

## RESPONSES TO PREVIOUS SELF-STUDY RECOMMENDATIONS

### RESPONSES TO 2003 RECOMMENDATIONS

#### RECOMMENDATION # 1:

The team recommends that the College expand its capacity for conducting research, develop an agenda to assess student learning outcomes and institutional effectiveness, and publish its findings to support planning.

#### RESPONSE 2009:

The midterm report to WASC ( March, 2006) reported that the college had completed the expansion for capacity of research through its procurement of updated survey software applications that allow the college to conduct research that can specifically address the area of student learning outcomes and institutional effectiveness. In the last three years, the college has developed and implemented several surveys that have gone to college constituents and that have promoted the communication of data (both through the survey and through campus wide data publications). Campus-wide data is accessible through town meetings and through the Office of Institutional Research and Planning website. Since the midterm report, the college has also committed to a temporary part time Office of Institutional Research and Planning staff member, dedicated to the continued implementation of data analysis tools, responsive data retrieval and appropriate data dissemination, especially as it relates to the College Basic Skills Initiative and the work done on assessment score validation.

The college has also purchased, implemented and become a statewide model for eLumen, the software package that instructional and student service programs are using to house developed student learning outcomes and outcomes assessments; additionally, eLumen publishes all student learning outcomes cycles to the community at large. The college purchased eLumen in the summer of 2006. During the academic year 2006-2007, pilot groups began using eLumen to enter their Student Learning Outcomes. The college-wide effort of adding Student Learning Outcomes to eLumen began in fall 2007 and college assessments began in spring 2008. Using eLumen as a research and data entry tool for student learning outcomes has increased college awareness to both process and implementation of the student learning outcomes initiative. Outcomes data is published through the district ClassWeb homepage for students and the public to view. Publication of learning outcomes information on ClassWeb allows students to review specific outcomes to courses in which they may choose to enroll. The college's eLumen contact has provided eLumen with feedback on the software which they have incorporated into their software updates. eLumen funded the college's representative to attend a student success conference in San Jose, where she presented the college's implementation of eLumen to the attending California community colleges. Findings developed from student learning outcomes assessment have been developed by the Student Learning Outcomes Committee and are available to faculty and staff of discipline specific programs through the college web site: [www.laspositascollege.edu/slo](http://www.laspositascollege.edu/slo).

Expansion for research that relates to student learning has also been addressed through increased release time for faculty leadership within the Student Learning Outcomes Committee, which has been divided between the implementation of the Student Learning Outcomes planning

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and review cycle and the leadership and implementation of the eLumen software. Both faculty positions work directly with the Director of Institutional Research and Planning on continued research, assessment, and publication of findings through the monthly meetings of the committee. The Director of Institutional Research and Planning is a committee member as well. A timeline for Student Learning Outcomes development, assessment, and evaluation has been developed and disseminated through the program review process to ensure that college research is fully accessible throughout all planning programs and to ensure that data resulting from Student Learning Outcomes processes is a part of the college planning and resource allocation model.

Over the past two years (2006 and 2007) the college has focused on the Student Learning Outcomes cycle to ensure that all disciplines had developed and assessed outcomes. Beginning in 2008 the disciplines will be able to review the outcomes assessments and begin data analysis on the link to both program and institutional effectiveness. In 2008, The Student Learning Outcomes Committee has begun reviews of best practice models for this final phase of integration of outcomes into the college's measurements for effectiveness and, along with College Council, will discuss and develop training for faculty on the use of the SLO assessment data to increase both course and program effectiveness. Within the review process, the committee has made reports to the Academic Senate on working with the program review planning model to integrate the Student Learning Outcomes process into the program review process and to identify core performance indicators for learning outcomes. The integration of research within the program review process provides disciplines with a single report that can be linked to institutional effectiveness and disseminated to both the external and internal college communities. Further discussion of integrated planning is addressed in the college response to recommendation #2.

### RECOMMENDATION #2:

The team recommends that College leadership and governance groups evaluate relationships among various planning programs and activities and create an approach for integrated and coordinated planning that provides evidence that financial planning supports institutional goals.

### RESPONSE 2009:

The midterm report (March, 2006) reported that the college initiated, developed and implemented a comprehensive educational master plan that has served as the quantifiable measure for the institution's long term financial planning as it relates to institutional goals.

Since the educational master plan process concluded in 2005, the college has reviewed and updated the plan every year to ensure that planning has been actualized with resource allocation and to verify that the college goals are reviewed for currency and for effectiveness. This is a college-wide process, noted on the website of the Office of the President. In 2006, 2007, and 2008, the Office of Academic Services developed, implemented, evaluated, and revised its own program review process as well. By spring 2009, the program review model will integrate all planning initiatives including Student Learning Outcomes, Curriculum/Content Review into one planning document that will then be subsumed into the long range plans noted in the college's educational master plan. The integration of instructional and student services planning with an

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upcoming unit program review model, along with the integration of the program review planning model into the larger institutionally based educational master plan, will allow the college to develop, implement, evaluate, and track the progress of planning and goal setting on both a yearly basis and on a long term basis which ultimately promotes both strategic planning and visionary planning. Finally, the college is undergoing its “non-instructional” unit program review with an integration cycle that seamlessly articulates into the existing four-year Academic and Student Services program review cycle.

Responsible committee representation for planning occurs in the Planning and Budget Committee, the College Council, and the Program Review Task Force, a direct report to the Academic Senate. Efforts of academic and student services disciplines become part of the working model of Academic Senate and Student Services constituents and goals for specific types of instructional and student services program review planning are sent to appropriate shared governance committees campus wide. Within that context, possible allocation sources are identified and planned for in advance. Resource allocation opportunities that run through the Planning and Budget committee are part of the make up of the committee agendas. Resource allocations that come from additional sectors or committees are also listed within the program review process so that programs can advocate for financial supports from a myriad of areas across the institution, including staff development, Foundation grants and allocated program review goal funding through the Office of Academic Services. A list of all possible allocation sources is included in the program review model. In addition, in fall 2008 a program review goals database will be completed so that institutional allocation sectors (Planning and Budget Committee, Staff Development Committee, etc.) can be notified of college planning requests at their first fall meeting ensuring that agendas will be developed that link planning to college business on a yearly basis.

The college has begun its review of Effectiveness Models in 2008 through initial discussions at the Student Learning Outcomes Committee. Although there is initial effectiveness data available through current program review process, the College Council will review models and recommend a model to be integrated into all institutional planning processes.

The midterm report also noted two additional achievements that demonstrate the institution’s commitment to financial planning with the local bond allocations running through the Facilities Committee and the Las Positas College Foundation assisting the college in its fiscal planning opportunities with Foundation resources. Both resources are included in the program review process. Additional institutional planning documents from both the Technology Committee and the Distance Education Committees are available as well, with the latter a direct response to the college’s 2007 Substantive Change Report. The college is also undergoing the development of a Staff Development program and plan to recommend to the president for implementation in the fall of 2009. Further information regarding planning, programs, and activities are discussed in Standards One and Two.

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### RECOMMENDATION #3:

The team recommends that College and District leadership evaluate and define responsibility and processes for planning and financial oversight, as well as for other common functions at the College and District. Other common functions to collaboratively assess may include, but need not be limited to, human resources, information technology, research, and business services.

### RESPONSE 2009 – GENERAL:

The 2004 Progress Report stated that the college has continued to define responsibilities and processes for district/college planning and functions. The function map developed by the district is one outcome of those definitions. Although the college and district need to continue these discussions in light of the new leadership at the district as well as the college, the recommendation for more assessment has progressed. The district formed an Administrative Process and Procedures Task Force (APPTF) to review existing documentation and to determine what informal processes needed to be codified. The task force reviewed the district business and administrative functions with specific studies completed on the process and effect of payroll, financial aid, and facilities planning and construction. This task force, before it disbanded, also developed guiding principles for district procedures.

The 2006 midterm report separated out responses to this recommendation by district sector including: Business Services and Human Resources. At the college level, a separate response included research. The summary of those completed goals remains the same with a few changes and additions due to a change in leadership at the district and due to many technology driven procedures that have provided a difference in process noted in the 2006 midterm report. Las Positas College has expanded its Self-study for 2009 to include Information Technology as well. Additional information on each sector can be found in Standards One, Three, and Four.

### RESPONSE 2009 – BUSINESS SERVICES:

**Budget:** Following the 2003 Accreditation Visit, the district conducted a Strategic Cost Management approach to developing a framework for defining programs and services in terms of how they meet the needs of students and to look at the mission, goals, and activities of the colleges and the district. This study was incorporated into the District Strategic Plan. For Business Services, the district and college continue to work within the confines of Board Policy 2012. The Vice Chancellor of Business Services reports directly to the Chancellor and has the following key positions within his direct supervision: Director of Facilities Planning; Maintenance and Operations; Purchasing and Administrative Business Operations. At each respective college, there is also a Vice President of Administrative Services who works with the district Vice Chancellor on Business Services planning and processes.

A District Budget Study Group was formed to discuss budget communication and timelines to ensure that the colleges were aware of the process and development of annual budgets. Although this group has not met within the last few years, it is a standing committee that considers FTES targets, procedures for allocation of revenue, procedures for review of the model, and procedures for establishing new categories and definitions. The first restructured meeting of the District

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Budget Study group was held in December 2008 with continued meetings calendared throughout spring of 2009.

Board policy #2012 continues to drive the roles and responsibilities noted in the 2003 recommendation response with one noted change in the reports line. With the hiring of a new Director of Human Resources (now Vice Chancellor of Human Resources), the district has changed the direct report of Payroll to Human Resources. This decision helps to streamline the process of hiring and timesheets as well as offering an oversight at the employee induction level within the district. Oversight of financial reporting continues to be a joint process between district business services administration and the Vice Presidents of Business Services from both colleges, who hold meetings twice monthly.

The consultant report completed by School Services of California and noted in the 2006 midterm response was conducted, and a district developed budget development calendar was implemented for the colleges. This calendar defines deadlines, and identifies individuals/groups responsible for budget development. The calendar promotes shared responsibility and mutual accountability at the college and at the district level. Finally, the district and college budget officers meet twice a month to review and plan for budget issues and allocation discussions.

### RESPONSE 2009 – RESEARCH:

As noted in the midterm report, Las Positas College has its own Office of Institutional Research and Planning, but there is no corresponding district function at this time. As noted, there are several institutional reports generated from the Las Positas College Office of Institutional Research and Planning on a regular basis. Reports are derived from the program review process, discipline and unit specific needs, state mandated reports, and reports for the developmental education planning and assessment process. These reports include: ACCC Annual Report to the Board; EXPO Survey/Student Profiles; Graduation Survey; Student Satisfaction Survey; Diversity Data 2005; 2007; 2005-2007 Comparisons; Skill Development and Demographics Report 2001; 2003; 2005; 2007 Comparisons; Environmental Scan for Master Planning; Annual Student Demographics Report; Fast Fact (Semester-to-semester changes in student profiles); 2007 Focus Group Study on Dialogue; Annual High School Report, and the ARCC (Accountability Reporting for Community Colleges).

Each institutional report is placed on the Office of Institutional Research and Planning website and also communicated to the campus at large through a variety of means for planning and evaluation purposes. Access to research information is available to the district for any district planning or initiatives that arise.

The Las Positas College Office of Institutional Research and Planning regularly collaborates with the Chabot Office of Research and Grants. Chabot College has a larger staff that assists LPC in the production of reports common to both colleges, such as the student characteristics report, benchmarking data, and course sequencing data.

In the fall of 2008, the Las Positas College Office of Institutional Research and Planning added a temporary part-time position to the staffing for the research office. This additional hire continues to respond directly to the need for continued data especially within the context of the college's

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yearly average of 3% growth in student body. This growth extends to additional opportunities for research which, in turn, ensures that the college works to meet district need for data as well. The current Accountability Reporting for Community Colleges (ARCC) presentation given to the board each year is one example of this extended collaboration.

This additional research position specifically assists in the documentation and communication of basic skills data and other types of student success data. Compiled data will be readily available to the district Vice Chancellor of Educational Planning for a collaborative determination of possible grant applications and for use in the district's future planning for off-site learning opportunities.

### RESPONSE 2009 – HUMAN RESOURCES:

Since the midterm report was filed, the district has hired a new Director of Human Resources in 2007 (now titled the Vice Chancellor of Human Resources). Within that leadership change some key technology procedures have been added to process that have assisted the college and the district in responsibly verifying, streamlining and formalizing processes and ensuring that the college and the district are utilizing common forms and functions as we complete necessary transactions for hire, evaluation, and planning purposes. In addition, improved electronic forms and a streamlined board process assure lines of responsibility and improves processes.

Included in some of the updated procedures have been electronic forms for personnel hiring, a draft for hiring process and procedure manual and electronic forms for many of the district and college functions as they relate to the Faculty Association contract. The Office of Human Resources also conducts monthly meetings at each campus to facilitate discussion on process changes, form changes, and board packet changes.

For continued effective communication and role delineation one of the college staff acts as a liaison to the Human Resource staff at the district office. As noted in the midterm report the centralization of the comprehensive services offered in Human Resources remains at the district office; however, the fulltime classified staff member who acts as the liaison augments those services and functions and works directly with the sectors at the college so that communication is centralized and maintained as well as assisting the college in making sure processes are enacted in a consistent and timely manner. This employee often works at the district Office of Human Resources to train and learn new procedures, process, and policy and then shares that training with the campus at large.

Human Resources: Board Policies 4006 and 4012 provide district policy regarding faculty and staff diversity as well as equal employment and selection. These policies are reviewed in accordance with Title 5 regulations and will be enforced by a new position to be hired at the district. The position will be in charge of the promotion of equity in recruitment, employment, and promotion of employees to bring about employee representation of age, gender, and ethnic groups. District Human Resources is also hiring for leadership in the area of Emergency Training and Safety regulations so that the college can be provided adequate training and service in regard to state and federal emergency response.

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Functions of Human Resources noted in the midterm report remain the same with the addition of Payroll direct reporting instead of what was previously noted under District Business Services.

### RESPONSE 2009 – INFORMATION TECHNOLOGY:

Recommendation Three noted the “may include but not be limited to” section to Business Services, Research, Human Resources, and Information Technology. Although not included in the midterm report, the college believes that significant strides have been made between the district and the college in its definition of information technology and corresponding responsibility and function.

The college has an Information Technology staff of five classified staff and managers. In addition to the Information Technology staff at the college, Las Positas College also has two fulltime classified staff that assist in maintaining the Blackboard system and other technology related processes as they pertain to instruction. All of these college staff work directly with the District Information Technology staff to maintain systems, provide feedback for system improvement, and work through system upgrades. The staff at the college also collaborates with the district in order to provide consistent service with technologies in the classroom, in the office, and through our system wide MIS system. Responsibilities common to both the college and the district are noted in the district/college responsibility chart developed by the District Office.

Since 2006, the district has worked with the college Information Technology staff on implementing several software and system supports that have assisted the college in building consistent process and delivery via technology. These collaborative initiatives have included the eLumen software that houses our district wide Student Learning Outcomes data; the new portal project/software currently being implemented district wide, Luminis; DegreeWorks, a tool to assist Student Services programs in auditing student transcripts, and the online grading and attendance reporting process. These collaborations directly affect college planning and assist programs and services in becoming more effective and in streamlining outdated paper processes.

The Director of the Information Technology staff at district has been an active participant in the college Technology Committee and has helped to respond to the 2008 Technology Plan. In addition, the 2008 Distance Education plan developed by the college as a part of the institutional response to online learning has also been sent for review to the district Information Technology staff so that the college can continue with planning that can be supported with both the backbone infrastructure and the internal processes necessary for continued planning and implementation.

Finally, the college submitted and had approved its Substantive Change report to WASC, (March 20, 2007). The approval of this report continues to develop and implement collaborative opportunities within Information Technology for the college and district to maintain and increase quality technology applications within the instructional area.

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### RECOMMENDATION #4:

The team recommends that the College develop and implement a regular cycle for the review and revision of all course outlines that includes clearly stated learning objectives, anticipated outcomes, and methods of assessment.

### RESPONSE 2009:

As noted in the September 21st 2004 Progress Report on Recommendations from the Accreditation Commission, the college has completed this recommendation with the Curriculum Handbook, the Curriculum Review section of the cyclical systematic program review, and the current completion of the integrated outline for all courses offered throughout the college. The Title 5 guidelines for integrated outlines have been institutionalized through the college integrated outline. Those catalog courses noted as outstanding have been completed and sent through the curriculum approval process. In addition, the college has created and approved both a Program Introduction Process and a Program Discontinuance/Revitalization Process to ensure that new programs will be created within the integrated outline model and courses no longer meeting student need can be inactivated according to a faculty driven response.

Two documents responded to this recommendation: the Progress Report on Recommendations from the Accreditation Commission (September 21, 2004) and the midterm report ( March, 2006). The college has documented its compliance with the requirements of Title 5 Section 55002 by developing an integrated course outline of record for all faculty to use in their current curriculum development. Within the revised program review process, the faculty are asked to update their curriculum every four years, with bi-annual updates included. The timeline for consistent curriculum review has been imbedded within the program review model and began its implementation for regular and consistent review in fall 2008.

The college has taken an aggressive stand in assisting faculty with the pedagogical and quality analysis involved in curriculum development by including a workshop on Curriculum Development in the yearly New Faculty Orientation Staff Development series, and in fall 2008 the college held its first all campus Curriculum Celebration created to train all faculty in Instructional Design, Academic Senate Curriculum updates and the Curriculum/Content Review cycle integration into the program review model. Systematic review and evaluation of curriculum development has been incorporated into the Curriculum Review section of the college program review model.

Additional online training modules in alternative assessments, best practices curriculum models noted through the statewide Academic Senate conferences, and other pertinent curriculum training is available on the Innovation Center website.

In its recent Substantive Change Report (March 2007), the college was commended for its best practices model of curriculum course outline development and the training provided for faculty who are interested in creating curriculum that requires an understanding of online methodology and learning techniques. As of this self-study, all of the college's scheduled curriculum courses have been rewritten to comply with the integrated course curriculum model, with all new course proposals directed to the online curriculum model, process, and procedures. In addition,



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the college curriculum committee chair and Vice President of Academic Services are working collaboratively with the District Curriculum Committee to review, evaluate, and possibly implement Curricunet, a software package, to further ensure regular review cycles.

### RECOMMENDATION # 5:

The team recommends that College and District leadership evaluate, delineate and communicate their respective roles and responsibilities related to economic development.

### RESPONSE 2009:

During 2004 and 2005, the leadership of both colleges and the district had a series of meetings which evaluated and delineated respective roles and responsibilities in regards to economic development activities. That process yielded mission statements and frameworks for economic development activities for Las Positas College and the district office. That analysis process also recommended that there be an ongoing task force specific to economic development coordination. Due to a series of leadership changes, that subsequent task force did not convene, but has not recently met as of fall 2008. However, the district and the college will be meeting in spring 2009 to evaluate the current status of roles and responsibilities.

In the meantime, the college has moved forward with economic development activities within the mission and framework established in the 2004 and 2005 meetings, and used existing structures and processes to communicate and coordinate economic development activities at the college and across the district. These structures and processes include district wide leadership meetings held in 2004 and 2005, in which economic development was one topic of many, with respective roles and responsibilities across both campuses and at the district offices discussed. Topics of collaboration include joint grant activities, curriculum approval processes, the Tri-Valley Educational Collaborative, and updates to the Board of Trustees regarding economic development work developed and implemented by the college. This process has been fruitful and served the local economy and the college very well. The college is very proud of its record of economic development work (independently as well as collaboratively within our district and across the northern California region).

The framework developed in 2004 and 2005 identified the college economic development activities as occurring within the two broad areas of Vocational Occupational Education (more recently referred to as Career Technical & Workforce Preparation) and Economic Development.

Following are some highlighted activities in these areas which have occurred since the last accreditation visit.

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### Vocational Occupational: Career Technical Education/Workforce Development

#### 1. Career Pathways & Articulation with High Schools, Regional Occupation Program's and 4-Year Higher Education Institutions

- Since 2003, LPC revitalized and expanded our approach to aligning Career Pathways with secondary partners.
- The LPC program (HeadStart on College) was selected as one of 15 "Practices with Promise" in California in 2007 <http://www.collegecampaign.org/practices/2007-pwp-archive.html>
- LPC has in place over 70 course level articulation agreements (with college credit) in 12 career pathways areas: ECD, Business, Admin Justice, CIS, Interior Design, Allied Health, Visual Communications, Web Design, Computer Networking, Horticulture, Automotive and Laser Optics.
- Annually over 600 high school students from 3 counties (Alameda, Contra Costa and San Joaquin) earn college credit at LPC for completion of these courses while still in high school.
- The program is documented and communicated to all partners (including the District) via a publicly accessible website with a link from the college home page <http://www.laspositascollege.edu/HSROParticulation/allCourses.php>
- LPC also has numerous transfer agreements in career focused areas with 4 year institutions, documented via the ASSIST database.

#### 2. Degrees, Certificates and Courses Responding to Local Employment Trends

- Since the mid-term progress report, LPC has developed or revised the following career focused degrees, certificates, and courses.
- In response to local and regional demand, LPC is developing a pathways program in Allied Health, with four pathways of transfer, clinical (currently surgical technician and EMT), administrative, and health and human services.
- All curricular changes and developments are communicated within the district and externally to our k-12 partners in a variety of modalities, including semi-annual advisory board meetings, monthly Tri-Valley Educational Collaborative meetings, bi-monthly board meetings, annual board curriculum reports, and the curriculum development process which includes coordination across the colleges.

#### 3. Apprenticeship

- Working collaboratively with the district office of Contract Education and Bridgestone Firestone, the college developed a for-credit automotive apprentice program.
- In partnership with the Carpenters Training Council of Northern California, and Pleasanton Unified School District, the college is transitioning existing non-credit apprenticeship programs (administered by the school district) to college credit programs. The college has approved courses, degrees, and certificates in Carpentry, Millwrights, and Piledrivers and is awaiting program approval from the state chancellor's office along with transfer of RSI fiscal support from the CDE to the college. In the meantime, the

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college has developed course level credit by examination agreements in these areas and 950 apprentices have earned from 1.5 to 10 units of college credit to date, along with 150 apprentices who have completed 4 to 12 units of work experience for on-the-job training.

### 4. Internship

- LPC continues to enhance the Internship program to provide work based learning opportunities for students. Internship is now offered every semester and over the summer, and annually approximately 120 students participate in internships in a variety of career areas (mainly in the 12 career pathway focuses identified in 1c above).

## Economic Development

### 1. Community/Regional Long Term Partnerships

- Las Positas College and Safeway Stores, Retail Management Certificate Program: this program continues to grow, and annually 4-5 courses in this 10 unit certificate program are offered on-site at various Safeway locations in the college's service area, allowing Safeway to develop supervisors from existing employees.
- Carpenters Training Council of Northern California: previously described under apprenticeship programs, this partnership serves 1400 apprentices annually who contribute significantly to the building construction industry of Northern California.

2. Allied Health with Valley Care Hospitals: In partnership with Chabot College and Valley Care, the college is increasing the pipeline of trained nurses in the region. In partnership with Valley Care and our K-12 partners, the college was successful in obtaining an SB70 quick start grant for Allied Health, and has used those funds to develop a program to train surgical technicians and medical administrative assistants.

- Allied Health further development: leveraging success with the SB70 quick start grant, the college was awarded an JDIF and IDRC beginning in 2008 to do further development in Surgical Technician and related areas. This will be a regional partnership with Skyline and Santa Rosa colleges.
- General Motors: The college continues to partner with GM to serve as the Regional Training Center of Northern California to provide training and certification of GM automotive technicians.
- California Bureau of Automotive Repair: the college partners with BAR to serve the community as a local smog check station, and in the process provide internship opportunities and access to advanced training and equipment for LPC students.

### 3. Special Populations

- In addition to the normal focus on special populations which is well supported by Student Services, the college has also developed a specific focus on recruiting and retaining women in non-traditional fields, primarily automotive and welding. This region, the state, and the US in general are experiencing a significant shortfall in qualified welders. Regionally, there is high demand for automotive service technicians and service writers as well. The college is supported in this effort by being part

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of an 8 California Community College National Science Foundation/Women in Technology initiative [http://www.iwitts.com/html/calwomentech\\_sites.html](http://www.iwitts.com/html/calwomentech_sites.html)

4. Community Education continues to offer fee based courses that respond to community needs.
5. Awarded Grants that Align with College Mission (Since 2004)
  - SB70 Allied Health Quickstart (described above)
  - Economic and Workforce Development grants; <http://www.cccco.edu/SystemOffice/Divisions/EconDevWorkPrep/CTEPathwaysInitiative/tabid/418/Default.aspx>
  - East Bay - Tri-Valley Community Collaborative Career Technical Education/Economic and Workforce Development Pathways grant (with Chabot, district & k-12 partners)
  - ii. East Bay - Tri-Valley Community Collaborative Workforce Innovation Partnerships grant (with Chabot, district & k-12 partners)
  - JDIF (Job Development Incentive Training): Surgical Technician
  - IDRC (Industry Driven Regional Collaborative): Surgical Technician
  - BARTPC
6. Support Services to Business
  - Developing the LPC Entrepreneurial Resource Center website, for fall 08 launch.
  - Faculty participate in local city economic development organizations.
  - Faculty and administrators participate in various Tri-Valley Business Council task forces providing input and collaboration from education.
  - Provide interns and provide opportunity for local industry employees to enroll in work experience and further develop job related soft skills.

The review of accomplishments and evaluation of the 2004 and 2005 committee work will take place in the spring of 2009. Included in that discussion will be the change in leadership and new vision for continued economic development collaborations and partnerships between the colleges and the district, as well as continued community outreach and participation in the college's growing Career Technical programming. Additional information can be found in Standard Two.

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### RECOMMENDATION #6:

The team recommends that the College and District implement clearly defined hiring procedures for all categories of employees, and assure that those procedures are clearly and consistently communicated in writing to all who participate in hiring.

### RESPONSE 2009:

The Office of Human Resources has developed and approved an Administrative Hiring Manual, a Supervisor/Confidential Hiring Manual, and a Classified Hiring Manual for full-time and part-time members. The current Draft for Review for Recruitment and Selection Procedure for Contract Faculty is awaiting Academic Senate review and approval. It should be noted that loss of leadership within the Human Resources area in 2006 and 2007 has pushed back the original adoption of the date from May 2006 to fall 2008. In fall 2008, additional discussions have taken place with both colleges' Academic Senates.

The piloted formal orientations to selection committees were completed in 2006. This process is also currently being revised and will be available to all screening committees district wide with the hiring of an additional district Human Resources classified position whose responsibility will lie in actualizing both the Hiring Process and Orientation across the district beginning in fall 2008. Additional personnel added to the District Human Resources unit will incorporate continued training and mandated compliance to diversity and equity practices associated with the hiring process. Additional information can be found in Standard Three.

### RECOMMENDATION #7:

The team recommends that the College assign responsibility for the implementation of a consistent hiring process for part-time faculty.

### RESPONSE 2009:

This recommendation was completed with the 2006 midterm report. The process noted within that report continues to be the hiring process for part-time faculty. One noted addition to the process is the addition of the adjunct seniority process implemented with the Faculty Association contract beginning in 2005. The process for initial hire remains the same; however, once hired, adjunct faculty now have a seniority process for continued employment that is also linked to their evaluation process. The contractual implications associated with the adjunct seniority process have forced the college and the district to continue to review the adjunct hiring process for adherence to the contract, and continued discussion regarding consistency of process occurs with the bargaining units.

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### RECOMMENDATION #8:

The team recommends that the College devise and implement the means for the regular and timely evaluation of administrators.

### RESPONSE 2009:

The previous progress report noted the current evaluation process for administrators outlined in Board Policy 4120 with the accompanying evaluation process available through district Human Resources. This online evaluation instrument has a corresponding timeline that accommodates a three-year evaluation cycle: the third year is a comprehensive evaluation, and the other two years are annual evaluations. The current calendar for administrative evaluations is being reviewed to ensure an organized review in conjunction with administrative goals.

This recommendation was completed with the midterm report and has not changed since that report. Administrators continue to undergo both an annual evaluation process and a comprehensive evaluation process with new administrators undergoing the comprehensive evaluation every 2 years and then every three years thereafter. Board Policy 4120 states that each administrator shall be evaluated annually. This process includes goal setting, appraisal, and formal feedback. Forms are available under the district office of Human Resources website.

The timeline for completion has allowed the college to formally begin this process in 2005-2006. All Las Positas College administrators hired before or during 2005/2006 have undergone both the annual evaluation and the comprehensive evaluation. Hires beyond 2006 are in process. Additional information on administrative evaluation can be found in Standard Three.

### RECOMMENDATION #9:

The team recommends that the College and the District actively promote the principles of equity and staff diversity inherent in its policies and assign responsibility for incorporating those principles into processes and programs.

### RESPONSE 2009:

The Campus Change Network noted in the midterm report continues to serve Las Positas College in the coordination of campus wide discussions and activities that serve to provide a peer led learning effort to support the principles of equity and staff diversity. Primary responsibility for an institutional diversity plan, outreach, and development has resided within this initiative. The Campus Change Network Committee is not a shared governance committee and has purposefully chosen to accept representation from throughout the campus constituencies without any restriction on numbers of participants. The intent of the Campus Change Network is to provide both a breadth and depth process to understanding diversity, valuing diversity, and encouraging diverse perspectives across the college. Updates to the Campus Change Network activities are housed in the educational master plan.

For 2007-2008, the Campus Change Network the incorporation of a mission statement as a part of its charge. It reads:

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“Campus Change Network is dedicated to increasing diversity, equity and inclusion through dialogue, reflection and action. We will create this environment by modeling culturally competent leadership; supporting and encouraging honest communication, risk taking and openness; reinforcing the principles of equity and diversity in word and deed; and, being a catalyst for educating and empowering our community. We remain learners on our journey towards social justice, and we approach our work with conviction, courage and compassion.”

Areas of responsibility for the incorporation of this mission included a speaker series, a brown bag series/discussion group, and a possible web presence for the mission and activities of the Network. The Campus Change Network is also incorporating its activities around several “keys” to the Network guiding principles. These principles include:

1. Cooperative Inquiry
2. Time to Think and Plan
3. Messy is Ok
4. Students are the focus
5. Leadership is key
6. Build institutional capacity
7. Be patient – it is a long term commitment
8. Learn, then learn some more

The Las Positas College Campus Change Network Capacity Building Plan draft (3/2/07) is available upon request and follows up with specific goals and activities as they relate to the Campus Change Network Mission. Areas of commitment for 2007 and 2008 were built upon the overarching white paper noted below and distributed to the college at the Flex Day February 16th, 2006 event.

### **Campus Change Network: Building on Today – Planning for the Future**

Historically, community colleges have served as the central, and often the only, bridge to opportunity for Californians who would otherwise not have access to higher education.

Las Positas College is committed to being a bridge to opportunity for all people, by educating the community about our programs, and providing them with equitable access to the college and its services. This past year, Las Positas College was selected as one of eight California Community Colleges to work on strengthening access and equity efforts through a peer-led learning effort called the Campus Change Network. The Campus Change Network involves the coordination and formation of a network, where participating colleges can collaborate and dedicate time to strengthening their student equity plans and/or identifying new areas they would like to apply an access and equity lens.

The Las Positas College Campus Change Network Team identified three initial areas of focus, to support and enhance these efforts (2006).

## RESPONSES TO PREVIOUS SELF-STUDY RECOMMENDATIONS

### 1. *Building Cultural Awareness (Campus Climate)*

Las Positas College has many special events to celebrate diversity. However, it is important to go beyond celebrating differences at special events, by building permanent representations that reflect the diversity in our community. For example, as the college build's new facilities, murals or other décor could be added that celebrate diverse ethnic groups. The goal, within a two-year period is for the campus to have permanent representations that reflect the different cultures/ethnic groups in our community.

In order to build a more diverse campus community, it is also important for the college to develop its own definition of diversity. We plan to hold numerous forums to begin this discussion, which could include bringing in guest speakers or going on field trips. The goal within the next year is to develop a campus-wide definition of diversity.

Additionally, faculty must drive equity, access, and diversity as curricular content in their courses. One of the college core competencies for Student Learning Outcomes is Respect and Responsibility; Diversity. As faculty design course and discipline outcomes, faculty can create their own measurements for efforts in this area.

### 2. *Outreach and Recruitment (For Students, Faculty, Staff and Administrators)*

In order to better educate the community about the educational opportunities at Las Positas College, it is important to develop diverse media, and deliver this information in a collaborative fashion. Las Positas College staff and faculty provide outreach in numerous ways; however, sometimes they are not aware of the work that their colleagues are involved in. Thus, it is critical to consider an Outreach Coordinator to help the college build upon and coordinate current efforts. This individual would be the campus point person for outreach in the community and could and assist staff with the coordination and implementation of efforts/events. Examples of these activities include:

High School Outreach - Each counselor is assigned at least one high school to work with. The counselor goes to different events, works with the high school counselors/administration to make sure that students are aware of the college's programs, application deadlines, testing dates, etc. Financial Aid, DSPS, an academic programs also do high school outreach. The Outreach Coordinator could support our counselors, faculty, and staff at different events. One of the network's goals is to bring online assessment (Accuplacer) to the high schools. Thus, interested students could establish their math, English and chemistry placements before having to come to the Las Positas College Campus.

St. Michael's Project – In order to build a more diverse student population at Las Positas College, it must go beyond traditional recruitment methods. One such effort the college is currently working on is with St. Michael's Church. The pastor is assisting the college in reaching out to a large Spanish speaking population in the Tri-Valley Community. The goal is to increase the diversity of the student population, by educating this group about opportunities and making the campus more accessible through supportive services and scholarships. In spring 2009, the college will be hosting a large event for this group on the Las Positas College Campus.



## RESPONSES TO PREVIOUS SELF-STUDY RECOMMENDATIONS

Faculty and Staff Outreach – In order to serve a more diverse student population, the college needs to have a faculty and staff that represent the diversity in the community. In order to assist with this effort, it's important that Las Positas College go beyond traditional means of advertising its positions, by reaching out to more diverse groups. The goal would be to have more diverse qualified pools of applicants, which hopefully would lead to a more diversified faculty and staff. The network will establish a working group alongside the senates to review outreach efforts and hiring practices in the district.

Student Ambassadors – In order to reach out to a diverse community, many different recruitment strategies must be implemented. Through the use of student ambassadors, the college can take a multi-generational approach to relate to a broader number of people. Through the assistance of the college's diverse student population, the college can show the community that getting an education at Las Positas College is possible for all people, no matter one's ethnicity, age, socioeconomic and/or disabled background. The goal would be to increase college enrollments by helping the community to better identify with the college as a place that is not only accessible, but also ideal for improving one's education and livelihood.

The Outreach Committee will continue to develop new and innovative ideas to assist the college with its efforts to educate and recruit members of the community to attend Las Positas College.

### 3. *Basic Skills Student Success (Building the success rate for transferable coursework completion)*

In order to promote student success for all students, the governing board of each community college is required to adopt a student equity plan for each college in the district (Title 5). The student equity plan contains "student success indicators" as they relate to the Board of Governors policy on student equity implementation. "Success indicators" are measurable standards used to determine areas for which various population groups may be impacted by issues of equal opportunity.

One area in Las Positas College's Student Equity Plan the college needs to improve upon is its ESL and Basic Skills completion. The data shows that only 26% of math students and 33% of English students who start in a basic skills courses move on to complete a transferable course within a two-year period. The measurable goal is to significantly improve upon these percentages within a two-year period.

To assist with this effort, the college provides specialized support services for this population. For example, specialized counselors could be hired to work with cohort groups of students to closely monitor their progress and provide intervention services. Through the basic skills initiative, the college will be implementing embedded counseling, increased opportunities for learning communities, and Early Alert. Additionally, faculty in basic skills and specifically the Integrated Learning Center are involved in working with these groups of cohort students. In addition, resources such as book scholarships and transportation assistance are provided to those students in need.

The college will continue its efforts to actively promote these principles through this Network and through the expansion of its philosophy and goals into existing committees and goals within the campus structure. This will include training in the inclusion of diversity and equity within college course outlines, continued speaker series on pertinent topics, and additional programs that promote the mission of the Campus Change Network.

## RESPONSES TO PREVIOUS SELF-STUDY RECOMMENDATIONS

Responsibility at the district level resided with the then Human Resources Director, who in 2006 resigned from the position. In 2005, the Human Resource Director started a formal hiring process training which included ethnicity/diversity issues. The director met with each hiring committee which included the Chair (Administrator) and gave a formal presentation on diverse committee representation, diversity of applicants, and the inclusion of diversity sensitive questions within the interview process. This training was then passed on to the Hiring Committee Chairs as a part of each chair's responsibility. During the fall of 2008, the college also provided an additional Employment and Employee Relations position designed to support staff diversity in the recruitment and employment processes.

Campus responsibility for review of committee membership and review of committee screening process and questions, as they relate to diversity and equity resides with one of the Dean's of Student Services, who works with the chair of the hiring committee on both processes.

In 2006, Student Services was responsible for the development and submittal of the college Student Equity Plan. Within this plan is an outreach initiative geared towards the success of African American male students within the college student population. Efforts in this initiative began in the fall of 2008.

Working with Academic Services, the college is also embarking on its final phase of the Basic Skills Initiative. The Basic Skills Initiative continues to serve our diverse student population with learning communities, increased student support, and many activities designed to promote the philosophy of equity. Specific activities that support that philosophy include the Inter-Collegiate Athlete program called ACE (Academic Center for Excellence) which provides the college's athletes with much needed tutorial support, many clubs for students of diverse backgrounds and needs, and diversity programs offered as a function of many of the college's discipline departments. These diverse programs include supportive events in the foreign language area, the English as a second language area, and psychology. Continued work with embedded counseling, Early Alert, and staff development for the implementation of learning communities will take place in spring 2009.

Spring 2009 will find the Staff Development Committee co-sponsoring a professional development event with Curriculum Committee and Campus Change Network to assist faculty in the development of curriculum and programs that incorporate the themes of diversity and equity as part of the course outline. In addition to this workshop, the Campus Change Network hopes to develop a series of continued professional development workshops to discuss diversity inclusion within instructional assessments and classroom management. Curriculum programs under development or being considered for development include an ethnic studies program and a women's studies program. Additional information on the principles of equity and staff diversity can be found in all standards.