

Student Learning Programs & Services



Students who come to the College can choose any of 24 Occupational Associate Degrees, 17 Transfer Associate Degrees, and 44 Certificate Programs. In addition, the College offers community education courses geared toward personal development and cultural enrichment.

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

STANDARD II.A: INSTRUCTIONAL PROGRAMS

The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

Descriptive Summary

Las Positas College's mission is to support students in their learning needs as they pursue completion of degrees, certificates, transfer requirements, and job skills. Through the College's curriculum development process, every instructional course and program offered in the name of this institution is aligned with this mission. Further, all course outlines are regularly evaluated and revised through the curriculum process to ensure their ongoing support of the mission.

The high quality and effectiveness of instructional programs is rigorously assessed and improved through the College's program review process. The program review process, which includes a comprehensive review every three years supplemented by annual updates, prompts discipline faculty to examine student learning outcome assessment data at the course and program level to determine the facilities, equipment, personnel, training, and curricular resources that would best sustain and improve student success according to each program's goals. New programs and instructional services responding to student learning needs, such as the recently instituted Math Jam or the new acceleration model for basic skills English, can also be catalyzed by program review.

The quality of instruction in each classroom or alternative site of delivery is assured through regular and direct evaluations of all instructional faculty, whether adjunct or full-time. Aggregate student learning and performance data is monitored for each mode of delivery, with distance education data receiving especially close examination, to assure quality consistency of instruction. The program review process, in coordination with advisory committee input, curriculum, enrollment management, and other resource prioritization and allocation processes, sustains the continuing relevance and currency of programs in the ways described in the following standard sections. Survey data regularly collected from students and staff confirm the experienced effectiveness of the College's instructional programs and services and help alert the institution to areas for program development.

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Self-Evaluation

Las Positas College meets the standard as evidenced by the regular and rigorous processes that maintain the alignment of instruction in all courses and across all modes of delivery to the College mission. The integration of student learning outcome activity to program review processes ensures that student learning is considered in all decision making related to the improvement of instruction and instructional programs. The regular evaluation of individual faculty maintains the quality of instruction and creates opportunities for improvement.

Action Plan

None.

Continuous Improvement Plan

None.

II.A.1

The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.

Descriptive Summary

Las Positas College's programs address and meet the College's mission and uphold institutional integrity. The curriculum development process and annual program review process foster and capture program reflection and planning as programs develop responsively to revisions and improvements in the College mission. Evaluative processes ensure the quality of instruction in all locations and means of delivery.

The College's mission statement was revised in the spring of 2013 to focus on "completion of students' transfer, degree, basic skills, career-technical, and retraining goals." Every course adheres to the official course outline of record, thus assuring consistency and integrity, regardless of mode or location. The College is now using CurricuNet to streamline the review and approval process for all courses and programs, regardless of location or mode of instruction. One step of the curriculum process is reviewing the alignment of instructional courses and programs with the College mission.¹⁰³ The CurricuNet interface requires rationale for developing new courses that align with the College mission as a first step in the process. Distance education courses are evaluated to assure they meet all federal and state regulations about regular and substantive contact between teachers and students. In accordance with Title V, course outlines are evaluated systematically and regularly, every five years for academic courses and every two years for vocational courses.¹⁰⁴

The annual program review and faculty evaluation processes are additional ways that the campus upholds institutional integrity regardless of location or means of delivery. During program review, each program reviews its mission and reflects on its alignment to the College mission.¹⁰⁵ Program review reports are publicly posted, examined, and summarized by division deans, and they are used extensively in shared-governance processes. To ensure the integrity of the instruction supporting each program, faculty are evaluated systematically and regularly. The faculty standards for evaluation outlined in the faculty contract specifically identify compliance with stated course learning objectives and the course outline of record as points of evaluation. These standards, through the College's curriculum process, are derived from the College mission and ensure that instruction and evaluation align with the needs of the students and the values of the College.

¹⁰³ Curriculum Handbook, page 31

¹⁰⁴ Curriculum Handbook, page 8

¹⁰⁵ Program Review Template

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In addition to offering classes on campus, the College offers several courses each semester at off-campus locations, such as the Livermore Valley Charter Preparatory School and high schools in the Livermore, Pleasanton, and Dublin school districts. Instruction at these off-campus locations is held to the same high standards as on-campus instruction. These courses follow the approved course outlines of record, are taught by Las Positas College faculty, and fall under the same evaluation procedures as all other courses. The College offers selected courses (between five and ten courses in a given semester) at these off-campus locations, but in no instance is more than 50 percent of any program offered off-campus.¹⁰⁶

To help maintain the integrity of the College's expanding online course offerings, the Distance Education Committee assesses online student needs, takes actions to meet them, and closely tracks their effects on online students' success.¹⁰⁷

Self-Evaluation

Las Positas College meets the standard as evidenced by offering high-quality, comprehensive instructional programs that undergo regular and systematic review through the curriculum and program review processes and align with the updated (2013) College mission.

Action Plan

None.

Continuous Improvement Plan

None.

¹⁰⁶ [High School/ROP courses](#)

¹⁰⁷ [TLC Non-Instructional Program Review outcomes](#)

II.A.1.A

The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.

Descriptive Summary

The College gathers, distributes, and examines many types of data to identify the varied educational needs of its students. The Office of Institutional Research and Planning generates data that describes the populations of the College's service area, and this information is posted on the College's Institutional Research and Planning website.¹⁰⁸ The Institutional Research and Planning website also profiles student characteristics, educational goals, registration patterns, and analyses of demographic trends over time.¹⁰⁹ The College uses labor market data to plan or initiate programs that will best prepare students for careers.¹¹⁰ While students are enrolled, the College reviews success, academic preparation, and student survey data to understand and meet student needs.

The College assesses its progress toward achieving stated learning outcomes through various measures captured in program review. These measures include SLO assessment data gathered in eLumen as well as assessment data obtained from individualized inquiries.¹¹¹ For example, data analysis has been used to examine persistence and success through developmental and transfer sequences in English and math, as well as the correlations of successful completion of English courses to success in other general education courses.^{112, 113, 114} In addition, accountability reports are submitted to the Board of Trustees.¹¹⁵

¹⁰⁸ [Local demographics](#)

¹⁰⁹ [Student Characteristics](#)

¹¹⁰ [Local labor market data](#)

¹¹¹ [Program Review updates, 2014-2015](#)

¹¹² [English course sequence](#)

¹¹³ [Math course sequence](#)

¹¹⁴ [General Education course success rates by highest successful English course taken](#)

¹¹⁵ [2009 Board Presentation](#)

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Research and analysis are incorporated into program planning and assessment in a variety of ways. The College Enrollment Management Committee (CEMC), in their annual discipline planning process, sets College enrollment and productivity targets based, in part, on demographic projections for the ensuing academic year. The CEMC also provides enrollment data to the College's programs, which, in turn, use it to maximize student access and equity in their schedule proposals.¹¹⁶ The Office of Institutional Research and Planning distributes comprehensive data packets that are used in the development of program reviews and in program goal-setting to maximize student success.¹¹⁷ Through the annual program review process, integral to the planning process, programs use student learning outcome data to assess progress toward their student learning goals and to plan changes for improvement. Program reviews are reviewed by the Program Review Committee, academic deans, student services deans, Vice-President of Academic Services, and Vice President of Student Services. The deans also create summaries of their divisions' program reviews that are used by the Integrated Planning Committee in its planning activities, including the development of institutional planning priorities.

Lastly, the College collects information on students' views of the institution and their own success through surveys. The Office of Institutional Research and Planning conducts biannual student surveys as well as exit surveys of students participating in graduation ceremonies; these surveys contribute to the College's understanding of overall student progress toward learning objectives over time.¹¹⁸

Self-Evaluation

Las Positas College meets the standard as evidenced by the use of research data, including environmental scans, to meet the needs of its students. The analysis of this data leads to institutional improvements such as revalidating assessment tests used to determine student preparedness, adjusting the schedule to more fully address students' needs, and creating new programs.

Action Plan

None.

Continuous Improvement Plan

None.

¹¹⁶ [Discipline Plans](#)

¹¹⁷ [Program Review data packets](#)

¹¹⁸ [Student surveys](#)

II.A.1.B

The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.

Descriptive Summary

Las Positas College utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students. The College provides traditional, face-to-face instruction, as well as distance education instruction in the form of online and hybrid courses. Through the curriculum process, the College determines that delivery of instruction supports the objectives and content of its courses. All courses must follow the official course outline of record. During its development, each new course outline and course proposal must be vetted and approved by the discipline and division of its origin, as well as the Curriculum Committee. Instructors proposing online or hybrid courses must complete the distance education section of the proposal form and have it approved by the three aforementioned entities, along with the College's Instructional Technology/Open Learning Coordinator.¹¹⁹

Delivery methods are evaluated for their effectiveness in meeting student needs primarily through the faculty evaluation process. This regular evaluation of all instructors, as described in the Faculty Contract, allows students, peer instructors, and administrators to provide critical feedback on the effectiveness of course content delivery. In addition, the Contract states that instructors must be evaluated the first time they teach a distance education course.¹²⁰ Statistical data for retention and success rates for all courses is gathered and analyzed by faculty as part of the program review process. Retention and success rates are also analyzed by the Distance Education Committee.¹²¹ Additionally, distance education faculty compare student learning outcome data for DE courses to data for face-to-face courses as part of their program review process.¹²² Another tool for evaluating distance education courses is the annual student satisfaction survey that includes the College's distance education outcomes.¹²³

Dialogue about delivery systems and modes of instruction takes place in a variety of venues and formats. The Curriculum, Distance Education, and Technology Committees all discuss delivery systems and modes of instruction, as do divisions, departments, and the Academic Senate. These discussions extend to various workshops, and they also occurred during the College's process of updating its mission statement.^{124,125} In addition, the College's twenty advisory committees meet to discuss industry standards and support quality delivery systems for vocational programs. One example of this is the automotive advisory board's work to support the revision of program curriculum, certificates, degrees and the effort to pursue NATEF certification.¹²⁶ Communications about topical issues examined by the Distance Education Committee are sent monthly to all distance education instructors, to the Vice President of Academic Services, and to

¹¹⁹ [Sample DE course proposal](#)

¹²⁰ [Faculty Contract 2012-2014](#)

¹²¹ [Retention and success rates for DE students](#)

¹²² [Annual Program Review template](#)

¹²³ [DE Student Satisfaction Survey results](#)

¹²⁴ [Convocation 2013 DE session notes](#)

¹²⁵ [New Mission Statement brainstorming session](#)

¹²⁶ [Automotive Advisory Board minutes](#)

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the Academic and Classified Senates.¹²⁷ Each year, a summary of all distance education-related activities is submitted to the Board of Trustees.¹²⁸ The College and Board have also reviewed and approved substantive change proposals for distance education in 2007, 2010, and 2013.¹²⁹

Retention and success rates of distance education courses are compared to corresponding rates for face-to-face courses to help determine how effectively delivery systems and modes of instruction are facilitating student learning. In recent years, the success and retention rates for distance education courses have trended upward, narrowing the gap between courses in that modality and courses delivered face-to-face. In fall 2003—when the College began using Blackboard to deliver distance education—students' cumulative success rate in those courses was 52 percent, compared to 72 percent for students in face-to-face courses. The retention rate in distance education courses was 68 percent compared to 83 percent. In spring 2013, the distance education success rate was 62 percent versus 73 percent, and its retention rate was 82 percent versus 88 percent for face-to-face courses.¹³⁰

Student learning outcomes have been written for all distance education courses, and the results of their assessments are entered into the eLumen outcomes management system. A comparison of a sampling of student learning outcomes assessment data from distance education courses to data from corresponding face-to-face courses during spring 2013 showed that 64 percent of distance education students scored at a level that indicated success, while 71 percent of face-to-face students did the same.¹³¹

Annually, students are asked to complete the Distance Education Student Satisfaction Survey, on which they rate their level of satisfaction with different components of online learning. Results of the fall 2013 survey found that the students who completed the survey were satisfied or very satisfied in most areas. This included the distance education program as a whole (76 percent), overall course quality (74 percent) and overall course satisfaction (74 percent). When asked if they would take another distance education course from Las Positas College, 89 percent indicated that they would. Students also indicated (63 percent) that they learned about the same in their distance education classes than they would have in an on-campus class. Interestingly, 21 percent said they learned more in their distance education classes, and 16 percent said they learned less.¹³²

Since the last accreditation self-study, the Distance Education Committee has worked to enhance support for distance education students. It has focused in particular on a planning agenda item from the 2009 self-study: Discuss and review planning to offer technical support to online students on Saturdays and Sundays since many students take online courses because they work full-time during the week. To meet this planning agenda, the Distance Education Committee began discussing the possibility of providing technical support to online students on weekends at its Aug. 28, 2009 meeting.¹³³ With the understanding that the budget challenges prevailing at that time were likely to preclude hiring additional personnel, the Committee brainstormed ways to creatively cover weekends, including having staff rotate weekends to be on-call to

[127 Sample DE report](#)

[128 Annual DE reports to the Board of Trustees](#)

[129 Substantive Change proposals](#)

[130 Retention and Success rates](#)

[131 Spring 2013 SLO comparisons](#)

[132 Distance Education Student Satisfaction Survey, Fall 2013](#)

[133 DE Committee minutes, 08-28-09](#)

answer phone messages and email. Once it was decided by the dean who oversees the help desk that no additional staffing for weekend support could be obtained, the Committee let the College's instructional technology staff work with the help desk staff to seek a software solution.¹³⁴ After evaluating various products, free help desk software called HESK was chosen and placed on a server for testing.¹³⁵ HESK provides automated responses to student inquiries, an online knowledge base, and a ticketing system to help track student questions and answers. After a successful testing phase, the DE Committee reviewed the product and made suggestions for its implementation. It went online live with students at the beginning of the 2010 summer session. Since then, the staff that provides technical support to students has reported that HESK is easy to use for both them and the students. In addition, the staff felt that with HESK's built-in knowledge base, students have been more likely to consult HESK instead of calling the support desk on the phone.¹³⁶ In fact, calls to the support desk have declined from 774 in spring 2009 to 391 in fall 2013.¹³⁷ On the fall 2013 Distance Education Student Satisfaction Survey, students were asked their levels of satisfaction with the help desk in general—of which HESK plays a major part—and 36 percent indicated they were either satisfied or very satisfied (57 percent were neutral or not applicable).¹³⁸

Finally, the Distance Education Committee is providing leadership and direction as the College considers its level of participation in the On-line Education Initiative being developed by the state Community College Chancellor's Office.¹³⁹

Self-Evaluation

Las Positas College meets this standard as evidenced by its commitment to dedicate appropriate resources to curriculum review, course and instructor evaluation, and student learning outcomes. In addition, appropriate resources are available to faculty and students using online learning delivery systems. Dialogue occurring throughout the College helps ensure that delivery systems and modes of instruction are compatible with the objectives of the curriculum and appropriate to the current and future needs of students. Survey data demonstrates that these methods and procedures are effective in meeting student needs.

Action Plan

None.

Continuous Improvement Plan

None.

¹³⁴ DE Committee minutes, 09-25-09

¹³⁵ HESK

¹³⁶ HESK analysis

¹³⁷ Support calls 2009-2013

¹³⁸ Distance Education Student Satisfaction Survey, Fall 2013

¹³⁹ Academic Senate minutes concerning the OEI

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II.A.1.C

The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

Descriptive Summary

Las Positas College identifies learning outcomes for its courses, programs, certificates, and degrees. As of June 1, 2015, 99 percent of the courses taught at Las Positas College have student learning outcomes, and 100 percent of programs, certificates, and degrees have student learning outcomes.^{140, 141}

The College has supported programmatic efforts to assess student learning outcomes. Through the guidance of the Student Learning Outcomes Committee and the Staff Development Committee, the College held Faculty Flex Day workshops focused on SLO assessment in spring 2011 and spring 2012.^{142, 143, 144} In addition, Student Learning Outcome Committee members have contacted discipline faculty in their divisions to offer support in assessing their SLOs.¹⁴⁵ Comparing the SLO assessments from the 2013-2014 program review cycle to the fall 2014 Program Planning Updates (PPUs), the efforts of the Student Learning Outcome Committee to support genuine, productive assessment are clear: the 2014 PPU's show evidence of broader, deeper SLO assessments throughout the College.¹⁴⁶

Overall, the assessment that has taken place is authentic and robust, providing a focused lens through which to examine student learning. For example, in 2013-2014, the English as a Second Language Program assessed their SLOs for a sequence of grammar courses, discovering “a solid level of student proficiency in Grammar Terminology and Sentence Structure, moderate proficiency in Verb Form, and less proficiency in Verb Tense. The SLO data showed a clear need for improved instruction of Verb Tense over the entire sequence of grammar courses.” As a result of their assessment, the ESL program made a plan to implement common final exams, increase the unit value of grammar classes from two units to three units, and remove the lab hour.¹⁴⁷

Other robust examples of SLO assessment leading to course or programmatic innovation are described in the 2014 Program Planning Updates for the math, business, English, chemistry, and geology departments, Admissions and Records, and the Library, to name a few. As a result of the math department's assessment of their SLOs, they developed a new week-long intensive pilot program called Math Jam, which met with high success when implemented in spring 2015.¹⁴⁸ Business' assessment resulted in improvements in success and retention.¹⁴⁹ The English department's assessment resulted in a plan to request funds for staff development training in reading apprenticeship.¹⁵⁰ Admissions and Records “will work with the college's

¹⁴⁰ SLO Update, 06-01-15

¹⁴¹ SLO list

¹⁴² SLO Timeline

¹⁴³ SLO Committee minutes, 10-04-10

¹⁴⁴ SLO Committee minutes, 02-07-11

¹⁴⁵ SLO Timeline

¹⁴⁶ 2014 Program Planning Update

¹⁴⁷ ESL Program Planning Update

¹⁴⁸ Math Program Planning Update

¹⁴⁹ Business and Marketing Program Planning Update

¹⁵⁰ English Program Planning Update

‘website manager’ to prominently display important A&R information (priority registration, deadline dates).”¹⁵¹ The Library has identified the need for increased hours of operation and campus outreach.¹⁵² Based on SLO assessment, the chemistry department requested “a reduction in the maximum cap for students enrolling in the 12A/12B series.”¹⁵³ The geology department reports that their SLO assessment shows that “students are currently achieving appropriate success with the high level of materials, technology, equipment, support and specimens that are currently being employed, and we will continue to pursue to maintain, and even hopefully, improve upon these results.”¹⁵⁴

The College has also engaged in work to assess the five institutional-level outcomes called core competencies, which are communication, critical thinking, creativity and aesthetics, respect and responsibility, and technology. In fall of 2010, the College chose to focus on the theme of respect and responsibility during the 2010-2011 academic year. In the summer of 2013, the SLO Committee reorganized eLumen to utilize the matrix model that facilitated mapping course SLOs to multiple institutional outcomes. In addition, as a regular practice, every student learning outcome is linked to one of the five core competencies. In order to assess college wide progress on core competencies, results of all SLOs are “rolled up” or aggregated across all courses and programs at the College. The resulting data for each core competency are analyzed to determine the degree to which students meet them and then used by the College’s Integrated Planning Committee to help inform the College’s planning priorities as described in the 2012-2013 and 2013-2014 Institutional Effectiveness Reports.^{155, 156, 157, 158}

As of June 1, 2015, 93 percent of course-level student learning outcomes and 93 percent of student learning outcomes for programs, certificates, and degrees have been assessed. Since January 2015, when 60 percent of all courses had ongoing assessments, faculty made long strides toward the goal of 100% assessment. Most of this progress was made after the College invested in an SLO liaison position, a faculty member who then contacted faculty directly to help them document their work on student learning. In addition, the faculty liaison worked with technical support staff to simplify the process for assessment data entry by creating a Google survey that allowed each faculty member to enter their own data without needing to navigate the eLumen system.¹⁵⁹

¹⁵¹ [Admissions and Records Program Planning Update](#)

¹⁵² [Library Program Planning Update](#)

¹⁵³ [Chemistry Program Planning Update](#)

¹⁵⁴ [Geology Program Planning Update](#)

¹⁵⁵ [SLO Timeline](#)

¹⁵⁶ [SLO Committee minutes, 10-04-10](#)

¹⁵⁷ [2012-2013 Institutional Effectiveness Report, pages 12-15](#)

¹⁵⁸ [2013-2014 Institutional Effectiveness Report](#)

¹⁵⁹ [SLO Assessment survey](#)

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One continuing challenge before the College is the modification of the process for developing and assessing student learning outcomes so that it is more fully integrated to the curriculum process. When the SLO process was first developed in 2004, following the advice of external consultants, administrators, and faculty leaders who had received training, the College governance intentionally separated the process for developing and assessing student learning outcomes from the process for developing and evaluating the course outlines of record, which is stewarded by the Curriculum Committee.^{160, 161} Meanwhile, the Student Learning Outcome Task Force, later to become the SLO Committee in 2006, assumed full responsibility for the development of SLOs.¹⁶² However, the charge of the SLO Committee did not include the evaluation of SLOs.¹⁶³

Over time, questions arose regarding the relationship between the SLO and curriculum processes. The SLO Task Force initially recommended in 2005 that the Curriculum Committee should have a larger role in SLO work. Later, in 2012, the SLO Committee asked that the Curriculum Committee review SLO assessment plans and decide on the “collection process for completed assessment reports.”^{164, 165, 166}

However, the bifurcation of these processes was guided by the premise that SLOs, which were designed to be “relatively dynamic,” must be easy to change as faculty inquirers would learn from their assessments and need to recraft their outcomes for student learning. The goal was to allow flexibility and make space for authentic inquiry. Members of the Curriculum Committee advised that such space would be difficult to achieve within the curriculum process given the fact that “the course outlines must be articulated and do not change often.”¹⁶⁷

There was also a concern that SLO assessment data might be misused by the College, for example, to discontinue a program, as evidenced by the SLO leadership, in 2005, suggesting that “SLO’s not be a part of the syllabus or course outline specifically for this reason.”^{168, 169}

As Las Positas College faculty members developed their process for developing and assessing student learning outcomes, they were advised by the College leadership, in 2006, to differentiate between what were labeled the “Expected Outcomes” on the course outline and “student learning outcomes.” Faculty responded by changing the name of the course outline’s “Expected Outcomes” to “Measurable Objectives” in an attempt to differentiate them from “student learning outcomes.”^{170, 171, 172}

¹⁶⁰ Curriculum Committee minutes, 09-27-06

¹⁶¹ Curriculum Committee minutes, 09-28-05

¹⁶² LPC 2009 Self Study

¹⁶³ SLO Committee

¹⁶⁴ SLO Committee minutes, 10-01-12

¹⁶⁵ Curriculum Committee agenda, 10-08-12

¹⁶⁶ Curriculum Committee minutes, 10-08-12

¹⁶⁷ Curriculum Committee minutes, 09-27-06

¹⁶⁸ Academic Senate minutes, 08-31-05

¹⁶⁹ SLO Committee minutes, 11-06-06

¹⁷⁰ Curriculum Committee minutes, 09-27-06

¹⁷¹ Curriculum Committee minutes, 10-25-06

¹⁷² Curriculum Committee minutes, 09-10-03

Since 2004, the faculty has engaged in two distinct and separate processes in the effort of assessing student learning. The faculty contract, however, requires both full-time and adjunct faculty to adhere to the course outline and, therefore, the curriculum process, while not mandating participation in the SLO process. The College's curriculum process had, and still has, a distinct and well-defined institutional role, benefitting from the contractually-mandated participation of full-time and adjunct faculty. The SLO process, while still a vital part of the College's work, has had a less clear role in the institution because participation is not contractually-mandated, which has significantly constricted part-time faculty participation. Efforts have been made to address the issue; for example, a February 12, 2012 MOU between the District and the Faculty Association specifies the following: for part-time (adjunct) unit members working on student learning outcomes (SLOs) and course learning outcomes (CLOs) or program learning outcomes (PLOs), "it is understood that any part-time (adjunct) unit members shall be paid for any work approved by the Division Dean when they participate in developing and/or assessing SLOs, CLOs, and/or PLOs." The MOU was subsequently discussed in division meetings, and full-time faculty were encouraged to engage their part-time faculty in SLO, CLO, and/or PLO discussions.¹⁷³ While the College encourages faculty to engage in SLO assessment, the faculty contract still does not require it. Discussion continues between the District and the Faculty Association to address this issue.

Meanwhile, the SLO Committee has overseen the development of SLOs for all of the College's courses and programs. In the spring of 2013, the Student Learning Outcome Committee required assessments be standardized on a five-point scale.¹⁷⁴ The assessments of SLO's have been integrated into the College's planning cycle through the program review process and are captured on a macro-level in their connections to the institutional core competencies. Currently, the course outlines of record at Las Positas College undergo an extensive review and still include "Measurable Objectives." These objectives, formerly described on course outlines of records as "Expected Outcomes," are developed using Bloom's Taxonomy to ensure their rigor and focus on the higher levels of learning. In fact, the leading statement on the curriculum form is, "The student will be able to..." suggesting that the measurable objectives are conceived very similarly to student learning outcomes. Las Positas College's student learning outcomes have also been developed using Bloom's Taxonomy and the measurable objectives on the course outlines.^{175, 176} While the College's SLOs vary in scope and depth, they are consistent with the measurable outcomes for their courses. The SLO Committee, in 2007, did act to ensure that there is a correlation between course-level outcomes and measurable objectives.¹⁷⁷ In addition, faculty consult SLO data as they develop course outlines. The Curriculum Handbook directs faculty to consult their program review, which captures SLO data, when writing the rationale for course revisions or new courses.¹⁷⁸

¹⁷³ Faculty Association MOU

¹⁷⁴ SLO Timeline

¹⁷⁵ Getting Started with SLOs, February 2005

¹⁷⁶ SLO Committee minutes, 10-04-10

¹⁷⁷ SLO Timeline

¹⁷⁸ Curriculum Handbook, pages 16 and 23

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Student learning at Las Positas College is measured both through the SLO process and through the measurable objectives as required in the faculty contract. When faculty are evaluated through classroom observation, the form used prompts the evaluator to assess whether the instructor addresses the measurable objectives: “Assignments and materials relate to objectives and content on the outline of record/Methods of evaluation and grading standards relate to the outline of record.”¹⁷⁹ The faculty contract also encourages faculty to include objectives on their syllabi to inform students of what they can expect to learn in their classes.

The bifurcation of the SLO and curriculum processes at Las Positas College reflects the desire to both comply with the decision that the College needed to distinguish between Measurable Objectives and Student Learning Outcomes and to create an SLO process that had integrity in supporting student learning and faculty inquiry. However, this self-study process has prompted dialogue on the premises of the distinctions between SLOs and measurable objectives.

First, SLO Committee members and Accreditation Ad-hoc Committee members attended a Curriculum Committee meeting to describe the challenges posed by the bifurcation of these processes. This discussion led to a request to the deans that they accommodate a meeting of the faculty-at-large during the scheduled division meeting time.¹⁸⁰ This faculty-at-large discussion resulted in the request for a survey to capture faculty concerns about the SLO process as well as its relationship to the curriculum process.

In addition, faculty leadership from key campus committees engaged in a Common Ground meeting with the intention of formulating a plan focused on the College’s SLO process to present to the broader campus community.^{181, 182} The following recommendations emerged from the Common Ground Committee meeting on March 27, 2015:

- SLOs may be identical to the Measurable Objectives from the course outlines of record. If they are not identical to the Measurable Objectives, they should be consistent with Measurable Objectives or map to one of the college’s Core Competencies. As curriculum is created/updated, the SLO Committee will be automatically notified so they can record the SLOs for all courses. The SLO committee will work with faculty to provide professional development regarding SLO development, mapping, and assessment.
- Time for discussions about assessment results will be provided through flex days and other staff development opportunities.
- In order to be compliant, it is highly recommended that SLOs or Measurable Objectives appear on all course syllabi. A student-friendly paraphrase is acceptable.

¹⁷⁹ Faculty Association Agreement, page 58, section 9B

¹⁸⁰ Email from John Ruys

¹⁸¹ Common Ground Meeting Agenda and Notes 3-27-15

¹⁸² Email from John Ruys

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- We recommend that each discipline be free to create their own assessment scale. The SLO Committee will help to map that scale to the Core Competency scale in a meaningful way.
- A dedicated support person is critically needed for curriculum committee (50%), SLO committee (25%), and program review committee (25%)
- The Accreditation Task Force and the SLO committee will continue to investigate best practices in assessment and make periodic recommendations over the next year.

Finally, the SLO leadership administered a survey to capture faculty concerns about the College's approach to SLO's, as requested by the faculty-at-large. 72% of full-time faculty and 35 part-time faculty responded. The results of the survey indicate that there is strong support from the faculty to put SLOs (80% agreed or strongly agreed) or Measurable Objectives (74.5% agreed or strongly agreed) on syllabi. In addition, 77% of faculty agreed or strongly agreed that their SLOs are linked to Measurable Objectives. 61% agreed or strongly agreed that they coordinate with other faculty to make course related improvements. 51.9% agreed that assessing SLOs has informed them about student learning. 70.6% say they have used assessment results to make course changes. On average faculty have changed SLOs 1 time in the last 5 years (that was the median). A small number of faculty have changed SLOs 5+ times, pushing the mean up to 1.9 times. The median is a better indicator of the average response but the results suggest that some faculty might need the SLO process to be easy and flexible. The need for flexibility is reinforced in the written responses. While some faculty found SLOs on the course outline of record acceptable, most faculty prefer the safe, protected, flexible process that allows them to experiment and modify SLOs. The written responses suggest that faculty seem more supportive of having Measurable Objectives or SLOs on the syllabus (some already include them on the syllabus). 83% of respondents would prefer SLOs to be assessed on a 3 year cycle. Faculty are split about whether SLOs are more narrow, the same, or broader than Measurable Objectives, again highlighting that faculty are using SLOs in a variety of ways and need a process that accommodates this diversity.¹⁸³

Building on its work throughout the 2014-2015 academic year, the College is planning to begin its 2015-2016 academic year with a focus on supporting SLO work through the dedication of College Day, August 14, and a flex day, September 15, to this effort. Furthermore, the 14 new faculty hired in spring 2015 were asked, as part of the final interview process, to address their experience in identifying and assessing SLOs. These faculty will undergo an orientation in the 2015-2016 academic year in which SLO development and assessment is a focus.

¹⁸³ SLO survey

Standard II: Student Learning Programs and Services

Self-Evaluation

The College partially meets the standard. The College identifies learning outcomes for its courses, programs, certificates and degrees through both its measurable objectives and its student learning outcomes. The College assesses achievement of those outcomes through the curriculum and SLO processes. The College uses assessment results to make changes through the process of program review as well as the processes that guide curriculum and SLO work. As of spring 2015, 90 percent of the course-level SLOs had been assessed. To achieve continuous quality improvement, the college needs to engage in broader assessment of course-level SLOs and reach the goal of 100 percent assessment.

Action Plan

Refine, simplify, and integrate the College's curriculum and SLO processes to more regularly assess the correlation between measurable objectives and course-level SLOs with the goal of ensuring consistency, particularly in courses developed since 2007.

Continue to provide regular staff development opportunities focused on the assessment of SLOs, in prioritizing the engagement of part-time faculty.

Continuous Improvement Plan

None.

II.A.2

The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.

Descriptive Summary

The College offers a full range of courses including pre-collegiate courses, non-degree courses, and degree-applicable courses (Las Positas College Catalog). These pre-collegiate courses are offered by disciplines including English, mathematics, music, and ESL (LPC Schedule). The Community Education Program is an extended-learning program offering self-supporting, not-for-credit, fee-based classes and workshops that serve the personal enrichment and educational interests of the wider community. The international program currently serves 134 international students from 34 different countries, which is significant increase since the last report, when 110 students from over 30 different nations were served.¹⁸⁴

A central process through which the College ensures that its programs and courses are all of high quality is program review, executed on a three-year cycle. The College's curriculum process, described in the Curriculum Handbook and overseen and implemented by the faculty through the College's Curriculum Committee, also helps maintain quality instruction by guiding the updating of course outlines every five years for academic classes and every two years for career technical educational classes, as well as by overseeing the adherence of course outlines to Title 5 requirements. (Curriculum committee minutes, Curriculum Handbook) Advisory board input helps assure quality by maintain programs' currency. The College's shared-governance structure allocates resources for personnel, equipment, facilities, and professional development that underlie the continuing improvement of courses.

Contract Education is a districtwide program administered through the District Department of Economic Development and Contract Education, which works in collaboration with the College. Most Contract Education offerings are not-for-credit classes that address workforce development and/or skills upgrades as required by regional employers. Most classes offered through Contract Education are short (3-4 hours), industry-specific classes to address employer needs.

About five percent of contract education requests include a for-credit course in a contract education delivery mode, usually to be delivered on site at the client's venue. In those cases, Contract Education collaborates with the College to assign a qualified instructor for those classes. Once an instructor is assigned, that faculty member collaborates with Contract Education and the client to customize as the course as much as allowable to best meet the needs of the client. Client-students are then assisted with the College registration and enrollment processes, and Contract Education partners with the Office of Admissions and Records to make this process as smooth as possible.

¹⁸⁴ [International Students Program](#)

Standard II: Student Learning Programs and Services

In addition to the not-for-credit and occasional for-credit course offerings, Contract Education administers the College's apprenticeship programs, including auto, electrical, fire/life safety, painting & drywall, roofers, and telecommunications. These apprenticeship programs are offered for credit through the College. As with other for credit contract education offerings, each program's curriculum is submitted to the College's Curriculum Committee. Once a program and its instructors are approved by the College and the state chancellor's office, Contract Education works with the College to create course numbers, register and enroll the apprentices, and track their progression through their program. The College's Office of Admissions and Records assists with tracking both classroom and on-the-job training hours for the apprentices. To ensure the high quality of instruction, instructors are assigned to courses based on their areas of expertise, feedback from students is gathered and examined at the completion of each course, and the input of professional experts is used to update curriculum.

Self-Evaluation

Las Positas College meets the standard by having structures and processes in place such as the Curriculum Committee and the Program Review Committee, ensuring the quality of courses and programs in all locations, at every level, regardless of how they are offered.

Action Plan

None.

Continuous Improvement Plan

None.

II.A.2.A

The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

Descriptive Summary

Las Positas College has established procedures for the student learning outcome process through faculty-driven choices emanating from curriculum and shared governance committees.

Las Positas College's "Measurable Objectives," listed on the course outlines of record, correlate with the student learning outcomes for the courses. The measurable objectives and the SLOs are developed and revised in reference to each other. Both use Bloom's Taxonomy to specify what the student should be able to do upon completion of the course. The Curriculum Handbook and the guide for developing SLOs, "Getting Started with SLOs," developed in 2005, direct faculty work so that measurable outcomes and SLOs are correlated [185](#), [186](#), [187](#), [188](#)

The procedures for both processes are faculty-driven. In fall of 2013, Las Positas College implemented an electronic procedure for the curriculum proposal and review process. The College's Curriculum Committee's efforts to update the previous paper curriculum process by replacing this process with an electronic process began in fall 2008. CurricuNet from Governet was used to develop the electronic process. While the first semester of implementing this new system was not without the expected hiccups of adopting a new method, the CurricuNet system now is the delivery system for curriculum proposals. In order to assist faculty and administrators with adopting this new system, multiple training sessions were held both by Governet and LPC faculty. The process of proposing curriculum remains faculty driven, and the validation of outlines requires several levels of review and approval before final review and approval by the Curriculum Committee. When CurricuNet was implemented, the faculty curriculum handbook was also updated to reflect this electronic curriculum process.

[185 Getting Started with SLOs, February 2005](#)

[186 SLO Timeline](#)

[187 SLO Committee minutes, 10-04-10](#)

[188 Curriculum Handbook, pages 16 and 23](#)

Standard II: Student Learning Programs and Services

SLO process are also faculty-driven. Once course SLOs are created by faculty, in collaboration with the SLO Committee, they are recorded in eLumen, and assessments of courses and programs are completed at regular intervals. Funding for adjunct faculty participation in this process has been allocated, making it possible for programs to improve the breadth and number of assessments.¹⁸⁹ The assessment process is complete when faculty and their disciplines analyze SLO assessment data and make changes for improvement based on their findings.

Through the faculty-driven annual program review process, faculty capture and reflect upon their assessments of their courses and programs and use their conclusions to guide plans to improve student learning.¹⁹⁰

Self-Evaluation

Las Positas College meets the standard as evidenced by the faculty-driven procedures involving the regular assessment and development of learning outcomes; the robust curriculum proposal process, continually evaluated for quality and efficiency improvements; and its program review process, during which faculty evaluate current curriculum offerings and plan for future curricular changes.

Action Plan

None.

Continuous Improvement Plan

None.

¹⁸⁹ [Faculty Association MOU](#)

¹⁹⁰ [Program Review](#)

II.A.2.B

The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.

Descriptive Summary

Las Positas College relies on faculty members for the identification, creation, updating, and maintenance of degrees, certificates, programs, and courses. Faculty, who are fully qualified based upon demonstrating minimum qualifications during the hiring process, have developed student learning outcomes that reflect student competency based on both the Las Positas College core competencies and course objectives.¹⁹¹ Additionally, faculty of vocational programs have integrated technical and discipline-specific skills into their course SLOs.¹⁹² The advisory committees for vocational programs at Las Positas College meet two times each academic year. These twenty advisory committees actively support programs by facilitating the establishment of pre- and co-requisites, standards of performance, equipment and facilities required, financial and legislative matters, internships, donations of cash or equipment, resource development, student scholarships, and guest lecturing. Members of the advisory committee typically include full and/or part time faculty, administrators, representatives of the constituency served by the program, and students.¹⁹³ Faculty and advisory boards work together to create new curriculum and modify existing curriculum. For example, the automotive advisory board reviewed auto curriculum at the fall 2014 advisory board meeting. This has led to revision of curriculum, certificates, and degrees (all in progress), and pursuing NATEF industry certification. Another example of advisory board participation is in the new engineering technology program, which was created in response to industry need. Industry partners on that advisory board proposed outcomes that graduating students will need in order to meet workforce expectations. Three existing course outlines have been modified to meet industry needs, and one new course was created. Faculty and advisory board/industry partners also worked together to identify competencies and learning outcomes for the courses and new degree.

Other examples of collaboration with an advisory board include EMS updating curriculum for EMS 61 (Emergency First Responder) and EMS 81 (EMT) to follow industry/licensure/certification outcomes. Advisory boards recommend and/or confirm industry licensure/certification which aligns with curriculum.

¹⁹¹ [SLO Core Competencies](#)

¹⁹² [LPC Strategic Plan, page 17](#)

¹⁹³ [LPC Catalog, pages 198-203](#)

Standard II: Student Learning Programs and Services

Self-Evaluation

Las Positas College meets this standard as evidenced by the faculty's development and maintenance of processes to validate the learning outcomes to both internal and external standards. Faculty are involved in every step of the process, and the College supports the development and assessment of programs through the Curriculum Committee and the program review process. Regular review and assessments improve the quality and effectiveness of programs.

Action Plan

None.

Continuous Improvement Plan

None.

II.A.2.C

High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.

Descriptive Summary

The Las Positas College mission statement mandates the College provide high-quality programs through its focus on being a learning-centered institution with programs that provide support and opportunities to help students achieve their goals.¹⁹⁴ Additionally, one of the College's Institutional Strategic Goals, adopted since the last accreditation visit, is to "commit to excellence in teaching, student learning, and scholarship by expanding professional development for all employees and nurturing the intellectualism within the campus culture."¹⁹⁵ The College hires excellent instructors and supports high-quality instruction by providing professional development through the Staff Development Committee.

The appropriateness of curriculum in its breadth, depth, rigor, sequencing, time to completion, and synthesis of learning is vetted during the program review process and in the Curriculum Committee curriculum review process, which was migrated to CurricuNet software in fall 2013. Programs submit curriculum for regular review every two to five years, per Title 5, in order to encourage proper sequencing of courses and to respond to SLO assessments examined during the annual program review process. Through the curriculum review process, new and updated courses are thoroughly reviewed by discipline faculty, division technical reviewers, an articulation officer, distance education reviewers when applicable, library faculty, the Curriculum Committee, division dean, Vice President of Academic Services, and the Board, before going to the state for approval.¹⁹⁶ When updating or proposing a new course, faculty consider how the course connects to program planning, the revised mission of the California Community Colleges, and the College mission and core competencies; faculty also consider how the new or updated course will affect other courses and disciplines.¹⁹⁷ These factors are considered when curriculum is reviewed by the Curriculum Committee as well.

¹⁹⁴ [Mission Statement](#)

¹⁹⁵ [Institutional Strategic Goals](#)

¹⁹⁶ [Curriculum Handbook, page 12](#)

¹⁹⁷ [Curriculum Handbook, pages 17-24](#)

Standard II: Student Learning Programs and Services

In addition to examining curriculum's connections to broader programs and factors, the curriculum review process examines requisites for new course proposals, modified course proposals, and course updates in order to ensure students are given a pathway to success so that students entering a course are prepared to build upon knowledge and skills gained in previous courses.¹⁹⁸ The review of prerequisites, corequisites, or other advisories during the curriculum review process ensures a set of standard expectations across programs as well as across the College that enable instructors to predict the preparation of the students entering their classes.

Over the past two years, new courses and degrees have been created, and existing courses updated or modified and reviewed, with increased frequency to align courses with CID (Course Identification Numbers) and allow for use of these courses in the development of Associate Degrees in Transfer (ADTs). As of May 11, 2015, 109 courses had been approved by the state for CID alignment.¹⁹⁹ All ADTs that faculty develop must align with the Transfer Model Curriculum (TMC) approved by the state in the corresponding discipline. This TMC is designed with consideration to optimum sequencing and time to completion. Currently, LPC offers three AS-T degrees and seven AA-T degrees, and more are currently being designed and submitted for review by the Curriculum Committee.^{200, 201} Faculty designing ADTs have available to them on the LPC website training materials such as the "Creating an AAT or AST Tutorial," "Transfer Model Curriculum Templates," "AAT and AST Submission Guidelines," and "AAT and AST Degrees" PowerPoints designed by the articulation officer.^{202, 203, 204, 205} In aligning with this model curriculum, LPC's new ADT programs are meeting the state-approved guidelines for rigor, depth, breadth, sequencing, and time to completion.

In addition to TMC alignment, state-mandated repeatability guidelines have also contributed to more frequent review of curriculum. Faculty are instructed in the Curriculum Handbook to consider the new repeatability guidelines when proposing new or modified courses.²⁰⁶ Detailed information about these new repeatability guidelines is also made available to faculty on the LPC website.²⁰⁷

¹⁹⁸ Curriculum Handbook, pages 18-19 and 25-26

¹⁹⁹ List of CID approved courses as of 03-10-14

²⁰⁰ Approved LPC AS-T Degrees, CCC Curriculum Inventory

²⁰¹ Approved LPC AA-T Degrees, CCC Curriculum Inventory

²⁰² Creating an AAT or AST Tutorial

²⁰³ Transfer Model Curriculum Templates

²⁰⁴ AAT and AST Submission Guidelines

²⁰⁵ AAT and AST Degrees

²⁰⁶ Curriculum Handbook, page 25

²⁰⁷ Course Repeatability, Faculty and Staff Resources: Curriculum Development

Course approval processes further ensure the rigor and depth of instruction. Faculty petition to the Curriculum Committee for courses to receive LPC GE, CSU GE, IGETC or UC GE status and to receive UC and CSU transferability. The Curriculum Committee approves courses that adequately meet the LPC guidelines as detailed in the LPC Curriculum Handbook, the CSU GE guidelines, and the IGETC standards.²⁰⁸ After being approved for GE, degree applicability, and/or transferability, courses are then submitted by the LPC Articulation Officer to the CCC Chancellor's office, the CSU Chancellor's office, or the UC office of president, where the courses are further evaluated for rigor and appropriateness. All programs are subject to similar approval process through the Curriculum Committee and state offices. All program updates are evaluated and voted on by the Curriculum Committee.

Self-Evaluation

Las Positas College meets the standard as evidenced by the hiring and professional development of excellent faculty and the approval of curriculum and programs at the state level, approval of CSU and UC GE and transferability, and the thorough review of courses and programs in both the curriculum review process and program review.

Action Plan

None.

Continuous Improvement Plan

None.

²⁰⁸ Curriculum Handbook, page 47-68

Standard II: Student Learning Programs and Services

II.A.2.D

The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.

Descriptive Summary

Las Positas College recognizes and addresses the diverse needs and learning styles of its students by providing a variety of delivery modes, teaching methodologies, and support services that are formed by analysis of student needs data as well as the examples of programs and services proven effective at other institutions.

Instruction is offered by the College in a range of formats to accommodate the varied schedules and commitments of its students, including semester-length lecture/lab courses, short courses, independent study courses, off campus courses, hybrid courses, and online courses.

When faculty create or update a course outline, the Curriculum Committee requires a formal description of the teaching methodologies and an explanation of their use in that course. Teaching methodologies are selected by faculty based on their appropriateness to the course content and the diversity of student learning styles (visual, aural, and kinesthetic). Teaching methods employed by instructors at the College include field trips, demonstrations, guest speakers, hands-on learning, technology-supported learning, group discussions, collaborative learning, lecture, internships, research projects, real-world based learning, and problem solving tasks. Faculty are provided with opportunities for professional development to hone their skills, increase their effectiveness, and provide instruction in new methodologies; for example, faculty receive support to attend professional conferences, are able to take sabbaticals, and are given opportunities to take classes through the Teaching and Learning Center.^{209, 210, 211}

Some examples of programs which emerged from analysis of student needs and provide students with alternatives based on their learning style include the following:

- Math Jam is a thirty-hour program held over five days between semesters that is designed to better prepare students for the math assessment test, as evidence supports the effectiveness of a short review of mathematical principles to prepare students to take the math assessment test as a better predictor of actual math readiness.²¹²
- English 104W is a companion class offered to all students who assess at the English 100A level, two levels below transfer English and one level below English 104. 104W is a course modeled after the innovative and successful acceleration program out of City College of Baltimore, created by Peter Adams, and offers support, teaching, and learning to students who believe they can accelerate learning with additional instruction.²¹³

²⁰⁹ [Staff Development website](#)

²¹⁰ [Staff Development Proposal instructions](#)

²¹¹ [Sabbatical leave info](#)

²¹² [Math Jam page](#)

²¹³ [What Course is Right for Me?](#)

Both Math Jam and English 104W potentially enable students to reach their academic goals in fewer semesters, which also supports improved rates of completion.

- The Las Positas College Puente program, like Puente programs across the state, pairs English with psychology-counseling courses, counseling support, professional mentors, field trips to four-year college campuses, and motivational conferences in the effort to increase the transfer rates of traditionally underrepresented students.²¹⁴
- Disabled Students Programs and Services provides testing, counseling support, and accommodations for students with learning disabilities.^{215, 216}
- The LPC Tutorial Center offers a variety of student support services, from peer tutoring in a wide variety of subjects to one-on-one help in the Reading and Writing (RAW) Center with any reading or writing assignment for any subject. Staffed by English and ESL instructors, the RAW Center also offers online services to serve students from any location, according to their needs.²¹⁷

Lastly, the diverse needs of students and learning styles is considered by the institution through its processes of hiring faculty and staff.²¹⁸

Self-Evaluation

Las Positas College meets the standard by providing a variety of teaching methodologies that are keyed to student needs. According to the 2014 Student Survey, 87 percent of students report being very satisfied or satisfied with their overall experience at Las Positas College, and 83 percent report being very satisfied or satisfied with the overall quality of instruction offered at the College.

Action Plan

None.

Continuous Improvement Plan

None.

²¹⁴ Puente Program

²¹⁵ DSPS Program Review

²¹⁶ DSPS accommodations

²¹⁷ Tutorial Center

²¹⁸ HR minimum and desirable qualifications

Standard II: Student Learning Programs and Services

II.A.2.E

The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

Descriptive Summary

Programs and courses at LPC are regularly and thoroughly evaluated through the program review process. The mission of the Program Review Committee is to promote “an effective and meaningful process with clear links to institutional planning and resource allocation.”²¹⁹ According to the Program Review Committee charge, the role of the Committee is to do the following:

- Create, evaluate, and modify as needed the forms and processes for program review
- Mentor program review writers through a peer review process
- Work collaboratively with administrative offices, shared-governance committees, and other College constituencies on the integration of program review into institutional planning and resource-allocation processes²²⁰

Following its charge, since the last accreditation site visit the Program Review Committee has evaluated and modified the program review process in order to help all programs continually improve service to students. Through the program review process, all College programs, both instructional and non-instructional, are required to evaluate the effectiveness, currency, relevancy, and appropriateness of their programs via student learning and success data and other evidence including results of SLO and SAO assessment analysis, student success rates, transfer rates, fill rates, WSCH/FTEF, demographic trends, and students’ academic goals.^{221, 222} Programs may also examine student surveys, community scans, local business/employment surveys, advisory board data, transfer rates, student academic goals, and state and federal mandates.²²³ Non-instructional programs may request additional customized data according to their specific evaluation needs. This data is produced and distributed to programs by the Office of Institutional Research and Planning.²²⁴

²¹⁹ Program Review Charge, Section IIC

²²⁰ Program Review Charge, Section IIC

²²¹ Program Review Charge, Section IID

²²² Program Review Charge, Section Iii

²²³ “Data Packets,” IR Program Review Data page

²²⁴ Program Review Charge, Section IIC

Standard II: Student Learning Programs and Services

Guided by program review templates, programs analyze their data to determine their effectiveness at serving students according to their goals.²²⁵ Based on their findings, and through discussions among program faculty, staff, and deans, programs identify needs and develop plans to continue progress toward their program goals. These needs and plans address areas such as human resources, technology, financial needs, equipment, and supplies.²²⁶ In their reviews, programs must explain how their needs and plans are linked to student learning outcomes.²²⁷ The program review template also prompts programs to assess the effectiveness of their curriculum and describe any modifications to course offerings in terms of student learning. Additionally, programs discuss the roles of outside resources and other shared-governance and allocation processes.^{228, 229, 230}

Besides helping programs assess effectiveness in serving students, the program review process asks each program to assess how its mission supports the College mission. This discussion entails a description of how the program integrates to all institutional activity, for example, how the program's course offerings support, or are supported by, other programs.²³¹

Evaluative findings of the program review process are discussed with the appropriate dean for further input and potential modification. The dean's summary, vice president's summary, and each program's effectiveness plan are then used by the Institutional Planning Committee in determining recommendations for College planning priorities for the next academic year.²³²

As the program review process has evolved since the last accreditation visit, the Program Review Committee itself has been modified to continually improve its support of programs and students. In fall 2010, the Instructional Program Review Committee (IPRC) was instituted as a sub-committee of the Academic Senate.²³³ Prior to this, the Committee had operated as an ad hoc committee of the Academic Senate.^{234, 235} During spring 2013, the Committee officially became the Program Review Committee, charged with responsibility for both instructional and non-instructional program reviews.²³⁶

²²⁵ Program Review Charge, Section IIE-H

²²⁶ Program Review Charge, Section IIC4c & d

²²⁷ Program Review Charge, Section IV

²²⁸ Program Review Charge, Section IIA1 & 2

²²⁹ Program Review Charge, Section IIID

²³⁰ Program Review Charge, Section I

²³¹ Program Review Charge, Section IV

²³² Academic Senate minutes, 08-25-10

²³³ Academic Senate minutes, 04-22-09

²³⁴ Academic Senate minutes, 10-10-12

²³⁵ Academic Senate minutes, 12-12-12

²³⁶ IPRC minutes, 02-07-11

Standard II: Student Learning Programs and Services

A central development in the program review process has been the creation, assessment, and continuing refinement of a program review template. Extensive discussions and planning led to the creation of an Annual Program Review Template that is again being updated in spring 2015. In spring 2011, the IPRC evaluated its process and forms and worked collaboratively with the Office of Institutional Research and Planning to determine its data needs.^{237, 238} It also worked collaboratively with the SLO Committee to improve SLO discussion and integration of assessment results into planning.²³⁹ This collaboration with the SLO Committee resulted in enduring improvements in coordination and communication between the committees. For example, the SLO Committee chair now attends Program Review Committee meetings, and when changes to the SLO section of the program review template are proposed, the SLO chair takes the proposal back to the SLO Committee for review. The SLO Committee then communicates its feedback to the Program Review Committee, and the process continues until the language for the proposed change is agreed upon by both committees.

In fall 2011, the Program Review Update form was devised, and this template emphasized the importance of discussion of SLO assessment data.^{240, 241, 242} Consequently, in fall 2011 and early spring 2012, programs began writing program review updates, which were submitted in spring 2012. In fall 2012, program review updates were read by the Program Review and SLO Committees, update summaries were discussed, and update forms and processes were evaluated.²⁴³ Results were used to develop an annual program review template and process in spring 2013. Additionally, that semester, the annual program review expanded to include Student Services (Counseling and Admissions & Records). In fall 2013, instructional and non-instructional programs wrote annual program reviews using the new template. Deans and Program Review Committee members, along with faculty volunteers, read and summarized the program reviews.

In spring 2014, each dean produced a divisional program review summary, to be submitted to the vice presidents. These were used by the VPs, College President, and Integrated Planning Committee to identify planning and budget needs for 2014-2015.

When the Program Review Committee conducted an intensive evaluation of the effectiveness of the annual program review process and templates, it concluded that the APR template was too complex for an annual program review and should be revised into a triennial program review template with appropriate depth and length. The Committee also concluded that future program reviews needed to incorporate accreditation standards for review of curriculum and degrees.²⁴⁴

²³⁷ [Evaluation of IPR Survey Results, 03-21-11](#)

²³⁸ [SLO Committee minutes, 03-07-11](#)

²³⁹ [Program Review Update 2011](#)

²⁴⁰ [IPRC Minutes 10-03-11](#)

²⁴¹ [IPRC Meeting Notes 12-05-11](#)

²⁴² [SLO Committee minutes, 11-05-12](#)

²⁴³ [SLO Committee minutes, 02-04-13](#)

²⁴⁴ [Program Planning Update form, page 1](#)

In spring 2015, as the annual program review template underwent a revision to become a triennial program review template, programs are using annual program planning update forms as part of their program review process. Academic and non-instructional programs complete these updates that ask programs to review their courses' SLO processes and assessment results and then discuss how they indicate success in student learning as well as areas for improvement.²⁴⁵ Program planning updates also include reviews of successful course completion rates compared to program set standard course completion rates in order to identify trends in student success so that improvements can be made.²⁴⁶

After reviewing the SLO data and assessment process, programs use the PPU's to summarize the program's plans, initiatives, and objectives accomplished since the previous year's program review and then address the following in order to guide decision making:

- Programs are advised that 100 percent of courses in their disciplines should be assessed a minimum of once every two years. As a guideline, each program should be assessing 25 percent of its courses every semester.
- Programs are asked how they plan to use assessment results for the continuous improvement of student learning.
- Programs are asked whether their assessment results show a need for new SLOs.
- Programs are asked what percentage of courses they plan to assess in the next academic year.

Self-Evaluation

Las Positas College meets this standard as evidenced by the program review process' consideration of relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans in evaluation of programs and courses.

Action Plan

None.

Continuous Improvement Plan

None.

²⁴⁵ Program Planning Update form, pages 2-4

²⁴⁶ Program Planning Update form, pages 5-6

Standard II: Student Learning Programs and Services

II.A.2.F

The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.

Descriptive Summary

Through processes stewarded by the Program Review Committee, the Integrated Planning Committee and the Institutional Effectiveness Committee, Las Positas College engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees.

In the annual program review process and template, all of the College's programs, regardless of the type of program (e.g.: instructional, non-instructional), are required to analyze student learning outcomes and service area outcomes to assess student achievement and services to students, and to discuss the outcome of their analysis. Programs assess how well students are achieving student learning outcomes by analyzing both short and long-term SLO data. Achievement gaps are discussed among staff and faculty, and modifications are made to improve student learning. All programs identify and discuss future needs in areas such as human resources, technology, financial needs, and supplies, and they discuss how meeting these needs will improve student learning. Programs are specifically asked how any future needs and plans are linked to student learning outcomes. Additionally, programs discuss their plans for achieving program goals and objectives and consider what outside resources or shared-governance processes will be necessary to reach them. Program plans are shared and discussed with the appropriate dean for further input and potential modification, and they are routed through the appropriate channels in the integrated planning process, such as the Integrated Planning Committee, the Resource Allocation Committee, or the Vice President of Academic Services.^{247, 248, 249, 250, 251}

Recent evidence of SLO data driving requests, which are then routed through the integrated planning process, can be found in the 2014 Program Planning Updates (PPU's). For example, the business department's SLO assessment resulted in identifying a need for additional full-time faculty. Department faculty submitted a request to the Faculty Hiring Prioritization Committee, which ranked their request and made a recommendation to the College President. Consequently, the business department is hiring a new position in spring 2015.²⁵² In another example, the geology department has used its SLO assessment results to identify needs for samples, specimens, equipment, supplies, color maps, laminations, and copies. Geology faculty will submit their requests to the Resource Allocation Committee (RAC).²⁵³

²⁴⁷ Program Review: Annual Program Review 2011-2012

²⁴⁸ Student Learning Outcomes: SLO-Program Review

²⁴⁹ Program Review template, section C

²⁵⁰ Program Planning Updates, 2014

²⁵¹ Division annual program review summaries

²⁵² Business and Marketing PPU

²⁵³ Geology PPU

The division dean's summary, Vice Presidents' summary and each program's Effectiveness Plan (Section IV in the Annual Program Review) is read and used by the Institutional Planning Committee. The program review information, including SLO data and analysis, is used by the IPC to determine institutional plans and priorities.[254](#), [255](#), [256](#), [257](#), [258](#), [259](#)

Las Positas College strives to improve those outcomes and make the results available to appropriate constituencies. The College has created an increasingly transparent and integrated planning cycle that includes its more informal culture of dialogue around continuous improvement. The College engages in ongoing collegial and self-reflective dialogue as an integral part of the work of committees and areas across the campus, including program review, student learning outcomes and service area outcomes, integrated institutional planning, and institutional effectiveness. Each year, the Institutional Effectiveness Committee examines key processes such as these and helps to define the effectiveness of these processes and how to continue to assess and improve them through data-driven and qualitative means, along with process improvement recommendations.[260](#), [261](#), [262](#), [263](#)

Self-Evaluation

Las Positas College meets the standard as evidenced by the fact that student learning outcome data, as captured in program review, is routed through the planning and budget cycle which, as part of the cycle, involves assessment by the Institutional Effectiveness Committee and discussion among College constituencies. The 2014 Accreditation Survey shows agreement with several statements about the College's institutional effectiveness. For example, 62 percent of respondents agreed with the statement, "LPC systematically dialogues, reviews, and modifies as appropriate, all parts of the planning cycle, including institutional and other research efforts."

Action Plan

None.

Continuous Improvement Plan

None.

[254 Fall 2013 Program Review Reading Team Summaries](#)

[255 Division annual program review summaries](#)

[256 Integrated Planning Committee](#)

[257 SLO minutes, 10-06-14](#)

[258 Goals from IPC, 05-28-14](#)

[259 Planning and Budget Cycle](#)

[260 Integrated Planning, Budget, and Assessment Process](#)

[261 SLO minutes, 10-06-14](#)

[262 SLO minutes, 09-08-14](#)

[263 Institutional Effectiveness Report, 2012-2013](#)

Standard II: Student Learning Programs and Services

II.A.2.G

If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.

Descriptive Summary

Some departments at LPC use departmental course and/or program examinations that measure student learning. For example, the final examination for courses in English and ESL that feed into transfer-level English is holistically graded to a rubric that also describes student learning outcomes for those English courses. A biannual norming workshop and a grading process that averages the scores of two independent “normed” readers for each exam help to preclude bias. However, while this examination is an important measure of student learning and serves as a tool for evaluating student learning outcomes for the courses, whether the student advances to the next level is not predicated solely upon passing the examination but, rather, the student’s overall performance in the class.²⁶⁴

Beyond departments’ individual efforts, an examination’s effectiveness in measuring student learning and the work on minimizing test biases is also accomplished through the College’s rigorous curriculum process. Furthermore, other external validation, such as the Student Success Scorecard, details student success according to specific demographic characteristics and research conducted by the College’s Office of Institutional Research and Planning.^{265, 266, 267}

Self-Evaluation

Las Positas College meets the standard as evidenced by the many processes in place to validate examinations’ effectiveness in measuring student learning and to minimize test biases

Action Plan

None.

Continuous Improvement Plan

None.

²⁶⁴ Final Exam standards for English 104 and 105

²⁶⁵ Student Success Scorecard

²⁶⁶ Presentation to the English Department: Correlations between English 104 success rates and student characteristics

²⁶⁷ Presentation to the Math Department: Relationship Between Math Success Rates and the Semesters Elapsed Since the Prerequisite Math Course

II.A.2.H

The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.

Descriptive Summary

Course credit is awarded according to student achievement of measurable objectives stated in course outlines of record. The measurable objectives are correlated with the student learning outcomes for each course.^{268, 269, 270, 271}

Per Title 5, course outlines are reviewed by the Curriculum Committee every five years (academic courses) or two years (CTE courses).²⁷² The review of a course's measurable objectives by the Committee is considered in combination with the review of the course's content and methods of evaluation.²⁷³

The College continues to award credit based on the Carnegie Unit, the standard accepted in most institutions of higher learning. During the Curriculum Committee's curriculum review process, a course's number of units is reviewed in CurricuNet, the curriculum review software used by the College. Similarly, the number of units in proposals submitted for new or modified courses is reviewed in CurricuNet. The Curriculum Handbook, revised in November 2012, instructs authors of both new and modified course proposals to consider the following: "The number of lecture and lab hours determines the unit value of a course. A one unit lecture course will involve a minimum of 18 total hours of lecture time along with a minimum of 36 hours of additional work outside of the lecture environment, for a total of 2 hours of outside work for every hour spent in class. This expectation is set by state requirement."²⁷⁴ The Handbook also details the expectations for units and hours involved in online courses and labs.²⁷⁵

Self-Evaluation

Las Positas College meets the standard as evidenced by the awarding of credit based on achievement of outcomes stated in course outlines and the use of the Carnegie Unit as a basis for determining units of credit.

Action Plan

None.

Continuous Improvement Plan

None.

²⁶⁸ [Getting Started with SLOs, February 2005](#)

²⁶⁹ [SLO Timeline](#)

²⁷⁰ [SLO Committee minutes, 10-04-10](#)

²⁷¹ [Curriculum Handbook, pages 16 and 23](#)

²⁷² [Curriculum Handbook, page 9](#)

²⁷³ [Curriculum Handbook, page 31](#)

²⁷⁴ [Curriculum Handbook, page 24](#)

²⁷⁵ [Curriculum Handbook, page 25](#)

Standard II: Student Learning Programs and Services

II.A.2.I

The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.

Descriptive Summary

The College awards degrees and certificates based on student achievement of a program's stated learning outcomes. Program-level learning outcomes are monitored by the Student Learning Outcome Committee. The SLO Committee oversees the process of linking the outcomes for each course within a program to program-level outcomes and the institutional core competencies. As of March 2015, 95 percent of the program-level outcomes have been created and 92 percent of those have been assessed.^{[276](#), [277](#), [278](#)}

Programs report on and evaluate student achievement of a program's stated learning outcomes through the program review process. The program review process is one means by which the integrity of awarded degrees and certificates is ensured.^{[279](#), [280](#)}

In addition, the College's curriculum process ensures the integrity of awarded degrees and certificates. Courses and programs have stated objectives and methodologies for teaching and assessment approved by the curriculum committee which ensures that courses and programs meet the standards of the College and the state. The measurable objectives stated on the course outlines correlate with the course's student learning outcomes.^{[281](#), [282](#), [283](#), [284](#)}

After these courses and programs are approved at the college level, they are submitted for final approval to the state chancellor's office. The course outline ensures minimum standards are met.^{[285](#)}

Self-Evaluation

Las Positas College meets the standard as evidenced by the program review and curriculum processes. Degrees and certificates are awarded based on student achievement of a program's stated learning outcomes.

Action Plan

None.

Continuous Improvement Plan

None.

[276 SLO Program Outcomes](#)

[277 SLO Program Outcomes form](#)

[278 Most current list of Program Outcomes](#)

[279 Program Review Template](#)

[280 Instructional Program Planning Update form](#)

[281 Getting Started with SLOs, February 2005](#)

[282 SLO Timeline](#)

[283 SLO Committee minutes, 10-04-10](#)

[284 Curriculum Handbook, pages 16 and 23](#)

[285 Curriculum Handbook, page 6-13 and 44-46](#)

II.A.3

The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalogue. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course. General Education has comprehensive learning outcomes for the students who complete it, including the following:

- a. An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.
- b. A capability to be a productive individual and lifelong learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.
- c. A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.

Descriptive Summary

The Las Positas College Catalog details the faculty-developed rationale for general education in the “Statement of the Objectives of the General Education Program” and “General Education Philosophy.” This rationale speaks to the faculty’s commitment to “a program of studies that introduces the student to areas of study that mature the mind, enrich family, and widen social and ethnic relationships.” A general education will “develop skills and aptitudes that can aid the student[s] in furthering personal and social usefulness, and in living in the environment as thinking and contributing citizens. It is a program, furthermore, that activates the imagination, deepens the perspective of life, and gives life direction and purpose.”²⁸⁶ Courses included in GE curriculum have been deemed appropriate by faculty through the curriculum review process. The General Education Philosophy addresses both practical components and aspirational hopes for well-educated students, ranging from core skills in English and math to an appreciation for the cultural diversity of the United States. Students who complete the GE requirements at LPC will have gained understanding in major areas of knowledge, including arts and humanities, natural sciences, and social sciences; they will also have gained both the skills to be productive lifelong learners and knowledge of the traits of responsible, ethical citizens. Results of the fall 2014 Student Accreditation Survey show evidence that students are experiencing growth in these areas during their time at LPC. For instance, the following examples show the percentage of respondents who reported making “some” or “a lot” of progress (opposed to “a little” or “none”) in areas associated with being productive and lifelong learners as well as ethical human beings and responsible citizens:

- Writing skills: 78 percent
- Oral communication: 72 percent
- Critical thinking: 79 percent

²⁸⁶ 2014-2016 Catalog, page 5

Standard II: Student Learning Programs and Services

- Gathering information from multiple sources: 80 percent
- Using logic to draw conclusions from information: 79 percent
- Clarity of my own values and ethical standards: 80 percent
- Appreciation of my role in a democratic society: 70 percent
- Understanding diverse philosophies, cultures, ways of life: 76 percent²⁸⁷

In addition, 79 percent of respondents said they were “very satisfied” or “satisfied” with the overall quality of instruction in general education courses, and 76 percent said they were “very satisfied” or “satisfied” with the progress they were making toward achieving their educational goals.²⁸⁸

A significant change in reviewing curriculum for appropriateness for inclusion in general education occurred when the College began using CurricuNet software as the means for review in fall 2013. All new courses outlines, course outline updates, and outlines of courses undergoing delistment are reviewed by faculty and other members of the Curriculum Committee at multiple levels during the review process in CurricuNet. Each proposal or update must include detailed rationale for how the course aligns with the revised mission of the California Community Colleges, LPC’s mission statement and core competencies, and program review.²⁸⁹ In addition, this rationale must detail how the course aligns with the approved LPC GE criteria, which were based on Title 5, the LPC General Education Philosophy, and LPC’s core competencies: communication, critical thinking, creativity and aesthetics, respect and responsibility, and technology.^{290, 291, 292} The GE pattern consists of 25 units from eight areas: language and rationality (including subcategories of English composition, writing and critical thinking, communication and analytical thinking), mathematics, natural sciences, humanities, social and behavioral sciences, wellness, American institutions, and American cultures.²⁹³ Proposals and course updates, including rationales for GE qualification, are first reviewed by discipline faculty and division technical reviewers before moving forward for review by the articulation officer, Distance Education Committee, Library, Curriculum Technical Review Committee, division dean, Vice President of Academic Services, and the Board.²⁹⁴ Besides reviewing GE rationale, the Curriculum Committee reviews each proposal or update’s number of units, measurable objectives, content, methods of instruction and evaluation, requisites that detail expected skill levels upon entering the course, typical assignments and textbooks, distance education requirements (when applicable), and other required materials requested.²⁹⁵ During review of course outlines, reviewers make sure measurable objectives include and cover all areas of content outlined in the proposal; in addition, in reviewing proposed methods of evaluation, reviewers look at how student skills will be measured. Besides voting on the approval of entire proposals and updates, the Curriculum Committee also holds a separate vote on each proposal or update’s request for GE qualification.²⁹⁶

²⁸⁷ Student Accreditation Survey, Fall 2014, page 6

²⁸⁸ Student Accreditation Survey, Fall 2014, pages 1 and 4

²⁸⁹ Curriculum Handbook, pages 23-27

²⁹⁰ Curriculum Handbook, page 33

²⁹¹ 2014-2016 Catalog, page 5

²⁹² Core Competencies

²⁹³ 2014-2016 Catalog, pages 45-46

²⁹⁴ Curriculum Handbook, page 12

²⁹⁵ Curriculum Handbook, pages 30-43

²⁹⁶ Curriculum Handbook, page 45

While course SLOs are not directly examined during the curriculum review process to evaluate courses for inclusion in the LPC GE pattern, courses proposed for GE are evaluated using criteria based on the College's GE philosophy and core competencies, and faculty proposing new or updated courses to the Curriculum Committee are instructed when writing the proposal's rationale to "motivate your rationale by referencing specific needs and goals already included in your discipline's program review."²⁹⁷ In each discipline's yearly program review process, courses are reviewed and revised according to SLO assessments within the disciplines; for example, academic and non-instructional programs complete Program Planning Updates that ask programs to review their courses' SLO assessment results and then discuss how those assessment results indicate success in student learning as well as needs for improvement. In addition, these Program Planning Updates ask programs to respond to the following in order to ensure consistency in improving student success:

- Discuss how distance education courses assessment results compare to face-to-face courses, if applicable.
- Discuss how your discipline, or someone in your discipline, made changes in pedagogy as a result of SLO assessment results.
- Give an example of a change in the number of units and/or lab hours based on assessment data, if applicable.
- Did your program discover the need for additional resources based on the assessment results?²⁹⁸

In addition to reviewing SLO assessment results using the Program Planning Update worksheets, programs review their SLO processes to ensure consistency across disciplines. To do this, programs respond to the following prompts on the PPU worksheet:

- Describe how your program reaches consensus when writing student learning outcomes that are used in multiple sections.
- Describe how your program reaches consensus when developing and evaluating assessment results for student learning outcomes that are used in multiple sections.
- What methods does your program use for documenting SLO related discussions?²⁹⁹

Program Planning Updates also include reviews of successful course completion rates compared to program set standard course completion rates determined by averaging successful course completion rates for the program over a five-year period and then multiplying that result by 95 percent.³⁰⁰ This process helps programs see trends in student success so that improvements can be made when needed.

After reviewing and commenting on the SLO data and assessment processes, programs will use the PPUs to summarize the program's plans, initiatives, and objectives accomplished since the previous year's program review and then address the following in order to take action based upon this new information:

- SLO assessments: Programs are advised that 100 percent of courses in their disciplines should be assessed a minimum of once every two years. As a guideline, each program should be assessing 25 percent of its courses every semester.

²⁹⁷ Curriculum Handbook, page 23

²⁹⁸ Program Planning Update Worksheet, page 2

²⁹⁹ Program Planning Update Worksheet, pages 2-3

³⁰⁰ Program Planning Update Worksheet, page 4

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- How does your program plan to use assessment results for the continuous improvement of student learning?
- Have your assessment results shown a need for new SLOs?

What percentage of courses will your program assess in the next academic year?³⁰¹

The results of program review processes that examine SLO data, such as those described above in the Program Planning Update worksheets, are examined by faculty when writing rationales for courses proposed for GE inclusion.

Besides conducting the thorough review process for courses included in the GE pattern, LPC clearly communicates to students GE requirements. The College continues to utilize two differing sets of general education requirements for associate degrees in either arts or sciences. The requirements are detailed in the catalog and on student worksheets made available in the counseling office and on the LPC website.^{302, 303} Students are encouraged to carefully plan completion of these requirements with a counselor. According to the 2014 Student Accreditation Survey, the following percentages of students said they were “very clear” or “clear” in understanding College expectations for completing the following:

Each of my courses: 84 percent

My major/program: 69 percent

My degree/certificate: 69 percent³⁰⁴

These survey results show improvement in the College’s communication of expectations when compared to the 2012 Las Positas College Student Satisfaction survey, in which 81 percent of students said they were “very clear” or “clear” in understanding college expectations for completing each of their courses, 65 percent for major/program completion, and 64 percent for degree/certificate completion.³⁰⁵

Self-Evaluation

Las Positas College meets this standard as evidenced by the clearly defined General Education Philosophy detailed in the College Catalog and the general education evaluation process whereby faculty evaluate all course proposals against the eight faculty-approved general education degree areas. Beyond aligning with the College’s philosophy, these general education areas are also in line with the College’s core competencies and Title 5.

Action Plan

None.

Continuous Improvement Plan

None.

³⁰¹ Program Planning Update Worksheet, pages 5-6

³⁰² 2014-2016 Catalog, pages 45-46

³⁰³ 2014-2015 Las Positas College Associate of Arts or Science Degree Requirements

³⁰⁴ Student Accreditation Survey, Fall 2014, page 5

³⁰⁵ Student Accreditation Survey, Fall 2014, page 1

II.A.4

All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.

Descriptive Summary

All degree programs at Las Positas College include focused study in at least one area of inquiry or in an established interdisciplinary core. LPC offers associate of science degrees, associate of art degrees, and associate degrees for transfer. The College Catalog contains a list of programs that offer degrees and degree requirements.^{306, 307} Each degree option requires students to complete 60 semester units, and of these, at least 18 semester units must be completed in the major or area of emphasis.³⁰⁸

Since the last accreditation site visit, Las Positas College has amended its associate of arts in liberal arts and sciences degree to provide specific areas of emphasis. This degree is designed for students who wish to have a broad knowledge of liberal arts and sciences supplemented by additional coursework in an area of emphasis. A student pursuing the liberal arts and sciences degree will choose one of the six areas of emphasis and complete a minimum of 18 units from that area. The six areas of emphasis offered at LPC are business, computer science, humanities, language arts, mathematics and science, and social science.³⁰⁹

Starting in the fall of 2011, Las Positas College began offering associate degrees for transfer pursuant to SB 1440. The College continues to develop ADTs as TMCs become available. All proposals for degrees (including ADTs), and revisions, go through the Curriculum Committee process to ensure that each degree has a focused area of study.³¹⁰

Self-Evaluation

The College meets the standard. All degree programs include focused study in a major or an interdisciplinary area of emphasis.

Action Plan

None.

Continuous Improvement Plan

None.

³⁰⁶ 2014-2016 Catalog, pages 55-56

³⁰⁷ 2014-2016 Catalog, pages 45-46

³⁰⁸ 2014-2016 Catalog, pages 45-46

³⁰⁹ 2014-2016 Catalog, pages 143-146

³¹⁰ Curriculum Handbook, page 8

Standard II: Student Learning Programs and Services

II.A.5

Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.

Descriptive Summary

The College has a total of 62 vocational and occupational certificates and degrees programs. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment standards. The College collects and reports annually the percentage of job placement rates for CTE associate degree and certificate programs that have 10 or more annual graduates; the 10-graduate annual minimum for reporting purposes is required in order to maintain compliance with the Family Educational Rights and Privacy Act (FERPA). These reports indicate the high percentage of graduates employed in vocational and occupational areas.

The vocational courses at the College are designed to meet industry standards and follow industry curriculum so that students are prepared for licensing and certification. An advisory board and adjunct faculty working in the field make recommendations to ensure that courses stay current with the industry standards. Furthermore, in order to achieve and maintain a high level of excellence, data on student body composition and success are reviewed by the programs. For their review, programs receive annual data packets that contain multi-semester, program-specific information on trends related to demographics and student success.

As a result of the effort to achieve and maintain student success, students are prepared for external licensure and certification. For example, 88 percent of the students who took the National Registry of EMTs Written Exam for EMT certification passed in 2013.

Self-Evaluation

Las Positas College meets the standard as evidenced by the course outlines, Curriculum Committee minutes, program review data packets, and licensure/certification reports. To achieve continuous quality improvement, the College should determine more ways to track graduates for both employment and licensure/certifications.

Action Plan

None.

Continuous Improvement Plan

None.

II.A.6

The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning outcomes consistent with those in the institution's officially approved course outline.

Descriptive Summary

Las Positas College assures that its students receive accurate information about programs and courses by providing a regularly reviewed, updated, and accessible college catalog, by providing course outlines of record, and by ensuring that syllabi comply with the course outlines of record. The College Catalog informs students and prospective students of the College's programs, courses, transfer policies, degrees and certificates.³¹¹ The College Catalog is updated every two years. A Catalog addendum is produced alternate years, to ensure that students receive the most up-to-date information in between publications.³¹² Since its last accreditation site visit in fall 2010, the College Catalog was updated for 2010-2012, 2012-2014, 2014-2016, and Catalog addenda were produced for 2011 and 2013. The Catalog is available for purchase in the College bookstore, and available for free online through the College's website.³¹³

The catalog description for each program of study typically includes, as applicable, degree(s), certificate(s), courses, course requirements, transferability, the purpose or career opportunities relevant to the program, and program-level outcomes.^{314, 315}

Handouts for certificate and degree programs that include a list of required courses are also available in the counseling office. The College's articulation officer oversees the development of the hard-copy handouts and updates them on an annual basis. As a permanent member of the Curriculum Committee and the Catalog Workgroup, the articulation officer ensures that the program handouts contain clear and accurate information. In addition to the catalog and handouts, some programs publish their certificate and degree descriptions on the College's website.

The Curriculum Committee ensures that course outlines and degrees are clear and accurate. Information from approved curriculum shapes the catalog text. When the catalog or addendum is updated, correspondence is made with the Curriculum Committee to ensure accuracy of information. The Curriculum Committee chair serves on the Catalog Workgroup. Drafts of each catalog and addendum are also reviewed by the academic divisions.

The catalog and addendum are also used for consultation in Admissions and Records, counseling, student education planning sessions, and the academic division offices. This helps ensure that students receive accurate information at each point of contact with the institution.

[311 2014-2016 Catalog](#)

[312 Catalog Addendum](#)

[313 College Catalog](#)

[314 2014-2016 Catalog](#)

[315 Curriculum Handbook](#)

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Following contractual agreement, all faculty members distribute syllabi to students by the end of the first week of class.³¹⁶ Faculty members also submit course syllabi to their division deans, who verify the presence of required course information in the syllabi. The course content and objectives included on each syllabus come from the approved course outline of record. According to the faculty contract, “The Syllabus should include a statement of student responsibilities and behaviors and a summary of course content and expectations (general course content, course objectives, and prerequisites).”³¹⁷

The course’s measurable objectives from the course outline of record correlate with the student learning outcomes. On syllabi, students are informed of outcomes for the course or measurable objectives which are consistent with those on the course outlines of record.

Self-Evaluation

The College partially meets this standard. Established processes assure that accurate information of courses, programs, and policies is available to students and the community in a variety of forms, including the catalog, handouts, and the College website. Course syllabi are reviewed for accuracy and completeness by division offices and distributed by all faculty to students. In all class sections, students receive a course syllabus that should specify learning outcomes and/or measurable objectives consistent with the course outline of record.

Action Plan

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

Continuous Improvement Plan

None.

³¹⁶ Agreement CLPFA/Chabot Las Positas Community College District, Article 9B

³¹⁷ Agreement CLPFA/Chabot Las Positas Community College District, Article 9B, page 58

II.A.6.A

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

Descriptive Summary

A primary document used to inform students of the College's courses, programs, and policies, including transfer-of-credit policies, is the College Catalog.³¹⁸ The College Catalog is updated every two years. A Catalog addendum is produced alternate years, to ensure that students receive the most up-to-date information in between publications.³¹⁹ Since its last accreditation site visit in fall 2010, the College Catalog was updated for 2010-2012, 2012-2014, and 2014-2016. And Catalog addenda were produced for 2011, 2013, and 2015. The Catalog is available for purchase in the College bookstore, and available for free online through the College's website.³²⁰

The College Catalog outlines the matriculation process for new students. The matriculation process for new students includes an online orientation session, assessment/placement testing, and a program planning session. The online orientation session provides students with general information about degree and transfer requirements, and it highlights College resources including the counseling office and the transfer center, which offers a variety of services including the opportunity to meet with representatives from four-year colleges, assistance with transfer applications, and personal essay writing workshops.³²¹ The online orientation specifically instructs students who have attended another college, to "please see a counselor," and to "schedule an appointment with a counselor" with transcripts from other colleges in hand.³²² The program planning component of the matriculation process provides students with an overview of general education, major, and transfer requirements, as well as TAGs, ASSIST, C-ID, AD-Ts, and other transfer resources.

Las Positas College accepts the transfer of credits into the College so students can more easily fulfill certificate, transfer, and degree requirements. These transfer-of-credit policies are described in the College Catalog under Transcripts from Other Colleges, Advanced Placement, Request for Course Substitution, Evaluation of Prior Education and Training [for Veterans], High School Articulation, and General Education Reciprocity Program with Community Colleges.³²³

³¹⁸ College Catalog

³¹⁹ Catalog Addendum

³²⁰ College Catalog

³²¹ Transfer Center

³²² New Student Online Orientation

³²³ College Catalog

Standard II: Student Learning Programs and Services

Students seeking to transfer credits into the College must submit official transcripts from other accredited colleges and universities to the Office of Admissions and Records for consideration. Students with international records are required to obtain a translated written evaluation from a campus-approved foreign transcript evaluation service prior to determination of transfer credit. To be credited by Las Positas College, coursework must meet the following criteria:

- The course(s) must have been taken at an accredited college/university;
- The course(s) must be lower division;
- The course(s) must have been completed with a grade of “D” or higher. All transferred grades (including “F” grades) will be used in the calculation of units attempted, units completed, and the grade point average;
- The content of the course(s) must be determined to be equivalent to the current Las Positas College course standards. The initial evaluation of course credit is done by the Records Evaluator under the supervision of the Dean of Enrollment Services.
- The final responsibility for determining course equivalency is the discipline faculty, through the Request for Course Substitution process.³²⁴

Specific transfer-of-credit policies are also included in the College Catalog for special populations such as veterans and high school students.³²⁵ Veterans are required to complete a Veterans Evaluation with a counselor, which establishes a personalized education plan to evaluate prior education and training and to grant credit as appropriate.

Las Positas College recognizes the value of coursework previously completed at the secondary level through local high schools and ROPs (Regional Occupational Programs). Two levels of articulation agreements—Noncredit Articulated High School Courses, and Credit-By-Examination Articulated High School Courses—are reviewed regularly and implemented when appropriate.³²⁶

The Chabot-Las Positas District also participates in the General Education Reciprocity Program with other local community colleges, so that students who complete general education at one community college can have their general education met at Las Positas College.³²⁷

Las Positas College works hard to ensure that transfer-of-credit to other institutions is available to students. The College actively pursues articulation agreements with CSU, UC, and independent universities; TAGs; C-ID; and associate degrees for transfer.

Articulation agreements are under the purview of the Articulation Officer, who is responsible for coordinating general education requirements and major requirements with baccalaureate institutions. The College submits and updates CSU General Education and Intersegmental General Education Transfer Curriculum (IGETC) courses on an annual basis. These agreements are published in the College Catalog, on the College web site, and in flyers available in the counseling office. The Articulation Officer maintains all course-to-course and

³²⁴ College Catalog

³²⁵ College Catalog

³²⁶ High School/ROP Articulation

³²⁷ College Catalog

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major articulation agreements between this college and California State University (CSU), University of California (UC), and independent colleges and universities.

Articulation agreements between Las Positas College and the public California universities are available through project ASSIST, the California articulation database. ASSIST (www.assist.org) is the official repository of articulation information for California public postsecondary educational institutions. ASSIST includes reports of how course credits earned at a California community college, including Las Positas College, may be applied when transferring to a public California university. Students are advised to meet with a counselor to learn how to use the information posted on ASSIST.

Articulation agreements between Las Positas College and independent universities are catalogued and housed with the Articulation Officer. Courses which have been accepted for transfer to CSU and/or UC campuses are indicated in the College Catalog, the schedule of classes, and handouts available in the counseling office and the Transfer Center.^{328, 329}

To evaluate articulation agreements, the Articulation Officer works closely with faculty to ensure that articulation criteria have been fully considered for all new and revised curriculum proposals. Review by the Articulation Officer is required for all new and revised curriculum proposals prior to consideration by the Curriculum Committee. The Articulation Officer is in regular communication with counterparts at UC, CSU and independent universities, and attends district, regional, and statewide curriculum and articulation meetings to ensure the accuracy and consistency of the College's articulation agreements.

Las Positas College has agreements with several universities that allow students guaranteed admission as a transfer student. These programs are often referred to as transfer admission guarantees, or TAGs. Las Positas College has TAG programs with the following schools: University of California Davis, Irvine, Merced, Riverside, Santa Barbara, Santa Cruz, California State University Monterey Bay, St. Mary's College, and University of the Pacific. Because transfer requirements vary among universities and change every year, the College suggests that students "meet with a counselor to develop a student educational plan for transfer. For up to date information, please visit www.laspositascollege.edu/transfercenter."³³⁰ To further disseminate transfer information for other institutions, the Transfer Center hosts two events annually (Transfer Day in fall semester, and Transfer Night in spring semester) which are attended by approximately 35 transfer institution representatives who provide information and answers to students.³³¹ The Transfer Center also holds regular workshops on preparing applications and personal statements to transfer colleges.³³²

The Course Identification Numbering System (C-ID), was initiated since the college's last accreditation report. C-ID is a statewide numbering system independent from the course numbers assigned by local California community colleges. A C-ID number next to a course signals that participating California colleges and universities have determined that courses offered by other California community colleges are comparable in content and scope to courses offered on their own campuses, regardless of their unique titles or local course number. The C-ID numbering system is useful for students attending more than one community college and is

³²⁸ [College Catalog](#)

³²⁹ [Schedule of Classes](#)

³³⁰ [Transfer Center webpage](#)

³³¹ [Transfer Center events](#)

³³² [Transfer Center, Representative Appointments, Drop-In or Tabling](#)

Standard II: Student Learning Programs and Services

applied to many of the transferable courses students need as preparation for transfer. Because these course requirements may change and because courses may be modified and qualified for or deleted from the C-ID database, students are advised to always check with a counselor to determine how C-ID-designated courses fit into their educational plans for transfer. Students may consult the ASSIST database at www.assist.org for specific information on C-ID course designations. As needed, counselors can help students interpret this information. Las Positas College actively pursues C-ID numbering to facilitate the mobility of students to and from community colleges and other colleges/universities. Since the last accreditation and the creation of C-ID, Las Positas College has submitted 92 courses to C-ID.³³³

The C-ID infrastructure is being used to develop transfer model curricula (TMC), and associate degrees for transfer (AD-Ts). The purpose of the associate degrees for transfer is to simultaneously award students an associate degree at the community college and prepare them for special benefits/guarantees upon transfer to CSU. Las Positas College faculty are currently proposing AD-Ts through the local and state curriculum processes, as C-ID approval for relevant courses is awarded and TMCs are finalized. Some challenges, including the time required for C-ID approval, the modification of some TMCs at the state level several times since their creation, and the evolution of TMC Development Guidelines over the past several years, have affected the College's progress in achieving approval of additional courses and AD-Ts.³³⁴

Las Positas College AD-Ts as of summer 2015

Active AA/AS; TMC Available	AD-T Approved at College	AD-T in Progress at College
19	14	2

Self-Evaluation

Las Positas College meets the standard, as evidenced by its clearly stated transfer of credit policies, effective processes for the acceptance of transfer credit into the institution, and high number of articulation and transfer agreements in place with four year colleges and universities.

Action Plan

None.

Continuous Improvement Plan

To achieve continuous improvement, the College will need to improve its C-ID, TMC, and AD-T progress. Currently, the College's Articulation Officer position is 50 percent, which is insufficient to meet the demands and turn-around time needed to effectively consult with faculty and to move courses and degrees through the local curriculum process.³³⁵

³³³ C-ID Courses

³³⁴ AAT/AST Certification Form, revised 10-2014

³³⁵ Student Services Organization Chart

II.A.6.B

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

Descriptive Summary

The Chabot-Las Positas Community College District has clearly defined program revitalization and discontinuance policies. The policies were jointly created by the Chabot and Las Positas College Academic Senates.³³⁶ Since its last accreditation site visit in fall 2010, the Chabot-Las Positas Community College District has updated its Board policies and administrative procedures to more closely align with changes in laws, regulations, and accreditation standards. New Board Policy 4021, which replaces the old BP 6200, describes the program revitalization/discontinuance policy, entailing a two-year process.³³⁷

The College works to accommodate students who are impacted by program discontinuance. The College Catalog describes students' rights that would apply when changes to the Catalog are made, including changes due to program discontinuance.³³⁸ When a program is discontinued, affected students work with counseling, the relevant discipline faculty, and/or the dean to create a course of study that will meet each individual student's goals. Options include course substitution or waiver, or in some instances, an individualized degree tailored to the student.³³⁹

Self-Evaluation

The College meets this standard, as evidenced by approved Board policies, written documentation of resources for students in the College Catalog and Schedule of Classes, and online resources on the Las Positas College website. Additionally, students have access to counselors, faculty, and administrators, who can assist with selection of suitable courses of study that meet students' educational goals.³⁴⁰

Action Plan

None.

Continuous Improvement Plan

None.

³³⁶ Board Policy 6200

³³⁷ Board Policy 4021

³³⁸ College Catalog, page 38

³³⁹ Request for Course Substitution or Waiver of Program Requirement form

³⁴⁰ 2014-2016 Catalog, page 25

Standard II: Student Learning Programs and Services

II.A.6.C

The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.

Descriptive Summary

Several publications, including the College Catalog and the Schedule of Classes, are printed and distributed widely to prospective and current students, the public, and its personnel. The College Catalog is updated every two years.³⁴¹ A Catalog addendum is produced alternate years, to ensure that students receive the most up-to-date information in between publications.³⁴² Since the last accreditation site visit in fall 2010, the College Catalog was updated for 2010-2012, 2012-2014, 2014-2016, and Catalog addenda were produced for 2011, 2013, and 2015. The Catalog is available for purchase in the College bookstore and available for free online through the College's website.³⁴³

The College Schedule of Classes is produced twice a year—summer/fall, and spring. Print copies are distributed in the College bookstore, Admissions and Records, counseling offices, division offices, and local high schools. The schedules are also available online in pdf format and through Class-Web, the College's online enrollment program.

Brochures are distributed at events such as High School Senior/Parent Day, College Day at local high schools, and CTE Career Fairs.

³⁴¹ [College Catalog](#)

³⁴² [Catalog Addendum](#)

³⁴³ [College Catalog](#)

The Las Positas College website is also used to communicate information to students and the public. Due to budget constraints, the position of webmaster has remained vacant since 2011. As a result, the College website has not been consistently updated. While some departments and programs have access to update their webpages, the College website as a whole does not present accurate information consistently across the site. The College, however, has made efforts to address the issue. In the spring of 2011, the decision was made to combine the webmaster functions at the colleges into one position and move it under the Public Information Office at the District. Shortly after, this webmaster position was vacated, and various temporary solutions for managing content on the web sites were identified.^{344, 345} In fall 2012, the webmaster position was reassigned back to the College.^{346, 347} In fall 2014, the webmaster position was submitted to the LPC Resource Allocation Committee (RAC) for hiring prioritization and ranked 2nd by the Committee. In spring 2015, the LPC Technology Committee was asked to develop a plan on the future direction of the College web site to recommend to the President.³⁴⁸

Self-Evaluation

The College partially meets the standard. While the College's catalogs, statements, and written publications are clear and accurate, the College's website does not consistently provide clear and accurate information.

Action Plan

The College should provide clear and accurate information consistently across its website.

Continuous Improvement Plan

None.

³⁴⁴ Technology Committee minutes, 09-26-11

³⁴⁵ Technology Committee minutes, 01-23-12

³⁴⁶ Technology Committee minutes, 09-24-12

³⁴⁷ Technology Committee minutes, 03-25-13

³⁴⁸ Technology Committee minutes, 01-26-15

Standard II: Student Learning Programs and Services

II.A.7

In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.

Descriptive Summary

Las Positas College values academic freedom, free speech, integrity, and ethical behavior among students, faculty, and staff. The College states its “commitment to integrity and excellence by... demonstrating civic, social and environmental responsibility... [and] promoting ethical behavior, tolerance, and mutual respect in a diverse community” in its values statement.³⁴⁹ And, in support of the College's values, one of the five institutional core competencies for students is respect and responsibility.³⁵⁰

Policies on student academic honesty are printed in the College Catalog.³⁵¹ Additionally, the College's Academic Senate has produced an academic honesty statement that faculty may include on their syllabi, as well as an academic honesty booklet that faculty may present to students in class.^{352, 353}

Since the last accreditation site visit, an administrators' code of ethics was developed.³⁵⁴ The code is reviewed regularly by the College's administrators.

The Chabot-Las Positas Board of Trustees has approved clear policies on academic freedom, free speech, and student academic honesty (8. Board Policy 5512; AP 5512).^{355, 356, 357, 358, 359, 360, 361}

³⁴⁹ Values Statement

³⁵⁰ College Catalog, page 6, referred to as College Core Competencies

³⁵¹ College Catalog, page 32

³⁵² Academic Senate Honesty Statement

³⁵³ Academic Honesty Booklet

³⁵⁴ Administrators' Code of Ethics

³⁵⁵ Board Policy 4030

³⁵⁶ Board Policy 4322

³⁵⁷ Administrative Procedure 4322

³⁵⁸ Board Policy 5510

³⁵⁹ Administrative Procedure 5510

³⁶⁰ Board Policy 5512

³⁶¹ Administrative Procedure 5512

Self-Evaluation

The College meets the standard. The College has clear policies on academic freedom and student academic honesty, and it makes these policies publically available. In the fall 2014 Accreditation Survey, 95 percent of respondents strongly agree or agree that College instructors demonstrate a commitment to high standards of teaching, and 93 percent strongly agree or agree that the College provides a high quality learning experience for students.³⁶² Eighty percent of students report that they have more clarity of their own values and ethical standards as a result of being at Las Positas College, and that they exhibit personal, professional, and academic honesty as a result of being at Las Positas College.³⁶³

Action Plan

None.

Continuous Improvement Plan

None.

³⁶² [Staff Survey, Fall 2014, page 2](#)

³⁶³ [Student Survey, Fall 2014, page 6](#)

Standard II: Student Learning Programs and Services

II.A.7.A

Faculty distinguishes between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Descriptive Summary

The College's policy on academic freedom states, "Academic freedom exists and is nurtured in our community for the common good of all citizens. Students, faculty, administrators and society itself derive benefits from the practice of academic freedom with its open search for truth and its free exposition. Academic freedom is fundamental for the protection of the instructor's right in teaching and the student's right in learning in the classroom and on the campus. Academic freedom carries with it responsibilities correlative with rights, such responsibilities being implicit in all freedoms and assured by all members of the college to insure the rights of others.

"Any issue involving the alleged violation of academic freedom on campus shall follow the procedures of academic due process as provided for the students, faculty, and the college, whichever is appropriate."³⁶⁴ This policy defines and supports academic freedom. The policy is also referenced in the faculty contract.³⁶⁵

The academic freedom policy does not distinguish between personal conviction and professionally accepted views since this distinction would be discipline-specific. Course outlines of record specify the course content which is to be covered regardless of an individual instructor's personal views. Faculty evaluations are the mechanism the College uses for determining how effectively instructors differentiate between course content as described by the outline and personal opinion. Tenured faculty are evaluated every three years by a committee consisting of two tenured faculty peers; part-time faculty are evaluated every three years by a faculty member, and untenured faculty are evaluated both of their first two years at the College, and once more during their third or fourth year, by two full-time faculty members and their dean. All faculty evaluations also include a student survey.

³⁶⁴ Board Policy 4030

³⁶⁵ CLPCCD/CLPFA Agreement, Article 23 - Academic Freedom

The College's Board-approved academic freedom policy is made public in four ways. First, it is posted on the CLPCCD website.³⁶⁶ Second, it is printed in the Full Time Faculty Handbook.³⁶⁷ Third, it is printed in the Adjunct Faculty Handbook. Finally, it is published in the Faculty Association Handbook.

The policies demonstrate institutional commitment to free pursuit and dissemination of knowledge by emphasizing the importance the College places on academic freedom and integrity, and by making these policies widely available.

Self-Evaluation

The College meets this standard. There is a clear, Board-approved academic freedom policy, which is made public and accessible in a variety of ways. Instructor evaluations ensure that instruction content follows the course outline of record. Eighty-nine percent of students strongly agree or agree that they are treated with respect by instructors. Students also report that there is respect for differences, including race-ethnicity (88 percent), age (89 percent), religion (84 percent) to name a few. Seventy-seven percent of students report that instructors encourage them to examine different points of views.³⁶⁸

Action Plan

None.

Continuous Improvement Plan

None.

³⁶⁶ Board Policy 4030

³⁶⁷ Faculty Handbook

³⁶⁸ Student Survey, Fall 2014

Standard II: Student Learning Programs and Services

II.A.7.B

The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.

Descriptive Summary

The College has clear expectations concerning student academic honesty published in the College Catalog and on the College's website.^{369, 370} Faculty are encouraged to include academic honesty statements on their syllabi within the faculty contract, and by the Academic Senate; and many faculty do so.^{371, 372} Suspected instances of academic dishonesty are reported to Student Services. Student Conduct and Due Process is also described in the College Catalog and on the College's website.^{373, 374}

Since the last accreditation site visit, the Academic Dishonesty Reporting Form was created to assist instructors with documenting instances of academic dishonesty, conversing with the student about instances, referring to the dean if appropriate, and reporting to the Vice President of Student Services.³⁷⁵

Self-Evaluation

The College meets the standard. Expectations concerning student academic honesty and consequences for dishonesty are clearly stated and published in a variety of media.

Action Plan

None.

Continuous Improvement Plan

None.

³⁶⁹ College Catalog, page 32

³⁷⁰ Academic Honesty Statement

³⁷¹ CLPCCD/CLPFA Agreement, Article 9B - Syllabus Requirement

³⁷² Academic Senate Honesty Statement

³⁷³ College Catalog, page 31

³⁷⁴ Student Code of Conduct

³⁷⁵ Academic Dishonesty Reporting Form

II.A.7.C

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

Descriptive Summary

Las Positas College uses District and Board policies, administrative procedures, and participatory governance procedures to develop and maintain clear conduct codes for students, staff, faculty, and administrators. There is no College or District code of conduct that seeks to instill specific beliefs or world views.

A clear, well-defined Student Code of Conduct is published in the Catalog and available online.³⁷⁶ The Student Code of Conduct is also published in the District Board Policies and Administrative Procedures. Codes of conduct for staff, faculty, and administrators are well defined in Board policy. The Full Time Faculty Handbook and Part Time Faculty Handbooks provide clear guidelines to help guide faculty professional behaviors.^{377, 378}

Self-Evaluation

The College meets the standard. The College makes policies on student conduct widely available in College publications and online. In addition, the College makes codes of conduct for staff, faculty, and administrators available to all employees through published Board policies and handbooks.

Action Plan

None.

Continuous Improvement Plan

None.

³⁷⁶ [Student Conduct Code](#)

³⁷⁷ [Full Time Faculty Handbook](#)

³⁷⁸ [Adjunct Faculty Handbook](#)

Standard II: Student Learning Programs and Services

STANDARD II.B: STUDENT SUPPORT SERVICES

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services

Descriptive Summary

Las Positas College admits a diverse population of students who are able to benefit from its programs, consistent with the College's mission to be an "inclusive learning centered institution" and vision to "serve a diverse college community." And through a variety of programs and processes, LPC has continually increased the diversity of its student body.³⁷⁹

Admission is open to anyone who has graduated from high school or the equivalent, as well as anyone age 18 or over who can benefit from instruction. Concurrent enrollment is also offered to high school students grades 10 to 12 with high school administration and Las Positas College Admissions approval. Additionally, the College recruits and admits international students through an admissions process consistent with federal guidelines. Through the International Student Program, which addresses the needs of international students to increase their academic success and increase global awareness of all students, the College recently admitted over 136 international students from more than 37 countries.³⁸⁰

Also contributing to LPC's diversity, outreach is targeted to people who present the ability to benefit from instruction with the support of campus programs. Counselors, often in the company of student ambassadors, act as liaisons to the local high schools, attending high school and community events, making presentations, and working to disseminate College information.³⁸¹ Spanish-speaking counselors have reached out to the Latino community, for example, by organizing an annual campus event called Learning to Triumph or Aprendiendo A Triunfar (AAT). Learning to Triumph began in 2006 and has grown to offer Spanish-language college success workshops to an average of over 225 students each year.³⁸² The College also holds an annual Major Exploration Fair to introduce current and prospective students to its academic programs and faculty.³⁸³ In 2014, the Fair expanded to include career exploration opportunities, connecting students to over 45 local employers. Faculty and staff also host College Day (formerly High School Senior Parents' Night), an outreach event open to local high school seniors and their parents.³⁸⁴

³⁷⁹ [College Program Review data packet](#)

³⁸⁰ [International Students website](#)

³⁸¹ [Counselor Liaison list](#)

³⁸² [Learning to Triumph email](#)

³⁸³ [Major Fair flyer](#)

³⁸⁴ [College Day flyer](#)

Standard II: Student Learning Programs and Services

Student support services at the College guide students along the path from admission to their first classes. Once they have completed a required online orientation, new students (excluding those who are exempt) take the math and English assessments. An English as a Second Language (ESL) assessment is offered to students who wish to take ESL courses or who have scored correspondingly on the initial English assessment. After receiving the results of the placement tests, students attend counselor-led program planning sessions where they learn how to understand those results and the consequent course placements.³⁸⁵ When assessment scores indicate a potential learning disability, students may be referred to the Disabled Students Programs and Services (DSPS) office for additional assistance in selecting courses that will best support the students' goals and needs. Many students develop an Initial Student Education Plan at their program planning session, which details an educational goal and suggests courses to complete in their first year of study.³⁸⁶ This Plan then helps students register for the courses most appropriate to their ability to succeed and benefit. Students can also develop a comprehensive education plan directed toward a degree, certificate, or transfer. All of the College's orientation, assessment, and educational planning processes are developed through the analysis of retention, graduation, and transfer data and are in line with the recommendations of the Student Success Act of 2012 (SB 1456).

From the day students begin their classes to the completion of their academic goals, student support services remain engaged with and responsive to their progress. Throughout each academic term, the College requests from each instructor midterm progress reports for their students.^{387, 388} When a potential problem is detected early, a response to that problem can impact the student's chances for success. First, the identified students are sent a mailer indicating their instructor's concerns and identifying campus resources that may assist them. The Student Interventions Developer also administers a program serving those students who struggle academically, identified as those whose GPA falls below a 2.0 (academic probation), those who withdraw from more than 50 percent of their attempted units (progress probation), and those who find themselves on academic and progress dismissal. The College offers a mandatory workshop that students on probationary status must attend before they can register for classes the following term.³⁸⁹ The Student Success Workshops educate students on ways to improve their academic standing and refer them to the campus resources that will support their success.³⁹⁰ Those students who experience academic difficulty for more than two consecutive semesters, resulting in dismissal, are required to enter into a contract with the College.³⁹¹ This student success contract refocuses students by limiting the number of units they may enroll in each term, mandating counseling sessions every semester, and requiring students to submit progress reports twice a semester.³⁹² These reports help student services monitor progress and facilitate early intervention, when appropriate. The Student Interventions Developer keeps detailed records of activities and works closely with Admissions and Records as students strive to improve their academic standing.

[385 Programming Planning workshop](#)

[386 Initial Student Education Plan](#)

[387 Midterm Progress Report memo](#)

[388 Midterm Progress Report instructions](#)

[389 Student Success workshop](#)

[390 Probation Clearance Form for Academic Success](#)

[391 Dismissal Contract](#)

[392 Dismissal Progress Reports](#)

Standard II: Student Learning Programs and Services

Las Positas College offers several programs designed to serve disadvantaged students. The College Foundation Semester has provided enhanced access and support to disadvantaged students in their first semester on campus, when they are particularly at risk.^{393, 394} Students in this learning community experience a set of coordinated courses in English, math, computer information systems, and psychology-counseling (“Bridge to College and Careers”) that maximizes their contact with student services, their academic instructors, and each other. In fall 2012, the College also developed and implemented the Puente Program.³⁹⁵ This program uses a combination of counseling, mentorship, community engagement, and academic coordination to increase the number of educationally underrepresented students who enroll in four-year colleges and universities and earn degrees.

Las Positas College offers faculty, staff, administration, and students a variety of opportunities to engage in discussions centered on student access, progress, learning, and success. In addition to weekly student services departmental meetings, a range of committees and task forces meet regularly:

Basic Skills Committee: Through gathering and reviewing data on student success, promoting best practices for supporting student needs, removing barriers to student success, closing gaps in student achievement, and providing related professional development for faculty, the Basic Skills Committee works to improve student success, equity and access. Reporting to the Academic Senate, this committee strives to produce large-scale, sustainable, and measurable improvements in the College’s delivery of basic skills education primarily in reading, writing, mathematics, learning skills, study skills, and English as a Second Language.³⁹⁶

Counseling Division: The division meets weekly to discuss issues such as assessment, orientation, and other counseling services that affect student access, progress, learning, and success. The elements of the Student Success Initiative are a recent product of these discussions.³⁹⁷

Equity Planning: After the College’s Office of Institutional Research and Planning disseminated data and analysis showing disproportionate impact, in spring 2014, two faculty began meeting with constituent groups across campus to inquire further into the topic of student equity. Additional breakout groups occurred during the campus wide Town Hall Meeting in fall 2014 to give faculty and staff an opportunity to discuss strategic shifts on campus aimed at eliminating the disproportionate impact of campus policies and procedures on traditionally underserved or underrepresented populations.³⁹⁸

Student Intervention Team/Committee: On the recommendation of members of the counseling division, the Student Intervention Specialist and Dean of Enrollment Services meet regularly during registration periods to individualize enrollment plans for all students making substandard academic progress for more than two consecutive semesters.

³⁹³ [College Foundation Semester](#)

³⁹⁴ [Learning Communities](#)

³⁹⁵ [Puente Program Recruitment Flyer](#)

³⁹⁶ [Basic Skills Committee](#)

³⁹⁷ [Student Services schedule of meetings, Spring 2015](#)

³⁹⁸ [Student Equity Plan](#)

Student Success Act (SB1456) District and College Workgroups: Administrators, staff and faculty across the District meet to discuss the implementation of the Student Success Act and to develop new coding to implement corresponding enrollment priorities. Beginning in fall 2014, the College established a Student Success Workgroup (inclusive of students) that began implementing activities outlined in the College's Student Success Act Implementation Plan.

The Campus Change Network: Though on hiatus since spring 2013, when active, this group of administrators, faculty, staff, and students focuses on increasing diversity, equity, and inclusion in order to create an environment that better supports access, progress, and success for all students.

At Las Positas College, a comprehensive set of student support services assures that students benefit to their potential from the College's programs:

Admissions & Records

Often the first point of contact between the College and the student, the Office of Admissions & Records serves students from the processing of their admissions applications to the processing of transcripts and conferral of degrees.

Alpha Gamma Sigma (AGS) Honor Society:

Through a combination of leadership, community service, and fundraising, AGS provides opportunities for students with a 3.0 GPA or above to get involved in student life and pursue academic excellence.³⁹⁹

Assessment Center

Assessment testing increases the likelihood of initial placement into the courses that maximize student success. Through assessments, students determine whether to enroll in a college-level courses or begin in pre-college courses that cover basic skills in English, mathematics, or ESL. Chemistry testing for Chemistry 1A is also available. Furthermore, students who have not graduated high school may demonstrate college readiness by taking the Ability to Benefit Test, providing they meet state eligibility guidelines that went into effect in July 2012.⁴⁰⁰

Associated Students of Las Positas College (ASLPC)

The Associated Students provides all students with access to involvement in the College's planning and decision making, through student government and student-elected representatives, which contributes to LPC's strategic goal of "crafting a culture of collective responsibility."⁴⁰¹

³⁹⁹ [Alpha Gamma Sigma website](#)

⁴⁰⁰ [Financial Aid website](#)

⁴⁰¹ [LPC Strategic Goals](#)

Standard II: Student Learning Programs and Services

CalWORKs

Through collaboration and advocacy within the College and the community, CalWORKs serves its students and their families by providing educational and career opportunities and support services to students with children. The counseling, coordination, advocacy, and support provided enable CalWORKs students to complete their educational goals, find meaningful employment, and successfully transition into the workforce.

Campus Safety & Security

Working with all members of the campus community to ensure safe learning and working environments and to protect persons and property, Campus Safety & Security provides high-quality security and safety services to LPC students and staff.

Child Development Center

The Child Development Center is an inclusive, learning-centered program providing early educational opportunities to the children of students, faculty, staff, and the community. The Center offers a quality learning environment to toddlers and preschool-aged children, while providing academic instruction, observation opportunities, and on-floor interactions to students enrolled in Early Childhood Development courses.

Counseling

From the beginning to the end of a student's experience, the Counseling Division guides students through academic, career, and personal issues in support of their goals. Counselors help students have a positive and successful educational experience by assisting with the development of realistic educational and career goals, creating Student Education Plans, encouraging behaviors that increase academic success, and resolving concerns that may otherwise interfere with their progress.⁴⁰²

Disabled Students Program and Services (DSPS)

The DSPS office is committed to providing access to students with physical, psychological, and learning disabilities, providing multiple opportunities for orientation and enrollment into DSPS services. These opportunities include visits to high schools to provide Disability Services Information Nights to high school students with disabilities, as well as a one-half unit learning skills class in the spring to assist students with disabilities in transitioning to Las Positas College in the fall. Through counseling, learning disability assessment, accommodations, and learning skills courses, the faculty and staff in the Disability Resource Center encourage students to become independent and assertive participants in their own educational processes and promote the development of the individual as a full participant in the productive, creative, and social dynamics of the community.

⁴⁰² [Student Educational Plan](#)

Extended Opportunity Programs and Services (EOPS) and CARE

Through the identification, recruitment, and retention of low-income students with unique and special needs created by language and social and economic situations, the EOPS program increases the number of underrepresented students enrolled in Las Positas College. The EOPS Program then assists these educationally disadvantaged students in achieving their educational and career goals by providing further services that promote academic success and personal growth.

Financial Aid

The Financial Aid Office provides grants, fee waivers, scholarships, loans, and federal work-study to qualified students to ensure that each student has sufficient resources to attend college. Funds are provided to assist in covering the student's cost of attendance, which includes enrollment fees, books and supplies, housing, food, transportation, child care, and other personal and living expenses. Utilizing drop-in appointments, phone, and email, the staff provide timely service to assist students through the process of financing their college experience.

Health & Wellness Center

The Student Health & Wellness Center provides access to quality healthcare and wellness education on campus. Available to all students, the Health & Wellness Center provides primary and urgent care, mental health and wellness services, women's health services, and community referrals.

International Student Program

The International Student Program is dedicated to assisting international students with academic matters, immigration regulations, and personal concerns. The program provides international students with educational life experiences, creates opportunities for personal growth, promotes global citizenship through a mutual exchange of cultural perspectives, and provides support to facilitate progress toward the completion of educational goals.

Transfer Center

Utilizing a new, state-of-the-art location in the Student Services Administration Building and an updated web presence, the LPC Transfer Center connects students to admissions representatives from local baccalaureate institutions, provides transfer-related workshops, and assists students with the completion and submission of transfer applications.^{403, 404}

Tutorial Center

The LPC Tutorial Program is dedicated to students' educational success by providing quality learning support relevant to their individual academic needs. The Tutorial Center provides services to help students become independent learners and function successfully in an academic environment. Tutorial Center staff strive to create a positive and encouraging atmosphere for all students who use tutorial services.⁴⁰⁵

⁴⁰³ [Transfer Center website](#)

⁴⁰⁴ [Transfer Tuesday flyer](#)

⁴⁰⁵ [Tutorial Center website](#)

Standard II: Student Learning Programs and Services

Veterans First Program

The LPC Veterans First Office offers support services to those who have served or are currently serving in the armed forces, as well as their dependents and spouses, for a successful transition to college, providing information regarding the GI-Bill benefits, and ensuring required documentation is processed in a timely manner. Furthermore, the LPC Veterans First Program educates the College and community about the need for resources and assistance for veterans to create a supportive culture in which veterans can succeed.

Programs within Academic Services that support students include the Integrated Learning Center (ILC), the Reading and Writing Center (RAW), the Honors Transfer Program, the English as a Second Language Program, and the Library. All of these programs are involved in one or more components of students' access, progress, learning, and success, and they reach students at all stages of their education at Las Positas College, from outreach to their graduation.

Each student service program at the College regularly and systematically works to improve the quality of its student supports services. Over the last two years, the program review process has been revised to join the College's instructional and non-instructional programs in a uniform review. This revised process, the College's commitment to integrating program review recommendations into institutional planning, and the development of student learning and student area outcomes have also enabled the evaluation and improvement of student services programs.

Self-Evaluation

The College meets this standard as evidenced by the College's inclusive admission process, efforts to insure that all students are able to benefit from its instruction, programs furthering student learning and success across all populations, and systematic and ongoing review, assessment, and improvement of campus programs and service.

Action Plan

None.

Continuous Improvement Plan

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

II.B.1

The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.

Descriptive Summary

All student support services, and the faculty and staff in each service area, are consistently evaluated to assure that students receive quality information and assistance. Through both the untenured and tenured review processes, each Student Services faculty member is individually evaluated by administration, faculty, and students.^{406, 407} Counseling faculty members may be observed during counseling sessions or during course instruction and are evaluated by peers on relevant competencies.⁴⁰⁸ Providing additional input, students present during the observation complete an evaluation of their class or session experience.⁴⁰⁹ The aggregated data from the student evaluations, in combination with the peer and administrator evaluations, are shared with the observed faculty to improve faculty awareness and encourage thoughtful dialogue. The professional development that occurs through the faculty evaluation process and resulting dialogue strengthen the service provided to students.

In addition to individual faculty and staff evaluations, Student Services programs are evaluated through the program review process, which include both annual updates and a comprehensive study every three years. Through discussion and consideration of past program reviews, faculty and Student Services program coordinators develop and revise program-level goals and desired outcomes. Through student, staff, and faculty surveys, newly implemented interventions and programs are evaluated for their effectiveness and quality.^{410, 411, 412, 413, 414, 415} Faculty and program coordinators review the survey results to determine to what extent and how program goals are being met.^{416, 417, 418} Based on the findings, recommendations are made for program improvements. Faculty and program coordinators then develop plans for addressing the recommendations or areas identified for potential development.

[406 Evaluation - Performance Observation](#)

[407 Evaluation - Student Survey](#)

[408 Evaluation - Course Instruction](#)

[409 Evaluation - Student Response to Instruction](#)

[410 Email Survey Questions](#)

[411 Satisfactory Academic Policy Evaluation](#)

[412 Student Satisfaction Survey](#)

[413 Counseling 2013-2014 SLOs](#)

[414 Counseling Point of Service Survey, Spring 2014](#)

[415 Embedded Workshop Surveys](#)

[416 Email Survey Summary Response Data](#)

[417 Question 8 Responses Data](#)

[418 SAP Workshop Survey Summary Data](#)

Standard II: Student Learning Programs and Services

In order to assess how Student Services programs support student learning, each program has developed Student Learning Outcomes (SLO), Service Area Outcomes (SAO), or both.⁴¹⁹ Through a process of development, implementation, and evaluation of desired outcomes, each program's SLOs and SAOs continually evolve. An example of this evolution is evident in comparing the 2009 Counseling Division SLO, "Students will plan and execute a program of study," to the more precise and descriptive current SLOs: "As a result of meeting with a counselor, students will be able to identify course work required to complete their academic goals," and "Students will be able to articulate a timeline for meeting their academic goals."⁴²⁰ As each program's SLOs are assessed, the assessment results are entered into the eLumen assessment software, and the resulting data are used across the division to dialogue about current practices.^{421, 422} Through this process, programs continually discuss and implement modifications to outcomes to strengthen student learning.

In addition to the planning resulting from the program review process, the Vice President of Student Services holds a planning retreat each year with all of the Student Services Program Coordinators and full-time faculty. The agenda items from the most recent retreat, including Student Success Act Implementation, Counseling Workshop Offerings and Assessments, Professional Development, and Program Review, show that a central focus of the retreat was student success and student learning outcomes.

Finally, the categorical programs in Student Services (DSPS, EOPS/CARE, CalWORKS, and Matriculation) underwent a site visit from the State Chancellor's office in February 2008. The College submitted a self-study to the visiting team in preparation for their visit. The exit interview provided the College with substantial positive feedback on these programs, and those recommendations continue to inform the development and growth of the categorical programs across campus.

Self-Evaluation

The College meets the standard as evidenced by its ongoing commitment to evaluation and improvement of its student services programs. This commitment is demonstrated through the regular evaluation of faculty and staff, the incorporation of student satisfaction data in the program review process, the utilization of program review and SLO/SAO assessment in the improvement of student support programs, and the student-centered conversations at the forefront of Student Services Division meetings and retreats.

Action Plan

None.

Continuous Improvement Plan

None.

⁴¹⁹ [Student Services SLOs](#)

⁴²⁰ [Counseling 2013-2014 SLOs](#)

⁴²¹ [Counseling 2013-2014 SLO Results](#)

⁴²² [March 2014 Student Services Division Meeting Minutes, page 3](#)

II.B.2

The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:

- a. General Information—Official Name, Address(es), Telephone
 - Number(s), and Website Address of the Institution
 - Educational Mission
 - Course, Program, and Degree Offerings
 - Academic Calendar and Program Length
 - Academic Freedom Statement
 - Available Student Financial Aid
 - Available Learning Resources
 - Names and Degrees of Administrators and Faculty
 - Names of Governing Board Members
- b. Requirements
 - Admissions
 - Student Fees and Other Financial Obligations
 - Degree, Certificates, Graduation and Transfer
- c. Major Policies Affecting Students
 - Academic Regulations, including Academic Honesty
 - Nondiscrimination
 - Acceptance of Transfer Credits
 - Grievance and Complaint Procedures
 - Sexual Harassment
 - Refund of Fees
- d. Locations or Publications Where Other Policies May be Found

Descriptive Summary

Las Positas College publishes a comprehensive academic catalog every two years that provides current and accurate information. The catalog opens with general information including the items listed in the standard, as well as items such as campus policies and procedures, course descriptions, and academic program requirements.⁴²³ In alternate years, an addendum with curricular and policy updates is also provided.

⁴²³ [College Catalog](#)

Standard II: Student Learning Programs and Services

Information in the catalog is clearly and logically organized, making it easy to use and understand, and the campus has a well-developed process for systematic catalog review and updates.

A Catalog Committee is formed each academic year to update the catalog, and it is typically comprised of the Vice President of Academic Services, Vice President of Student Services, Executive Assistant to the Vice President of Academic Services, division deans, and Articulation Officer. The Committee establishes a timeline and distributes responsibilities to ensure that the content is reviewed for accuracy and currency in a timely manner.^{424, 425} Each academic and student services department is responsible for reviewing and modifying information about its programs and services as necessary. The deans liaise between their divisions and the Committee to involve the campus in the review process. The Executive Assistant to Vice President of Academic Services ensures that the curricular changes are accurate. The Articulation Officer ensures that the transfer information within the program information and for each individual course is accurate. Since the retirement of the Visual Communications Coordinator in 2011, the College has hired a professional specialist to oversee the catalog layout, graphics, print production, and web format.

The catalog and other publications such as the class schedule and informational flyers are made accessible to students, prospective students, and the public in multiple formats and locations.⁴²⁶ Students can purchase the catalog and schedule in the bookstore or access them online via the Las Positas College homepage. Catalogs and schedules are also distributed to local high schools by counselors during outreach events, and they are made available at the Admissions and Records Office. Selected publications from the International Student Office and the Financial Aid Office, in addition to outreach materials, are distributed in Spanish and are available online.

Self-Evaluation

The College meets the standard as evidenced by its comprehensive publications of accurate and current information. The Catalog Committee and its members have established regular and timely processes to ensure the ongoing quality of the publication. All academic catalogs and class schedules are made available online in searchable and printable formats. Beginning with the 2013-2014 Academic Catalog Addendum, Las Positas College moved the printing of the physical catalogs onto campus, awarding the task to the LPC Copy Center. The most recent version of the Academic Catalog, the 2014-2016 edition, was therefore the first full catalog designed and produced entirely on campus.

Action Plan

None.

Continuous Improvement Plan

None.

[424 Catalog Timeline](#)

[425 Catalog Responsibilities](#)

[426 Class Schedules](#)

II.B.3

The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

- a. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.
- b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.
- c. The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.
- d. The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.
- e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.
- f. The institution maintains student records permanently, securely, and confidentially, with provisions for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Descriptive Summary

The learning support needs of the student population are identified in a variety of ways within Student Services, including Student Services Program Review, Instructional Program Review, and the RP Group multiyear research project. All comprehensive program reviews are conducted on a three-year cycle, and Program Planning Updates (PPUs) are completed annually. Each of the Student Services programs undergoing comprehensive program review conducts student satisfaction surveys. Program reviews are submitted to the Program Review Committee, which studies each program review and provides feedback. Program reviews are then forwarded to the deans. The deans and the Program Review Committee members then write a summary of the findings and send this to the vice presidents and the Integrated Planning Committee. The Integrated Planning Committee uses this information to set the College priorities for the next year.

Standard II: Student Learning Programs and Services

Another way Las Positas College has identified the learning support needs of its students was through its participation in a research project conducted by the RP Group. Las Positas College was one of 13 California Community Colleges that participated in the RP Group study, “Student Support (Re) defined.” The multiyear study (2011-2014) focused on how community colleges can best deliver support to improve student success. To gather data, researchers asked students what contributed to their community college success. The RP Group disseminated the results of this report to at a workshop in spring 2013.⁴²⁷ These results were then presented to the College by the Vice President of Student Services and Dean of Counseling at a Town Hall Meeting in fall 2013.

Additionally, the College periodically conducts a campus wide survey of students, requesting feedback on services and student needs. This survey was conducted most recently in fall 2014.⁴²⁸

Students also have direct input into the development of support programs through involvement in participatory governance through the Associated Students of Las Positas College (ASLPC). ASLPC members serve on college wide governance committees as student representatives.

Self-Evaluation

The College meets the standard. The College thoroughly evaluates its Student Services programs and analyzes and distributes data through a comprehensive program review process.

Action Plan

None.

Continuous Improvement Plan

None.

⁴²⁷ RP Group Report, Fall 2013

⁴²⁸ Student Accreditation Survey, Fall 2014

II.B.3.A

The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

Descriptive Summary

Comprehensive, reliable, and equitable access for students to various support services begins with outreach activities and continues with the institutionalized matriculation components of admissions, orientation, assessment, counseling, and student follow-up. Additional support services available to students include services offered through Admissions and Records, Financial Aid, Transfer Center, Student Health Center, Tutorial Center, and International Students Program. Information concerning various service components can be accessed online through the College website. All Student Services areas and departments have webpages with information including email addresses that give students online access to help with their questions or concerns.

Student Services conducts outreach activities in the College's service area to meet prospective students' needs in a variety of ways. Visits to local high schools are conducted each semester by staff and faculty from Counseling, Financial Aid, Disabled Students Programs and Services, and Extended Opportunity Programs and Services. College brochures and other printed information are distributed to all local high schools and also made available at local events. Student Services faculty and staff also participate in community events to provide outreach materials and guidance to the public.

Students with specific learning or physical disabilities are supported through the application, registration, orientation, assessment, and counseling processes by the College's DSPPS faculty and staff, who also identify students' specific needs and provide appropriate accommodations.

To make access to services as equitable as possible, Las Positas College provides services to students in languages other than English. For example, observing significant increases in the enrollment of Latino students since 2009, to approximately 27 percent of the student population currently, in fall 2014 the Counseling Department added three Spanish-speaking faculty members to its full-time staff, more than doubling the access students have to counseling in Spanish.⁴²⁹ Student Services staff and faculty are also available to work with students in languages including Chinese, Farsi, German, Japanese, Tagalog, Vietnamese, and American Sign Language.⁴³⁰

All matriculation processes are appropriately accessible. Students can apply for admission to the College via paper application or online through the College website.⁴³¹ Computers are provided in the Online Service Center adjacent to the Admission and Records Office to assist students with their application and registration for courses. Orientations for new students are provided online and on campus. Assessment testing is web-based and is conducted through the Assessment Center. Financial Aid FAFSA applications may be completed online or at the Financial Aid office.

⁴²⁹ College Wide Program Review, page 3

⁴³⁰ Bilingual Interpreter List

⁴³¹ Online Application

Standard II: Student Learning Programs and Services

Counseling and student follow-up services including educational planning, study skills development, and personal development are provided through the main on-campus counseling area, in counselor-led workshops, and in psychology-counseling courses. General information about counseling and extensive counseling resources is provided on the counseling services website. Students can schedule appointments in person, by phone, or through email. Most recently, the Counseling Department created a formal online counseling program.⁴³² Its implementation includes the creation of an E-advising icon on SARS, a regular rotation of two e-counselors serving the online population, and student access through the LPC counseling web page.

Self-Evaluation

The College meets this standard as evidenced by the comprehensive and reliable services provided to students in all areas. The College has a diverse faculty and staff to provide services to students in a range of languages, and it has made information about its services available in multiple forms and locations.

Action Plan

None.

Continuous Improvement Plan

None.

⁴³² [Online Counseling Program](#)

II.B.3.B

The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.

Descriptive Summary

Through its programs and services, Las Positas College provides a learning environment that promotes personal and civic responsibility, as well as intellectual, aesthetic, and personal development, for all of its students. Students have a variety of opportunities to serve on student government, join one of the College's 34 clubs representing a rich variety social, recreational, or intellectual interests, and participate in other co-curricular activities.⁴³³

While each club at the College has its own unique mission, all share a common goal of having a positive effect on wider society. One example, the Alpha Gamma Sigma Honor Society, requires its members to participate in a minimum of four hours of club activities, four hours of community service, and four hours of fundraising per semester to maintain membership.⁴³⁴ Another important organization, with up to 30 active members, the Associated Students of Las Positas College (ASLPC) organizes and supports various College events, develops leadership skills of its members, and represents the student body by participating in the College and District's shared governance structure as committee members. Additionally, ASLPC has provided almost 35,000 dollars in scholarships and served approximately 400 students with a Textbook Loaner Program.⁴³⁵ ASLPC and other clubs have sponsored guest speakers on subjects such as anti-bullying awareness, brain awareness, sexual health, ADHD, and mental health awareness, and each semester the student clubs on campus host Welcome Week, Club Day, and Prep-to-Pass, a popular tutoring event held the week prior to final exams.⁴³⁶

⁴³³ [Student Clubs](#)

⁴³⁴ [Alpha Gamma Sigma](#)

⁴³⁵ [Textbook Loaner Program](#)

⁴³⁶ [Student Life Annual Report](#)

Standard II: Student Learning Programs and Services

In addition to clubs and activities that foster personal development and civic responsibility, LPC offers courses in the social sciences and other disciplines that emphasize these as a formal learning outcome. Two examples of courses designed to teach civic responsibility alongside intellectual development are Speech 48, Activities in Forensics, and Mass Communications 16 A/B, which develops the Express college newspaper.^{437, 438} Demonstrating its civic significance, this student newspaper has won awards both for its editorials and its web presence.⁴³⁹

According to the Student Satisfaction Survey given in 2012, 90 percent of students who were involved in Student Life activities were satisfied or very satisfied with their experience. Additionally, nearly half of all students reported being more aware of the civic and community responsibilities than when they began at LPC.⁴⁴⁰

Self-Evaluation

The College meets this standard. It maintains a robust schedule of events on its Student Life activity calendar, and a variety of clubs and organizations develop students personally and civically.

Action Plan

None.

Continuous Improvement Plan

None.

⁴³⁷ [Speech Forensics](#)

⁴³⁸ [Express College Newspaper](#)

⁴³⁹ [LPC Express Online](#)

⁴⁴⁰ [Student Satisfaction Survey, 2012](#)

II.B.3.C

The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.

Descriptive Summary

Counselors at Las Positas College support student development and success by helping them clarify personal, career, and educational goals and make choices that will improve the quality of their lives. A team of professionally trained counselors is available to assist students with the following:

- career exploration
- educational planning
- personal counseling
- crisis counseling
- Psych-Counseling classes
- referral services
- transfer services
- study skills

In order to ensure that faculty counselors are fully prepared to assist students in these areas, all newly hired counselors are evaluated annually for four years before they are granted tenure. During their first year, a committee for untenured review is formed consisting of one faculty member outside the Counseling Department that is assigned by the Academic Senate, one tenured counselor from the division, and the Dean of Counseling.

The evaluation committee members observe counseling sessions, observe classes, and gather input from students. Using this data, the committee members assess the new counselor's effectiveness and compose a series of reports to document observations and recommendations. After this four-year process, full-time, tenured faculty are evaluated again every three years. Part-time counseling faculty are evaluated once during their first year of employment. To encourage their professional development, new counselors are also encouraged to attend the annual UC and CSU Counselor Conferences and to participate in student activities and clubs.

The Counseling Department offers a comprehensive internship program in accordance with Title 5 Section 53502. A notification is sent to local graduate counseling programs informing them of the internship opportunity at Las Positas College. Eligible candidates submit an application to the Counseling Department and are interviewed by a panel which includes counseling faculty and an administrator (or designee). Once candidates are selected, they must complete a Volunteer Hiring Packet that includes a background check. Selected candidates are subject to approval by the Board of Trustees. Graduate students who participate in the internship program have the option to work for one or two semesters, for up to 20 hours per week, subject to department approval and graduate program requirements.

Standard II: Student Learning Programs and Services

During the internship, interns are assigned one or two primary mentors. They are expected to observe individual counseling sessions, psychology-counseling classes, new student orientations, probation workshops, and other counseling functions. They are also assigned sample Student Educational Plan exercises. As the internship progresses, interns may conduct workshops, teach selected lessons in courses, and counsel students in an individual or group setting under supervision of a mentor. A comprehensive evaluation is provided to the intern upon conclusion of the internship, in accordance with graduate counseling program requirements.

The Counseling Internship Program at Las Positas College is well established, provides valuable training for graduate students, makes a substantial contribution to the training of the future community college counselors, and offers a valuable resource for the College through additional support these interns provide to the counseling faculty and LPC students.

Through the program review process, LPC counseling faculty and staff maintain, evaluate, and improve counseling and academic advising programs. The Counseling Department completes a comprehensive review every three years and a program planning updates annually.

Recently, Las Positas College has also evaluated how it supports student development and success through a research project funded by the RP Group. In 2011, Las Positas College was one of 13 California Community Colleges selected to participate in a three-year study. The study aimed to increase understanding of what students find particularly supportive of their success. The conclusions were published in a report, "Student Support (Re) defined: Using student voices to redefine support."⁴⁴¹ They were also discussed at a conference on the LPC campus in spring 2013.⁴⁴²

Recent Student Satisfaction Surveys show an increase in both student use of and satisfaction with student services. In 2012, 67 percent of the students sampled had used counseling services, and of those, 73 percent were satisfied or very satisfied with their counseling experience.⁴⁴³ In 2014, 72 percent of the students sampled had used counseling services, 88 percent of those students were satisfied or very satisfied with counseling services.⁴⁴⁴

Self-Evaluation

The College meets the standard. Services provided to students support their educational and career goals. Regular evaluation and training of counselors assures their preparation and effectiveness. Counseling programs are also regularly evaluated and improved.

Action Plan

None.

Continuous Improvement Plan

None.

⁴⁴¹ [January 2013 RP Group Report - LPC Summary](#)

⁴⁴² [Spring 2013 RP Group Workshop on Las Positas Campus](#)

⁴⁴³ [Fall 2012 Student Satisfaction Survey](#)

⁴⁴⁴ [Fall 2014 Student Satisfaction Survey](#)

II.B.3.D

The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.

Descriptive Summary

Las Positas College celebrates its commitment to diversity, equity, and inclusion, and it continually strives to enhance and empower diversity throughout the community. The importance of these values to the College is reflected in the College's mission statement, educational master plan, and student equity plan.^{445, 446, 447, 448} The College incorporates diversity, accessibility, and equity in its courses, programs, services, outreach efforts, marketing tools, and student life activities and events.

Las Positas College supports and enhances diversity through curricular and co-curricular programs and activities:

Associated Students of Las Positas College (ASLPC)

The ASLPC is a non-partisan organization focused on promoting student involvement on campus and advocating for student interests. The student government, as with all clubs on campus, is open to any student, regardless of race, culture, financial ability, or sexual orientation. ASLPC is committed to fostering student participation in government, activities, organizations, and cultural events, as well as improving student success and ensuring access, equity, and inclusion for all students.⁴⁴⁹

The ASLPC and Inter-Club Council (ICC) promote understanding and appreciation of diversity by providing students the opportunity to create clubs. In recent years, students have formed clubs based on their various areas of interests. There are currently 31 clubs on campus, 8 of which specifically promote diversity: Friends Advocating & Celebrating Educational Differences (FACE), Indian Club, International Students Club, International Business Club, Middle Eastern Awareness Club, Queer Straight Alliance, Big Siblings, Christ on Campus, National Honor Societies and Peace and Social Justice Club.⁴⁵⁰

⁴⁴⁵ [Mission Statement](#)

⁴⁴⁶ [Educational Master Plan, page 4](#)

⁴⁴⁷ [Student Equity Report](#)

⁴⁴⁸ [Student Equity Plan](#)

⁴⁴⁹ [2010 ASLPC Constitution](#)

⁴⁵⁰ [ICCC New Student Clubs](#)

Standard II: Student Learning Programs and Services

Events sponsored by ASLPC and student clubs also show an appreciation of diversity:

- Informational speakers
- Food drive for the local food bank
- Coat drive for the local homeless shelter
- Sponsored international nights (cultural food and dance)
- Clothesline Project (Sexual Violence Awareness Project)
- Sponsored National Coming Out Day
- “March in March”(lobby state officials on issues that affect students)
- Sponsored Disability Awareness Month and Activities.^{451, 452, 453}

CalWORKs

LPC CalWORKs designs and maintains programs and services that support and enhance student understanding and appreciation of diversity through the workshops and events that they offer. Because the CalWORKs students are diverse in many ways—age, ethnicity, gender, educational backgrounds—the CalWORKs program consistently creates opportunities for its students to gain a better understanding of others in their diverse community.

CalWORKs offers opportunities for students to attend conferences that promote the appreciation of diversity. Conferences that CalWORKs students have attended include the Northern California Diversity and Leadership Conference, the Annual CalWORKs Training Institute, and the March in March in Sacramento.

English as a Second Language

English as a Second Language (ESL) program helps students from diverse backgrounds and cultures succeed in their academic pursuits by providing a comprehensive education in English reading, writing, and oral communication skills to speakers of other languages. ESL coursework focuses on the importance of recognizing and respecting diversity and facilitates the interaction of students from diverse backgrounds. For example, for one interdisciplinary project with the Anthology Department, ESL students are paired with anthropology students. The students interview one another and write about their different cultural, political, and personal histories.

[451 2010-2011 ICC Events and Accomplishments](#)

[452 2011-2012 ICC Events and Accomplishments](#)

[453 2012-2013 ICC Events and Accomplishments](#)

EOPS/CARE

Extended Opportunity Programs and Services and the Cooperative Agencies Resources for Education (EOPS/CARE) promote diversity through their service to educationally and economically disadvantaged students. Many students in EOPS/CARE are ethnic minorities and live in homes where English is a second language. EOPS/CARE supports and nurtures diversity by reaching out to students of all backgrounds and by encouraging student interactions through orientations and workshops.⁴⁵⁴

Foreign Language Courses

Through its Foreign Language Program, the College helps foster cultural awareness and understanding in its student population. In addition to learning to speak, read, write in a foreign language, students also learn about the culture associated with that language.

International Student Program

The International Student Program is dedicated to facilitating the inclusion of international students into the wider LPC population and promoting student retention by providing them with a positive education and life experience. The program goal is to enrich the entire campus climate by promoting tolerance and mutual respect among all students through the understanding of diverse cultures. International students participate in the International Student Club, which promotes diversity appreciation through its activities for both international and domestic students. The College is committed to fostering growth of its international student population and is developing a comprehensive three-year recruiting plan. Between fall 2006 and fall 2013, the program grew from 68 students to 139 students.

Puente

The Puente Program is a learning community that promotes and honors diversity. While all students can participate in Puente, one of the program's primary goals is to aid Latino students in transferring to four-year universities and earning degrees. The Puente Program navigates students through two English composition classes by providing counseling and mentoring. The Puente English composition courses use diverse materials from Latino, Filipino, Afghani (Muslim), American Indian, English, and African American literature to strengthen critical thinking skills. The Puente Program also sponsors events that focus on an aspect of diversity:

- Learning to Triumph: workshops on education, legislation, and immigration issues, including AB540 and the Dream Act.
- Hispanic Heritage Month
- Guest speaker Bobby Lee Verdugo, a civil rights activist.
- Mentor Mixer Events. Participants are a combination of more than 25 professionals in the community from different industry sectors.

⁴⁵⁴ EOPS Program Review

Standard II: Student Learning Programs and Services

Veterans First

The Veterans First program promotes and honors diversity through its service to veterans, who enhance the student population's age diversity and come from various economic and social backgrounds. Various events sponsored by the program honor and celebrate diversity:

- Tuskegee Airmen presentation: The three Airmen were the first African-American military aviators in the United States armed forces.
- Women Airforce Service Pilots (WASP): paramilitary aviation organization.
- Women's Auxiliary Ferrying Squadron (WAFS): pioneering organizations of civilian female pilots.
- Annual Honoring Women in the Military event in March
- Annual September 11 event
- Annual Veteran's Day event in November.
- Annual LPC student veteran panel discussion and presentation⁴⁵⁵

Self-Evaluation

The College meets the standard. The College encourages a diverse campus culture, providing opportunities for students to engage in an array of activities and programs that promote cultural awareness and understanding. The Associated Students of Las Positas College, the International Student Club, Puente, and the Veterans First Program organize cultural events on campus. Through its foreign language and ESL programs, LPC promotes diversity through a broader understanding of various cultures, worldviews, and languages.

Action Plan

None.

Continuous Improvement Plan

None.

⁴⁵⁵ [Veterans Events Flyers](#)

II.B.3.E

The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Descriptive Summary

Las Positas College evaluates its admissions and placement programs, policies, and processes to validate their effectiveness and reduce bias. Enrolled students, including international, disabled, and English as Second Language (ESL) students are encouraged to take validated, unbiased assessment tests in English, math, and chemistry as well as attend program planning sessions to fulfill matriculation requirements.

The College is an open-access institution that admits all applicants who have a high school diploma or equivalent, or who are 18 years of age or older and can benefit from instruction. International and concurrent enrollment high school students must submit supplemental information with their College application. These policies are outlined in the College Catalog, Class Schedule, and College website.

The majority of students apply to the College using the California Community Colleges' statewide online admission application (CCCApply). Paper applications are also available at the Office of Admissions and Records. Students may also access the online application through the College's Online Service Center where Admissions & Records staff are available to assist students in navigating the admissions application process.

To ensure the online application meets state and federal regulations, the California Community College Chancellor's Office established a CCCApply Steering Committee which meets regularly to monitor and evaluate the effectiveness of the online application system. The Steering Committee is responsible for system design and issue resolution, and it holds regular meetings and statewide workshops to address and interpret the laws governing admission to the California Community Colleges. Furthermore, CLPCCD annual audits ensure that the Office of Admissions & Records complies with state and federal regulations related to admissions and residency requirements.

LPC's admissions processes abide by the rules and regulations of Title 5 as well as the California Education Code, which requires evaluation of assessment instruments at least every six years. The College's most recent validation in 2013 confirmed that all assessment instruments are in compliance with the California Community College's State Chancellor's Office. At the beginning of the validation process, the Institutional Researcher, Assessment Coordinator, and faculty from math, English, and ESL attended the CCC Assessment Validation Technical Assistance Training in March of 2012.⁴⁵⁶ This training emphasized the monitoring of disproportionate impacts in assessment and placement tools.⁴⁵⁷ The faculty and staff then performed a validation study and cut score analysis in spring 2013.⁴⁵⁸ The most recent analysis of placement tests resulted in adjustments in cut scores for math to more reliably place students in the appropriate math course.⁴⁵⁹

⁴⁵⁶ [Assessment Validation Training](#)

⁴⁵⁷ [Disproportionate Impact Training](#)

⁴⁵⁸ [Math Alignment Meeting Minutes](#)

⁴⁵⁹ [Cut Score Changes, 06/13](#)

Standard II: Student Learning Programs and Services

The Assessment Center provides ability to benefit (ATB) tests only for students who were enrolled at Las Positas College before June 30, 2012, and who do not have a high school diploma or General Education Diploma and wish to apply for financial aid. Non-native speakers take the CELSA test for ESL placement. ESL faculty select topics for the writing component of this test. The Student Education Planning (SEP) process includes multiple measure adjustments that help to validate assessment testing, consequential validity, cut score analysis, and disproportionate data.⁴⁶⁰

To check for bias, staff review and assess each test item for potential cultural misunderstandings. For disproportionate impact, placement results are statistically analyzed by gender, ethnicity, age, learning disability, and the categories of native/nonnative speaker. Test scores are adjusted with faculty-identified multiple measures based on levels of education and high school grades.

Self-Evaluation

The College meets this standard through its continued focus on equity and accessibility. Faculty, staff, and administrators use a regular cycle of evaluation and improvement of its services and placement instruments.

Action Plan

None.

Continuous Improvement Plan

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

⁴⁶⁰ [Multiple Measures](#)

II.B.3.F

The institution maintains student records permanently, securely, and confidentially, with provisions for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Descriptive Summary

Las Positas College protects all student records and adheres to appropriate policies for their release. Student records from summer 1994 to the present are maintained on Banner, an online automated Enterprise software package. CLPCCD Information Technology Services (ITS) personnel support the Banner baseline system and the unique CLPCCD customizations, with access granted to the ITS staff as appropriate to install new modules or upgrade and fix existing modules. The Banner System has been set up to meet the compliance obligations for FERPA, ADA, and PCI credit card. The Banner System resides on two IBM Enterprise servers, one as the primary computer for production operation and the other as the redundant backup computer to be used for disaster recovery purposes when hardware or software failures occur. The Banner server is housed at Las Positas College in the restricted Technology Building 1900, where the server resides in a secure district data center computer room, accessible only to District ITS and security personnel. Entry into this restricted server room is controlled by magnetic cards with PIN numbers. Keys to the computer room are used only for emergency purposes, and only security and the District CTO possess them.⁴⁶¹

Banner data is backed up daily on tape and stored in a locked fireproof unit within the secured building that is accessible only to the ITS staff who are responsible for the tape backups and tape rotations. District system backups occur automatically on a nightly and weekly schedule. Weekly backup tapes made each Friday are stored offsite at one of the alternate computer room locations at the District office in Dublin. Offsite tapes are rotated back to the central data center as new tapes are generated. As this is a District-maintained function, access to documentation or Banner system processes requires District login, which is restricted to the ITS staff who are responsible for the Banner modules.

The Banner system can be accessed in four ways: the web self-service (CLASS-Web), which provides local or remote access; Banner client feature called Internet Native Banner (INB), which is restricted to local on-campus access only; The Zone, which is the Banner portal that provides single sign-on features for the Banner and CLASS-Web functions; and the Banner Mobile App, the most recent addition to the Banner Enterprise System that provides query capabilities, but not update, for specific student functions. The web self-service uses a HTTPS browser that requires server authentication using a VeriSign certificate. This allows the user's browser session to be encrypted over the Internet. The Zone portal and the Mobile App are protected in a similar manner through an HTTPS browser with authentication using a VeriSign certificate, and the Banner system has been set up with a built-in timeout of fifteen minutes to prevent inadvertent intrusions.

Document security levels have been established to maintain confidentiality and ensure compliance with federal and College regulations. In 1998, the College implemented the image-scanning system ATIFiler for electronic storage of permanent records. Scanned images were backed up daily and stored in a fireproof safe. Security levels for viewing and scanning student records were established by department deans and

⁴⁶¹ [Board Policy 5511](#)

Standard II: Student Learning Programs and Services

enforced by LPC Technology Department system administrators. In 2012, the District implemented the Banner Document Management System (BDMS) at the College, which replaced the previous ATIFiler System for storage and retrieval of scanned images. This migration provided a fully integrated system whereby the Banner student data and the electronic documents for transcripts, financial aid files, and other forms submitted to Admissions and Records were merged into one location. With the transition to the new BDMS system, the responsibility for the imaging system shifted from the College's Technology Department to the District ITS Department, since this new system is now part of the Banner Enterprise System. The BDMS servers are housed in the same District data center as the Banner Enterprise System, with the same security access levels. Authorized viewers of student records cannot edit or delete them, and the Admissions and Records administrator must approve all requests for access.⁴⁶²

Active student records are housed in the new SSA Building with Admissions and Records. The area is locked and is accessible to authorized personnel only. Microfilm copies of LPC student records prior to 1994 are located at LPC and the CLPCCD offices. Original microfilm tapes are stored at Chabot College. The copy of the microfilm sent to LPC is for viewing only.

All student records are kept confidential and destroyed in accordance with the guidelines of the Family Rights and Privacy Act of 1974 (FERPA) and Board Policy. All Admissions and Records and Financial Aid staff are knowledgeable about FERPA and College guidelines related to student record confidentiality. All staff who use Banner are required to sign an agreement stating they will adhere to FERPA mandates. When staff with Banner access leave their positions, the management revokes system access privileges.

Each campus program takes care to insure that their files are securely and confidentially stored and that they carefully monitor access and distribution of student records in accordance with FERPA guidelines. Each program makes individual decisions about storage, utilizing paper files in locked filing cabinets, BDMS, SARS, and Microsoft Excel data tracking where appropriate.⁴⁶³

Self-Evaluation

The College meets the standard. Student records are kept secure and confidential, with established policies for their release.

Action Plan

None.

Continuous Improvement Plan

None.

⁴⁶² Board Policy 5310

⁴⁶³ LPC Records Maintenance by Program

II.B.4

The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Descriptive Summary

Student services provided by the College are developed from and responsive to students' needs. Previously, Student Services performed annual program reviews using a format different from that used by programs in Academic Services. Now, all the College's programs and services undergo a comprehensive program review every three years, and complete annual updates, using similar templates.⁴⁶⁴ Both the comprehensive program review and the annual program planning updates require the integration of student learning outcomes (SLOs) or service area outcomes (SAOs) to planning. As reviews are drafted, the Program Review Committee guides program reviews through a process of feedback and revision. It then works with the dean of each division to create a summary of observations on all the program reviews in the division. This summary is then shared with the divisions and forwarded to the vice presidents and the Institution Planning Committee (IPC), which uses the program review summaries to create recommendations for the following year's college wide planning and budget priorities. Program review data are also used by the Resource Allocation Committee in its decision-making processes.⁴⁶⁵ The role of the College's Institutional Effectiveness Committee is to assess the impacts of these planning and budget decisions, and their conclusions can be considered in the next cycle of program reviews.

SLOs and SAOs in Student Services are developed to align with institutional learning outcomes. Discussions of outcomes and their assessment take place in Student Services managers meetings, Student Services planning meetings, and department meetings.⁴⁶⁶

In addition to outcome assessments, Student Services analyze survey data in their program reviews to evaluate their effectiveness and identify student needs. These periodically administered surveys are validated by the Office of Institutional Research and Planning.^{467, 468}

⁴⁶⁴ [Program Planning Update \(PPU\) Form](#)

⁴⁶⁵ [Integrated Planning and Budget Model, page 2](#)

⁴⁶⁶ [March 2014; S.S. Division Meeting Minutes \(SLO Dialogue, p. 3\)](#)

⁴⁶⁷ [Student Satisfaction Survey](#)

⁴⁶⁸ [Counseling Point of Service Survey Spring 2014](#)

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Examples of programs that have made improvements in their services based on SLO/SAO and program review processes are Counseling, EOPS, and CalWORKs. In spring 2012, counseling faculty identified a decrease in student satisfaction due to long wait times and difficulty accessing services. Specifically, those satisfied or very satisfied with the “convenience of getting a counseling appointment” decreased to a low of 45 percent.⁴⁶⁹ In response to decreasing student satisfaction over access to counseling services, the Counseling division created the following SAOs:

1. To serve larger numbers of students more efficiently and increase new student access to courses, counselors will provide matriculation services (orientation, assessment, and counseling) and group program planning sessions in a large group event entitled Mega Day, resulting in timelier student registration.
2. To serve larger numbers of basic skills students more efficiently and provide timely study skills and educational planning information, counselors will deliver embedded workshops to students enrolled in basic skills English courses.
3. To serve larger numbers of probationary students prior the onset of registration, counselors will provide group workshops educating students on the probation process and policies, informing them of available campus resources, and assisting them in the completion of their probation clearance form.⁴⁷⁰

The LPC CalWORKs program evaluates its services through data including the assessment of established SLOs and makes improvements based on results.^{471, 472} For example, through assessment it was discovered that students were not satisfactorily successful at submitting their Books/Supplies packets to Alameda County on time and with minimal errors. Therefore, they designed a Books/Supplies Workshop that guided the students more closely through the requirements. To provide extra incentive, they also instituted a gas card reward for punctuality. Following the implementation of these two program changes, the outcomes were again assessed with results showing increased student success. As another example of assessment-driven change, CalWORKs discovered through analysis of assessment data that students did not adequately understand how CalWORKs at LPC related to County CalWORKs. As a result, the program redesigned their New and Returning Student Orientation, focusing the Orientation on two themes: The LPC CalWORKs program and on-campus support services; and the County CalWORKs program including Welfare-to-Work requirements and students’ rights.⁴⁷³ In subsequent assessments, students demonstrated a better understanding of how the LPC CalWORKs program serves them and their responsibilities to their County CalWORKs programs. CalWORKs continues to assess and evaluate the following SLOs to improve its services to students:

1. CalWORKs students will independently navigate their CalWORKs County responsibilities.
2. Student has the ability to successfully identify their career and educational goals
3. Student has the ability to clarify their educational and career goals.

⁴⁶⁹ [Student Satisfaction Survey](#)

⁴⁷⁰ [Counseling SAOs, 2012](#)

⁴⁷¹ [CalWORKs Orientation Evaluation](#)

⁴⁷² [CalWORKs Program Survey](#)

⁴⁷³ [CalWORKs Program Review](#)

The EOPS/CARE program is another Student Services program that carefully evaluates its SAOs, measuring the program's impact on student success and improving their offerings as a result of assessment.⁴⁷⁴

In the 2013-2014 academic year, EOPS/CARE focused improving their program in three main areas: more effectively delivering new student orientation, communicating priority registration requirements, and informing students of the EOPS Book Service. Plans for improvement were implemented, and as a result students showed improvement in all three areas. One to two months after receiving their new student orientation, 90 percent of students scored 80 percent or higher on the orientation posttest.⁴⁷⁵

In fall 2013, only 77 percent of continuing EOPS students registered on their priority registration date for the next term's classes. However, in spring 2014, 82 percent of continuing students did the same. This improvement from 77 to 82 percent is a result of the increased communication efforts through email, phone calls, and in-person reminders that were motivated by SLO assessment.

Finally, only 45 percent of continuing EOPS students qualified for the spring 2014 Book Service. EOPS faculty and staff simplified the mid-semester progress reporting instructions and increased the communication of the requirements. In fall 2014, 54 percent of continuing EOPS/CARE students qualified for the same Book Service being offered for fall 2014, a 9 percent increase from the previous semester.

EOPS faculty and staff will continue to focus their efforts on the established SLOs:

1. As a result of participating in orientation, new EOPS/CARE students will be able to identify and understand both their obligations to the program and the services that are offered to them.
2. As a result of participating in EOPS/CARE, students will register for classes taking advantage of their priority registration status.
3. By following the EOPS/CARE Student Mutual Responsibility Agreement (SMRA), students will qualify for the book service program.

While using established SLOs and SAOs to make program improvements, Student Services also continually reviews and revises outcomes to respond to student needs. One example of this is the revision made by Counseling in 2014 to the SAO created in 2012 that focused on student access to counseling services. Having addressed that outcome by developing a suite of workshops including probation workshops, embedded counseling workshops, workshops for athletes, and financial aid workshops, Counseling faculty then adjusted the associated SAOs to evaluate the effectiveness of those workshops:

1. Students who attend Probation Workshops will gain awareness of and commit to utilizing campus resources designed to improve academic achievement.

The Counseling Faculty distributed surveys in the workshop to evaluate its effectiveness, and the resulting data was again discussed and evaluated in the cycle of program improvement.^{476, 477, 478}

⁴⁷⁴ EOPS SLO Analysis

⁴⁷⁵ EOPS Orientation Post-Test

⁴⁷⁶ Embedded Workshop Surveys

⁴⁷⁷ Probation Workshop Surveys

⁴⁷⁸ Counseling SLO Analysis

Standard II: Student Learning Programs and Services

Self-Evaluation

The College meets the standard. Student Services programs have written and regularly assess SLOs and SAOs that align with institutional outcomes. Student Services programs also conduct program reviews that involve outcome assessments in College processes and are used to make programs increasingly effective at meeting student needs.

Action Plan

None.

Continuous Improvement Plan

All programs within Student Services have established SLOs and SAOs; however, to promote a more regular and systematic approach to outcome development and assessment, Student Services needs to develop and implement a more systematic approach that communicates established timelines and oversees program accountability.

STANDARD II.C: LIBRARY AND LEARNING SUPPORT SERVICES

Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

Description

The Las Positas College Library and other learning support services use broad and regular input, ongoing training, evaluation, and improvement to ensure that instructional programs and other College activities are well supported. The College Library provides useful, efficient facilities, including a major building renovation completed in spring 2015, and it maintains and updates appropriate educational materials and equipment with significant faculty involvement. Library faculty and staff support students in the Library with individualized assistance and instruction, through activities across the campus, and through online services. Instruction in information competency is widespread and offered in several formats, including courses and research orientations. Library hours are adequate, if limited, though online access to many services is continuous. Reliable maintenance and security systems protect the safety of all persons and physical resources in and associated with the Library. All of the College's learning support services, including the Computer Center, the Integrated Learning Center, the Open Math Lab, the Teaching and Learning Center, the Tutorial Center, and the Reading and Writing Center, assess their effectiveness and respond to input.

Self-Evaluation

The College meets this standard.

Action Plan

None.

Continuous Improvement Plan

None.

Standard II: Student Learning Programs and Services

II.C.1.

The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.

Description

The Las Positas College Library and other learning support areas offer a range of services in various formats and locations to facilitate educational offerings.

Library Reference /Information Services

The LPC Library's reference desk and circulation desk are staffed by professional librarians and classified library assistants during all hours that the Library is open to the public. The circulation staff prepares and monitors the heavily-used faculty course reserves for students. The faculty course reserves are materials such as supplemental readings, textbooks, CDs, and DVDs that have been identified or provided by an instructor and which are made available to students for short-term loan. Previously, course reserves were stocked with photocopies of required readings of scholarly articles. However, with the increased use of the full-text database articles and the ability instructors have to link or post articles in Blackboard, that aspect of course reserves has dropped dramatically. A very popular extension of the course reserves is the Associated Students of Las Positas College (ASLPC) Textbook Loaner Program, since it allows students to borrow textbooks at low cost for one semester. For this program, the Library adds the ASLPC textbooks into its database so that students can easily search for them and check them out.

LPC Library faculty provide several types of instruction to support academic programs. At an instructor's request, librarians create and deliver assignment-specific lessons in library research for classes from all disciplines. Librarians have also worked with individual faculty to embed specific components of information competency into their course syllabus and assignments. Programs and disciplines that have collaborated with the librarians on such projects include the College Foundation Semester, health, business, English, psychology, and CIS.

The Library also offers for-credit library research skills classes each semester. For example, in spring 2014, the Library joined the LPC Puente Program to offer a for-credit library research skills course to students in the Puente learning community cohort. This course is customized to provide information literacy instruction and research support specific to the needs of Puente students as they prepare for and work on their English 1A research project.

To support the distance-education student, the LPC Library has made services accessible through the Library homepage, including Email a Librarian; directions for remote authentication; a plagiarism tutorial; research guides with linked resources; a variety of databases, eBooks, and streaming videos; an online citation generating tool; and a bibliographic citation help section. A new online chat and text reference service was introduced in spring 2015 to reach students who may find it more convenient to seek out research assistance using these alternate methods of contact.

Staffing

LPC Library staff consists of four full-time faculty librarians and four classified staff members. The staff also includes part-time librarians who play a crucial role in the day-to-day operations of the Library. Part-time librarians enable the Library to provide many more assignment-specific orientations, cover the reference desk efficiently during peak times, create online library instructional tools, and conduct classroom visits to demonstrate research strategies and library resources. The staff of part-time librarians also enables the full-time librarians to actively participate in the College shared governance committees, several whose charge requires librarian membership, and fulfill other professional responsibilities.

In addition to these Library services, the College maintains a variety of focused learning resource centers to support student learning and instructional programs:

Computer Center

The Computer Center is a quiet open lab environment for students to work on assignments for any class. The Center has over 100 computers and also provides access to various software and printer options installed and maintained according to faculty requests. Since the computers in the Center cannot be reserved, they are available to students whenever not in active use. Centrally located on campus, the Center is wheelchair-accessible and equipped for vision and hearing-impaired students. During the fall and spring semesters, the Computer Center is open Monday through Thursday, 7:30 a.m. to 9:30 p.m.; and Friday, 8:30 a.m. to 3:00 p.m. Open hours are reduced hours during the summer session: Monday through Thursday, 8:00 a.m. to 9:00 p.m.⁴⁷⁹

To nurture the development of information competency skills, instructional support from experienced staff is available in the Computer Center on a drop-in basis; students can also reach staff by email or phone. Currently, the Center has three instructional assistants (one full-time twelve month, one full-time ten month, and one part-time ten month) and one full-time Instructional Computer Laboratory Specialist. Two to four staff are present whenever the Center is open. Staff members use their knowledge of computer software applications, including Blackboard, and troubleshooting skills to guide students to solutions for their software and hardware problems.

Integrated Learning Center (ILC)

The Integrated Learning Center (ILC) provides assistance to students in mathematics and English as a Second Language (ESL) in the form of the Open Math Lab (OML) and the ESL Lab. The ILC contains 20 personal computers and uses a computer-based tracking system to monitor student use of the lab. The ILC, open five days and four nights a week, is staffed by ESL and mathematics faculty.⁴⁸⁰

⁴⁷⁹ [Computer Center website](#)

⁴⁸⁰ [Integrated Learning website](#)

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Mathematics Learning Resources

Within the ILC, the OML supports two activities: (1) students in some math classes schedule their lab hour in the ILC and do their lab assignments there; (2) students get help with any math question based on availability of faculty staffing. This gives the Open Math Lab characteristics of a collaborative, open-door learning environment in which any student seeking help with a math problem can feel welcome.

The self-paced math lab (MATH X) provides students taking some basic skills math classes with an alternative mode of delivery in which they work independently using a self-paced style, with individualized instruction.⁴⁸¹

Math Jam

In January 2015, Las Positas College held its first Math Jam, an intensive week of working with students in a self-paced environment on the particular math for which they need support. LPC students from all different levels, including pre-algebra, algebra, statistics, trigonometry and pre-calculus, attended the program at no cost to them. Students who attended generally had one of two goals: They were either preparing for their upcoming math course or studying to re-take the Accuplacer Math Placement Test. They began work each day at 9 a.m., attended lunchtime workshops, and continued studying until 3 p.m. The lunchtime workshops included Growth Mindset, Financial Aid, Time Management, Math Anxiety, Test Taking, and Preparing for Accuplacer. The initial data shows that the Math Jam was both well-attended and highly successful at improving students' eligibility for higher math courses.⁴⁸²

The Reading and Writing Center (RAW Center)

The RAW Center, located in the Tutorial Center, offers students from across the curriculum drop-in and online email tutoring by English and ESL instructors, as well as online writing and reading resources and workshops. Additionally, the RAW Center has collaborated with several disciplines on specific projects, and tutors also help students with their transfer application essays. The RAW Center is open from the fourth week of class until the end of the semester, six hours daily from Monday to Thursday. Tutoring through email is continuous. As of spring 2014, the RAW Center has had 4,259 visits since it opened in fall 2009, from students in at least 38 disciplines.^{483, 484}

Teaching and Learning Center

Though primarily used for faculty and staff training, some student training also takes place in the Teaching and Learning Center (TLC). The TLC is a 1,879-square-foot facility that contains 16 computers, a scanner, a printer, and a studio used to create multimedia content.⁴⁸⁵ The TLC is responsible for directing the College's distance education development, and because of that, it conducts student training on how to be a successful online learner and acts as a liaison with the Tutorial Center for online tutoring and with the Computer Center for online student technical support.

⁴⁸¹ [Open Math Lab website](#)

⁴⁸² [Math Jam website](#)

⁴⁸³ [Reading and Writing \(RAW\) Center website](#)

⁴⁸⁴ [RAW Center Usage Data](#)

⁴⁸⁵ [Teaching and Learning Center website](#)

To help prepare students for success in online education classes, students enrolled in online and hybrid courses are invited to attend on-campus or virtual orientations held the week before the semester begins and during the first week of classes. These orientations are designed to familiarize students not only with online learning in general, but also with utilizing Blackboard.⁴⁸⁶ For students who cannot attend the on-campus or virtual orientations, there is an asynchronous orientation posted on the Online Learning web site that includes video tutorials on how to perform typical tasks in Blackboard.⁴⁸⁷ Also on that web site is a tutorial, “Succeeding in an Online Course,” that consists of seven lessons intended to maximize students’ capacities to excel online.⁴⁸⁸ Within many online courses, instructors have students complete an initial module that familiarizes students with Blackboard.⁴⁸⁹

Each year, the TLC distributes a Distance Education Student Satisfaction Survey to gather data on students’ online learning needs and to evaluate their experiences. Results of the survey consistently show that students are satisfied with the Distance Education program at the College, including their interactions with online student technical support.⁴⁹⁰ Separate surveys are distributed to students who attend the on-campus or virtual orientations and who participate in online tutoring.^{491, 492}

Tutorial Center

The Las Positas College Tutorial Center is a vibrant and growing program that offers free tutoring to students five days a week, usually from 8 a.m. to 6 or 7 p.m. Located in Room 2401 (called STaRR—the Study, Tutoring and Reading Room) in the Multidisciplinary Building, the Center is a quiet and comfortable learning environment with one large room and several small study rooms. All tutors in the LPC Tutorial Center must have an instructor recommendation and be trained through either the class TUTR 17 or TUTR 29.

The Tutorial Center provides its service in several formats. Many students schedule weekly tutoring sessions with a peer tutor in the Center. Drop-in tutoring is also available to students, as well as tutoring in math x and music classes. Online math and writing tutoring through email is available for distance education students and others wishing to access tutoring from off-campus locations. The Reading and Writing (RAW) Center is also housed in the Tutorial Center. Finally, Prep2Pass, a popular finals tutoring and study event the last week of classes, allows students to receive tutoring two nights during that week until 10:30 or 11 p.m.

The LPC Tutorial Center website contains helpful information for students, tutors, and the community, including study skills and advice, important events, and online registration for tutoring. The website also includes information for tutors: how to become a tutor, important deadlines, and information on training. Community members who volunteer to be tutors for LPC students frequently use the Private Tutor List that provides information on tutors who work in the community.

⁴⁸⁶ [Synchronous Online Learning orientations](#)

⁴⁸⁷ [Asynchronous Online Learning orientations](#)

⁴⁸⁸ [Succeeding in an Online Course tutorial](#)

⁴⁸⁹ [Module 1 screenshot](#)

⁴⁹⁰ [DE Student Satisfaction Survey results](#)

⁴⁹¹ [Spring 2014 orientation survey results](#)

⁴⁹² [Online tutoring survey results, Spring 2013](#)

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The Tutorial Center provides tutoring to students from 370 classes in 28 subjects (ASL, Anthropology, Anatomy, Biology, Microbiology, Physiology, Business, Chemistry, CIS, Computer Science, ECD, Economics, English, ESL, French, Geology, History, Humanities, Italian, Learning Skills, Math, Music, Philosophy, Physics, Psychology, Spanish, Speech, Women's Studies). In fall 2013 there were 408 requests for scheduled tutoring. As of November 2014, there have been 493 requests for scheduled tutoring.⁴⁹³

Self-Evaluation

The College meets this standard. The College supports student success outside of the classroom by providing a variety of instructional programs such as the College Library, Tutorial Center, Computer Center, mathematics learning resources, Integrated Learning Center, and Reading and Writing Center. The quality and breadth of these programs is maintained through collaborative efforts of the faculty and staff of these centers and the faculty of the academic programs they support. Students can access these instructional services during posted hours as well through newly implemented online methods

Action Plan

None.

Continuous Improvement Plan

While the College offers students high-quality and varied learning support services, levels of funding, staffing, access and coordination between services may not be consistently optimal for student learning and success. Data gathered through Library Student Surveys in 2013 and 2014 show that some students do not feel that current Library open hours are sufficient.^{494, 495} The budget to have part-time librarians and student assistants available during peak Library hours, evenings, and Saturdays needs to be reinstated. Part-time librarian hours vary depending on funding, which has been inconsistent over the past several years. In the past, the Library was able to employ student assistants, including those assigned to provide assistance at the circulation desk, shelving, and assisting in the computer lab. These student assistants allowed the classified staff and Library faculty the opportunity to concentrate on providing public service, instruction, reference services, and maintenance of operations, outreach, and development and planning of future programs. The Library needs funding for proper staffing, which is essential to providing flexibility in scheduling and services that support student learning.

⁴⁹³ Tutorial Center website

⁴⁹⁴ Library Student Survey, Spring 2013

⁴⁹⁵ Library Student Survey, Spring 2014

II.C.1.A

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

Description

In support of the College's educational programs, the Las Positas College Library provides resources, information services, classes, and facilities that directly contribute to the achievement of student learning outcomes. To accomplish this, the LPC Library selects and makes available educational materials and equipment, while maintaining comfortable facilities to support the varied learning needs of a diverse student population.

Information Resources/Materials

The LPC Library's collection consists of print, audiovisual, and online materials that support the LPC curriculum as well as its mission and goals. Online resources are a major part of the collection since they contain essential periodical articles, streaming videos and music, and encyclopedia articles required for conducting research. The databases provide access to thousands of periodicals providing coverage into topical issues as well as the major disciplines studied at LPC. These online resources are accessible at all times from the Library web page, providing convenient access to research materials for both the on-campus and off-campus student. With the migration to the OCLC Worldshare library management service in January 2014, ebooks, streaming videos, and the Library's two major aggregated periodical databases, Academic Search Complete and MasterFILE Premier, have been incorporated in the Library's WorldCat online catalog. Students can search the content of these online resources while they are using the traditional print and media collections.^{496, 497}

The number of titles or each resource type held by the Library approximates the current collection size:

Books:	29,156
Ebooks:	133,000
Print Periodicals:	58
Databases:	43
DVDs:	3318
VHS:	183
Streaming Videos:	23,000
CDs:	2422
Streaming Music	516,000 ⁴⁹⁸

⁴⁹⁶ [Library website](#)

⁴⁹⁷ [Library online catalog](#)

⁴⁹⁸ [Library Collection Statistics](#)

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LPC Library faculty review, select, and maintain a variety of resources to enhance and promote lifelong learning for a diverse student body. Policies for Collection Development and Faculty Services are on the Library website.⁴⁹⁹ To develop and maintain a collection of print, audiovisual, and online resources that align with the LPC curriculum and reflect student learning needs, LPC Library faculty take into consideration the following: requests submitted by faculty, staff, and students; discussions with faculty regarding course content and research assignments; review of curriculum outlines and proposals; analysis of course syllabi; examination of faculty course reserve materials; documentation of student inquiries at the reference desk; and Library faculty selections from publisher catalogs and journals. Classroom faculty are encouraged to confer with the librarians over assignments and the resources required to support these assignments. A librarian also serves on the Curriculum Committee. The curriculum proposal process requires the approval of the Library Coordinator, which provides the Library with further access to new curricular areas under development.^{500, 501}

To weed the collection, librarians analyze circulation statistics and evaluate the currency and physical condition of the material as guidelines for discard. Subject areas are reviewed systematically with newer editions or similar titles considered for purchase as part of the process. The Library also provides faculty with regular opportunities to select and deselect materials pertaining to their areas. During spring 2014, in preparation for the Library remodel and temporary relocation to a smaller building, the Library faculty, in collaboration with discipline faculty, reviewed the entire print collection and withdrew titles that were no longer relevant to the current course offerings.

Equipment and Facilities

The renovated library houses many features and functionalities that improve support to students and are more conducive to current pedagogical approaches to research and learning. Many of the decisions regarding the upgrades were based on student survey data and other student input.^{502, 503} The Library renovation includes two dedicated classrooms with 44 seats each for accommodating Library research classes, increased electrical capacity, upgraded technology, and updated equipment and furnishings. Additionally, the number of group study rooms is increased from six to eleven, including four rooms equipped with smart technology enabling student collaboration on class projects. The main reading room of the renovated Library houses 186 seats, compared to about 156 seats formerly, for independent study or small group work. With the addition of the two classrooms, the main reading room is no longer used for the library research classes.

⁴⁹⁹ [Library Collection Development policy](#)

⁵⁰⁰ [Curriculum Committee website](#)

⁵⁰¹ [Curriculum Committee handbook](#)

⁵⁰² [Library Student Survey, Spring 2013](#)

⁵⁰³ [Library Student Survey, Spring 2014](#)

Prior to renovation, the Library had computers for student research, nine circulating wireless laptops, and one disability-accessible computer setup provided and maintained by DSPS. The computers have been maintained by the College's Technology Department and replaced every four years. The Library computer lab has been heavily used by students doing independent work and librarians teaching library orientation classes. In fact, the lowest area of satisfaction for the library section in the fall 2014 Student Accreditation Survey was the number of computers available to meet student needs.⁵⁰⁴ The renovated library will have a total of 104 computers, an increase from the former 53. In addition to the computer lab, one of two new classrooms that has 44 dedicated workstations will be available to students as an open lab when not in use for a library class. The second classroom is also designed to be used as an open lab even though it will not have computers. Students will have the option to check out one of the Library's laptops or to bring their own to use in that classroom.

Another important feature of the renovated Library is its group study rooms. Prior to the remodel, there were two large group study rooms that could hold eight to twelve students and three soundproof rooms that could hold three to four students; these were not enough to accommodate all request. The remodeled library has eleven study rooms of various sizes to suit the needs of different groups. Larger rooms have built-in collaborative technology such as monitors and connectivity. A new online room-scheduling program was also rolled out when the Library reopened to track room use and make reservations accessible. The LPC Library also offers the use of a variety of equipment to support student needs, including TV/VCR/DVD combination players, a DSPS cassette player, CD players, photocopiers, and networked printers. The Library continually engages College processes such as Instructional Equipment Request for improvements in equipment and materials that would enhance its learning environment, though these requests are not always met.

Self-Evaluation

The College meets this standard. The Library maintains equipment and materials that support student needs, and the Library renovation provides improved facilities and learning environments for students. As Library resources have become reliant on the Measure B Bond, instead of the College's general budget, future budget planning is needed to identify a stable, consistent funding source for the Library so that support for instructional programs, materials, and services will continue uninterrupted when the Measure B Bond money is depleted in spring 2017.

Action Plan

None.

Continuous Improvement Plan

Develop and implement a budget that would stabilize funding for equipment and collection development.

⁵⁰⁴ Fall 2014 Student Survey

Standard II: Student Learning Programs and Services

II.C.1.B

The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.

Description

The LPC Library supports student success and learning by providing a suitable environment that promotes students' acquisition of information competency skills. Librarians teach the components of information competency continuously in a variety of formats:

Library Research Courses

The LPC Library offers four hands-on courses worth .5 credits each: Introduction to Research in the Library, Introduction to General Research Databases, Introduction to Specialized Research Databases, and Introduction to Internet Research. Each course teaches the full range of information-competency components following the standards set by Association of College & Research Libraries (ACRL).⁵⁰⁵ Additionally, a 2-unit course combining content from the four courses listed above, called Introduction to Library Research, is available both on campus and online. The course is transferable to CSU and UC.

Student learning outcomes have been written for each of these courses and are being tracked in eLumen, the institution's software repository for assessing, analyzing, and tracking improvement goals for student learning outcomes. Enrollments for these courses are as follows: 36 (2007-2008), 79 (2008-2009), 103 (2009-2010), 60 (2010-2011), 32 (2011-2012), 59 (2012-2013), and 91 (2013-2014). The overall success rates of these courses range from 53 to 78 percent.^{506, 507}

Library Orientations

Library orientations are conducted throughout the academic year and, in most cases, are held in the Library, though they can be held in the instructor's classroom by arrangement. The purpose of a library orientation is to support classes that have a research assignment. These orientations are tailored to specific course content and assignment requirements.

Orientations most often focus on teaching the basic use of the Library's online research tools (e.g., magazine and journal databases and the Library online catalog for book and audio-visual collections), search techniques to locate and retrieve relevant information, and evaluation of information sources. Also addressed in the Library orientations are the ethical and legal issues surrounding information and information technologies, including citation formats.

⁵⁰⁵ [ACRL Information Competency Standards](#)

⁵⁰⁶ [Library Program Review](#)

⁵⁰⁷ [eLumen](#)

The high number of orientations given and number of students participating in the last six years shows the campus-wide reach of this instruction:

2008-2009: 171 orientations and 5,674 students

2009-2010: 155 orientations and 5,085 students

2010-2011: 175 orientations and 5,416 students

2011-2012: 178 orientations and 5,887 students

2012-2013: 161 orientations and 5,517 students

2013-2014: 138 orientations and 4,950 students⁵⁰⁸

In conjunction with these course-related Library orientations, librarians regularly create custom research guides and other instructional handouts related to specific research assignments to support student success. Librarians also participate in learning communities and have been embedded librarians in face-to-face and online courses. These opportunities for extended involvement in some classes allow the librarians to collaborate with discipline faculty in delivering information competency skills.⁵⁰⁹

The fall 2014 Accreditation Survey of Faculty/Classified Staff/Administrators indicates 83 percent of 157 respondents “Strongly Agree or Agree” that the Library orientations adequately address the needs of students.⁵¹⁰ The Library’s 2014 student survey shows that 179 of 238 students attended a librarian lead research session and 152 respondents found the session to be “extremely or very” useful in preparing them for their research assignments.⁵¹¹

Reference Service

The reference desk is staffed by librarians during all hours that the Library is open to students and the public. Reference services are delivered in person, by phone, and by email. Librarians provide information competency instruction in an informal, individualized manner suitable to each student’s learning needs for a given task or assignment. In this way, librarians are able to address information competency issues such as identifying manageable topics including focusing or expanding a topic; using proper citation format; finding appropriate information sources; evaluating web site resources; and formulating basic search strategies to ensure the best results.

Library Website

The LPC Library website is integral to Library services and a pivotal part of the instructional process. The site includes Library hours, services, news, and policies, as well as links to Library databases, the online catalog, access to faculty course reserves, Library research guides and tip sheets, a plagiarism tutorial, and a citation generator tool.⁵¹²

⁵⁰⁸ [Library Statistics: Orientations](#)

⁵⁰⁹ [Library Guides](#)

⁵¹⁰ [Fall 2014 Staff Survey](#)

⁵¹¹ [Library Student Survey, Spring 2014](#)

⁵¹² [Library website](#)

Standard II: Student Learning Programs and Services

Librarians are available by appointment or drop-in to provide individualized training sessions to faculty. The LPC Library also provides workshops as needed to introduce new Library services, collections, and learning tools. The Library has collaborated with the Teaching and Learning Center (TLC) to list Library workshops alongside TLC workshops. Since enrollment so far has been very low, however, Library faculty are seeking other methods of reaching out to faculty to introduce new Library collections or instruction on practical applications for incorporating library resources into the curriculum. In 2013, a session on the Library's streaming media was offered.

Each discipline is responsible for student learning outcomes that encompass information competencies. These competencies are also addressed by basic skills standards, degree and certificate requirements, and on-demand technology assistance in the Computer Center.

Self-Evaluation

The College meets this standard as evidenced by the instruction on research and information competency skills taught in the four Library Skills courses, library orientations tailored to support specific courses, learning communities in which librarians are embedded, instructional content and tutorials posted on the library website, and reference service provided in person, over the phone, and via email

Action Plan

None.

Continuous Improvement Plan

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

II.C.1.C

The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.

Description

Las Positas College strives to support adequate access to the Library and other campus learning support services. Regular Library hours during fall and spring semesters are Monday—Thursday 8 a.m. to 7 p.m. and Friday 8 a.m. to 2 p.m. Hours vary during holidays, intersessions, and summer. The circulation and reference desks are staffed with professional Library personnel during all Library hours.⁵¹³

The Library's ability to maintain adequate open hours has been challenged by multiple budget cuts throughout the last eight years. The first major cut was in fall 2006 when evening hours were reduced so that the Library had to close at 8 p.m. instead of 9 p.m. In spring 2008, Saturday hours were eliminated. Another reduction took place in fall 2010, forcing the Library to close at 7 p.m. Monday through Thursday. An incremental increase in the budget will restore hours to 8 p.m. in spring 2015.

Complementing the physical library, the LPC Library web page is designed to support on-campus and remote access to information resources. Electronic access to all of the Library's subscription databases, the online catalog of the Library's print and audio-visual collections, and learning tools on the Library's website are available at all times.⁵¹⁴ To access the databases from off-campus, students and faculty log in with their college-assigned ID number and password.

Reference assistance by LPC librarians is available in person and by phone whenever the Library is open. The Library also provides an email reference service with a response time of within 24 hours Monday through Friday (with longer response times for requests submitted on weekends and holidays). Live chat reference with a librarian is available during posted hours; during off hours students are directed to a frequently asked questions page. The Library faculty strive to accommodate all faculty requests for orientations and in-class sessions even when the Library is normally closed, such as during evening hours or summer sessions.

The Library also hosts a Disabled Student Program and Services (DSPS) computer workstation in the Library computer lab. The specialized software and adaptive equipment provides students with learning differences, physical disabilities, and vision impairments the means to successfully use the Library. This workstation also provides the students an alternative place to study besides the DSPS lab. This workstation is maintained by College IT and DSPS.

⁵¹³ [Library hours](#)

⁵¹⁴ [Library website](#)

Standard II: Student Learning Programs and Services

Self-Evaluation

The College meets this standard as evidenced by the instructional program, services, and resources provided by the Library through multiple access points including the library facility, website, online research collections, reference librarians, information competency instruction, instructional research guides, and circulation services

Action Plan

None.

Continuous Improvement Plan

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

II.C.1.D

The institution provides effective maintenance and security for its library and other learning support services.

Description

The Library's infrastructure, holdings, computer hardware/software, and public safety are maintained and secured. Environmental control and electrical systems are maintained and serviced by the campus Maintenance and Operations Department (M & O). Telecommunications equipment is maintained and serviced by the College's Technology Department. The Library facility is secured by an alarm system monitored by Campus Safety & Security. A fire alarm system also protects the Library. Evacuation and emergency procedures have been developed.⁵¹⁵ The College conducts campus emergency drills every semester.

Maintaining an organized, easily accessible book, periodical, and audiovisual collection is an ongoing process. Due to shelf space limitations, the collection must be weeded and shifted continuously. The temporary relocation of the Library into smaller quarters during the Library remodel necessitated a thorough weeding of the subject collections through collaboration with discipline faculty. Numerous outdated items were withdrawn.

The Library uses a 3M brand security system to safeguard the collection. This security system was installed in 2008. Each book and periodical is tagged with an anti-theft device that sets off an alarm at the main entrance should the material be removed without being properly checked out.

One service that has been eliminated is the position of a student computer tutor to assist students with minor troubleshooting in the computer lab as well as performing basic maintenance on the computers and printers. Those tasks have been reassigned to the classified staff and Library faculty. Primary maintenance and upgrades of the network, hardware, and software is performed by the College's Technology Department or the District ITS according to their policies and procedures.⁵¹⁶

All other resource center systems and peripherals are maintained through upgrade cycles and on demand by the IT department support staff. Campus Safety & Security provides monitoring of security systems for the various centers doors and intrusion detection.

⁵¹⁵ [Emergency Response and Evaluation Procedures](#)

⁵¹⁶ [CLPCCD ITMP ITS Detailed Specifications](#)

Standard II: Student Learning Programs and Services

Self-Evaluation

The College meets this standard. Maintenance and basic security of the Library's infrastructure and computer hardware and software is adequate.

Action Plan

None.

Continuous Improvement Plan

To improve upon the maintenance of the computer labs in the Library, it is necessary to reinstate the student assistant budget. This would enable the hiring of student computer tutors who would troubleshoot computer and printer problems, clean equipment, verify computer and software updates, and report major issues to the Library faculty and ITS.

The College should also develop a plan with Campus Safety & Security for a visible presence and routine patrolling of the Library by security staff. This would lead to an overall improvement of security for the users and their property in the Library.

II.C.1.E

When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.

Description

Las Positas College Library has in place a long-standing resource sharing agreement with Chabot College Library. Items are transferred between libraries when requested by faculty and students. With a current and valid Las Positas College ID, students may also check out materials from the Chabot Library. Holdings information for both libraries is included in the WorldCat Local online catalog.

Most of the databases the Library subscribes to are contracted through the Council of Chief Librarians California Community College Electronic Access and Resources Committee (CCL-EAR), a consortium of California Community College libraries which conducts a program of cooperative buying to leverage purchasing power, assists individual libraries with database contracts or services, and shares evaluations. This information is used by Las Positas College librarians to select appropriate databases. The database companies also provide regular usage reports for each database the Library subscribes to. These reports are considered by the librarians in reviewing the selection of databases to purchase.⁵¹⁷ The LPC Library hosts two databases as a community service:

1. All data, which is a collection of automotive repair manuals, is funded by the Automotive Technology department.
2. The Foundation Center Directory Online, a source of grant funding information, is widely used by residents and non-profit organizations in the Tri-Valley.

Through a formal arrangement with California State University East Bay, Las Positas College students can check out materials from the University library. Students need to show a current and valid Las Positas College ID and agree to all circulation policies posted by the University.⁵¹⁸

Self-Evaluation

The College meets this standard as evidenced by documented collaboration with library organizations as well as local libraries and institutions

Action Plan

None.

Continuous Improvement Plan

None.

⁵¹⁷ [Library Database Statistics](#)

⁵¹⁸ [CSU East Bay Library Resource Sharing Letter](#)

Standard II: Student Learning Programs and Services

II.C.2

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

Description

The LPC Library services are evaluated by a variety of methods to ensure that student needs are met. Service area outcomes (SAOs) and student learning outcomes (SLOs) for library skills courses have been identified and posted on the LPC Library website. These items are assessed on a regular basis to inform improvement and planning agendas.^{519, 520} The SAOs include public service, collections, library orientation, interdepartmental collaboration, and access. The SLOs include citation formatting, search strategies, database and online catalog usage, and use of print and online resources. Evaluation methods include student and faculty surveys; annual data surveys to the state; and usage data of the Library website, databases, and circulating materials. Library assessment of student learning includes faculty and student evaluation of workshops; pre- and post-testing in the Library Research Skills classes; and informal feedback from faculty and students concerning assignments. Moreover, Las Positas College includes several items about the Library on its annual student satisfaction survey. In the most recent student survey, fall 2014, students considered the Library satisfactory or better. In addition, 71 to 75 percent of students “strongly agree” and “agree” that the Library meets students’ needs for resources, hours, library staff, and reference assistance. The area of lowest student satisfaction, at 65 percent, was the availability of computers.⁵²¹

Usage statistics that are generated for the Library web site and online databases, as well as statistics compiled of Library traffic, class orientations, and reference queries, are used to track patterns that lead to budget requests, equipment requests, collection development, weeding, database purchases, retooling of the Library webpage, and other resources that assist student learning.^{522, 523, 524}

An important method used by the College to evaluate Library services and to assure that the Library adequately meets students’ needs is the program review process, which describes and evaluates the Library’s role and how it contributes to the mission and priorities of the College.⁵²⁵

Library instructional classes are evaluated with pre- and post-assessment, as well as an evaluation form.⁵²⁶ Additionally, the Library uses student learning outcomes to evaluate effectiveness of the Library Research Skills classes in meeting student needs.⁵²⁷ Analysis of this data helps the Library identify areas needing improvement or redesign.

⁵¹⁹ [LPC Library Service Area Outcomes \(SAO's/SLO's\)](#)

⁵²⁰ [Student Learning Outcomes \(SLOs\) - LPC Library Courses](#)

⁵²¹ [Student Survey, Fall 2014](#)

⁵²² [Library Web Usage](#)

⁵²³ [Library Reference Questions](#)

⁵²⁴ [Library LibGuide Usage](#)

⁵²⁵ [Library Program Review](#)

⁵²⁶ [Library 5 Pre-Test, Post-Test, and Evaluation](#)

⁵²⁷ [eLumen](#)

Assessment tools are evaluated periodically to ensure the validity of the data collected.

The Integrated Learning Center, which opened in fall 2005, is involved in ongoing assessment of its effectiveness, with the method of assessment depending on the program (ESL or math).

The ILC has held orientations and workshops for faculty on integrating the lab into individual course sections and on learning outcomes for the lab. The group-designed outcomes in particular have driven the evolution of the lab over the past year-and-a-half.

In the ILC, students who attend the Open Math Lab (OML) are evaluated in two ways. First, a student enrolled in a mathematics course with a TBA lab hour attends the OML on a regular basis and completes lab assignments. These lab assignments support the learning of course content and the student learning outcomes associated with the course. When the SLOs for that course are assessed, they provide an indirect measure of the effectiveness of the lab assignments and the OML. Second, informal, unscientific surveys that ask students about their OML experience and whether they think it has helped them in their mathematics course are conducted periodically.

Data gathered since the opening of the OML in the Integrated Learning Center shows an increase in persistence by 6 percent in basic mathematics courses. The LPC institutional researcher, in a comprehensive survey of success rates in Math 65 and 55, has shown a strong correlation between students' success in these courses and time spent in the OML.⁵²⁸ Data from STARS attendance-tracking software consistently shows a high level of usage of the Open Math Lab by mathematics students, indicating a strong desire on their part to access the help offered by the OML. In fact, students' most frequently voiced need is for increased space and additional staff. During peak hours, even two or three mathematics instructors on duty struggle to keep up with students' requests for help.

Student outcomes for the Reading and Writing Center (RAW) have been extremely positive: The RAW Center records student satisfaction and feedback through an anonymous student survey (Appendix B); for the period from fall 2012 to Nov 1, 2014, 94 percent of students believed they learned something new in their visit, and 95 percent of students believed the help they received would improve their grade for the assignment or class. The spring 2014 student survey reflects the highest level of student satisfaction to date (Appendix C): 96 percent of students believed they learned something new in their visit, and 98 percent of the students believed the help they received would improve their grade in the assignment or class.

⁵²⁸ [Math ILC report](#)

Standard II: Student Learning Programs and Services

Assurance of the quality of Tutorial Center services begins with the instructor recommendation required for all LPC tutors. Besides making sure that the student is qualified to be a tutor from the instructor's point of view, the requirement also initiates instructional faculty participation in the tutoring program. Tutors meet with the instructional faculty for whom they tutor early each semester to determine how they might best help an instructor's students reach their learning outcomes. The LPC tutors and the Coordinator visit classes to disseminate information about the LPC Tutorial Center, and instructors also meet with the Coordinator to offer input about tutoring services for their students.

The Tutorial Center evaluates its effectiveness through student surveys that are given each semester to those who have received tutoring. The qualitative and quantitative questions on this survey relate to the Center's SAOs. The results give Tutorial Center staff information about students' experiences with tutors, their progress and success, and other ideas useful for Tutorial Center planning. On the surveys, students evaluate their coursework and grade before and after tutoring, their success in the class for which they sought tutoring, areas of improvement, and their number of visits to the Center. Students are also asked to assess their tutor's abilities as a tutor, as well as their own ability to identify their own needs, whether they come prepared for tutoring, and how they expressed their concerns. Finally, students are asked to indicate their level of satisfaction with the service. Once completed, these surveys are analyzed by the Tutorial Programs Coordinator, who then makes responsive improvements to the tutor training course and the information disseminated to instructors, administrators, and students.

The Tutorial Center hires tutors to the extent its resources allow. Students may become tutors by two methods:

A. Instructors are encouraged to recognize and recommend students in their present classes to become tutors the next semester. The Tutorial Program Coordinator provides instructors with five guidelines for choosing tutors. The letter sent to instructors explains each guideline:

As you think about which students to recommend, here are five guidelines:

1. **A tutor must have made an A or B in the class for which they tutor.** Students who make great tutors understand the material, work hard, study well, and make good grades. Grades often indicate the level of mastery of the material and a student's study skills but are not the only sign a student will be a successful tutor. Without the presence of the next four characteristics, an A student may not be the best tutor.
2. **A tutor must be comfortable working in close proximity with others.** Most tutoring is done in around a table with 2-3 people. For some students, this is an uncomfortable situation. Tutors need to be comfortable with and enjoy others. You might note these characteristics in your students by observing which students sit in groups, interact well with others, volunteer to help others, are just generally friendly to fellow students and respectful of differing viewpoints.
3. **A tutor must be patient.** This is a primary characteristic for tutors as they are often working with students who may need to have material reviewed many times. Stress levels in some students may make them "testy" or emotional and tutors need to have patience to handle such challenges. You may find patience demonstrated in your students by the way they wait for you when you are talking with others and the way they react in discussion or conversation.

4. **A tutor must be a good employee.** Students who make great tutors need to have good employee skills. Tutors must be punctual and responsible. In addition, they must be positive, flexible, respect individual differences, be courteous in their communication, and relate well to superiors. As students interact with you and others in your class or office, look for those exhibiting the characteristics of a good employee.
5. **A tutor must have English proficiency.** We are happy to have many international students and students who have gone through the ESL classes working as tutors. As tutors, it is important to understand English which spoken with various accents since many of our students are non-native speakers. On the other hand, tutors must also speak English clearly enough so that students will be able to understand their explanations. We seek to make tutoring sessions comfortable for both tutors and students. Some students who will make good tutors in the future may need a little more time to develop spoken English skills before they are ready to tutor.

B. Students who desire to be tutors come in and ask about being a tutor. They sign a potential tutoring list from which the Coordinator finds tutors in areas of need.

Instructors in the relevant disciplines are contacted throughout the semester when a tutor is needed. If none is found, through a program called TAGS, a trained tutor who is presently in a class (after receiving a recommendation from the instructor) may lead “Tutor Assisted Group Study” sessions in order to help other students in the class.

Tutors are evaluated and observed by master tutors and the Coordinator to make sure that they are providing well-balanced and effective tutoring.

In addition to the tutorial survey—since the Tutorial Center is also the College’s Study and Reading Room—the coordinator gives short surveys to all students who enter during a one-week period at the end of the semester to determine room usage, satisfaction level, and suggestions for change.⁵²⁹

The Computer Center uses periodic surveys as a method of gathering feedback from students about the effectiveness of its services. The survey asks questions regarding student satisfaction with assistance, available software programs, and desirability of new services. The Computing Center also gathers feedback from faculty through periodic surveys. These surveys allow the Computer Center staff to make recommendations to the Technology Committee to plan for improvements and new services. Purchase of equipment, hardware, and software resources is primarily identified through the LPC Technology Committee. The Technology and Resource Allocation Committees prioritize new computing equipment needs for all departments that have submitted their Annual Instructional Equipment Requests.

Evaluation of the Teaching and Learning Center is conducted periodically by surveying faculty and staff who use the Center’s services. The survey results are used to determine what training can be added and improved.⁵³⁰

⁵²⁹ [Tutorial Center Short Evaluation](#)

⁵³⁰ [Innovation Center Satisfaction Survey 2008](#)

Standard II: Student Learning Programs and Services

Self-Evaluation

The College meets this standard, as LPC support services are regularly evaluated and improved. To evaluate its services, the Library gathers internal data and statistics from reports generated by the online catalog, database usage reports, and reference queries. The Library also surveys students online each spring semester, and faculty are surveyed annually.

Action Plan

None.

Continuous Improvement Plan

None.