

LAS POSITAS COLLEGE

Accreditation Follow-Up Report

**Submitted to the
Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges**

October 2010



**3000 Campus Hill Drive
Livermore, California 94551**

TABLE OF CONTENTS

Certification of Las Positas College Follow-Up Report.....	2
Statement on Report Preparation.....	3
Recommendation 3	
A. Recommendation 3A.....	6
B. Recommendation 3B.....	10
Recommendation 4.....	12
Planning Abstract.....	15

CERTIFICATION OF LAS POSITAS COLLEGE FOLLOW-UP REPORT

Date: September 21, 2010

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

From: Las Positas College
3000 Campus Hill Drive
Livermore, CA 94551

This Follow-Up Report certifies that there was broad participation by the campus community and that the Follow-Up Report accurately responds to the Accrediting Commission's two recommendations that require follow-up reporting.

Signed

Dr. Joel L. Kinnamon, Chancellor, Chabot-Las Positas Community College District

Mr. Donald L. Gelles, President, Board of Trustees, Chabot-Las Positas Community College District

Dr. Guy F. Lease, Interim President, Las Positas College

Ms. Sarah Thompson, President, Las Positas College Academic Senate

Ms. Sharon Gach, President, Las Positas College Classified Senate

Mr. Daniel Nenni, President, Associated Students of Las Positas College

Statement of Report Preparation

The Las Positas College Self Study Report was completed and submitted to the Accrediting Commission for Community and Junior Colleges (ACCJC) for its site visit that occurred October 19 - 22, 2009.

The Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges – at its meeting January 6-8, 2010 – took action to reaffirm accreditation for Las Positas College, with a requirement that the college complete a Follow-Up Report by October 15, 2010. The Commission required that the Follow-Up Report demonstrate resolution of College Recommendation 3 and College Recommendation 4 as follows:

College Recommendation 3:

Program Review

To meet the Commission's 2012 deadline in the assessment of student learning outcomes, and to achieve a level of proficiency in program review for all efforts, the team recommends that:

- A. The college fully integrate its processes for the assessment of student learning outcomes with its processes for program review and planning. (I.B.1, II.A.2.a, II.A.2.b)
- B. The college fully implement a program review process for all administrative programs and services. (I.B.3, III.A.6, III.B.2, III.D.3)

College Recommendation 4:

Information Competency

To meet the standard the team recommends that the college use campus-wide dialog to develop the ongoing instruction for users of library and learning support services to ensure students develop skills in Information Competency. (II.C.1.b)

Following receipt of the accreditation report, Las Positas College shared the comprehensive accreditation evaluation team report at a campus-wide Town Meeting on February 3, 2010 (RPE 0.1). Subsequent to the all-college meeting, the report and the Commission's action letter were widely distributed on the college homepage (RPE 0.2). A subsequent report out to the Board of Trustees was given on March 2, 2010 (RPE 0.3). The recommendations were discussed at several participatory governance committees or groups including College Council, Academic Senate, and Administrative Council, as well as by the Chancellor's Cabinet at the district (RPE 0.4).

Throughout Spring 2010, Las Positas College worked on responses to College Recommendation 3 and College Recommendation 4. The Academic Senate provided faculty leads for each recommendation response, with an ad hoc Follow-Up Report team developed through the College Council (RPE 0.5). The College Council was the collegial participation committee charged with the final report review and approval (RPE 0.6). Members of the ad hoc accreditation follow-up report team represent constituent groups across the college and are listed below:

Accreditation Follow-Up Ad Hoc Committee:

Name	Constituency
Dr. Laurel Jones	Administration/ALO
Dr. Amber Machamer	Administration
Elena Cole	Faculty
Lauren Hasten	Faculty
Cheryl Warren	Faculty
Chris Armson	Classified
Elizabeth Noyes	Classified
Jeff Sperry	Classified
Alexander Blue	Student

The college leveraged many of its original Self Study resources to assist in the writing and editing process. The Accreditation Liaison Officer developed templates for written review. To facilitate open communication and contribution, the College utilized its Wiki web site which allows open editing of shared documents; the online document repository was used for evidence gathering and storage.

In February/March of 2010, lead faculty and staff appointed to Recommendation 3 and 4 developed tentative plans to facilitate and accelerate progress in student learning outcomes assessment and integration into program review; additionally, plans for information competency were developed (RPE 0.7). The ad hoc accreditation team facilitated these plans by shepherding the process, creating timelines for completion and ensuring written documentation and evidence (RPE 0.8).

On March 3, 2010 a Town Meeting was dedicated to disseminating the revised Instructional Program Review Self Study, with the inclusion of student learning outcomes assessment and an analysis worksheet (RPE 0.9). Follow-up training for faculty was held on three successive occasions (RPE 0.10). Faculty also met directly with the Director of Institutional Research and Planning.

In March and April 2010, the library staff held on-campus meetings to dialogue about information competency and attended the Distance Education Committee to garner input regarding information competency for students enrolled in online courses (RPE 0.11).

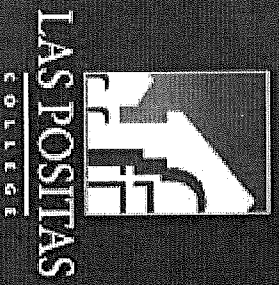
In May 2010 a draft report outlining the recommendation activities completed during the Spring 2010 semester was disseminated to the college at large through the Wiki, with feedback opportunities available throughout the summer (RPE 0.12). The draft was also given to the College Council for review and comment at its final committee meeting in May 2010 (RPE 0.13).

The 2010 finalization of the strategic planning process, program review planning and writing, and the development of an instructional program review validation structure were designed for Fall implementation (RPE 0.14). In August 2010, all recommendation activities were updated,

and reviewed by the College at large through Wiki. The report was based on progress made from Spring to early Fall; the final Follow-Up Report draft was sent to the College Council for review and approval at a special meeting on August 31, 2010 (RPE 0.15). This approved college Follow-Up Report draft was sent to the Board of Trustees for review at its Study Meeting on September 7, 2010, with action taken for approval at its Regular Meeting on September 21, 2010 (RPE 0.16).

Evidence for Report Preparation (RPE)

- RPE.1 President's Town Meeting presentation; February 3, 2010
- RPE.2 ACCJC letter to President; January 29, 2010
- College Accreditation home page
- RPE.3 Board of Trustees Agenda; March 2, 2010
- President's Action Plan to Board of Trustees; March 2, 2010
- RPE.4 College Council Agendas; February 18 and March 18, 2010
- Academic Senate Agenda; February 10, 2010
- RPE.5 Memos from Vice President of Academic Services to College Council; March 11 and March 15, 2010
- RPE.6 College Council minutes; September 17, 2009
- RPE.7 SLO Committee minutes; February 1, 2010 and March 13, 2010
- RPE.8 Ad Hoc memo and templates; March 4, 2010
- RPE.9 Program Review outline; February 22, 2010
- SLO analysis worksheets; Spring 2010
- Town Meeting presentation; March 3, 2010
- RPE.10 SLO Program Review Workshop dates; March 16, 2010
- RPE.11 Information Competency Ad Hoc minutes; March 26, 2010
- Dialogue Summaries; March 30 and 31, 2010
- RPE.12 Email to LPC Wiki access and report draft; June 15, 2010
- RPE.13 College Council Agenda, Minutes May 20, 2010
- RPE.14 Institutional Plan 2015 Goal map; January 13, 2010
- RPE.15 College Council Agenda and Minutes, August 31, 2010
- RPE.16 Board of Trustees Meeting Minutes, September 7, 2010
- Board of Trustees Approval, September 21, 2010



ACCREDITATION:

The Journey Continues...

...and the Report has Arrived.

Town Meeting

February 3, 2010

Accreditation: *The Journey To Date*

- Completed Self-Study: Fall 2008
- Final campus-wide review: Spring 2009
- Self-Study submitted to ACCJC: Summer 2009
- Addendum submitted to ACCJC: Fall 2009
- Team Site Visit: October 19-22, 2009
- ACCJC Commission meeting: January 2010
- College receives Evaluation Report from ACCJC
 - 7 Recommendations
(which include two related to District)
- 3 Commendations

ACCJC Recommendations

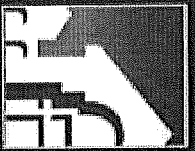
Recommendation #1

Institutional Effectiveness

To improve to a level of sustained continuous quality improvement the team recommends that:

A. The college increase its capacity for conducting research, fulfill its planning agenda with respect to institutional research and institutional effectiveness, and integrate institutional effectiveness research into planning through regular systemic evaluation of its progress toward achieving institutional goals. (I.B.3, I.B.4)

B. The college develop and implement on-going, systematic, college-wide processes to evaluate the effectiveness of its program review, planning and governance systems. (I.B.5, I.B.6, I.B.7, IV.A.5)



ACCJC Recommendations

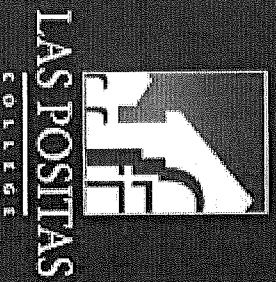
Recommendation #2

Student Learning Outcomes

To meet the Commission's 2012 deadline, and to achieve a level of proficiency in the assessment of student learning outcomes, the team recommends that the college fully engage both full time and adjunct faculty in identifying and assessing Student Learning Outcomes at the course, program, and institutional levels, and establish and achieve institutional timelines for completing student learning outcomes assessments for all its courses, programs and services. Emphasis should be placed on encouraging institutional dialog about assessment results, rather than dialog about the Student Learning Outcome Assessment process. The institution should focus on the use of assessment results for quality assurance and improvement of educational programming to improve student learning, as well as inform planning and resource allocation decisions. (I.B.1, II.A.1.c, II.A.2, II.A.2.c, e, f)

ACCJC Recommendations

Recommendation # 3

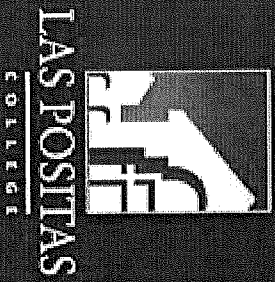


Program Review

To meet the Commission's 2012 deadline in the assessment of student learning outcomes, and to achieve a level of proficiency in program review for all efforts, the team recommends that:

- A. The college fully integrate its processes for the assessment of student learning outcomes with its processes for program review and planning.
(I.B.1, II.A.2.a, II.A.2.b)
- B. The college fully implement a program review process for all administrative programs and services.
(I.B.3, III.A.6, III.B.2, III.D.3)

ACCJC Recommendations



Recommendation # 4

Information Competency

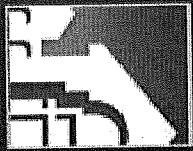
To meet the standards the team recommends that the college use campus-wide dialog to develop ongoing instruction for users of library and learning support services to ensure students develop skills in Information Competency. (II.C.1.b)

Recommendation # 5

Ethics Code

To meet the standards the team recommends that the college develop a written code of professional ethics for all of its personnel. (III.A.1.d)

ACCJC Recommendations



LAS POSITAS
COLLEGE

District and College Recommendation # 1

District/College Functions and Services

To meet the standards the team recommends that the district and the college maintain an updated functional map and that the district and the college engage in a program of systematic evaluation to assess both the effectiveness of district and college functional relationships and the effectiveness of services that support the institution. (III.A.6, IV.B.3)

ACCJC Recommendations



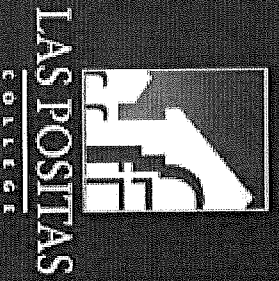
LAS POSITAS
COLLEGE

District and College Recommendation # 2

Resource Allocation Process

To meet the standards the team recommends that the district and the college complete the evaluation of the resource allocation process in time for budget development for the 2010-2011 academic year, ensuring transparency, and assessing the effectiveness of resource allocations in supporting operations. (III.D.1, III.D.3, IV.B.3)

ACCJC Commendations



Commendation #1:

The team commends the college for its commitment to promoting the principles of diversity and equity. Most noteworthy are the numerous activities and contributions of the faculty, staff and administrators that comprise the Campus Change Network who have achieved significant success in fostering campus dialog and in nurturing cultural awareness and competence for students and the greater community.

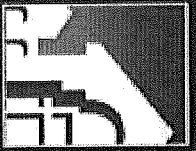
ACCJC Commendations



Commendation #2:

The team commends the faculty and staff for maintaining a caring, collegial and supportive environment for students. The college's investment and maintenance of facilities and educational infrastructure is impressive and students expressed that faculty and staff are dedicated to supporting learning.

ACCJC Commendations



LAS POSITAS
COLLEGE

Commendation #3:

The team commends the college for its commitment to, and support of, its technology infrastructure to enhance student learning. In particular, the team notes the exemplary service and contributions of the Technology Department that was recognized by college faculty and staff with the “What is Right About Las Positas College” award for outstanding customer service and the Innovation Center that received accolades for the quality of the training it provides faculty and students.

ACCJC Action



LAS POSITAS
COLLEGE

The Commission acted to **REAFFIRM ACCREDITATION**, with the requirement that the college complete a Follow-Up Report by October 15th. That report will be followed by a visit of Commission representatives.

The Follow-Up Report should **demonstrate resolution** of the recommendations noted below:

Recommendation # 3 Program Review

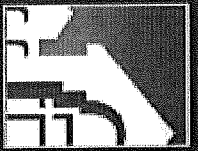
To meet the Commission's 2012 deadline in the assessment of student learning outcomes, and to achieve a level of proficiency in program review for all efforts, the team recommends that:

A. The college fully integrate its processes for the assessment of student learning outcomes with its processes for program review and planning.
(I.B.1, II.A.2.a, II.A.2.b)

B. The college fully implement a program review process for all administrative programs and services.
(I.B.3, III.A.6, III.B.2, III.D.3)

Recommendation # 4 Information Competency

To meet the standards the team recommends that the college use campus-wide dialog to develop ongoing instruction for users of library and learning support services to ensure students develop skills in Information Competency.
(II.C.1.b)



Next Steps

- College Council review and identification of Accreditation strategy
- Develop response plan for Follow-Up Report (due October 15, 2010)
- Implement response plan
- Integrate Planning Agendas and Recommendations into Strategic Planning & Institutional Planning processes



Comprehensive Evaluation Report ~ January 2010

- [Letter to Reaffirm Accreditation from ACCJC President Barbara A. Beno, Ph.D.](#)
- [Comprehensive Evaluation Report from Team Site Visit \(October 19-22, 2009\)](#)
- [Las Positas College Certificate of Accreditation](#)

ACCJC Communiqués

- [Comprehensive Evaluation Visit Team Roster](#)
- [Letter from ACCJC President Barbara A. Beno, Ph.D.](#)

Substantive Change for Distance Education

- [Substantive Change Proposal 2010](#)
- [Substantive Change Proposal 2010 Appendix](#)
- [Substantive Change Proposal 2010 Approval Letter](#)
- [Substantive Change Proposal 2007](#)
- [Substantive Change Proposal 2007 Approval Letter](#)

Self-Study Resources

- [Accreditation 2003](#)
- [Institutional Organization](#)
- [Student Learning Outcomes at LPC](#)
- [Accreditation Document Repository](#)

Accreditation Site Visit October 19-22, 2009

- [Comprehensive Evaluation Visit Team Roster](#)
- [Accreditation Open and Group Schedule Opportunities \(57K PDF\)](#)

Self-Study Report

- [Self Study - Final Draft \(1.34 MB PDF\)](#)
- [Certification of the Institutional Self Study Report \(415K PDF\)](#)
- [Overview and Demographics \(214K PDF\)](#)
- [Eligibility Requirements \(61K PDF\)](#)
- [LPC Organizational Charts \(300K PDF\)](#)
- [Delineation of Functions Map \(38K PDF\)](#)
- [Organization of the Self Study \(78K PDF\)](#)
- [Responses to Recommendations \(100K PDF\)](#)
- [Rubric Abstracts \(75K PDF\)](#)
- [Standard I \(106K PDF\)](#)
- [Standard II \(201K PDF\)](#)
- [Standard III \(272K PDF\)](#)
- [Standard IV \(213K PDF\)](#)
- [Themes \(65K PDF\)](#)
- [Summary of Planning Agendas \(52K PDF\)](#)

College Resources

- [Accreditation Steering Committee](#)



**ACCREDITING
COMMISSION
for COMMUNITY and
JUNIOR COLLEGES**

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Vice President
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Associate Vice President
LILY OWYANG

January 29, 2010

Dr. DeRionne Pollard
President
Las Positas College
3000 Campus Hill Drive
Livermore, CA 94551

Dear President Pollard:

The Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, at its meeting on January 6-8, 2010, reviewed the institutional Self Study Report and the report of the evaluation team which visited Las Positas College Monday, October 19-Thursday, October 22, 2009. The Commission acted to reaffirm accreditation, with the requirement that the college complete a Follow-Up Report by **October 15, 2010**. That report will be followed by a visit of Commission representatives.

The Follow-Up Report of October 15, 2010 should demonstrate resolution of the recommendations noted below:

Recommendation 3:

Program Review

To meet the Commission's 2012 deadline in the assessment of student learning outcomes, and to achieve a level of proficiency in program review for all efforts, the team recommends that:

- A. The college fully integrate its processes for the assessment of student learning outcomes with its processes for program review and planning. (I.B.1, II.A.2.a, II.A.2.b)
- B. The college fully implement a program review process for all administrative programs and services. (I.B.3, III.A.6, III.B.2, III.D.3)

Recommendation 4:

Information Competency

To meet the standard the team recommends that the college use campus-wide dialog to develop ongoing instruction for users of library and learning support services to ensure students develop skills in Information Competency. (II.C.1.b)

Dr. DeRionne Pollard
Las Positas College
January 29, 2010
Page Two

All colleges are required to submit a Midterm Report in the third year after each comprehensive evaluation. Las Positas College should submit the Midterm Report by **October 15, 2012**. The Midterm Report describes resolution of any team recommendations made for improvement, includes a summary of progress on college-identified plans for improvement as expressed in the Self Study Report, and forecasts where the college expects to be by the time of the next comprehensive evaluation.

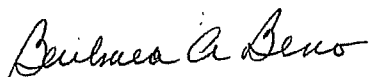
The college conducted a comprehensive self study as part of its evaluation. The Commission suggests that the plans for improvement of the institution included in its self study efforts be used to support the continuing improvement of Las Positas College. The next comprehensive evaluation of the college will occur during **Fall 2015**.

The recommendations contained in the Evaluation Team Report represent the observations of the evaluation team at the time of the visit. The Commission reminds you that while an institution may concur or disagree with any part of the Evaluation Team Report, the college is expected to use the team report to improve the educational programs and services of the institution.

I have previously sent you a copy of the Evaluation Team Report. Additional copies may now be duplicated. The Commission requires you to give the Evaluation Team Report and this letter dissemination to your college staff and to those who were signatories of your college Self Study Report. This group should include the Chancellor, campus leadership and the Board of Trustees. The Commission also requires that the Evaluation Team Report and the Self Study Report be made available to students and the public. Placing copies in the college library can accomplish this. Should you want an electronic copy of the report, please contact Commission staff.

On behalf of the Commission, I wish to express continuing interest in the institution's educational quality and students' success. Professional self-regulation is the most effective means of assuring integrity, effectiveness and quality.

Sincerely,



Barbara A. Beno, Ph.D.
President

BAB/tl

cc: Dr. Joel L. Kinnamon, Chancellor, Chabot-Las Positas Community College District
Dr. Laurel Jones, Accreditation Liaison Officer
Board President, Chabot-Las Positas Community College District
Ms. Sandra Serrano, Team Chair

Enclosure



Board of Trustees

The following documents (document links) require Acrobat Reader

Electronic Board Packet for March 2, 2010

BOARD OF TRUSTEES

STUDY MEETING

6:30 P.M.

District Office, 5020 Franklin Dr., Pleasanton, CA
Multipurpose Room (Room 120)

Item Number	Agenda Item - Document Description	Document Link
1.0	6:30 P.M. - OPEN SESSION - CALL TO ORDER AND ROLL CALL	
2.0	PLEDGE TO FLAG	
3.0	PUBLIC COMMENTS The Board requests that the public speak at this time. Any person wishing to address the Board on any matter of concern is requested to complete a "Request to Address the Board of Trustees" card and file it with the Recording Secretary of the Board prior to start of the meeting. Individuals will be called upon to speak by the presiding officer. The Board cannot act on or discuss items not listed on the agenda.	
4.0	PRESENTATION: ACCREDITATION	
5.0	ADJOURNMENT	
6.0	NEXT MEETING OF THE BOARD OF TRUSTEES March 16, 2010, Regular Meeting, 6:30 pm, District Office	

Any person with a disability may request this agenda be made available in an appropriate alternative format. A request for a disability-related modification or accommodation may be made by a person with a disability who requires a modificatio



ACCREDITATION: Affirmation & Action Plan

Dr. DeRionne Pollard

**Chabot-Las Positas Community College District
Board Workshop
March 2, 2010**



Accreditation: *The Journey To Date*

- Completed Self-Study: Fall 2008
- Final campus-wide review: Spring 2009
- Self-Study submitted to ACCJC: Summer 2009
- Addendum submitted to ACCJC: Fall 2009
- Team Site Visit: October 19-22, 2009
- ACCJC Commission meeting: January 2010
- College receives Evaluation Report from ACCJC
 - 7 Recommendations
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ACCJC Recommendations

Recommendation #1

Institutional Effectiveness

To improve to a level of sustained continuous quality improvement the team recommends that:

A. The college increase its capacity for conducting research, fulfill its planning agenda with respect to institutional research and institutional effectiveness, and integrate institutional effectiveness research into planning through *regular systemic evaluation of its progress toward achieving institutional goals* (I.B.3, I.B.4)

B. The college develop and implement *on-going, systematic college-wide processes* to evaluate the effectiveness of its program review, planning and governance systems. (I.B.5, I.B.6, I.B.7, IV.A.6)



ACCJC Recommendations

Recommendation #2

Student Learning Outcomes

To meet the Commission's 2012 deadline, and to achieve a level of proficiency in the assessment of student learning outcomes, the team recommends that the college fully engage both full time and adjunct faculty in identifying and assessing Student Learning Outcomes at the course, program, and institutional levels, and establish and achieve institutional timelines for completing student learning outcomes assessments for all its courses, programs and services.

Emphasis should be placed on encouraging institutional dialog about assessment results, rather than dialog about the Student Learning Outcome Assessment process. The institution should focus on the use of assessment results for quality assurance and improvement of educational programming to improve student learning, as well as inform planning and resource allocation decisions.

(I.B.1, II.A.1.c, II.A.2, II.A.2.c, e, f)



ACCJC Recommendations

Recommendation # 3

Program Review

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A. The college *fully integrate* its processes for the assessment of student learning outcomes with its processes for program review and planning.

(I.B.1, II.A.2.a, II.A.2.b)

B. The college *fully implement* a program review process for all administrative programs and services.

(I.B.2, III.A.6, III.B.2, III.D.3)



ACCJC Recommendations

Recommendation # 4

Information Competency

To meet the standards the team recommends that the college use campus-wide dialog to develop ongoing instruction for users of library and learning support services to ensure students develop skills in Information Competency. (II.C.1.b)

Recommendation # 5

Ethics Code

To meet the standards the team recommends that the college develop a written code of professional ethics for all of its personnel. (III.A.1.d)



ACCJC Recommendations

District and College Recommendation # 1

District/College Functions and Services

To meet the standards the team recommends that the district and the college maintain an updated functional map and that the district and the college engage in a program of systematic evaluation to assess both the effectiveness of district and college functional relationships and the effectiveness of services that support the institution. (III.A.6, IV.B.3)



ACCJC Recommendations

District and College Recommendation # 2

Resource Allocation Process

To meet the standards the team recommends that the district and the college complete the evaluation of the resource allocation process in time for budget development for the 2010-2011 academic year, ensuring transparency, and assessing the effectiveness of resource allocations in supporting operations. (III.D.1, III.D.3, IV.B.3)



ACCJC Commendations

Commendation #1:

The team commends the college for its commitment to promoting the principles of diversity and equity. Most noteworthy are the numerous activities and contributions of the faculty, staff and administrators that comprise the Campus Change Network who have achieved significant success in fostering campus dialog and in nurturing cultural awareness and competence for students and the greater community.



ACCJC Commendations

Commendation #2:

The team commends the faculty and staff for maintaining a caring, collegial and supportive environment for students. The college's investment and maintenance of facilities and educational infrastructure is impressive and students expressed that faculty and staff are dedicated to supporting learning.



ACCJC Commendations

Commendation #3:

The team commends the college for its commitment to, and support of, its technology infrastructure to enhance student learning. In particular, the team notes the exemplary service and contributions of the Technology Department that was recognized by college faculty and staff with the "What is Right About Las Positas College" award for outstanding customer service and the Innovation Center that received accolades for the quality of the training it provides faculty and students.



ACCJC Required Action

The Commission acted to **REAFFIRM ACCREDITATION**, with the requirement that the college complete a Follow-Up Report by October 15th. That report will be followed by a visit of Commission representatives.

The Follow-Up Report should **demonstrate resolution** of the recommendations noted below:

Recommendation # 3

Program Review

To meet the Commission's 2012 deadline in the assessment of student learning outcomes, and to achieve a level of proficiency in program review for all efforts, the team recommends that:

A. The college fully integrate its processes for the assessment of student learning outcomes with its processes for program review and planning. (I.B.1, II.A.2.a, II.A.2.b)

B. The college fully implement a program review process for all administrative programs and services. (I.B.3, III.A.6, III.B.2, III.D.3)

Recommendation # 4

Information Competency

To meet the standards the team recommends that the college use campus-wide dialog to develop ongoing instruction for users of library and learning support services to ensure students develop skills in Information Competency. (II.C.1.b)



Overview of LPC Action Plan

- Prior to receiving Report from ACCJC, the work had already begun:
 - “Common Ground” Ad-Hoc Committee developed models for Institutional Effectiveness and Planning (January 2010)
 - Reached consensus on the need for and a plan to develop a “Common Tool” to synthesize all Program Review findings
 - Mandatory Flex Day (March 12, 2010) identified to be used to further Institutional Strategic Planning
- ACCJC Evaluation Report presented to campus community at February Town Meeting
- College Council reviewed ACCJC Recommendations and identified strategy
- Plan to present final draft of Follow-Up Report to Board of Trustees at September 21st meeting




Action Plan

Recommendation # 3 **Program Review**

To meet the Commission's 2012 deadline in the assessment of student learning outcomes, and to achieve a level of proficiency in program review for all efforts, the team recommends that:


- A. The college fully integrate its processes for the assessment of student learning outcomes with its processes for program review and planning.
(I.B.1, II.A.2.a, II.A.2.b)
 - *Representatives from the Academic Senate, the Office of Institutional Research and Planning, and the Office of the Vice President of Academic Services have developed an integration process and it will be vetted by the college community at the March 2010 Town Meeting.*
 - *Constituent group leaders have begun providing names for committee membership to develop the “Common Tool” to synthesize all Program Review findings.*
 - *Update to the College Council in April 2010*



Action Plan

B. The college fully implement a program review process for all administrative programs and services. (I.B.3, III.A.6, III.B.2, III.D.3)

- *Pilot for Non-Instructional Program Review currently underway, with four operational areas participating. The process will be assessed and modified pending the results of the pilot.*
- *All administrative programs and services will participate in the program review process.*
- *Update to the College Council in April 2010*



Action Plan

Recommendation # 4
Information Competency

To meet the standards the team recommends that the college use campus-wide dialog to develop ongoing instruction for users of library and learning support services to ensure students develop skills in Information Competency. (II.C.1.b)

- *Endorsed/tasked Academic Senate to establish Ad-Hoc Committee/work-group to address this issue.*
- *Update to the College Council in April 2010*



College Council

February 18, 2010
2:30 p.m., Room 1603

AGENDA

- | | |
|--|-------------------|
| 1. Review and Approval of Minutes | 2: 30 – 2:35 p.m. |
| 2. Old Business | |
| a. Governance System – Revision of Handbook | 2:35 – 2:50 p.m. |
| i. Memo to Chancellor Re: Board Policy Update | |
| ii. College Council Charge & Membership | |
| b. LPC Website Access: Intranet vs. Internet | 2:50 – 2:55 p.m. |
| c. Accreditation Update | 2:55 – 3:15 p.m. |
| d. Institutional Effectiveness and Planning | 3:15 – 3:35 p.m. |
| i. “Common Ground” Recommendations | |
| ii. Flex Day – March 12, 2010 | |
| iii. Development of “Common Tool” | |
| e. Staff Development/Teaching & Learning Center | 3:35 – 3:40 p.m. |
| f. Student Activity Fee | 3:40 – 3:45 p.m. |
| 3. New Business | |
| a. Mutual Agreement Documents | 3:45 – 3:55 p.m. |
| b. Information Item – CCN Proposal for “Inclusion Pilot” | 3:55 – 4:05 p.m. |
| c. Recommendation from Sustainability Task Force | 4:05 – 4:15 p.m. |
| 4. Coordination of Information | 4:15 – 4:25 p.m. |
| a. Planning & Budget Committee (PBC) | |
| b. Facilities Committee | |
| c. College Enrollment Management Committee (CEMC) | |
| d. Associated Students of Las Positas College (ASLPC) | |
| e. Academic Senate | |
| f. Classified Senate | |
| g. Faculty Association | |
| h. SEIU | |
| 5. Next Steps | 4:25 – 4:30 p.m. |
| 6. Adjournment | 4:30 p.m. |

Upcoming Topics & Future Thinking

- | | |
|---|----------------|
| ♦ <i>Proposal for Institutional Effectiveness Committee</i> | <i>March</i> |
| ♦ <i>Next Draft of Governance Handbook</i> | <i>March</i> |
| ♦ <i>Review of Strategic Plan</i> | <i>May</i> |
| ♦ <i>Assessment of College Governance System</i> | <i>2010-11</i> |



College Council

March 18, 2010
2:30 p.m., Room 1603

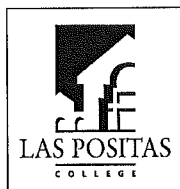
AGENDA

- | | |
|---|-------------------|
| 1. Review and Approval of Minutes | 2: 30 – 2:35 p.m. |
| 2. Old Business | |
| a. Governance System – Revision of Handbook | 2:35 – 2:50 p.m. |
| i. College Council Charge & Membership | |
| ii. Task Force on Participatory Governance Handbook | |
| b. Accreditation Update | 2:50 – 3:10 p.m. |
| c. Institutional Effectiveness and Planning | 3:10 – 3:30 p.m. |
| i. Flex Day | |
| ii. Development of “Common Tool” | |
| d. Mutual Agreement Documents | 3:30 – 3:40 p.m. |
| e. CCN Proposal for “Inclusion Pilot” | 3:40 – 3:50 p.m. |
| f. Recommendation from Sustainability Task Force | 3:50 – 4:00 p.m. |
| 3. New Business | |
| a. Proposal for Institutional Effectiveness Committee | 4:00 – 4:15 p.m. |
| 4. Coordination of Information | 4:15 – 4:25 p.m. |
| a. Planning & Budget Committee (PBC) | |
| b. Facilities Committee | |
| c. College Enrollment Management Committee (CEMC) | |
| d. Associated Students of Las Positas College (ASLPC) | |
| e. Academic Senate | |
| f. Classified Senate | |
| g. Faculty Association | |
| h. SEIU | |
| 5. Next Steps | 4:25 – 4:30 p.m. |
| 6. Adjournment | 4:30 p.m. |

Upcoming Topics & Future Thinking

- ♦ *Next Draft of Governance Handbook*
- ♦ *Progress Report from Accreditation Ad-Hoc Groups*
- ♦ *Review of Strategic Plan*
- ♦ *Assessment of College Governance System*

April
April
May
2010-11



LAS POSITAS COLLEGE ACADEMIC SENATE


REGULAR MEETING

Room 1603, Building 1600

February 10, 2010, 2:30 – 4:30 p.m.

AGENDA

1.0 GENERAL BUSINESS (10 minutes)

- 1.1 Call to Order/Quorum
- 1.2 Approval of Agenda
- 1.3 Approval of Minutes of 
- 1.4 Public Comments (This time is reserved for members of the public to address the Academic Senate. Please limit comments to **three minutes**. In accordance with the Brown Act, the Academic Senate cannot act on these items.)

2.0 ACTION ITEMS (5 minutes)

- 2.1 Mutual Agreement Form – The Senate approves the two modifications requested by the Board of Trustees designate.

3.0 CONSENT ITEMS

- 3.1 None

4.0 REPORTS (20 minutes)

- 4.1 Curriculum Committee
- 4.2 SLO Committee
- 4.3 BaSK Committee
- 4.4 DE Committee
- 4.5 Faculty Association
- 4.6 Student Senate
- 4.7 Treasurer's Report
- 4.8 President's Report

5.0 DISCUSSION-NEW BUSINESS (60 minutes)

- 5.1 Faculty role in the accreditation process – review of the recommendations and thought about ongoing assessment of meeting recommendations
- 5.2 Curriculum – General Education Requirements for courses – should we review the policy we ratified in Fall '09?
- 5.3 Standard policy on priority numbers – should we have one?
- 5.4 March Flex Day – how should we/ would we contribute to the process?
- 5.5 TBA Hour – information on current practices, concerns and solutions
- 5.6 DBSG – Evaluating the allocation model – should we have a training on the budget and the allocation model?

6.0 DISCUSSION –OLD BUSINESS (10 minutes)

- 6.1 Process for Compliance Issues – should we create a standard practice?
- 6.2 SLOs – The update on the 0-4 point scale – how many disciplines use different scales? Should we create a standard scale? What should be our strategy for evaluating core competencies?

7.0 GOOD OF THE ORDER

- 7.1 Announcements
- 7.2 2009/10 Meetings – Second and Fourth Wednesdays – Next Meeting: February 24, 2010
- 7.3 Adjournment

RPE . 05

From: Laurel Jones
To: DeRionne Pollard, Jennifer Adams
Date: 3/11/2010 8:17 PM
Subject: College Council recommendation

Hello,
Can you please put this recommendation on the College Council agenda? Thank you.

As ALO, I recommend that a small adhoc be formed to assist in the development of recommendation timelines, documentation and evidence and contact editor for the follow up report to recommendation 3a; 3b and 4. This adhoc will be in place immediately after approval and should include 2 administrators, 2 faculty, and 2 classified to ensure participatory representation. The ad hoc responds directly to the College Council as the Accreditation Steering Committee and disbands upon completion of the Follow-Up visit in October, 2010.

Recommended Membership:

Faculty: Cheryl Warren (4); Richard Grow (3a)
Classified: Jeff Sperry, Elizabeth Noyes
Administrators: Laurel Jones, Amber Machamer (3b)

Membership for faculty has been recommended from library and student learning outcomes (next year's chair on the latter)

Membership for classified has been recommended as part of the document repository and the accreditation website

Membership for administrators includes the accreditation liaison officer and recommended 3b contact

Specific duties of the ad hoc include:

1. Timeline for all recommendation responses (to include faculty and classified review of drafts over the summer through the Wiki system)
2. Contact for action items and recommendation completion information based on recommendation work groups
3. Contact and supplier of documented evidence of recommendation response
4. Editor of recommendation follow up report responses
5. Possible presentation of follow up report to campus constituencies and board

Chair: Accreditation Liaison Officer



MEMORANDUM

Date: March 15, 2010

To: College Council

From: Vice President Laurel Jones
Accreditation Liaison Officer

Re: Recommendation for Accreditation Follow-Up Report, Process, and Timeline

In addition to the faculty leadership assisting with the responses to the ACCJC Recommendations to be addressed in our Follow-Up Report (due October 15, 2010), I am recommending – as the Accreditation Liaison Officer (ALO) – that an effective approach will be to have a small group of people to work on this task as it relates to the report, the evidence, the visit, and the summary to College Council. My recommendation is that this group would be comprised of the following:

- 2 faculty members (Cheryl Warren, representing the group working on Recommendation #4; a designee working on Recommendation #3 [perhaps Richard Grow as the incoming SLO chair])
- 2 administrative representatives
- 2 classified representatives (Jeff Sperry as the documentation lead; perhaps Elizabeth Noyes to assist with updates to the Accreditation website)

This group would have the following limited ad-hoc responsibilities, meeting only to complete the work on the Follow-Up Report and Site Visit:

- Work with faculty and staff on timeline activities from now until the Visit
- Work with the ALO on procuring evidence for the Report and Visit
- Work with the Recommendation groups on getting written information to the ALO for the writing of the Follow-Up Report (with the ALO as the author)
- Work with the ALO on project plans for next steps (action plans) derived from the Recommendation groups and to be attached to the Follow-Up Report
- Work on submitting the Follow-Up Report to College Council

The intent in having this small group (including faculty already associated with the Recommendation work) assist with this process is to: ensure that plans and actions are developed with faculty and staff before the summer; ensure that plans meet the intent of the Recommendations; and ensure that timelines are developed with the Report, Board approval, and other entities in mind. The work of this ad-hoc group will advance the institution's efforts toward making this an easier and more efficient process for faculty and staff.



To provide a framework for the work of this group, the following **draft** timeline has been developed (working in reverse chronological order from the October 15th deadline):

- October 15, 2010 – Follow-Up Report due to ACCJC, along with Site Visit.
- September 21, 2010 – Board of Trustees approve LPC Follow-Up Report at regular meeting.
- August 31, 2010 – Special meeting of College Council to approve Follow-Up Report prior to Board submission.
- August 1, 2010 – Begin College-wide dissemination of Follow-Up Report for review and comment through the Wiki process.
- July 2010 – Complete writing of Follow-Up Report by late July (with ALO as the author of the final document), including section submissions from the ad-hoc groups working on Recommendations 3a, 3b and 4.
- June 30, 2010 – Final versions of Recommendation write-ups due to the ALO via Wiki.
- May 21, 2010 – Ad-hoc reviews of all draft write-ups completed via Wiki; draft review includes edits and additional information that needs to be added; review of documentation and evidence and final review of continued action items for Fall 2010 and Spring 2011 (this action timeline needs to be included as part of the Follow-Up Report and Site Visit).
- April - May 2010 – Ad-Hoc group works with Recommendation work groups on timelines for completion of the Recommendation responses; set up of Wiki writing and document/evidence for Spring response completion; ad-hoc group sets up the work for summer writing and response continuation and provides updates to College Council through May.



College Council

September 17, 2009

2:30 pm, Room 1603

MINUTES

Present: DeRionne Pollard, Heidi Ulrech, Natasha Lang, Sharon Gach, Jane McCoy, Pam Luster, Masi Quorayshi, Bob Kratochvil, Kirti Reddy, Laurel Jones, Jason Morris, Sarah Thompson, Jim Gioia, Kimberly Tomlinson, John Ruys

1. Welcome & Introductions

a. Review of Charge and Membership

Dr. Pollard shared copies of the committee charge and membership list. She then reviewed it with the College Council members. The group noted that, as this year there are two Co-chairs for the Planning & Budget Committee (PBC), they will share/have one vote; they also recommend having the "one vote per committee" language added to the charge. The Council members also conveyed whether they themselves will attend or send a designee from their respective constituent group. Dr. Pollard indicated that she will follow up with Judy Martinez (SEIU) who is absent today. In addition, Dr. Pollard shared that she'd asked Dr. Gioia to attend the meeting today based on his role with Strategic Planning; she recommends that all committee chairs be added as members of College Council. The Council will also work to complete the governance revision worksheet.

b. Overview of 2008-09 Accomplishments

Dr. Pollard went through the list of accomplishments/actions taken by College Council during the last year.

2. Old Business

a. Governance System – Revision of Handbook

Dr. Pollard gave the Council members copies of our current College Governance Document. Some member(s) also expressed an interest in talking later in the meeting about Board Policy 2015. Over the course of many meetings and discussions last year, the Council began to identify areas of revision/updates to the Governance Document. Dr. Pollard reviewed a "draft" list of possible items to include within the revised Handbook. Some suggestions for update areas included:

- Clarify/articulate the function/name of various bodies (e.g. committees, standing committees, task forces, etc...). Suggestion to use "committees," "councils," and "commissions."
- Determine how/when to add or eliminate a committee; see that as something College Council would review
 - Could use District policy for program introduction/revitalization/elimination as a model for committee introduction/removal



- Current governance document does not include Basic Skills and Program Review

Dr. Pollard noted that some committees have already submitted their governance revision worksheet, and others will complete it this semester. Once all are done, they will be brought to College Council for review and approval.

Next steps for College Council members:

- Review governance document for things to add/delete/change
- Review list of possible items to include in revised Handbook
- Review models and best practices from other institutions (J. Adams will send them website links)

The Council had a discussion about Board Policy 2015, including the fact that it does not reflect what is in place as the College's current governance document. Dr. Pollard would like to see this group vote to bring forward a recommendation to Chancellor's Council regarding updates to Board Policy 2015. Currently, the full LPC document/text is included (but out of date); Chabot's information is just listed as "see Chabot document." The current LPC governance document was last revised in 2006, however the text in Board Policy is from 1996. In addition, College Council would like clarification as to whether Board approval is required each time changes are made, even if it's listed only as "see college document."

Motion: To recommend to the Chancellor that the Board of Trustees update the Administrative Rules & Procedure section of Board Policy 2015 to reflect the current, Board-approved governance structure/document at Las Positas College

Vote: Approved, 8 to 1 in favor

At the next Chancellor's Council meeting, they hope to have a discussion about how changes to policy/process are made going forward. They will also inform the Chancellor that, within the next year, the College will have a revised document to bring forward to the Board for approval. At the last meeting of Chancellor's Council, Dr. Kinnamon distributed a document (put together through a review of Board Minutes, meeting notes, etc...) in an effort to provide some history and context related to Board Policy 2015 and AB 1725. Sarah Thompson pointed out that the document presented is not consistent with Board Policy 2015, and within its summary (some areas have narrative, others just bullet points). At that Chancellor's Council meeting, the LPC reps conveyed some of those issues to Dr. Kinnamon; DP followed up with an email to him.

b. Accreditation – Site Visit & Planning Agendas

Vice President Jones began with "thank yous" to the faculty, staff, and administrators involved in work on Accreditation and Self-Study. She shared three documents related to upcoming Site Visit (see handouts):

- "And So We Come to the End..."
 - Preparing for the Site Visit; what happens during the visit; readying ourselves for what comes after
- "The Journey Continues..."



- Summarizes efforts at the College after publication of the Self-Study
- **Planning Agenda Items**
 - To include actions/items through September 30th
 - Council members can send corrections to Vice President Jones
 - Need to determine by whom/how the document repository is maintained; could be decided by College Council
 - Information will all go into the summary report, along with appendices; it will serve as a springboard for the next steps we want/need to take

The Council had a discussion of WASC, California and nation-wide trends, guidelines/mandates related to SLOs and accountability/assessment. Currently, about 33% of California schools are on probationary/warning status (sanction) with WASC. Dr. Pollard shared that, over the next month, the College community will be inundated Accreditation: dedicating first hour of Town Meeting to topic; Deans/administrators will be communicating info to faculty, staff, and students. She is having a pre-visit meeting with Team Chair tomorrow, and will find out more about with whom/how they'll want to meet during the Site Visit. Ms. Thompson raised some concerns about arranging a meeting with the Academic Senate during the Site Visit. The discussion ended with kudos to Vice President Jones and Martha Konrad for their work preparing for and arranging the Site Visit.

c. Strategic Planning

Dr. Pollard provided an update on the process. Following the presentation at Town Meeting, she held a meeting with campus/constituency leadership. Dr. Gioia also presented to the ASLPC, Academic Senate, and Classified Senate. Currently, efforts are being focused on sharing information, soliciting feedback, and looking at the timeline and process. Endorsement has been received from the ASLPC. Classified Senate will be taking vote soon, and the Academic Senate will be forwarding feedback. Visioning Day is tentatively rescheduled for October 30.

3. New Business

In the interest of time, Dr. Pollard would like to table these items until the next meeting.

a. Institutional Effectiveness Database

Dr. Pollard will be bringing forth a recommendation for establishing a new committee in the near future, and this is tied to the proposal. The database will be housed on the Institutional Research & Planning website.

b. Clery Act

Vice President Kratochvil wanted to make Council aware of Act and the legal requirements for the College related to making data public. He would also like to add "Intranet/Internet" discussion as a future agenda item.

4. Coordination of Information

a. Planning & Budget Committee (PBC)

Held first meeting of the year; upcoming process for Instructional Equipment at next meeting.



b. Facilities Committee

First meeting will be next week, and Chair will be selected; will be presenting update on projects, along with information on SSA (footprint, secondary effects, etc...); MDB -- nearing completion of window work to faculty offices, was some delay to project and roof work; discussion of how/expectation of District seeking reimbursement of repair costs; lifts are working, although "jostling"

c. CEMC

Jason Morris sent out report to Council in advance; working to see if a meeting can be scheduled for next Friday (9/25); met with Nicole Huber and Deans about the schedule; the Council had a brief discussion about large lecture class offerings.

d. Associated Students of Las Positas College

Held Club Day yesterday; Textbook Loaner Program working on sustainability and expansion; aware of Accreditation, next Club Day will take place during Site Visit.

e. Academic Senate

Mulling over Program Review, District hiring, strategic planning; approved mutual agreement forms, will send forward to Presidents and Chancellor; on new webpage, will have history to document actions/decisions/tracking; restructured how they organize discussion in Senate (prioritizes questions and responses to questions, color-coded); visit to Cuesta College coming up; 85% of FT faculty courses loaded into eLumen; have concerns about DBSG, how agendas are set

f. Classified Senate

Working on infrastructure, template and communication tools

g. Faculty Association

Planning once a semester meeting; second hour of Town Meeting will be training session; working on faculty evaluations

h. SEIU

No representative present

5. Next Steps

6. Adjournment

STUDENT LEARNING OUTCOMES COMMITTEE
Meeting Minutes
February 1, 2010

Name	Present	Name	Present
Lauren Hasten (Chair, BCATSS)	X	Eric Harpell (MSEPS)	
Elizabeth Hopkins (PEHWA)	X	Chris Lee (St. Svcs.)	X
Mike Sato (A&C)	X	Scott Vigallon (Classified)	X
Greg Daubenmire (MSEPS)	X	Gina Webster (BCATSS)	X
Amber Machamer (Admin.)	X	Neal Ely (Admin.)	
Laurel Jones (Admin.)	X		
Helen Nguyen (ASLPC)	X	Layne Jensen for Sharon	X
Scott Ault (ASLPC)	X	Gach (Classified)	

(Decision & Action items in Bold, Research items in *Italic*)

Lauren Hasten, Chair, called the meeting to order at 2:30 pm., in Room 2411A.

I. Set Agenda

The agenda was set as drafted.

II. Review of Minutes

The draft minutes of December 7, 2009 will be reviewed at next meeting.

III. Chair's Update

A. Academic Senate Request For More Detailed Information

She reported that the Academic Senate requested a list of courses whose assessments did not conform to the 0-4 scale in eLumen in order to evaluate the impact on overall College statistics. Such a list would be compiled without any reference to individual instructors or sections and be provided to only the members of the AS Executive Board-

IV. eLumen Update

A. Software Upgrade – Scott V. shared that they were supposed to upgrade us today, to V3.8. He has not gotten a confirmed answer, but by the end of the meeting it was clear that the update had been performed.

B. eLumen/Blackboard Discussion at Chabot – Scott shared that an Instructor from Chabot asked if it would be good to set up Blackboard to work with eLumen. They have a more direct connection between grades and SLO's than we do. They might want to integrate some of the grades over to eLumen. Scott is uncertain whether or not this is even possible; the Committee agreed to leave Chabot to continue working on it.

V. College Update

A. SLO Assessment Plan – Fall 2007-Spring 2010 (See Amber's handout #1)

a. Read this document and come back for discussion for next meeting in March.

B. OLD BUSINESS

- A. **SLO Student Video Contest** – Lauren shared a big thank you to Sharon and Greg for getting the banner onto the LPC homepage. Lauren shared that she would like for everyone to share with their Faculty about the contest.
- B. **eLumen Data: Core Competencies** – So, what would the Committee like to do to accomplish the scale, data, core competency. The year of reflection will incorporate a document of outstanding issues and how we will go forward. Lauren shared how will we deal with these in the “Culture of Evidence”. Allowing people to give dialog, and how to use it. Amber is being given time at the Town Meetings to use her space to share this info. She would like people to see how this will work. (Handout #2, powerpoint) This is the background. Defining the core competencies as SLO’s. Degree level is not something that everyone understands. VP Jones asked if she was a teacher that chose only core competency, could she link it to 2 classes if they were one and the same CC? Amber answered yes, that could work fine. VP Jones asked if we are/will reassess core competency. Providing people with a background. Core assessments.

Rotating course methodology. Largely volunteer method. Text and sub-text. Number of core competencies in March, we will get to the process piece. Scott asked when the CC change, so what happens to the data in eLumen? Amber shared that Scott is ahead of her, but that will come up and she would like to see if brought to the group to vote on.

VP Jones concurred that when she arrived here, she was reviewed by a Faculty member when she arrived, about reviewing Core Competencies. Lauren shared that now we are in an alignment mode. We are still at the bottom, working our way up. Evaluate and reflect is expected. We do want to consider this. We should weigh the options.

Lauren asked if she could review what Amber is going to use at the Town Meeting and she appreciates that she wants to put it out there. Lauren would like to take it a step further and put out a motion to accept it. Amber Machamer believes that these fall into the following: Sampling, Student Unit Data & Alignment. How many SLO’s should there be in each course, and for each CC? Lauren shared that this committee has not discussed this. It is a voluntary model, rotating. We have never asked instructors to evaluate after each class. Lauren would like to see the committee make recommendations for standards. Amber shared that indeed, this committee recommends information, we have no power, and people should have these discussions and be able to bring the information to the people that actually make the decisions.

Committee discussion included:

- VP Jones shared that she recently shared with other VP’s from other colleges and they were quite impressed that we at LPC are reviewing SLO’s, etc.
- VP Jones shared that we just pick a couple items that we focus on, Lauren also agreed that it should be kept as simple as possible.
- Pie charts work well, maybe that is what needs to happen. Chris Lee shared “Do we need to go so deeply into the levels that Amber is suggesting.” Gina Webster believes that some will continue to assess every student and some will not. Student Unit Data (Laurel Jones thought that it was terribly time consuming)
- Amber asked if this was the biggest problem? , and Is there another way to approach this? Especially if it’s seeming that it is not the right way to process this? Gina W. shared that Faculty need to be clear on why they are being asked to do something, it

must be clear. The real driver of change is the programs. Connection to program review. This will be the only timing for program review.

Other points pondered by the committee:

- What exactly will Amber want to accomplish by her presentation on Wed. at Town Meeting. Lauren shared that Amber should edit her presentation. How do Faculty use SLO data in their program review? Mike Sato shared that perhaps reminding people what a core competency is and review of it. Share some information with it, but not the other things. Reminding faculty why we are doing this in the first place.
- The college knows what it's basic 10 recommendations from the WASC visit will be, we do not yet know the severity though.

C. ePortfolio Pilot Project – Lauren asked the Committee to consider the appropriate time and manner for rolling out the ePortfolio Pilot Project. The Committee has decided to recommend that we begin a Theme Year next year, after faculty have completed work on their Program Review Self-Studies.

D. eLumen Notes and Planning - In the interest of time, this item will be discussed at a later meeting.

VII. NEW BUSINESS

Program Level SLO's in eLumen – Scott shared the example of loading the core competencies. He put up on the screen as an example, Psychology classes. Which one of them gets mapped to what courses? The Faculty member would have to go in and map their own paths. It's very manual work, and if they don't want to work the tools themselves then they can send their requests for just that piece to Amber. Gina and Mike shared that it would be very helpful if they (eLumen) could request that there is a button to click on, that it's something that needs to be mapped.

SLO Data and Program Review – We have to talk about the model (Program Level outcomes are drawn from course outcomes. They should be already present at the course level. We should not have to be collecting data at the Program Level. Lauren has spent a lot of time, core problem writing core competency using SLO. (Lauren Handout #1) Lauren shared that she created this spreadsheet, and she pulled the info from eLumen. Looked at 4s and 3s and put them into the spreadsheet. She plans to key her assessments tied to resources, etc. Faculty Lead or Program Coordinator has the permissions to do this. Scott shared the online exercise of getting the data that Lauren had in Handout #1 of hers. The demo continued for the committee.

Discussion continued by everyone on the Committee deciphering the data from the eLumen demo by Scott. As well as deciding how to use it. If Faculty requested this data from Amber, they would have to be the whole program. **It was decided that the Committee would like Lauren to take this document to Faculty to share how she got the data, in case they could use it. And is it okay to have Amber (an administrator) have permissions to go in and have full access to the data.**

VIII. OTHER

Lauren shared that she will do a revised reminder of procedures to send out to Faculty.
Chris Lee shared that she like very much the reminder from Lauren to send out to remind faculty to go in and make the changes that need to be done.

Richard Grow will try to head up this committee next year and he will start attending before then.
He will try to transition for one semester.

The meeting was adjourned at 4:15 pm.

Respectfully submitted,

Layne Jensen for Sharon Gach
Classified Representative/
Administrative Assistant

Next Meeting: Monday, March 1, 2010 - 2:30 pm – Room 2411A

RPE .08

From: Laurel Jones
To: Christine Armson
Date: 3/4/2010 7:23 PM
Subject: first accred. project item
Attachments: Accreditation foc rep 1.doc

CC: Laurel Jones
Here is our first accreditation to do list

Accreditation
Follow Up Report for 10/15/2010
Site Visit

1. College Council the Steering Committee
2. Recommendation Three: Senate asks for assistance from SLO, Program Review, ALO, Research.
3. Recommendation Four: Senate asks for assistance from library, dean, ALO
4. ALO: requests two faculty members (one from each recommendation); two classified (Jeff Sperry and Elizabeth Noyes); two administrators (ALO and Amber) to be the ad hoc group to timeline, write, execute and prepare evidence, report and visit.
5. Website: update the front page and WIKI to reflect the focused report
6. Evidence: garner evidence for the follow up report
7. Writing: ALO writes the report with review from both recommendation groups: submits to College Council and to Board
8. Timeline: 3A/B and 4 - Follow up; all others midterm
9. Report dissemination (publication and mailing)
10. Visit preparation

From: Laurel Jones
To: Jennifer Adams,Christine Armson,DeRionne Pollard
Date: 3/13/2010 10:31 AM
Subject: college council timeline draft
Attachments: timeline for follow up reports due october 15.doc

Hello

I have sent forward the formal recommendation for the ad hoc to College Council. This is the tentative timeline for the ad hoc and respective follow up. Please note that I am asking the ad hoc to assist with the final timeline so I only anticipate this being a model for College Council and to garner feedback as well. The timeline will most likely be changed with the ad hoc.

Thank you.

Laurel

General Timelines for all October 15th Accreditation Follow Up Reports: Working from October 15th, 2010. **DRAFT ONLY**

1. Follow Up Report due to WASC October 15th, 2010, along with a site visit.
2. Board approval for LPC Follow Up report at September Board meeting 2010
3. Special College Council Meeting August 31st for Follow Up Report approval before board submission
4. College Wide Report dissemination for review and comment beginning August 1st, 2010 through the wiki process
5. Report write up completed in late July (ALO is the author of the final report), with section submissions from recommendation 3a, 3b and 4 ad hoc.
6. Final Recommendation write ups due to the ALO via wiki June 30th, 2010
7. Ad hoc reviews of all draft write ups via wiki May 21st; draft review includes edits, additional information that needs to be added; review of documentation and evidence and final review of continued action items for fall 2010 and spring 2011 (this action timeline needs to be included as part of the follow up report and visit).
8. April and May: ad hoc works with recommendation work groups on timelines for recommendation completion, set up of wiki writing and document/evidence for spring response completion. Ad hoc sets up the work for summer writing and response continuation. Ad hoc gives College Council updates up through May, 2010.

Follow Up Report Brainstorming Template

Recommendation 3A

Program Review

To meet the Commission's 2012 deadline in the assessment of student learning outcomes, and to achieve a level of proficiency in program review for all efforts, the team recommends that:

A. The college fully integrate its processes for the assessment of student learning outcomes with its processes for program review and planning. (I.B.1, II.A.2.a, II.A.2.b)

Team Member(s):

Step 1: Write a list or paragraph that gives documentation of planned steps taken to respond to the recommendation.

- 1) Did you get a group of people together for recommendation response? Who were they?
- 2) Did you meet? What were the dates?
- 3) Did you make a timeline for recommendation completion? Please attach.

Step 2: Planning and Gathering Evidence

- 1) What action steps are you taking through the month of May to respond to the recommendation? Please list chronologically with dates and place.
- 2) Please attach evidence of the action step.

Step 3: Timelines

Provide a timeline for continued completion of the recommendation with dates and action steps. Timeline must end with Recommendation completed and should not go beyond December 2010.

Follow Up Report Writing Template

Recommendation 3A

Program Review

To meet the Commission's 2012 deadline in the assessment of student learning outcomes, and to achieve a level of proficiency in program review for all efforts, the team recommends that:

A. The college fully integrate its processes for the assessment of student learning outcomes with its processes for program review and planning. (I.B.1, II.A.2.a, II.A.2.b)

Team Member(s):

Descriptive Summary:

Analysis of the Results Achieved to Date:

Additional Plans:

Evidence for College Recommendation 3A:

Follow Up Report Brainstorming Template

Recommendation 3B

Program Review

To meet the Commission's 2012 deadline in the assessment of student learning outcomes, and to achieve a level of proficiency in program review for all efforts, the team recommends that:

B. The college fully implement a program review process for all administrative programs and services. (I.B.3, III.A.6, III.B.2, III.D.3)

Team Member(s):

Step 1: Write a list or paragraph that gives documentation of planned steps taken to respond to the recommendation.

- 1) Did you get a group of people together for recommendation response? Who were they?
- 2) Did you meet? What were the dates?
- 3) Did you make a timeline for recommendation completion? Please attach.

Step 2: Planning and Gathering Evidence

- 1) What action steps are you taking through the month of May to respond to the recommendation? Please list chronologically with dates and place.
- 2) Please attach evidence of the action step.

Step 3: Timelines

Provide a timeline for continued completion of the recommendation with dates and action steps. Timeline must end with Recommendation completed and should not go beyond December 2010.

Follow Up Report Writing Template

Recommendation 3B

Program Review

To meet the Commission's 2012 deadline in the assessment of student learning outcomes, and to achieve a level of proficiency in program review for all efforts, the team recommends that:

B. The college fully implement a program review process for all administrative programs and services. (I.B.3, III.A.6, III.B.2, III.D.3)

Team Member(s):

Descriptive Summary:

Analysis of the Results Achieved to Date:

Additional Plans:

Evidence for College Recommendation 3B:

Follow Up Report Brainstorming Template

Recommendation 4

Information Competency

To meet the standards the team recommends that the college use campus-wide dialog to develop ongoing instruction for users of library and learning support services to ensure students develop skills in Information Competency. (II.C.1.b)

Team Member(s):

Step 1: Write a list or paragraph that gives documentation of planned steps taken to respond to the recommendation.

- 1) Did you get a group of people together for recommendation response? Who were they?
- 2) Did you meet? What were the dates?
- 3) Did you make a timeline for recommendation completion? Please attach.

Step 2: Planning and Gathering Evidence

- 1) What action steps are you taking through the month of May to respond to the recommendation? Please list chronologically with dates and place.
- 2) Please attach evidence of the action step.

Step 3: Timelines

Provide a timeline for continued completion of the recommendation with dates and action steps. Timeline must end with Recommendation completed and should not go beyond December 2010.

Follow Up Report Writing Template

Recommendation 4

Information Competency

To meet the standards the team recommends that the college use campus-wide dialog to develop ongoing instruction for users of library and learning support services to ensure students develop skills in Information Competency. (II.C.1.b)

Team Member(s):

Descriptive Summary:

Analysis of the Results Achieved to Date:

Additional Plans:

Evidence for College Recommendation 4:

PROGRAM REVIEW FALL 2009 – SPRING 2010

THE PURPOSE OF PROGRAM REVIEW

In its seminal white paper on program review, the Academic Senate for the California Community Colleges states,

Program review is the process through which constituencies (not only faculty) on a campus take stock of their successes and shortcomings and seek to identify ways in which they can meet their goals more effectively. ... Program review should model a miniature accreditation self-study process within a designated area of the campus. In essence, it provides a model and practice that generates and analyzes evidence about specific programs. Eventually this work should guide the larger work of the institution, providing the basis for the educational master plan and the accreditation self-study as well as guiding planning and budgeting decisions.¹

Program Review should serve “as a mechanism for the assessment of performance, acknowledge accomplishments and academic excellence, improve the quality of instruction and services, update programs and services, and foster self-study and renewal.”² It “should also be seen as an integral component of campus planning that will lead to better utilization of existing resources. ... It is essential that program review be a meaningful process that contributes to the overall quality of the program and the college without creating unsustainable workload or data requirements.”³

LPC ACADEMIC PROGRAM REVIEW

After extensive discussion and review of the literature, the Program Review Committee,

¹ Program Review: Setting a Standard, a publication of the Academic Senate for California Community Colleges, p. 6.

² Ibid., pp. 6-7.

³ Ibid., p. 7.

an *ad hoc* committee of the LPC Academic Senate, is recommending a two-part program review process for 2009-2010. In proposing these recommendations, the committee is acting under the following assumptions:

- There are three primary audiences for the program review
 - The discipline: The completed review provides a document which will guide decision making by the faculty within the discipline and can be used to educate new faculty about the internal workings and goals of the discipline.
 - The college and wider communities: The collective program reviews inform the various constituencies within the college, as well as the public, about the activities, accomplishments and goals of the academic disciplines.
 - The Program Review and Planning committees: The completed program reviews will be reviewed by the Program Review Committee and Planning and Budget Committee (or other committee(s) as mutually agreed on).
- The program reviews will be used by the college to guide budget development and resource allocation through a shared governance process embodied by one or more committees whose members represent various college constituencies and whose mission is to make recommendations that will help guide the college's planning and budgeting decisions.

PART I: SELF-STUDY

Part I of the program review is the self-study. In this part, the goal is to inform the reader about the accomplishments of the program and the challenges it faces and to identify the needs and opportunities presented by those accomplishments and challenges.

The review should be a candid self-evaluation supported by evidence, including both qualitative and quantitative data. It should honestly document the positive aspects of the program and establish a process to review and improve the less effective aspects of a program. A well developed program review process will be both descriptive and evaluative, directed toward improving teaching and learning, producing a foundation for action, and based upon well-considered academic values and effective

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practices.⁴

In the self-study, faculty may ask themselves such questions as, “what have we accomplished since the last program review?” “What is the current status of our program?” “Where would we like to take our program?”

Guidelines for Part I of the program review are detailed below. Currently, the timeline for completing this portion of the review is Fall 2009.

PART II: PLANNING and RESOURCE REQUEST

In Part II, disciplines will discuss in more detail the opportunities and needs identified in Part I. While the Program Review Committee continues to work on crafting guidelines for this part, it is expected that in this portion of the program review faculty will provide specific information about their needs and goals, as well as a discussion of ways and means to meet their needs or accomplish their goals. In this part, faculty will be asked to summarize their plans and to indicate the resources needed to accomplish their goals. They may be asked to prioritize these goals. The outcomes of this part should feed directly into the planning and budget processes of the college.

The final phase of program review is the validation step. It is most likely that the Program Review Committee will perform this task.

⁴ Ibid., p. 6.

THE PROGRAM REVIEW TEMPLATE

PART I

This template is not intended to restrict the writing process, but to facilitate it. The self-study author(s) should make content and organizational choices which present a clear, cohesive, persuasive, and well-researched document.

A. Program Description:

Write a short description of your program designed to introduce the reader to your program. Your description may be similar, or identical, to your program's catalogue description, or it may include other aspects that you feel are important for the reader to know about your program.

B. Program Mission

Include the following as applicable:

- What is the program's mission? Please review your last program review. Has the program's mission changed? If so, how?

- The college's mission is as follows:

Las Positas College is an inclusive, learning-centered institution providing educational opportunities that meet the academic, intellectual, career-technical, creative, and personal development goals of its diverse students. Students develop the knowledge, skills, values, and abilities to become engaged and contributing members of the community.

How does your program's mission support the college's mission?

C. Program Analysis

Please analyze each of the following areas. **In your analysis, discuss your program's accomplishments and challenges in each area and identify opportunities and needs.** Use both quantitative and qualitative data to support your analysis. Data sources include the Discipline/Cluster Data Sheet F 2005 – S 2009 and the Data Starter Kit provided by Dr. Amber Machamer, as well as information from the Master Plan and /or previous program reviews. As you analyze these areas, seek to identify additional data needs for this and future reviews.

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You may address the following areas in the order that is most appropriate for your program.

- Course Offerings
 - (Refer to “Total Courses Offered” and “Total Sections Offered” on the Discipline/Cluster Data Sheet.)
- Staffing Resources
 - (Refer to “Staffing Resources” on the Discipline/Cluster Data Sheet. Contact your Division Dean for information on Classified and Administrative Staffing Resources.)
- Physical Resources
 - (Refer to the Master Plan and/or your last Program Review.)
- Technology Resources
 - (Refer to the Master Plan, your last Program Review and/or the Technology Plan.)
- Fiscal Resources
 - (Attach Discipline Annual Budget.)
- Students
 - Enrollments
 - (Refer to “Total Majors in discipline,” “Enrollments,” and “FTES” on the Discipline/Cluster Data Sheet. Also refer to the Enrollment Management Report.)
 - Demographics
 - (Refer to “Gender,” “Race/Ethnicity,” “Registered Learning Disability,” and “Educational Goal” on the Discipline/Cluster Data Sheet.)
 - Student Success
 - (Refer to “Program Success” on the Discipline/Cluster Data Sheet.)
 - Program Efficiency
 - (Refer to “Program Efficiency” on the Discipline/Cluster Data Sheet.)
 - Other
 - (This may include student input, college assessment score success, pre-

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requisite or co-requisite success data, state and/or federal mandates and other relevant information.)

- Student Learning Outcomes
 - Course Level Student Learning Outcomes
 - Total number of courses
 - Number of course Student Learning Outcomes written
 - Number of courses assessed at least once
 - Attach your Student Learning Outcome timeline here (Dr. Machamer can provide this to you if you have completed it with her. If not please fill out the Student Learning Outcome Time line sheet now)
 - Program Level Student Learning Outcomes (If appropriate)
 - Number of Programs (Major Degrees or Certificates) your Program Offers
 - Number of Degrees and Certificates with at least one Student Learning Outcome.
 - Student Learning Outcomes Assessment Analysis: Analyze your assessment data and summarize trends in outcome proficiency vs nonproficiency. Discuss accomplishments, challenges, opportunities and needs indicated by the data analysis.
 - Suggestion: Use the SLO Assessment Analysis worksheet to assist in the analysis and summary of trends.
 - Contact Dr. Machamer if you would like to have an SLO assessment data chart done.
- Curriculum Review
 - (To provide supporting documentation, attach the curriculum spreadsheet **Curriculum Revision Template - AM - 2008.xls** if you have already completed it or obtain the curriculum revision template from Dr. Machamer and complete it.)
- Interaction with Other Groups and Staff
 - This may include advisory boards and transfer institutions.
- Other.
 - Discuss here any aspects of your program which do not fit into the categories above, but which you feel need to be addressed.

Rev. 02/22/10

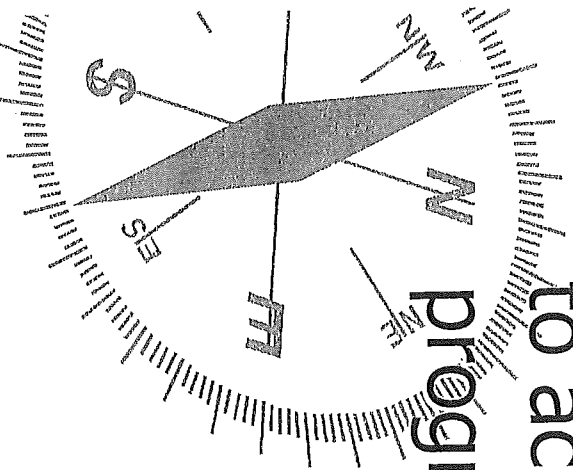
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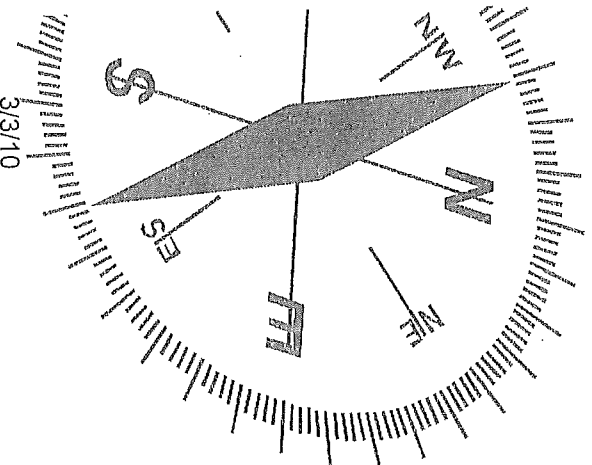
Recommendation Three A

To Meet the Commission's 2012 deadline in the assessment of student learning outcomes, and to achieve a level of proficiency in program review for all efforts, the team recommends that:



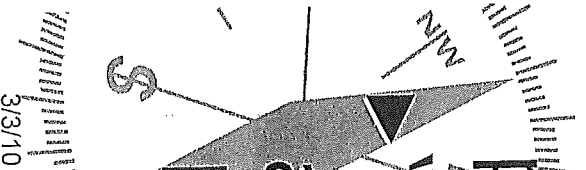
Recommendation Three A

The college fully integrate its processes for the assessment of student learning outcomes with its processes for program review and planning



Accreditation Report Responses

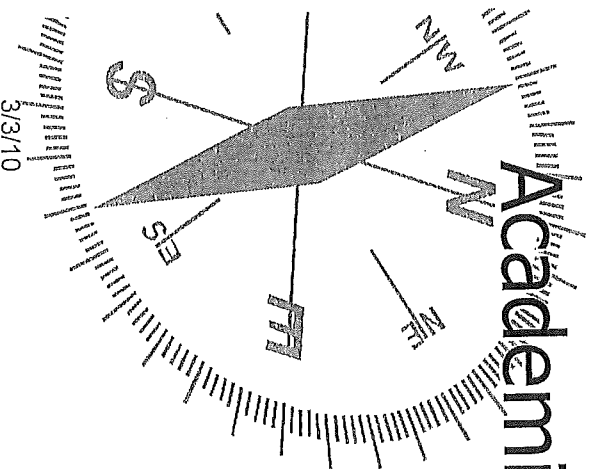
- ▶ "A careful review of meeting records (SLO) indicates a considerable gap in progress
- ▶ "The college is still striving to integrate the SLO assessment with its program review processes and then.... "
- ▶ "Transition to using assessment in self analysis that leads to improvement of learning and teaching"



Recommendation 3 Analysis and Participatory Governance Response

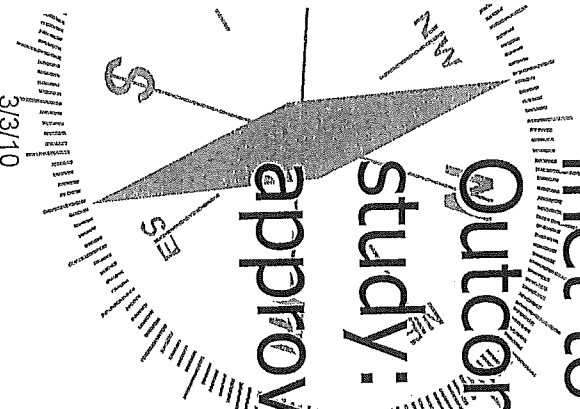
- ▶ Need a student learning outcome assessment model (SLO committee reviewed and recommended a model to

Academic Senate 2/10/10)



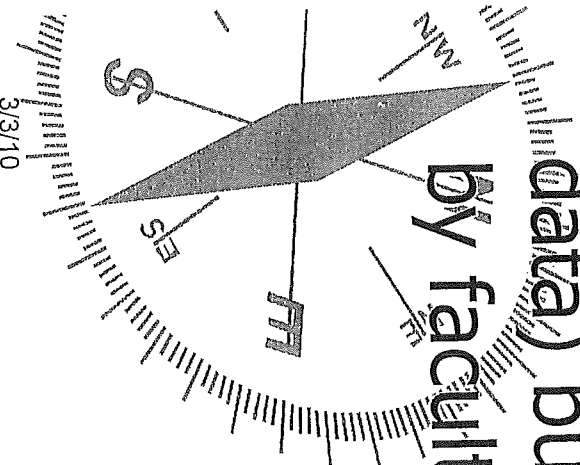
Recommendation 3 Analysis and Participatory Governance Response

- ▶ Need to integrate the student learning outcome assessment model into the program review self study (subcommittee met to integrate "Student Learning Outcomes Assessment Analysis" into self study: going through Senate process for approval)



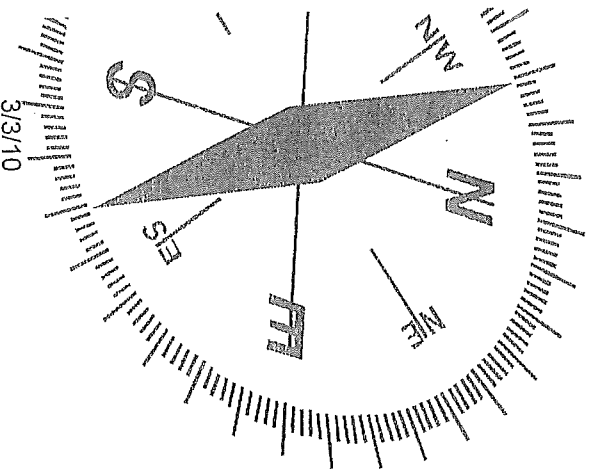
Recommendation 3 Analysis and Participatory Governance Response

- ▶ Need a user friendly way to access the data necessary for the analysis (Office of Institutional Research assisting with the data) but can be accessed through elumen by faculty as well



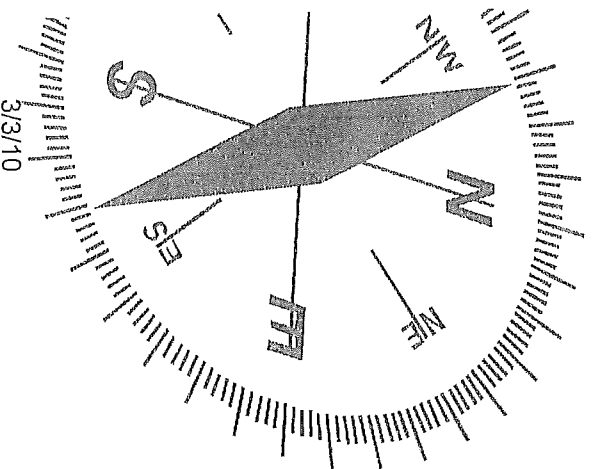
Program Review Integration (Self Study): Elena Cole

- ▶ <http://grapevine.laspositascollege.edu/academicsenate/index.php>.



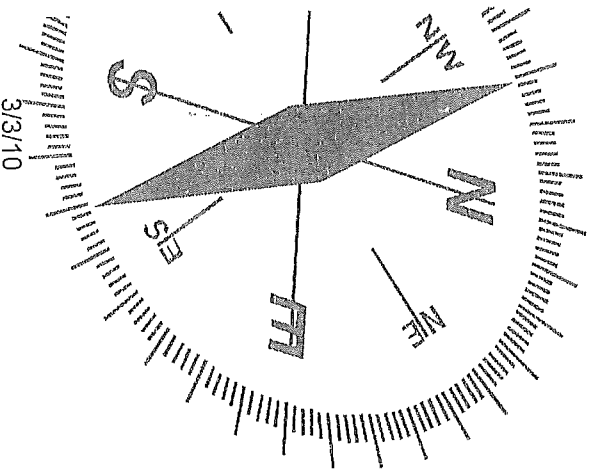
Assessment/Analysis Process and Model: Lauren Hasten

► Go to eLumen



SLO Assessment Analysis: Lauren Hasten

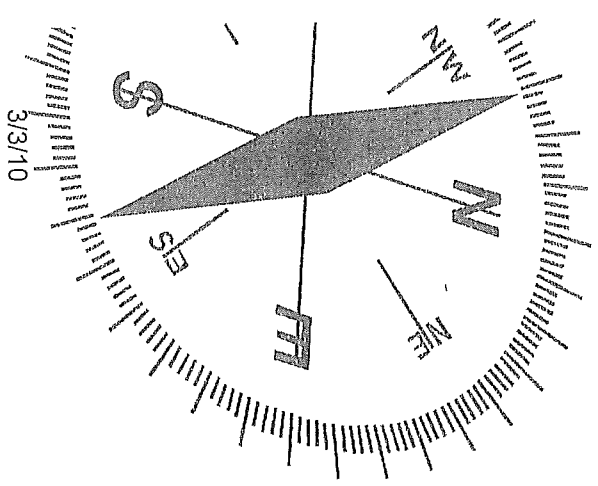
- ▶ Data
- ▶ Analysis Worksheet



Data Packet

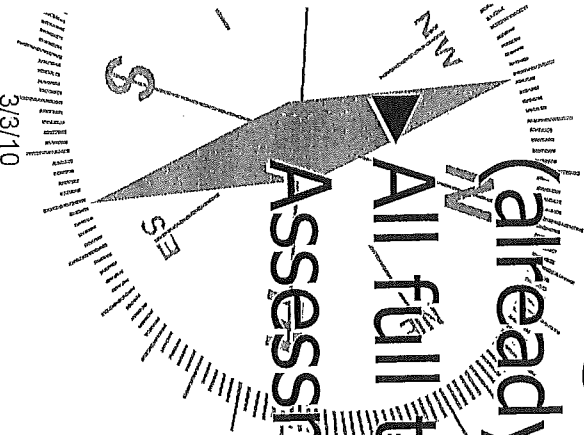
Amber Machamer

► Go to data workbook



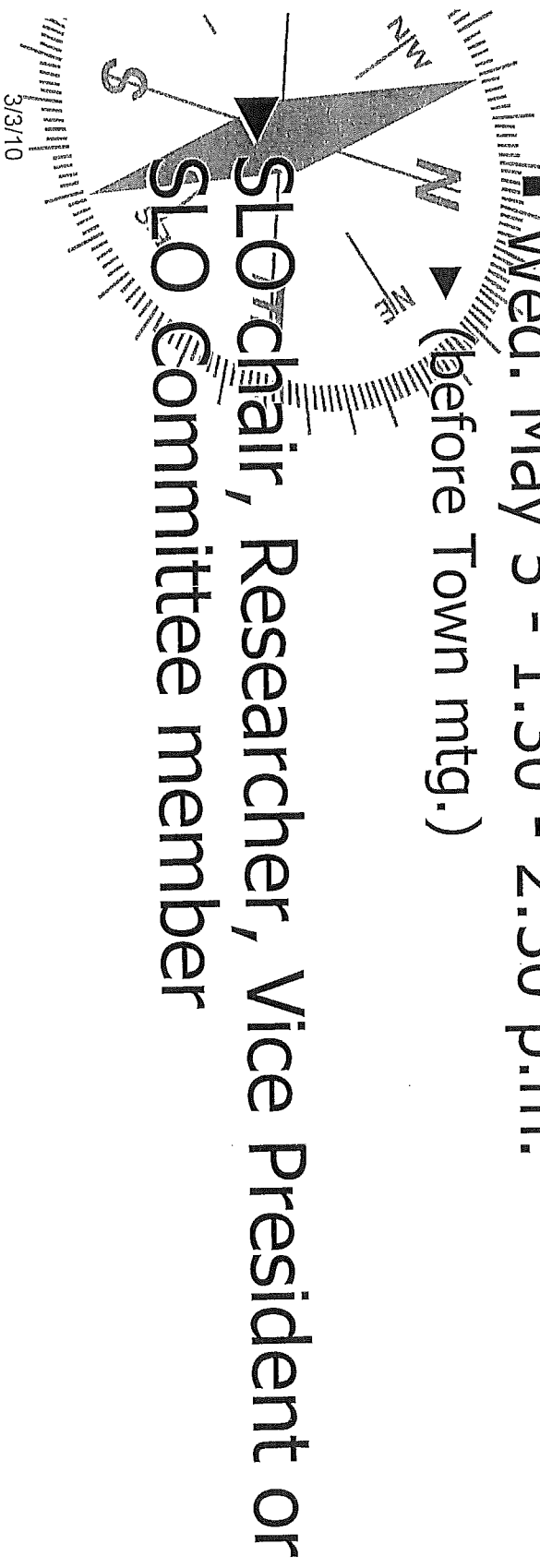
Where do I find this?

- ▶ Program Review Self Study
 - http://grapevine.laspositascollege.edu/academic_senate/index.php.
- ▶ Data given to Program Review leads (already completed)
- ▶ All full time faculty have access to the Assessment by Program Report



What if I need Help?

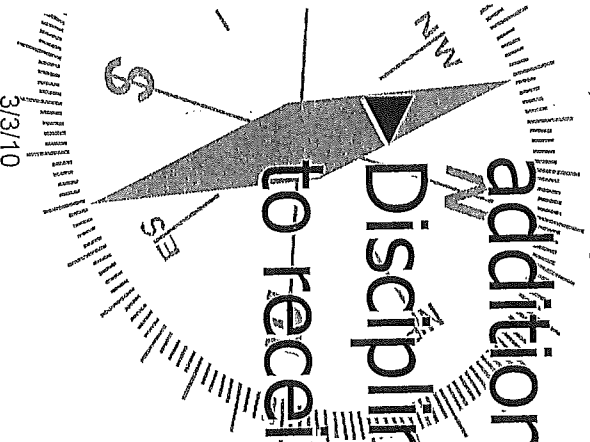
- ▶ Teaching and Learning Center Workshops
 - Wed. March 17 - 1:30 - 2:30 p.m.
 - ▶ (before Division mtgs.)
 - Thur. March 25 - 3:00 - 4:00 p.m.
 - Wed. May 5 - 1:30 - 2:30 p.m.
 - ▶ (before Town mtg.)



3/3/10

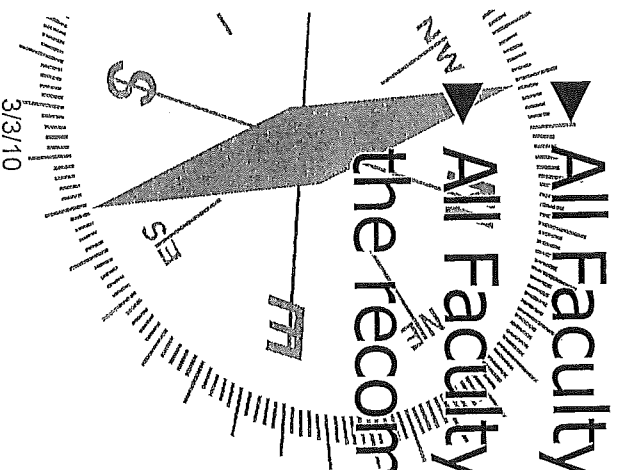
Today's Outcomes

- ▶ Consistent information and answers to the integration of student learning outcomes assessment analysis to faculty and staff
- ▶ Process clarification and understanding of additional self study program analysis
- ▶ Discipline program review lead is identified to receive data information



Today's Outcomes

- ▶ All Faculty and Staff have training and assistance opportunities
- ▶ All Faculty and Staff retain the Common Ground timeline for Program Review Completion
- ▶ All Faculty and Staff know where to find items
- ▶ All Faculty and Staff know what will be included in the recommendation three (A) response



SLO Assessment Analysis Worksheet

Course	SLO	Assessment Trends Summary	Possible Explanations	Course level next steps (if any)
<p>Example 1A (not based on real data)</p>	<p>Using this worksheet, faculty will be able to use data to assess trends, analyze possible explanations and create action plans to improve student performance</p>	<p>While a large proportion of faculty are at the above proficient level we have a large proportion who are at the below proficient level and another large group who have not attempted the assessment.</p>	<p>Many faculty have not had the training or opportunity to work with data in this way. Faculty need work time (individually and in discipline groups).</p>	<p>We will provide training at Town Meeting and one-on-one assistance to help faculty fill out the worksheet and make program decisions based upon SLO assessment data. Part of Town Meeting will be used for faculty work time.</p>
Course 1	Critical Thinking - SLO 1			
Course 1	Critical Thinking - SLO 2			
Course 1	Critical Thinking - SLO 3			
Course 1	Critical Thinking - SLO 4			
Course 2	Critical Thinking - SLO 5			
Course 3	Critical Thinking - SLO 6			
Course 4	Communication - SLO 7			
Course 5	Creativity/Aesthetics- SLO 8			

Course	SLO		Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Trend
ANTH1	Successful completion of ANTH 1 will enable a student to differentiate and identify fossil hominid species based on typical anatomical characteristics.									
		Mastery	x	x	47.90%	43.80%	35.30%	56.88%	39.50%	
		Above Proficiency	x	x	35.40%	21.30%	19.80%	15.59%	29.30%	
		Total			83.30%	65.10%	55.10%	72.47%	68.80%	Overall decline.
ANTH1	Successful completion of ANTH 1 will enable a student to deconstruct the biological concept of "race."									
		Mastery	x	x	x	x	82.00%	85.70%	61.60%	
		Above Proficiency	x	x	x	x	0.00%	0.00%	17.40%	
		Total	x	x	x	x	82.00%	85.70%	79.20%	Recent decline.
ANTH1	Successful completion of ANTH 1 will enable a student to explain Charles Darwin's theory of natural selection through the use of relevant concepts including fitness, selective pressure and differential reproductive success.									
		Mastery	x	x	x	x	x	x	33.70%	
		Above Proficiency	x	x	x	x	x	x	20.90%	
		Total	x	x	x	x	x	x	54.60%	Not enough data.
ANTH1L	Successful completion of ANTH 1L will enable a student to apply the scientific method to research in anthropology.									
		Mastery	x	x	x	x	x	x	50.00%	
		Above Proficiency	x	x	x	x	x	x	30.00%	
		Total	x	x	x	x	x	x	80.00%	Not enough data.
ANTH1L	Successful completion of ANTH 1L will enable a student to identify fossil hominid species including osteological adaptations.									
		Mastery	x	x	x	x	52.40%	43.20%	54.80%	
		Above Proficiency	x	x	x	x	28.60%	27.00%	25.80%	
		Total	x	x	x	x	81.00%	70.20%	80.60%	Atypically better in the Fall. More data is required.
ANTH2	Successful completion of ANTH 2 will enable a student to analyze archaeological data to build theories about change in prehistoric societies.									
		Mastery	x	x	x	x	41.70%	x	60.00%	
		Above Proficiency	x	x	x	x	20.80%	x	23.30%	
		Total	x	x	x	x	62.50%	x	83.30%	Significant improvement shown.
ANTH3	Successful completion of ANTH 3 will enable a student to collect, describe, use, and interpret the data resulting from anthropological methodologies including participant observation and ethnography.									
		Mastery	x	55.30%	58.20%	68.40%	70.50%	56.80%	52.80%	
		Above Proficiency	x	x	30.40%	21.00%	23.10%	39.50%	22.20%	
		Total	x	55.30%	88.60%	89.40%	93.60%	95.30%	75.00%	Steady and significant improvement with a sharp and sudden recent decline.
ANTH4	Students who successfully complete ANTH 4 will be able to describe the dynamic relationships between language, social context, thought, and cultural norms.									
		Mastery	x	x	x	x	x	x	75.00%	
		Above Proficiency	x	x	x	x	x	x	18.80%	
		Total	x	x	x	x	x	x	93.80%	Not enough data.
ANTH5	Successful completion of ANTH 5 will enable a student to analyze the pattern of U.S. government responses to successive immigrant groups through its changing immigration policies.									
		Mastery	x	x	x	x	56.90%	20.60%	28.00%	
		Above Proficiency	x	x	x	x	25.90%	44.10%	28.00%	
		Total	x	x	x	x	82.80%	64.70%	52.00%	Sharp and steady decline.
ANTH12	Successful completion of ANTH 12 will enable a student to interpret ritual practices from various anthropological/theoretical perspectives.									
		Mastery	x	x	x	30.00%	x	50.00%	x	
		Above Proficiency	x	x	x	35.00%	x	22.20%	x	
		Total	x	x	x	65.00%	x	72.20%	x	Demonstrated improvement.
ANTH13	Successful completion of ANTH 13 will enable a student to analyze human bones for identification of sex, ancestry, age, trauma and stature.									
		Mastery	x	x	x	x	x	50.00%	42.40%	
		Above Proficiency	x	x	x	x	x	18.20%	45.40%	
		Total	x	x	x	x	x	68.20%	87.80%	Significant and sharp improvement shown.

RPE . 010

From: Martha Konrad
To: Full Time Faculty Spring 2010
Date: 3/16/2010 8:33 AM
Subject: SLO-Program Review Workshops

CC: Laurel Jones; Scott Vigallon

This is a reminder that the three SLO-Program Review workshops will take place in the Teaching and Learning Center on the following dates, beginning tomorrow:

Wed. March 17 - 1:30 - 2:30 p.m.
Thur. March 25 - 3:00 - 4:00 p.m.
Wed. May 5 - 1:30 - 2:30 p.m.

Please respond directly to Scott Vigallon via Groupwise (or svigallon@laspositascollege.edu) so that he can contact the facilitators with your reservation.

Thank you.

Martha Konrad
Academic Services Assistant
925.424.1104

Information Competency Ad-Hoc Committee
Report of the Distance Education Meeting, March 26, 2010

I shared IC information, showed the IC website, and extended invitation to the two March dialogues. Also, faculty, staff, and students can submit questions, concerns, comments, and ideas via email or the IC website. Additional sessions can be scheduled should the need arise. Encouraged everyone to attend dialogues but especially if they have a DE perspective they want to share.

The committee discussed IC and its implications for DE and brainstormed ideas as they would relate directly to the distance education program and curriculum. It seemed from the discussion that most everyone on the committee assumed an IC graduation requirement was a foregone conclusion.

Ideas and Comments:

- Librarians can create sample assignments that use IC elements for instructors to model and make discipline specific.
- Add a Library link to the standard DE course template. Add more Library folders to include instructions, information about databases and resources, etc.
- Opt for a course based IC requirement (versus instructor based as they have at Chabot for the American Cultures requirement).
- Develop IC online tutorials/modules (such as the current plagiarism module) that can be used by any DE instructor.
- Follow American Cultures model, which does not require additional units. Course outlines which demonstrate A.C. elements are submitted for review and approval by Curriculum Committee. Early in A.C. history, Peggy Riley trained instructors on incorporating A.C. into their courses.
- English 1A is adding labs to each section. Suggest devoting certain number of lab sessions to IC.
- Require a course like English 104 where no units are attached but must be taken by all students.
- Create self-paced online modules to be used/posted in DE classes.
- Any IC components must be incorporated across all sections of a course, not just the DE ones.
- Concern was expressed that some models would overwhelm the current staffing of library.

- Integrate/embed IC into courses where appropriate.

Action Items:

- Scott will try to attend one of the sessions.
- Alex will inform ASLPC of dialogues to see if any student reps will be able to attend.
- May add IC to future DE meeting agendas as needed.

Report submitted by Frances Hui 3/27/10.

RPE.011

From: Laurel Jones
To: Christine Armson
Date: 4/26/2010 8:42 AM
Subject: Fwd: InfoComp
Attachments: Action Items 4_20_10.doc; DEInfoCompDialogueSummary 3-26-10.doc; Dialogue Summaries 4 19 10.doc; Information Competency Literacy Draft1 def.doc

Chris,
Can you please print out one copy of each of these so I can write this section up, and can you send to Jeff for evidence in recommendation four?
Thanks.

>>> Cheryl Warren 4/23/2010 8:08 AM >>>
Here are documents from the last Recommendation 4 meeting.

Agenda /Action Items from meeting
Dialogue Summaries
DE Dialogue summary
Draft 1 InfoComp definition for Library webpage on InfComp at LPC

Because I was out sick, we missed the original meeting date.

If I am leaving something out or you have any questions let me know.

Cheryl

Cheryl Warren
Library Coordinator
Las Positas College
3033 Collier Canyon Rd
Livermore, CA 94551
925-424-1156
925-424-1150

Dialogue Summaries 3/30/10 & 3/31/10

Each session started with Dr Manwell giving an overview of the dialogue process. A summary handout on Information Literacy was available for participants. Librarians presented a brief history of the movement, overview of ASCCC position paper on IC and an overview of ACRL's standards, indicators and outcomes that is the backbone of IC used by all academic institutions. Reviewed WASC timeline and expectations.

Both sessions had a healthy discussion on various aspects of Information Competency, the problems participating instructors faced with the various levels of information literacy that the students had. Also discussed various approaches to instill a suitable level of information literacy to students, especially those in the "digital generation", who are transferring to universities and developing life long learning skills.

Participants spent some time talking in general terms about the main points of Information Literacy: formulating & defining a topic, choosing appropriate information formats, locating information sources, retrieving efficiently & effectively, evaluating the information & sources and developing a project or product from the sources using the information in an ethical manner. Discussion on: What is important to students? - How do students feel about information and the research process? Discussed barriers and student perceptions: i.e. instant gratification environment, time management, no filtering skills, everything is on Google, engaging their interest or curiosity, etc. Discussed importance of IC skills for life long learning. It was noted that the research process is not linear making it even more awkward to teach and assess.

Discussed the extent to which classes needed to incorporate all of the ACRL standards. Is it necessary to have all classes trying to incorporate all IC components? Librarians felt no. Not all components of Information Literacy as stated by ACRL are necessarily suitable to all classes. But various IC components generally show up in most all courses and best to have instructors continue to improve and develop those IC components suitable to their curriculum. Reinforcement and experience to IC principles is always useful to students. All agreed however, several courses that are suitable for all IC standards needed to be identified in order to incorporate and expose all the principles of IC Competency to as many students as possible. This approach will satisfy WASC requirements and provide a strong starting point. Identifying what LPC instructors are already doing and using as best practices was also talked about.

Also discussed was the place that technology plays in information literacy in both creating the current problem by making so much information instantly available and also facilitating access and creating tools that students can use to both navigate and create interesting products from the information. Discussion also acknowledged that the critical thinking skills required are more central to IC. Problem: How to incorporate these concepts into assignments for students?

Librarians appreciated the nice comments about their program and work with students on IC.

Suggestions:

- Flex Time to have workshops that engage Faculty in the ACRL standards and showcase some of the best practices currently being used by LPC faculty.
- Offer workshops through Teaching and Learning Center that faculty can sign up for that demonstrate new Library Resources useful for IC, discuss assignments that incorporate IC, and provide some SLO's related to IC that might be applicable or customizable to assignments.
- Survey Faculty to identify what IC components they are teaching now, problems, successes, etc.
- Collect IC research assignments from faculty to post as examples of assignments that work.
- Post sample assignments and SLO's that incorporate IC principles.
- RAW site might be used to incorporate and demonstrate some or all of the IC components including examples.
- Investigate what types of tools can be developed for faculty to use to help with IC. Tools could be useful to Distant Ed learners and integrated into BlackBoard. Create tutorials or modules that will work with on-campus or distant learners.
- Introduce fundamental IC components into basic skills.
- Collaborate with Counselors to identify and encourage students that might need IC skills to persuade students to sign up for Library Research Classes and to collaborate with Librarians to incorporate more of IC into the Counselors' study skills classes.

Participants

Angela Amaya
Elizabeth Hopkins
Frances Hui
Tina Inzerilla
Julie Keener
Candy Klaschus
Philip Manwell
Robin Roy
Karin Spirn
Scott Vigallon
Cheryl Warren
Distance Education Committee – see separate document

RPE . 12

From: Christine Armson
To: LPC
Date: 6/15/2010 10:57 AM
Subject: Accreditation Follow Up
Attachments: How to access and respond to the follow up report.pdf

On behalf of Laurel Jones:

Dear LPC:

Following comments made on the drafts and using action plans from recommendation groups, the tentative recommendation drafts have been completed and are ready for continued campus review.

Please review the follow up reports and give your edits/responses through the Wiki process, (instructions attached.) Continued edits will be made based on College response with a draft report available early Fall, 2010.

If you have any questions, please contact Pam Luster, Jeff Sperry or Chris Armson.

Thank you.

Laurel Jones, Accreditation Liaison Officer

How to access and respond to the follow up report

Go to the LPC home page: <http://www.laspositascollege.edu/>

Click the Faculty + Staff link in the upper right corner.

Click Accreditation Wiki Login in the left side menu. This will take you to the wiki.

You will need to log in to leave comments and responses. To do this, click Log In from the right side.

Username: acclpc (unless you have your own login – talk to Jeff Sperry if you want one)

Password: lpcacc

Click Response Drafts in the menu.

Click the recommendation that you would like to view.

You can now view the recommendation. To leave a response/comment, click Add Comment at the bottom. If you do not see the Add Comment button, you need to log in using the username/password listed above.

Responses will be collected throughout the summer, 2010.

If you need any assistance, contact Jeff Sperry in the Teaching and Learning Center (room 2410) at x1655.



College Council

May 20, 2010
2:30 p.m., Room 1603

AGENDA

- | | |
|---|-------------------------------|
| 1. Review and Approval of Minutes | 2:30 – 2:35 p.m. |
| 2. Update from Chancellor Kinnamon | 2:35 – 3:00 p.m. |
| 3. Old Business | |
| a. Governance System – Revision of Handbook | 3:00 – 3:05 p.m. |
| b. Accreditation | 3:05 – 3:20 p.m. |
| i. Update from Ad-Hoc Group(s) | |
| c. Institutional Effectiveness and Planning | 3:20 – 3:50 p.m. |
| i. Strategic Plan | |
| ii. Development of “Common Tool” | |
| d. Mutual Agreement Documents | 3:50 – 3:55 p.m. |
| e. Proposal for Institutional Effectiveness Committee | 3:55 – 4:00 p.m. |
| 4. New Business | 4:00 – 4:15 p.m. |
| a. Climate Action Plan | |
| b. Information Item from Student Success Committee | |
| 5. Coordination of Information | 4:15 – 4:25 p.m. |
| a. Planning & Budget Committee (PBC) | |
| b. Facilities Committee | |
| c. College Enrollment Management Committee (CEMC) | |
| d. Associated Students of Las Positas College (ASLPC) | |
| e. Academic Senate | |
| f. Classified Senate | |
| g. Faculty Association | |
| h. SEIU | |
| 6. Next Steps | 4:25 – 4:30 p.m. |
| 7. Adjournment | 4:30 p.m. |
| <i>Upcoming Topics & Future Thinking</i> | |
| ♦ <i>Special Meeting of College Council</i> | <i>August 31st</i> |
| ♦ <i>Assessment of College Governance System</i> | <i>2010-11</i> |



College Council

May 20, 2010
2:30 p.m., Room 1603

MINUTES

Present: DeRionne Pollard, Joel Kinnamon, Jeff Sperry, Debbie Earney, Janice Cantua, Judy Martinez, Lilia Camino, Heidi Ulrech, Britney Barsotti, Dale Boercker, Bob Kratochvil, Andi Schreibman, Sylvia Rodriguez, Jim Gioia, Barbara Morrissey, Jane McCoy, Philip Manwell, Sarah Thompson, Carol Edson, Rich Butler, Ted Kaye, Mark Tarte, Thompson, Sharon Davidson, Chyi Chang, Karen Kit, Layne Jensen, Cynthia Ross, John Ruys, Kimberly Tomlinson, John Armstrong, Mike Ansell, Amber Machamer, Adeliza Flores, Todd Steffan, Pam Luster, Elizabeth Hopkins, Jan Noble

1. Review and Approval of Minutes

The committee members reviewed the minutes from the meeting on April 15, 2010.

Motion: To approve the minutes from April 2010.

MSC: Tomlinson/Luster

Vote: Approved

2. Update from Chancellor Kinnamon

Dr. Kinnamon attended the College Council meeting to provide the campus community information on the search process for a new permanent President. He stated that "we are not in a hurry," and noted that we are probably looking at next Spring as the earliest that there would be a new President in place. In the meantime, he shared that he is committed to doing whatever is needed to move forward with the College's plans, stay safe, be on track with progress, and feel assured. He anticipates following a process similar to the last Presidential search in 2007-08. In the near future, an Interim replacement will be identified for Dr. Jones' position, and they will start a timeline and thinking for that process as well. He would like to have the President selected/in place so that s/he can be involved in selecting the new Vice President of Academic Services. The Chancellor then responded to questions from the faculty, staff, students, and administrators in attendance:

- Q: What will be process for selecting interims for President and Vice President
 - A: Regarding the Vice President position – he has begun talking with Dr. Pollard about that, and she will make a recommendation to him.
Regarding the President – it is too soon to respond about that.
- Q: Will the District pay for the costs of the search process?
 - A: He will double check, but believes that was/is covered by District.



College Council

May 20, 2010
2:30 p.m., Room 1603

- Q: What is the timeline for determining interim(s)?
 - A: He intends to have an Interim President in place upon Dr. Pollard's departure; it will need to go to Board for approval. The search process for the permanent President won't get underway until the Fall.
 - Dr. Pollard added that, as President, she sees her role as making recommendations regarding the Interim Vice President; as Chancellor, his role is to make a determination regarding the President.
- Q: In the last search, two principles were in place: 1) the interim can't apply for the permanent position; and 2) a doctorate is required for the permanent position. Will that be the case again?
 - A: Both will still stand as before.
- Q: Will the interims be internal or external?
 - A: He can't completely respond at the moment, as not all has been decided yet. A guess is that the Vice President may be internal, but will wait for recommendations from Dr. Pollard. For the Interim President, s/he could be appointed from within the College/District or could be external (ex: a recently retired CEO).
- Q: Is there a projected cost for the search process(es), given the budget situation?
 - A: He can probably inquire and provide costs from the last search; would estimate around \$25-30K, but not sure if that was for LPC and Chabot (which had simultaneous searches). He wants to be mindful and fiscally responsible, but if we don't apply the appropriate resources for the process we can pay for it more down the line (if we wind up with the wrong person).

3. Old Business

a. Governance System – Revision of Handbook

All of the Task Force participants have been identified, but – given the timing – it may not be possible for the group to convene before the end of the semester. The group will be making recommendations to College Council; the intent is to use the "Common Ground" approach, with three representatives from each constituency groups. The members reviewed the charge of the group, which includes looking at:

- Parity among/between committees (membership, reporting, on College Council)
- Reporting relationships
- Table of contents, supplemental materials
- Definitions/operating procedures
- Naming of groups (councils, committees, standing committees, etc...)



College Council

May 20, 2010
2:30 p.m., Room 1603

The participants, as appointed by the constituency leaders, are:

- Administrators – Neal Ely, Bob Kratochvil, Sylvia Rodriguez
- Classified – Bill Eddy, Natasha Lang, Karen Zeigler
- Faculty – Kevin Ankoviak, Greg Daubenmire, Craig Kutil, Barbara Morrissey, Sarah Thompson
 - Note: Three “voting” reps will be identified based on availability.
- Students – Scott Ault, Breanna Krumins
- Ex-Officio/Facilitator -- Jennifer Adams

Dr. Pollard has asked Jennifer Adams to serve on the Task Force in an ex-officio capacity, as the "keeper" of governance system information and to facilitate the discussions.

b. Accreditation

i. Update from Ad-Hoc Group(s)

Dr. Jones has been working with the Recommendation teams and Ad-Hoc group, and that they have developed a draft for responses to Recommendations 3A, 3B, and 4. The drafts have been posted online via the Wiki, and are now available for review and comment by the campus community. Jeff Sperry provided the Council with a demo of how to use the Wiki. The Council members were given handout of the Wiki instructions, and they will also be sent out campus-wide via email. The campus will be able to respond throughout the Summer, and College Council will hold a special meeting on August 31 to review and approve the Follow-Up Report before it gets sent forward to the Board.

c. Institutional Effectiveness and Planning

i. Strategic Plan

Dr. Pollard reminded the Council of the first draft document that she and Dr. Gioia presented at last meeting; they now have the next iteration of the Strategic Plan that incorporates and reflects the work of the groups at Flex Day (and Visioning Day). Dr. Gioia walked the group through the document, providing an overview of the various sections. This is still not a “final draft,” as there are several pieces yet to be inserted (ex: President’s message, institutional indicators, appendices, etc...). The Council then discussed the timeline/process by which we quantify KPIs. Based on the agreement from "Common Ground," it had been recommended that we would identify/quantify KPIs by the end of this semester. Since our plan involves completing this cycle by 2012 (for Accreditation purposes), we need to be able to have the “measureables” in place for comparison. Some of the KPIs are things we don’t have data/measurement tools for at this time. One approach could be to begin with those for which we do have data, and then move forward with the process of quantifying. It could be possible that a task/charge/priority of



College Council

May 20, 2010
2:30 p.m., Room 1603

the Institutional Effectiveness Committee (IEC) could be to examine the KPIs. Dr. Machamer suggested that she can look at the KPIs and create an "inventory." She added that, in looking at the Strategies and KPIs, it's clear to see that this process (quantifying and measuring progress) will involve more than just the Office of Institutional Research & Planning for data/info.

ii. Development of "Common Tool"

Dr. Machamer reported that the "Common Tool" group met on April 30 and had the benefit of having the BRIC reps on campus then. The group has agreed upon a tool to be used by all program review processes, and it is somewhat abbreviated from the prior version. In addition, they have agreed to meet again in January to look at/develop the second piece of the tool and review: 1) how it is working after people have used it; and 2) now that info/data/goals have been identified and entered -- did [people] meet that, and what happened? There are still some outstanding concerns about program planning, but those were outside of "Common Tool" charge. Dr. Machamer noted that the tool is not intended to be used for decision-making, but rather it is meant for quantifying and tracking. Sarah Thompson added that, in the Academic Senate discussion, faculty wondered if it is possible to explore making the tool more "meaningful"; is there a way to create "pop-ups" so that narratives/sections will appear when the cursor rolls over them (to provide additional info for the user and/or reviewer)?

d. Mutual Agreement Documents

Sarah Thompson reported that the Mutual Agreement documents were revised (based on the feedback provided) and reapproved by the Academic Senate. They were sent forward to Chancellor's Council last week.

e. Proposal for Institutional Effectiveness Committee

Dr. Pollard displayed a revised version of the IEC charge that incorporates suggestions from last meeting(s). Jane McCoy expressed interest in adding language about the Faculty Association having the right to appoint representatives listed on each committee description, rather than just at the beginning of the Governance Document.

4. New Business

a. Climate Action Plan

Dr. Ansell thanked Dr. Kinnamon for his help and leadership on this initiative. Because he just received this draft several hours ago, he wasn't able to distribute it ahead of time to the Council; instead he displayed it electronically for the members to review. He reminded the group that this information had already



College Council

May 20, 2010
2:30 p.m., Room 1603

been presented at Town Meeting and to the Board; he then scrolled through the document, providing an overview and explanation of each section. Sarah Thompson noted that this is an amazing document, with tremendous work done on the part of those involved, and it should be shared with everyone. During the review and discussion, it was suggested that the College/District should explore "sustainable scheduling," with more hybrid courses to address physical/facility constraints and sustainability efforts. Dr. Ansell stated that, although there is a bit more work necessary to finalize the Climate Action Plan, he thanks everyone for their contributions and support.

b. Information Item from Student Success Committee

In February, Athletics Program brought forward a proposal regarding priority registration for student-athletes (because of NCAA guidelines/requirements for eligibility status). The proposal was reviewed by the Student Success Committee, who sought feedback from committee reps and constituency groups. There are other institutions that do give priority registration to athletes, and the Athletics Program is requesting it occur the day(s) between Title V registration and Continuing Students registration. The issue was brought back to the May meeting, where the Student Success Committee had significant discussion. The Committee voted down the proposal as presented (5-1), and asked the requestors to bring back more specific information on programs/processes at other institutions. The Committee will then revisit the proposal at a meeting in the Fall. During the discussion among the Council members, it was suggested that it seems worthwhile to consider costs associated with not providing priority registration for athletes (e.g. if we don't have priority registration for them, then will we need to have other resources/support in place for athletes to succeed; and would that be more expensive to do that implementing priority registration. Jane McCoy raised a question about providing add cards/closed classes/waitlist. Dr. Luster stated that it was a decision made by Dr. Jones, so she would need to contact her to follow up on that.

5. Coordination of Information

Dr. Pollard referred the Council to the information reports that were submitted by members in advance and distributed before the meeting. It was suggested that updates about District committees be included in this portion of the agenda.

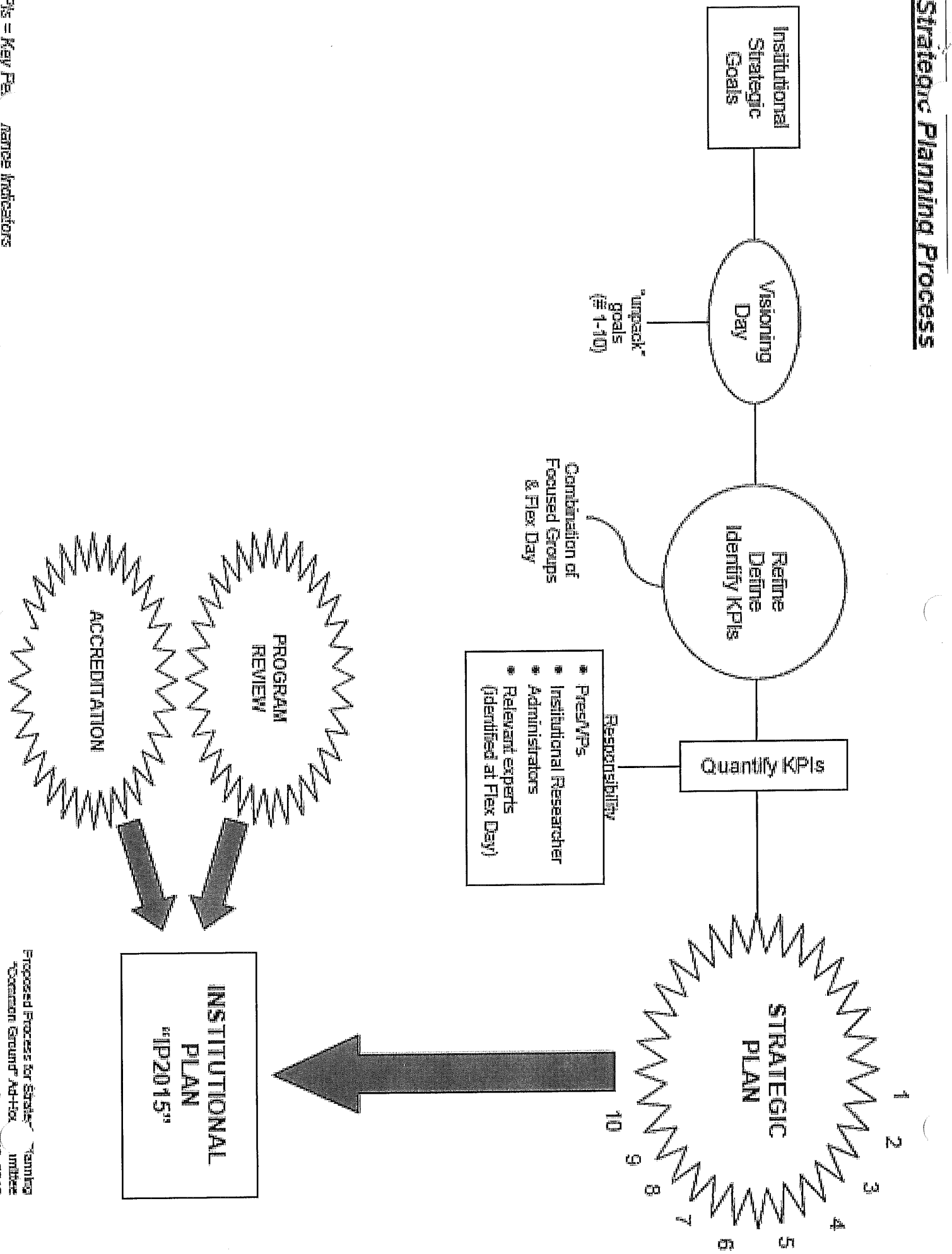
6. Next Steps

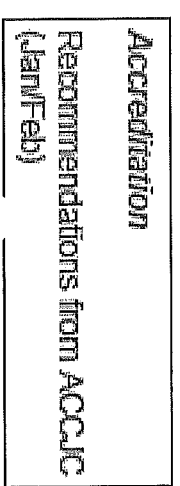
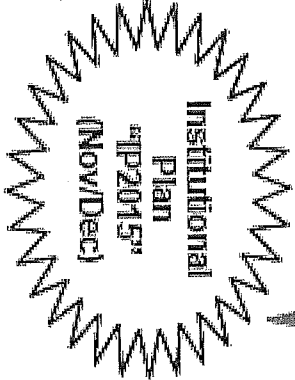
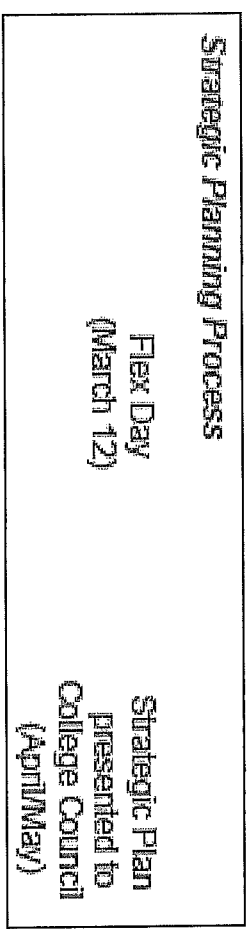
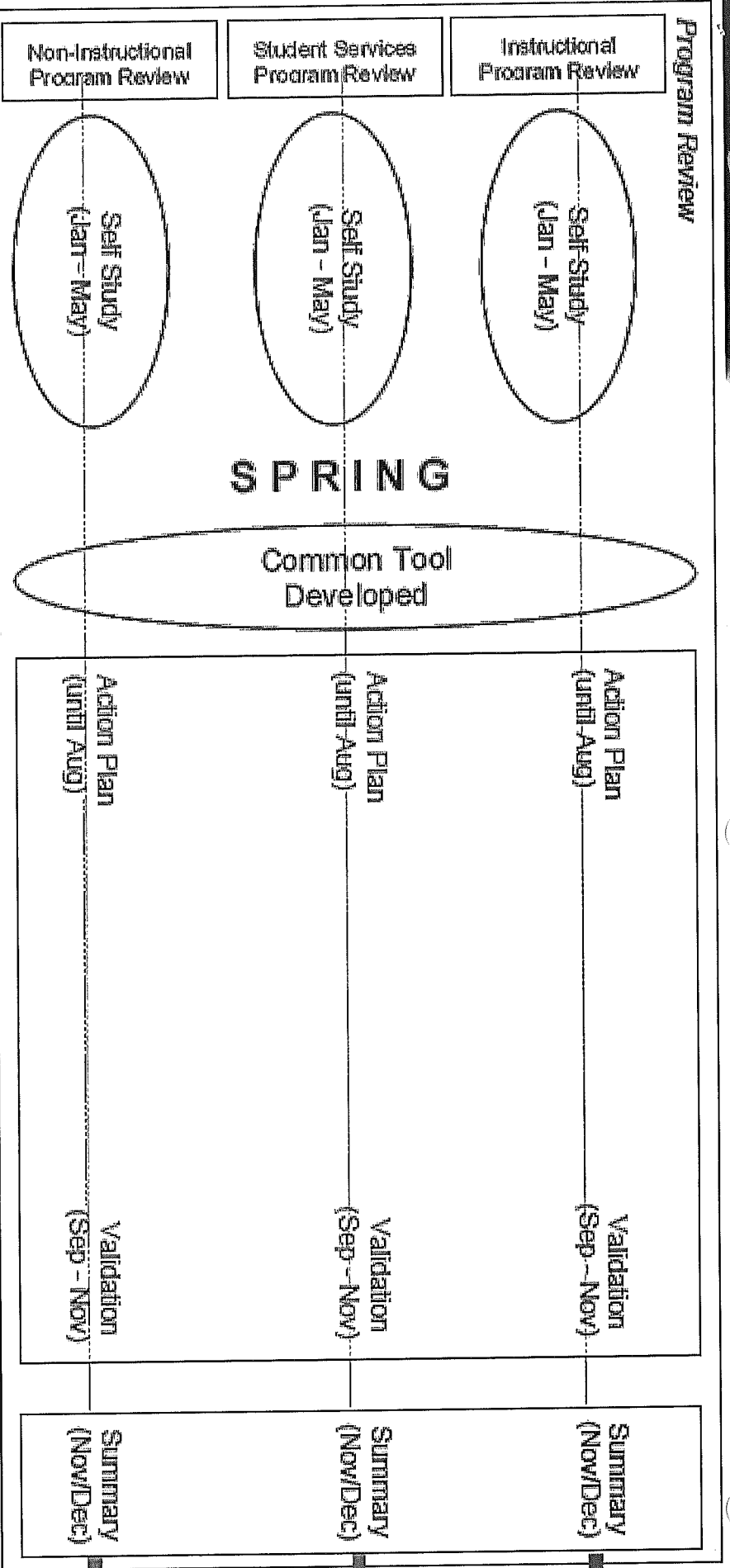
7. Adjournment

Strategic Planning Process

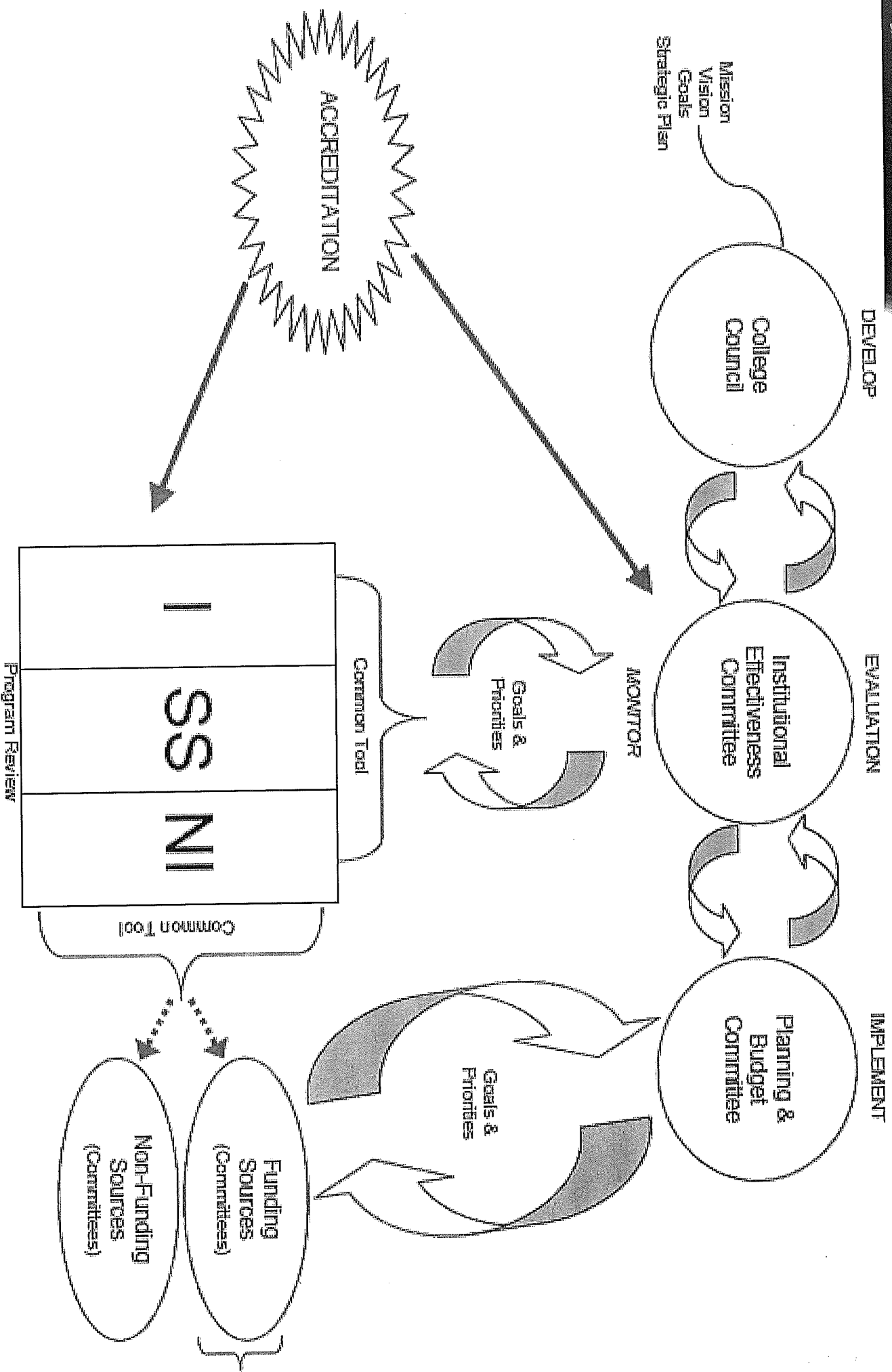
RPE.014

KPIs = Key Performance Indicators





Proposed Institutional Planning Process
 Carrington Ground Committee
 January 13, 2010



IMPLEMENT



College Council

SPECIAL MEETING

August 31, 2010
2:30 p.m., Room 1603

MINUTES

Present: Guy Lease, Pam Luster, Jeff Baker, Amber Machamer, Mike Ansell, Sarah Thompson, Jane McCoy, Jeff Sperry, Sharon Gach, Dan Nenni, Takeo Hiraki, Heidi Ulrech, Bob Kratochvil

1. Welcome & Introductions

The College Council members each introduced themselves.

2. Review of Accreditation Follow-Up Report

Dr. Luster provided an overview and recap of how the Follow-Up Report was prepared:

- Work started by Dr. Jones and Accreditation Ad-Hoc/Response Team
- Posted on Wiki for campus-wide comment throughout the summer
- She asked the group for any feedback or suggestions
 - One change from Elena Cole (via Sarah Thompson) had already been incorporated.
 - Heidi Ulrech asked that "Instructional Technology" be changed to "Technology Department"

Dr. Luster noted that the evidence related to the Report is robust and very accurate, but we need to do better job of including footers/headers on documents to archive/track items. The Council then discussed the possibility of creating/using a repository so that we can indicate that documents may be related to multiple "entities"/meetings. The Governance Task Force will be looking at templates for agendas, minutes, action plans, etc... to hopefully address the need for consistency.

Motion: To approve the Accreditation Follow-Up Report

MSC: Kratochvil/Gach

Vote: Approved (no opposing votes or abstentions)



College Council

SPECIAL MEETING

August 31, 2010
2:30 p.m., Room 1603

3. Next Steps

- Strategic Plan
Related to planning efforts outlined in the Follow-Up Report, Dr. Lease asked Dr. Machamer to talk about "next steps" related to Strategic Plan. Dr. Machamer explained that, at its next meeting, College Council will:
 - Identify which Strategies will be addressed during 10-11
 - Perhaps 2 strategies from each Goal
 - Also look at/determine the implementation of those Strategies
 - KPIs
 - Who's responsible? Who/what "unit" takes the lead?

Dr. Lease noted that, for 2011-12 we will need to go through this process in the Spring and then build it into our planning cycle going forward. He asked the Council members to go back to their respective constituency groups and, before next Council meeting (9/16), discuss/identify which Strategies should be priorities for 10-11. He hopes that we'll be able to make good progress, so too much of year doesn't slip away from us. The Council then discussed possible approaches to selecting Strategies to focus on for the year (e.g. Could there be some of the 10 Goals that we don't address? Do we address what's broken...or things that are working and can be improved?)

4. Adjournment



**CHABOT-LAS POSITAS
COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES
STUDY MEETING**

**MINUTES
September 7, 2010**

PLACE

Chabot-Las Positas Community College District, 5020 Franklin Dr., Pleasanton, California 94588.

CALL TO ORDER

The meeting was called to order at 5:30 p.m. Recording Secretary Mary Hargiss called the roll. All Board Members were present at the time of roll. The Board immediately adjourned to a Closed Session, which ended at 6:50 p.m.

The Board readjoined in Open Session at 6:53 p.m. Recording Secretary Mary Hargiss called the roll. All Board Members were present at the time of roll.

ATTENDANCE

Members Present:

- Trustee Arnulfo Cedillo
- Trustee Isobel F. Dvorsky
- Trustee Donald L. "Dobie" Gelles
- Trustee Hal G. Gin
- Trustee Barbara F. Mertes
- Trustee Marshall Mitzman
- Trustee Carlo Vecchiarelli
- Student Trustee Anthony J. Colagross

Members Absent: None

Managers Present:

- Dr. Joel L. Kinnamon, Chancellor
- Dr. Guy Lease, Interim President, Las Positas College
- Dr. Celia Barberena, President, Chabot College
- Mr. Ken Agustin
- Mr. Jeff Baker
- Ms. Julia Dozier
- Mr. Wyman Fong
- Dr. MaryAnne Gularte
- Dr. Howard Irvin

January, 2010, which reaffirmed the College's Accreditation status. She reported that the Recommendation of the Accrediting Commission is to effectively combine: Program Review with Unit Planning; Student Learning Outcomes with Assessment; and Institutional Planning with Budget. The Follow-up Report is due by October 15. She introduced Dr. George Railey, Accreditation Liaison, and Mr. James Matthews, Faculty Member, who will present the report tonight.

Dr. Railey reported that the report is a culmination of a college-wide work group that met between December, 2009 and May, 2010 to: Review program review processes and cycle; review current unit planning process; and inclusion of SLOs and PLOs in planning and assessment.

Mr. Jim Matthews reported that he was one of the Faculty Co-Chairs of the Accreditation Self-Study and assisted in the Follow-up Report. The goal was to have the very best Follow-up Report possible. He also recognized the assistance of Dr. Gene Groppetti, who was instrumental in editing.

Dr. Railey presented a PowerPoint presentation which reviewed the Process; Program Review Work-Group Recommendations; Program Review Cycle; and Revised Structure of the Planning Review and Budget Council. He also recognized the process participants. The Program Review Work-Group Recommendations are:

- 1) Congratulate the college community for well-deserved program review success at every opportunity.
- 2) Enhance the role of student learning outcomes (SLO).
- 3) Streamline and simplify program review web materials and process documents.
- 4) Refine the program review cycle (3 years) and timelines.
- 5) Sustain strong program review committee participation, leadership and strength so that the committee can fulfill its role in providing structured review and feedback of program review reports.
- 6) Further develop SLO model and integrate that process into program review such that SLO assessment is an ongoing and continuous process.
- 7) Conduct a communication campaign about program review and planning by all college leadership.
- 8) Document administrator/dean role in program.
- 9) Examine program review measures for completeness and consider adding additional components, such as workforce training, staff development, interdisciplinary activities, articulation issues, technology and pedagogical inquiry as part of an ongoing evaluation of our program review process.
- 10) Maintain a group of SLO, program review, and institutional leaders to oversee, refine, and coordinate program review's related structures.

Recommendation 3: Program Review

To meet the Commission's 2012 deadline in the assessment of students learning outcomes and to achieve a level of proficiency in program review for all efforts, the team recommends that:

- a. The College fully integrate its processes for the assessment of student learning outcomes with its processes for program review and planning.
- b. The College fully implement a program review process for all administrative programs and services.

Recommendation 3a Actions:

The College has completed its integration of student learning outcomes assessment into the Instructional Program Review Model. Results of that integration will be codified through the work of the Instructional Program Review Committee.

Specific achievements include:

1. Formal integration of SLO assessment into the instructional program review model.
2. Approved planning process model, timeline and common tool for program review models used throughout the institution (outcomes from Common Ground; Common Tool; Academic Senate; Student Learning Outcomes Committee; Flex Day; College Council Committee).
3. Formal creation of the oversight Instructional Program Review Committee.
4. Formal approval of the Program Review Coordinator position.
5. Formal approval of the Strategic Planning process.
6. Formal creation of the Institutional Effectiveness Committee.

Recommendation 3b Actions:

The three pilot Administrative Unit Program Reviews have been completed and serve as the evaluated process that began for all administrative unit reviews in Fall 2010. This demonstrates resolution of Recommendation 3b made in the visiting team's 2009 Evaluation Report.

Planning goals and needs from the Administrative Unit Program Reviews take their place alongside the instructional program review plans and goals and the student services program review plans and goals as part of the Institutional Plan 2015 and as part of the demonstrated proficiency level of all program review efforts.

Trustee Gin commented on the high quality of these reports, noting "it is time to take a sigh of relief and move on." He commented that the process is there to yield success.

Trustee Mertes noted that in both reports, the emphasis in the recommendations was on program review, planning, and governance systems. She questioned Dr. Luster if this will work into that process with activities that will include improving and understanding of how this process works? Dr. Luster responded affirmatively, noting that the College has not only these recommendations but between now and the next Accreditation Self-Study, we will be working towards others. She reported that College Council is the steering committee for accreditation. In addition, they have the newly established Institutional Effectiveness Committee that will be taking the goals and the strategies from the Strategic Plan. She noted that much of what is in the Strategic Plan meets the goals requested by the Accreditation Commission. The College is looking at the Accreditation Recommendations and how we prioritize our Strategic Plan Goals so that they can start to work on those first.

As a follow-up, Trustee Mertes questioned if there is more of an emphasis on instruction, than on student services at this point? Dr. Luster responded affirmatively, noting that the emphasis is "on many things."

Trustee Dvorsky commented that she believes the Colleges have taken the Commission's recommendations to heart and have done excellent jobs. She noted that she was upset with the Accreditation Team's exit comments. She also commented that she believes the Colleges are ready for the next Accreditation Visits.

Trustee Mitzman thanked both Colleges, and noted he is proud to be a part of this organization. He commented that at the exit interviews, it was obvious to see the hard work and the passion that the Colleges feel. He commented that the Colleges have shown in a positive way their response to the Accreditation Evaluations.

Trustee Vecchiarelli congratulated both Colleges on doing a great job. He noted that he measures success at graduation where he sees the results of all the students and where they are going, some going on to four year schools. He is very proud to be a part of this District.

Trustee Gelles commented that this Board is a Board of educators, with hundreds of years of education experience. This Board knows and understands the effort, work, and time it takes to do these reports. He expressed that "we are very proud of our Colleges and very proud to defend them any time someone wants to challenge us on what we do." "Accolades to all the people involved at both Colleges." He noted that he looks forward to some of the same as we move on.

Dr. Kinnamon reported that many Districts will not honor the Cal Grants but we have continued to honor the Cal Grants for our students so that they are still able to attend.

Student Trustee Colagross apologized for his absence at the last Board Meeting, noting that it is good to be back and the school year is going well. He reported that "Las Positas College is as beautiful as ever, if not more beautiful."

ADJOURNMENT

Motion No. 1

Trustee Gin made a motion, seconded by Trustee Dvorsky, to adjourn the meeting at 7:30 p.m.

Motion carried unanimously, 7-0.

NEXT MEETING

The next Board of Trustees Meeting is scheduled for Tuesday, September 21, 2010 at 6:30 p.m. at the District Office.

Minutes prepared by:


Beverly Bailey

Secretary, Board of Trustees
Chabot-Las Positas Community College District

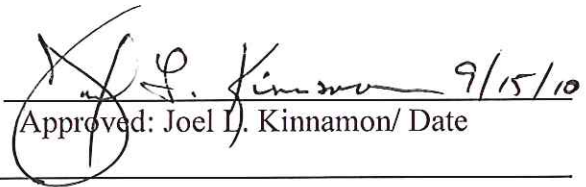
CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT

September 21, 2010

Agenda Item: 9.2

Subject: Approval of Follow-Up Report for Accreditation, Las Positas College

Recommended Action: That the Board of Trustees approves the proposed Follow-up Report for Accreditation, Las Positas College, for submission to the Accrediting Commission for Junior and Community Colleges (ACCJC).

 9/15/10
Approved: Joel L. Kinnamon/ Date

APPROVED DISAPPROVED TABLED

College Recommendation 3a

Program Review

To meet the Commission's 2012 deadline in the assessment of student learning outcomes, and to achieve a level of proficiency in program review for all efforts, the team recommends that:

- A. The college fully integrates its processes for the assessment of student learning outcomes with its processes for program review and planning. (I.B.1,II.A.2.a, II.A.2.b)

Descriptive Summary

In January 2010, the college began its integration of student learning outcomes into its program review. This process had to include several steps related to College Recommendation 1B which asked that:

Las Positas develop and implement on-going, systematic, college-wide processes to evaluate the effectiveness of its program review, planning and governance systems. (I.B.5, I.B.6, I.B.7, IV.A.5).

Because the student learning outcomes process is coordinated with both program review and its place within the systematic planning, the college has chosen to include activities in overall planning as part of the summary.

At the direction of the College President, the college held a "Common Ground" meeting on January 13, 2010. Comprised of ad hoc participatory governance representatives the group discussed, reviewed and agreed to common components involved in the institutional process for conducting strategic planning that leads to institutional effectiveness. Ad hoc membership is delineated below.

Name	Constituency
Pam Luster	Administration
Amber Machamer	Administration
Philip Manwell	Administration
Teri Henson	Faculty
Mike Sato	Faculty
Sarah Thompson	Faculty
Bill Eddy	Classified
Natasha Lang	Classified
Jeff Sperry	Classified
Janneice Hines	Student
Takeo Hiraki	Student
Masi Quorayshi	Student

The goals of the ad hoc one-day meeting included: reviewing an Institutional Effectiveness model; reaching agreement on the institutional planning process; defining coordination between institutional planning, program review, and accreditation (CE3a.1). The recommendations developed at that meeting were sent to the President on January 31, along with visual diagrams

designed to demonstrate the institutional strategic planning process resulting in the *Institutional Plan – 2015*.

At the February 3, 2010 Town Meeting, a presentation entitled *Reaching Common Ground* was made to the college at large (CE3a.2). As a follow up to the ad hoc recommendations, the Student Learning Outcomes (SLO) Committee met to review an appropriate assessment model at two meetings, February 1, 2010 and March 1, 2010 (CE3a.3). The committee discussed and forwarded the draft to the Academic Senate for its review and approval on February 10, 2010. A meeting between a representative of Program Review, the committee chair for Student Learning Outcomes, the Director of Institutional Research and Planning and the Vice President of Academic Services took place on February 17, 2010. At this meeting, the assessment model was reviewed and discussed in terms of its relevance to the current program review process and its inclusion into the Self Study narrative. It was agreed that the Student Learning Outcomes assessment would be inserted into page 6 of the Self Study/Program Review and that the Director of Institutional Research and Planning would develop an accompanying tool for student learning outcome assessment analysis. This tool is called the assessment analysis worksheet (CE3a.4). This group also prepared for the March 3, 2010 Town Meeting, where the integration of student learning outcome assessment and analysis into the program review model was discussed with the campus at large.

The March 3, 2010 Town Meeting was dedicated to a collaborative presentation for all faculty regarding the integrated student learning outcomes assessment and analysis into program review (CE3a.5). The President of the Academic Senate, the Director of Institutional Research and Planning, the chair of the Student Learning Outcomes Committee and a faculty representative from Instructional Program Review presented these new processes. Options for garnering student learning outcomes assessment data were reviewed both through eLumen and with the assistance of the Director of Institutional Research and Planning, who provided eLumen data for all disciplines with the exception of MSEPS (Math, Science, Engineering and Public Safety). Members from the MSEPS Division either used their own data or requested it from the Office of Institutional Research and Planning. The process of data analysis and insertion of analysis into the program review Self Study was discussed and reviewed by all instructional faculty and their respective deans, as well as the Student Services faculty and coordinators. Three follow up staff development opportunities were allotted for disciplines to work with the SLO chair or Director of Institutional Research and Planning on the analysis of outcomes assessment data.

Each program review model (instructional, student services, and non-instructional) will be validated through a committee or organizational review process that funnels into a “*Common Tool*” (CE3a.6).

The “*Common Tool*” is used for institutional tracking and program review submittal of program review goals. This ties the institutional program review models into larger strategic planning, resource allocation and institutional effectiveness (CE3a.7). The timelines for completion of the instructional program review process, its validation, summary for institutional planning and effectiveness and inclusion into the *Institutional Plan 2015* is December 2010; this process includes the validation of all instructional program reviews with the SLO assessment included in the Self Study. This validation occurs through the Instructional Program Review Committee which begins its work in Fall 2010 (CE3a.8). To ensure systematic leadership, the Office of

Academic Services – in collaboration with the Academic Senate – selected an Instructional Program Review Coordinator to lead the committee process and act as liaison to other program review processes and to other committees affected by program planning (CE3a.9). Summaries of Program Reviews and Common Tool development are set for November to December, with the creation and implementation of the Institutional Plan 2015 in December 2010 or January 2011. The completion of the instructional program review process through the Institutional Plan 2015 provides an integrated process for the assessment of student learning outcomes with its process for program review and planning as recommended through the Evaluation Report submitted by the visiting team in October 2009.

Analysis of the Results Achieved to Date

The college has completed its integration of student learning outcomes assessment into the Instructional Program Review model. Results of that integration will be codified through the work of the Instructional Program Review Committee. This should bring the college SLO assessment to the level of proficiency in program review expected by the Accreditation Commission.

The college has an approved, revised program review procedure that fully incorporates the SLO assessment into the instructional program review process. The timeline for program review integration into college-wide strategic planning has been set and produces the *Institutional Plan 2015* in the Spring 2011. Validation measures for instructional program review and institutional planning have been set to begin in Fall 2010, through both the Instructional Program Review Committee and the Institutional Effectiveness Committee.

The Academic Senate provided leadership in ensuring the instructional program review committee becomes the primary driver for all instructional program review timelines, documentation and forms, and review and summary responsibilities. Training for the instructional program review committee will begin with the first committee meeting in Fall 2010. Because this is a new committee, the Program Review Coordinator provides responsible leadership in fulfilling the mission and committee responsibilities as well as providing coordination with other college committees integral to the institutional planning process. Specific achievements linked to this recommendation include:

1. Formal integration of SLO assessment into the instructional program review model
2. Approved planning process model, timeline and common tool for program review models used throughout the institution (Common Ground outcome; Common Tool outcome; Academic Senate outcome; Student Learning Outcomes Committee outcome; Flex Day outcome; College Council Committee outcome)
3. Formal creation of the oversight Instructional Program Review Committee
4. Formal approval of the Program Review Coordinator position
5. Formal approval of the Strategic Planning document
6. Formal creation of the Institutional Effectiveness Committee

Additional Plans

Please see action plan / timeline for program review (appendix recommendation Evidence for College Recommendation 3a (CE3a).

Evidence for College Recommendation 3a

- CE3a.1 Common Ground meeting minutes; January 13, 2010
- CE3a.2 Institutional Plan 2015 Goal map; January 13, 2010
- CE3a.3 SLO Analysis; Spring 2010
- CE3a.4 Assessment analysis worksheet
- CE3a.5 Town Meeting presentation; March 3, 2010
- CE3a.6 Common Tool Agenda and meeting notes; April 30, 2010
- CE3a.7 Institutional Plan 2015 Goal map; January 13, 2010
- CE3a.8 Instructional Program Review plan at Academic Senate; February 22, 2010
- CE3a.9 Instructional Program Review Coordinator job description; May 18, 2010

Institutional Effectiveness "Common Ground"
Ad-Hoc Committee Meeting
January 13, 2010
9:00 a.m. to 4:00 p.m.

Attendees: Pam Luster, Janniece Hines, Masi Quorayshi, Takeo Hiraki, Teri Henson, Amber Machamer, Heidi Ulrech (ex-officio), Todd Steffan (ex-officio), Mike Sato, Elena Cole (guest), Bill Eddy, Sarah Thompson, Natasha Lang, Jim Gioia (ex-officio), Jeff Sperry, Philip Manwell, Jennifer Adams (meeting support)

Overview of the Day/Agenda

- Pam Luster led the group in discussing and determining the meeting agenda and goals for the day, including a review of the committee charge.
 - Agenda
 - Introductions
 - Goals of the Committee
 - Set Ground Rules
 - Review/Analysis of Institutional Effectiveness Model(s)
 - Lunch Break/Caucus Time
 - Caucus Report-Out
 - Reflect/Check-In with Charge of Group
 - Refine Proposed Models
 - Wrap-Up
 - Diagrams
 - Agreements
 - Recommendations
 - Next-Steps/Take-Aways

Introductions

- The members went around the room and introduced themselves.

Ground Rules

- Philip Manwell led the group in identifying ground rules for the day:
 - Rotate facilitation
 - Keep our eye on the goal(s)
 - Periodic reflection
 - Possible "break out" sessions
 - A chance to participate/share
 - Speak from own experience, but remain goal/institution focused
 - Be comfortable noting points of disagreement
 - Balance creative and focused thought

- Balancing/integrating (relationship) with specific self-created Planning Agendas and broad ACCJC recommendations
- Accreditation needs to be on both ends (planning and effectiveness) and inform/be integrated into processes
 - When you sit down to do your Program Review, should open up the Accredited report
 - Constantly reviewing documents, revising/updating, incorporating Accredited info
 - Paradigm shift -- need to approach Prog Rev process same as SLOs, continuous/ongoing process (doesn't just happen every 4 yrs, then stop)
- Discussion of final slide
 - based on dialogue thus far, perhaps much of what appears here needs to happen/be incorporated earlier in process
 - Maybe, in this image, Institutional Plan needs to appear farther away (still connected, but not so closely related)
 - maybe IEC and PBC should be flipped to other side
 - Who is the "audience" for the Program Review action plans?
 - (et al) -- maybe at point where we should just sketch out what we've been discussing to see how we envision things connecting

BREAK (10:30) -- when return, Amber and Sarah can share diagram that they drafted after Rob Johnstone workshop

- Review of "draft" model by ST/AM -- presented by ST
 - Based on "pretend it's in place already" (Strategic Plan)
 - Involves shift in approach/process/thinking
 - Change to work/charge of PBC
 - PBC does less/no allocation (that work goes to appropriate "funding" committee/group [Staff Dev, Hiring Prioritization, etc...])
 - Becomes group that reviews budget allocations (where/how institution spends funds), communicates to College
 - Talk about critical budget issues, relationship to DBSG (allocation model, etc...)
 - Make recommendations as to how institution spends funds
 - IEC would assess/review data from Program Reviews, make recommendation/forward to PBC -- please look at how institution is allocating \$\$ for XXXX
 - IEC uses common tool to review/evaluate data and action plans from Program Reviews
 - When requests/items (for allocations) go from Program Reviews to the various committees (Staff Dev, Basic Skills, etc...), how do they know what to prioritize?
 - Discussion of how Chabot handles process (info/request in and out of their "PBC")

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- still absorbing info, formulating ideas around it
 - for Action Plans, seems we can use our existing institutional goals (for first time around); then going forward, have additional recommendations/goals/priorities to incorporate into Program Review; (following up on JS/BE comments about classified not having info/feeling connected) find way to build in leadership development, with opportunities for people (cross-teams) to work on projects, explore interconnectedness; promote leadership and expertise
 - make a pitch for that "Assessment Day" (flex day, mentioned by ST earlier) at end of year,
- LUNCH BREAK/CAUCUS TIME -- 12:20 to 12:50
- CAUCUS REPORT-OUT TIME (1:15 p.m.)
 - recognize that, as an institution is known for talking and not doing -- need to concentrate on "getting it done" during afternoon session
 - discussion of how to balance "checks and balances" of keeping IEC/PBC/CC separate, but linked via knowledge/continuity/information (1 common member from each constituency group? Info sharing/action tracking mechanism?)
 - Changing the language
 - Top strand -- strategic goals...visioning day...kpi's... Strategic Plan
 - Then -- Strategic Plan, Program Review, and Accreditation feed into INSTITUTIONAL PLAN
 - outlined example of how strategic goal (T&L) develops kpi's, then each program identifies items in Action Plans that align with the goal/kpis
 - Brief discussion around availability to attend/participate in Visioning Day/Focused Groups
 - Toss out there idea that 3/12 Flex Day could be used for Institutional Planning/work that would occur in Focus Groups
 - keep day internal (was intent of Focus Groups); not include external
 - Who/how identifies and specifies kpi's (ex: increase persistence rates from XX% to XX%)
 - see that as being something that Researcher, VPs have responsibility as part of scope/area of expertise
 - Begin identification of kpi's at Flex Day, as well as relevant experts to have role in determining those
 - PAUSE/REFLECT/CHECK-IN WITH CHARGE
 - Seem to be in agreement about IE integration/coord ("new model")
 - Seem to be in agreement about strategic planning process (leading to strategic plan)
 - Now, need to figure out how we get from Strat Plnng/Prog Rev/Accred to integrating those three into a single Institutional Plan

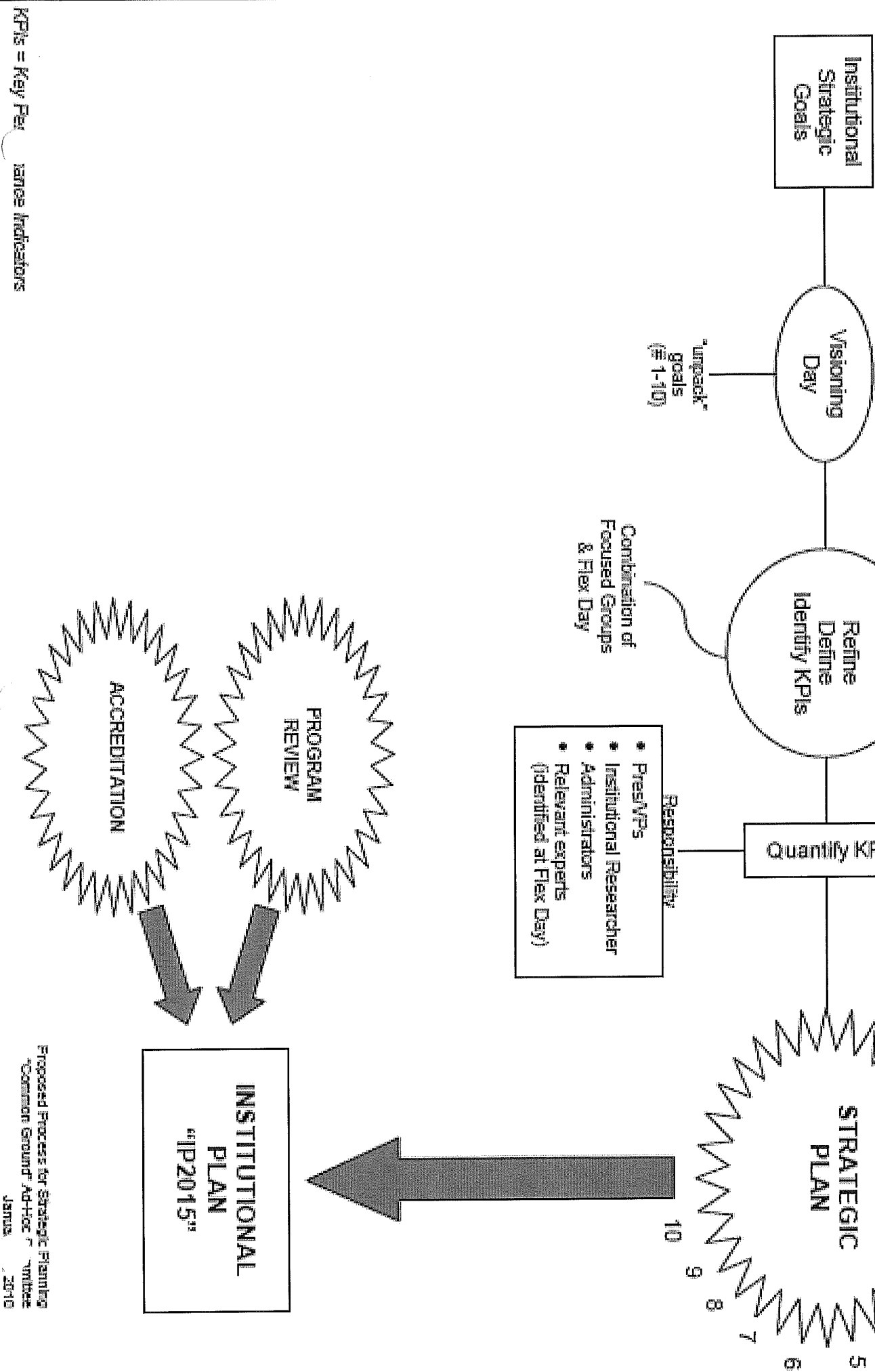
AGREEMENTS

- Timeline
 - March 12 -- development (even initially) of kpi's
 - Simultaneous/related processes in Spring semester
 - reach agreement on "common tool"
 - Faculty complete writing of Self Study
 - Fall 2010
 - Completion/submission of PR action plans and validate
 - Aug/Sept -- creation of IEC
 - Could be group that compiles/creates IP2015
 - Nov/Dec -- completion of IP2015
- Strategic Planning Process
 - March 12/Flex Day -- identify kpi's
 - Use work from Visioning Day
 - Smaller groups follow that by quantifying kpi'
 - Strategic Plan presented to College Council in May (stretch = April)
- RECOMMENDATIONS
 - Strategic Planning process
 - IE Model
 - New timeline
 - Method to develop "common tool"

 - Look at SLOs and how it integrates into new IEC model
 - Establishing an "Assessment Day" to take place annually, at the end of Spring semester
 - Integrate Accred feedback earlier on in IE; separate/clarify/explore planning agendas (self-created) and recommendations
- NEXT STEPS/TAKE-AWAYS
 - JRA will capture/document IE Model, recommendations, and notes
 - ST -- needs images by Wednesday
 - Members take info/work (recommendations, images, etc...) back to constituency groups for vetting
 - Document feedback, but don't incorporate into model -- MODEL STAYS STATIC!!!
 - By January 31, present feedback to Dr. Pollard

Strategic Planning Process

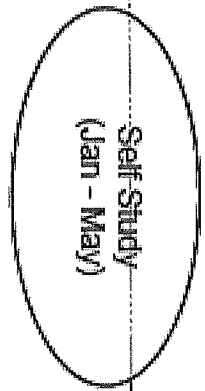
CE3a.2



KPIs = Key Performance Indicators

Program Review

Instructional Program Review

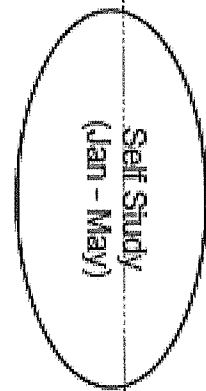


Action Plan
(until Aug)

Validation
(Sep - Nov)

Summary
(Nov/Dec)

Student Services Program Review

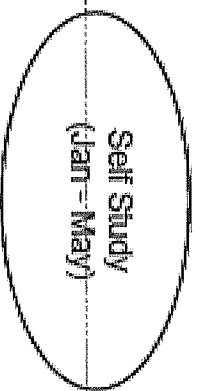


Action Plan
(until Aug)

Validation
(Sep - Nov)

Summary
(Nov/Dec)

Non-Instructional Program Review

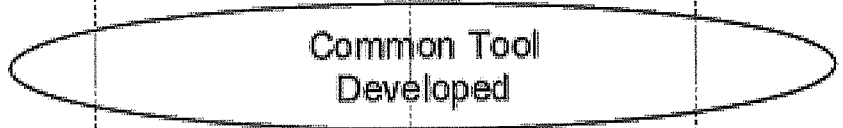


Action Plan
(until Aug)

Validation
(Sep - Nov)

Summary
(Nov/Dec)

SPRING



Strategic Planning Process

Flex Day
(March 12)

Strategic Plan presented to College Council
(April/May)

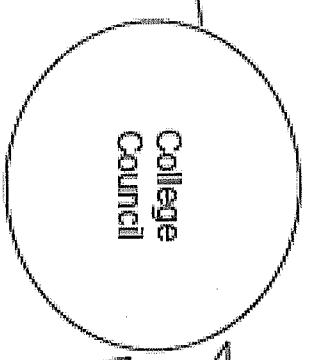


Accreditation

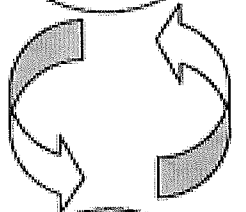
Recommendations from ACCJC
(Jan/Feb)

Proposed Institutional Planning Process
Common Ground Committee
January 13, 2010

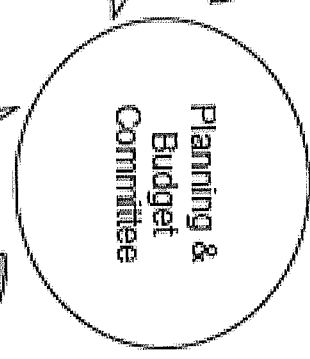
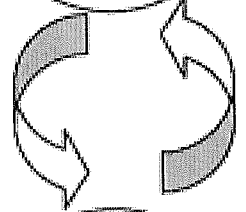
Mission
Vision
Goals
Strategic Plan



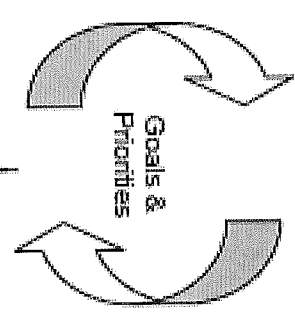
DEVELOP



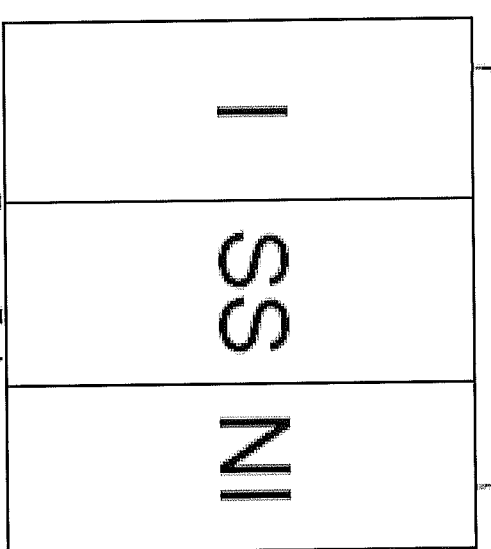
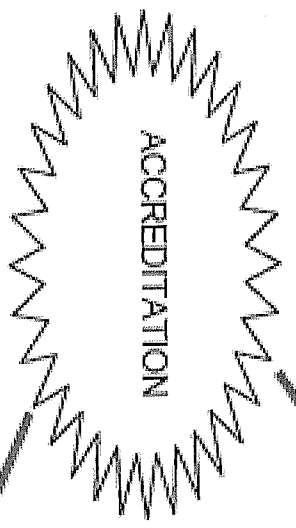
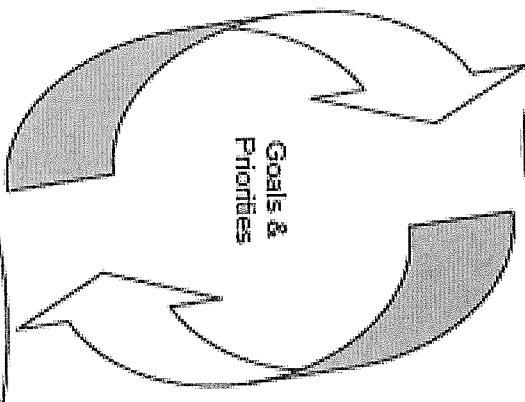
EVALUATION



IMPLEMENT



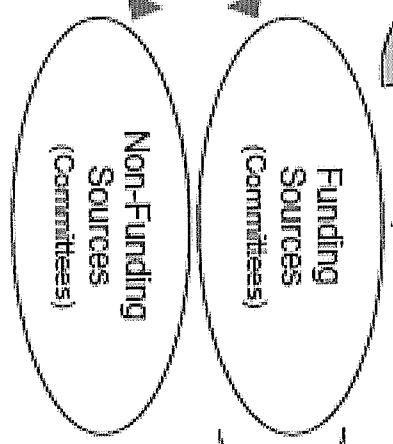
MONITOR



Common Tool

Common Tool

Program Review



IMPLEMENT

Course	SLO	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Trend
ANTH1	Successful completion of ANTH 1 will enable a student to differentiate and identify fossil hominid species based on typical anatomical characteristics.								
	Mastery	x	x	47.90%	43.80%	35.30%	56.88%	39.50%	
	Above Proficiency	x	x	35.40%	21.30%	19.80%	15.59%	29.30%	
	Total			83.30%	65.10%	55.10%	72.47%	68.80%	Overall decline.
ANTH1	Successful completion of ANTH 1 will enable a student to deconstruct the biological concept of "race."								
	Mastery	x	x	x	x	82.00%	85.70%	61.80%	
	Above Proficiency	x	x	x	x	0.00%	0.00%	17.40%	
	Total	x	x	x	x	82.00%	85.70%	79.20%	Recent decline.
ANTH1	Successful completion of ANTH 1 will enable a student to explain Charles Darwin's theory of natural selection through the use of relevant concepts including fitness, selective pressure and differential reproductive success.								
	Mastery	x	x	x	x	x	x	33.70%	
	Above Proficiency	x	x	x	x	x	x	20.90%	
	Total	x	x	x	x	x	x	54.60%	Not enough data.
ANTH1L	Successful completion of ANTH 1L will enable a student to apply the scientific method to research in anthropology.								
	Mastery	x	x	x	x	x	x	50.00%	
	Above Proficiency	x	x	x	x	x	x	30.00%	
	Total	x	x	x	x	x	x	80.00%	Not enough data.
ANTH1L	Successful completion of ANTH 1L will enable a student to identify fossil hominid species including osteological adaptations.								
	Mastery	x	x	x	x	52.40%	43.20%	54.80%	
	Above Proficiency	x	x	x	x	28.60%	27.00%	25.80%	
	Total	x	x	x	x	81.00%	70.20%	80.60%	Atypically better in the Fall. More data is required.
ANTH2	Successful completion of ANTH 2 will enable a student to analyze archaeological data to build theories about change in prehistoric societies.								
	Mastery	x	x	x	x	41.70%	x	60.00%	
	Above Proficiency	x	x	x	x	20.80%	x	23.30%	
	Total	x	x	x	x	62.50%	x	83.30%	Significant improvement shown.
ANTH3	Successful completion of ANTH 3 will enable a student to collect, describe, use, and interpret the data resulting from anthropological methodologies including participant observation and ethnography.								
	Mastery	x	55.30%	58.20%	68.40%	70.50%	55.80%	52.80%	
	Above Proficiency	x	x	30.40%	21.00%	23.10%	39.50%	22.20%	
	Total	x	55.30%	88.60%	89.40%	93.60%	95.30%	75.00%	Steady and significant improvement with a sharp and sudden recent decline.
ANTH4	Students who successfully complete ANTH 4 will be able to describe the the dynamic relationships between language, social context, thought, and cultural norms.								
	Mastery	x	x	x	x	x	x	75.00%	
	Above Proficiency	x	x	x	x	x	x	18.80%	
	Total	x	x	x	x	x	x	93.80%	Not enough data.
ANTH5	Successful completion of ANTH 5 will enable a student to analyze the pattern of U.S. government responses to successive immigrant groups through its changing immigration policies.								
	Mastery	x	x	x	x	56.90%	20.60%	26.00%	
	Above Proficiency	x	x	x	x	25.90%	44.10%	26.00%	
	Total	x	x	x	x	82.80%	64.70%	52.00%	Sharp and steady decline.
ANTH12	Successful completion of ANTH 12 will enable a student to interpret ritual practices from various anthropological/theoretical perspectives.								
	Mastery	x	x	x	30.00%	x	50.00%	x	
	Above Proficiency	x	x	x	35.00%	x	22.20%	x	
	Total	x	x	x	65.00%	x	72.20%	x	Demonstrated improvement.
ANTH13	Successful completion of ANTH 13 will enable a student to analyze human bones for identification of sex, ancestry, age, trauma and stature.								
	Mastery	x	x	x	x	x	50.00%	42.40%	
	Above Proficiency	x	x	x	x	x	18.20%	45.40%	
	Total	x	x	x	x	x	68.20%	87.80%	Significant and sharp improvement shown.

STUDENT LEARNING OUTCOMES COMMITTEE
Meeting Minutes
February 1, 2010

Name	Present	Name	Present
Lauren Hasten (Chair, BCATSS)	X	Eric Harpell (MSEPS)	
Elizabeth Hopkins (PEHWA)	X	Chris Lee (St. Svcs.)	X
Mike Sato (A&C)	X	Scott Vigallon (Classified)	X
Greg Daubenmire (MSEPS)	X	Gina Webster (BCATSS)	X
Amber Machamer (Admin.)	X	Neal Ely (Admin.)	
Laurel Jones (Admin.)	X		
Helen Nguyen (ASLPC)	X	Layne Jensen for Sharon	X
Scott Ault (ASLPC)	X	Gach (Classified)	

(Decision & Action items in Bold, Research items in Italic)

Lauren Hasten, Chair, called the meeting to order at 2:30 pm., in Room 2411A.

I. Set Agenda

The agenda was set as drafted.

II. Review of Minutes

The draft minutes of December 7, 2009 will be reviewed at next meeting.

III. Chair's Update

A. Academic Senate Request For More Detailed Information

She reported that the Academic Senate requested a list of courses whose assessments did not conform to the 0-4 scale in eLumen in order to evaluate the impact on overall College statistics. Such a list would be compiled without any reference to individual instructors or sections and be provided to only the members of the AS Executive Board.

IV. eLumen Update

A. Software Upgrade – Scott V. shared that they were supposed to upgrade us today, to V3.8. He has not gotten a confirmed answer, but by the end of the meeting it was clear that the update had been performed.

B. eLumen/Blackboard Discussion at Chabot – Scott shared that an Instructor from Chabot asked if it would be good to set up Blackboard to work with eLumen. They have a more direct connection between grades and SLO's than we do. They might want to integrate some of the grades over to eLumen. Scott is uncertain whether or not this is even possible; the Committee agreed to leave Chabot to continue working on it.

V. College Update

A. SLO Assessment Plan – Fall 2007-Spring 2010 (See Amber's handout #1)

a. Read this document and come back for discussion for next meeting in March.

B. OLD BUSINESS

- A. **SLO Student Video Contest** – Lauren shared a big thank you to Sharon and Greg for getting the banner onto the LPC homepage. Lauren shared that she would like for everyone to share with their Faculty about the contest.
- B. **eLumen Data: Core Competencies** – So, what would the Committee like to do to accomplish the scale, data, core competency. The year of reflection will incorporate a document of outstanding issues and how we will go forward. Lauren shared how will we deal with these in the “Culture of Evidence”. Allowing people to give dialog, and how to use it. Amber is being given time at the Town Meetings to use her space to share this info. She would like people to see how this will work. (Handout #2, powerpoint) This is the background. Defining the core competencies as SLO’s. Degree level is not something that everyone understands. VP Jones asked if she was a teacher that chose only core competency, could she link it to 2 classes if they were one and the same CC? Amber answered yes, that could work fine. VP Jones asked if we are/will reassess core competency. Providing people with a background. Core assessments.

Rotating course methodology. Largely volunteer method. Text and sub-text. Number of core competencies in March, we will get to the process piece. Scott asked when the CC change, so what happens to the data in eLumen? Amber shared that Scott is ahead of her, but that will come up and she would like to see if brought to the group to vote on.

VP Jones concurred that when she arrived here, she was reviewed by a Faculty member when she arrived, about reviewing Core Competencies. Lauren shared that now we are in an alignment mode. We are still at the bottom, working our way up. Evaluate and reflect is expected. We do want to consider this. We should weigh the options.

Lauren asked if she could review what Amber is going to use at the Town Meeting and she appreciates that she wants to put it out there. Lauren would like to take it a step further and put out a motion to accept it. Amber Machamer believes that these fall into the following: Sampling, Student Unit Data & Alignment. How many SLO’s should there be in each course, and for each CC? Lauren shared that this committee has not discussed this. It is a voluntary model, rotating. We have never asked instructors to evaluate after each class. Lauren would like to see the committee make recommendations for standards. Amber shared that indeed, this committee recommends information, we have no power, and people should have these discussions and be able to bring the information to the people that actually make the decisions.

Committee discussion included:

- VP Jones shared that she recently shared with other VP’s from other colleges and they were quite impressed that we at LPC are reviewing SLO’s, etc.
- VP Jones shared that we just pick a couple items that we focus on, Lauren also agreed that it should be kept as simple as possible.
- Pie charts work well, maybe that is what needs to happen. Chris Lee shared “Do we need to go so deeply into the levels that Amber is suggesting.” Gina Webster believes that some will continue to assess every student and some will not. Student Unit Data (Laurel Jones thought that it was terribly time consuming)
- Amber asked if this was the biggest problem? , and Is there another way to approach this? Especially if it’s seeming that it is not the right way to process this? Gina W. shared that Faculty need to be clear on why they are being asked to do something, it

must be clear. The real driver of change is the programs. Connection to program review. This will be the only timing for program review.

Other points pondered by the committee:

- What exactly will Amber want to accomplish by her presentation on Wed. at Town Meeting. Lauren shared that Amber should edit her presentation. How do Faculty use SLO data in their program review? Mike Sato shared that perhaps reminding people what a core competency is and review of it. Share some information with it, but not the other things. Reminding faculty why we are doing this in the first place.
- The college knows what it's basic 10 recommendations from the WASC visit will be, we do not yet know the severity though.

C. ePortfolio Pilot Project – Lauren asked the Committee to consider the appropriate time and manner for rolling out the ePortfolio Pilot Project. The Committee has decided to recommend that we begin a Theme Year next year, after faculty have completed work on their Program Review Self-Studies.

D. eLumen Notes and Planning - In the interest of time, this item will be discussed at a later meeting.

VII. NEW BUSINESS

Program Level SLO's in eLumen – Scott shared the example of loading the core competencies. He put up on the screen as an example, Psychology classes. Which one of them gets mapped to what courses? The Faculty member would have to go in and map their own paths. It's very manual work, and if they don't want to work the tools themselves then they can send their requests for just that piece to Amber. Gina and Mike shared that it would be very helpful if they (eLumen) could request that there is a button to click on, that it's something that needs to be mapped.

SLO Data and Program Review – We have to talk about the model (Program Level outcomes are drawn from course outcomes. They should be already present at the course level. We should not have to be collecting data at the Program Level. Lauren has spent a lot of time, core problem writing core competency using SLO. (Lauren Handout #1) Lauren shared that she created this spreadsheet, and she pulled the info from eLumen. Looked at 4s and 3s and put them into the spreadsheet. She plans to key her assessments tied to resources, etc. Faculty Lead or Program Coordinator has the permissions to do this. Scott shared the online exercise of getting the data that Lauren had in Handout #1 of hers. The demo continued for the committee.

Discussion continued by everyone on the Committee deciphering the data from the eLumen demo by Scott. As well as deciding how to use it. If Faculty requested this data from Amber, they would have to be the whole program. **It was decided that the Committee would like Lauren to take this document to Faculty to share how she got the data, in case they could use it. And is it okay to have Amber (an administrator) have permissions to go in and have full access to the data.**

VIII. OTHER

Lauren shared that she will do a revised reminder of procedures to send out to Faculty.
Chris Lee shared that she like very much the reminder from Lauren to send out to remind faculty to go in and make the changes that need to be done.

Richard Grow will try to head up this committee next year and he will start attending before then.
He will try to transition for one semester.

The meeting was adjourned at 4:15 pm.

Respectfully submitted,

Layne Jensen for Sharon Gach
Classified Representative/
Administrative Assistant

Next Meeting: Monday, March 1, 2010 - 2:30 pm – Room 2411A

STUDENT LEARNING OUTCOMES COMMITTEE
Meeting Minutes
March 1, 2010

Name	Present	Name	Present
Lauren Hasten (Chair, BCATSS)	X	Eric Harpell (MSEPS)	X
Elizabeth Hopkins (PEHW)	X	Chris Lee (St. Svcs.)	X
Mike Sato (A&C)	X	Scott Vigallon (Classified)	X
Greg Daubenmire (MSEPS)		Gina Webster (BCATSS)	
Amber Machamer (Admin.)	X	Neal Ely (Admin.)	
Laurel Jones (Admin.)	X	Scott Ault (ASLPC)	
Helen Nguyen (ASLPC)	X	Sharon Gach (Classified)	X
Deborah Bauer (Adjunct, Guest)	X		

(Decision & Action items in **Bold**, *Research items in Italic*)

Lauren Hasten, Chair, called the meeting to order at 2:37 pm., in Room 2411A.

I. Set Agenda

The agenda was set as drafted and it was noted a quorum was present.

II. Review of Minutes

The draft minutes of February 1, 2010 will be reviewed and revised by Lauren and brought to the April 12th meeting for approval.

III. Chair's Update

A. SLO Song Student Video Contest - Lauren said that we have continued to publicize the contest, there are no new entries yet this semester, and we still have the entry from Fall term. The contest closes April 2nd.

B. Program Review – Lauren said that a small group met to work on Program Review (P.R.) and that programs need a template on which to report their work and needs; especially since the Accreditation visit included P.R. needs in their Recommendation #3. The campus will also need instruction on how to use the template (the Common Tool). Elena Cole, chair of the P.R. Task Force will present their work to the faculty at Town Meeting on March 3rd, and to the Executive Board of the Academic Senate.

C. Academic Senate Report – Lauren reported to the Academic Senate on:

- 1. SLOs and Core Competencies** – She reported that most SLOs assessed within only two Core Competencies (Critical Thinking and Communication). She showed the results of the evaluation of the Critical Thinking C.C. **The Senate asked the SLO Committee to make a recommendation on how to address the problem of assessing only in the two core competencies.**
- 2. eLumen Data** – Lauren also let the Senate know that since we are looking at assessment data, as Accreditation Recommendation 3 demands, and working on the P.R. sub-committee work, we will now need to teach the faculty how to access and interpret their data. As the Division discussions on eLumen data use were held last month, Lauren asked the Senate to approve that the LPC Office of Institutional Research and Planning to be allowed to interpret

the eLumen data for each department, with the exception of the MSEPS division which would like to opt out of this interpretation program. **The Senate approved this motion, and Dr. Machamer and Dr. Holthuis will begin to “liberate the data” from eLumen into Excel reports.**

3. **The 0-4 Scale in eLumen** – Lauren mentioned to the Senate that those departments not using the 04 Scale will have to be separately analyzed in a very time consuming manner. **She made the request of the Senate to standardize the 0-4 Scale, but this was voted down because there were many unanswered questions. However, the Senate is willing to revisit this at a later date.**

IV. eLumen Update

A. Program Level SLOs in eLumen - With the eLumen upgrade this year the previous program to provide certain reports is not available. To get these reports again, the eLumen programmers inform us we will need to choose from several options which have a risk of losing some data. We could also wait until we finish the P.R. planning to determine the best reports to request. The drawback to this is that we cannot input department outcomes and correct to the course level outcomes. This will have to be discussed again at a future meeting.

V. College Update

None.

VI. Old Business

A. Division Reports and Last Month’s Talking Points – Lauren said that in last month’s Division Meetings MSEPS voted down the standardized 0-4 Scale. Discussion on how to move forward on this despite the opt-out considered that:

- Eric said that in MSEPS there was discussion and frustration about originally getting ahead of the curve, but now having to re-do the math course scales into the 0-4 scale; and possibly still evaluating data on their own.
- Lauren said that she is only interested in future sections and not re-doing past terms’ scales or evaluations. If courses in future terms can be re-tooled to the 0-4 Scale there will be lots of assistance with evaluation.
- There were questions on how to translate other scales into the 0-4 Scale (e.g., 1-8, 0-7, and how to easily put them into the correct proficiency level. A small chart was written out as a sample:

	No Proficiency/ Didn't Attempt	Below Proficiency	Proficient	Above Proficiency	Mastery
eLumen	0	1	2	3	4
<i>sample assessment</i>	<i>Below 60%</i>	<i>60% or better</i>	<i>70% or better</i>	<i>80% or better</i>	<i>90% or better</i>
Alternate Scale A: 0-9	0 – 5.3	5.4	6.3	7.2	8.1
Alternate Scale B: 1-7	1 – 4	4.2	4.9	5.6	6.3
Alternate Scale C: 1-4	1 – 2.3	2.4	2.8	3.2	3.6
Etc.					

- **Lauren said the key is to show whether students are proficient in the several SLOs for each course; smaller divisions of scale are not important in SLO theory.**
- **Question: what is proficiency?** The recommendation of this committee to work in eLumen is that 2 is Proficient.
- Lauren mentioned that these discussions are a natural **part of the period of reflection**, and this is the intent of WASC to allow the colleges to make their discoveries of what works for their institution.
- Some faculty members object to the fact that despite eLumen's ability to only query individual course numbers, and not individual instructors, in courses with just one instructor someone could discover student success from that instructor. **Because of this situation a number of people have urged resistance to the 0-4 Scale, on principle.**
- When the Academic Senate did not wish to standardize the 0-4 Scale several years ago, at the request of several departments, they were **allowing the maximum amount of freedom for instructors**. What we see several years later is that this, in effect, **has created some extra work** in order to get comparable data across departments in relation to the core competencies.
- Sharon mentioned that these conversations are in the minutes of 2006 and forward, and that this problem of how to get consistent, "course to core competency data" was known several years ago.
- The resistance at Division/Department levels to providing data for institutional or program data is what seems to drive the "scale" differences. Some instructors may feel that it takes something from the program level data to use a scale that is not tailored to the program. Thus the question is asked: **"Which is most important – the program data or institutional data."** **Possibly both are equally important.** Many people feel that both can be accommodated, but it was mentioned the situation has become somewhat 'politicized'.
- Lauren mentioned that the statewide Academic Senate has had difficulty buying in to the SLO process. This also occurred with the State Curriculum Committee, in which Title V had to mandate the use of standardized definitions, scales and forms. This has now been resolved, **so perhaps with time the SLO standards will also become a balanced issue to allow colleges to move forward in assessing proficiency.**
- Every program should care deeply because SLOs are meaningful to them for their teaching.
- And similarly, the institution should care deeply so that it can also quantify student proficiency on the same scale.
- Lauren mentioned that it looks like **CurricUNet** will be adopted for curriculum documentation, which has an SLO module. **That module does not use student unit data.** These situations make it so that other entities are in control of SLO decisions.
- It appears now that the SLO committee has done all it could do to bring the issues, discussion and differences into the open, and **that this is now in the hands of others**, such as the Academic Senate and CurricUNet committee.
- **The history and purpose of SLOs statewide** has been for measuring success of the Institution. They can also be useful for course purposes, and we are still trying for a win-win for SLOs.

- Amber mentioned an example of useful institutional data: the Communication core comp score in isolation is not useful; however in combination with other core competencies it gives **information about students' learning and their needs.**
- Amber closed with the thought that Las Positas College is quite a bit farther along in the SLO process and reflection year compared to other campuses.

B. eLumen SLO Data and Program Review: The March 3 Town Meeting – Lauren said that the Town Meeting March 3rd will be mainly devoted to Program Review, SLO Data use, research and working on WASC Recommendation #3. After the usual preliminary college items, the Classified Staff will meet in a separate room for discussion and faculty will remain in the Lecture Hall for training on SLO data and P.R. **These activities are a part of the Closing the Loop piece of SLOs, data, and interpretation.**

- 1. WASC Recommendation 3 Presentation** – To meet this recommendation, Lauren has talked to the Program Review Task Force and SLOs are now a part of the P.R. template, called the Common Tool. Now instructors will need ability to access data and a model for interpretation of data; in a different mode than eLumen, but still accurate. During the first hour of Town Meeting Amber and Lauren will make a presentation on the Common Tool. **During the second hour, Lauren requests that committee members help each area understand their particular uses and practice how to utilize data and template.**

Demonstration – Lauren and Amber showed a demo of the Common Tool, how it works, the intent of each section, etc. Academic Senate has seen this information and has approved the data report (with MSEPS division opting out).

Discussion included:

- Can success and retention data from other sources be used? Yes.
- How do the Instructional Requests work with the Common Tool? That will need to be addressed by the P.R. Task Force.

Laurel Jones mentioned that these tools will be included in our **Self Study document, the Focused Report, due to WASC by October 17, 2010.** Laurel mentioned that WASC recommends that we also have **adjuncts participate** in the SLO process, and the District and Faculty union and faculty association will be working on this over time.

Sharon asked what she could report to the Classified Senate to explain in the short version to help faculty if possible, what faculty are going through creating the Common Tool, and will need to do to complete the P.R. Lauren said the basics are: It's a messy process, and the amount of discussion going on is normal in an open campus climate. If there is a top-down campus the process would be simple, as in "Now all faculty will do X, Y and Z" with no discussion.

- 2. Research Corner** – Amber presented slides on the proper reading and use of data. This will be presented this at Town Meeting before the "Recommendation 3" presentation.

Laurel brought up discussion of the flow for the Town Meeting. After discussion it was decided that if the conversation in the large group (Research Corner, and "Rec. 3" Presentation) was going long, to let it flow and progress so that all could have their questions answered before progressing to the next task. Therefore the group may or may not go to the TLC to begin working with the Common Tool, depending on the feeling of accomplishment of the first section.

VII. NEW BUSINESS

None.

VIII. OTHER

None.

The meeting was adjourned at 4:37 pm.

Respectfully submitted,

Sharon Gach
Classified Representative/
Administrative Assistant

Next Meeting: Monday, April 12, 2010 - 2:30 pm – Room 2411A

SLO Steering Committee
Talking Points for Division Meetings, 2/17/09

1. The SLO Student Video Contest is up and running again this semester due to a lack of entries last year. The prize is \$350 cash. Please promote this to your students; a link to instructions can be found on the LPC home page.
2. eLumen has updated its software with a new look to its front page. You should be able to proceed as usual by using the blue menu items on the left side of the page. Scott Vigallon has posted an updated tutorial at: <http://www.laspositascollege.edu/slo/tutorial.php>
3. Scott Vigallon has begun inputting Program-level outcomes into the eLumen software. The Committee has recommended that these outcomes be drawn directly from course-level outcomes and that all assessments are conducted at the course level. If your program leads to a major or certificate of completion, the Committee further recommends that you send your Program-level outcome(s) to Scott Vigallon for entry into eLumen. Please specify the course SLOs that map to each Program level SLO.
4. Last month, the Chair reported to the Academic Senate that eLumen data which does not conform to the 0-4 reporting scale cannot be folded into Institutional-level statistical queries; the Academic Senate requested additional information. The Chair then provided the Executive Board of the A.S. with a complete list of courses whose data could not be included in the stats run on Fall 2008 and Spring 2009 – clustered in a total of 12 different disciplines. As a result, the Academic Senate is now considering passing a resolution to standardize the 0-4 eLumen reporting scale.
5. In light of data which reveals an emphasis, College-wide, on the assessment of critical thinking SLOs, the Academic Senate asked the Chair to solicit from the SLO Steering Committee a recommendation as to how to proceed. At its last meeting, the Committee recommended that instructors consider writing additional SLOs for their courses which speak to the different Core Competencies, perhaps by addressing significant outcomes listed in Course Outlines. The Committee will continue this discussion next month; please forward your comments through your division representatives.
6. According to Recommendation 3 of the WASC report, LPC must deliver a follow-up report to WASC on October 15, 2010, which "demonstrate[s] resolution" of the recommendation that the College "fully integrate its processes for the assessment of student learning outcomes with its processes for program review and planning." Whether we consider our deadline to be 2010 or 2012, this would appear to indicate that the Program Review document on which we are currently working on must incorporate an evaluation of SLO assessment data.

In order to facilitate this, all full-time faculty have been given access to the "Assessments by Program" report in eLumen. Since this report is delivered in a nearly useless format (one must pull out the data and plug it into a spreadsheet manually), the Chair asked the Academic Senate to approve a process whereby the Institutional Researcher can begin providing Program-level eLumen data (in usable and interpretable form) to faculty by request. The request met with general approval. The Chair will present a framework for instructors to start addressing this data during the March 3rd Town Meeting.

Lauren Hasten

3/1/2010

SLO Assessment Analysis Worksheet

Course	SLO	Assessment Trends Summary	Possible Explanations	Course level next steps (if any)
<p>Example 1A (not based on real data)</p>	<p>Using this worksheet, faculty will be able to use data to assess trends, analyze possible explanations and create action plans to improve student performance</p>	<p>While a large proportion of faculty are at the above proficient level we have a large proportion who are at the below proficient level and another large group who have not attempted the assessment.</p>	<p>Many faculty have not had the training or opportunity to work with data in this way. Faculty need work time (individually and in discipline groups).</p>	<p>We will provide training at Town Meeting and one-on-one assistance to help faculty fill out the worksheet and make program decisions based upon SLO assessment data. Part of Town Meeting will be used for faculty work time.</p>
<p>Course 1</p>	<p>Critical Thinking - SLO 1</p>			
<p>Course 1</p>	<p>Critical Thinking - SLO 2</p>			
<p>Course 1</p>	<p>Critical Thinking - SLO 3</p>			
<p>Course 2</p>	<p>Critical Thinking - SLO 4</p>			
<p>Course 2</p>	<p>Critical Thinking - SLO 5</p>			
<p>Course 3</p>	<p>Critical Thinking - SLO 6</p>			
<p>Course 3</p>	<p>Critical Thinking - SLO 6</p>			
<p>Course 4</p>	<p>Communication - SLO 7</p>			
<p>Course 4</p>	<p>Communication - SLO 7</p>			
<p>Course 5</p>	<p>Creativity/Aesthetics- SLO 8</p>			
<p>Course 5</p>	<p>Creativity/Aesthetics- SLO 8</p>			

Course 6

Respect/Responsibility-
SLO 9

Course 7

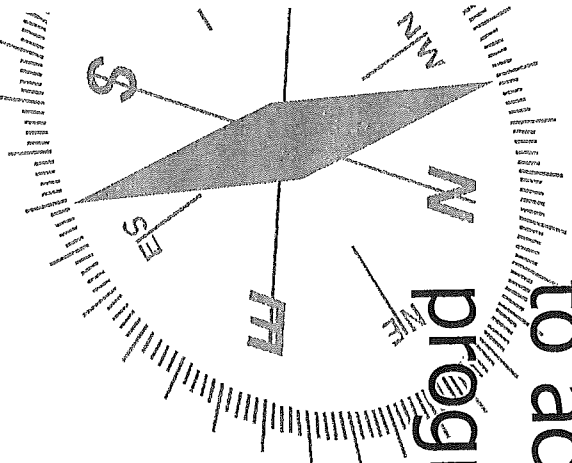
Critical Thinking - SLO 10

Course 8

Critical Thinking - SLO 11

Recommendation Three A

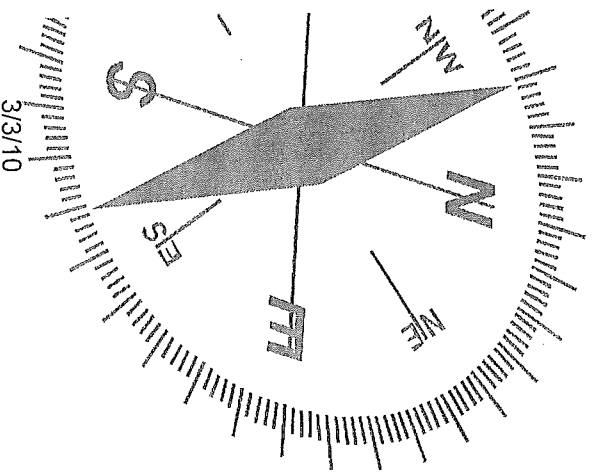
To Meet the Commission's 2012 deadline in the assessment of student learning outcomes, and to achieve a level of proficiency in program review for all efforts, the team recommends that:



3/3/10

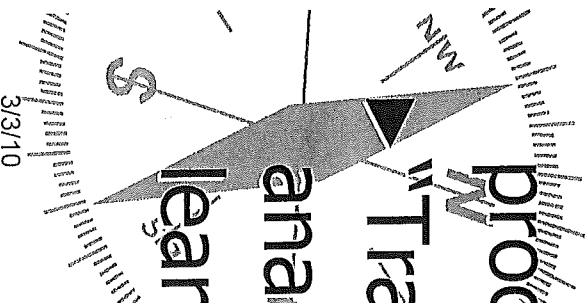
Recommendation Three A

The college fully integrate its processes for the assessment of student learning outcomes with its processes for program review and planning



Accreditation Report Responses

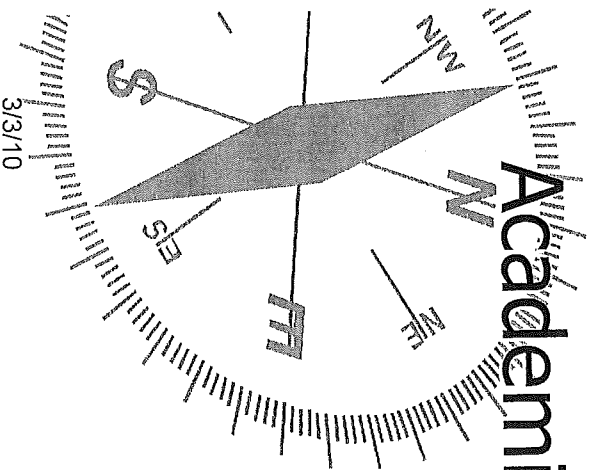
- ▶ "A careful review of meeting records (SLO) indicates a considerable gap in progress
- ▶ "The college is still striving to integrate the SLO assessment with its program review processes and then.... "
- ▶ "Transition to using assessment in self analysis that leads to improvement of learning and teaching"



Recommendation 3 Analysis and Participatory Governance Response

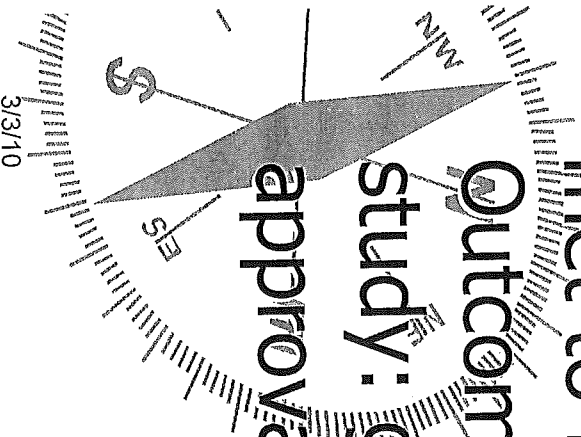
- ▶ Need a student learning outcome assessment model (SLO committee reviewed and recommended a model to

Academic Senate 2/10/10)



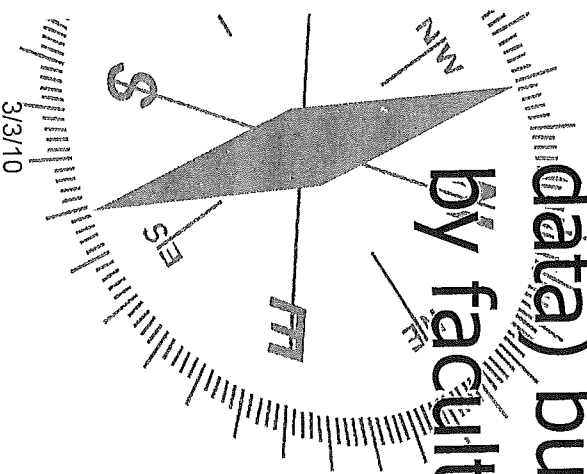
Recommendation 3 Analysis and Participatory Governance Response

- ▶ Need to integrate the student learning outcome assessment model into the program review self study (subcommittee met to integrate "Student Learning Outcomes Assessment Analysis" into self study: going through Senate process for approval)



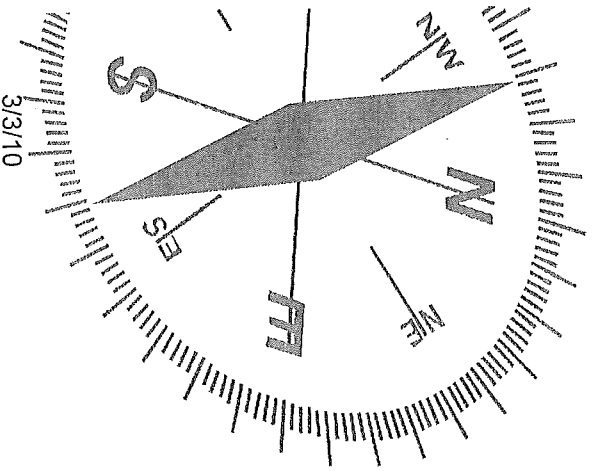
Recommendation 3 Analysis and Participatory Governance Response

- ▶ Need a user friendly way to access the data necessary for the analysis (Office of Institutional Research assisting with the data) but can be accessed through eLumen by faculty as well



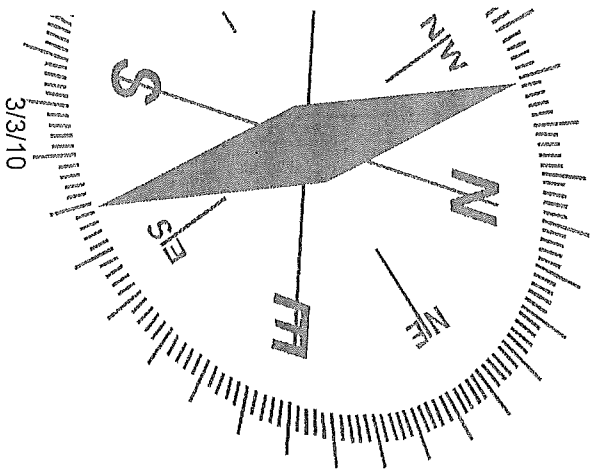
Program Review Integration (Self Study): Elena Cole

▶ <http://grapevine.laspositascollege.edu/academicsenate/index.php>.



Assessment/Analysis Process and Model: Lauren Hasten

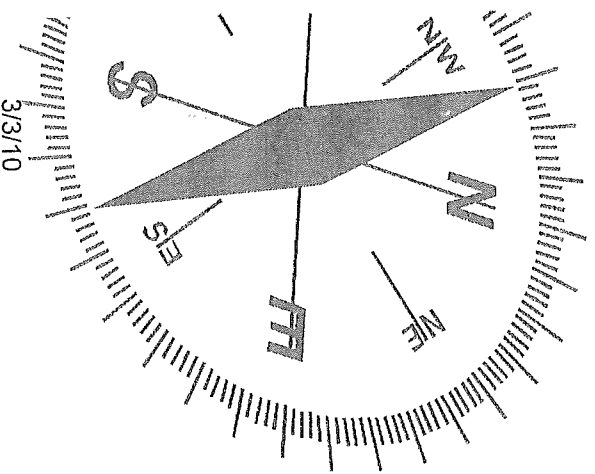
► Go to eLumen



SLO Assessment Analysis:

Lauren Hasten

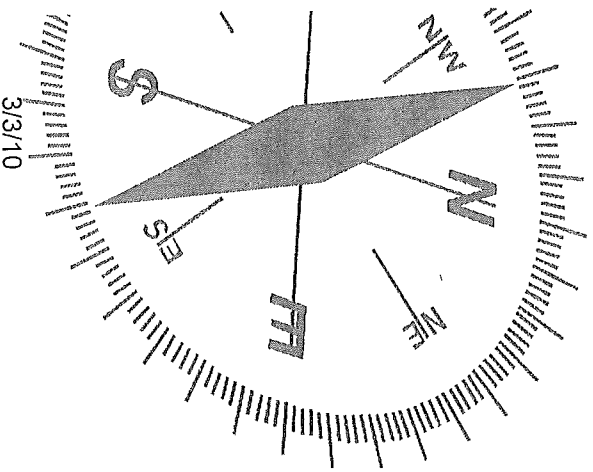
- ▶ Data
- ▶ Analysis Worksheet



Data Packet

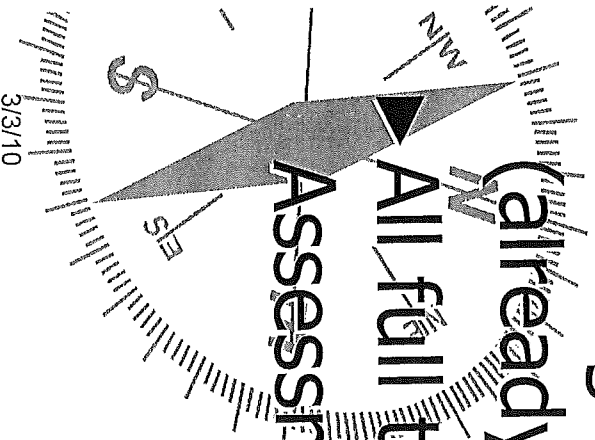
Amber Machamer

► Go to data workbook



Where do I find this?

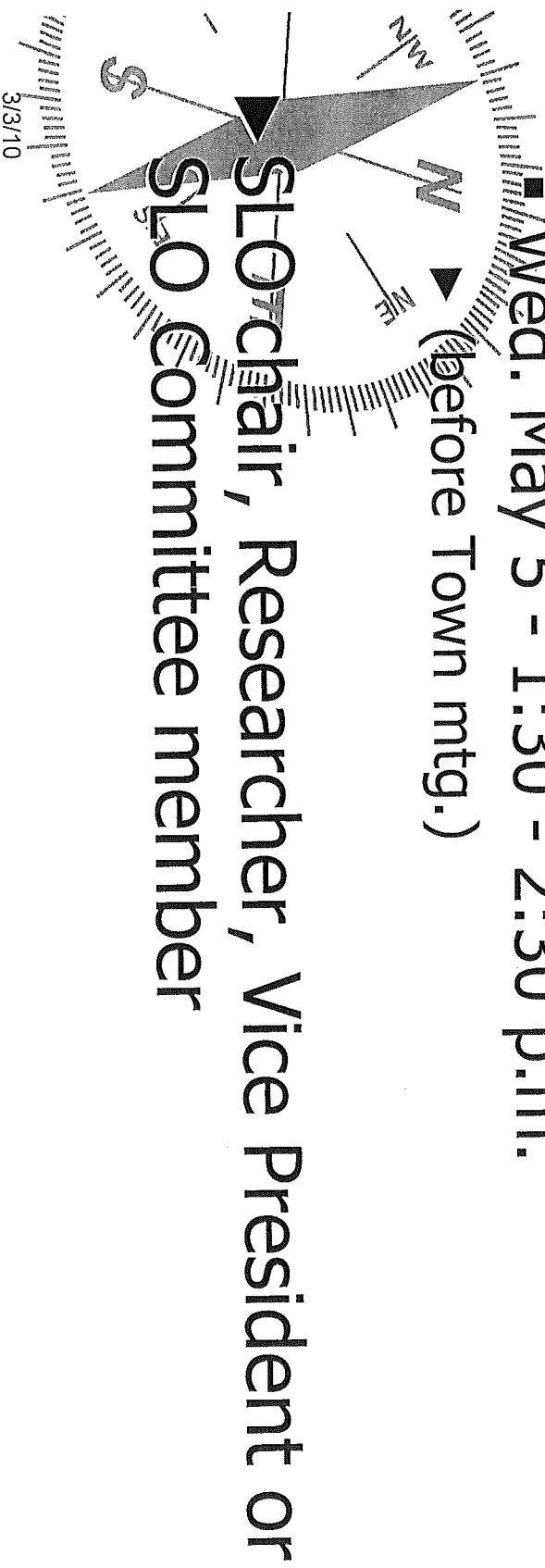
- ▶ Program Review Self Study
 - http://grapevine.laspositascollege.edu/academic_senate/index.php.
- ▶ Data given to Program Review leads (already completed)
- ▶ All full time faculty have access to the Assessment by Program Report



What if I need Help?

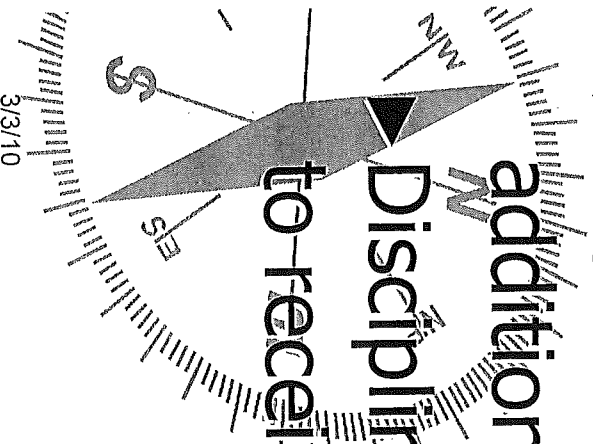
▶ Teaching and Learning Center Workshops

- Wed. March 17 - 1:30 - 2:30 p.m.
 - ▶ (before Division mtgs.)
- Thur. March 25 - 3:00 - 4:00 p.m.
- Wed. May 5 - 1:30 - 2:30 p.m.
 - ▶ (before Town mtg.)



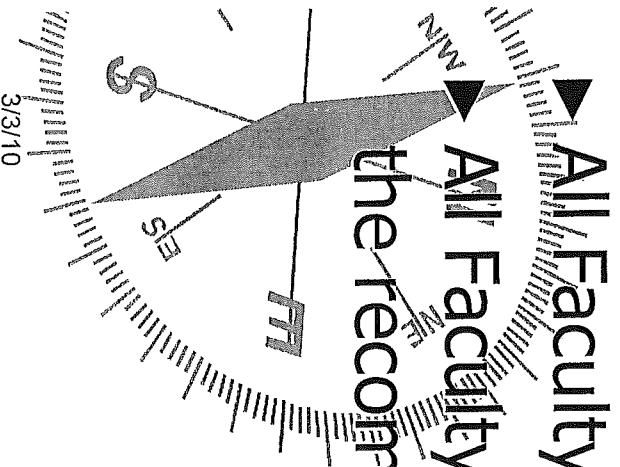
Today's Outcomes

- ▶ Consistent information and answers to the integration of student learning outcomes assessment analysis to faculty and staff
- ▶ Process clarification and understanding of additional self study program analysis
- ▶ Discipline program review lead is identified to receive data information



Today's Outcomes

- ▶ All Faculty and Staff have training and assistance opportunities
- ▶ All Faculty and Staff retain the Common Ground timeline for Program Review Completion
- ▶ All Faculty and Staff know where to find items
- ▶ All Faculty and Staff know what will be included in the recommendation three (A) response



CE3a.6



**Las Positas College
Common Tool Group**

Proposed Agenda

April 30, 2010

9-11:30 AM

Teaching and Learning Center

MDB 2410

1. Welcome and ground rules (15 min)

2. Outcomes for the Day (10 min)
(Using agreements from Common Ground)

3. Review of pilot program review tool (15 min)
 - a. Dialogue and analysis (30 min)

- BREAK (10 min)

- b. Additions and revisions (40 min)

4. Agreements (15 min)

Common Tool 4/30/10

Participants Cindy, Heidi, Teri, Pam, Amber, Laurel, Elena,

Welcome:

- Groundrules review (Laurel will facilitate groundrules)
- Outcomes: From Common Ground to Common Tool
 - Outcomes for today:
 - develop common tool
 - come to agreement on common tool
 - present common tool to College Council
 - May 20th, 2010
- Discussion of trusting representatives
- Sharing Sarah's model

- Feeds the machine → link the processes (Accreditation)

- Review of the Pilot:

- Previous {
 - OLD Tool:
 - Narrative to tool
 - across campus committees presentation (tool outcomes)
 - Resource allocation (PRC); other goals that applied to different committees
 - Committee feedback on "old tool": Feedback made tool larger

Database

- how to make Plans
- how to implement Plans
- documentation
- (Committees heads up " institutional themes → what themes came forward

Review of the Proposed tool

Common Tool 4/30/10

Participants: Cindy, Heidi, Terry, Pam, Amber, Laurel, Elena, Rajeev

Proposed Tool:

Review of cells / explanation of cells

- Discipline cells
- Sorting \rightarrow responsibility cells
- Follow Up Cells \rightarrow summary + allocation verification (Tracking by disciplines)

- Disciplines should have their own plan (decision to use Excel)

- Instruction used the original pilot tool / not student services

Questions:

- Reporting mechanism to the larger process
- Planning Parts could be added? Disciplines can put into tool
- Concern: You are limited / why? / technology tool
- tool needs to be more useable / ease
- Validity of program review Committee work

- 1) Capture thinking
- 2) How much can you write / say what you need to say
- 3) Costs of tasks (may not have access to budget questions)
 - Master Budget
 - financial blueprint of the company
 - vetted at the low level
 - doesn't ask why
 - overall master perspective
- 4) Question of effectiveness / why that cell?
- 5) Review of experiences → past issues / richness of program review Committee
- 6) Cost / need info; effectiveness may be more general

no clue



- provide cost outs

Common Tool 4/30/10

Participants Cindy, Heidi, Teri, Pam, Amber, Laurel, Elena, Rajeev

- Documents the process → doesn't support
 - institutional planning
 - Boiling down not in the tool
- Tracking / can be expensive
- Classified listening now
- Boils down to the resources
 - doing a program review (organic process)
 - possible alignment for institutional review
 - not just a place where you put a # on
- @ Tools
 - people ask for / program budgets are most of what we might ask for
 - not all can be numbered as effective
 - Routine requests

Effectiveness

- accountability piece
- place for long term & short term
- discerning project versus maintenance
- diversity of problem solving

- One thing is too much

BRIC

- program review process that takes place
- 3 units program review

Equip
gen buds.
staff
fac. } all exist

Common Tool 4/30/10

- Goal of this:
- What happens to the 4 yr if something changes? } tool updates
- Review skyline model
- Options:
 - meta approach to process
 - Criteria should be minimalist
 - Scorecard

Simplify

After SFCC

What are the SFCC?

- can be done at the program level
- idea is to roll up into institutional report
- reporting side / flexible planning
- Annual program review process (SFCC)

- Every X period

- Annual

- Hybrid / annual update

- SFCC needs to be in every planning process / at all times

Today

- Starting Point Simple

Common Tool 4/30/10

- Look at "backwards" process
 - answers to question
 - getting tool done?
 - Wasc in October
- Document the linkage
- Validation piece → may be this time through → opportunity to change after Validation step.

Today's Outcomes :

- Discipline / Unit : drop down with list
- Division : drop down with list
- What do want to accomplish (objective)
- How do you plan to accomplish this ?
- What are your measurement criteria ?
- Which college strategic goal does this objective address ?
- Does this objective address an accreditation recommendation or planning agenda ?

Common Tool 4/30/10

When do you plan to start? (Drop down)

What resources will this take?

- People one time
- People on going
- Financial one time
- Financial on going

Leave off end of the year calls.

① Don't K
A- All
3
Sessions to
Kerron
Dyke
College Council

② Common tool

comes back together to do

page 2

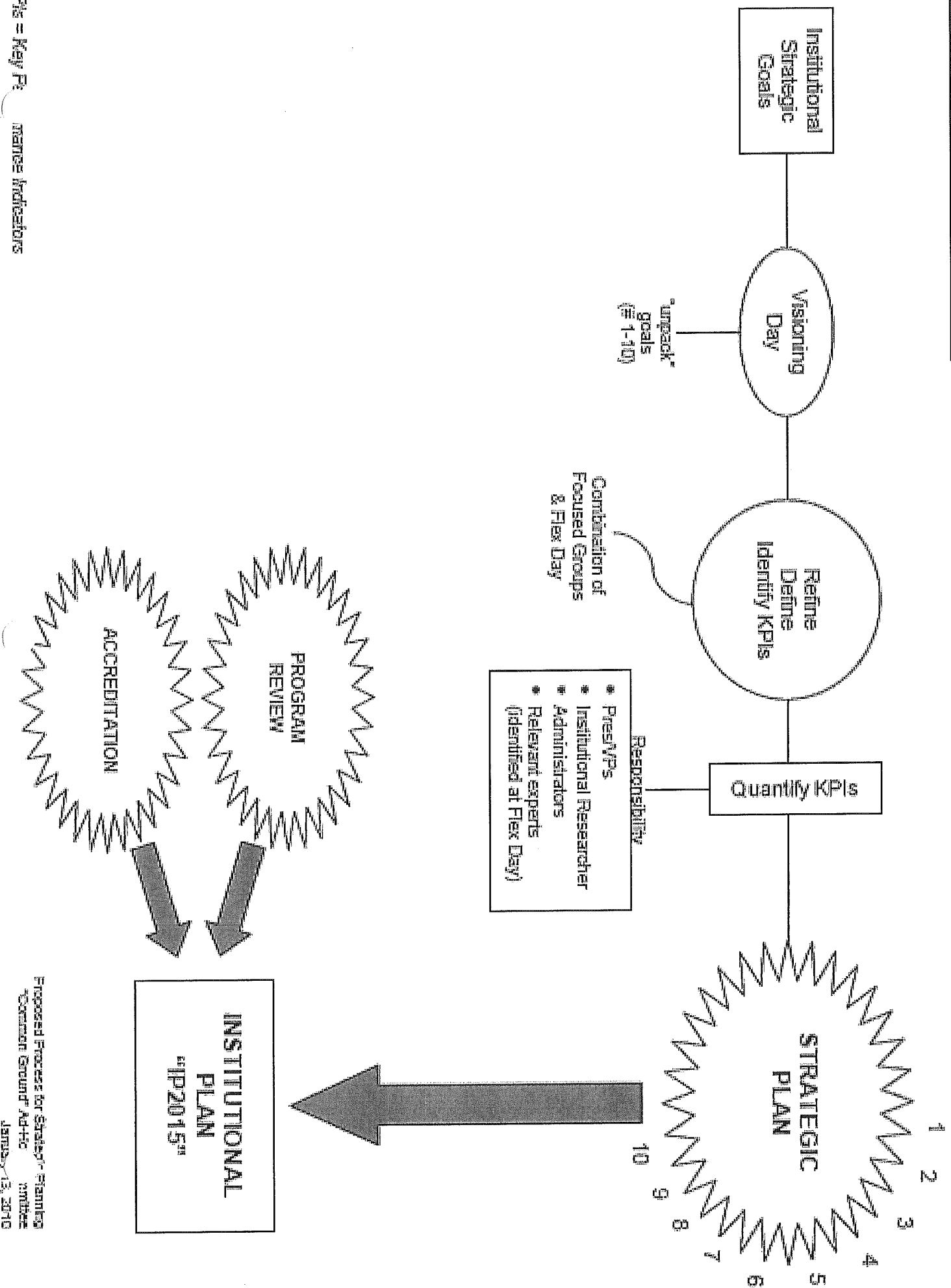
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January mtg. / feedback

Next Steps:

Flush out in May?

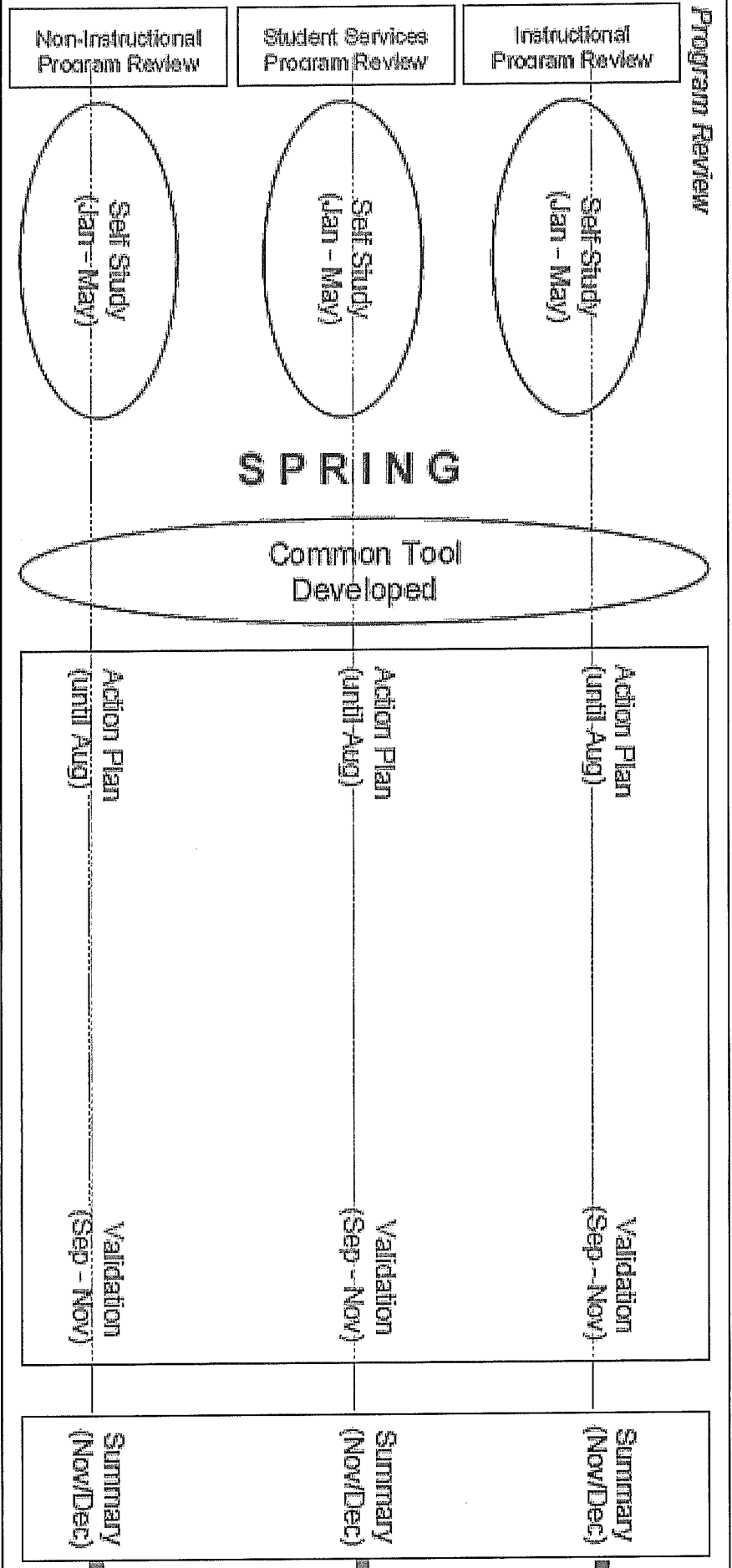
- email / electronic
- access database? formatting not in the way of content
- user friendly / output on intranet
- Spreadsheet goes to constituency → heads of constituency go to the college Council.

Strategic Planning Process

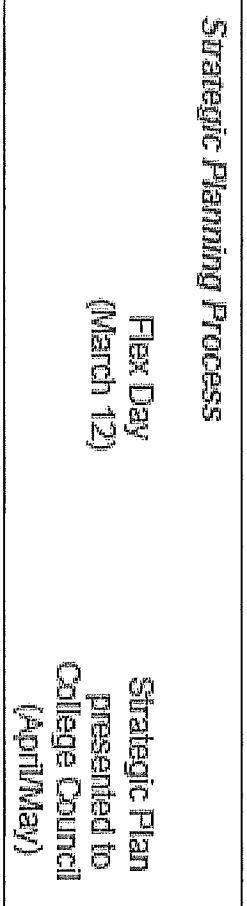


KPIs = Key Performance Indicators

Program Review



Strategic Planning Process

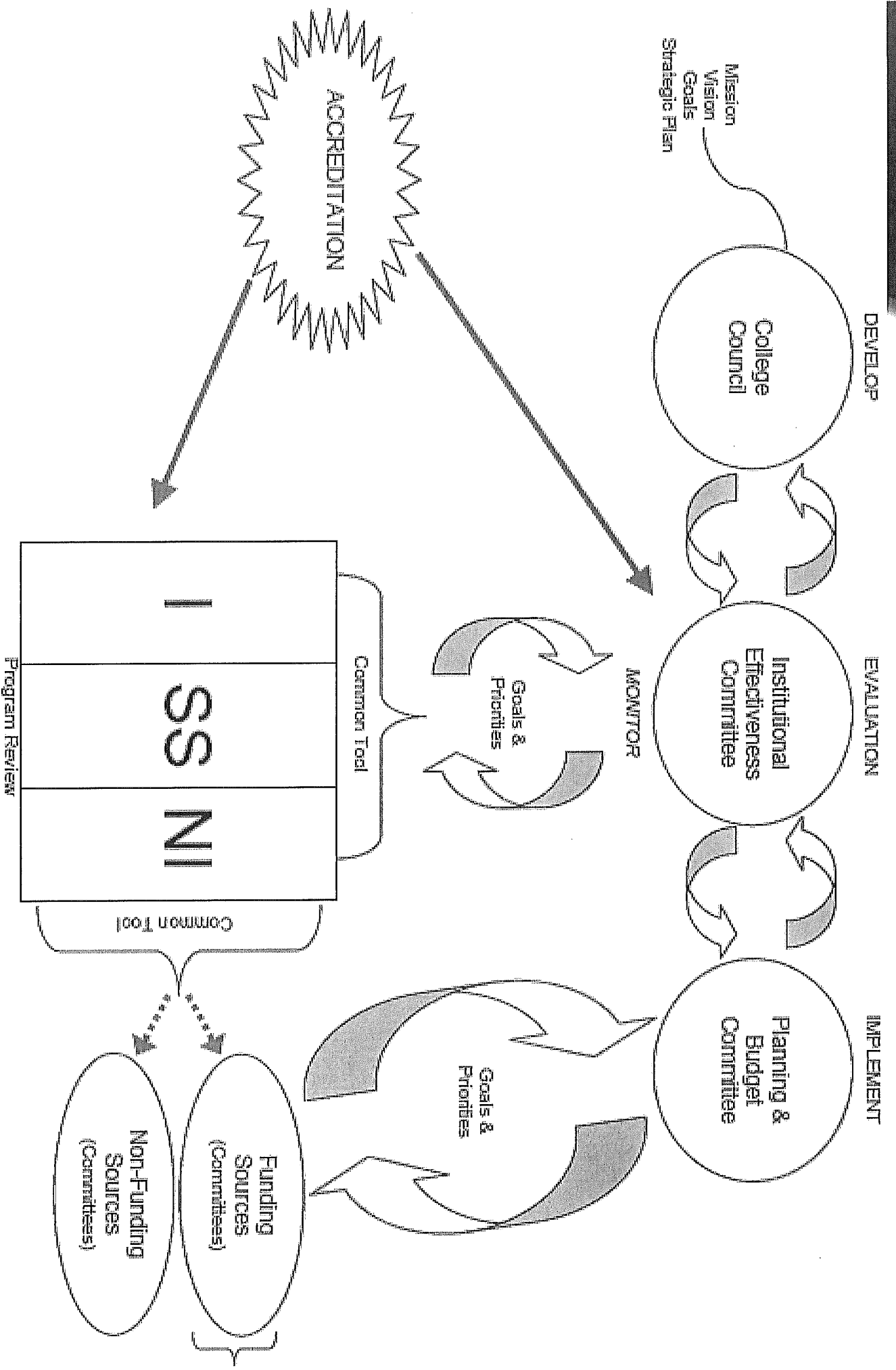


Institutional Effectiveness Committee created (Aug/Sep)

Institutional Plan "IP2015"
(Nov/Dec)

Accreditation
Recommendations from ACCJC (Jan/Feb)

Proposed Institutional Planning Process
Common Ground Committee
January 13, 2010



IMPLEMENT

PROGRAM REVIEW FALL 2009 – SPRING 2010

THE PURPOSE OF PROGRAM REVIEW

In its seminal white paper on program review, the Academic Senate for the California Community Colleges states,

Program review is the process through which constituencies (not only faculty) on a campus take stock of their successes and shortcomings and seek to identify ways in which they can meet their goals more effectively. ... Program review should model a miniature accreditation self-study process within a designated area of the campus. In essence, it provides a model and practice that generates and analyzes evidence about specific programs. Eventually this work should guide the larger work of the institution, providing the basis for the educational master plan and the accreditation self-study as well as guiding planning and budgeting decisions.¹

Program Review should serve “as a mechanism for the assessment of performance, acknowledge accomplishments and academic excellence, improve the quality of instruction and services, update programs and services, and foster self-study and renewal.”² It “should also be seen as an integral component of campus planning that will lead to better utilization of existing resources. ... It is essential that program review be a meaningful process that contributes to the overall quality of the program and the college without creating unsustainable workload or data requirements.”³

LPC ACADEMIC PROGRAM REVIEW

After extensive discussion and review of the literature, the Program Review Committee,

¹ Program Review: Setting a Standard, a publication of the Academic Senate for California Community Colleges, p. 6.

² Ibid., pp. 6-7.

³ Ibid., p. 7.

an *ad hoc* committee of the LPC Academic Senate, is recommending a two-part program review process for 2009-2010. In proposing these recommendations, the committee is acting under the following assumptions:

- There are three primary audiences for the program review
 - The discipline: The completed review provides a document which will guide decision making by the faculty within the discipline and can be used to educate new faculty about the internal workings and goals of the discipline.
 - The college and wider communities: The collective program reviews inform the various constituencies within the college, as well as the public, about the activities, accomplishments and goals of the academic disciplines.
 - The Program Review and Planning committees: The completed program reviews will be reviewed by the Program Review Committee and Planning and Budget Committee (or other committee(s) as mutually agreed on).
- The program reviews will be used by the college to guide budget development and resource allocation through a shared governance process embodied by one or more committees whose members represent various college constituencies and whose mission is to make recommendations that will help guide the college's planning and budgeting decisions.

PART I: SELF-STUDY

Part I of the program review is the self-study. In this part, the goal is to inform the reader about the accomplishments of the program and the challenges it faces and to identify the needs and opportunities presented by those accomplishments and challenges.

The review should be a candid self-evaluation supported by evidence, including both qualitative and quantitative data. It should honestly document the positive aspects of the program and establish a process to review and improve the less effective aspects of a program. A well developed program review process will be both descriptive and evaluative, directed toward improving teaching and learning, producing a foundation for action, and based upon well-considered academic values and effective

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practices.⁴

In the self-study, faculty may ask themselves such questions as, “what have we accomplished since the last program review?” “What is the current status of our program?” “Where would we like to take our program?”

Guidelines for Part I of the program review are detailed below. Currently, the timeline for completing this portion of the review is Fall 2009.

PART II: PLANNING and RESOURCE REQUEST

In Part II, disciplines will discuss in more detail the opportunities and needs identified in Part I. While the Program Review Committee continues to work on crafting guidelines for this part, it is expected that in this portion of the program review faculty will provide specific information about their needs and goals, as well as a discussion of ways and means to meet their needs or accomplish their goals. In this part, faculty will be asked to summarize their plans and to indicate the resources needed to accomplish their goals. They may be asked to prioritize these goals. The outcomes of this part should feed directly into the planning and budget processes of the college.

The final phase of program review is the validation step. It is most likely that the Program Review Committee will perform this task.

⁴ Ibid., p. 6.

THE PROGRAM REVIEW TEMPLATE

PART I

This template is not intended to restrict the writing process, but to facilitate it. The self-study author(s) should make content and organizational choices which present a clear, cohesive, persuasive, and well-researched document.

A. Program Description:

Write a short description of your program designed to introduce the reader to your program. Your description may be similar, or identical, to your program's catalogue description, or it may include other aspects that you feel are important for the reader to know about your program.

B. Program Mission

Include the following as applicable:

- What is the program's mission? Please review your last program review. Has the program's mission changed? If so, how?
- The college's mission is as follows:
Las Positas College is an inclusive, learning-centered institution providing educational opportunities that meet the academic, intellectual, career-technical, creative, and personal development goals of its diverse students. Students develop the knowledge, skills, values, and abilities to become engaged and contributing members of the community.

How does your program's mission support the college's mission?

C. Program Analysis

Please analyze each of the following areas. **In your analysis, discuss your program's accomplishments and challenges in each area and identify opportunities and needs.** Use both quantitative and qualitative data to support your analysis. Data sources include the Discipline/Cluster Data Sheet F 2005 – S 2009 and the Data Starter Kit provided by Dr. Amber Machamer, as well as information from the Master Plan and /or previous program reviews. As you analyze these areas, seek to identify additional data needs for this and future reviews.

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You may address the following areas in the order that is most appropriate for your program.

- Course Offerings
 - (Refer to “Total Courses Offered” and “Total Sections Offered” on the Discipline/Cluster Data Sheet.)
- Staffing Resources
 - (Refer to “Staffing Resources” on the Discipline/Cluster Data Sheet. Contact your Division Dean for information on Classified and Administrative Staffing Resources.)
- Physical Resources
 - (Refer to the Master Plan and/or your last Program Review.)
- Technology Resources
 - (Refer to the Master Plan, your last Program Review and/or the Technology Plan.)
- Fiscal Resources
 - (Attach Discipline Annual Budget.)
- Students
 - Enrollments
 - (Refer to “Total Majors in discipline,” “Enrollments,” and “FTES” on the Discipline/Cluster Data Sheet. Also refer to the Enrollment Management Report.)
 - Demographics
 - (Refer to “Gender,” “Race/Ethnicity,” “Registered Learning Disability,” and “Educational Goal” on the Discipline/Cluster Data Sheet.)
 - Student Success
 - (Refer to “Program Success” on the Discipline/Cluster Data Sheet.)
 - Program Efficiency
 - (Refer to “Program Efficiency” on the Discipline/Cluster Data Sheet.)
 - Other
 - (This may include student input, college assessment score success, pre-

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requisite or co-requisite success data, state and/or federal mandates and other relevant information.)

- Student Learning Outcomes

- Course Level Student Learning Outcomes

- Total number of courses
 - Number of course Student Learning Outcomes written
 - Number of courses assessed at least once
 - Attach your Student Learning Outcome timeline here (Dr. Machamer can provide this to you if you have completed it with her. If not please fill out the Student Learning Outcome Time line sheet now)

- Program Level Student Learning Outcomes (If appropriate)

- Number of Programs (Major Degrees or Certificates) your Program Offers
 - Number of Degrees and Certificates with at least one Student Learning Outcome.

- Student Learning Outcomes Assessment Analysis: Analyze your assessment data and summarize trends in outcome proficiency vs nonproficiency. Discuss accomplishments, challenges, opportunities and needs indicated by the data analysis.

- Suggestion: Use the SLO Assessment Analysis worksheet to assist in the analysis and summary of trends.
 - Contact Dr. Machamer if you would like to have an SLO assessment data chart done.

- Curriculum Review

- (To provide supporting documentation, attach the curriculum spreadsheet **Curriculum Revision Template - AM - 2008.xls** if you have already completed it or obtain the curriculum revision template from Dr. Machamer and complete it.)

- Interaction with Other Groups and Staff

- This may include advisory boards and transfer institutions.

- Other.

- Discuss here any aspects of your program which do not fit into the categories above, but which you feel need to be addressed.

Rev. 02/22/10

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Instructional Program Review Coordinator

Overview: The Instructional Program Review Coordinator provides leadership and coordination in meeting the charge of the Instructional Program Review Committee. This position reports to the Academic Senate and is evaluated and administered by the Vice President of Academic Services as set forth in the contract. The duties may include:

1. Oversight of the Instructional Program Review Committee including serving as chair of the committee and leadership in the committee charge and responsibilities (see Program Review Committee Charge and Membership.)
2. The Coordinator may directly engage in the tasks below or work with a member (or members) of the Instructional Program Review designated to perform the task and may assign some portion of the release time to other committee members after consultation with the Academic Senate and Vice President of Academic Services.
3. Program Review liaison to other institutional program review units including Student Services and Non-Instructional Unit Reviews.
4. Assist with the archive, web content updates and electronic housing of the Instructional Program Review documents.
5. Coordinates committee recommendations and works with Student Learning Outcomes Coordinator/Committee, and Curriculum Committee.
6. Works with Staff Development and the Teaching and Learning Center on group training opportunities where necessary and appropriate.
7. Works with the Institutional Researcher to communicate and disseminate data, and assists disciplines in the use of data analysis and report out tools used within the instructional program review process.
8. Works with faculty on program review timelines and submittals to the Instructional Program Review Committee.
9. Works with the Instructional Program Review Committee to ensure that all divisions receive reports about committee work.
10. Works with the accreditation liaison as part of the institutional accreditation response regarding program review.
11. Serves as a liaison to the Institutional Effectiveness Committee.

This position has 4.0 CAH assigned as release time.

College Recommendation 3b

Program Review

To meet the Commission's 2012 deadline in the assessment of student learning outcomes, and to achieve a level of proficiency in program review for all efforts, the team recommends that:

- B. The college fully implement a program review process for all administrative programs and services, (I.B.3, III.A.6, III.B.2, III.D.3)

Descriptive Summary:

The Office of Institutional Research and Planning is responsible for the implementation of the Administrative Unit (Non-Instructional) Program Review. Discussion over the approach, the process and the implementation began in the Administrative Council meeting of December 9, 2009 (CE3b.1). Models and non-instructional program review intents were shared with the administrative group, where direction was given to the Director of Institutional Research and Planning to move forward.

A pilot of three administrative units (President's Office, Teaching and Learning Center, Technology Department) began in Fall 2009 (CE3b.2). This pilot was completed by the end of Spring 2010. The process included the dissemination of the administrative unit program review template and multiple meetings with each unit for discussion of the pilot and feedback for process improvement.

The pilot process included a campus-wide survey for each unit (CE3b.3). The surveys were created through the collaborative discussion held with each unit and with the inclusion of best practice models. Results from the Fall 2009 survey were disseminated to each pilot unit. Unit self studies were completed in June 2010 and action plans and the common tool will be completed by December 2010. The evaluation of the Administrative Unit Program Review pilot process included interviews with the pilot units over the Summer 2010. (CE3b.4)

With the completion of the interview process, the Director of Institutional Research and Planning redesigned the template and the review process based on the feedback noted in the above paragraph (CE3b.5). Continued Administrative Unit Program Review for all administrative units, began in Fall, 2010 with completion scheduled for December 2010.

Included in the completion of Recommendations 3a and 3b is noted work with both the "Common Ground" and "Common Tool" task forces. The process and outcomes for each of these task forces was included in the descriptive summary for 3a and in the Follow-Up Report Abstract on institutional planning. The completion of all Administrative Unit Program Reviews in Fall 2010 will provide planning inclusion for administrative unit goals and needs into the Common Tool tracking mechanism, into the college wide resource allocation process, and into the *Institutional Plan 2015* (CE3b.6).

Analysis of the Results Achieved to Date

The three pilot Administrative Unit Program Reviews have been completed and serve as the evaluated process that began for all administrative unit reviews in Fall 2010. This demonstrates resolution of Recommendation 3B made in the visit team's 2009 Evaluation Report.

Planning goals and needs from the Administrative Unit Program Reviews take their place alongside the instructional program review plans and goals and the student services program review plans and goals as part of the *Institutional Plan 2015* and as part of the demonstrated proficiency level of all program review efforts.

Additional Plans

Following the template and process changes noted in the descriptive summary, the revised Administrative Unit Program Review process will need to be time-lined every four years as are the other program review processes. Possible staggered reviews for all institutional programs (instructional, student services, administrative) will be discussed upon completion of this first four year integrated cycle, which ends in 2015.

Evidence for College Recommendation 3b (CE3b)

CE3b.1	Administrative Council Agenda
CE3b.2	Non-Instructional Program Review Pilot; Fall 2009
CE3b.3	Pilot Process Survey; Spring 2010
CE3b.4	Pilot Unit Interviews; Summer 2010 (not available yet)
CE3b.5	Pilot Template and Review process; Fall 2010 (not available yet)
CE3b.6	Institutional Plan 2015 Goal map; January 13, 2010

AGENDA**Administrative Council Meeting**

December 3, 2009
 10:00 AM – 12:00 PM
 Room 1603

10:00 – 10:10 AM **Check-In (*Group*)**

10:10 – 10:35 AM **Budget (*Kratochvil*)**

10:35 – 11:00 AM **Institutional Effectiveness Model (*Pollard*)**

11:00 – 11:20 AM **Non-Instructional Program Review (*Machamer*)**

11:20 – 11:30 AM **All-College Holiday Event (*Manwell*)**

11:30 – 11:45 AM **Professional Development (*Pollard*)**

- Leadership Article
 - Ethics Statement
-

11:45 – 11:55 AM **Announcements/Updates**

- Academic Services
 - Administrative Services
 - Student Services
 - Office of the President
 - Board/District
-

11:55 AM – 12:00 PM **Wrap Up**

Message Points

- -
 -
 -
 -
-

Information Items

- Handout – “What Does Every CEO Need to Know About Athletics”
 - For review and discussion at 1/7 meeting
 - SEMS/NIMS Training at LPC (PE209) – 12/4
 - HR Forum – 12/8
 - Administrative Workshops at District – 12/9
-

FUTURE TOPICS

- Travel Guidelines (*Kratochvil*) 1/7
- “What Does Every CEO Need to Know About Athletics?” 1/7
- Management Rights

**Non Instructional Program Review- PILOT
Las Positas College
Fall 2009**

Participating Offices

- **Office of the President**
- **VPAS area Innovation Center**
- **VPBS area IT Department**

Pilot Template Summary for Las Positas College:

Units will review their programs using a year-long, 5 step process. Step 1: Units will create their Mission Statement, identify major functions and stakeholders. In step 2 Units will develop a plan for determining performance including the types of data they will collect. A College-wide Survey with both common questions and customized questions about each Department/Unit. Each department submits questions to the Office of Institutional Research and Planning that assesses their Performance Measures. The IR&P will create one master survey to be deployed College-wide. Some questions will be common to all Departments/Units. Departments may also collect and report additional data that assess performance (such as number of transactions, major project completed, process updated, assessment). In Step 3 Units identify best practices used at other institutions that they would like to implement. In Step 4 Units write up the results of their performance measures. In Step 5 units create Action plans in input those into the Standard Program Review data base.

Step 1, 2, and 3 will take place in Fall. Steps 3, 4, and 5 take place in Early Spring. The Final Report is due in April.

Step 1: Written Report-Department Purpose (Mission), Functions and Stakeholders (2 pages)

What is the specific purpose (mission) of your department? If your department has a mission statement review it to see if it is still appropriate. Revise as needed.

How does the purpose of your department align with LPC's College Goals and it's Mission? (If College Goals are not in place by 2010 use only the Mission)

What are the core (major or most important) functions of your department that contribute to the accomplishment of your purpose?

Make a list of the major services and/or products you are providing.

Identify the users/students/stakeholders of that product or service.

How do you determine the short and long-term requirements and expectations of your users/students/stakeholders? How do you know what they need?

How do you/will you follow-up after your users/students/stakeholders receive your product or service to determine if it met their needs (such as through a satisfaction survey)? How do you know if you are meeting their needs?

Due date: Monday Oct 26th, 2009

Step 2: Instructions-Establish Ongoing Performance Measures (1-2 pages)

The IR&P will be happy to meet with your department to complete Step 2.

A critical component of a good department review is the collection and analysis of appropriate measures of department performance. Some things to consider when determining appropriate performance measures for your department are:

- Is the measure directly related to the department's important functions?
- Is there a focus on improvement, i.e. how will you use the information you collect and analyze to improve your department's performance?
- Does the measure give immediate feedback and provide for continuous assessment?
- Does each primary function have multiple measure of performance?

Assess information you might already collect or have that could be assessed.

- What measures related to your department's performance do you already collect *on a regular basis*? This might include measures of "how many" or "how often" or "how much." These are important measures to collect, but also consider measures that relate to "how well do we" or "how effective is" or "how satisfied are our users." What measures do you collect *on an occasional basis*? Do you review or analyze the data collected? Do you use it to make improvements?
- Don't forget to include information such as: performance or financial audits, reports from accrediting bodies, recommendations from consultants, etc. (Not all measures are in numerical form.)

Step 2: Written Report -Establish Ongoing Performance Measures (1-2 pages)

What information would you need to collect in the future? What additional measures related to the department should be established in order to address the critical processes conducted by your department? Do you need assistance in creating/collecting and analyzing data? Do you need to better document current processes (number of services performed, number of transactions).

If you wish to participate in the College Departmental Review Survey please submit questions to the Office of Institutional Research and planning by the deadline. The IR&P will be happy to meet with your department to assist you with Step 2.

Due Date: Monday Oct 26th, 2009 College Departmental Review Survey conducted Oct/Nov 2009. Data/Findings published Dec 2010.

Step 3 : Identify Best Practices at other Institutions (1-2 pages)

Departments are asked to identify a college or other organization that you know has a national reputation in your area or has some practices you'd like to adopt. Depending on cost and time, it may be possible to provide support for you and maybe others in your unit to visit this college.

If you are unable or chose not to visit another school that requires distant travel, it may be possible to contact individuals at these schools/organizations and discuss their structure and processes. They may be willing to share process manuals, planned activities etc.

Step 3: Written report- Best Practices (1-2 pages)

- Colleges/organizations identified with best practices
- Other sources of information on best practices
- Best practices you would like to adopt or set as goals for your area. In addressing these issues please consider the elements address the primary function of your unit as well as your Performance Measures.

Due Date: March 22nd, 2011

Step 4: Written Report- Results of Performance Measure (2-3 pages)

If needed please contact the Office of Institutional Research and Planning for assistance in analyzing and presenting your data.

Report the sources of your data.

Organize the data into tables, charts or other formats that will be the most useful to analyze. Describe the findings and their significance in relation to your primary functions

Due Date: March 22nd, 2011

Step 6: Identify Actions Plans and put into Planning Matrix

The proposed Action Projects should be based upon an in-depth understanding of the opportunity for improvement. It may be that you do not have enough information to establish the causes of the identified opportunity for improvement. In that case, you may want your Action Project to be something like this: "Establish a team to study the root causes of the department's negative trend in customer satisfaction and recommend action." If you are confident that you have identified an Action Project that will directly address the opportunity for improvement, identify it, and specify how it will result in improvement. Action plans should be divided into Project and associated tasks. Each Project should address a goal and should be linked to the College goals.

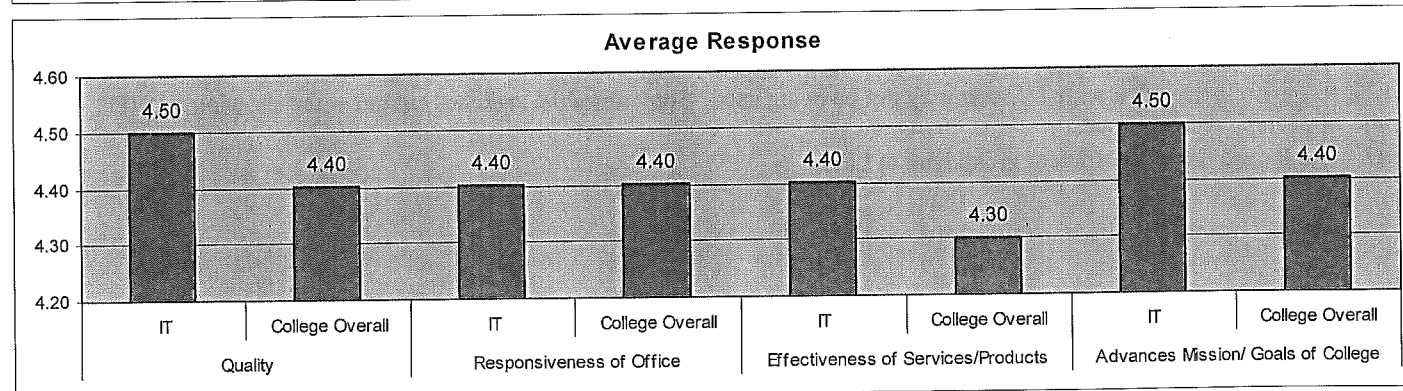
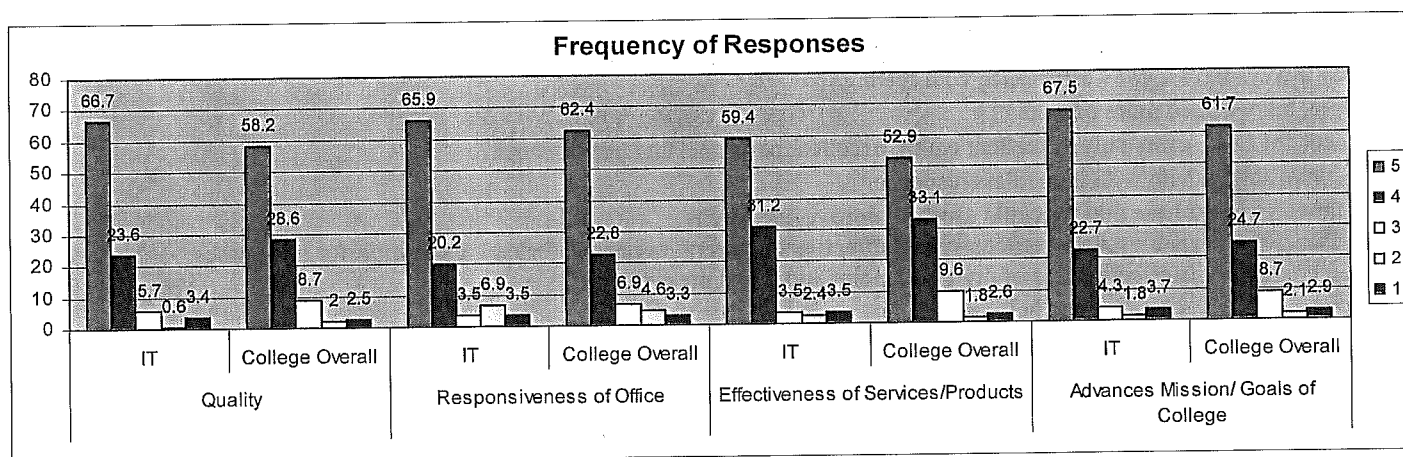
Please complete attached excel Matrix.

Due Date: April 29, 2011

LAS POSITAS COLLEGE OFFICE OF INSTITUTIONAL RESEARCH KEY PERFORMANCE INDICATORS REPORT 2010 PROGRAM REVIEW OF NON-INSTRUCTIONAL SERVICES TECHNOLOGY DEPARTMENT

In the Spring 2010, we administered an online Survey to all staff and faculty as part of a pilot study for non-instructional program review. 193 individuals responded. Respondents were asked to report on their satisfaction with three specific services: the President's Office, Technology Department (computer/network support, instructional systems, telecommunications), and the Teaching and Learning Center (formerly the Innovation Center). The survey measured satisfaction on four dimensions: overall quality, responsiveness of office, effectiveness of services/products, and advances missions/goals of college. Below are results that show respondents' satisfaction with the Technology Department and a comparison to the overall satisfaction in the three services combined.

		Rating						Overall Mean
		5: Very Satisfied	4: Satisfied	3: Neutral	2: Dissatisfied	1: Very Dissatisfied	Never Used/ Missing	
		%	%	%	%	%	% (n)	
Quality	IT	66.7	23.6	5.7	0.6	3.4	5.9 (11)	4.50
	College Overall	58.2	28.6	8.7	2	2.5	27.6 (153)	4.40
Responsiveness of Office	IT	65.9	20.2	3.5	6.9	3.5	6.5 (12)	4.40
	College Overall	62.4	22.8	6.9	4.6	3.3	29 (161)	4.40
Effectiveness of Services/Products	IT	59.4	31.2	3.5	2.4	3.5	8.1 (15)	4.40
	College Overall	52.9	33.1	9.6	1.8	2.6	30.3 (168)	4.30
Advances Mission/ Goals of College	IT	67.5	22.7	4.3	1.8	3.7	11.9 (22)	4.50
	College Overall	61.7	24.7	8.7	2.1	2.9	31.4 (174)	4.40



In addition to the quantitative data collected, individuals surveyed were also able to add comments:

Great group of people, very knowledgeable and helpful.

Scott is great!

Stellar; ahead of the technology curve.

They keep us on track!!! Thank you.

They are fast like a NASCAR!

Our Technology Department is great. They are so knowledgeable and willing to answer any question (no matter how "un-techy" the person is). There are always ready to help with our needs.

Very hard to get calls returned at all and definitely not in a timely manner.

Frustrated with ZONE email to contact students. No response from supposed help.

They need an assigned administrative assistant.

Great Crew and very responsive and helpful. Have always assisted me quickly and made it possible for me to continue teaching in class with minimum interruptions when there has been technology failures and equipment failures.

Software purchasing and allocation needs serious re-design--we have a food service committee and we don't have a software committee????

They are always there when you need them.

They need more staff so they can implement new technologies and update older ones.

Outstanding service of classroom delivery systems. Cordial, professional, and timely response to any request for assistance.

Those guys do a great job

Our Technology Department is awesome!

I find that I usually have to be proactive and see if we have the necessary updates in the classroom computer before I can use them to show videos from the internet. Otherwise, they have been responsive when I had concerns.

I have had to turn money back to the state because I am unable to purchase computer equipment for my office area due to the lack of follow-up with the Tech. staff

Excellent.

Very responsive in a short amount of time. The feeling of "adding one more thing for them to do" is NEVER indicated. They are always happy to help, and always make themselves available.

Likewise Heidi. Guys who work on computers slow to respond and often need to come back to fix "something" else after they install or update.

Only good things to say about this group. They respond quickly, never rush in explaining things and are extremely helpful

Our IT Dept. is good and always ready to help! I do not use them for classroom issues, but have referred many instructors to them. They always have a good experience with them.

Great people, but we need more of them!

Used services for ONE game only. Excellent equip. excellent personnel and performance

Always very willing to help with immediate response.

I work in this office and I see that we could always improve our quality.

The Tech Department has been very responsive and effective on several occasions for me. Its support for my classes contributed greatly to the effectiveness of my Powerpoint and Excel presentations.

Excellent service, always prompt and helpful.

Always very responsive and helpful with any problem large or small. Usually get service within 30 minutes when problems arise. Also help with technology purchasing and set up of equipment, for off site classroom settings and on campus events.

The services provided are excellent.

They have done a great job responding to the needs of our department. When required, they will not hesitate to go the extra mile.

As with many updates, there's the challenge of the new. In several ways, the technological support system was more user-friendly in Rm 203 before the update.

Room 2030 is awfully crowded with TVs that may not be being used. Sometimes the switches cut out when showing a DVD.

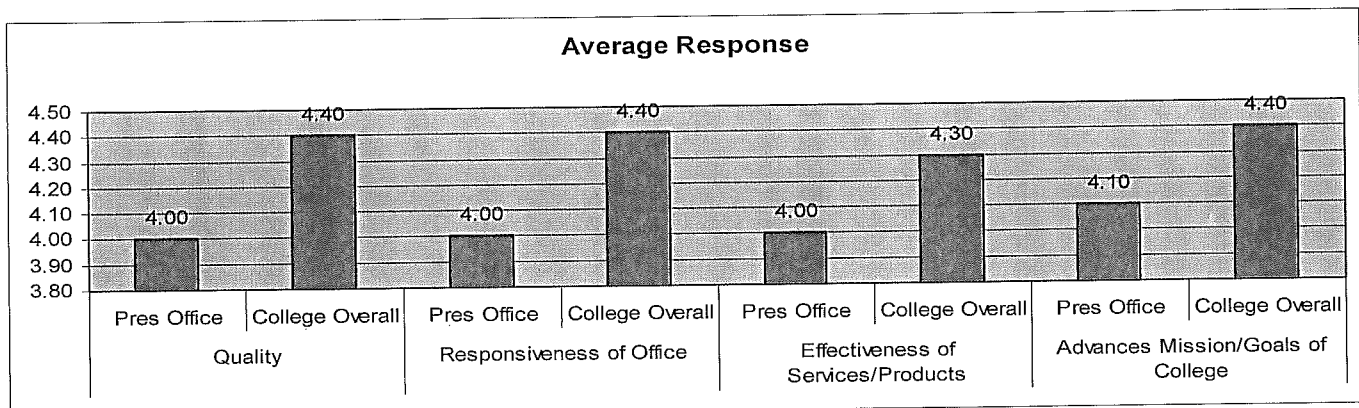
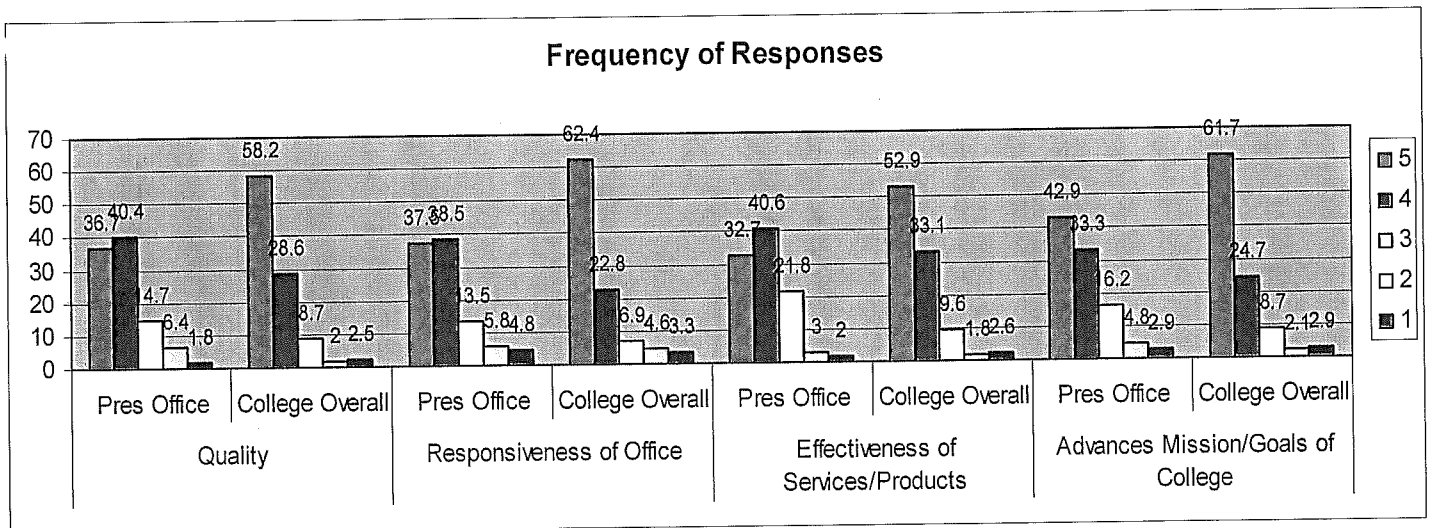
Response of evening techs is great.

Steve G and folks are the most efficient group here at LPC.

**LAS POSITAS COLLEGE OFFICE OF INSTITUTIONAL RESEARCH
KEY PERFORMANCE INDICATORS REPORT
2010 PROGRAM REVIEW OF NON-INSTRUCTIONAL SERVICES
PRESIDENT'S OFFICE**

In the Spring 2010, we administered an online Survey to all staff and faculty as part of a pilot study for non-instructional program review. 193 individuals responded. Respondents were asked to report on their satisfaction with three specific services: the President's Office, Technology Department (computer/network support, instructional systems, telecommunications), and the Teaching and Learning Center (formerly the Innovation Center). The survey measured satisfaction on four dimensions: overall quality, responsiveness of office, effectiveness of services/products, and advances missions/goals of college. Below are results that show respondents' satisfaction with the President's Office and a comparison to the overall satisfaction in the three services combined.

		Rating						Overall Mean
		5: Very Satisfied %	4: Satisfied %	3: Neutral %	2: Disatisfied %	1: Very Disatisfied %	Never Used/ Missing % (n)	
Quality	Pres Office	36.7	40.4	14.7	6.4	1.8	41.1 (76)	4.00
	College Overall	58.2	28.6	8.7	2	2.5	27.6 (153)	4.40
Responsiveness of Office	Pres Office	37.5	38.5	13.5	5.8	4.8	43.8 (81)	4.00
	College Overall	62.4	22.8	6.9	4.6	3.3	29 (161)	4.40
Effectiveness of Services/Products	Pres Office	32.7	40.6	21.8	3	2	45.4 (84)	4.00
	College Overall	52.9	33.1	9.6	1.8	2.6	30.3 (168)	4.30
Advances Mission/Goals of	Pres Office	42.9	33.3	16.2	4.8	2.9	43.2 (105)	4.10
	College Overall	61.7	24.7	8.7	2.1	2.9	31.4 (174)	4.40



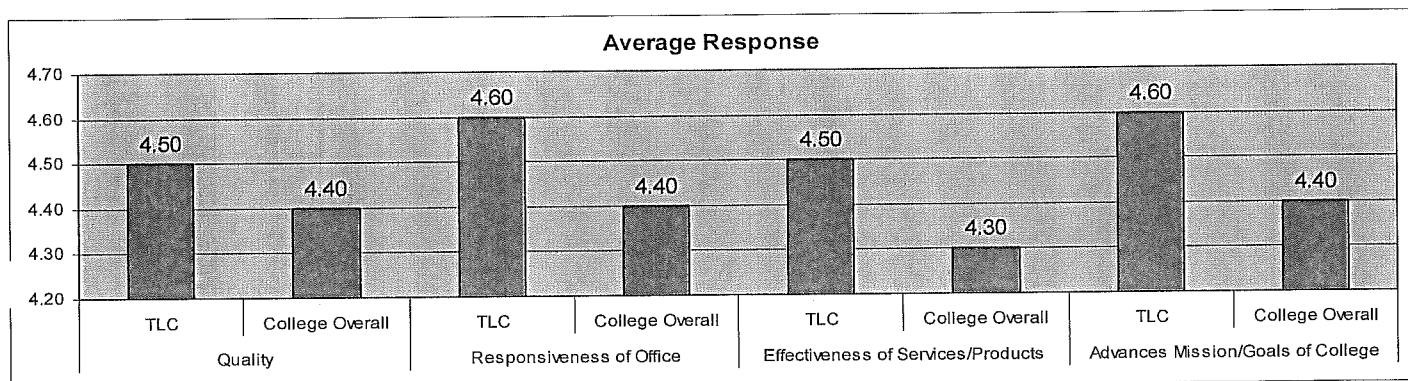
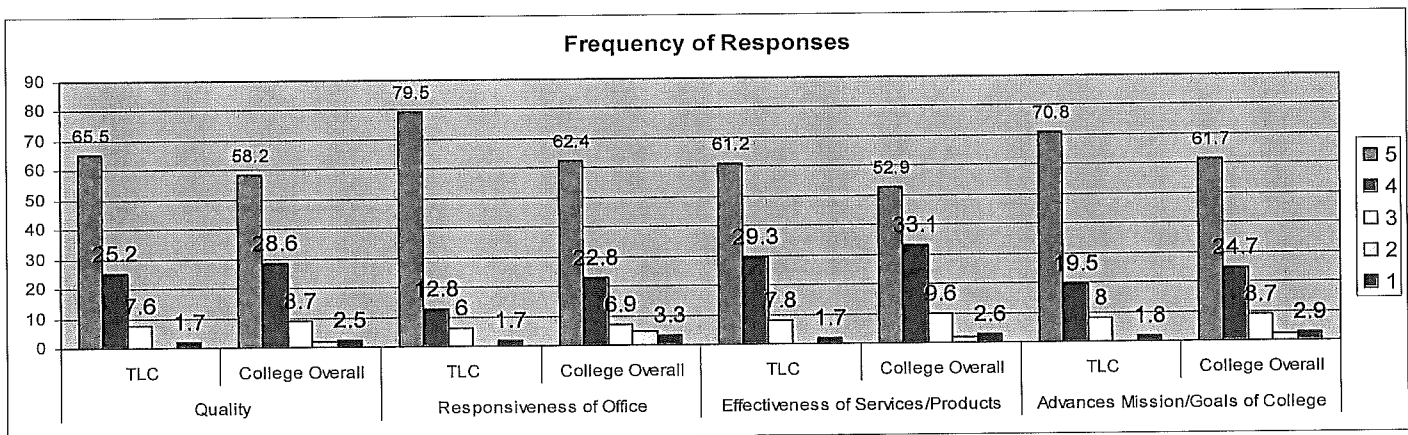
In addition to the quantitative data collected, individuals surveyed were also able to add comments:

1. The support staff are very responsive and helpful. The president does not seem to understand how her personal interactions run contrary to the expectations of other staff.
2. I have written more than one email to the President which went unanswered.
3. It is my impression that if this office had sufficient staff it would be allowed to be more responsive and effective. As it is in most of the College Offices, there is just not enough time in the day to get everything done.
4. The staff in the President's Office are extremely helpful. They are very prompt in responding to requests/needs and always do their best for both employees and students.
5. Given the high profile and demands placed on this unit, it is amazing that they can operate with the kind of efficiency and grace that they do. Kudos to everyone.
6. Sharon and Jennifer are very responsive. The President has done well with making improvements to the college to better serve the community.
7. Do not recall using the President's Office anytime in the past two years
8. Excellent development of video and text messages to get information out promptly and accurately.
9. Seems to be a bit more separated from the rest of the College than it used to be.
10. Sharon Gach is very effective in providing information and service
11. Hard to tell who does what and where one should start.
12. I think it's good that she sets aside time for people to come talk in Yak N Sak. She's very approachable.
13. I have only been here a short time. However, what I have seen of this administration is all good.
14. DeRionne has been a great addition to our college. She is approachable, yet professional. She is a good role model.
15. The office itself is wonderful. The president herself seems sincere in her attempts to listen to faculty and staff, but it has been repeatedly impossible to get appointments with her on important issues, for myself and other colleagues.
16. I think Dr Pollard and crew do a great job engaging with the college and community. I appreciate the extra effort to listen to the people that work for her. Some leaders fail to do this critical step, when they first enter a new organization. She did so, and made it a priority.

LAS POSITAS COLLEGE OFFICE OF INSTITUTIONAL RESEARCH
KEY PERFORMANCE INDICATORS REPORT
2010 PROGRAM REVIEW OF NON-INSTRUCTIONAL SERVICES
TEACHING AND LEARNING CENTER

In the Spring 2010, we administered an online Survey to all staff and faculty as part of a pilot study for non-instructional program review. 193 individuals responded. Respondents were asked to report on their satisfaction with three specific services: the President's Office, Technology Department (computer/network support, instructional systems, telecommunications), and the Teaching and Learning Center (formerly the Innovation Center). The survey measured satisfaction on four dimensions: overall quality, responsiveness of office, effectiveness of services/products, and advances missions/goals of college. Below are results that show respondents' satisfaction with the Teaching and Learning Center and a comparison to the overall satisfaction in the three services combined.

		Rating						Overall Mean
		5: Very Satisfied	4: Satisfied	3: Neutral	2: Disatisfied	1: Very Disatisfied	Never Used/ Missing	
		%	%	%	%	%	% (n)	
Quality	TLC	65.5	25.2	7.6		1.7	35.7 (66)	4.50
	College Overall	58.2	28.6	8.7	2	2.5	27.6 (153)	4.40
Responsiveness of Office	TLC	79.5	12.8	6		1.7	36.8 (68)	4.60
	College Overall	62.4	22.8	6.9	4.6	3.3	29 (161)	4.40
Effectiveness of Services/Products	TLC	61.2	29.3	7.8		1.7	37.3 (69)	4.50
	College Overall	52.9	33.1	9.6	1.8	2.6	30.3 (168)	4.30
Advances Mission/ Goals of College	TLC	70.8	19.5	8		1.8	38.9 (72)	4.60
	College Overall	61.7	24.7	8.7	2.1	2.9	31.4 (174)	4.40



In addition to the quantitative data collected, individuals surveyed were also able to add comments:

The Center does good work that helps many people.

Stellar, ahead of the curve.

The only time I have used this is during Student Services Coordinators meetings. We used the computers for SLO work. However, Jeff and Scott always seem pleasant and can quickly answer questions.

Outstanding work. Consistently good outreach to whole faculty.

Jeff and Scott are wonderful!

Excellent!

Both Jeff and Scott are always willing to assist in whatever way they can, and eager to help in getting you started with what you're in the Center to do.

Scott and Jeff very responsive. Very professional men

Jeff & Scott are incredible.

I would like to see, and participate in, ongoing/monthly (or even every other week) classified staff software training sessions. These could be specifically tailored to specific projects, or processes and could range from 1 to 4 hours in length. Personally, I'd like software training that pertains to more advanced applications of Excel and Word. I'd also like to learn more about Word '07 before it's installed on our computers. Fridays, being quieter than other days, seem to be a good time for staff development. Classified Staff has not had ongoing training for some time on this campus. Since software is always changing, it would behoove us to learn more about those changes to do our jobs more efficiently.

They are always willing to help and never make me feel like the techno-idiot I really am.

The Center is a great place to work. ~~It should be given a high priority when software and hardware is being upgraded or installed.~~

Excellent office, always provides detailed help.

Scott and Jeff are very skilled and very helpful!

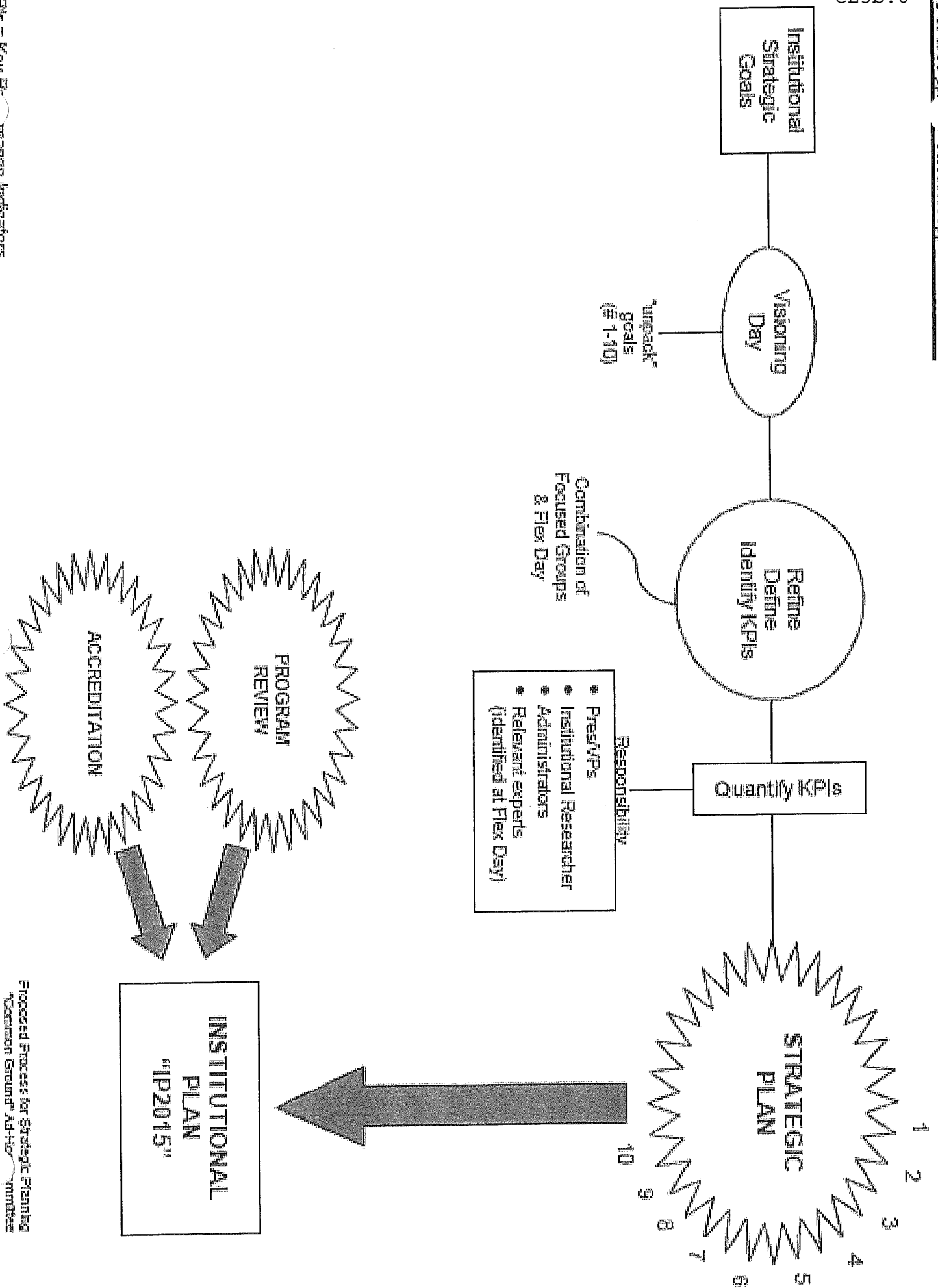
When I have asked for help with document scanning or file conversion help they are always willing to help with projects.

They have done a great job responding to the needs of our department. They have helped with department specific requests in the area of new media. When required, they will not hesitate to go the extra mile. They respond promptly to all my requests

Wonderful service!

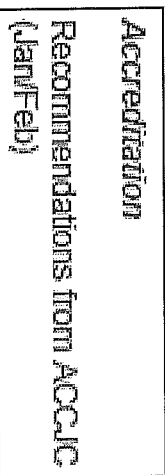
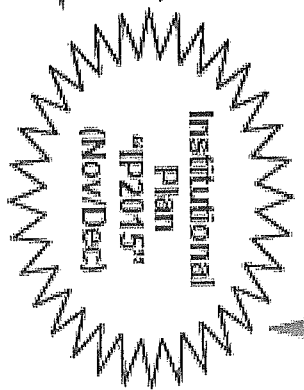
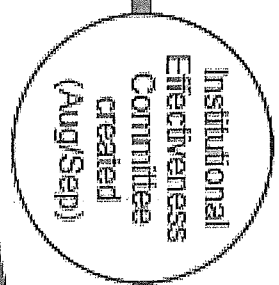
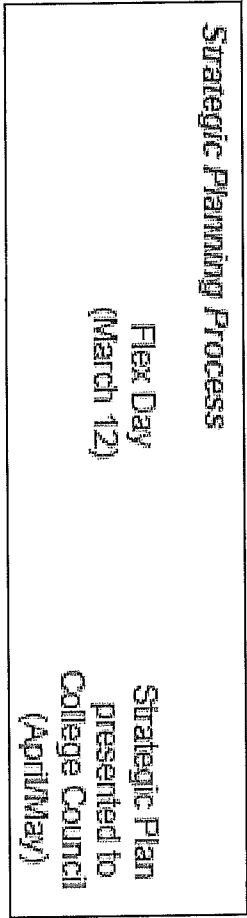
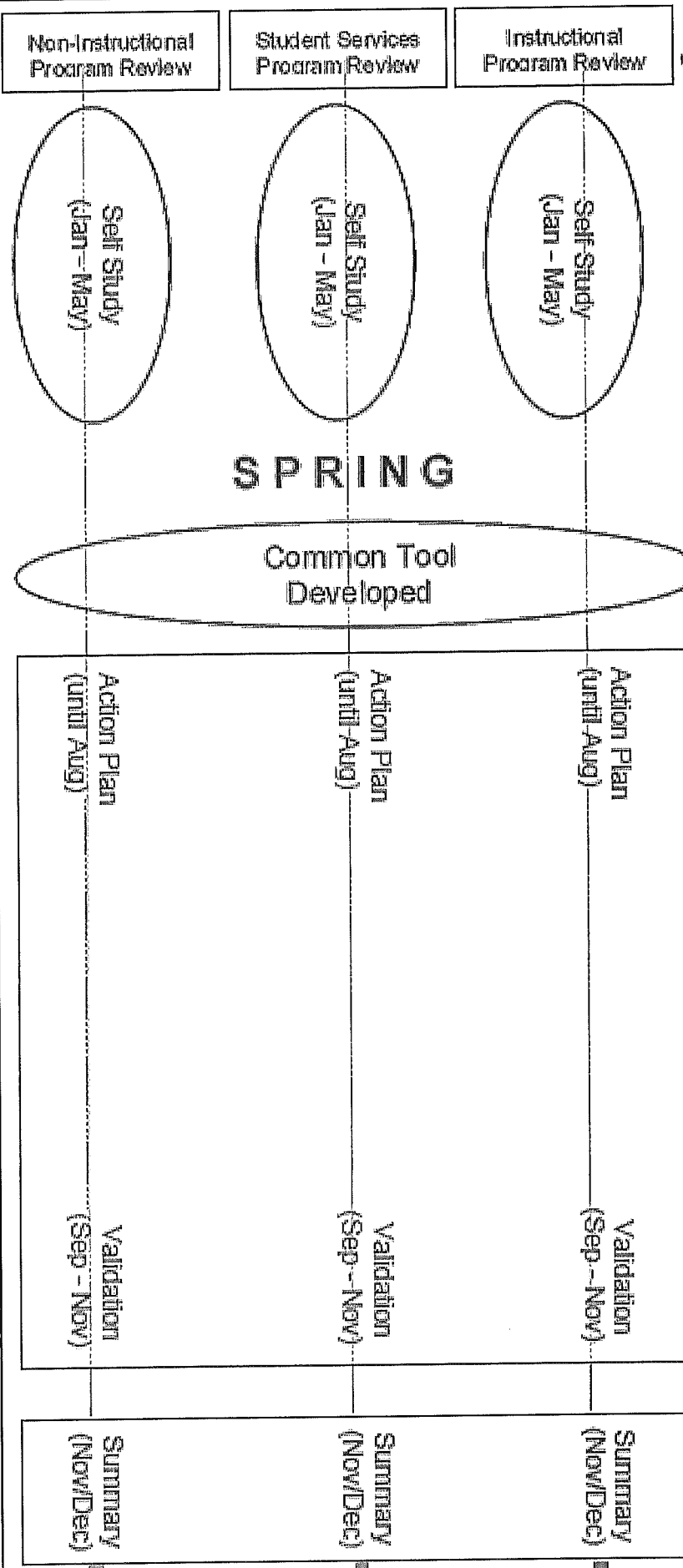
Strategic Planning Process

CE3b.6



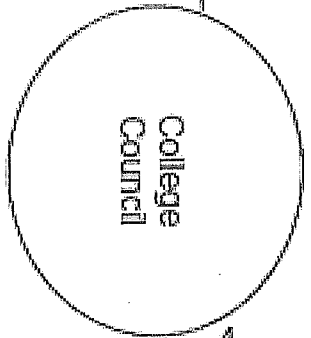
KPIs = Key Performance Indicators

Program Review

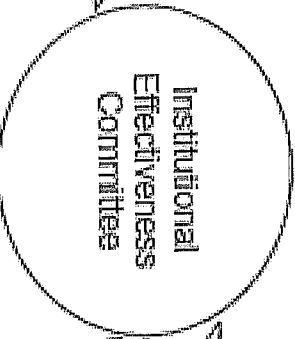
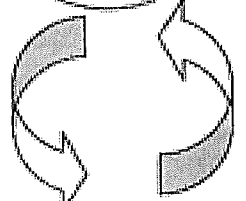


Proposed Institutional Planning Process
Common Ground Committee
January 13, 2010

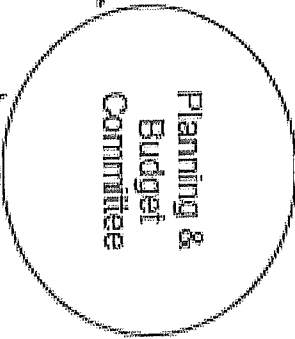
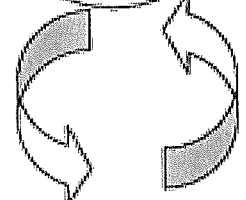
Mission
Vision
Goals
Strategic Plan



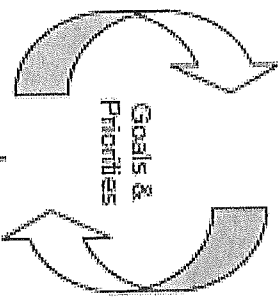
DEVELOP



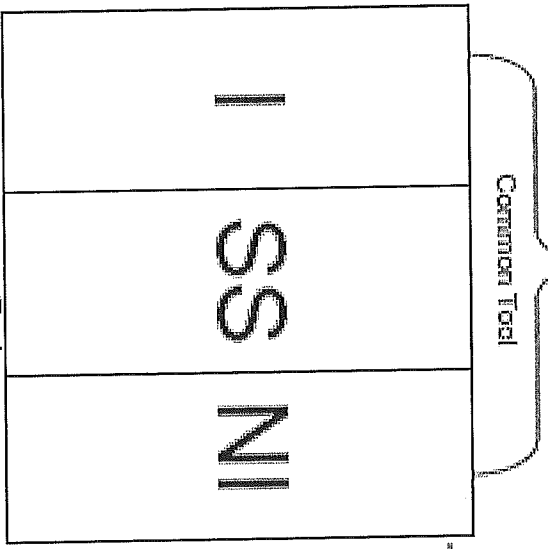
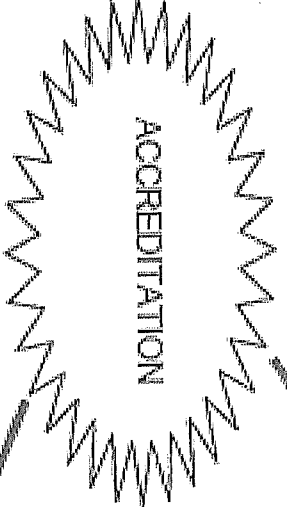
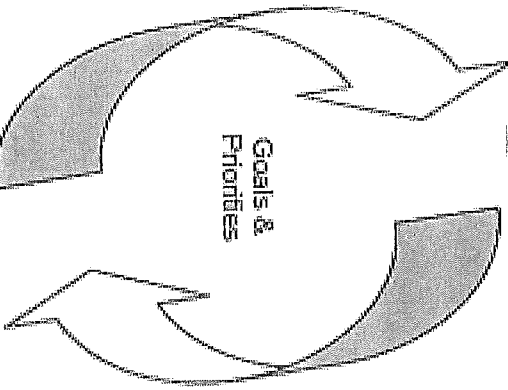
EVALUATION



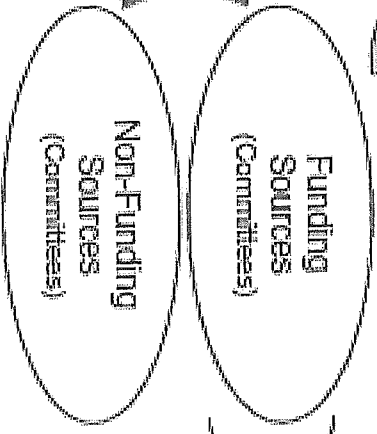
IMPLEMENT



MONITOR



Common Tool



ALLOCATION

IMPLEMENT

Proposed Institutional Effectiveness Model
Common Ground Committee
January 13, 2010

College Recommendation 4

Information Competency

To meet the Standards the team recommends that the college use campus-wide dialog to develop ongoing instruction for users of library and learning support services to ensure students develop skills in Information Competency (II.C.1.b).

Descriptive Summary

In response to this recommendation, the college library faculty developed a team that included librarians and designated faculty members from college disciplines. The accreditation ad hoc lead from this small group is the Library Coordinator (CE4.1). The recommendation response group also developed a website

(<http://libraryguides.laspositascollege.edu/informationcompetency>)

as a part of the institutional record of events and action steps taken throughout the process. Included in the website is a Home Page with team information and upcoming events; an Information Competency Tab noting resources, standards and General Education/SLO Core Competencies; and a tab for Committee Documents (CE4.2).

Name	Position/Division	Constituency
Philip Manwell	Dean	Administration
Cheryl Warren	Library Coordinator	Faculty
Frances Hui	Librarian	Faculty
Nan Ho	Biology/MSEPS	Faculty
Robin Roy	Psychology/BCATSS	Faculty
Elizabeth Hopkins	Health/PEHWA	Faculty
Angela Amaya	Librarian	Faculty
Tina Inzerilla	Librarian	Faculty
Karin Spirn	English/A&C	Faculty

Using an adapted definition of Information Competency taken from the Association of College and Research Libraries, the group developed a timeline, summary information and action plans for the recommendation response (CE4.3). The response team met on the following dates: March 2, 2010; March 16, 2010; April 20, 2010; and May 4, 2010. The ad hoc committee summary report was written on May 14, 2010.

The ad hoc response committee meetings were held to develop dialogue materials, present information messages for division meetings and develop variable flex opportunities for dialogue sessions. The following elements were included in the meetings following the dialogue sessions: review of dialogue forums, review of information competency draft statements, and discussion of pilot projects determined from dialogue sessions and timeline events for continued recommendation response in the Fall 2010 (CE4.4).

These campus-wide dialogue sessions took place on March 30, 2010, and March 31, 2010. A special information competency session was also held for the Distance Education Committee meeting on March 26, 2010 (CE4.5). Included in these dialogue sessions were an overall common understanding of information competency college-wide, ideas, concerns and other

issues related to the topic of Information Competency and the completion of recommendation four. Dialogue summaries were developed for the meeting discussions on March 30, 2010 and March 31, 2010 (CE4.6).

Following campus dialogue and review, the response team met to discuss summaries and next steps for the development of information competency within the institution. As reflected in the minutes from April 20, 2010, there were several ideas generated through campus-wide dialogue that will be part of the Fall 2010 timeline. The ad hoc committee reviewed and agreed to finalize the Las Positas College Statement on Information Competency and review its placement and process within the campus. The committee also agreed to pilot projects being the next step in institutionalizing and codifying the information competency response to recommendation 4 (CE4.7).

The summary report submitted on May 14, 2010 finalized the work of the recommendation response ad hoc committee. Finalized projects from the Spring 2010 semester include the Information Competency Statement and the Information Competency Standards (CE4.8). The summary report noted specific meeting results for each meeting, and included follow up goals for the group to enact through December 2010 (CE4.9).

Analysis of the Results Achieved to Date

The Recommendation 4 ad hoc committee achieved several things that address and complete the information competency recommendation to use dialogue to develop instruction for users of library and learning support as they develop skills in information competency.

Demonstrated outcomes include:

- Completed dialogue sessions with the college campus
- Completed web page on Information Competency
- Completed timeline for recommendation response through December 2010
- Completed Information Competency Statement
- Completed Information Competency Standards
- Approved faculty survey for Fall 2010
- Approved pilot projects for Health 1 and English 1A courses

Additional Plans

The next step in the recommendation response is launching pilot projects using two courses that many students take before graduation or transfer is. With the dialogue sessions and best practice literature as part of the follow up, the library staff and pilot instructors will incorporate a sequence of information competency skills within the content and context of the selected courses. The intent is to identify and build upon the relationship of information to the critical thinking process, and to provide hands-on application and practice in the development of information competency skills.

The pilot results will be used to further review additional models for information competency; with the ad hoc committee reviewing the faculty survey results in Fall 2010, the pilot results, and the current information competency skills courses in place within the library curriculum, follow

up discussion on the model or format to follow as the finalized response to Recommendation 4 will be decided at the end of Fall 2010 or the beginning of Spring 2011.

Evidence for College Recommendation 4 (CE4)

- CE4.1 Information Competency Ad Hoc Committee minutes; May 4, 2010
- CE4.2 Information Competency Home Page
- CE4.3 Information Competency Ad Hoc Committee minutes; March 2, 2010 and March 16, 2010.
- CE4.4 Dialogue Summaries; March 30, 2010 and March 31, 2010
Committee Approved Draft 4, Description, Standards, Forum dates
- CE4.5 Distance Education Committee Meeting report; March 26, 2010
- CE4.6 Dialogue Summaries; March 30, 2010 and March 31, 2010
- CE4.7 Information Competency meeting minutes; April 20, 2010
- CE4.8 Information Competency Standards report; May 4, 2010
- CE4.9 Information Competency Summary report; May 14, 2010

**Ad-hoc Committee on Information Competency / Literacy
Accreditation Recommendation # 4**

5/4/10 Meeting

Present:

Philip Manwell	Nan Ho	Angela Amaya
Cheryl Warren	Robin Roy	Tina Inzerilla
Frances Hui	Elizabeth Hopkins	Karin Spirn

Absent:

Maureen O'Herin Angella VenJohn

Up-date on previous meeting items

Nan Ho presented science visual as an example of visual representation of a difficult concept
Committee discussed possibility of trying to develop an IC visual in Fall.

Philip Manwell reported on his findings concerning IC as a Flex Day activity.

New Discussion

Definition Draft 4 was finalized and approved.

Committee favors a flex day activity as a Teaching Moment On InfoComp in the Classroom.
Activity can include a review of national standards, some of the best LPC examples, and ideas
or tools for including IC in the classroom.

Pilot projects were reviewed and accepted.

Survey will go out in Fall. Questionnaire will be developed over the summer. Committee will
provide input through email.

Committee discussed the items that would be followed up in the fall: faculty survey, flex day
opportunity, assessment of pilot projects, Library option in DE to better integrate IC tools into
Blackboard and possible graphic visual representation of IC.

Action Items

Cheryl Warren will ask Sarah Thompson if the finalized draft of IC statement going on the
Library IC web page must go thru Academic Senate approval.

Cheryl Warren will write the Committee Summary to be forwarded to Dr. Jones.

Frances Hui will follow up with DE in the Fall.

Angela Amaya will continue to maintain and update the IC web page as needed.

Karin Spirin will provide some expertise in Google tools to help Committee develop the
faculty survey. Over summer, committee will consider questions that might be useful and email
to chair.

Committee will reconvene in the Fall semester 2010. Committee will continue any needed work
over summer through email.



LPC Library Home » Library Guides Home » Information Competency

Admin Sign In

Information Competency

Information Competency ad-hoc committee of Las Positas College

Last update: Apr 22nd, 2010 : URL: <http://libraryguides.laspositascollege.edu/informationcompetency> : [Print/Mobile Guide](#) : [RSS Updates](#) : [SHARE](#)

[Home](#) [IC Resources](#) [Committee Documents](#)

[Home](#) [Comments \(0\)](#) [Print/Mobile Page](#) [This Guide](#)

Upcoming Events

- **Tue, May 04th, 2010: IC ad-hoc committee meeting**
4:00-5:00 p.m. (Library 2014)

LPC Timeline

Proposed timeline for addressing recommendation #4, Information Competency.

[Proposed Timeline](#)

Welcome

Welcome to the Information Competency ad-hoc committee website for Las Positas College.

WASC Accreditation Evaluation and Recommendations

Comprehensive Evaluation Report from Team Site Visit (October 19-22, 2009)

See Recommendation #4 regarding Information Competency (P. 5):

Recommendation # 4

Information Competency

To meet the standards the team recommends that the college use campus-wide dialog to develop ongoing instruction for users of library and learning support services to ensure students develop skills in Information Competency. (I.C.1.b)

Members

- Angela Amaya, Librarian
- Nan Ho, Biology Faculty
- Frances Hui, Librarian
- Tina Inzerilla, Librarian
- Dr. Philip Manwell, Dean of Arts and Communications
- Maureen O'Herin, English Faculty
- Dr. Robin Roy, Psychology Faculty
- Dr. Karin Spirn, English Faculty
- Angella VenJohn, Counselor
- Cheryl Warren, Library Coordinator (Chair)

Comments? Questions?

Was this information helpful?

Yes No Don't know

Please provide comments to help improve this page:

How useful is this page/guide?

1 2 3 4 5
Not useful Extremely useful

Comments (0)

**Ad-hoc Committee on Information Competency / Literacy
Accreditation Recommendation # 4**

Action Items from 3/2 Meeting

Present: Philip Manwell Nan Ho
 Cheryl Warren Robin Roy
 Frances Hui Elizabeth Hopkins
 Tina Inzerilla Karin Spirn
 Angela Amaya

Committee decided on a several campus wide opportunities to have dialogue and discussion on InfoComp

March 30th 8:30 -10:30 Library 2014

March 31st 2:30 – 4:30 Library 2014

- Each Committee representative will ask for time at Division meeting on March 17th to market and introduce dialogue dates with a Librarian present to field any brief questions on Recommendation #4, InfoComp concepts and the discussion meetings:
Robin Roy (Tina Inzerilla): Business, Computing, Applied Technology & Social Sciences
Elizabeth Hopkins (Angela Amaya): Physical Education, Health, Wellness & Athletics
Nan Ho (Frances Hui): Mathematics, Sciences, Engineering & Public Safety
Karin Spirn (Cheryl Warren): Arts & Communications
- Using email, the committee will develop brief informative handouts on principles and standards of information competency / literacy for dialogue meetings. **Tina Inzerilla**
- Email will be sent out closer to the dates inviting faculty to come with their ideas and questions. **Cheryl Warren** / Librarians
- Investigate if these meetings can qualify for Variable Flex time under Program Improvement. **Cheryl Warren**

DE committee will be included in the discussion concerning what InfoComp issues and needs have been identified for distance education students. **Frances Hui**

Using email, the committee will begin to develop a draft statement of InfoComp for LPC.
Cheryl Warren

Develop an InfoComp web page using LibGuides for committee and as a resource sharing center. **Angela Amaya**

Follow up with Counseling to get a faculty member on committee. **Cheryl Warren**

Committee meets again March 16th to review topics to start dialogue process, collaborate on brief informative handout for dialogue sessions and finalize a definition draft of InfoComp.

**Ad-hoc Committee on Information Competency / Literacy
Accreditation Recommendation # 4**

3/16/10 Meeting

Present:

Philip Manwell	Nan Ho	Angela Amaya	Tina Inzerilla
Cheryl Warren	Robin Roy	Angella VenJohn	
Frances Hui	Elizabeth Hopkins	Karin Spirn	

Absent:

Maureen O'Herin

Up-date on previous meeting items

Dr Manwell arranged with all Division Deans for committee members to introduce Information Competency concepts and the Dialogue Sessions dates, times and location with email option to Ad-hoc committee chair. 3/17/10

Variable flex hours were approved by Staff Development for the dialogue sessions.

Angella VenJohn joined the Ad-hoc committee to represent Counseling Division.

Frances has Information Competency on the next DE agenda.

Angela completed the Web page

New Discussion

Angela presented her new web page on the Library site for the committee to use and there was a brief discussion of other items and links that could go on the site.

Handout for dialogue sessions approved with minor changes.

Committee discussed how the dialogue would proceed. Philip explained the format that dialogue usually takes, that there is no agenda but an activity to generate ideas is usual and presented several other suggestions. Although the time line is tight, the committee decided that if there was sufficient interest other dialogue opportunities could be created with different dates and times. Such information would be solicited through email.

Committee briefly discussed the LPC statement on Information Competency. It was agreed that this would not be finalized until after dialogue sessions so that input from those sessions could be reflected in the document.

Action Items

Cheryl Warren will prepare an email to follow up the announcement in Divisions of the Dialogue forums with dates and times. Another email will be sent out closer to the dates as a reminder. At this time committee will also solicit any input through email for those unable to attend including any need for other dialogue opportunities.

Librarians will have the conference room prepared for the discussion. Also will provide paper, pens, Information Competency handout, etc. **Librarians** will take notes.

Karin Spirn brainstormed ideas in the form of possible questions to encourage informative input and an activity to get discussion started if necessary. Will provide these to the committee.

Frances Hui will prepare the Variable Flex form and submit names to Staff Development.

Cheryl Warren will summarize all dialogue notes and send out to the committee to look over before the next meeting. Will also send out a rough draft of LPC Statement on Information Competency.

Committee will meet again on April 13th at 4:00 in Library Conference Room 2014 to review results of dialogue forums, review and craft LPC Statement on Information Competency, and begin discussion on pilot projects.

Dialogue Summaries 3/30/10 & 3/31/10

Each session started with Dr Manwell giving an overview of the dialogue process. A summary handout on Information Literacy was available for participants. Librarians presented a brief history of the movement, overview of ASCCC position paper on IC and an overview of ACRL's standards, indicators and outcomes that is the backbone of IC used by all academic institutions. Reviewed WASC timeline and expectations.

Both sessions had a healthy discussion on various aspects of Information Competency, the problems participating instructors faced with the various levels of information literacy that the students had. Also discussed various approaches to instill a suitable level of information literacy to students, especially those in the "digital generation", who are transferring to universities and developing life long learning skills.

Participants spent some time talking in general terms about the main points of Information Literacy: formulating & defining a topic, choosing appropriate information formats, locating information sources, retrieving efficiently & effectively, evaluating the information & sources and developing a project or product from the sources using the information in an ethical manner. Discussion on: What is important to students? - How do students feel about information and the research process? Discussed barriers and student perceptions: i.e. instant gratification environment, time management, no filtering skills, everything is on Google, engaging their interest or curiosity, etc. Discussed importance of IC skills for life long learning.

It was noted that the research process is not linear making it even more awkward to teach and assess.

Discussed the extent to which classes needed to incorporate all of the ACRL standards. Is it necessary to have all classes trying to incorporate all IC components? Librarians felt no. Not all components of Information Literacy as stated by ACRL are necessarily suitable to all classes. But various IC components generally show up in most all courses and best to have instructors continue to improve and develop those IC components suitable to their curriculum. Reinforcement and experience to IC principles is always useful to students. All agreed however, several courses that are suitable for all IC standards needed to be identified in order to incorporate and expose all the principles of IC Competency to as many students as possible. This approach will satisfy WASC requirements and provide a strong starting point. Identifying what LPC instructors are already doing and using as best practices was also talked about.

Also discussed was the place that technology plays in information literacy in both creating the current problem by making so much information instantly available and also facilitating access and creating tools that students can use to both navigate and create interesting products from the information. Discussion also acknowledged that the critical thinking skills required are more central to IC. Problem: How to incorporate these concepts into assignments for students?

Librarians appreciated the nice comments about their program and work with students on IC.

Suggestions:

- Flex Time to have workshops that engage Faculty in the ACRL standards and showcase some of the best practices currently being used by LPC faculty.
- Offer workshops through Teaching and Learning Center that faculty can sign up for that demonstrate new Library Resources useful for IC, discuss assignments that incorporate IC, and provide some SLO's related to IC that might be applicable or customizable to assignments.
- Survey Faculty to identify what IC components they are teaching now, problems, successes, etc.
- Collect IC research assignments from faculty to post as examples of assignments that work.
- Post sample assignments and SLO's that incorporate IC principles.
- RAW site might be used to incorporate and demonstrate some or all of the IC components including examples.
- Investigate what types of tools can be developed for faculty to use to help with IC. Tools could be useful to Distant Ed learners and integrated into BlackBoard. Create tutorials or modules that will work with on-campus or distant learners.
- Introduce fundamental IC components into basic skills.
- Collaborate with Counselors to identify and encourage students that might need IC skills to persuade students to sign up for Library Research Classes and to collaborate with Librarians to incorporate more of IC into the Counselors' study skills classes.

Participants

Angela Amaya
Elizabeth Hopkins
Frances Hui
Tina Inzerilla
Julie Keener
Candy Klaschus
Philip Manwell
Robin Roy
Karin Spirn
Scott Vigallon
Cheryl Warren
Distance Education Committee – see separate document

Committee Approved Draft4 Information Competency at Las Positas College

Las Positas College's goal is to cultivate information-literate students and encourage the development of Information Competency skills for proficiency in academic and lifelong learning. Students gain experiences in how to learn, to think critically and analytically, to research ethically, and to access information from a variety of formats and integrate that information into their own body of knowledge.

Information Competency is a set of abilities that enable students to recognize when information is needed and to locate, evaluate, and effectively utilize information in an ethical manner. Information competency forms the basis for lifelong learning. It is common to all disciplines, to all learning environments, and to all levels of education. An information-competent student masters content, extends his or her investigations, becomes more self-directed, and assumes greater control over his or her own learning.

The student who is information literate is able to:

1. Identify and articulate needs which require information solutions.
2. Identify and select appropriate information sources or formats.
3. Efficiently locate and retrieve information in a variety of formats.
4. Critically analyze and evaluate the retrieved information.
5. Interpret, analyze, and synthesize the relevant information.
6. Effectively use, present, and communicate the retrieved information.
7. Understand many of the legal and ethical issues surrounding information access and use.

Adapted from

Association of College & Research Libraries. *Information Competency Standards for Higher Education*. American Library Association, 2000. Web. 10 Mar. 2010.
<http://www.ala.org/ala/mgrps/divs/acrl/standards/informationliteracycompetency.cfm>

Association of College & Research Libraries. *Information Competency Standards for Higher Education*. ALA, 2000. Web. 10 Mar. 2010.
<http://www.ala.org/ala/mgrps/divs/acrl/standards/informationliteracycompetency.cfm>.

Information Competency / Literacy at Las Positas College

Las Positas College recognizes the importance of creating an information literate student and encourages the development of IC skills for proficiency in college and for lifelong learning. Las Positas College provides the opportunity for students to gain experiences in how to learn, how to think critically and analytically, how to research ethically in the rapidly changing information environment and how to access and integrate information in a variety of formats into their body of knowledge.

Information literacy is a set of abilities requiring students to recognize when information is needed and have the ability to locate, evaluate, and use effectively that information in an ethical manner. Information literacy forms the basis for lifelong learning. It is common to all disciplines, to all learning environments, and to all levels of education. It enables learners to master content and extend their investigations, become more self-directed, and assume greater control over their own learning. It prepares students to access information and to evaluate content in numerous formats. An information literate individual is able to:

- Determine the extent of information needed
- Access the needed information effectively and efficiently
- Evaluate information and its sources critically
- Incorporate selected information into one's knowledge base
- Use information effectively to accomplish a specific purpose
- Understand the economic, legal, and social issues surrounding the use of information, and access and use information ethically and legally

Information Competency

Standards and Outcome Examples Based on ACRL Standards

Information Competency or Literacy is a set of skills that enables students to filter through today's information environment using a variety of formats to find, retrieve, synthesize and use information in an ethical way.

The student who is information literate is able to:

1. Identify and articulate needs which require information solutions.

Example Outcomes include:

- Identify keywords, topic area, or main concept.
- Formulate and state a research question.
- Formulate effective search strategies.
- Develop and refine search strategies to locate appropriate information sources using the library catalog, library databases, and web sites.
- Modify the research terms or scope for manageable outcome such as from broad to narrow.

2. Identify and select appropriate information sources or formats.

Example Outcomes include:

- Recognize the variety of information formats: print, media, electronic or web-based.
- Differentiate between primary and secondary sources.
- Differentiate between web and database searches.
- Recognize differences between magazine and journal articles.
- Select appropriate information source and format for specific information need.

3 Efficiently locate and retrieve relevant information in a variety of formats.

Example Outcomes include:

- Search Library catalog to efficiently locate print and other Library based information sources.
- Utilize Library web page efficiently to locate electronic resources such as databases, e-books, media and Library guides.
- Utilized web search engines efficiently to locate web based information.
- Apply search strategies and modify as necessary to efficiently search databases.
- Apply search strategies and modify as necessary to efficiently search the web.
- Utilize technology tools to locate, manipulate and transfer electronic information.

4. Critically analyze and evaluate the retrieved information.

Example Outcomes include:

- Use a variety of evaluation criteria, such as author/organization credentials, currency, content style, reputation of the publisher, etc.
- Apply evaluation criteria to all information formats including print, multimedia and web sources.
- Recognize objectivity including biases and inflammatory language.
- Differentiate between facts, points of view and opinion.
- Distinguish between primary and secondary sources.
- Evaluate documentation for the information source, such as research methodology, peer review, bibliography or footnotes.

5. Interpret, analyze, and synthesize the relevant information

Example Outcomes include:

- Effectively scan and filter large amounts of information.
- Organize retrieved information in a logical and useful manner.
- Apply information in a critical thinking or problem solving manner.
- Integrate the new information into existing body of knowledge.
- Synthesize the ideas and concepts from the information sources collected.
- Determine the extent to which the information can be applied to the information need.
- Summarize or paraphrase the information retrieved as needed.

6. Effectively use, present and communicate the retrieved information.

Example Outcomes include:

- Use technology tools to produce and communicate information in an effective and appropriate format.
- Create a logical argument based on information retrieved.

7. Understand many of the legal and ethical issues surrounding information access and use.

Example Outcomes include:

- Give credit to an information source, format or idea adapted from others by appropriately citing sources and referencing.
- Use appropriate citation style consistently through a project.
- Legally obtain, store, manipulate or disseminate information in any format using appropriate technology tools.

Association of College & Research Libraries. *Information Competency Standards for Higher Education*.
ALA, 2000. Web. 10 Mar. 2010.
<http://www.ala.org/ala/mgrps/divs/acrl/standards/informationliteracycompetency.cfm>.

From: Cheryl Warren
To: LPCFaculty
Date: 3/18/2010 3:37 PM
Subject: Dates for Forums on Information Competency

As you heard at Division:

An Ad-hoc committee has been formed to move forward with the Recommendation #4 from the Accreditation team. Committee would like to hear from faculty.

For a dialogue and discussion on Information Competency

Please join us on:

Tuesday March 30th 8:30-10:30

or

Wednesday March 31st 2:30 - 4:30

in Library conference room 2014

Dialogue sessions have been approved for Variable Flex hours by Staff Development

Angela Amaya has established an IC web page under Faculty section of the Library homepage with a list of links to important IC sources as well as what LPC will be doing to address Recommendation # 4.

<http://libraryguides.laspositascollege.edu/informationcompetency>

The Committee will also be using the Academic Senate for California Community Colleges (ASCCC) Position Paper on IC and Academic & College Research Libraries (ACRL) definitions and standards to craft our own.

http://www.asccc.org/Publications/Papers/Info_competency.html

<http://www.ala.org/ala/mgrps/divs/acrl/standards/informationliteracycompetency.cfm>

Consider joining the discussions with any ideas, concerns, issues concerning Information Competency at LPC.
Cheryl

Cheryl Warren
Library Coordinator
Las Positas College
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925-424-1156
925-424-1150

Information Competency Ad-Hoc Committee
Report of the Distance Education Meeting, March 26, 2010

I shared IC information, showed the IC website, and extended invitation to the two March dialogues. Also, faculty, staff, and students can submit questions, concerns, comments, and ideas via email or the IC website. Additional sessions can be scheduled should the need arise. Encouraged everyone to attend dialogues but especially if they have a DE perspective they want to share.

The committee discussed IC and its implications for DE and brainstormed ideas as they would relate directly to the distance education program and curriculum. It seemed from the discussion that most everyone on the committee assumed an IC graduation requirement was a foregone conclusion.

Ideas and Comments:

- Librarians can create sample assignments that use IC elements for instructors to model and make discipline specific.
- Add a Library link to the standard DE course template. Add more Library folders to include instructions, information about databases and resources, etc.
- Opt for a course based IC requirement (versus instructor based as they have at Chabot for the American Cultures requirement).
- Develop IC online tutorials/modules (such as the current plagiarism module) that can be used by any DE instructor.
- Follow American Cultures model, which does not require additional units. Course outlines which demonstrate A.C. elements are submitted for review and approval by Curriculum Committee. Early in A.C. history, Peggy Riley trained instructors on incorporating A.C. into their courses.
- English 1A is adding labs to each section. Suggest devoting certain number of lab sessions to IC.
- Require a course like English 104 where no units are attached but must be taken by all students.
- Create self-paced online modules to be used/posted in DE classes.
- Any IC components must be incorporated across all sections of a course, not just the DE ones.
- Concern was expressed that some models would overwhelm the current staffing of library.

- Integrate/embed IC into courses where appropriate.

Action Items:

- Scott will try to attend one of the sessions.
- Alex will inform ASLPC of dialogues to see if any student reps will be able to attend.
- May add IC to future DE meeting agendas as needed.

Report submitted by Frances Hui 3/27/10.

Dialogue Summaries 3/30/10 & 3/31/10

Each session started with Dr Manwell giving an overview of the dialogue process. A summary handout on Information Literacy was available for participants. Librarians presented a brief history of the movement, overview of ASCCC position paper on IC and an overview of ACRL's standards, indicators and outcomes that is the backbone of IC used by all academic institutions. Reviewed WASC timeline and expectations.

Both sessions had a healthy discussion on various aspects of Information Competency, the problems participating instructors faced with the various levels of information literacy that the students had. Also discussed various approaches to instill a suitable level of information literacy to students, especially those in the "digital generation", who are transferring to universities and developing life long learning skills.

Participants spent some time talking in general terms about the main points of Information Literacy: formulating & defining a topic, choosing appropriate information formats, locating information sources, retrieving efficiently & effectively, evaluating the information & sources and developing a project or product from the sources using the information in an ethical manner. Discussion on: What is important to students? - How do students feel about information and the research process? Discussed barriers and student perceptions: i.e. instant gratification environment, time management, no filtering skills, everything is on Google, engaging their interest or curiosity, etc. Discussed importance of IC skills for life long learning. It was noted that the research process is not linear making it even more awkward to teach and assess.

Discussed the extent to which classes needed to incorporate all of the ACRL standards. Is it necessary to have all classes trying to incorporate all IC components? Librarians felt no. Not all components of Information Literacy as stated by ACRL are necessarily suitable to all classes. But various IC components generally show up in most all courses and best to have instructors continue to improve and develop those IC components suitable to their curriculum. Reinforcement and experience to IC principles is always useful to students. All agreed however, several courses that are suitable for all IC standards needed to be identified in order to incorporate and expose all the principles of IC Competency to as many students as possible. This approach will satisfy WASC requirements and provide a strong starting point. Identifying what LPC instructors are already doing and using as best practices was also talked about.

Also discussed was the place that technology plays in information literacy in both creating the current problem by making so much information instantly available and also facilitating access and creating tools that students can use to both navigate and create interesting products from the information. Discussion also acknowledged that the critical thinking skills required are more central to IC. Problem: How to incorporate these concepts into assignments for students?

Librarians appreciated the nice comments about their program and work with students on IC.

Suggestions:

- Flex Time to have workshops that engage Faculty in the ACRL standards and showcase some of the best practices currently being used by LPC faculty.
- Offer workshops through Teaching and Learning Center that faculty can sign up for that demonstrate new Library Resources useful for IC, discuss assignments that incorporate IC, and provide some SLO's related to IC that might be applicable or customizable to assignments.
- Survey Faculty to identify what IC components they are teaching now, problems, successes, etc.
- Collect IC research assignments from faculty to post as examples of assignments that work.
- Post sample assignments and SLO's that incorporate IC principles.
- RAW site might be used to incorporate and demonstrate some or all of the IC components including examples.
- Investigate what types of tools can be developed for faculty to use to help with IC. Tools could be useful to Distant Ed learners and integrated into BlackBoard. Create tutorials or modules that will work with on-campus or distant learners.
- Introduce fundamental IC components into basic skills.
- Collaborate with Counselors to identify and encourage students that might need IC skills to persuade students to sign up for Library Research Classes and to collaborate with Librarians to incorporate more of IC into the Counselors' study skills classes.

Participants

Angela Amaya
Elizabeth Hopkins
Frances Hui
Tina Inzerilla
Julie Keener
Candy Klaschus
Philip Manwell
Robin Roy
Karin Spirn
Scott Vigallon
Cheryl Warren
Distance Education Committee – see separate document

**Ad-hoc Committee on Information Competency / Literacy
Accreditation Recommendation # 4**

4/20/10 Meeting

Present:

Philip Manwell	Nan Ho	Angela Amaya
Cheryl Warren	Robin Roy	Tina Inzerilla
Frances Hui	Elizabeth Hopkins	Karin Spirn

Absent:

Maureen O'Herin Angella VenJohn

Up-date on previous meeting items

Committee looked over summary of dialogue sessions.

Frances provided written summary of the dialogue with DE committee.

Committee had first draft of I C statement

New Discussion

Committee discussed ideas that were generated from the dialogue. Several will be pursued in Fall. These include a survey of Faculty and what they currently do that is related to IC. Pursue Flex day opportunities to inform faculty of IC components and discuss pedagogical approaches for teaching IC.

Committee discussed the first draft of the LPC Statement on Information Competency. A number of changes were suggested and the document will be worked on for the next meeting.

It was decided that the Library web pages would host the Information Competency web pages that would evolve over time to include LPC approaches, classes, and links to other important sites and documents on IC.

Committee discussed if it was possible to have a graphic representation of IC. The concepts of IC are not linear making it particularly difficult for students to often follow. A visual might be a new way of viewing the process.

Pilot projects were seen as the next step.

Action Items

Cheryl Warren will prepare the new draft of IC statement to be reviewed by the committee.

Karin Spirn will find two instructors teaching Eng 1A in Fall to participate in the pilot project.

Nan Ho will send a link to a visual graph used by science that might be of use to us.

Philip Manwell will look into the procedure for presenting IC as a Flex Day activity or possible Convocation activity.

Committee will meet again on May 4th at 4:00 in Library Conference Room 2014 to review 2nd draft of LPC Statement on Information Competency, and discuss on pilot projects.

Information Competency or Literacy is a set of skills that enables students to filter through today's information environment using varied formats to find, retrieve, synthesize and use information in an ethical way.

The student who is information literate is able to:

1. Identify and articulate needs which require information solutions.

- Identify keywords, topic area, or main concept
- Formulate and state a research question
- Formulate effective search strategies
- Develop and refine search strategies to locate appropriate information sources using the library catalog, library databases, and web sites
- Modify the research terms or scope for manageable outcome such as from broad to narrow
- Confer or consult with appropriate people when necessary

2. Identify and select appropriate information sources or formats.

- Recognize the variety of information formats: print, media, electronic or web-based
- Differentiate between primary and secondary sources
- Differentiate between web and database searches
- Recognize differences between magazine and journal articles
- Select appropriate information source and format for specific information need

3 Efficiently locate and retrieve relevant information in a variety of formats

- Search Library catalog to efficiently locate print and other Library based information sources
- Utilize Library web page efficiently to locate electronic resources such as databases, e-books, media and Library guides
- Apply search strategies and modify as necessary to efficiently search databases
- Utilize technology tools to locate, manipulate and transfer electronic information

4. Critically analyze and evaluate the information retrieved.

- Use a variety of evaluation criteria, such as author/organization credentials, currency, content style, reputation of the publisher, etc.
- Apply evaluation criteria to all information formats including print, multimedia and web sources
- Recognize objectivity including biases and inflammatory language
- Differentiate between facts, points of view and opinion
- Distinguish between primary and secondary sources

- Evaluate documentation for the information source, such as research methodology, peer review, bibliography or footnotes

5. Interpret, analyze, and synthesize the selected information

- Effectively scan and filter large amounts of information
- Organize retrieved information in a logical and useful manner
- Apply information in a critical thinking or problem solving manner
- Integrate the new information into existing body of knowledge
- Synthesize the ideas and concepts from the information sources collected
- Determine the extent to which the information can be applied to the information need
- Summarize or paraphrase the information retrieved as needed

6. Effectively use, create, present or communicate the information retrieved

- Use technology tools to produce and communicate information in an effective and appropriate format
- Create a logical argument based on information retrieved

7. Understand legal and ethical issues affecting the access and use of information.

- Give credit to information source, format or ideas adapted from others by appropriately citing sources and referencing
- Use appropriate citation style consistently through a project
- Legally obtain, store, manipulate or disseminate information in any format using appropriate technology tools

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Information Competency Pilot Project Fall 2010

English 1A

Librarians conferred with two English 1A instructors to evaluate assignments, to develop library participation, to review the Information Competencies (IC) being addressed, and to consider if a new SLO could be developed or modified.

English 1A is an appropriate course to pilot IC skills since a majority of students take English 1A. Meanwhile, the curriculum outline and instructor's assignments build nicely on the ACRL IC standards that LPC has adapted. English 1A uses an integrated scaffolding approach to teach reading, writing and critical thinking skills. Assignments are designed to build on the practice of reading critically and analyzing ideas that will be synthesized into various projects, usually a short essay, creative writing, or research paper. These steps align well with the IC standards and many of the standards' indicators.

Library instruction in IC to identify a topic with suitable search terms, locate, evaluate, and effectively use information in an ethical manner is a good accompaniment to the English 1A assignments. The Library orientation provides a very good introduction to IC components and further reinforcement of the English instructor's classroom teaching that encompasses IC skills.

The discussion led to suggestions and ideas that might be followed through on as the pilot project progresses in the Fall. Suggestions include specialized instructional handouts or other teaching tools that lead to a better understanding of Library resources related to the assignments. Also co-reviewing the results of the SLO that has been developed for English 1A and correlating it to some of the IC standards.

Plan:

- Fall class syllabus includes more IC terms where appropriate to align the IC standards better with the parts of the assignment.
- SLOs included on Fall syllabus with possible co-review of assessments.
- Library faculty provides an orientation specific to assignment.
- Work sessions scheduled as needed in Library Computer Lab.
- Library faculty support of MLA citation format through instruction and tools.
- Development of handouts or pathways as needed for the assignments.

Information Competency Pilot Project
Fall 2010

Health 1

Librarians conferred with Health instructor to evaluate assignments, to develop library participation, to review the Information Competencies (IC) being addressed, and to consider if a new SLO could be developed or existing SLO's modified.

Assignments incorporating IC skills:

1. Current Health Article

Assignment is an evaluation of an article on any health topic from any source. Student must identify a topic, find the source, evaluate if information is credible or not and defend this decision.

2. Behavior Change Project

Using the 1st assignment combined with the Health Assessment assignment as a launching point, student must decide on a health behavior to change. After identifying a health behavior, student must develop topic headings and search strategies, find 4 credible sources from a variety of formats, summarize these sources and defend the credibility of the sources. Student must integrate or synthesize the information from the four sources along with the textbook and class discussion and apply this information to a behavior change plan. Sources must be documented correctly in APA.

In the Library, IC components are introduced and taught during the orientation instruction. In the classroom, the Health Instructor further instructs and reinforces these skills through the assignments and class discussion.

Plan:

- Fall class syllabus includes more IC terms where appropriate in assignments.
- SLOs included in Fall syllabus with possible co-review of assessments.
- Library faculty provides an orientation focused on assignment.
- Library faculty develops a pathway or guide to health sources in library.
- Library faculty develops a specific example of a health reference APA list that includes a variety of information sources to support instructor's explanations of APA and the Library's instruction on citing with APA.

Committee Approved 5/4/10

Information Competency

Las Positas College's goal is to cultivate information-literate students and encourage the development of Information Competency skills for proficiency in academic and lifelong learning. Students gain experiences in how to learn, to think critically and analytically, to research ethically, and to access information from a variety of formats and integrate that information into their own body of knowledge.

Information Competency is a set of abilities that enable students to recognize when information is needed and to locate, evaluate, and effectively utilize information in an ethical manner. Information competency forms the basis for lifelong learning. It is common to all disciplines, to all learning environments, and to all levels of education. An information-competent student masters content, extends his or her investigations, becomes more self-directed, and assumes greater control over his or her own learning.

The student who is information literate is able to:

1. Identify and articulate needs which require information solutions.
2. Identify and select appropriate information sources or formats.
3. Efficiently locate and retrieve information in a variety of formats.
4. Critically analyze and evaluate the retrieved information.
5. Interpret, analyze, and synthesize the relevant information.
6. Effectively use, present, and communicate the retrieved information.
7. Understand many of the legal and ethical issues surrounding information access and use.

Adapted from

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<http://www.ala.org/ala/mgrps/divs/acrl/standards/informationliteracycompetency.cfm>

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CE4.8

Information Competency

Standards and Outcome Examples Based on ACRL Standards

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- Recognize the variety of information formats: print, media, electronic or web-based.
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- Differentiate between web and database searches.
- Recognize differences between magazine and journal articles.
- Select appropriate information source and format for specific information need.

3 Efficiently locate and retrieve relevant information in a variety of formats.

Example Outcomes include:

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- Utilize Library web page efficiently to locate electronic resources such as databases, e-books, media and Library guides.
- Utilized web search engines efficiently to locate web based information.
- Apply search strategies and modify as necessary to efficiently search databases.
- Apply search strategies and modify as necessary to efficiently search the web.
- Utilize technology tools to locate, manipulate and transfer electronic information.

4. Critically analyze and evaluate the retrieved information.

Example Outcomes include:

- Use a variety of evaluation criteria, such as author/organization credentials, currency, content style, reputation of the publisher, etc.
- Apply evaluation criteria to all information formats including print, multimedia and web sources.
- Recognize objectivity including biases and inflammatory language.
- Differentiate between facts, points of view and opinion.

- Distinguish between primary and secondary sources.
- Evaluate documentation for the information source, such as research methodology, peer review, bibliography or footnotes.

5. Interpret, analyze, and synthesize the relevant information

Example Outcomes include:

- Effectively scan and filter large amounts of information.
- Organize retrieved information in a logical and useful manner.
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6. Effectively use, present and communicate the retrieved information.

Example Outcomes include:

- Use technology tools to produce and communicate information in an effective and appropriate format.
- Create a logical argument based on information retrieved.

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Example Outcomes include:

- Give credit to an information source, format or idea adapted from others by appropriately citing sources and referencing.
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<http://www.ala.org/ala/mgrps/divs/acrl/standards/informationliteracycompetency.cfm>.

CE4.9

Ad-hoc Committee on Information Competency
Summary Report
May 14, 2010

Ad-hoc Committee on Information Competency (IC) was formed in February, 2010. The committee had representation from all divisions including Counseling. In February through email, the committee members were asked to familiarize themselves with the ACRL Information Literacy Standards, Indicators and Outcomes as well as the ASCCC position paper on Information Competency.

At the first meeting, March 2, the committee discussed its mission, history of IC in the community colleges, history of IC on the campus, and WASC recommendation, as well as IC standards and best practices that were available from various institutions and organizations. In considering the timeline, members felt several opportunities to dialogue were necessary, that a modified version of the ACRL standards would be more manageable and appropriate and that a statement on IC for our campus needed to be developed.

Meeting Results:

- Decided to develop a Library Web page on Information Competency.
- Decided on dialogue dates and marketing of the dialogue sessions.
- Decided to create handouts for dialogue sessions.
- Developed a timeline.

Second meeting on March 16th, the committee reviewed and discussed the dialogue format, handouts and marketing to the campus.

Meeting Results:

- Approved the newly created Library IC Web page.
- Approved dialogue format.
- Received approval of dialogue sessions for variable flex.
- Approved final draft of handouts.
- Approved marketing to divisions.
- Decided to begin development of a modified version of IC standards and definition statement.
- Recommended that a dialogue take place with Distance Education committee.

Third meeting on April 20th following Spring Break, the committee discussed the findings of the dialogue sessions and viewed the pilot projects as the next step.

Meeting Results:

- Discussed dialogue sessions including DE committee results.
- Decided to investigate opportunity to have a flex day activity.
- Reviewed consideration of sending a fall survey to faculty on IC related practices.
- Viewed a science visual flow chart that might be adaptable to IC.
- Worked on draft of IC statement.
- Worked on draft of modified IC standards.

Last meeting for the academic year was on May 4th, committee approved pilot projects and listed suggestions and time line for follow up in Fall.

Meeting Results:

- Approved IC statement.
- Approved modified IC standards
- Approved sending IC statement to President of Academic Senate.
- Approved Flex Day opportunity.
- Approved sending a survey to faculty in Fall.
- Approved Pilot projects.

In conclusion, after campus wide dialogue with the faculty, interested staff and distant education committee, the ad-hoc committee agreed that a pilot project using courses that most community college students take before graduation or transfer was the next step. Therefore, pilot studies have been developed with one Health 1 instructor and two English 1A instructors.

The literature has identified that classes incorporating a sequencing of IC skills were ideal to truly impart the relationship of information to the critical thinking process along with the hands on application and practice needed to develop and reinforce information competency skills. There are several models that have been used to teach IC in California community colleges. These models are the stand-alone class, the co-enrolled class, and the infused class. Each has its strengths and weaknesses which are well addressed in the literature.

The committee wants the opportunity to review the results of the pilot projects before further research into these models. Meanwhile a realistic and promising approach to IC that the committee has discussed and is used in a number of the community colleges is a combination approach of the stand alone IC class and IC infused class.

The Library already has in place a stand alone DE two credit class, Libr 8, that teaches IC skills in great depth with hands on assignments. Also a more modular approach is the .5 credit Libr 4, 5, 6 and 7 classes which are taught face to face in a smaller hands-on environment. Adding other classes that infuse IC into instruction and assignments would be a logical approach. In this case the two pilot projects in Health 1 and English 1A are a good fit.

A Flex Day activity in September has been arranged as an opportunity not only to inform faculty on the concepts of IC and IC standards but to exchange ideas. Ideas that the committee will consider include featuring assignments that show best practices from areas such as the Biological Sciences.

A survey to the faculty will be conducted in early September to provide insight into what the faculty currently does with IC.

The committee will continue to meet in Fall to monitor the pilot projects and discuss various models that other California community colleges are using. Other items to follow up with include discussing with DE where the Library can better place itself to include tools that help with IC and research skills for the distant learner. A dialogue needs to take place with Counseling. Library faculty would also like the opportunity of introducing very basic IC skills to Foundation classes and English Basic Skills. Consideration of integrating IC wording into the Core Competencies might also be worth looking into. Finally committee will follow up the Academic Senate any action that needs to be taken concerning the wording of the IC statement.

After following through with these projects and assessing the results, the committee will make a recommendation to the college on IC format or plan.

Timeline:

August

- Review syllabi with pilot instructors to see if IC wording in assignments is relevant.
- Evaluate SLO options for IC in the pilot projects.
- Set Library instruction dates for pilot projects.
- Finish any promised handouts or IC tools for pilot project instructors.
- Discuss IC with Counseling to assess options that Counseling might have insight to.
- Prepare faculty survey questions.
- Follow up with President of Academic Senate on progress of IC Statement.

September

- Follow up with Distance Education committee on discussion of Library presence in Blackboard to incorporate more IC related tools for online students.
- Monitor progress of pilot projects.
- Conduct a Flex Day activity on IC.
- Survey faculty on the state of IC competencies in their assignments.

October

- Evaluate Flex day.
- Evaluate survey to faculty.
- Monitor progress of pilot projects.

November

- Monitor progress of pilot projects.

December / January

- Review pilot studies and assessment.
- Committee recommends a model or format to follow.

Planning Abstract

(Institutional Effectiveness, Program Review)

Las Positas College received its evaluation report in January 2010. The report reflected the recommendations of the evaluation team determined from the team site visit conducted October 19-22, 2009. Two of the recommendations were noted as needing a Follow-Up Report and site visit. One of these Follow-Up recommendations is for a college effort towards information competency and is discussed within the Follow-Up Report; the other is for an integrated effort in program review and planning and is considered part of the institutional response to several of the recommendations put forth from Standard I. This program review/planning recommendation reads:

Recommendation 3:

Program Review

To meet the Commission's 2012 deadline in the assessment of student learning outcomes, and to achieve a level of proficiency in program review for all efforts, the team recommends that:

- A. The college fully integrate its processes for the assessment of student learning outcomes with its processes for program review and planning (I.B.1, II.A.2.a, II.A.2.b)
- B. The college fully implement a program review process for all administrative programs and services (I.B.3, III.A.6, III.B.2, III.D.3)

Standard I evaluation by the team included an additional recommendation that is not part of the Follow-Up Report mandate, but is intrinsically connected to Recommendation 3. It reads:

Recommendation 1:

Institutional Effectiveness

To improve to a level of sustained continuous quality improvement the team recommends that:

- A. The college increase its capacity for conducting research, fulfill its planning agenda with respect to institutional research and institutional effectiveness, and integrate institutional effectiveness research into planning through regular systemic evaluation of its progress toward achieving institutional goals. (I.B.3, I.B.4)
- B. The college develop and implement on-going, systematic, college-wide processes to evaluate the effectiveness of its program review, planning and governance systems. (I.B.5, I.B.6, I.B.7, IV.A.5)

Because of the integration and interdependence of Recommendations 1 and 3, it is imperative that the Follow-Up Report abstract delineate the college's response to overall systematic planning as well as documenting the college's response to specific recommendations. The purpose of this abstract is to codify the institutional response to Institutional Effectiveness, Program Review and Planning, and to provide a chronological context for this institutional effort. In doing so, the college proposes that in its response to the mandated October 15 Recommendation 3 response, the work also being done on Recommendation 1 must be acknowledged. The abstract provides that institutional context for the review of the Follow-Up site visit team.

Institutional Planning, Strategic Planning, Program Review Planning and integration of planning into college process and systems is an integrally linked system. No single planning cycle or system exists without the other. As such, this abstract describes the overall college planning and the framework for Recommendation 3 responses. The abstract description is chronological in its approach.

On January 13, 2010 the Academic Senate, Classified Senate and Administrative Council sent representatives to the “*Common Ground*” meeting.

Common Ground Team:

Name	Constituency
Pam Luster	Administration
Amber Machamer	Administration
Philip Manwell	Administration
Teri Henson	Faculty
Mike Sato	Faculty
Sarah Thompson	Faculty
Bill Eddy	Classified
Natasha Lang	Classified
Jeff Sperry	Classified
Janneice Hines	Student
Takeo Hiraki	Student
Masi Quorayshi	Student
Jim Gioia	Ex-Officio
Todd Steffan	Ex-Officio
Heidi Ulrech	Ex-Officio

This meeting set the following goals:

- Review the draft Institutional Effectiveness model
- Identify areas needing clarification and areas of concern
- Develop solutions to the areas needing clarification and areas of concern
- Reach agreement on the institutional planning process
- Define coordination between institutional planning, program review, accreditation, and the proposed Institutional Effectiveness Committee (IEC) and Planning and Budget Committee (PBC)
- Develop committee recommendations
- Report and gather input from recommendation with constituency groups
- Provide committee recommendations to the President by January 31, 2010

This meeting developed the following agreements and recommendations:

Agreements

- New models for:
 - Strategic Planning Process
 - Institutional Planning Process
 - Institutional Effectiveness Model
- New timeline for planning processes (through Fall 2010)
- Dedicate March 12 Flex Day to continuation of Strategic Planning Process and identification of Key Performance Indicators (KPIs)
- Develop *Common Tool* for Program Reviews this spring; use process similar to *Common Ground* group

Recommendations

- Look at Student Learning Outcomes and how they integrate into new Institutional Effectiveness model
- Establish an “Assessment Day” to take place annually, at the end of the Spring semester
- Integrate Accreditation feedback earlier on in the Institutional Effectiveness model; separate and clarify the Planning Agendas (self-created) and Recommendations (from ACCJC)

Each of the recommendations and agreements noted in the *Common Ground* meeting were reviewed by constituency groups. The summary of *Common Ground* events was given at the February 3, 2010 Town Meeting. From there, subgroups worked together to plan for:

- Flex Day – “Dialogue to Action: Developing Strategies and Measures of Success for Our Strategic Plan”; March 12, 2010
- Program Review Self Study and SLO Assessment and Analysis integration (Instruction and Student Services); March 2010
- Common Tool Development and Agreement for all Program Review models (Instruction, Student Services, Administrative/Unit); May 2010
- Program Review Timelines: Institutional (all completed by the end of December 2010)
- Instructional Program Review Committee development and start up (Fall 2010)
- Institutional Effectiveness Committee development and start up (Fall 2010)

Outcome for all of the above subgroup plans and processes:

Institutional Plan 2015 (IP 2015): December 2010

In February 2010, the Student Learning Outcomes Committee reviewed the student learning outcomes assessment model provided by the chair of the committee and agreed to send it forward for review by the Academic Senate. In conjunction with the Senate review, the Instructional Program Review representative, the Chair of Student Learning Outcomes committee, the Vice President of Academic Services, and the Director of Institutional Research and Planning met to develop a student learning outcomes analysis worksheet as part of the student learning assessment model. In addition, the program review Self Study was revised to

include the student learning outcomes assessment/analysis step within the program review process.

At the March 3 Town Meeting, the faculty were introduced to the revised Program Review Self Study and the student learning outcomes assessment/analysis worksheet. The Office of Institutional Research and Planning provided disciplines with eLumen data, as well as training on running the outcomes program report directly.

There were three follow up trainings available to faculty members throughout the Spring 2010 semester; these occurred on March 3, 2010, March 25, 2010 and May 5, 2010. Both instructional program review and student services program review models include student learning outcome assessment, discipline action plans and input into the “*Common Tool*” for institutional planning and resource allocation; both the instructional program reviews and the student service program reviews are due by the end of Fall 2010.

On March 12, 2010 a mandatory Flex Day was held for college-wide participation in the strategic planning process. The outcomes for the day included discussion and understanding of each college strategic goal and its relation to the mission and vision of the college; crafting impact statements associated with the strategic goal; developing strategies for completing the strategic goal; identifying key performance indicators for each strategy; and a cross-constituent discussion of college planning and resource allocation.

On April 30, 2010 the *Common Tool* ad hoc met to review, discuss and revise the common tool.

Common Tool Team:

Name	Constituency
Laurel Jones	Administration
Pamela Luster	Administration
Amber Machamer	Administration
Rajeev Chopra	Faculty
Elena Cole	Faculty
Teri Henson	Faculty
Cindy Balero	Classified
Heidi Ulrech	Classified
BRIC members	Non voting, observers

This is the institutional tracking tool designed for all institutional program reviews to use that assists the college in linking the process of program review into institutional planning and resource allocation. The group was assisted by the Bridging Research Information and Culture (BRIC) team, who were participating with the college on data review/analysis opportunities on campus and lent their expertise to the meeting as well. BRIC is a state-wide project funded by

the Hewlett Foundation designed to assist colleges to integrate inquiry and evidence based planning and processes in California Community Colleges.

The Common Tool was agreed upon with page one (A-K) cells developed by the ad hoc committee. Further agreement included the need for the *Common Tool* ad hoc committee to meet again in January 2011 to develop page two of the tool, which looks at institutional dissemination and program review author tracking. The Common Tool was presented at the College Council meeting on May 20, 2010 and was approved by the Academic Senate at its final meeting of the semester in May 2010.

At the last two College Council meetings, the efforts of the all-college Flex Day were reviewed and approved. The strategies and key performance indicators were developed at the mandatory Flex Day, and provided the strategic plan framework for the IP 2015. Completed by the end of Spring 2010 semester were the following:

- Instructional Program Review model with SLO assessment integration
- Instructional Program Review, Student Services Program Review and Administrative Unit Program Review models all developed and underway
- Common Tool developed for all program review plans (institutional tracking method)
- Strategic Plan approved by College Council
- Instructional Program Review Committee developed and approved; Program Review Coordinator approved
- Institutional Effectiveness Committee developed and approved

Summary:

The college is poised for a comprehensive integrated planning cycle that completes the response to Recommendation 3 and is well on the way to completing Recommendation 1 as well. The framework for planning has provided the college resolution and improvement of college practices based on the observations of the evaluation team at the time of its visit. It is within this context that the college provides its response to Recommendation 3 (3a and 3b).