

**STANDARD ONE:
INSTITUTIONAL MISSION AND EFFECTIVENESS**

- 1 The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.
- 1A The institution has a statement of mission that defines the institution’s broad educational purposes, its intended student population, and its commitment to achieving student learning.

Las Positas College’s current mission statement was approved at a meeting of the Planning and Budget Committee on September 4, 2003.⁵⁸ The Board of Trustees had accepted the Las Positas College Mission Statement on February 18, 2003.⁵⁹

The mission of Las Positas College is to foster growth and success, both in its students and in its community.⁶⁰ The college strives to fulfill this mission by offering high-quality, comprehensive educational programs and services. It augments and strengthens its mission by partnering with local businesses and organizations to promote the welfare of its students and the economic and social health of its service area.

Las Positas College:

- Enables students to transfer to baccalaureate-granting institutions;
- Prepares students for career entry and advancement;
- Provides basic skills and English as a Second Language instruction;
- Delivers quality, substantive student support services; and
- Fosters student success through committed, exceptional faculty and staff.

Las Positas College offers a strong instructional foundation for its students and aims to cultivate in them:

- The ability to think critically;
- An understanding and respect for difference and diversity;
- The ability to make humane, informed, and ethical decisions;
- The willingness to adapt to change in the workplace; and
- The desire to participate in society as responsible citizens.

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⁵⁸ PBC minutes, 9/4/2003
⁵⁹ Board of Trustees Approval of Mission Statement
⁶⁰ LPC Mission Statement

Values Statement:

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

- promote and celebrate lifelong learning;
- anticipate and meet the needs of the ever-changing workplace;
- demonstrate social and environmental responsibility;
- promote tolerance and mutual respect in a diverse community;
- foster a climate of discovery and creativity; and
- hold firm to the belief that each of us makes an astonishing difference.

The mission statement and values statement address the broad educational purposes of the college, placing emphasis on transfer, career entry and advancement, basic skills, and English as a Second Language. They identify the college’s students as those interested in general education, transfer education, and career-technical education.⁶¹ The mission is accomplished via comprehensive educational programs and services, which are in line with the overall goals of a higher educational institution.

In December 2006, copies of the Las Positas College Mission Statement, Values Statement, and Guiding Principles were distributed to the Planning & Budget Committee, with the note that these documents needed to describe a commitment to Student Learning Outcomes.⁶² A Planning and Budget Committee (PBC) Task Force has written a draft mission statement which has been reviewed by campus constituents and the community. The PBC approved the revised statement in fall 2008. In addition, the PBC has determined to review the mission statement every three years to ensure the continuing integration of the mission statement and institutional planning.

SELF EVALUATION

The college partially meets this standard. The current mission statement has been effective since 2003, when it was last approved, and the statement accurately supports the goals of a higher education institution. However, since 2003, the broad educational goals have shifted from a teaching-centered focus to a student learning focus. The fall 2008 approved mission statement reflects the nature of the college’s educational philosophy and commitment to student learning but the new mission needs to be integrated into college committees and planning.

PLANNING AGENDA

1. Incorporate regular review of the mission statement and values statement into the institutional planning cycle.

⁶¹ LPC Mission Statement
⁶² PBC Minutes, 12/7/06

S1A1 The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.

Las Positas College is a comprehensive community college serving the residents of the Bay Area’s Tri-Valley and beyond. The purpose of Las Positas College, as expressed in the mission statement, is to “foster growth and success, both in its students and in its community.”⁶³ The character and purpose of Las Positas College provide the foundation for its student learning programs and services, which are responsive to the student population served by the college. As such, the college provides developmental, transfer, technical, and personal development education for over 9000 students, offering 21 Associate of Arts degrees, 17 Associate of Science degrees and 46 certificate programs, as well as community education courses for cultural enrichment. In addition to meeting the needs of these broader groups, programs are designed to serve specific, targeted populations. For example, the Honors Transfer Program creates agreements with several colleges and universities throughout California and encourages independent and creative learning achievements, designated by an “H” (for Honors) on the honor student’s transcript and special recognition at graduation.⁶⁴ Other examples of targeted programs include developmental education (basis skills) programs that prepare students assessed below college-level math or English for degree-credit instruction.^{65, 66,} ⁶⁷ In fall 2008, assessment validation studies are underway in the areas of both English and math. Additional options for students, depending on their goals and preparation, include credit by examination, noncredit articulated high school courses (2+2), advanced placement, and College-Level Examination Program (CLEP) credit.⁶⁸ Las Positas College also offers fast-track, weekend, daybreak, and evening classes to facilitate student learning.⁶⁹

The LPC CalWORKs program serves CalWORKs students and their families by providing educational and career opportunities combined with an array of high-quality support services that enable CalWORKs students to meet their educational goals, find meaningful employment, and successfully transition into the workforce.⁷⁰ Through collaboration and advocacy within the college and the community, the program prepares students for economic self-sufficiency through the attainment of higher education. Some of the support services that the CalWORKs program provides include career counseling, academic advising, coordination and advocacy with the Department of Social Services, assistance with Welfare-to-Work plans, transitional child care funding, transportation resources, referrals to college and community resources, job development, and work study employment. Additionally, special workshops, classes, and support groups are offered to aid students on their paths to success.

⁶³ LPC Mission Statement
⁶⁴ Honors website
⁶⁵ Math flowchart
⁶⁶ English Department
⁶⁷ Assessment Center
⁶⁸ Student Services
⁶⁹ Tri-Valley Educational Collaborative
⁷⁰ CalWORKs

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Transfer-related programs engage in continuous dialogue with transfer institutions to ensure that programs provide lower-division preparation for students desiring to transfer.⁷¹ One result of this dialogue is a rigorous curriculum process for all baccalaureate level courses. The college has 167 courses that have been certified as California Articulation Number (CAN) courses, and it maintains articulation agreements with individual campuses of the University of California and the California State University systems. Additionally, it holds articulation agreements with local independent colleges.

The campus Transfer Center is headed by a transfer officer who has access to regularly updated online transfer information. Each semester, the Transfer Center invites representatives from local four-year colleges (CSU, East Bay, Sacramento State, San Jose State, San Francisco State, CSU Stanislaus, UC Berkeley, UC Davis, UC Santa Cruz and St. Mary's) to meet with students individually.⁷² College applications and testing information (SAT/ACT/ CBEST/GRE), as well as transfer application workshops, are held in October and November. Personal essay workshops are offered through the Transfer Center, and faculty from a variety of disciplines provide assistance in the Open Writing Center.⁷³ Transfer Day in September brings 35 college representatives to campus, as well as a variety of workshops on majors such as Business, Liberal Studies/Teaching Credential, Science, Human Development, and Graphics. College catalogs and Internet access to ASSIST for articulation agreements and tours to four-year universities, as well as the President's Transfer Reception, are also provided.

Counseling Services provides accurate and extensive information to students at the Counseling Center and Transfer Center.⁷⁴ Counseling Services includes academic, career, and personal assistance. Further, the Center provides employment services for students qualified for federal work study, and it advises students on strategies for resume writing and interviewing.

Las Positas College's commitment to student learning is growing and evident in its effort to address its growing diversity. In 2003, the campus became part of a growing network of community colleges by joining the Campus Change Network (CCN).⁷⁵ A group of administrators, faculty, students, and clerical staff meet monthly to address the needs of all students at LPC, particularly its increasingly diverse population. CCN has created an opportunity for campus dialogue and sponsors on-campus events, including a monthly speaker's bureau that allows the voices of diversity to speak to the campus community. The CCN also sponsors a Brown Bag event each semester for faculty, students, and staff to explore topics related to diversity and equity. The college has also begun to conduct outreach efforts to the Tri-Valley community, using student ambassadors from LPC who serve as role models by providing information when visiting high schools, participating in community events, and conducting campus tours.

⁷¹ Transfer Center

⁷² Transfer workshops

⁷³ Open Writing Center

⁷⁴ Counseling Center

⁷⁵ Campus Change Network

In addition to the above, the college has established a range of programs and services aligned with its student-centered character and purpose:

- The Open Writing Center, housed in the Integrated Learning Center (ILC) allows students to work one-on-one with a writing tutor on any writing assignment.⁷⁶
- The speech and debate team, also known as the LPC “Talk Hawks,” provides students with an intensive focus on research, writing, and performance skills. Forensics students compete on an inter-collegiate basis at tournaments locally, nationally, and internationally. The Talk Hawks are award winners across the range of competitions.⁷⁷
- Community education classes are designed to provide personal development, cultural enrichment, and job training for the LPC community. Courses are offered in areas including fitness and health, home and garden, computers, arts and letters, and college preparatory skills.⁷⁸
- Continuing education classes are designed to provide in-service education for those who must maintain a professional license by periodic training and upgrading of their skills. Courses offered have included nursing, real estate, and accounting.⁷⁹
- Contract education classes are offered through contracts with the district for educational services with public or private agencies, corporations, associations, or individuals. An active outreach program is conducted by the district to help develop training programs tailored to meet their needs. Examples of programs offered include Business Communication, Supervision, CPR and First Aid, ESL, Word Processing and Computer Skills, and Pre-Retirement Planning.⁸⁰
- The QUEST program provides an opportunity for lifetime learning and is designed to meet the educational needs for adults 55 or older. Classes are offered in a variety of disciplines such as art, English, and physical fitness.
- The Tutorial Center offers student and faculty tutoring for a variety of courses and disciplines.⁸¹
- LapTechS – Business, Electronics/CIS is an innovative entrepreneurial venture offering technical support services as a work-based learning that allows students to get hands-on training in a workplace environment. Students practice hardware and software installations, computer repair, and maintenance and troubleshooting techniques. Business applications include storage and retrieval, document preparation, customer service, and other job skills.⁸²

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 77 Activity Calendar, May 11, 2007
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 80 Training & Development Solutions
 81 Tutorial Center
 82 LapTechS

- Internships provide interested students, who meet qualifications, to be placed in carefully structured work environments with local employers. Students gain opportunities to apply knowledge gained in the classroom.⁸³
- Extended Opportunity Programs and Services (EOPS) provides a comprehensive program of services for low-income and academically underprepared students, as well as students with language and social challenges.⁸⁴
- Disabled Students Programs and Services (DSPS) coordinates needed services and courses for students with disabilities in pursuit of a community college education. The program is staffed by a program coordinator, and instructor, and a counselor.⁸⁵
- The Financial Aid office helps ensure that students have sufficient resources to enable them to attend college. This is done through grants, fee waivers, scholarships, loans, and federal work study.⁸⁶
- The Office of Veterans' Services provides instructional assistance to service personnel, reservists, and other eligible persons under Title 38, U.S. Code and Department of Veterans Affairs.⁸⁷
- Occupational Work Experience Education brings business, industry, and all levels of governmental agencies together to allow students to apply their classroom instruction to related career employment opportunities. Students have an option of concurrent enrollment in college courses while working, or full-time study for one semester and full-time work the following semester.⁸⁸
- Tech Prep (Technical Preparation Programs) establishes a balance between academic instruction, technical/vocational training, and career development for students. The Tri-Valley Educational Collaborative (TEC) is comprised of representatives from the Tri-Valley Regional Occupational Program (ROP) of LPC, local school districts, CSU-East Bay, local business, and community partners.⁸⁹
- Online application and telephone registration streamline the admissions process, facilitate access, provide faster service, reduce wait-lines, and increase accuracy.⁹⁰
- Health Services provides confidential health counseling, screening tests, health education, and emergency first aid.⁹¹
- Psychological Services provides crisis intervention, faculty consultation, and psychological testing and assessment.⁹²
- The Employment Resource Center assists with job placement services for students, graduates, and employers.⁹³

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86 Financial Aid

87 Veterans Benefits

88 Work Experience

89 TEC

90 Online application

91 Health Center

92 Counseling Center

93 Employment Center

SELF EVALUATION

The college meets this standard. As set forth in the mission statement, Las Positas College provides a wide variety of well-used and evolving programs and services responsive to the learning needs of its population. These offerings include programs targeted to specific populations; flexible class times; and courses in many academic, occupational, and certificate areas.

The Faculty and Staff Survey showed agreement among administration, faculty, and staff that Las Positas College makes a conscious effort to facilitate and support student learning and makes necessary changes to improve student learning.

PLANNING AGENDA

None.

1A2 The mission statement is approved by the governing board and published.

The institution has a statement of mission, adopted by the governing board on February 18, 2003, and “the statement of mission identifies the broad-based educational purposes it seeks to achieve.”⁹⁴ In December 2006, the Planning and Budget Committee started the process of rewriting the mission statement.⁹⁵ In spring 2008, the draft went through a process of campus-wide review. This review was completed in fall 2008, and the new mission statement was approved by the PBC by the end of that term.

SELF EVALUATION

The college meets this standard. The Board of Trustees has approved the mission statement on February 18, 2003, and the approved mission statement can be found in the college catalog. A revised college mission statement was approved fall 2008 by college constituents and will be submitted for board approval in 2009.

PLANNING AGENDA

None.

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⁹⁴ Board of Trustees Approval of Mission Statement
⁹⁵ PBC Minutes, 12/7/06

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1A3 Using the institution’s governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.

The mission statement conveys the goals of the college and serves as the guide for planning and decision-making. The Planning and Budget Committee is responsible for a review and revision of the mission statement every three years to ensure that it remains current with the goals of the college.⁹⁶ Input for revision is garnered from all campus constituencies, including faculty, administration, classified staff, and students, and decisions are made through shared governance processes.

The need for the mission statement and vision statement revision was identified by the PBC in December 2006.⁹⁷ A task force was created to develop a draft while the PBC crafted a process to invite and consider input from the college community, as well as a timeline for approving the new mission statement by fall 2008.⁹⁸

SELF EVALUATION

The college meets this standard. The PBC is charged with regular review of the mission statement so that it maintains alignment with the values and goals of the college as informed by the changing character and needs of the students. When identifying a need for revisions, the PBC initiates a process comprising the designation of a task force and forums for dialogue with all constituencies as a draft is developed. Final college approval of the mission statement rests with the College Council.

PLANNING AGENDA

None.

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⁹⁶ PBC
⁹⁷ PBC Minutes, 12/7/06
⁹⁸ PBC minutes, 2/7/08

1A4 The institution’s mission is central to institutional planning and decision making.

The mission statement is connected to the major planning and budgeting process. The educational master plan combines the goals for all programs at the college into one comprehensive and updatable document.⁹⁹ For the Academic Services’ program review, conducted every four years, programs articulate their relationship to the college’s mission.¹⁰⁰ Student Services’ program review also describes its programs in relation to the college mission. Major budgeting processes such as those for identifying new faculty positions, new classified positions, and new instructional equipment are conducted through the PBC, which ranks requests and forwards recommendations to the college president.¹⁰¹ Applicants must orient their requests to the college’s mission by describing how the personnel or equipment requested will contribute to progress toward stated program or college goals. The rubric used by the PBC for instructional equipment requests specifically reflects the college’s mission and values statements.

The organization, membership, and charges of the college’s shared governance committees are consistent with and support of the college mission.¹⁰² However, while the college’s shared governance committees are encouraged to refer to the mission as a guide to actions, there is no process to track or assess the specific effects of actions on the promotion of the mission.

Generally, staff feel that the mission statement does drive the college’s decisions. In the fall 2007 Staff Survey, 84 percent of respondents strongly agreed/agreed with the statement “The Mission Statement is central to institutional planning and decision-making.” Eighty-two percent strongly agreed/agreed with the statement, “LPC programs and services are aligned either Mission Statement.”¹⁰³

SELF EVALUATION

The college meets this standard. The college makes an effort to connect planning processes and to use the mission statement as the driving force for decision making, and as evidenced by the survey, most staff feel that this in fact is achieved.

PLANNING AGENDA

1. Develop an instrument for tracking links between institutional decisions and the college mission.

⁹⁹ Educational Master Plan
¹⁰⁰ Program Review
¹⁰¹ PBC minutes, 2/7/08
¹⁰² Shared Governance
¹⁰³ Fall 2007 staff survey

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- 1B The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.
- 1B1 The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

While ongoing, informal dialogue focused on the improvement of student learning is and has always been central to the activities and the identity of Las Positas College, more formal and highly structured dialogue has also been an emerging and exciting characteristic of college culture as the institution grows. In fall 2007, focus groups were held with each standing shared governance committee, the Academic and Classified Senates, and each of the college's deans; their purpose was to create an understanding, shared across the college, of how to define dialogue, how to understand its purpose and its role in creating change, and where and when formal dialogue would occur.¹⁰⁴ At this college, formal dialogue is now understood as communication that creates understanding, rather than simply make a point: Dialogue creates new knowledge. Dialogue causes reflection. Reflection leads to action, and action leads to change. Examples of formal dialogue taking place recently at the college include a campus-wide brainstorm, at the fall 2007 convocation, of values and skills that the college community felt to be of special importance in the selection of the new college president, in preparation for the ending of the interim president's term. The whole college also dialogued, at a town meeting, on the effectiveness of the program review process.¹⁰⁵ In fall 2007, the Director of Institutional Research and Planning facilitated dialogue with each standing committee on the emerging SLO cycle. The Campus Change Network has sponsored dialogue in a variety of settings that focused on issues related to diversity. The forthcoming mission statement was drafted through dialogue with whole college at town and division meetings. Finally, faculty flex day activities, along with other staff development opportunities, have facilitated reflective dialogue on processes, learning, student success, and student services/instruction integration.^{106, 107}

SELF EVALUATION

The college meets this standard. Informal dialogue, which has always been central to this college's culture, has been emerging in more formal settings to drive decision making.

104 Classified Senate minutes, 9/27/07
 105 Town Meeting, 9/5/07
 106 Faculty Flex Day Program, 08/17/06
 107 Faculty Flex Day Program, 10/07/08

As is shown in the table below, selected from the 2007 Staff Survey, 22-27 percent responded “Neither Disagree nor Agree” to questions on the character of dialogue on the campus. While in all cases a majority did Strongly Agree/ Agree, this degree of ambiguity does suggest that the college should continue to promote faculty and staff awareness and effectiveness of dialogue.

Question	Strongly Agree	Agree	Neither Disagree nor Agree	Disagree	Strongly Disagree
LPC systematically dialogues, reviews and modifies, as appropriate, all parts of the planning cycle, including institutional and other research efforts	9%	55%	27%	8%	1%
The college (or segments of the college) engages in inclusive, informed, and intentional dialogue about the effectiveness of our processes and policies	8%	47%	24%	16%	5%
Changes to institutional processes and policies are guided by dialogue	9%	43%	23%	20%	5%
There is wide-spread institutional dialogue about the results of SLO assessment	14%	38%	22%	16%	10%

PLANNING AGENDA

1. Train committee chairs on the character and use of dialogue as a tool for continuous improvement of programs and processes.
2. Work with committees on the process for communicating committee outcomes and information to campus constituents. Work with campus constituents on communicating needs or concerns through committee representation.

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1B2 The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.

Las Positas College sets goals to guide its progress, and in June 2006 those goals and the objectives derived from them were articulated in a document supporting the mission statement and included in the educational master plan.¹⁰⁸ As they are stated, not all of the objectives are readily measurable, although many of them are. While the college continually works toward its goals through the processes facilitated by bodies such as the Enrollment Management Committee, Planning and Budget Committee, Curriculum Committee, Facilities Committee, and Academic Senate, as well as program review, progress in reaching institutional goals has not been systematically assessed since they were published.¹⁰⁹ In spring 2009, the college will develop institutional strategic goals and help guide institutional planning.

Seventy-three percent of respondents to a 2007 survey strongly agree or agree that LPC employees understand institutional goals and work collaboratively toward their achievement while 18 percent neither agreed nor disagreed, 10 percent disagreed, and 12 percent responded “don’t know/missing.” In general, staff feel the planning process adequately identifies priorities; however, many are not sure or do not have an opinion, (27 percent responded “don’t know/missing”), possibly indicating some unfamiliarity with the goals or the process of setting them.¹¹⁰

SELF EVALUATION

The college partially meets this standard. Generally, the college community feel that they understand institutional goals and work collaboratively to achieve them. Some of the college’s objectives are not readily quantifiable, however, which makes progress toward them difficult to assess.

PLANNING AGENDA

1. Develop and update institutional strategic goals.

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¹⁰⁸ Educational Master Plan
¹⁰⁹ Committee listing
¹¹⁰ Fall 2007 staff survey

1B3 The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.

The educational master plan was adopted in 2005 to go through 2015, and it is a fluid document constructed to accommodate revisions and updates according to changes in program and college goals, enrollment patterns, the economic environment, and other internal or external factors.¹¹¹ Changes in the educational master plan can also be a result of the program review process. Recommendations made in program reviews are peer reviewed by divisional faculty; then they are sent to the Vice President of Academic Services and the Planning and Budget Committee, which help facilitate actions as needed.¹¹²

SELF EVALUATION

The college partially meets this standard. Las Positas College’s educational master plan is oriented around explicit college goals that are consistent with and supported by the program goals identified in program reviews. The educational master plan is updatable according to changes made to program goals, as well as emerging student learning outcomes assessments. College planning cycles have been coordinated in an inclusive, longer-term schedule that also describes the continuing development of the SLO cycle.

PLANNING AGENDA

1. Make updates to the educational master plan systematic, and include in updates an assessment of progress made toward college goals.

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¹¹¹ Educational Master Plan
¹¹² Program Review

1B4 The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

Las Positas College is a tightly-knit, cooperative community, basing its decision-making process on a broad-based participation in self-governance.¹¹³ Although the college has grown dramatically in the last decade, commensurate with the residential and commercial expansion of the Tri-Valley, LPC faculty and staff have worked diligently to maintain a cordial, harmonious atmosphere where employees and students can feel that they not only belong but that they have a voice.¹¹⁴

Two major institutionalized components of LPC's organization assure that decision making adheres to the principles of self-governance. One is the Planning and Budget Committee, whose charge is to gather broad-based input and to coordinate planning and budgeting.¹¹⁵ This committee, consisting of equal representation from administration, faculty, and staff, communicates its work to the college community, and, in turn, solicits input from the college community. It also oversees and evaluates resource allocation decisions to make sure they are guided by the college's mission statement.

A second key component of self-governance is the college's program review. There are two program review processes; one is housed in Academic Services, and the other is housed in Student Services. Academic Services program review is performed through four-year cycles of self-study and collegial review, evaluating the entire instructional program, and making subsequent recommendations.¹¹⁶ The primary objective of both program review processes is to assure the quality of educational programs by seeking to improve their effectiveness at fostering student learning and reflecting student needs.

The first stage of the program review process begins with a self-study, consisting of an in-depth evaluation of instructional programs by faculty teaching in a program.¹¹⁷ It also includes any relevant input from students, support staff, and advisory boards. The second stage is a collegial review, consisting of a comprehensive review and validation of the self-study. The collegial review team includes a dean, faculty in the discipline of the self-study, and faculty in related disciplines. Not only does this peer-validation process help programs strengthen their plans; it also helps the college to identify college-wide concerns.

The findings of program review serve as an essential source of data to guide the work of the Planning and Budget Committee, the Curriculum Committee, and the Academic Senate.¹¹⁸ The College Council, whose membership includes representatives from all sectors of the institution, assists the college in developing policies, processes, and institutional plans.¹¹⁹

113 Shared Governance
 114 Surveys
 115 PBC
 116 Program Review
 117 Program Review
 118 Program Review databases
 119 College Council

SELF EVALUATION

The college meets this standard. Planning processes clearly reflect the principles of shared governance. To properly fund the college's needs, the Planning and Budget Committee requires each division to set its priorities for the acquisition of new faculty, staff, and instructional equipment. To assure quality and measured growth in the instructional programs, program review identifies strengths, needs, and overarching institutional themes, beginning at the discipline level and then moving forward to the college as a whole. The Program Review Annual Update Recommendation Sheet links planning to action and noted areas of improved effectiveness.

While broad-based planning and budgeting processes are increasingly integrated at the college, the improvements made to institutional effectiveness, however demonstrable, have not been measured in an analytical and systematic way. Looking forward, the Program Review Annual Update Sheet and the eLumen software to track SLOs will facilitate this kind of assessment of institutional effectiveness. The educational master plan, through updates, will track and document progress made toward attainment of college goals.

Seventy-five percent of staff strongly agreed or agreed that LPC's planning process offers opportunities for input by appropriate constituencies, 15 percent neither agreed nor disagreed, and 10 percent strongly disagreed or disagreed.

PLANNING AGENDA

None.

1B5 The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

Las Positas College collects assessment data on a range of its programs and services, and communicates matters of quality assurance to constituencies. Some examples of this data include program review data supplied to the disciplines to help them assess their programs, enrollment data used by the College Enrollment Management Committee to assess the efficacy of allocation processes and actions, student satisfaction surveys and graduation surveys that assess institutional efficacy from a student's experiential perspective, student learning outcomes data to assess learning achievement, basic skills data, high school reports, special surveys of basic skills courses to assess specific access and retention concerns, data on Math Lab persistence to assess the influence of the Integrated Learning Center on success in math; benchmarking data, course combination data, and course sequencing data

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to assess relationships between programs or courses within a program, the annual Student Characteristics Report, and the Student Characteristics and Outcomes Report.^{120, 121, 122, 123, 124}

Assessment results are used both internally and externally, depending on their application. For example, the High School Report that fosters understanding of concerns of preparation and expectations is presented to high school principals and counselors at the annual High School Breakfast. The Office of Institutional Research and Planning presents data assessing institutional effectiveness to the PBC in a monthly report, and presents data at town meetings to inform dialogue and action in the college community. This office also serves as a general resource of assessment data for the college in regard to program review.

The college has assessed its own effectiveness at communicating matters of quality assurance to the public. The Incoming Student Survey gathers information on high school students' impression of the college, reasons for attending LPC, and where they have received most of their information about the college.¹²⁵ In 2007, the district hired CLARUS, a market assessment firm, to determine how the college is perceived in the community and how to better provide programs and services that suit the needs of the service area. That comprehensive report was presented through appropriate bodies to faculty, staff, and administrators.¹²⁶

SELF EVALUATION

The college meets this standard. It regularly distributes assessment results to constituencies; however, survey results indicate that there is still room to improve the measurement of how effective the college is in communicating information about institutional quality to the public. Fifty-five percent of staff strongly agreed or agreed that LPC uses documented institutional assessment results to communicate matters of quality assurance to appropriate constituencies. Fully 38 percent neither agreed nor disagreed, and only 5 percent strongly disagreed or disagreed. An additional 44 percent of respondents did not answer the question.

PLANNING AGENDA

1. Create an annual report summarizing assessment data collected and indicating how and where this data is disseminated to the community.

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¹²⁰ Program Review
¹²¹ CEMC website
¹²² Student surveys
¹²³ Student Characteristics Report
¹²⁴ Student Characteristics & Outcomes Report
¹²⁵ Student surveys
¹²⁶ CLARUS Market Assessment results

1B6 The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.

The Program Review Annual Recommendations Sheet, to be coordinated with the educational master plan, facilitates the tracking of progress made toward program and college goals, and therefore aids in the assessment of related allocation processes.¹²⁷ Student learning outcomes assessment data, as stored in eLumen, will comprise a database of changes made to assessments as a part of the SLO cycle.¹²⁸ Faculty will be able to use student learning outcomes data as a part of the program review resource allocation process and as a part of program effectiveness measures as well. The most recent program review cycle culminated with a survey that sought faculty assessment of the program review process effectiveness and the results have been used to modify the program review template for 2008 and the program review process in 2009.

SELF EVALUATION

The college partially meets this standard. The program review cycle is regularly reviewed for effectiveness, and this process connects to the college's major planning cycles. However, not all of these cycles are themselves systematically reviewed. The college is now developing an integrated planning model that could use the strengths of program review for strategic planning and the educational master plan.

PLANNING AGENDA

- 1. Conduct an institutional review of the college's major planning and allocation processes, in coordination with program review.

(Lined area for notes)

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¹²⁷ Program Review SLO Cycle
¹²⁸ eLumen (Login required)

NOTES

1B7 The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.

The staff survey is the primary mechanism by which the college assesses its program improvement processes.¹²⁹ Survey questions assess instructional and student services program review, library services, SLO planning and implementation, resource allocation, and budgeting.

Areas of planning whose improvement is best guided by assessment of process effectiveness are associated with instructional program review and student services program review. Less formally evaluated areas include the emerging SLO cycle and budgeting processes.

After the most recent program review cycle in fall 2005 and spring 2006, the Academic Senate conducted a survey of faculty to assess the Program Review Template and process.¹³⁰ Those findings were used to redesign the Program Review Template for the upcoming fall 2009 and spring 2010 review. The Program Review Task Force will use survey data feedback from committees and administrators as well to further guide the template format and content. The college will also develop a non-instructional program review process.

SELF EVALUATION

The college partially meets this standard. The college provides for the systematic and comprehensive review of all instructional, student services, and library services programs through program review, and it regularly collects evaluative information and uses this information to make changes to these processes.

This evaluative process can be strengthened by ensuring that evaluative information is systematically used and incorporated into the redesign of evaluative processes such as program review. Additionally, the college could further enhance this mechanism by tracking whether the changes made to processes have in fact resulted in improvement. The lack of a review process for non-instructional units is a further weakness in the college's ability to assess effectiveness.

PLANNING AGENDA

1. Assess the effects of changes made to existing process at the college, on a regular basis.
2. Develop and implement a review process for non-instructional units.
3. Develop an integrated planning model that shows district links to program review and the educational master plan.

¹²⁹ Fall 2007 staff survey

¹³⁰ Program Review

STANDARD ONE