

Leadership & Governance

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STANDARD



Las Positas College is a learning-centered institution focused on excellence and student success, and is fully committed to supporting all Tri-Valley residents in their quest for education and advancement.

STANDARD IV.A: DECISION-MAKING PROCESS

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles 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 administrator.

IV.A.1

Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in 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 discussion, planning, and implementation.

Descriptive Summary

Las Positas College strives to create a decision-making process which empowers all institutional leaders representing all constituencies in efforts to continually improve service to students. This includes not only encouraging innovation, but also making sure that foundation documents reflect this commitment to students. In 2013 the College reviewed and modified its mission, vision, and values statements to place a greater emphasis on student success and completion. The process began in fall 2012 with the LPC Planning Task Force (a committee comprised of all constituency groups), which examined ACCJC requirements, as well as models from other institutions, as guidelines for discussing the characteristics of the current mission.^{927, 928} The Task Force identified several areas for improvement and crafted a proposed new mission, vision, and values statement to the campus community. The proposed mission, vision, and values statements were discussed at several Town Hall Meetings and by the College's senates.^{929, 930, 931, 932, 933, 934, 935} In response to the consequent feedback, modifications to the language were made.⁹³⁶ The College Council voted to adopt the new mission, vision, and values statements in spring 2013.⁹³⁷

⁹²⁷ [Planning Task Force minutes, 09-21-12](#)

⁹²⁸ [Planning Task Force notes, 09-28-12](#)

⁹²⁹ [Town Meeting agenda, 10-03-12](#)

⁹³⁰ [Town Meeting discussion on Mission and Values, 10-03-12](#)

⁹³¹ [Instructions for Second Hour Activity - Mission Statement Revisiting](#)

⁹³² [Town Meeting agenda, 11-07-12](#)

⁹³³ [Town Meeting discussion on Mission and Values, 11-07-12](#)

⁹³⁴ [Academic Senate discussion on Mission and Values](#)

⁹³⁵ [Classified Senate discussion on Mission and Values](#)

⁹³⁶ [Planning Task Force minutes, 02-01-13](#)

⁹³⁷ [College Council minutes, 03-27-13](#)

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With new presidential leadership entering in December 2013, there was a need to bridge the gap between the mission development process of the past administration and the new administration. In spring 2014, the administrative team proposed institutional foci for the College, pulling three themes from the new mission statement: Completion, Equity, and Excellence. They presented these themes at a Town Hall Meeting.⁹³⁸ The Integrated Planning Committee used these goals to identify planning and allocation priorities for the 2014-2015 academic year.⁹³⁹ These priorities were also presented at a Town Hall Meeting.^{940, 941, 942} In fall 2014, the College President outlined a set of institutional goals reflecting both the institutional foci and the planning priorities, which he presented at a Town Hall Meeting and distributed to the constituency groups for review.⁹⁴³ Since their creation, the planning priorities are placed at the top of all College meeting agendas in order to remind participants of these broader institutional goals.⁹⁴⁴ The 2014-2015 priorities reflect the mission's emphasis on student learning and success, for example, by emphasizing curriculum support and basic skills sequencing.

Programs and services at LPC identify their roles in supporting the College mission and goals through the program review process, as they are required to explain their connection to the College mission.⁹⁴⁵

The College endeavors to keep all constituencies apprised of its students' performance as a metric for continual improvement. Various indicators of performance are available for staff and students, relating specifically to student success in individual programs, as well as broader measurements of student success.^{946, 947} The College posts its ScoreCard as required by the California Community College Board of Governors.⁹⁴⁸ This ScoreCard lists retention and completion data by gender, age, ethnicity, and readiness. Program review data that looks at average success rates in the classroom is also made available online, and the posted program reviews analyze the SLO data pertinent to each program.⁹⁴⁹ In addition, the Office of Institutional Research and Planning has gathered in-depth student success data for the English and math departments focusing on student completion of their basic skills sequences.⁹⁵⁰

The ScoreCard and program review summaries, created by division deans, are used by the Integrated Planning Committee as guiding documents for identifying future planning priorities.⁹⁵¹ The program review data is used by individual departments to develop plans for staffing, equipment needs, and other improvements.^{952, 953} For example, the English department used program review outcomes and the in-depth research on course sequence success rates to make changes in that program's course sequence. Also, the program review outcomes

[938 Town Meeting agenda, 04-02-14](#)

[939 IPC Planning Priorities, 04-10-14](#)

[940 Town Meeting agenda, 05-07-14](#)

[941 Town Meeting discussion, 11-06-13](#)

[942 Proposed planning, budget, and assessment cycle PPT](#)

[943 Town Meeting agenda, 11-06-13](#)

[944 Example agenda](#)

[945 Example Program Review template, see Section I](#)

[946 Student Success & Outcomes](#)

[947 Sociology program review data](#)

[948 LPC ScoreCard](#)

[949 English data from Research and Planning](#)

[950 English program review update](#)

[951 Program Review summaries](#)

[952 IPC Minutes, 03-20-15](#)

[953 IPC Minutes, 04-17-15](#)

and in-depth math-sequencing research resulted in an innovative program from the math department called Math Jam. Math Jam is an intensive week-long, pre-semester math workshop for students. The foci of Math Jam are to a) prepare students for upcoming math courses, and b) provide intensive review for students taking math assessments for course sequence placement. The success of this program has been remarkable: out of 47 students who participated in Math Jam and retook the placement test, 20 of them scored one to two levels above their original placement, significantly improving their likelihood of achieving their educational goals.⁹⁵⁴

Two committees were formed since the last accreditation site visit to help the College improve its planning effectiveness. The Institutional Effectiveness Committee (IEC), in collaboration with the institutional researcher, is responsible for institution-wide evaluation.⁹⁵⁵ In the past several years, the IEC has evaluated several key processes. For example, in 2012-2013, two key processes were evaluated: a) the process for revision of the college mission, vision, and values, and b) the use of the “common tool,” a vehicle for documenting and communicating needs of programs in the program review process. The results of the evaluations are found in our annual Institutional Effectiveness Report.⁹⁵⁶ Using these results for improvement, the College replaced the functions of the common tool with revisions to the program review template. The second committee, the Integrated Planning Committee, was the outcome of a year-long exploration into the institution’s planning needs. The College first created the Planning Task Force in August 2012 and gave it a one-year charge to review institutional documents (Mission, Vision, Values, and Goals Statements) and propose a planning process.⁹⁵⁷ In spring 2013 the Task Force presented their proposal in a Town Hall Meeting.⁹⁵⁸ The divisions and the Senates evaluated the documents and gave feedback that led to modifications.⁹⁵⁹ This process of presentation and feedback underwent three iterations in order to achieve the widest possible participation. In fall 2013, the College President and the College Council modified the proposal again by adding a budgeting cycle, and the whole process was then approved.⁹⁶⁰ This approval enabled the creation of the IPC in spring 2014, and following its charge, the new Committee undertook the development of planning and allocating priorities for the 2014-2015 academic year.

The specific uses and characteristics of these planning priorities were very carefully considered in IPC meetings. Wording that was too vague, for example, might limit their effectiveness; on the other hand, overly prescriptive language might be perceived as dictatorial.⁹⁶¹ After discussions, the IPC decided to integrate language into their charge indicating the recommendation of mid-level range priorities to the President, who would then be responsible for their implementation.⁹⁶² The College Council has been charged with the evaluation the integration of planning, allocation, and budgeting.⁹⁶³ On May 28, 2015, the Council is scheduled to identify how planning priorities were used in allocation and budgeting recommendations and decision making.⁹⁶⁴

⁹⁵⁴ [Town Meeting Math Jam presentation, 02-04-15](#)

⁹⁵⁵ [Charge of the IEC](#)

⁹⁵⁶ [IEC report, 2012-2013](#)

⁹⁵⁷ [Charge of the Planning Task Force](#)

⁹⁵⁸ [Town Meeting presentation](#)

⁹⁵⁹ [Planning Task Force minutes, 04-12-13](#)

⁹⁶⁰ [College Council minutes, 09-10-13](#)

⁹⁶¹ [IPC minutes, 04-10-14](#)

⁹⁶² [IPC minutes, 04-29-14](#)

⁹⁶³ [College Council minutes, 12-11-14](#)

⁹⁶⁴ [College Council agenda, 05-28-15](#)

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At the department level, planning for improvements engages shared-governance processes through program reviews, which are written every three years and updated annually. To write program reviews, College instructional and non-instructional programs assess their effectiveness in terms of SLO and SAO achievement, success rates, persistence rates, and other data related to student learning.⁹⁶⁵ From this assessment, programs conceive plans for changes along with the actions and resources necessary to enact them. While the Program Review Committee guides this process and oversees the quality of program reviews, the program faculty and staff, along with the division dean, remain responsible for implementing their plans.⁹⁶⁶

After program reviews have been submitted and posted, each division dean synthesizes program reviews into a summary in order to make the most salient patterns and themes among the programs accessible to all College governance. The Integrated Planning Committee, in particular, uses the divisional summaries as the basis for creating institutional planning priorities.

The campus allocating committees (Staff Development, Resource Allocation, Basic Skills, and Faculty Hiring Prioritization) consider these planning priorities as well as program review documents in their allocation recommendations to the President. The President uses these planning priorities to evaluate the ranking of allocation recommendations and makes allocation decisions.

Self-Evaluation

Las Positas College meets the standard by supporting the campus environment which empowers the College. As the improvements in the planning process indicate, the College is engaged in substantive dialog that has led to sound institutional improvements. In addition, the College continues to seek improvement in its governance of non-budgetary institutional priority development and implementation. The robust program review process and the creation of the Institutional Effectiveness Committee are two outcomes of an effective governance environment. The new planning process is finishing its first whole cycle, and this achievement is a result of a campus culture that continues to foster innovation and collaboration.

Action Plan

None.

Continuous Improvement Plan

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

⁹⁶⁵ [Program Planning Update form](#)

⁹⁶⁶ [Program Review Committee charge](#)

IV.A.2

The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.

IV.A.2.A

Faculty and administrators 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. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.

Descriptive Summary

The College's written policies specify the different constituencies' roles in institutional governance. Board Policies 2010 through 2015 identify the roles and responsibilities of the Academic, Classified, and Student Senates in decision making.^{967, 968} In addition, Faculty Association and SEIU contracts identify how and when they appoint representatives to committees.⁹⁶⁹ The College governance and committee structure are also outlined in Board Policy and in a detailed Governance Handbook, which has been recently updated in January 2015.⁹⁷⁰ The majority of shared-governance committees require participation from administration, faculty, classified staff, and students.

The written guidelines describing the new planning and budget cycle explain the roles different constituencies play in these processes. The faculty, classified staff, students, and administrators provide input, agendaize concerns, and vote on priorities and recommendations for planning and budgeting through the regular meetings of shared-governance bodies such as the Resource Allocation Committee (RAC), the Facilities Committee, and the Technology Committee. The meetings are open to non-committee members, and when addressing agenda items committee members are presented with and consider relevant information including program review data, SLO achievement data, the College mission and goals, student success data, College planning priorities, as well as the input and feedback of their respective constituency groups, in order to arrive at a decision. Once a recommendation or decision is made, the results are forwarded to the President. Throughout the year, the College President reviews the recommended planning and budgeting priorities and determines which priorities shall be adopted by the College as it looks toward the next year's allocation activities. In the spring, the College Council, interfacing with the President and executive staff, reviews the

⁹⁶⁷ Board Policy 2010

⁹⁶⁸ Board Policy 2015

⁹⁶⁹ Union agreements

⁹⁷⁰ Governance Handbook

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tentative budget to ensure integration with planning priorities. Once the College Council has provided feedback, the President works with the executive staff to finalize the budget and forward it to the District and then the Board of Trustees for final approval.^{971, 972, 973}

The role of the Institutional Effectiveness Committee, which is comprised of representatives from the college administration, student government, faculty, and classified staff, is to determine if the processes that make up the planning and budget cycle are effective and can be improved. The IEC is currently evaluating how committees have used the planning priorities.⁹⁷⁴ The College Council's role in assessment is to determine the degree of planning and budget integration, including the alignment between planning priorities and resource allocations. The President then reports the planning priorities to the campus community.

At the committee level, the College has a history of responding to issues of functional effectiveness. For example, in 2009 the Resource Allocation Committee was responsible for both human and physical resource decisions. That year, the Committee deliberated about the potential ineffectiveness of prioritizing faculty position requests with Committee membership including only one dean. These discussions led to the creation of the Faculty Hiring Prioritization Committee, a subcommittee of the Academic Senate. The membership and charge of this committee were determined with particular consideration of the expertise and representation in its membership that would best support its purposes. Through the assessment of its own effectiveness, the RAC responded with a plan for change to College governance that, when executed, extended the whole institution's capacity to achieve student learning.

Self-Evaluation

Las Positas College meets the standard by having established committees that are representative of all constituencies and have written guidelines which allow for substantial input on matters of governance. The new committees comprising the Planning and Budget Cycle will be evaluated at the close of their first cycle in spring 2016.

Action Plan

None.

Continuous Improvement Plan

After the completion of the first two years of the Planning and Budget Cycle, by spring 2016, the Institutional Effectiveness Committee will conduct an evaluation of the process.

⁹⁷¹ IPC minutes, 01-30-15

⁹⁷² College Council minutes, 02-16-15

⁹⁷³ College Council minutes, 03-26-15

⁹⁷⁴ Potential planning priority

IV.A.2.B

The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.

Descriptive Summary

Board Policy 2015 outlines faculty duties in terms of where the Board relies primarily on faculty and where faculty must reach mutual agreement with Board designates.⁹⁷⁵ Currently, the Board relies primarily upon faculty for curriculum development, degree requirements, and grading policies. The Board reaches mutual agreement with faculty in the areas of program development, processes for program review, and student success.

The College's Academic Senate has six subcommittees: Curriculum, Faculty Prioritization, Student Learning Outcomes, Program Review, Basic Skills, and Distance Education. Their charge, composition, and reporting structure are clearly documented.⁹⁷⁶

Academic administrators provide support for the College's student learning and academic services by engaging with faculty and programs to make recommendations in program review and curriculum development to support students' achievement of stated outcomes.^{977, 978} As noted previously, academic administrators are asked to describe their support for student achievement of student learning outcomes as part of their regular evaluation.⁹⁷⁹

Self-Evaluation

The College meets this standard by codifying the role of the Academic Senate on matters about student learning programs and services. The Curriculum Committee is active in approving and reviewing courses on a regularly scheduled basis.

Action Plan

None.

Continuous Improvement Plan

The Academic Senate will continue to evaluate the charge, composition, and reporting structure of its subcommittees.

⁹⁷⁵ Board Policy 2015

⁹⁷⁶ Governance Handbook

⁹⁷⁷ Committee Composition—Program Review

⁹⁷⁸ Committee Composition—Curriculum Committee

⁹⁷⁹ Board Policy 2015

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IV.A.3

Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.

Descriptive Summary

LPC's governance structure is outlined in Board policy.⁹⁸⁰ With the exception of the College Enrollment Management Committee, which includes Faculty Association and administrative appointees, the College's committees have membership representing all constituencies.⁹⁸¹ The College Council, whose membership uniquely includes the chairs of other standing committees, is a central mechanism for exchanging information and introducing constituency groups to District and College initiatives.⁹⁸² In addition to committee meetings, important venues for information sharing, discussion and feedback, and professional development include monthly Town Hall Meetings which are attended by the whole College community.⁹⁸³ Monthly division meetings also have a role in several of the College's governance processes, and they are a primary point of contact between faculty and their Academic Senate.⁹⁸⁴

Self-Evaluation

The College meets this standard through its established governance structure that incorporates the input of the Board and College constituencies to work for the good of the institution. Regular surveys conducted at the College help assess the effectiveness of governance processes. In the fall 2014 Accreditation Survey, 63 percent of respondents agreed that governance roles are designated to facilitate support for student learning programs and improved institutional effectiveness.

Action Plan

None.

Continuous Improvement Plan

None.

⁹⁸⁰ [Board Policy 2015](#)

⁹⁸¹ [Charge and composition of CEMC](#)

⁹⁸² [Charge and composition of College Council](#)

⁹⁸³ [Town Meeting example agenda](#)

⁹⁸⁴ [Example Division meeting minutes](#)

IV.A.4

The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self-evaluation, and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.

Descriptive Summary

Las Positas College has consistently demonstrated integrity in its relationship with ACCJC by fully engaging ACCJC recommendations and using them to make improvements. The 2009 site visit resulted in five College recommendations, and two District recommendations.⁹⁸⁵ In fall 2010, LPC wrote a one-year follow up report demonstrating the integration of student learning outcomes into program review (Recommendation 3A), the implementation of program review for all administrative programs (Recommendation 3B) and implementation of information competency requirements (Recommendation 4).⁹⁸⁶ The College's midterm report showed improvement in its research capacity (Recommendation 1A), the program review process (Recommendation 3B), and the evaluation of the allocation model (District Recommendation 2).⁹⁸⁷

Through the past three years, the College has also worked continuously to create an integrated planning model (Recommendation 1A, 3A). In fall 2012, the Planning Task Force emerged out of College membership on the District Budget Study Group.⁹⁸⁸ This group was tasked with evaluating the College mission statement and proposing an integrated planning model to the College community. After significant input from all constituencies, a budget cycle was added to the proposed planning model in fall 2013, and the College Council subsequently voted to implement this model.⁹⁸⁹ In spring 2014, the Integrated Planning Committee was formed, and it made its first planning recommendations for the 2014-2015 academic year.⁹⁹⁰ In fall 2014, the Integrated Planning Committee created a narrative explanation of the budget and planning cycle to make the processes accessible and transparent to the community.⁹⁹¹

⁹⁸⁵ [2009 ACCJC recommendations](#)

⁹⁸⁶ [2010 LPC follow-up report](#)

⁹⁸⁷ [October 2012 midterm report](#)

⁹⁸⁸ [Planning Task Force charge](#)

⁹⁸⁹ [Proposed planning, budget, and assessment cycle](#)

⁹⁹⁰ [IPC minutes, 04-29-14](#)

⁹⁹¹ [IPC minutes, 01-30-15](#)

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Administrative offices, working with faculty, developed processes for the current self-study that ensure optimal accuracy and authenticity in the responses to ACCJC standards. The study's primary authors included faculty, classified staff, and administrators, guided by a steering committee and faculty Accreditation Liaison Officer.⁹⁹²

Las Positas College also applied for substantive changes in 2010 and 2013, both of which were approved by ACCJC.^{993, 994}

The College's evidence of compliance with USDE regulations is its adherence to those policies within the regulations.

Self-Evaluation

LPC meets this standard by responding promptly and fully to the Accreditation Commission's recommendations and providing all requested reports and data in a timely manner.

Action Plan

None.

Continuous Improvement Plan

None.

⁹⁹² [Team listing](#)

⁹⁹³ [Substantive Change Approval, 05-03-10](#)

⁹⁹⁴ [Substantive Change Approval, 05-09-13](#)

IV.A.5

The role of leadership and the institution's governance and decision making structures 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.

Descriptive Summary

In 2010 Las Positas College created the Institutional Effectiveness Committee (IEC), whose primary charge is to evaluate key College processes.^{995, 996} The IPC provides input to the Office of Institutional Research and Planning, which creates an annual Institutional Effectiveness Report tracking progress toward College goals that support student learning.^{997, 998} This report is presented at College Council and Town Hall Meetings, and it is made accessible to the public through the College website.

In spring 2015, the IEC assessed the College's resource allocation processes. In 2015-2016, the IEC will evaluate the effectiveness of the first completed cycle of the new planning and budget model. Specifically, it will assess how well the Integrated Planning Committee used program reviews to create College planning priorities for 2014-2015.

In spring 2013, the Planning Task Force performed an assessment of shared-governance committee functioning, especially as it related to membership and attendance.^{999, 1000, 1001} Surveys and interviews of committee chairs suggested that the size of the shared-governance structure might not be optimal for the size of the College. In fall 2013, the Academic Senate conducted a survey of faculty, and it used the results to make modifications to the governance structure to improve its effectiveness, which the College Council adopted.^{1002, 1003}

Self-Evaluation

Las Positas College meets this standard by having a standing committee that has as its charge the evaluation of key college governance processes. In addition, the Academic Senate has evaluated its governance structure and made changes based on that data.

Action Plan

None.

Continuous Improvement Plan

None.

⁹⁹⁵ [College Council minutes, 04-15-10](#)

⁹⁹⁶ [IEC charge](#)

⁹⁹⁷ [2012-2013 Institutional Effectiveness report](#)

⁹⁹⁸ [Math presentation, 10-03-12](#)

⁹⁹⁹ [Planning Task Force minutes, 11-30-12](#)

¹⁰⁰⁰ [Letter to committee chairs](#)

¹⁰⁰¹ [Planning Task Force minutes, 02-01-13](#)

¹⁰⁰² [Academic Senate minutes, 03-26-14](#)

¹⁰⁰³ [College Council minutes, 04-24-14](#)

STANDARD IV.B: BOARD AND ADMINISTRATIVE ORGANIZATION

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.

Descriptive Summary

Las Positas College and Chabot College are the two independently accredited colleges of the Chabot-Las Positas Community College District. The governing body of the District is a nine-member Board of Trustees. Seven of the Trustees are elected biennially by the registered voters of nine specific communities: Castro Valley, Dublin, Hayward, Livermore, Pleasanton, San Leandro, San Lorenzo, Sunol, and Union City in accordance with Board Policy (BP) 2010 Board Membership and BP 2100 Board Elections.^{1004, 1005} The two student trustees are non-voting members and are elected annually by students at each of the colleges in accordance with BP 2015 Student Membership.¹⁰⁰⁶ The Board of Trustees reviewed the composition of District lines in 2011-2012 and decided to keep the current structure.¹⁰⁰⁷ The terms of office for the members that are publicly elected are staggered with biennial elections in accordance with the California Education Code. Current members of the Board work in private business, for educational institutions, or are retired.

The role and responsibilities of the Board are outlined in BP 2200 and include, “represent the public interest, establish, review, and revise policies, assure fiscal health and stability, monitor the institutional performance and educational quality, hire and evaluate the Chancellor, and delegate power and authority to the Chancellor to effectively lead the District.”¹⁰⁰⁸

The District and College organizational roles are outlined in the Function Map. The Function Map delineates the (P) “primary,” (S) “secondary,” and (SH) “shared” responsibilities of the district and the colleges.¹⁰⁰⁹ The District and College organizational charts also define the roles and responsibilities of District and College personnel.¹⁰¹⁰ In 2014, the District employed services through the CCLC to review and recommend changes to policies and administrative procedures. All policies and procedures were brought into compliance. The District’s functional map was also reviewed in 2014 by the senior leadership team (presidents and vice chancellors) and the college accreditation chairs. The map was revised based on that input and then sent to the Chancellor’s cabinet where it was approved.

¹⁰⁰⁴ [Board Policy 2010](#)

¹⁰⁰⁵ [Board Policy 2100](#)

¹⁰⁰⁶ [Board Policy 2015](#)

¹⁰⁰⁷ [Board minutes, 10-18-11](#)

¹⁰⁰⁸ [Board Policy 2200](#)

¹⁰⁰⁹ [Delineation of Functions map](#)

¹⁰¹⁰ [LPC Org Charts](#)

The districtwide decision making process is outlined in the Integrated Planning & Budgeting Model (IPBM) process chart created in 2014.¹⁰¹¹ The participatory governance structure is outlined in both the District governance chart and AP2015 (collegial consultation).¹⁰¹²

When needs are identified by, “students, faculty, staff, or community and external factors...” they are then shared through the college committees which include Planning, Budget, Technology, Facilities, Resources, and Curriculum, and Enrollment Management (CEMC). The needs and interests of the College committees are communicated to the various District committees including Educational Support Services (ESS), Technology Coordinating Committee (TCC), Facilities Committee, District Enrollment Management Committee (DEMC), and District Planning and Budget Committee (PBC). Each of these districtwide committees may forward recommendations to the Chancellor. The Chancellor communicates relevant information and solicits input from the Chancellor’s Council, a group that meets monthly to review and discuss issues that may impact the colleges and the constituency groups.¹⁰¹³ The Chancellor’s Council includes the leadership from the classified and faculty associations, student associations, and classified and academic senates. All appropriate items are forwarded to the Chancellor as recommendations and taken to the Board for a vote. These items include revisions to the allocation model, curriculum revisions, large purchase, and changes to facilities designated as the responsibility and authority of the Board.¹⁰¹⁴

Self-Evaluation

The college and the District meet this standard by having a fully functioning Board of Trustees with clearly defined roles.

Action Plan

None.

¹⁰¹¹ [IPBM page](#)

¹⁰¹² [District Governance chart](#)

¹⁰¹³ [Chancellor’s Council](#)

¹⁰¹⁴ [Board Policy 4000 series](#)

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IV.B.1

The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.

Descriptive Summary

The responsibilities of the Board of Trustees are described within BP2200 and include its responsibility for establishing policies that assure the quality, integrity and effectiveness of the colleges' student learning programs and services as well as the financial stability of the District and its colleges.¹⁰¹⁵

The Board adheres to its policy and procedures for selecting and evaluating the Chancellor as outlined in BP 2431 and 2435.^{1016, 1017} The Board and the Chancellor develop goals in consultation as part of the Chancellor's evaluation process. Those goals are consistent with the mission, vision, and values outlined in the Board Priorities.¹⁰¹⁸ The Chancellor's evaluation, most recently completed in spring 2015, is noted on the Board agenda as an item for closed session.¹⁰¹⁹

Self-Evaluation

The College and the District meet this standard. The Board has established and revised policies to assure high-quality and effective instructional and student support programs. Policies and procedures are in place to assure prudent and fiscally sound financial decisions regarding all district funds, including bond funds. All contracts for goods and services, as well as subsequent changes, go through proper procedures and are ultimately approved and/or reviewed by the Board.

The Board has established and adheres to its policies and procedures governing the recruitment, selection, and evaluation of the Chancellor. The Board recognizes that it must work in consultation with the Chancellor in developing appropriate goals and priorities for evaluation.

Action Plan

None.

Continuous Improvement Plan

None.

¹⁰¹⁵ [Board Policy 2200](#)

¹⁰¹⁶ [Board Policy 2431](#)

¹⁰¹⁷ [Board Policy 2435](#)

¹⁰¹⁸ [Board Priorities](#)

¹⁰¹⁹ [Board agenda, 03-03-15](#)

IV.B.1.A

The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.

Descriptive Summary

The role of the Board of Trustees is outlined in the BP 2000 series.¹⁰²⁰ Board members understand their responsibilities in representing the public interest by developing policies that support the broad interest of the community to ensure student access and success. The Board's mission statement approved on July 15, 2014, and posted on the District website states, "The Chabot-Las Positas Community College District (CLPCCD) prepares students to succeed in a global society by challenging them to think critically, to engage socially, and to acquire workplace knowledge and educational skills."¹⁰²¹

The Board understands the significance of reaching a decision and acting as a whole. Members ascribe to the ethical behaviors as outlined in BP 2715.¹⁰²² The Board advocates for the District and the colleges in Board meetings and community settings, to ensure that the core values, mission, and vision as articulated through the college websites and planning committees are evident in their decision making. Board meeting minutes show that the Board most often achieves unanimous decisions.¹⁰²³

Self-Evaluation

The College and District meet this standard as evidenced by Board Policies 2010-2750 and corresponding Administrative Policies 2015-2740. Additionally, significant professional development is provided to Board members during their orientation and throughout their tenure on the Board to ensure that they are clear regarding their responsibilities and scope of authority. The Board makes decisions as a whole, advocates for the colleges and each member upholds decisions, understanding the importance of working together to support the District's interests.

Action Plan

None.

Continuous Improvement Plan

None.

¹⁰²⁰ [Board policies, 2000 series](#)

¹⁰²¹ [District Mission Statement](#)

¹⁰²² [Board Policy 2715](#)

¹⁰²³ [Board Meeting minute archives](#)

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IV.B.1.B

The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.

Descriptive Summary

All policies set forth by the Board of Trustees are consistent with its mission. In summer 2014, the Board evaluated and revised the District mission statement to better reflect the Board priorities adopted in spring 2013 as well as the attainment of student success goals: “The Chabot-Las Positas Community College District prepares students to succeed in a global society by challenging them to think critically, to engage socially, and to acquire workplace knowledge and educational skills.”¹⁰²⁴

The Board is made aware of the progress of the colleges toward student learning goals through information shared at Board meetings, information on the colleges’ ScoreCards, and on each college’s student success and equity plan.¹⁰²⁵ The Board not only supports resource allocation for the continuation of student learning programs and services, but has also allocated funds to support expansion of specialized student programs that provide excellence and equity, such as the Veterans First Program and the Expanding Your Horizons Program.^{1026, 1027}

Board Policy 2200 identifies the general objectives for the Board of Trustees, including to monitor institutional performance and educational quality; 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; and assure fiscal health and stability. Board decisions are made in accordance with federal, state, and local policy and guidelines.

¹⁰²⁴ [Board minutes, 07-15-14](#)

¹⁰²⁵ [Board presentation, 06-24-14](#)

¹⁰²⁶ [Veterans First Program](#)

¹⁰²⁷ [Expand Your Horizons Program](#)

The Board reviews and regularly approves curriculum recommendations from the Curriculum Committees of both colleges as well as recommendations on student success activities such as those documented in the Student Equity Plan and Student Success and Support Program Plan (SSSP), and plans that are developed through the Educational Support Services Committee (ESS).

The Board regularly receives presentations from faculty and staff from various college programs, reviews reports including those from the colleges' offices of institutional research and planning, and attends campus and community events. Institutional mission statements and goals are reviewed during the annual planning retreat and at workshops throughout the year.

Self-Evaluation

The College and the Board meet this standard. Decisions are made by the Board based on the mission and priorities, and the Board ensures that resources are available and used to support learning programs and services as evidenced in Board meeting minutes. Updates on programs, services and budgets are regularly provided to the Board.

Action Plan

None.

Continuous Improvement Plan

None.

Standard IV: Leadership and Governance

IV.B.1.C

The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.

Descriptive Summary

The Board of Trustees, in fulfilling its mission statement and Board policies, acts independently of all other entities and accepts its responsibility for educational quality, legal matters, and financial integrity, as described in Board Policy 2200.¹⁰²⁸ In addition, as a district composed of California public institutions, the Board must also comply with the California education code of regulations Title 5, as well as all pertinent federal and state codes and regulations. Actions at the colleges from hiring staff and faculty to initiating a new program require Board approval, as do all legal contracts. The Board has regular budget updates throughout the year (January, May, July, and September), and it approves the adopted budget before it is submitted to the state.^{1029, 1030, 1031}

Through its adherence to the District mission statement, the Board affirms its commitment to educational quality for all students.¹⁰³² The Board's priorities reiterate its commitment to fulfilling its financial, legal, and operational obligations and to support educational programs developed by the Colleges.¹⁰³³

Self-Evaluation

The Board of Trustees, through its mission and Board policies, is ultimately responsible for the educational quality, legal matters, and financial integrity of the District. The Board reviews financial information as it relates to the District at its regularly scheduled meetings. In January of each year, the governor's initial budget proposal and the subsequent May budget revise are reviewed by the Board. The Board also reviews and approves the District tentative budget in June and the adopted budget in September.

The Board also receives quarterly updates on the financial status of the District and of academic and student support programs as well as general college activities, including accreditation matters.

Action Plan

None.

Continuous Improvement Plan

None.

¹⁰²⁸ [Board Policy 2200](#)

¹⁰²⁹ [BoT minutes, 01-21-14](#)

¹⁰³⁰ [BoT minutes, 06-21-14](#)

¹⁰³¹ [BoT minutes, 09-16-14](#)

¹⁰³² [Board Mission Statement](#)

¹⁰³³ [Board Priorities](#)

IV.B.1.D

The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

Descriptive Summary

In the past three years, all Board of Trustees' policies regarding size, duties, responsibilities, structure, and operating procedures have been evaluated and updated. The associated Administrative Procedures also have been updated.¹⁰³⁴

Chapter 2 of Board Policies (BP 2010-2750) provides specifics regarding the size of the Board, its duties, responsibilities, structure, and operating procedures, and these policies are posted on the District's website. Chapter 2 also addresses the organization and authority of the governing Board, including a list of officers, the selection of student trustees, district elections, and meetings.¹⁰³⁵ Board Policy 2410 has been adopted and outlines how Board policies will be evaluated every six years.¹⁰³⁶

The Board uses operating procedures complying with the provisions of the Ralph M. Brown Act, a California government code which details open meeting requirements for local government bodies. The Board complies with the Brown Act by posting the schedule of Board meetings, agendas, and minutes. The Board receives reports from the Chancellor, the College President, the Faculty Association, the Classified Bargaining unit (SEIU), the Academic Senate, the Classified Senate, and the Associated Student President at regular (non-study session) meetings. Anyone who completes a comment card prior to the beginning of the meeting is allocated three minutes to address the Board on any matter of interest. The Board President notes that no action will be taken at that meeting on any item brought forward during Public Comment.¹⁰³⁷

Self-Evaluation

The Board of Trustees meets this standard as evidenced by the online Board policies and administrative procedures that address these responsibilities. As a public entity the Board adheres to all open meeting requirements required by state regulation.

Action Plan

None.

Continuous Improvement Plan

None.

¹⁰³⁴ [Revised Board Policies](#)

¹⁰³⁵ [Revised Board Policies, Chapter 2](#)

¹⁰³⁶ [Board Policy 2410](#)

¹⁰³⁷ [12-22-14 Special Board Meeting](#)

Standard IV: Leadership and Governance

IV.B.1.E

The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.

Descriptive Summary

The District posts agendas and minutes of Board of Trustee meetings in accordance with the Brown Act and its policies and procedures.¹⁰³⁸ Board policies are reviewed and revised on a regular basis. From 2012 to 2014, the Chancellor led the District in revising Board policies to reflect CCLCPP recommendations. The Board policies were routed through the Chancellor's Council for review and recommendations for updates by the appropriate constituent groups through the shared-governance process. Following a review by the shared-governance committees, the Board of Trustees received the Board policies for a first reading and then a second reading for final adoption. The Board policies and administrative procedures are posted on the District website under the Board/Chancellor heading.^{1039, 1040}

Self-Evaluation

The Board of Trustees meets this standard as evidenced by its continued adherence to and revision of Board policies every six years. Once the Board adopts the policies and procedures, it operates in accordance with them. The District publishes online Board policies and administrative procedures that address all areas of governance including the duties and responsibilities of the Board. The subject matter for each Board policy is listed in Chapter 2.

Action Plan

None.

Continuous Improvement Plan

None.

[1038 Board Meeting Agendas](#)

[1039 Index of Revised Board Policies](#)

[1040 AP 2410](#)

IV.B.1.F

The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Descriptive Summary

The Board of Trustees has several vehicles for orientation and development. All new Board members participate in new member orientation, and the rotating Board President is provided with a training binder specific to that role. Board Policy 2100 assures the continuity of this training by requiring a staggered election cycle.¹⁰⁴¹ Individual Board members have opportunities for development through the California Community College League, CCCT, and ACCT conferences and workshops for Board members and Board presidents.¹⁰⁴² The Board President, for example, enrolled and attended workshops in 2013 in preparation for this leadership role. Additionally, Board members attend retreats throughout the year to focus on special concerns such as changes in state law or accreditation.¹⁰⁴³ The student Board members also attend student trustee training annually and work with District office staff throughout their tenure.

Board development and new member orientation includes ethics training as well as guidance on meeting protocol consistent with the Brown Act. The Chancellor works closely with the Board to ensure compliance with the Brown Act and other state laws, as well as best practices for Board members.¹⁰⁴⁴ Board retreats and study sessions provide members with opportunities to focus on specific topics, including new SSSP funding, student equity funds, and accreditation process updates.¹⁰⁴⁵ These sessions are open meetings and fully compliant with the Brown Act. Several Board members attended the Government Institute on Student Success (GISS) conference in March 2014. Following the GISS session, a Board action plan was developed.¹⁰⁴⁶

Trustees provide training sessions to staff regarding budget, human resources, instructional and student services' programs, and accreditation. Once sworn into office, student trustees meet with the Chancellor to learn about their roles, are provided with a student trustee resource packet, and may attend a two-day student trustee training session.

Self-Evaluation

The Board of Trustees meet this standard as evidenced by their and the Chancellor's commitment to Board development and training. BP 2740 specifies Board Education and the extensive list of Board policies 2010 through 2750 outline matters regarding Board elections, terms of office, and self-evaluation.

Action Plan

None.

Continuous Improvement Plan

None.

¹⁰⁴¹ [Board Policy 2100](#)

¹⁰⁴² [Board minutes, 02-17-15](#)

¹⁰⁴³ [Board retreat/training, 03-04-14](#)

¹⁰⁴⁴ [Board retreat/training, 03-03-15](#)

¹⁰⁴⁵ [Board meeting minutes, 04-21-15](#)

¹⁰⁴⁶ [Board minutes, 03-18-14, page 11](#)

Standard IV: Leadership and Governance

IV.B.1.G

The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.

Descriptive Summary

Board Policy 2745 outlines the self-evaluation process for the Board of Trustees. The process was reviewed, evaluated, and updated in April 2013 and January 2014.¹⁰⁴⁷ A change in the format of the Board meeting agenda was a result of a recent self-evaluation process. The purpose of a self-evaluation is to identify strengths and weaknesses in Board performance. The evaluation addresses Board operations and policies, instructional and student services programs, institutional planning, Board-Chancellor relations, and community relations. Board members complete an online, anonymous survey that includes seven categories. The results of the survey are provided in summary and discussed.

Self-Evaluation

The Board of Trustees meets this standard. A summary of the Board self-evaluation is presented and discussed at a Board retreat in open session. The Board identifies their accomplishments for the past year and discusses goals for the coming year and how it can successfully meet those goals. The online survey tool used for the self-evaluation was provided to the trustees at the GISS session in March 2014. Board Policy 2745 clearly outlines the requirement for Board self-evaluation.

Action Plan

None.

Continuous Improvement Plan

None.

¹⁰⁴⁷ [Board Policy 2745](#)

IV.B.1.H

The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.

Descriptive Summary

Following California Community College League Recommendations, in April 2013 the Board revised its ethics code. Board Policy 2715 outlines the Board's code of ethics and the process for dealing with ethics code violations.¹⁰⁴⁸ The policy specifically outlines the steps that will be taken to address misconduct.¹⁰⁴⁹ Each Board member signs a code of ethics statement, and a copy is filed in the Office of the Chancellor.

Self-Evaluation

The Board meets this standard, as it is fully committed to upholding its policies and procedures that ensure compliance with regulations and laws. Board Policy 2715 addresses the Code of Ethics and Standards of Practice and provides for due process for a Board member who may be referred to an ad-hoc committee to address allegations of misconduct.

Action Plan

None.

Continuous Improvement Plan

None.

¹⁰⁴⁸ [Board minutes, 04-16-13](#)

¹⁰⁴⁹ [Board Policy 2715](#)

Standard IV: Leadership and Governance

IV.B.1.I

The governing board is informed about and involved in the accreditation process.

Descriptive Summary

The CLPCCD Board of Trustees' policies and practices assure its awareness of and involvement in accreditation processes. The Board educates itself on the stages of accreditation through presentations given by the College on the self-study standards, ACCJC recommendations, the One-Year Follow Up, and the Midterm Report. In October 2014, for example, the Board was given an update of student learning outcomes at the colleges as they apply to the standards.¹⁰⁵⁰

The Board is informed about the accreditation process and regards it as an important aspect of ensuring quality in the District and at the colleges. The LPC Accreditation Liaison Officer (ALO) provides presentations leading up to the final draft of the self-study to ensure Board involvement in the accreditation process.¹⁰⁵¹ Drafts and the final self-study are presented to the Board for a first reading and then for approval prior to the document's submission to ACCJC.

Self-Evaluation

The Board meets this standard. The Chancellor keeps the Board informed on the progress of the colleges' self-studies and has asked the ALOs to identify any potential concerns and to share those with the Board.

Action Plan

None.

Continuous Improvement Plan

For continuous improvement, the Board should fully incorporate ACCJC Standards in its self-evaluation process.

¹⁰⁵⁰ Board minutes, 10-07-14

¹⁰⁵¹ Board packet, 04-21-15

IV.B.1.J

The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively. In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.

Descriptive Summary

Board policy 2430 (Delegating Authority to the Chancellor), administrative policy 2430 (Delegating Authority to the Chancellor), Board policy 2435 (Evaluating a Chancellor), administrative policy 2435 (Evaluating a Chancellor), Board policy 2431 (Searching for a Chancellor), and Board policy 2432 (Appointing an Interim Chancellor) were updated in March and April 2013 in response to the California Community College League's recommendations.¹⁰⁵²

The Chancellor serves as an advisor to the Board on policy formation and is responsible for administering policies adopted by the Board.

The Chancellor is selected by the Board using a fair and open search process in accordance with its policies and state law. The Chancellor Search Committee includes appointees of all constituency groups, all of whom give recommendations for the job description and minimum qualifications to the Interim Chancellor and Vice Chancellor of Human Resources. The final job description is composed by these offices in collaboration with the Board.

The Committee develops screening criteria to ensure a broad selection of candidates and develops interview questions consistent with the position responsibilities. The Search Committee recommends to the Board eligible candidates, and finalists participate in a number of forums held at the colleges and the District office. Written feedback is solicited from the forum attendees and provided to the Board, which also meets with finalists and selects the Chancellor.

The Chancellor and the Board jointly agree to the evaluation process and consider the goals and objectives submitted by the Chancellor to the Board in addition to the Chancellor's job description. The Chancellor's evaluation is conducted in closed session and is noted on the agenda under Public Employee Performance Evaluation (Government Code Section 54957). This process is outlined in Board policy 2435 and administrative policy 2435.^{1053, 1054}

The Board of Trustees also participates in the evaluation and selection of the college presidents, including interim presidents. Since the last visit, Las Positas College has hired two presidents and three interim presidents. Both presidents were selected using the District's presidential search process. The first presidential

¹⁰⁵² [Revised Board Policies](#)

¹⁰⁵³ [Board Policy 2435](#)

¹⁰⁵⁴ [Administrative Policy 2435](#)

Standard IV: Leadership and Governance

search resulted in a hire in July 2011. The hiring process was directed by an outside consultant. The second presidential search was conducted in the fall of 2013 and led successfully to a hire in October 2013. The process was directed by the Vice Chancellor of Human Resources,¹⁰⁵⁵

In both cases, the presidential search committees consisted of appointees of all constituency groups, all of whom gave recommendations for the job description and minimum qualifications to the Chancellor and Vice Chancellor of Human Resources. The job description was finalized by the Chancellor and the Board of Trustees.

After conducting the interviews, the search committee identified the candidates put forward as finalists. Forums were held at the College, and written feedback was solicited from the forum attendees. The finalists were interviewed by the Chancellor, who, in collaboration with the Board of Trustees, made the hiring selection.

The President undergoes an annual evaluation process that includes solicitation of feedback from various constituency groups. As part of the evaluation, the President establishes goals tied to the priorities, mission, and values of the College. As part of the Las Positas College President's self-evaluation, an evaluation survey based on the identified priorities and goals is sent to the campus community and local external constituents. The data is used to inform the self-evaluation and the annual evaluation process. The Chancellor and the College President annually assess the progress toward those goals. As part of the annual evaluation process, the Chancellor also briefs the Board on the President's progress. Most recently, in December 2014 the President solicited feedback through a survey distributed to all campus constituencies and community groups. The results were used by the President as part of his self-evaluation and will be part of the 2014-2015 formal evaluation. A follow-up survey is planned for the end of spring semester 2016.

Self-Evaluation

The Board meets the standard as it applies to the search, selection, and evaluation process of the Chancellor and the College Presidents. All constituent groups are included in the search and interview process for both the Chancellor and the College Presidents. Forums for finalists are accessible to District employees and the community and are video-recorded and video-streamed live to facilitate access.

A timeline for evaluating administrators is included in the Human Resources' collection of documents. This timeline specifies timeframes and parties from whom feedback should be collected.

Action Plan

None.

Continuous Improvement Plan

None.

¹⁰⁵⁵ [Board Priorities](#)

IV.B.2

The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Descriptive Summary

Through Board policy 4115, the responsibility of the management of the College is given to the College President. Policy 2012 codifies the responsibility of the President to develop the College as a comprehensive institution with its own character and uniqueness and a wide range of educational opportunities. In October 2013, Dr. Barry Russell was hired to fulfill these responsibilities as the College President. Dr. Russell brings both experience in community college administration and enthusiasm for the community college mission to bear as he leads the institution toward increasing effectiveness and excellence. The President has initiated new planning and budget elements in the governance structure that are based on College priorities determined by the College. He has also prioritized institutional research, which has bolstered the assessment of institutional effectiveness. Responding to the state and service area's recovering economy, he has brought on personnel, including several faculty, needed for the College's continuing development.¹⁰⁵⁶

Self-Evaluation

The College meets this Standard through the leadership a highly qualified president who is devoted to the continued development of Las Positas College as an effective institution. Minutes of the shared-governance bodies such as the College Council provide evidence of his continual interest in planning and improvement.

Action Plan

None.

Continuous Improvement Plan

None.

¹⁰⁵⁶ [Org Chart](#)

Standard IV: Leadership and Governance

IV.B.2.A

The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Descriptive Summary

The Organizational Chart of the College outlines the institution's personnel and administrative structure. The Organizational Chart is revised as positions are added or eliminated. The administrative structure includes ten positions. In addition to the President, three Vice Presidents oversee Academic Services, Student Services, and Administration. Five deans oversee three academic divisions and two student services divisions. In addition, the Foundation Director and the Director of Institutional Planning and Research both report to the President.

The Las Positas College Governance Handbook was revised in the fall of 2014 to reflect the reporting structure of committees responsible for planning, allocating, and evaluating the institution.¹⁰⁵⁷ This Handbook reflects the role of the President in terms of both considering recommendations and making decisions. The President delegates authority to the administrators to oversee and effectively manage their areas of responsibility.

The President facilitates the effectiveness of his organizational structure by having regular administrative retreats to discuss the institution's goals and priorities and to invite feedback from administrators. Throughout the year, the President has regular meetings with the ten College administrators monthly and with his three Vice Presidents weekly. In these meetings, the established annual College goals and priorities are reviewed to guide the discussions.

Through several years of decline in the community college budget statewide, and a number of administrative retirements, filling positions has been a challenge for the institution. This was particularly true in the Vice President of Academic Services position, which was vacated by retirement in the fall semester 2014 and not filled until May 30, 2015. In addition, for faculty, administrators, and classified staff, in order to assure the most effective use of limited resources, each vacancy underwent a review prior to being funded.

Self-Evaluation

Las Positas College meets this standard by having an administrative structure that is appropriate for the size and function of the College. The President delegates appropriate authority to the administrators reporting to him.

Action Plan

None.

Continuous Improvement Plan

None.

¹⁰⁵⁷ [Governance Handbook](#)

IV.B.2.B

The president guides institutional improvement of the teaching and learning environment by the following:

- establishing a collegial process that sets values, goals, and priorities;
- ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;
- ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and
- establishing procedures to evaluate overall institutional planning and implementation efforts.

Descriptive Summary

The LPC President has guided institutional improvement through collegial processes, research, integrated planning, and evaluation. He exercises leadership through his participation in shared governance, for example, by chairing the College Council, which has been the primary driver of setting College values, goals, and priorities.¹⁰⁵⁸ The President's approach to effective governance is to take input from committees, the program review process, and reports on national trends and best practices, as well as asking for input on new ideas in appropriate venues in the organization. The existing governance structure is used to initiate and foster new initiatives whenever possible.

In fall 2012, the College Council, led by the College President, created the Planning Task Force to evaluate the College's mission, vision, and values statements and make recommendations about modifying those documents.¹⁰⁵⁹ The Task Force brought its recommendations for revision to the College Council for approval in spring 2013.¹⁰⁶⁰ The President also led the College Council in setting three institutional goals for 2014-2015.¹⁰⁶¹ Subsequently, the Integrated Planning Committee used these goals to develop four planning priorities for the College, and these were also brought to the College Council for approval.¹⁰⁶² The College Planning Priorities are to be considered in all resource allocation activities. A series of past LPC presidents have overseen earnest attempts at developing a practicable integrating planning cycle, but the current President has now guided the implementation of the new planning cycle, scheduled to be completed in August 2015 with the College Council's evaluation of integrated planning and budgeting.

The President has assured that high-quality research is available and effectively used for decision making and planning at the College. Since 2010, the output of research from the Office of Institutional Research and Planning, which reports to the President, has quadrupled.¹⁰⁶³ In fall 2014, the President approved the hiring of a research analyst to further support production of the research and analysis needed for central processes such as program review, student learning outcomes, and student success initiatives. Since the last accreditation visit, the College has developed a culture of evidence through this effort.

¹⁰⁵⁸ [College Council charge](#)

¹⁰⁵⁹ [Planning Task Force charge](#)

¹⁰⁶⁰ [College Council approves the Mission, Vision, and Values](#)

¹⁰⁶¹ [College Council approves 3 goals](#)

¹⁰⁶² [College Council approves Planning Priorities](#)

¹⁰⁶³ [Office of Institutional Research and Planning](#)

Standard IV: Leadership and Governance

One example of the integration of institutional research to the College Planning Priorities to affect student learning is the Math Jam program, which was implemented in spring 2015. This intensive, one-week program offered before the beginning of the semester helps students achieve optimal placement and succeed in their upcoming math course.¹⁰⁶⁴ Institutional research demonstrated the need for this program, and one of the Planning Priorities, success in basic skills, helped move the idea into formal planning processes. Ultimately, the Math Jam program is a result of extensive coordination between the math department, the Basic Skills Committee, student services, and many other parts of the College community acting with the support and guidance of the President.

The President uses several methods of communication to help ensure that education and resource planning are integrated. He uses College Council, as the primary constituency representative group, to gather feedback on executive initiated proposals, including identification of goals and priorities for the next academic year. The President has also encouraged every shared-governance committee to use the College's mission, values, and goals the heading for every shared-governance meeting agenda across campus, so that they have a presence in all decision-making activity. The President also uses monthly Town Hall Meetings to solicit feedback and convey executive decisions about institutional goals. Lastly, the President reminds the College community of its goals and priorities through email.¹⁰⁶⁵

Self-Evaluation

Las Positas College meets this standard as evidenced by the President's activities in supporting a collegial atmosphere, evaluating processes, increasing research capacity, and assuring that planning drives resource allocation to benefit student learning.

Action Plan

None.

Continuous Improvement Plan

The institutional planning priorities need to be integrated to all budgeting and allocating processes.

¹⁰⁶⁴ [MathJam](#)

¹⁰⁶⁵ [President's communicating goals, May 2014](#)

IV.B.2.C

The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.

Descriptive Summary

The President has expertise in policies, statutes, and regulations through his prior position as the Vice Chancellor of Academic Affairs at the California Community College Chancellor's Office. He stays informed and assures implementation of all state and governing board directives by attending meetings of the District Chancellor's Council (comprised all of all constituency groups) and the Chancellor's Cabinet (comprised of the District's executive administrators).¹⁰⁶⁶ Both college presidents also have monthly meetings with the Chancellor. The President brings the District recommendations, suggestions, and directions back to the College through the College Council, as well as monthly meetings with leaders of the Academic Senate, Classified Senate, Faculty Association, Classified Union, and the Student Senate. In his regular meetings with his administrators, he communicates policies and regulations and assures that LPC's internal practices are consistent with policies and aligned with the mission of the College. While the President is ultimately responsible for the proper administration of policies and regulations, he delegates that authority to his administrators for implementation in their respective areas.

Self-Evaluation

Las Positas College meets this standard by having a knowledgeable and experienced president who accepts the ultimate responsibility to assure that policies and procedures are followed within Las Positas College. He does, however, delegate appropriate authority to his Vice Presidents and deans to implement those policies and regulations throughout the College.

Action Plan

None.

Continuous Improvement Plan

None.

¹⁰⁶⁶ [Chancellor's Council minutes, 02-10-15](#)

Standard IV: Leadership and Governance

IV.B.2.D

The president effectively controls budget and expenditures.

Descriptive Summary

The new District budget allocation model, developed in 2012-2013, shifted overall control of financial resources away from the District and toward the College.¹⁰⁶⁷ The President, as the College's chief executive officer, is responsible for managing resources, controlling the budget and expenditures, and implementing the budget. The Vice President of Business Services reports directly to the President regarding all matters related to College resources, its budget, and its expenditures. The President values and relies upon consultation with the campus committees, including the Resource Allocation Committee, the Faculty Prioritization Committee, the College Enrollment Management Committee, and others. The President also meets with the Executive Team weekly to discuss institutional concerns, such as the strategic direction of the campus, that have implications on budget items and expenditures. Through the delegation of responsibilities to the appropriate administrators, along with his oversight of these individuals, the President ensures that resources are spent efficiently, as indicated by the year-end balances. The President keeps the Chancellor informed about key aspects of the budget process and about administrative decisions made at the college level.

Self-Evaluation

LPC meets this standard, as the President controls the budget and expenditures of the College. While the President appropriately consults with the shared-governance committees, he recognizes and exercises his final authority over the budget at the College.

Action Plan

None.

Continuous Improvement Plan

None.

¹⁰⁶⁷ [Budget Allocation Model](#)

IV.B.2.E

The president works and communicates effectively with the communities served by the institution.

Descriptive Summary

Las Positas College Presidents have been greatly committed to building strong relationships between the College and the communities and businesses it serves, regularly interacting with local city councils, civic leaders, schools, Chambers of Commerce, and community boards. He makes frequent presentations on the activities of the College to Rotary Clubs and other civic organizations. He meets quarterly with the school superintendents from Dublin, Pleasanton, and Livermore to share information and coordinate events. He is a member of the Bay Area Presidents Association, which meets on a regular basis. He also participates in the Bay Area Community College Consortium, which includes all of the Bay Area's community college CEOs. The President serves on the Livermore Valley Performing Arts Committee and the Livermore Valley Opera Board. He also participates in Innovation Tri-Valley, a group of business, education, and governmental leaders who meet monthly to discuss key issues affecting the economic security of the Tri-Valley. Finally, the President publishes a newsletter every month and distributes it throughout the community to inform the public about Las Positas College's events and achievements.

On campus, the President interacts with the community through the Las Positas College Foundation, whose board includes prominent local civic leaders. The Foundation and the President also collaborate on major fundraising projects. The capstone event is the annual Best of the Best gala that the President hosts on campus to highlight the College's arts programs.

Self-Evaluation

Las Positas College meets this standard by having a president that is engaged in the local and regional communities to communicate the mission and activities of the College.

Action Plan

None.

Continuous Improvement Plan

None.

Standard IV: Leadership and Governance

IV.B.3

In multi-college districts or systems, the district/system provides primary 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. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.

Descriptive Summary

The District's governance structure is outlined in Board Policy 2015, which designates faculty as primary in the development of academic programs and curriculum. It also outlines what decisions are made by mutual agreement, including institutional planning and budgeting processes.¹⁰⁶⁸

The longest enduring District shared-governance committee, the District Budget Study Group, which existed from 2007 to 2014, had a large membership that included representatives of both senates, the unions, and key administrative offices. The achievements of this committee include a new allocation model and planning and budget model. In 2009-2010, the Committee undertook an assessment of the Budget Allocation Model that was created in 1996. The assessment revealed the possibility that over time the model had created inequities between the colleges. Over the next two years, the DBSG performed a comprehensive analysis of the allocation model, proposed and discussed a series of possible revisions, and sought the guidance of an academic budget allocation model consultant. Once a committee consensus had been reached, the DBSG forwarded its recommendation for a new allocation model to the Chancellor who took it to the Board for approval in March 2013.

¹⁰⁶⁸ Board Policy 2015

In the 2013-2014 academic year, the District and colleges have worked collaboratively to develop a new planning process: the Integrated Planning and Budget Model (IPBM).¹⁰⁶⁹ This model describes how recommendations flow to the Chancellor through the shared-governance committee structure. The Vice Chancellor of Educational Services and Student Success oversees the Education and Student Success Committee, the District Enrollment Management Committee, and the District Curriculum Committee. Meetings for all three committees are held monthly and include representatives from various constituencies. The Vice Chancellor of Business Services oversees the Planning and Budget Committee, which meets monthly. Additional districtwide committees with constituent representatives include the Chancellor's Council, which meets monthly with bargaining unit and senate leadership and administrators, and the Planning and Guidance Committee, which oversees the strategic planning process.^{1070, 1071}

Self-Evaluation

The College and the District meet the standard by having developed an effective budget and planning structure that ensures clearly defined roles of authority and responsibility between the colleges and the District system, with the Chancellor bringing all final recommendations to the Board.

Action Plan

None.

Continuous Improvement Plan

None.

¹⁰⁶⁹ [Integrated Planning Budget Model](#)

¹⁰⁷⁰ [Chancellor's Council](#)

¹⁰⁷¹ [Planning and Guidance Committee](#)

Standard IV: Leadership and Governance

IV.B.3.A

The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice.

Descriptive Summary

Since the last Accreditation site visit, the District and colleges have worked to update and clarify delineation of the functions and operations of the College and District. In 2012, the District created an updated Delineations of Functions Map. This map was reviewed by the Chancellor's Cabinet in September of 2014 and by the Accreditation Steering Committee in November of 2014. The latter made several minor recommendations for modification in order to more accurately reflect the practices and responsibilities within the District. The District's functional map was also reviewed in 2014 by the senior leadership team comprising presidents and vice chancellors. Subsequent to that review, the map was revised and then submitted to the Chancellor for final approval.¹⁰⁷²

Adherence to the delineation of responsibilities has been partially evaluated. The Institutional Effectiveness Committee has not evaluated the effectiveness of the Delineations of Functions Map, and the 2014 Accreditation Survey reveals that a number of College faculty and staff do not fully understand the organizational roles of the District and College. Only 44 percent of respondents reported that they agreed with the statement, "Organizational roles of the district and college are clearly defined."¹⁰⁷³

The District Budget Study Group recommended an organizational evaluation of District and Maintenance Offices in March 2013.¹⁰⁷⁴ The District hired School Services of California to conduct this evaluation. They performed a comparative staffing analysis to other colleges and presented their recommendations to the Board of Trustees in April 2014.¹⁰⁷⁵ In response, the Chancellor reorganized senior leadership at the District office.

¹⁰⁷² [Delineations of Functions Map](#)

¹⁰⁷³ [2014 Accreditation Staff Survey](#)

¹⁰⁷⁴ [Board Meeting minutes, 03-19-13](#)

¹⁰⁷⁵ [Board Meeting minutes, 04-15-14](#)

The College's 2009 accreditation self-study identified the goal of annually evaluating the Districtwide Strategic Plan in terms of how well the District and the College were collaborating in the plan's implementation. This has been partially accomplished. Developing the 2012-2013 Districtwide Facilities Plan, the Office of Development solicited feedback from the College community as well as from the Academic, Classified, and Student Senates before presenting the final proposal to the Board of Trustees.¹⁰⁷⁶ The District has not yet completed a successful Educational Strategic Plan. In 2010-2011, a consulting firm was hired by the District to create an Educational Master Plan.¹⁰⁷⁷ However, the consultant did not finish the project. In summer 2014, another firm was hired to complete another Educational Master Plan, which is in progress.¹⁰⁷⁸

Self-Evaluation

Las Positas College and the District partially meet the standard; the District Functional Map is a reflection of the work done from 2012 to 2014 to delineate the functions between the District and colleges. While the District map has been recently finalized, it has not been fully evaluated. Survey data shows that more effective communication is needed regarding the various roles of the College and the District. Although the District strategic and educational plans have been in progress for years, they are not yet finalized.

Action Plan

The District functional map needs to be fully evaluated. Better communication is needed between the District and colleges regarding the functions of each as evidenced by the survey data. The College Educational Master plan and the District Strategic Plan need to be finalized and utilized in District planning.

Continuous Improvement Plan

None.

¹⁰⁷⁶ [Facilities Plan](#)

¹⁰⁷⁷ [Board Meeting minutes, 09-21-10](#)

¹⁰⁷⁸ [Board Meeting minutes, 07-15-14, Item 3.3](#)

Standard IV: Leadership and Governance

IV.B.3.B

The district/system provides effective services that support the colleges in their missions and functions.

Descriptive Summary

The College lacks sufficient evidence to describe the effectiveness of District services. Although the District offices have internal evaluations to guide their strategic planning, there are no regular processes for districtwide evaluations of services. To disseminate information about their services, some District offices, such as Business Services, have set up informational booths at districtwide gatherings such as Convocation, but they were not well attended. The District Budget Study Group recommended an organizational evaluation of District and Maintenance Offices in March 2013.¹⁰⁷⁹ The District hired School Services of California to conduct this evaluation. They did a comparative staffing analysis to other colleges and presented their recommendations to the Board of Trustees in April 2014.¹⁰⁸⁰ In response, the Chancellor reorganized senior leadership at the District.

In spring 2014 the Chancellor proposed a new Integrated Planning and Budget Model to coordinate districtwide planning.¹⁰⁸¹ The Education, Facilities, and Technology Committees have not yet considered whether this model will facilitate evaluation of the effectiveness of District systems and services. In fall 2014, the Planning and Budget Committee created a mission statement for the committee that integrated the mission statements of the District and both colleges.¹⁰⁸²

Self-Evaluation

Las Positas College and the District partially meet this Standard. The District contracted with the School Services of California to perform analysis of maintenance services and implemented some recommendations by creating a new staffing plan and hiring additional staff. To provide more assistance in the coordination of educational services, the District hired a Vice Chancellor of Educational Services and Student Success. While there are internal evaluations done by various District offices and services, there are no regular, widely published reviews of District services. At the college level, services are reviewed and evaluated through the program review process.

The 2014 Accreditation Survey reveals a low level of confidence among College faculty and staff in the effectiveness of District services, with only 35 percent of respondents in agreement with the statement, “The district provides effective services that support the mission and the functions of the college.” Just 30 percent agreed with the statement, “The Chancellor effectively manages financial resources.”

Action Plan

The District should propose a mechanism for regularly assessment of District services.

Continuous Improvement Plan

None.

¹⁰⁷⁹ [Board Meeting minutes, 03-19-13](#)

¹⁰⁸⁰ [Board Meeting minutes, 04-15-14](#)

¹⁰⁸¹ [JPBM Committees](#)

¹⁰⁸² [Planning & Budget committee minutes, 10-03-14](#)

IV.B.3.C

The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.

Descriptive Summary

Since the last accreditation site visit, the District has made significant efforts toward the perception of fairness in its distribution of resources. The participatory governance committee charged with the evaluation of the District Allocation Model from 2009-2014 was the District Budget Study Group (DBSG).¹⁰⁸³ In fall 2014 this committee was renamed the Planning and Budget Committee (PBC) and is now part of the integrated planning model adopted in spring 2014 for the current academic year (2015-2016).¹⁰⁸⁴

In 2009-2010 the Committee had a number of discussions on the adequacy of the Budget Allocation Model which created in 1996. During discussions, some Committee members argued that the model resulted in unfair financial allocations to the colleges, gave the colleges too little budgetary control, and created situations in which a resource decision made at one college could inadvertently affect the capacities of the other.¹⁰⁸⁵

Following these discussions, in 2010-2011 the DBSG voted to pursue a zero-based budget model that departed from the Board-approved allocation model.^{1086, 1087} Analysis and further discussion continued through the next year. In 2012-2013, the District contracted an academic budget allocation model consultant for additional support in creating a new model.¹⁰⁸⁸ Once the model was formulated, it was reviewed and discussed in LPC's senates and Planning Task Force. In spring 2013, the DBSG achieved a consensus to recommend its adoption to the Board of Trustees.¹⁰⁸⁹ The Board approved the new model in March 2013.¹⁰⁹⁰

¹⁰⁸³ DBSG

¹⁰⁸⁴ PBC

¹⁰⁸⁵ DBSG meeting minutes, 02-05-10

¹⁰⁸⁶ DBSG meeting minutes, 04-01-11

¹⁰⁸⁷ DBSG meeting minutes, 05-06-11

¹⁰⁸⁸ DBSG meeting minutes, 11-16-12

¹⁰⁸⁹ DBSG meeting minutes, 03-15-13

¹⁰⁹⁰ Board of Trustees meeting minutes, 03-19-13

Standard IV: Leadership and Governance

This model should resolve the main inconsistencies perceived in the old model. This will depend, however, on the transparency of processes and commitment to the model in its implementation, including modifications as necessary. As in all new processes, actions need to occur in the context of transparency and timely communication of relevant decisions.

Although DBSG/PBC does not make recommendations for the distribution of categorical funding, the College demonstrated their ability to work collegially with Chabot through the Educational Support Services Committee to decide upon a model for allocating the District Equity monies for 2014-2015.¹⁰⁹¹

Self-Evaluation

Las Positas College and the District meet this standard. Las Positas College has been an active participant in all constituency-based budgeting governance bodies as the District has evolved a new model which better serves the District and its colleges. By doing this work, the College and District responded to and adequately addressed the previous 2009 recommendation (#2) to evaluate and improve the resource allocation model.

Action Plan

None.

Continuous Improvement Plan

None.

¹⁰⁹¹ Educational Support Services committee

IV.B.3.D

The district/system effectively controls its expenditures.

Descriptive Summary

The District has controlled its expenditures. The District Office of Business Services is responsible for tracking expenditures as well as projecting variable costs, for example, of RUMBL (Retirees Unfunded Medical Benefits Liability) and health care.¹⁰⁹² Audits for the last several years have produced no adverse financial findings, and the District has consistently maintained an ending balance, with the exception of 2011-2012, when the District was required to borrow from the RUMBL fund to cover the budgeted expenditures. This action was recommended by the DBSG and approved by the Board.¹⁰⁹³

Special accounts, such as the monies from the Measure B Bond, are also the responsibility of the District, which manages the bond accounts with the Bond Oversight Committee.¹⁰⁹⁴ The District has developed a proposal for and has begun moving staff positions off of bond funds and into general funds in preparation for the end of funding from the Measure B bond.

Self-Evaluation

The District meets this standard by consistently controlling its expenditures in a responsible manner. The District audits have produced no major findings, and the Bond funds receive special attention through a citizen's oversight committee, as required by law. The District sends the required annual fiscal report for each college to ACCJC as required.

Action Plan

None.

Continuous Improvement Plan

None.

¹⁰⁹² PBC minutes, 12-05-14

¹⁰⁹³ Board of Trustees minutes, 09-20-11

¹⁰⁹⁴ Bond Oversight committee

Standard IV: Leadership and Governance

IV.B.3.E

The chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district/system policies without his/her interference and holds them accountable for the operation of the colleges.

Descriptive Summary

The Chancellor gives the presidents the authority to implement delegated policies and holds the presidents accountable for the operation of the Colleges through an annual performance evaluation process.

Less formal, ongoing delegation and evaluation occur at weekly District Senior Leadership Team meetings, which are attended by the presidents, the Chancellor, the Vice Chancellor of Educational and Student Services, the Vice Chancellor of Human Resources, and the Vice Chancellor of Business Services. The presidents also attend Board meetings and report on college initiatives, programs, and various college expenditures in compliance with District policies and procedures.

Self-Evaluation

The District through the Chancellor's actions meets this standard. The President reports that he has appropriate authority to implement the College and District policies without undue interference. He is held accountable for the results both in informal evaluation with the Chancellor and as part of his annual formal evaluation.

Action Plan

None.

Continuous Improvement Plan

None.

IV.B.3.F

The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner.

Descriptive Summary

The organization of the District's governance effectively facilitates information sharing between the Board, the District, and the colleges. The Chancellor holds monthly meeting of the Chancellor's Council, whose membership includes representatives of all three centers' constituency groups.¹⁰⁹⁵ These representatives then transmit information from the Council to the Academic, Classified, and Student Senates, as well as the President's College Council. Other districtwide committees with important information-sharing roles include Planning and Budget, Facilities, Technology, Education, and District Enrollment Management.

The District and the colleges use effective methods of communication in a timely manner to relay information to the Board members and others regarding upcoming Board agenda items. In advance of a Board meeting, agenda items are widely distributed electronically through the Board packet to Board members, college administrators, Academic Senate representatives, union leadership, student leaders, the press, and other interested community members. The Board packets also contain Board reports that will be reviewed by the Chancellor.¹⁰⁹⁶

The college presidents, the college vice presidents, and the presidents of the academic senates, classified senates, and student senates all attend Board meetings and report to the Board and to their constituencies. The Board of Trustees includes a student trustee who also voices the concerns of students. Agendas and minutes of Board meetings and workshops are posted on the District website.¹⁰⁹⁷

Self-Evaluation

The College and District meet this standard. The Chancellor provides timely, effective communication between the colleges and the governing board. The Colleges use the established District governance structures to communicate through the Chancellor to the Board. Board meeting agendas contain regular items in which there are reports from faculty, classified staff, student senate presidents, as well as the college presidents and the student trustees.

Action Plan

None.

Continuous Improvement Plan

None.

¹⁰⁹⁵ [Chancellor's Council](#)

¹⁰⁹⁶ [Sample Board packet](#)

¹⁰⁹⁷ [Current Board Meeting agenda](#)

Standard IV: Leadership and Governance

IV.B.3.G

The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

Descriptive Summary

There is no standard evaluation process for role delineation in the District; however, the colleges and District have reviewed and updated the Functional Map of Delineation of Roles in fall 2014 and finalized the map in 2015.¹⁰⁹⁸ As of yet, there is no regular process for evaluating the effectiveness of the District's structures and processes of governance and communicating the results. However, the District Budget Study Group recommended an organizational evaluation of District and Maintenance and Operations offices in May 2013.¹⁰⁹⁹ The District hired School Services of California to conduct this evaluation. They did a comparative staffing analysis to other colleges and presented their recommendations to the Board of Trustees in April 2014.¹¹⁰⁰ In response, the Chancellor reorganized senior leadership at the District.

Self-Evaluation

The Chabot-Las Positas Community College District partially meets the standard by completing and disseminating the functional map and commissioning an evaluation of the District by School Services of California. While the District has retained outside assistance to perform evaluations, to fully meet this standard, the District and its constituents would be well-served by developing a more regular and sustainable evaluation process and providing results of those evaluations to be used for improvements.

Action Plan

Develop a standard evaluation of District services that involves all community stakeholders.

Continuous Improvement Plan

None.

¹⁰⁹⁸ [Functional Map of Delineation of Roles](#)

¹⁰⁹⁹ [DBSG minutes, 05-17-13](#)

¹¹⁰⁰ [Board minutes, 04-15-14](#)