.D.2-5 - Website Material-District-Wide Committees-CLPCCD

IV.D.2-6 - Report-2020-21Adopted Budget-Budget Allocation Model-pages 57-59-CLPCCD

IV.D.2-7 - Worksheet-Budget Allocation Model Timeline-2021-09-17-Planning and Budget Committee

IV.D.3. The District/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and District/system. The District/system CEO ensures effective control of expenditures.

Evidence of Meeting the Standard

Chabot-Las Positas Community College District policy for the allocation and reallocation of resources resides in Board Policy 6100, 6200, and 6250 (IV.D.3-1, IV.D.3-2, IV.D.3-3). Framed by these policies, resource allocation and reallocation to the colleges and district support centers are directed by the district's Budget Allocation Model (BAM), Board of Trustee Priorities, and district and campus budget processes, in order to support the effective operations and sustainability of each district entity (IV.D.3-4, IV.D.3-5, IV.D.3-6, IV.D.3-7). The District Planning and Budget Committee is currently working on a revised BAM in response to the state's Student Centered Funding Formula (IV.D.3-8).

The chancellor ensures effective control of expenditures through an expenditure approval process delegated to the Vice Chancellor of Business Services. Through the control mechanisms and clearly defined responsibilities of the district's Business Services office, as well as each college's office of Administrative Services, all transactions are tracked through a multi-layered approval process using the Ellucian Banner enterprise resource planning system (III.D.3-9). The Banner system's internal controls require multiple levels of approval before transactions are executed. Additionally, contracts and budget information are published monthly in the Board's monthly regular business meeting (IV.D.3-10) and accounts are audited on an annual basis or as required by law (IV.D.3-11).

Analysis and Evaluation

The Chabot-Las Positas Community College District meets this standard. CLPCCD has a model for allocation of resources to the colleges and district service centers. Further, the colleges and service centers have processes that are informed by program review to identify trends and needs and the allocation of resources. The District Chancellor ensures effective control of expenditures through a multi-layered approval process for all transactions.

Evidence IV.D.3

IV.D.3-1 - Policy-Board Policy 6100-Delegation of Authority-Board of Trustees

IV.D.3-2 - Policy-Board Policy 6200-Budget Preparation-Board of Trustees

IV.D.3-3 - Policy-Board Policy 6250-Budget Management-Board of Trustees

IV.D.3-4 - Report-2020-21Adopted Budget-Budget Allocation Model-pages 57-59-CLPCCD

IV.D.3-5 - Agenda Item-Second Reading of the Adoption of Board Priorities-2019-2022-CLPCCD

IV.D.3-6 - Website Material-IPBM-Guiding Principles of the District Wide Committee-CLPCCD

IV.D.3-7 - Website Materials-Completed Tasks-Budget Committee

IV.D.3-8 - Handout-BAM-Partnership between the District Office and the College-03-2021-Planning and Budget Committee

III.D.3-9 - Website Material - Responsibilities-Policies-Procedures - CLPCCD Business Services

IV.D.3-10 - Board Packet -Regular Board Meeting-10-19-2021-Board of Trustees

IV.D.3-11 - Independent Audit Report-CLPCCD Financial Statement-2019-2020-page 1-3

IV.D.4. The CEO of the District or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated District/system policies without interference and holds college CEO's accountable for the operation of the colleges.

Evidence of Meeting the Standard

The CLPCCD college presidents' job description clearly delineates the president's responsibility for the campus to plan, organize, coordinate, direct, and administer all departments, programs, activities, budgets, and personnel of the College (IV.D.4-1). The presidents work under the general direction of the chancellor who holds the presidents accountable for his/her performance through the evaluation procedure described in AP 7250 Educational Administrators and annual performance goals established pursuant to their employment contracts (IV.D.4-2). College presidents serve as members of the Senior Leadership Team and Chancellor's Council, which provides a mechanism for communication between the chancellor and colleges (IV.D.4-3).

Analysis and Evaluation

The Chabot-Las Positas Community College District meets this standard. The District Chancellor delegates responsibility and authority to the college presidents to implement and administer delegated district policies without interference. The presidents' responsibilities to the campus are detailed in the president's job description. AP 7250 Educational Administrators and employment contracts are mechanisms used to hold the president responsible for his/her performance.

Evidence IV.D.4

IV.D.4-1 - Job Description-College President-Las Positas College-Human Resources

IV.D.4-2 - Policy-Board Policy 7250 Educational Administrators-08-18-15

IV.D.4-3 - Model-Integrating Planning and Budgeting Process-CLPCCD

IV.D.5. District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.

Evidence of Meeting the Standard

The Chabot-Las Positas Community College District meets this standard. The District's integrated planning and budget model (IPBM) was collaboratively designed and developed to serve as the institution's planning model that informs, guides, and evaluates progress towards completion of district and college goals, including goals to improve student learning, achievement and institutional effectiveness(IV.D.5-1).

<p align="center">Integrated Planning & Budget Model</p>

For example, in May 2019 the Board reviewed and approved each colleges' established Vision for Success goals. Each college underwent a broad and inclusive process for identifying and establishing Vision for Success goals, in alignment with the State's mandate (IV.D.5-2). Following each colleges' process, the recommended goals were reviewed and discussed with appropriate IPBM committees prior to presentation and approval by the Board of Trustees (IV.D.5-3).

Most recently, the IPBM was evaluated by constituent members who serve on the various committees (IV.D.5-4). In summer 2021 a 35 question survey was provided with the intention of evaluating the IPBM framework and to identify areas for improvement. Overall, 86% of survey respondents felt that the IPBM structure allows for effective shared governance participation, 82% responded that they had an opportunity for meaningful dialogue and decision making, and 82% felts that decisions and recommendations made by the committees consider the college educational master plans and/or the district-wide strategic plan, as appropriate (IV.D.5-5).

Analysis and Evaluation

The Chabot-Las Positas Community College District meets this standard. The District's IPBM structure provides for an effective and inclusive system of planning and evaluation and is integrated with college level planning and evaluation to review and improve student learning and achievement and institutional effectiveness.

Evidence IV.D.5

IV.D.5-1 - Website Material-Integrated Planning and Budget Model-A Collaborative Process-CLPCCD

IV.D.5-2 - Minutes-College-Council-03-21-2019

IV.D.5-3 - Agenda Item-9.1-Approval of Vision for Success Goals-05-21-2019-Board of Trustees

IV.D.5-4 - Agenda-Integrated Planning Budget Model 2021 Retreat-08-24-21

IV.D.5-Survey-CLPCCD Districtwide Committee Survey Results-08-2021-CLPCCD

IV.D.6. Communication between colleges and Districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.

Evidence of Meeting the Standard

The Colleges and the District use several mechanisms for communicating to ensure effective operations of the colleges and informed decision-making. These mechanisms include the District's annual reports, a Senior Leadership Team (SLT) comprised of leadership from the District and the Colleges, District-level collegial consultation committees, and Board of Trustees meetings.

The District produces annual reports which are timely, accurate, and complete, focused on student achievement, finance, facilities, and personnel. These reports are widely dispersed and available on the District's website (IV.D.6-1).

District-level collegial consultation committees work together as primary conduits for exchanging information and ideas between the District and the Colleges. The process by which this communication occurs is captured in the Integrated Planning and Budget (IPB) process, whose guiding principles identify an effort to "increase communication, provide transparency, and develop trust in the process" (IV.D.6-2). The IPBM model captures the communication flow between the colleges and the District systems (IV.D.6-3).

Analysis and Evaluation

The Chabot-Las Positas Community College District meets this standard. The District effectively uses a variety of means to communicate timely, accurate, and complete information between the colleges and the District that aid in informing discussions and decision making.

Evidence IV.D.6

IV.D.6-1 - Report-CLPCCD Annual Report 2018-2019

IV.D.6-2 - Website Material-IPBM-Guiding Principles of the District Wide Committee-CLPCCD

IV.D.6-3 - Model-Integrating Planning and Budgeting Process-CLPCCD

IV.D.7. The District/system CEO regularly evaluates District/system and college role delineations, governance, and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The District/system widely communicates the results of these evaluations and uses them as the basis for improvement.

Evidence of Meeting the Standard

The District regularly evaluates its system, specifically college role delineations, governance, and decision-making processes, to assure integrity and effectiveness in assisting the colleges in

meeting educational goals for student achievement and learning. This is evaluation accomplished through the District's surveys which are reviewed at District retreats. In addition, District-wide Committees undergo a review of their charges, and the College conducts an internal Accreditation survey to assess the District's system.

The "Guiding Principles" for both the IPBM and the District-wide Committees define a commitment to regularly evaluating and improving the effectiveness of governance and decision-making processes(IV.D.7-1). The IPBM Guiding Principles maintain they will "Provide clear accountability amongst all stakeholders on roles and responsibilities and establish a periodic review and assessment of the process to make recommendations for improvement." Similarly, the District-wide Committees' Guiding Principles commit that "The committees will regularly evaluate and assess the effectiveness of their processes, identify areas for improvement and make recommendations where appropriate" (IV.D.7-2). These evaluations and the recommendations for improvement are captured in committee minutes which are posted on the District website for constituent review. (IV.D.7-3).

The District upholds the commitments made in the Guiding Principles through administering surveys which are used as a basis for improvement. Most recently, the IPBM was evaluated by constituent members who serve on the various District-wide Committees. In summer 2021, a 35-question survey was administered to evaluate the IPBM framework and to identify areas for improvement. Overall, 86% of survey respondents felt that the IPBM structure allows for effective shared governance participation; 82% responded that they had an opportunity for meaningful dialogue and decision making; and 82% felts that decisions and recommendations made by the committees consider the college educational master plans and/or the district-wide strategic plan, as appropriate. (IV.D.7-4).

The results of surveys are reviewed in District retreats. In the Fall 2021 IPBM retreat, the results and evaluation of the survey were reviewed by all IPBM members with the focus on acknowledging what works, identifying improvements that should be evaluated, and establishing committee-level annual goals that align with the District's and College's annual goals and master plans (IV.D.7-5). District Committee are discussing the results (IV.D.7-6)

In addition to the District's surveys, District-wide Committees assess their processes and use these assessments for continuous improvements (IV.D.7-7)

Finally, the College conducts a survey every six years in which it evaluates college role delineations, governance, and decision-making processes (IV.D.7-8) The Accreditation Survey results are widely communicated through the Research, Planning, and Institutional Effectiveness website. (IV.D.7-9).

Analysis and Evaluation

The District uses its IPBM structure to support institutional decision-making and to assist the colleges in meeting educational goals for student achievement and learning. This structure is evaluated through surveys to assure transparency, integrity, effectiveness, and inclusiveness. The results of the evaluation are analyzed at a District retreat where they are used for reflection and continuous quality improvement. In addition, the District-wide Committees evaluate their

processes and the College conducts an Accreditation Survey every six years to evaluate the District's processes.

Survey results, retreat findings, District-Wide Committee evaluations, and the College's Accreditation Surveys are broadly disseminated, being posted on the District's website or, as appropriate, the College's website.

Evidence IV.D.7

IV.7-1 - Website Material-IPBM - Guiding Principles of the District Wide Committee-CLPCCD

IV.D.7-2 - Website Material-Integrated Planning and Budget Model - Guiding Principles of the District Wide Committee-CLPCCD

IV.D.7-3 - DEMC Dashboard Review -Ad Hoc Usergroup-0-04-2019-CLPCCD

V.D.7-4 - Survey-CLPCCD Districtwide Committee Survey Results-08-2021-CLPCCD

IV.D.7-5 - Report-Summary of Findings-08-27-2021-Integrated Planning and Budget Model Retreat-CLPCCD

IV.D.7-6 - Agenda-Chancellor's Council-09-14-2021-Chancellor's Office

IV.D.7-7 - Website Material-Technology Coordinating Committee

IV.D.7-8 - Survey-LPC Accreditation Survey -Research Planning and Institutional Effectiveness

IV.D.7-9 - Website Material-Survey-Latest Survey Results

Conclusions on Standard IV.D. Multi-College Districts or Systems

The District Chancellor provides leadership over all District functions. Functions are delineated as District, college, or shared responsibilities, based on ACCJC standards. The Chancellor reports directly to the Board of Trustees and works through the Senior Leadership Team (SLT), District Integrated Planning and Budget Model (IPBM) committees, and Chancellor's Council on strategic planning, student success and achievement, budget development and monitoring, and communication.

The chancellor delegates authority appropriately to administrators and other constituent groups in keeping with their responsibilities and with collegial consultation processes. The chancellor ensures that all statutes, regulations, and Board policies are implemented and work in accord with the District mission and values.

Improvement Plans

None

Part H: Quality Focus Essay

Introduction

Las Positas College's Accreditation Steering Committee (ASC) met with college governance committees prior to drafting the Institutional Self-Evaluation Report to determine projects for the Quality Focus Essay.   Input received from the Executive Team, Presidential Task Force, Institutional Planning and Effectiveness Committee, Guided Pathways Steering Committee, Academic Senate, College Council, Classified Senate, Student Equity and Achievement Committee, and Professional Development Committee, helped the ASC identify three projects for improvement of institutional effectiveness and enhancement of academic quality:

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

Project 1: Prioritize, coordinate and sustain regular and relevant equity and anti-racism professional development for all classified professionals and faculty.

Equity and anti-racism professional development (PD) for all employees is a strategy identified in LPC's Educational Master Plan (EMP). In the wake of the 2020 civil rights protests and Black Lives Matter movement, LPC committed itself to eliminating student opportunity gaps associated with systemic racism and structural inequities through actionable and sustainable steps. Focused PD not only enables LPC to address student opportunity gaps through daily interactions with students, it provides the skills and knowledge to create lasting institutional change. For this PD to be effective, there must be prioritization, coordination, sustainability, regularity, and relevancy.

> Prioritization: Equity and anti-racism PD needs to be prioritized to enable greater staff participation. Merely offering PD is insufficient as work schedules and other commitments often prevent participation by classified professionals and part-time faculty. Institutional structures need to be developed to create inclusive PD to meet the college's equity and anti-racism goals.

Coordination: Developing institutional structures to enable widespread employee participation in equity and anti-racism PD is important; however, extensive and thoughtful coordination is needed to ensure that the PD is effective in creating a campus culture in which discussions about equity and anti-racism are the norm.

Sustainability: The outrage following George Floyd's death punctuated the inequities in our society and motivated many to action. Unfortunately, and historically, action toward anti-racism and social justice can be difficult to sustain. Creating and implementing anti-racism institutional practices thus requires a collective and sustained commitment to anti-racism PD.

Regularity: Equity and anti-racism PD is only effective when participants have opportunities to abstractly conceptualize how and when to implement practices. Institutional processes must provide regular opportunities to internalize, implement, and review equity-based practices.
Relevancy: Equity and anti-racism PD must be relevant for all participants. Both customer service and andragogy PD need to be offered to accommodate the needs of classified professionals and faculty, respectively.

Measurable outcomes may include:
- Employee satisfaction survey with measurement benchmarks related to equity and anti-racism PD and campus culture.
- Greater than 90% of departments implemented equity and anti-racism PD as evidenced by annual program reviews.
- Greater than 90% of departments sustained equity and anti-racism PD for five consecutive years as described in program reviews.

Secondary outcomes may include improvements in student learning and satisfaction metrics such as equal outcomes for all disproportionately impacted groups in terms of:
- Access
- Course completion
- Retention
- Degree completion
- Certificate completion
- Transfer outcomes
- Student satisfaction with campus climate

A project of this scope requires collaboration and flexibility to allow responsible parties to brainstorm, identify, and evaluate practices. Creating new policies and practices can be a linear

process; changing institutional culture is not so straightforward. The following timeline outlines a structure to allow the flexibility and collaboration needed to carry out this project.

Topic	Action Steps	Responsible Parties	Timeline
Responsibilities	• Identify responsible parties for the following list of action steps. Discuss possible changes of committee charges if necessary.	Accreditation Steering Committee	Year 1 (2021-2022)
Prioritization (Classified Professionals)	• Brainstorm policies/practices to *prioritize* equity and anti-racism PD for classified professionals. Ideas may include: ○ Allocate meeting time for this purpose ○ Close college during PD, convocation, Flex Day, division meetings ○ Resources to allow classified professionals to attend PD during above times ○ Alternate professional development time for classified professionals • Evaluate and identify policies/practices for consideration/approval by shared governance structures. Identify any needed resources/funds.	To be determined Responsible parties may include: Professional Development Committee, Student Equity and Achievement Committee, Classified Senate, Academic Senate, President's Office	Year2 (2022-2023)
Prioritization (Part-time Faculty)	• Brainstorm policies/practices to *prioritize* equity and anti-racism professional development for part-time faculty. Ideas may include: ○ Allocate meeting time for this purpose	To be determined Responsible parties may include: Professional Development	Year 2 (2022-2023)

	○ Alternate professional development time for part-time faculty ○ Create campus equity and anti-racism professional development center ● Evaluate and identify policies/practices for consideration/approval by shared governance structures. Identify any needed resources/funds.	Committee, Student Equity and Achievement Committee, Academic Senate	
Coordination	● Brainstorm policies/practices to *coordinate* and nurture a campus-wide culture of rigorous attention to equity and anti-racist practices. Ideas may include: ○ Document and celebrate equity and anti-racism practices currently being implemented in divisions, departments, and programs ● Identify, implement, evaluate, and revise policies/practices. Identify any needed resources/funds.	To be determined Responsible parties may include: Student Equity and Achievement Committee, Academic Senate	Year 2 (2022-2023) Ongoing
Coordination	● Implement, evaluate, and revise periodic equity and anti-racism PD opportunities. Opportunities may include, but are not limited to: ○ New faculty orientation ○ Convocation keynote speaker and breakout sessions for each discipline ○ Flex Day workshops ○ Variable Flex offerings ○ Monthly Presidential Speaker Series ○ Workshops	Professional Development Committee	Year 1 (2021-2022) Ongoing

	● Identify, implement, evaluate, and revise policies/practices. Identify any needed resources/funds.		

Sustainability	● Brainstorm policies/practices for *sustaining* equity and anti-racism PD for classified professionals and faculty. Ideas for may include:
	  ○ Develop campus equity and anti-racism professional development center
	  ○ Redesign curriculum approval process to ensure course outlines of record include equity-based practices
	  ○ Develop flex day PD workshops for faculty to discuss best practices to implement equity-based practices listed in course outlines of record
	  ○ Create and evaluate multi-year summary of equity and anti-racism PD implementation based on program reviews
	● Identify, implement, evaluate, and revise policies/practices. Identify any needed resources/funds.
		To be determined
		
		Responsible parties may include: Professional Development Committee, Curriculum Committee, Student Equity and Achievement Committee, Program Review Committee
			Year 3 (2023-2024)
			
			Ongoing

Sustainability	● Brainstorm policies/practices for ensuring ideas from equity and anti-racism PD are successfully *implemented* by classified professionals and faculty. Ideas for may include:
	  ○ Caring Campus initiative
	  ○ Summary of equity and anti-racism PD implementation based on annual program reviews
		To be determined
		
		Responsible parties may include: Student Equity and Achievement Committee, Program Review
			Year 3 (2023-2024)
			
			Ongoing

	• Identify, implement, evaluate, and revise policies/practices. Identify any needed resources/funds.	Committee, Classified Senate	
Regularity	• Brainstorm policies/best practices for regular discussions on equity and anti-racism. Design and create opportunities for classified professionals and faculty to internalize, integrate, and implement best practices. Opportunities may include: 　○ Caring Campus Initiative 　○ Multi-part equity and anti-racism workshops that span multiple Flex Days to give attendees opportunity to implement ideas and discuss best practices 　○ Conversations and shared experiences: 　　■ Focus groups with students to better understand experiences and needs 　　■ Communities of Practice (CoP) (focused on student learning) 　　　• SCFF Math Momementum CoP 　　　• White Allyship CoP 　　■ Professional Learning Communities (focused on learning of professionals) 　　　• Teaching Institute	To be determined Responsible parties may include: Classified Senate, Professional Development Committee, Student Equity and Achievement Committee, Guided Pathways Committee	Year 2 (2022-2023) Ongoing

	● TOAST - Teaching Online and Sharing (Tips & Tales) ● Identify, implement, evaluate, and revise policies/practices. Identify any needed resources/funds.		

Relevancy	● Brainstorm methods for determining *relevancy* of equity and anti-racism PD for classified professionals, faculty, and students. Ideas for may include:
	  ○ Surveys to determine types of equity and anti-racism PD desired by
	    ■ Classified professionals
	    ■ Faculty
	    ■ Students
	  ○ Post-PD surveys to determine relevance of equity and anti-racism PD for:
	    ■ Classified professionals
	    ■ Faculty
	● Identify, implement, evaluate, and revise policies/practices. Identify any needed resources/funds.
		To be determined
		
		Responsible parties may include: Classified Senate, Professional Development Committee, Student Equity and Achievement Committee
			Year 2 (2022-2023)
			
			Ongoing

Related accreditation standards:
- I.B.1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.
- I.B.6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.
- II.A.7. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

- III.A.14. The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Related EMP goals:
- College Mission Statement: Las Positas College provides an inclusive, learning-centered, equity-focused environment that offers educational opportunities and support for completion of students' transfer, degree, and career-technical goals while promoting lifelong learning.
- Values Statement: Las Positas College thrives as a collaborative teaching and learning community committed to integrity and excellence by:
  - 6 Committing to anti-racist policies and practices
- Goal D: Organizational Effectiveness:
  - D2. Nurture and support inclusive, transparent, and accountable decision-making processes, in order to ensure broader participation and leadership development amongst full-time and part-time faculty, classified professionals, students, and administrators.
  - D3. Ensure equitable access to relevant professional development opportunities for all college personnel in support of student learning, equity, anti-racism, accessibility, organizational readiness, and institutional effectiveness.
- Goal E: Equity and Anti-Racism:
  - E1. Establish Las Positas College as a destination campus for Black students and other students of color by
    - nurturing culturally-informed and equity-focused curriculum,
    - strengthening access to student support services, and
    - creating physical and virtual cultural centers.
  - E2. Analyze data to take urgent action to eliminate student opportunity gaps associated with systemic racism and investigate the effects of other structural inequities.
  - E3. Identify, assess and work to eliminate inequities associated with racism and implicit bias in hiring, promotions, and employee experience.
  - E4. Nurture a campus-wide culture of rigorous attention to equity and anti-racist practices.

Project 2: Develop student Success Teams to enhance the college experience and career preparation for all students

The development of student Success Teams to enhance the college experience and career preparation for all students is a crucial and innovative component of LPC's EMP goal to ensure educational excellence by designing accessible and inclusive support services for all students and to promote timely completion of transfer, degree, and career-technical goals. It is also LPC's California Guided Pathways Demonstration Project. The purpose of student Success Teams is to foster fellowship among students, provide clear course-taking patterns, and integrate support services so that all students receive the support they need at every step of LPC experience.

Student Success Teams may include faculty, classified professionals, administrators, and student mentors who collaborate and implement data-informed and equity-infused practices. Although team models may vary - either a case-management or inquiry model - the student experience is central to the design. Imagine a new student at LPC receiving a welcome letter that conveys a sense of belonging before they even attend their first class. This is just one example of how a Success Team may begin to develop a sense of community and intentional support.

Measurable outcomes may include:
- Student satisfaction survey related to student Success Teams.
- Improved student access, completion, and retention outcomes.
- Reduction of equity or opportunity gaps in the above measures.

Implementation of this project requires campus-wide team building and collaborative decision-making to garner "buy in" from faculty, classified professionals, students, and administrators. The following timeline outlines the open-ended and flexible structure needed for implementation.

Topic	Action Steps	Responsible Parties	Timeline
Research	● Research best practices and models for student Success Teams. 　○ Discuss models	CA Demonstration Project Team, Guided Pathways Steering Committee	Year 1 (2021-2022)
Research	● Solicit feedback from campus community on how best to design student Success Teams. 　○ Determine model of Success Teams	CA Demonstration Project Team, Guided	Year 1 (2021-2022)

	○ Determine makeup of pilot Success Teams ○ Determine Success Team student groupings ○ Examine applicable models such as learning communities, EOPS case management, Connect Up Program, etc.	Pathways Steering Committee	
Pilot	● Create and pilot student Success Teams that focus on the success and retention of students within academic and career pathways.	To be determined	Year 2 (2022-2023)
Pilot	● Train Success Teams to understand and analyze institutional data: retention, persistence, and success data.	To be determined	Year 2 (2022-2023)
Pilot	● Develop timely and intentional interventions to support student success	To be determined	Year 2 (2022-2023)
Analysis and Development	● Evaluate and improve Success Team pilots.	CA Demonstration Project Team, Guided Pathways Steering Committee	Year 3 (2023-2024) Ongoing
Analysis and Development	● Discuss and develop framework for Success Team implementation for all students.	CA Demonstration Project Team, Guided Pathways	Year 3 (2023-2024) Ongoing

| | | Steering Committee

To be determined | |
|---|---|---|---|

Needed resources for the development and sustainability of students Success Teams include funding beyond 2023. Funding for Guided Pathways is reduced between 2021-2023 and may end Spring 2023. Similarly, district funding for a Student Centered Funding Formula (SCFF) Project on Academic and Career Pathways and career exploration ends Spring 2022. Without additional funding, the work of Success Teams must reside within the means of our campus. Completion of the student Success Teams project can not be assessed yet as LPC has not yet defined the work of Student Success Teams.

Related accreditation standards:
- II.C.4. Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.
- II.C.5. The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.
- II.C.7. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

Related EMP goals:
- Guided Pathways Framework
    - develop Success Teams in areas of study where faculty, classified professionals, and peers work together to support students
    - develop intentional and meaningful interventions to help students meet academic and career-preparedness milestones.
    - develop Equity Audits for each program and course: support faculty in designing of programs, curriculum, syllabi and classroom practices support all learners; provide faculty on Success Teams with professional development and meaningful data to provide intentional learning interventions that support all students.

- Plans Informed by the EMP
  - Guided Pathways Work Plan: The LPC Guided Pathways Work Plan is coordinated by the SEA Committee and implemented by the Guided Pathways Steering Committee. The Guided Pathways plan is to develop an integrated framework of intentionally-designed, clear, coherent, and structured learning and support experiences to help guide each student from point of entry to the attainment of specific educational goals.
- Goal A: Educational Excellence:
  - A1. Analyze and meet the educational needs of a diverse population and workforce through ongoing program support and innovation.
  - A2. Design course offerings, class schedules and modalities, and support services that are accessible and inclusive for all students and promote timely completion of transfer, degree, and career-technical goals.
  - A3. Comprehensively and equitably provide for the learning needs of underserved students and students with disabilities through proactive engagement and support.
  - A4. Provide students with the knowledge and skills necessary for career readiness and advancement.
  - A8. Engage in efforts to safeguard continuity of instruction in career education programs aligned with industry demands or designated as critical infrastructure programs.
- Goal C: Supportive Organizational Resources:
  - C4. Optimize the use of technology in college processes, practices, and facilities to meet student learning needs and support institutional effectiveness.
- Goal D: Organizational Effectiveness:
  - D1. Improve and communicate existing processes for students and personnel through streamlining, integration, standardization, and appropriate use of technology.
  - D5. Continually assess and analyze student data in order to develop and implement plans for institutional improvement.
- Goal E: Equity and Anti-Racism:
  - E2. Analyze data to take urgent action to eliminate student opportunity gaps associated with systemic racism and investigate the effects of other structural inequities.

Project 3: Develop, optimize, and institutionalize a comprehensive system of tutoring and other learning support services

Developing, optimizing, and institutionalizing a comprehensive system of tutoring and other learning support services is an essential component of LPC's EMP's goal to ensure excellence in student learning. The goals of tutoring and other learning support services are collinear with goals from state frameworks, policies, and plans including AB 705, Guided Pathways, Student-

Centered Funding Formula, Student Equity and Achievement Plan, and Vision for Success. Not only does tutoring help students succeed, it provides students a sense of camaraderie and community. Areas to be acted upon include:

Access: Increasing access to tutoring and other support options may involve many components. Current barriers include students not knowing about these services, difficulty accessing the myriad online and in-person support options, hesitancy to ask or advocate for support. Systems must be designed to remove these barriers.

Analysis and Development: Developing effective tutoring and learning support options requires data analysis of tutoring and learning support outcomes to understand how to improve programing.

Optimization: Streamline and automate tutoring and other learning support processes when possible to optimize financial resources. This may include creating or redesigning tutor training curriculum, adopting new technologies, creating on-campus partnerships to bolster outreach efforts, designing new systems and policies, and allocating a greater proportion of funds to the most effective tutoring or learning support services.

Scale and Scope: Increasing the scale and scope of tutoring and other learning support services is critical to creating a comprehensive system. Scaling up a tutoring model requires incrementally increasing programming to assess the administrative oversight needed for an expanded program. Similarly increasing the scope of tutoring and learning support to different academic disciplines requires incremental growth and assessment. Different disciplines will require different models of tutoring and learning support.

Institutionalization: Consistent funding of tutoring and learning support services is critical for developing a comprehensive system, particularly in regards to summer tutoring and fall hiring. Currently, summer tutoring is nearly impossible to offer since funding beyond July 1st is rarely secured given the fiscal year transition during that term. Similarly, consistent funding is required to adequately project how many peer tutors to hire each spring for the subsequent fall semester.

Measurable outcomes may include:
- Student satisfaction survey regarding Tutoring and other learning support services.
- Staff survey regarding Tutoring and other learning support services.
- Significantly improved completion and retention rates for students receiving tutoring across multiple GPA bands

Implementation of this project requires teambuilding to generate necessary support to coordinate tutoring for the college's student body. The LPC Tutoring Program currently consists of one full-time faculty, one full-time instructional assistant, and approximately 30 peer tutors. The following timeline outlines a flexible structure to enable team building and implementation.

Topic	Action Steps	Responsible Parties	Timeline
Teambuilding	● Brainstorm and identify potential responsible parties for the following list of action steps. Discuss possible partnerships to assist implementation of action steps	Tutoring Center Coordinator, Accreditation Steering Committee	Year 1-2 (2021-2023)
Access	● Develop outreach policies/practices to better inform students of tutoring and other learning support services. Ideas may include: 　○ Social media campaign 　○ Hire a student outreach specialist 　○ Faculty and department partnerships 　○ Expand embedded tutoring program 　○ Campus fliers 　○ Campus outreach events ● Identify any needed resources/funds.	Tutoring Center Coordinator (To be determined)	Year 1 (2021-2022) Ongoing
Access	● Create holistic and clear online experience for students to access tutoring and academic support services for multiple courses. ● Identify any needed resources/funds.	Tutoring Center Coordinator (To be determined)	Year 2-3 (2022-2024) Ongoing
Access	● Develop practices to help students overcome reluctance to seek support. ● Identify any needed resources/funds.	Tutoring Center Coordinator (To be determined)	Year 2-3 (2022-2024) Ongoing
Analysis	● Analyze methods to increase access	Tutoring Center	Year 2-3

and Development	to tutoring and learning support service. Further develop and refine systems to remove access barriers.
	● Analyze modes of online and in-person tutoring and learning support services across multiple GPA bands to determine efficacy of services.
	● Evaluate student outcomes and develop effective data-driven system of tutoring and other learning support services. Tutoring and learning support options may include:
	
	Online
	  ● Drop-in Reading and Writing (RAW) faculty tutoring
	  ● Reading and Writing paper drop off
	  ● Drop-in peer tutoring
	  ● Scheduled peer tutoring
	  ● Embedded peer tutoring
	  ● Math concurrent support classes
	  ● Tutoring conducted by instructional assistants or offered through learning communities, the Veteran's Center, or EOPS.
	  ● Outsourced tutoring such as NetTutor
	In-Person
	  ● Drop-in Reading and Writing (RAW) faculty tutoring
	  ● Drop-in peer tutoring
		Coordinator
		
		(To be determined)
			(2022-2024)
			
			Ongoing

	- Drop-in faculty tutoring during office hours - Scheduled peer tutoring - Embedded peer tutoring - Math concurrent support classes - Tutoring conducted by instructional assistants or offered through learning communities, the Veteran's Center, or EOPS.		
Optimization	- Develop processes to optimize online tutoring and learning support services. Ideas may include: - Institutionalize student outreach positions - Asynchronous tutor training modules - Outsource tutor training - New timesheet software - Streamline processes and procedures - Prioritize funding for most effective tutoring model - Identify any needed resources/funds.	Tutoring Center Coordinator (To be determined)	Year 1-3 (2021-2024) Ongoing
Optimization	- Develop processes to optimize in-person tutoring and learning support services. Ideas may include: - New tutoring center - In-person tutor waiting queue - Streamline processes and procedures - Prioritize funding for most effective tutoring model	Tutoring Center Coordinator (To be determined)	Year 1-3 (2021-2024) Ongoing

	• Identifyany needed resources/funds.		
Scale and Scope	• Evaluate student outcomes to determine requisites for effective tutoring by discipline. • Develop effective, scalable, and data-driven model of tutoring and other learning support services. • Identify any needed resources/funds.	Tutoring Center Coordinator (To be determined)	Year 4 (2024-2025)
Institutiona lization	• Develop sustainable funding model for the Tutoring Center and other learning support services. • Develop comprehensive system of tutoring and other learning support services.	Tutoring Center Coordinator, Accreditation Steering Committee (To be determined)	Year 5 (2025-2026)

Related accreditation standards:
- I.B.2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services
- I.B.7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission
- II.A.7. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.
- II.B.1. The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services.
- II.B.3. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Related EMP goals:
- Goal A: Educational Excellence:
    - A6. Develop and institutionalize a comprehensive system of tutoring and other learning support services.
- Goal C: Supportive Organizational Resources:
    - C3. Evaluate and ensure staffing levels that support student needs and institutional effectiveness.
    - C4. Optimize the use of technology in college processes, practices, and facilities to meet student learning needs and support institutional effectiveness.
    - C6. Optimize and continually update facilities to address student and personnel needs.
- Goal D: Organizational Effectiveness:
    - D1. Improve and communicate existing processes for students and personnel through streamlining, integration, standardization, and appropriate use of technology.
    - D5. Continually assess and analyze student data in order to develop and implement plans for institutional improvement.
- Goal E: Equity and Anti-Racism:
    - E2. Analyze data to take urgent action to eliminate student opportunity gaps associated with systemic racism and investigate the effects of other structural inequities.