STANDARD TWO:
STUDENT LEARNING PROGRAMS AND SERVICES

2A   The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

2A1   The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.

The mission of Las Positas College is to foster growth and success, both in its students and in its community. The college addresses and meets this mission and upholds institutional integrity by offering high-quality, comprehensive instructional programs.

The college's educational master plan demonstrates the comprehensiveness of instructional programs by connecting them to student and community needs characterized by analyses of student performance, population trends, and labor market trends.[131, 132, 133]

Faculty in instructional programs use educational master plan components as a guide for their work during the program review process, in which each instructional program articulates both its own mission and its supportive relationship to the college mission. Consideration of student success, transfer, degree completion, and enrollment data helps programs demonstrate and maintain their appropriateness in higher education.[134, 135, 136, 137] The program review process also maintains course and program currency by regulating the revision of course outlines. Upon each revision, the relevance and integrity of a course outline is evaluated separately by faculty members of its division, the College Curriculum Committee, and the office of instruction. Results of the planning and formal assessment processes are published and shared extensively with internal and external constituencies.[138, 139]

In order to extend open access and better serve students, Las Positas College offers many courses and substantive portions (50 percent or more) of some certificates and degrees via technology mediated distance learning. To

131 Fall 2005 student survey
132 Fall 2007 student survey
133 Student Characteristics and Outcomes Reports
134 Program Review data
135 eLumen (Login required)
136 Basic Skills Initiative data
137 Educational Master Plan
138 Program Review
139 Program Review communiqués

STANDARD TWO

demonstrate the quality of programs using this mode of delivery, in 2007 the college applied for and received WASC approval for these distance learning programs via the WASC Substantive Change approval process.[140]

SELF EVALUATION

The college meets this standard. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity. The 2007 student survey shows that 62 percent of students were satisfied or very satisfied with their "preparation for transfer to a four-year college or university," and 58 percent were satisfied or very satisfied with "preparation for employment in my field." Sixty-seven percent of students agreed/strongly agreed that "compared to other community colleges, LPC has a reputation for high quality education."

PLANNING AGENDA

None.

2A1a The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.

Las Positas College provides a wide array of instructional programs and courses consistent with the diverse needs and goals of its students and community. The college serves a student body that is more ethnically diverse (44 percent non-white) than its service area (27 percent non-white). The students the college serves are also diverse in terms of age, culture, educational preparation, and educational goals.[141] The college serves multiple purposes for the community: transfer to four-year higher education; career-focused, two-year associate degrees and certificates; job skill development; career exploration; basic skills development; and enrichment and life-long learning. Across all instructional areas, institutional programs such as tutoring, CalWORKs, which supports students developing welfare-to-work plans, Disabled Students Programs and Services (DSPS), and Extended Opportunities Programs and Services (EOPS), promote students' access and success according to their individual needs.[142, 143, 144]

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140 Substantive Change Approval
141 Student Characteristics and Outcomes Reports
142 CalWORKS
143 Disability Resource Center
144 EOPS

STANDARD TWO

To identify the varied education needs of its students, the college collects data at several points. The Office of Institutional Research and Planning annually analyzes data describing the populations of the college's service area, and the analysis is publicized in the annual Student Characteristics Report.[145] This report profiles local population demographics, registration patterns, student characteristics, and analyses of demographic trends over time. To determine how best to prepare students for careers, the college also bases program planning on data from other sources such as the State of California Labor Market Information data base and the local industry study, "Wellspring for Entrepreneurship and Innovation: The Changing Economic Role and Responsibilities of the Tri-Valley Region."[146]

The college also uses research and analysis to meet student needs once they enroll in the college. Many entering students participate in an orientation experience (EXPO), and an entering student survey is administered as part of that experience in order to identify incoming student profiles and educational goals.[147] The college currently uses multiple assessments in order to ensure that new students begin course sequences in a way that matches their level of academic preparedness. Accuplacer is used to assess students in English, math, and chemistry. ESL students are assessed using CELSA (objective test) and are asked to complete a writing sample.[148]

The college also conducts course-sequence analyses to examine student success over time, and it uses this data in program evaluation and planning. This type of analysis has been used to examine progression through developmental and transfer sequences in English and math, and also to look at the relationship of successful completion of English and math to success in other general education courses.[149, 150] Benchmarking data is also analyzed to ascertain how many students become transfer-prepared.[151] The Accountability Report for the Community Colleges 2007 (ARCC), the annual evaluation of community college performance that measures educational outcomes, was presented to the Chabot-Las Positas College Board of Trustees on 5 February 2008.[152] Student views of the institution and their own success are gathered via a biannual student survey, as well as an exit survey for students participating in graduation ceremonies. These surveys contribute to the college's understanding of overall student progress toward learning objectives over time.[153, 154]

The college is also considering mandatory orientation and assessment under the guidance and direction of the Vice President of Student Services and the Dean of Student Services, as well as instituting a "first-year experience" to promote student retention and foster fist-year student success is underway.[155] Progress is also being made on the college's Basic Skills Initiative; an assessment report

145 Student Characteristics Reports
146 Document available upon request
147 EXPO 2008
148 Assessment Center
149 Course Sequencing data
150 Student success rates, Fall 2007
151 Benchmarking data
152 ARCC data
153 Fall 2007 student survey
154 2008 graduation survey
155 Student Success Committee minutes

was completed in spring 2008. This report identifies themes including the need for staff development in teaching of developmental courses and continued development of learning communities such as the College Foundation Semester, which the college has already instituted. In fall 2008, the college continued its basic skills staff development with a two-day, all-college workshop run by Dr. Vincent Tinto.[156]

Research and analysis are incorporated into program planning and assessment in a variety of ways. The College Enrollment Management Committee, in their annual discipline planning process, sets college enrollment and productivity targets based, in part, on demographic projections for the ensuing academic year, and provides enrollment data to the college's programs, which in turn use it to maximize student access and equity in their schedule proposals.[157] This information is also used in the development of program reviews, in program goal-setting that will maximize student success. Program reviews are updated annually, to document advancement toward goals, and then reviewed by the Vice President of Academic Services in conjunction with faculty.[158]

While the college has historically included course-level student outcomes on all course outlines, in 2004 it initiated a formal process to transition to a formal Student Learning Outcomes Assessment Cycle framework to align outcomes at the course, major, and degree (institutional) level. The history of the process's development is kept in the college's educational master plan. Each semester, faculty enter student learning outcome data into an automated repository application, eLumen, and rotational assessment will continue until all courses have assessed outcomes.[159]

SELF EVALUATION

The college partially meets this standard. Since mandatory assessment is not yet in place, however, some students still "fall between the cracks," and as their needs are not well-identified, they cannot be easily addressed. Some students struggle in their first semester in college, which suggests that the college should have a more rigorous process to identify students' needs during this transition. The college also needs to provide more academic counseling; at present, counselors have too many students to see and cannot provide the kind of frequent and ongoing contact that would guarantee a student's needs are being met.

PLANNING AGENDA

1. Improve the orientation and assessment process for increased student success by working with math and English faculty on consistent validation of assessment cutoff scores.

2. Make orientation for new students mandatory.

STANDARD TWO

156 Student Success: A Shared Responsibility with Dr. Vincent Tinto
157 CEMC data
158 Program Review
159 eLumen (Login required)

2A1b   The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.

Las Positas College uses face-to-face, online, hybrid, and web-enhanced delivery methods of instruction to meet the objectives of course curriculum and the diverse needs of its approximately 9000 students. In addition to the opportunity for personal enrichment, job preparation, and preparation for transfer to four-year institutions, LPC currently offers seventeen Associate of Science degrees, twenty-one Associate of Arts degrees, and forty-six certificate programs.

To the extent allowed by classroom availability, the college offers scheduling options designed to meet the diverse needs of students. On-site, face-to-face classes are offered during days, evenings, and Saturdays during the traditional 17.5-week semester, as well as a 16-week late start, an eight-week fast track, and one eight-week shortened term. The college also partners with the community to offer off-site classes, including a retail management certificate program with Safeway at their corporate headquarters in Pleasanton.

Las Positas College has made a commitment to student access via distance education. As a result of focused efforts, students may now meet more than 50 percent of the requirements on-line for five certificate programs and seven associate degrees in areas of business and computing technology.[160] According to 2007-2008 DE Figures, of the 835 sections offered in the fall of 2007, 71 sections were offered online, consisting of 2349 enrolled students.[161] To ensure that systems of delivery and modes of instruction are compatible with the course objectives, every course outline and course proposal form must be vetted and approved by the discipline, division, and Curriculum Committee. For a course that is offered fully or partially online, the DE Course Proposal Form must be submitted and approved by the discipline, division, and Curriculum Committee.[162, 163] Through this process, the institution ensures that differing systems of delivery contain the same course content and meet the same course outcomes. According to 2007-2008 DE data, of the 835 sections offered in the fall of 2007, 71 sections were offered online, serving 2349 enrolled students.[164]

The institution offers extensive support to instructors designing and teaching distance education courses. Group and one-on-one training for course development and design is offered in the college's Innovation Center by the Instructional Technology/Open Learning Coordinator, with support from the Instructional Technology Support Specialist. In addition to these face-to-face training sessions, the institution offers online resources for instructors, including the Online Course Development Program (OCDP), Blackboard Online

160 Substantive Change Report
161 2007-2008 DE Figures
162 Distance Education Course Proposal Form
163 DE Course Proposal Template
164 2007-2008 DE Figures

STANDARD TWO

Learning Team (BOLT), an Online Learning Faculty Handbook, and a regular newsletter.[165, 166, 167]

The institution offers additional support to students to help them meet the objectives of courses taken online. A face-to-face Online Learning Orientation is offered before and during the first weeks of each semester, as well as an orientation offered online which includes a tutorial for success in an online course.[168, 169] Technical support for distance education students is made accessible through email, by phone, or in person.[170] In addition, counseling is available to online students via email. Increased counseling, along with online tutoring and other academic support services, are included in the recently approved Distance Education Strategic Plan.[171, 172] Several of those support services were also included in the Substantive Change Report that was approved in 2007.[173]

Aside from online counseling and tutoring, LPC stated in the proposal that it would enhance its DSP&S, Financial Aid, and Health Center online services. Since then, LPC has added an online study skills course (Psychology Counseling 15) that teaches study skills for online learners, added a counseling web page specifically dedicated to online students to its Online Learning web site, produced a video explaining counseling services, and begun investigating other online counseling and tutoring resources.[174, 175] The Online Learning web site's Students with Disabilities page has been updated with links to tutorials on how to make Windows XP and Vista more accessible.[176] It also now contains links to make the Internet Explorer and Firefox browsers more accessible. In addition, projects currently in progress include training counselors on using DegreeWorks (a web-based academic advising, degree audit, and transfer articulation tool), producing a video tutorial for students on how to register for classes, adding a video tutorial to the Financial Aid web site to help students better understand Cal Grants, allowing students to make appointments with the Health Center online, allowing students to assess their health by completing an online survey, and allowing students to ask health-related questions online.

The Substantive Change Report also listed challenges for our college as it pursues the growth of quality online education, and the college has identified specific measures to meet those challenges:

- Maintain and expand institutional equipment and resources to keep technology and staff current in this ever-evolving arena. LPC faculty now have the ability to capture live lectures

165 Innovation Center
166 Online Learning Faculty Handbook
167 LPC Wired Newsletter, Issue 11
168 Online Learning orientation
169 Succeeding in an Online Course tutorial
170 Online Learning student support
171 Online Learning Counseling
172 DE Strategic Plan
173 Substantive Change Report
174 Online Learning Counseling
175 Online Learning Counseling video
176 Online Learning Students with Disabilities

STANDARD TWO

digitally to post on the web.[177] They also now have access to digital video and digital image repositories, and they can post online multimedia onto the college's iTunes U site.[178, 179]

- Further integrate planning, decision-making, and support into other college areas and constituencies. The new DE Strategic Plan will be incorporated into LPC Educational Master Plan, and a goal within the DE plan is to integrate DE into the college's program review cycle.[180]

- Identify and implement supporting policies including ensuring quality of course design. An evaluation process for faculty teaching online has been negotiated into the faculty contract.[181]

- Pursue and implement innovative programs and services that promote access and success concerns specific to online learners. LPC implemented a DE Counseling pilot whereby an adjunct counselor was proactive in contacting at-risk online students in an attempt to help them succeed in their classes. The college upgraded to Blackboard version 7.2, which includes a tool called the Early Warning System, designed to identify and communicate with students who might be falling behind in class. Furthermore, Dr. Vincent Tinto, an expert on retention and learning communities from Syracuse University, addressed LPC faculty during a two-day seminar.[182] Although more work needs to be done in this area, retention and success rates have improved in online courses, going from an average of 72.3 percent and 57 percent, respectively, in the 2006-07 academic year, to an average of 76.3 percent and 60.3 percent in 2007-08.[183]

- Work with the community and local industry to plan for online development in areas which meet local needs. Two of the activities within Goal 6 of the DE strategic plan are to design and develop additional courses for both traditional and nontraditional students, and to market specific courses to potential students throughout the community.[184]

The Distance Education Committee meets once a month to discuss the ongoing and future needs of distance education faculty and students. Reports are submitted to the Academic Senate, the Vice President of Academic Services, and each division; minutes are also available online. The Distance Education Strategic Plan will ensure that issues of access, diversity, and support are addressed in an ongoing and timely manner. This committee also regularly reviews distance education student surveys results—including those that measure general distance education outcomes, such as technical and course navigation skills, and it uses success rates to evaluate student needs and incorporate them into the DE

177 Example of a live lecture capture
178 Links to video and image repositories
179 iTunes U site
180 DE Strategic Plan
181 Online Faculty Evaluation Form
182 Student Success: A Shared Responsibility with Dr. Vincent Tinto
183 Retention and Success Rates, 2006-07 through 2007-08
184 DE Strategic Plan

Strategic Plan.[185, 186, 187, 188, 189] The Open Learning Coordinator submits an annual Distance Education Report to the Board of Trustees. The college's distance education substantive change report was approved by WASC in March 2007.[190]

A number of processes have been established to monitor students' success at meeting course objectives. Student learning outcomes are being developed and stored by all instructors for all courses in the eLumen system.[191] Regular evaluation of all instructors as described in the faculty contract gives students, instructors, and administrators the opportunity to evaluate the success of delivery systems and modes of instruction.[192, 193, 194] Statistical data for completion and success rates is gathered for all courses and analyzed by faculty as part of the program review process. These processes, in addition to the surveys, are reviewed by disciplines, divisions, and the appropriate committees as part of ongoing curriculum evaluation and regular program review.

Like most community colleges in California, LPC is beginning to address issues related to the requirement in the Higher Education Act of 2008 that stipulates that institutions authenticate the identity of distance education students submitting coursework. Blackboard's encrypted password system is one step, but the district is looking to improve upon that by adding SSL security to the system. During training in the Online Course Development Program, faculty are encouraged to design multiple alternative assessments to evaluate student work, as opposed to relying strictly on exams.[195] Furthermore, the college has posted a Reading and Writing Resources web site that, in addition to providing writing help to students, teaches faculty to design writing assignments that help ensure that it is the enrolled student who does the work.[196] As far as additional technological solutions to authenticate student identity can go, LPC will work with other colleges and the State Chancellor's Office to identify and implement such solutions.

SELF EVALUATION

The college meets this standard. The institution, faculty, and administrators commit significant resources to curriculum review, course and instructor review, and student learning outcomes. In addition, appropriate resources are available to faculty and students using online learning delivery systems. Dialogue at the discipline and institutional level has resulted in procedures and policies that ensure "delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students."

185 DE minutes 02-22-08
186 2006-2007 Student Survey Results
187 2006-2007 DE Report to the CLPCCD Board
188 DE Outcomes - Results
189 Spring 2008 DE Counseling Survey
190 Substantive Change Approval
191 eLumen (Login required)
192 Online Student Evaluation Survey
193 Online Faculty Evaluation Form
194 Faculty Contract 2006-2009
195 Assessment in the Online Classroom
196 Reading and Writing Teacher Support

STANDARD TWO

PLANNING AGENDA

1. Discuss and review planning to offer technical support to online students on Saturdays and Sundays since many students take online courses because they work full-time during the week.

2A1c The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

In response to a change in the WASC/ACCJC standards, Las Positas College began discussing the concept of student learning outcomes in 2002. The SLO Task Force was formally convened in fall 2004; this culminated in a period of extensive dialogue across the college about concerns including pedagogical appropriateness, performance evaluations, practical relevance, and curriculum duplication. A central achievement of the task for this first year was the creation of "core competencies," or institutional learning outcomes; these would eventually overlap with degree outcomes.[197] An intranet web site was also set up to be used as a repository for documents and tutorials. In spring 2005, faculty, with the guidance of the task force, prepared to begin developing course-level SLOs: these would most immediately lead to benefits for students.[198, 199, 200] The task force also developed and posted a revisable timeline for implementation.[201]

In fall 2005, the Assessment Philosophy Statement was submitted to the Academic Senate, which approved it in spring 2006.[202] The task force submitted the document "Student Learning Outcomes: Report and Recommendations" to the college president and the Academic Senate.[203] In spring 2006, selected faculty presented their SLO Pilot Project assessment results, which led logically to suggested modifications for improved teaching and learning.[204] After evaluating several products for technological support, the college purchased a license for eLumen, which would be used for SLO assessment cycle tracking. The SLO Task Force, renamed the SLO Steering Committee, has been communicating with the vendor about the college's specific needs.[205]

The fruits of assessment began to appear at the end of spring 2008.[206] LPC assessed course-level SLOs for 83 courses in the spring 2008; in fall 2008, the number of courses assessed reached 160. The Steering Committee has set in place a rotating assessment schedule that will see the eventual assessment of every course. Now that faculty members are actively conducting course-level assessments and collecting data, the SLO Steering Committee expects to have major and certificate-level outcomes and assessments in place in 2009.

197 Core Competencies Talking Points
198 Core Competencies, First Draft
199 Core Competencies, Second Draft
200 Core Competencies, Final Draft
201 SLO timeline
202 SLO Assessment Philosophy
203 Fall 2005 SLO Report
204 SLO Pilot Projects
205 SLO home page
206 eLumen (Login required)

SELF EVALUATION

The college partially meets this standard. By spring 2008, faculty assessed 83 courses, and by fall 2008, approximately 160 had been assessed. Extensive, college-wide dialogue, consensus building, and careful planning will be the foundation for major and certificate-level outcome development, the formalization of their alignment to core competencies, and the ongoing refinement of SLO processes through the institution.

Survey results show that while many faculty understand SLOs, assess them, and use results for improvement, some faculty do not. Since the college is at the beginning of its SLO assessment plan, these results were not unexpected, though they do indicate areas for improvement as the college moves forward with SLO processes. Faculty understand SLOs at the course level (71 percent strongly agree/agree) but not as much at the program level (52 percent strongly agree/agree), Student Services area (50 percent strongly agree/agree) and Core Competency level (50 percent strongly agree/agree). Assessments for SLOs are in place for courses (59 percent strongly agree/agree), programs/majors (49 percent strongly agree/agree), Student Services (50 percent strongly agree/agree), and core competencies (53 percent strongly agree/agree). Results of SLO assessment are used to improve learning at the course level (54 percent strongly agree/agree), program level (49 percent strongly agree/agree), Student Services area (48 percent strongly agree/agree), and Core Competency level (50 percent strongly agree/agree). It is important to note that many of the survey questions measuring SLO assessment had 27 percent-56 percent missing values. This means that between 1/3 to over ½ of respondents did not know enough about the process to have formed an opinion. This is another important indicator that the college needs to spend more time on understanding SLO assessment generally and the particulars of SLO assessment at LPC. Seventy-seven percent of respondents strongly agree/agreed that the administration is supportive of the assessment of SLOs.

PLANNING AGENDA

1. Identify certificate and major SLOs.

2. Assess the alignment of major and certificate SLOs with core competencies.

3. Articulate the role of SLOs in college policies, processes, and resource allocation.

2A2   The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.

The college offers a full range of courses including pre-collegiate credit and non-credit courses, credit non-degree courses, and degree-applicable courses.[207] These pre-collegiate courses are offered by disciplines such as English, mathematics, music, and ESL.[208] The Community Education Program is an extended-learning program offering self-supporting, not-for-credit, fee-based classes and workshops that do not fit the mandated lower-division credit or noncredit areas.

The institution uses a variety of criteria in deciding to offer these various programs and courses, including the institution's Vision and Mission Statements, student and community needs, the results of assessment tests, the needs of the labor market, and input from the college's advisory boards.[209] The nature of the identified need helps determine whether classes are offered for credit, on a noncredit basis, as a community education offering, or via contract education. One important process through which the institution makes decisions on offerings is the annual discipline planning activity, which is managed by the College Enrollment Management Committee. Through this process, the college allocates FTEF to the disciplines, according to their program goals and enrollment projections, in a way that maximizes student access and success.

Another central process through which the college ensures that its programs and courses are all of high quality is program review, executed on a four-year cycle. The college's curriculum process, described in the Curriculum Handbook and overseen and implemented by the faculty through the college's Curriculum Committee, also helps maintain quality instruction by guiding the updating of course outlines every five years for academic classes and every three years for career technical educational classes, as well as overseeing adherence of course outlines to Title 5 requirements.[210, 211] Advisory board input helps maintain programs' currency. Shared governance committees such as the Planning and Budget Committee and the Staff Development Committee provide programs with resources, training, and equipment they need to maintain and improve their quality.

The International Students Program serves over 110 students from over 30 different nations. Program quality is measured by program review surveys as part of the student services program review every three years. Significant government oversight is now in place post 9/11, with increased reporting requirements to the

207 LPC Catalog
208 LPC Schedule
209 Advisory boards
210 Curriculum committee minutes
211 Curriculum Handbook

STANDARD TWO

Department of Homeland Security through their SEVIS system. Program staff works closely with faculty and staff to provide accurate educational planning, health screenings, and housing and to provide a welcoming environment to support their success.

SELF EVALUATION

The college meets this standard. As evidenced by demand for its programs, the college's criteria and processes assure programs' quality and improvement while guiding the institution's continuing growth according to student and community needs.

PLANNING AGENDA

None.

2A2a   The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

At Las Positas College, the faculty have primary leadership in the development and evaluation of courses and programs. During their first term at the college, all new faculty experience a New Faculty Orientation program that prepares them for their central roles in assessing and improving their instructional programs through processes such as curriculum development and program review. This orientation also introduces faculty to the breadth of programs across disciplines that function collaboratively with the specific programs of their own focus to create student learning and success.[212]

In 2005, the Academic Senate, working with the Office of Academic Services and the Office of Institutional Research and Planning, created a program introduction process to help faculty and the college identify an instructional need not addressed by any existing program, to assess the scope of that need, and to anticipate demographic and other factors important to the development of the program best suited to meet the need. In the same year, the Academic Senate and Academic Services created and approved a program discontinuance/revitalization process to help faculty and the college work to adapt existing programs to the evolving needs of the community.[213]

The Curriculum Committee reports directly to the Academic Senate and has faculty representation from all divisions, with nonvoting membership of division deans, a student representative, and the Vice President of Academic

212 New faculty orientation
213 Board Policy 6200 Program Revitalization / Discontinuance Process

Services. All new courses, as well as changes made to existing courses, are examined by this faculty-driven committee. The policies and processes of the course and program guide are noted on both the curriculum website and in Board policy. Throughout 2008, faculty had opportunities for involvement in recent Title 5 curricular changes and the integration of curriculum review in the program review process.[214]

The ongoing evaluation of courses and programs, and the setting and updating of program goals, occurs through the program review process.[215] During this process, faculty in each discipline examine data on student enrollment, success, and retention, as well as resource allocations, to help them improve the effectiveness and efficiency of courses and programs. In many areas, advisory committees also help faculty respond rapidly to changes in their students' needs.[216, 217]

Faculty are responsible for the identification and development of appropriate student learning outcomes at the course, major, and certificate level. Faculty are developing student learning outcomes for the courses in their disciplines and have begun to identify major and certificate outcomes in the fall of 2008. Continuous assessment of outcomes is facilitated by the student learning outcomes eLumen software that allows faculty to track multiple semesters of SLO implementation, assessment, and revision.[218, 219]

SELF EVALUATION

The college meets this standard. Effective, well-established, regularly implemented procedures are used by faculty to develop and deliver courses and programs.

PLANNING AGENDA

None.

2A2b The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.

Faculty members are responsible for creating, updating, and maintaining the integrity of all degrees, certificates, programs, and courses. Faculty also develop

214 Curriculum committee minutes
215 Program Review process
216 Program Review
217 Advisory boards
218 eLumen (Login required)
219 Student Learning Outcomes Committee minutes

student learning outcomes that reflect student competency based on both the Las Positas College core competencies and course competencies. Additionally, faculty of vocational programs integrate technical and discipline-specific skills into their course SLOs.[220, 221]

The advisory committees for vocational programs at Las Positas College meet two times each academic year.[222] These twenty advisory committees actively support programs by facilitating the establishment of pre- and co-requisites, standards of performance, equipment and facilities required, financial and legislative matters, internships, donations of cash or equipment, resource development, student scholarships, and guest lecturing.[223] Members of the advisory committee typically include full and/or part time faculty, administrators, representatives of the constituency served by the program, and students.[224, 225, 226]

The contributions made by advisory committees have not yet been made fully transparent, as some of them have not ensured consistent posting of their minutes. Of those advisory committees whose membership is posted, only 15 percent have student representation.

SELF EVALUATION

The college partially meets this standard. Faculty, with advisory committees as appropriate, identify all competencies and develop student learning outcomes. As major and certificate-level student learning outcomes have not yet been fully developed, however, the institution does not assess students' progress at achieving core competencies.

Eighty-five percent of staff strongly agreed/agreed with the statement, "The faculty has a major and effective role in the design, implementation, and revision of the curriculum."

PLANNING AGENDA

1. Identify and query advisory committees to determine if any is inactive.

2. Seek consistent student representation on advisories.

3. Monitor the regular posting of advisory committee minutes.

STANDARD TWO

220 SLO home page
221 Educational Master Plan
222 Advisory boards
223 Function of Advisory boards
224 ECD minutes, Oct 06
225 Business minutes, April 07
226 Fire Safety minutes, March 07

2A2c High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.

The college's mission statement mandates that it provide high-quality programs.[227] Curriculum, the program review process, and the use of advisory boards for vocational and some transfer programs are the main avenues by which the institution ensures their delivery. Programs update their courses every five years (every three years for vocational programs), per Title 5, to better respond to the characteristics of their students, keep current in the field, and encourage proper sequencing of courses.[228] The curriculum handbook helps faculty make their courses sufficiently rigorous by referring to the LPC and CSU GE philosophies and by giving examples of model assignments and methods of evaluation in the outline.[229] When developing an online course, faculty also receive guidance from instructional technology staff and from the distance education portion of the curriculum proposal, which models ways to deliver course content and teach critical thinking online.[230] Vocational programs that have advisory boards also have professional guidance to help those programs make their courses' content sufficiently rigorous, deep, and broad. When the Curriculum Committee reviews the outlines, it provides additional guidance if a course seems insufficiently demanding. Instructors' petitions to have a course counted for LPC GE, CSU GE, or transferability to the CSU or UC systems are reviewed according to LPC, CSU, or UC criteria for GE.[231] Courses seeking UC transferability are also compared by the articulation officer to counterpart UC courses in consideration of rigor, depth, and breadth. Instructors who want their courses to apply for UC Berkeley American Cultures credit must apply separately to the American Cultures Program at UC Berkeley for their course to be approved by the UCB Academic Senate.

Program review mandates that faculty assess their programs and courses in rigor, depth, and breadth; and the dean, the Vice President of Academic Services, and faculty from across disciplines review this document and its recommendations.[232] The integration of curriculum review will help the Curriculum Committee plan for upcoming curriculum and program development, as well as facilitate staff development requests when related to curriculum and assessment development. The college is now beginning to assess the rigor of its courses and programs through the SLOs. The assessment rubrics for all SLOs measure a level of achievement beyond proficient, and many of the assessment rubrics also assess mastery. In spring 2009, the college will be able to assess how many students have done well in their achievement of particular course outcomes and, in many cases, how many students have demonstrated mastery of the outcome. In many areas, faculty will also know how many students are achieving mastery in courses and programs and how many are achieving mastery for specific core

227 Mission Statement
228 Title 5 (pg 16)
229 LPC GE Philosophy (pg 9)
230 Curriculum Proposal, DE section
231 LPC Catalog
232 Program Review process

competencies.[233] The instructor evaluation processes for on-campus and DE courses also helps to maintain consistently high-quality instruction.[234, 235]

SELF EVALUATION

The college meets this standard. Curriculum, program review, and the developing SLO processes ensure the appropriate breadth, depth, and rigor of instruction.

Surveys of our students indicate that most of them feel stronger or much stronger in their communication and critical thinking abilities since coming to LPC, and 25 percent of them or more feel this was "very much" due to LPC in the areas of writing skills, oral communication and speaking skills, gathering information from multiple sources, and mathematical skills and abilities.

PLANNING AGENDA

1. Create opportunities for increasing the number and scope of learning communities and interdisciplinary courses.

2A2d   The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.

Las Positas College recognizes and addresses the diverse needs and learning styles of its students by providing a variety of delivery modes, teaching methodologies, and support services that address the learning needs of its students. Instruction is offered in semester-length lecture/lab courses, short courses, independent study courses, off campus courses, hybrid courses, and online courses.[236]

The discussion of student needs, student success, learning styles, and teaching styles occurs at the college on an ongoing formal and informal basis. Staff development days and flex day workshops have addressed student learning styles. On the informal side, Teachers Teaching Teachers workshops, in which faculty discuss successful teaching methodologies in their own classrooms and share the learning experiences of their students, have been very well attended.[237, 238, 239]

The college offers many opportunities for students to participate in orientation workshops and study skills courses, such as Psychology/

STANDARD TWO

233 Core Competencies, Final Draft
234 Instructor Evaluation forms, face-to-face and DE
235 Student Evaluation of Instructor Questionnaires, face-to-face and DE
236 Curriculum committee minutes
237 EXPO 2008
238 Teachers teaching teachers
239 Staff Development workshops

Counseling 15, that help students understand and adapt to their own learning styles. The Disabled Students Program and Services office (DSPS) offers academic and personal support for students with physical, learning, communication, and psychological disabilities by identifying the characteristics of their learning disability and preparing them for basic reading, writing, math, and computer courses.[240]

Teaching methodologies are selected by faculty based on the appropriateness of course content and the diversity of student learning styles (visual, aural, and kinesthetic). Teaching methods employed by instructors at the college include field trips, demonstrations, guest speakers, hands-on learning, group discussions, collaborative learning, internships, research projects, real-world based learning, and problem solving tasks. When faculty create or update a course outline, the Curriculum Committee requires a formal description of the teaching methodologies and an explanation of their use in that course. This process of review and approval of new or updated course outlines by the Curriculum Committee facilitates a productive dialogue on pedagogy and learning styles. One example of the adaptation of teaching methodologies and delivery modes to diverse learning styles is the Basic and Intermediate Algebra sequence in mathematics (Math 65 and Math 55). These courses are taught in a straight lecture mode, in a distance education mode, in a self-paced mastery learning mode where the courses are broken into two halves (X and Y), and in a lecture mode in which the one-semester courses are split into two parts taught over two semesters. To maximize their chances of success, students can choose the course that best suits their individual learning style.[241]

The college continues to investigate effectiveness of delivery modes and methodologies. Research of best practices is a focus of the Basic Skills Initiative, now underway at the college.[242] Training of faculty on learning-related issues is an ongoing process, and the Staff Development Committee facilitates workshops and encourages faculty to attend conferences and seminars that help them more deeply understand and effectively respond to the various learning styles of their students.[243]

SELF EVALUATION

The college meets this standard. Las Positas College recognizes and addresses issues related to diverse needs and learning styles of its student body. The college has invested resources to increase faculty awareness of learning issues in a variety of informal and formal contexts. The college has also provided tools for assessment such as new student expo workshops, study skills courses, student counseling, and a variety of assessments via DSPS.

PLANNING AGENDA

None.

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240 Disability Resource Center
241 LPC Catalog
242 Basic Skills Initiative data
243 Staff Development

STANDARD TWO

2A2e The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

The college evaluates all courses and programs through the ongoing program review process, which includes a review of SLO and curriculum data.[244] Program review is guided by student learning and student needs. The process begins with department-specific self-studies which comprise in-depth assessment of an instructional program by faculty teaching in the program. The written report includes interpretation of data, a description of program effectiveness, and finally the program's plan to address the findings of the self-study. Validation of the self-study reports takes place via a collegial peer-review process. The program review process requires each discipline to utilize the findings of the self-study to make curricular changes and plan for the future. Program review is carried out by all college programs; vocational programs also receive additional input for their evaluations from twice-yearly advisory board meetings. These meetings ensure that course offerings reflect current and relevant industry technology and meet the needs for effective education and training of the community's workforce. The advisory boards are made up of educators, students, and representatives from local businesses and relevant industries.[245]

The data used to evaluate programs includes student surveys, the program review self-study, and emerging course-specific SLO data.[246, 247, 248] The study includes a comprehensive review of the role of each individual program within a discipline in the overall college curriculum. A comprehensive collegial review of programs assesses the success of programs, their roles in supporting core competencies, and areas to focus on for planning for improvement.

The relevancy of programs is determined by an assessment of transfer data, articulation data, and student surveys conducted by the Office of Institutional Research and Planning. Vocational programs undergo additional evaluations by advisory boards. Student learning outcomes have been developed for many courses; these will generate data to further deepen our understanding of students' achievement.

The results of program evaluation are intended for use in all areas of institutional planning, including administrative, programmatic/curricular, budget planning, and hiring. Data gathered from program review can also initiate revisions to the educational master plan, as well as the course schedule, where improvements can be made in accessibility and currency.

STANDARD TWO

244 Program Review process
245 Advisory boards
246 eLumen (Login required)
247 Program Review
248 Surveys

SELF EVALUATION

The college partially meets this standard. The one area where criteria has not been met is in major and certificate-level student learning outcomes, though many departments have developed course-specific outcomes.

PLANNING AGENDA

1. Develop student learning outcomes for all majors and certificates.

2A2f The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.

Las Positas College engages in ongoing, systematic evaluation and increasingly integrated planning for courses, certificates, and programs through the program review, student learning outcomes, the educational master plan, the catalog planning cycle, program advisory boards, the College Enrollment Management Committee, and the Planning and Budget Committee.[249, 250, 251, 252, 253, 254] Ongoing review and integrated course planning also occurs within specific disciplines informally and at departmental meetings.

Although the institution engages in planning on many levels, the systematic review of instructional programs occurs primarily through the program review and educational master plan processes. Program review, occurring every four years with annual updates, is guided by student learning and student needs. The process assures the quality of the college's educational programs through an ongoing process that involves a discipline self-study and written report. The self-study report is an in-depth assessment of an instructional program performed by faculty teaching in the program. The written report includes interpretation of data, commentary, and finally the program's plan to address the findings of the self-study.

The data used for program review includes the following: program access, program resources, program efficiency, program success, student input, and, in some cases, advisory board input. SLO data, as it becomes available, will also be used.

249 Program Review
250 SLO home page
251 Educational Master Plan
252 Advisory boards
253 CEMC data
254 PBC site

STANDARD TWO

Once the reviews have been drafted, peer-reviewed, revised, and reviewed by the Vice President of Academic Services, they are available for college constituents and planning committees to use for the college's planning and resource allocation. Through the PBC, the disciplines can also refer to their program review reports to request faculty and classified positions and instructional equipment to address identified areas of program need. The program review update process can also be used to align program planning with the educational master plan to ensure consistency as well as efficiency in reaching institutional goals relevant to resource allocation to programs, and even new program initiatives. In 2008, an additional allocation resource chart was added to the program review model, allowing disciplines to request additional resources.[255]

Notably, all areas in Student Services and Academic Services conduct a formal program review, but many non-instructional units do not, even though they are considered in the educational master plan.

The Office of Institutional Research and Planning provides research and assessment of student success, student retention, and student self-report surveys to facilitate better understanding of the college community. This information is disseminated at Town Meetings, various committee meetings, and via the Institutional Research Briefs.[256] Still, the community's access to some of this information is uneven, as is the information's role in the college's decision-making processes.

SELF EVALUATION

The college partially meets this standard. The institution effectively engages in ongoing systematic evaluation and integrated planning of its programs and services and strives to improve them. However, since course, major, and certificate SLOs are in development, these planning and evaluation processes are not yet geared to assure their currency or measure student achievement of them. When all SLOs have been developed and assessment data becomes available, the program review process will consider SLO achievement and currency.

PLANNING AGENDA

1. Complete the SLO development for courses, certificates, and majors.

2. Develop a process for evaluating SLO assessment data for currency and achievement.

STANDARD TWO

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255 Revenue Allocation model
256 Research Brief: Assessment of Planning Cycles, Fall 2008

2A2g If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.

2A2h The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.

Some departments at LPC use departmental course and/or program examinations that validate their effectiveness in measuring student learning and minimizing test biases. The final examination for courses that are one level below transfer in the English basic skills program, for example, is holistically graded to a rubric that also describes the student learning outcomes for those courses. A biannual "norming" workshop and a grading process that averages scores of two independent readers for each exam help to preclude bias.[257, 258]

In addition to outlining grading policies, the Faculty Handbook (C-6 – C-7) describes the connection between the grading policy, class syllabus, and course outline.[259] All course outlines describe the course content, the expected outcomes from the course, methods of instruction, typical assignments, and methods of evaluation. The outlines are reviewed by the appropriate division, and the Curriculum Committee scrutinizes outlines to minimize bias and assure that credits awarded will accord with the practice of defining the units of credit per the California Code of Regulations – title 5 CCR section 55002.[260, 261] This code is consistent with what is referred to as a Carnegie unit standard, which is recognized by the Accrediting Commission for Community and Junior Colleges – Western Association of Schools and Colleges. Student learning outcome assessment tools, now in development for all courses offered at the college, are published on the LPC SLO website, and they can also be accessed through Class Web. SLO achievement will be considered by instructors as they determine students' grades in accordance with the California Education Code and the Chabot- Las Positas District Board Policies.[262, 263]

SELF EVALUATION

The college partially meets this standard. Where present, "norming" and holistic grading practices work to minimize biases. Credit is awarded according to policies in line with norms of higher education. Data that would show whether credit is awarded according to achievement of learning outcomes has not yet been made available, however.

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257 English 104 final exam evaluation, fall 2008
258 English 104 and 100B final exam standards, fall 2008
259 Faculty handbook pages C6-7 and C17-18
260 Curriculum committee minutes
261 California Code of Regulations title 5 section 55002
262 eLumen (Login required)
263 SLO home page

Students feel that the grading practices are fair (70 percent strongly agree/agree). Additionally, 76 percent of staff strongly agreed/agreed with the statement, "Grading is consistent with student learning and is based upon generally accepted norms or equivalences."

PLANNING AGENDA

1. Investigate the correlation between outcome achievement and the awarding of credit as SLO data becomes available.

2A2i The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.

Through means including the work of the Student Learning Outcome Committee (comprising faculty training, pilot projects, and flex day and department workshops), Town Meetings, and other discipline-specific workshops, the college has made steady progress in the development of course-level student learning outcomes, and is now also advancing dialogue on certificate and major learning outcomes and their incorporation to the eLumen software. Certificate and major outcomes, in development, are not yet directly used as the basis for awarding degrees and certificates. However, since degrees and certificates are awarded according to student success in a given sequence of courses, many of which do have student learning outcomes, there is an inherently increasing proximity of certificate and degree awards to the achievement of learning outcomes, as the development of major and certificate outcomes progresses.[264]

SELF EVALUATION

The college partially meets this standard. While the college has made consistent and steady progress in the development of student learning outcomes and reporting software utilization, it has yet to identify all major and certificate-level outcomes, complete an entire assessment cycle, or formalize the role of outcome achievement in the awarding of degrees and certificates.

PLANNING AGENDA

1. Develop major and certificate SLOs.

STANDARD TWO

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264 eLumen (Login required)

2A3 The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course. General education has comprehensive learning outcomes for the students who complete it, including the following:

a. An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.

b. A capability to be a productive individual and life long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

c. A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.

The General Education philosophy for the college is published in the college catalog, as are the General Education requirements for both AA and AS degrees.[265] In addition, flyers that outline the General Education requirements for AA and AS degrees have been made available by Student Services.[266] In 2004-05, the campus engaged in a lengthy process (described in 2A3a) to determine the General Education pattern for AA degrees. This discussion resulted in the current pattern, which consists of 25 units selected in eight areas: Language and Rationality, Mathematics, Natural Sciences, Social and Behavioral Sciences, Humanities, Wellness, American Institutions, and American Cultures. The college has also reviewed and revised the degree requirements for AS degrees.[267, 268]

Courses that are considered for inclusion in the General Education pattern are evaluated by the Curriculum Committee.[269] The Curriculum Committee uses GE criteria developed for each of the areas in the GE pattern. The criteria were developed based on Title 5, the college's GE philosophy, and the college's core competencies. The GE philosophy and core competencies were developed through a process of campus-wide discussion and input.[270, 271] The Curriculum Committee also evaluates the measurable objectives, content, methods of

265 LPC Catalog
266 Degrees & Certificates
267 LPC GE Criteria (pgs 45-46)
268 District Curriculum Council
269 Curriculum committee
270 Core Competencies, Final Draft
271 LPC GE Philosophy (pg 9)

instruction, typical assignments, and evaluation sections of the course outline of record when determining whether a course should be included as part of the General Education pattern.[272, 273]

At this time, course SLOs are not used to evaluate courses for inclusion in the LPC GE pattern. However, courses proposed for GE are evaluated using criteria based on the college's GE philosophy and core competencies. Meanwhile, the college is continuing to formalize the processes through which SLOs will be used more directly in evaluating the GE pattern.

SELF EVALUATION

The college meets this standard. General Education requirements are based on a clearly defined philosophy. This philosophy was developed by faculty and is stated in the college catalog. The college evaluates courses for inclusion in the GE pattern based on criteria developed from the GE philosophy, which was also a source for the development of core competencies.

PLANNING AGENDA

None.

2A3a An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.

During the last accreditation cycle, the accreditation team recommended the college review the number of units required for the AA degree and come to a consensus about how to revise that degree and reduce the number of units of GE required. This led to the formation of an ad hoc GE philosophy committee (a subcommittee of the Academic Senate) charged with reviewing and developing a coherent GE philosophy which would guide the discussions about the AA degree. The committee was comprised of faculty from both the academic and career-technical constituencies and a broad spectrum of disciplines. After extensive research of Title 5 regulations and best practices, a GE philosophy was drafted and made available to the faculty-at-large for a period of review and comment.[274] Based on the feedback received, the GE philosophy was finalized and approved by the Academic Senate.[275]

In 2004-2005, the District Curriculum Council (DCC), under the direction of the Academic Senates, revised the AA degree, reducing the number of units required in Title 5 Area E, the Local Option area. The re-defined Area

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272 Curriculum Handbook
273 LPC GE Criteria (pgs 45-46)
274 State Curriculum Committee
275 LPC GE Philosophy (pg 9)

E includes four units in Wellness (Health and PE), three units in American Institutions, and three units in Writing and Critical Thinking. In revising the degree, the DCC also discussed the meaning of the associate degree. Discussions took place on the district's two campuses, and the results of those discussions informed the decision making by the DCC. In 2006-2007, a similar review of the AS degree was conducted, resulting in a redefinition of Area E for that degree. The redefined area includes one unit of Wellness and a program-based GE option consisting of three units from a Title 5-defined GE area, which fits a general education student learning outcome specific to that program. This allows programs to select an additional GE course which best fits the needs of their program.[276, 277]

Following approval of the GE philosophy, the Curriculum Committee, under the direction of the Academic Senate, began to develop GE criteria for the Title 5 defined GE areas, American Institutions, American Cultures, Writing and Critical Thinking, and Wellness. In some cases, disciplines associated with a particular Title 5 GE area drafted the initial criteria (for example, the natural science disciplines drafted the criteria for the natural science area). Criteria for areas such as American Institutions and American Cultures follow guidelines laid down by CSU and UC. The criteria were then reviewed by the Curriculum Committee for consistency with Title 5 guidelines and rewritten in one style. The rewritten criteria underwent a second review by the disciplines before final adoption in 2006 by the Curriculum Committee. The GE criteria serve two purposes: they provide guidelines for faculty developing courses for inclusion in a GE area, and they provide criteria by which the Curriculum Committee determines whether to approve a course for inclusion in a GE area.[278, 279, 280]

When a new course is proposed for inclusion in an LPC GE area, the faculty member making the proposal must include a written justification for the requested inclusion along with the course outline and curriculum forms. The Curriculum Committee reviews the request and the outline using the GE criteria to guide its decision to approve or not approve the request. The course content and learning objectives must meet the established GE criteria.[281]

Each GE area has within it a number of courses, and, in general, these courses reside in a variety of disciplines. Each discipline has the responsibility to write SLOs for the GE courses within their discipline and to develop assessment tools for these SLOs. These SLOs should tie into the core competencies defined by the college. The eLumen software cross-lists courses with core competencies so that achievement of core competencies can be assessed by examining achievement of course, certificate, and major SLOs. In turn, achievement of core competencies will demonstrate students' understanding of the basic content and methodology in the major areas of knowledge.[282]

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276 LPC GE Criteria (pgs 45-46)
277 District Curriculum Council
278 Curriculum Handbook
279 Curriculum committee
280 LPC Curriculum Proposal Forms
281 Curriculum Handbook
282 eLumen (Login required)

SELF EVALUATION

The college partially meets this standard. The institution has done an excellent job in defining a GE philosophy and GE criteria, and it has solid processes in place for ensuring that GE courses include the basic content and methodology of traditional areas of knowledge. However, the overlap of GE course SLOs with the college's core competencies is basically incidental, and there is no formal mechanism to assess or coordinate the alignment of GE course SLOs with core competencies.

PLANNING AGENDA

1. Assess the alignment of GE course SLOs with core competencies, and establish a cyclical process whereby the alignment of GE course SLOs with core competencies is regularly reviewed.

2A3b   A capability to be a productive individual and life long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

2A3c   A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.

The standards for general education courses are established by Title 5, and all of these courses are reviewed by the departments, the divisions, and the Curriculum Committee.[283] To complete an Associate's Degree, students must attain a level of proficiency in math, and they must satisfy other competencies through coursework in the areas of English composition, Writing and Critical Thinking, Communication and Analytical Thinking, Humanities, Social and Behavioral Sciences, Natural Sciences, Wellness, American Institutions, and American Cultures. These courses develop students' skills in oral and written communication, scientific and quantitative reasoning, and critical analysis and logical thinking; students can further develop their skills in computer literacy through coursework in business or computer science courses.[284, 285, 286]

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283 Curriculum Handbook
284 Core Competencies, Final Draft
285 LPC Catalog
286 Curriculum committee

In order to ensure that all course outlines include expected skill levels, all courses must be proposed to the department and Curriculum Committee, whose rigorous process assures that courses meet the standards set out in Title 5, Section 55806, and requires that all course outlines include measurable objectives that explicitly address students' expected skill levels in line with stated program objectives.[287] In addition, the college has begun the process of developing and entering into the eLumen database student learning outcomes that specifically address and measure students' achieved competencies and skill levels.[288] As per Title 5 guidelines, all curriculum must go through a full review process every five years (every three years for vocational programs), at which time expected skill levels and measurable objectives are updated. This curriculum review is linked to the college's four-year program review, which is updated annually.[289]

Students' skills are measured throughout the students' time at the college. This measurement process begins with validated placement tests for English, ESL, mathematics, and chemistry when students enter the college, and continues in their courses through a variety of assessments, including written exams, presentations, group projects, research papers, portfolios, and lab work.[290] The ESL department, for example, has established specific course completion standards, which appear in course outlines, for courses within their sequence of skills-based courses. This department also uses holistically graded common exams for all courses to determine if the students have obtained the skills listed in the course outlines.[291] The English department follows a similar procedure for basic skills English 100A/100B/104, courses that are pre-requisites for students not placed through the assessment process into transfer-level English 1A.[292]

The college's mission statement includes a commitment to ethics, demonstrated cultural sensitivity, and social responsibility; the college's core competencies include the development of "lifelong learning habits" in these areas, and the college catalog includes clearly stated objectives of the general education program, including, among other goals, the development of "skills and aptitudes that can aid the student in furthering personal and social usefulness and in living in the environment as thinking and contributing citizens."[293] In addition, as part of the Student Learning Outcome Task Force, the college identified the following areas of core competencies: communication, critical thinking, creativity and aesthetics, respect and responsibility, and technology.[294] Courses in a variety of departments are designed to address concerns about ethics and effective citizenship; examples of these are Cultural and Racial Minorities, Gender Studies, Intercultural Communication, American Cultures in Theater, Multicultural Issues in America, Ethics, Cultural Geography, and Cultures of the U.S.[295] Individual departments and the Curriculum Committee ensure that course objectives stated in the outlines reflect the college's general education philosophy and refer to core competencies that include student learning leading to the development of these

287 Program Review
288 eLumen (Login required)
289 Program Review
290 Assessment Center services
291 ESL rubrics from Fall 2008
292 Document available upon request
293 Mission Statement
294 Core Competencies, Final Draft
295 LPC Catalog

qualities. The college is in the process of developing student learning outcomes specific to these stated objectives.[296, 297]

The Office of Institutional Research and Planning conducts regular surveys of continuing students, entering students, and graduating students regarding self-reported gains in critical skills areas. Two questions are of particular value for measuring student achievement of skills and abilities: Students are asked to report gains in 34 academic and affective areas of development. This question has been asked on the 2001, 03, 05, 07 Student Satisfaction Survey, the 2005 and 2007 Incoming Student Survey, and the 2006 and 2008 Graduating Students Survey.

Additionally, students were asked to what extent LPC was responsible for that change (not at all, somewhat, very much) on the 2008 Student Satisfaction Survey and the 2006 and 2008 Graduating Surveys. These 34 areas of knowledge, skills and abilities map directly to the core competencies. [298]

The Student Satisfaction Surveys are monitored to determine change over time. Skill attainment is correlated with variables of interests such as GPA, number of semesters at LPC, overall satisfaction, and age. Separate analyses of correlations suggest that the number of semesters a student has completed is positively correlated with all of the knowledge, skills and abilities on the list. Age is also correlated with some skills, but in general, the number of semesters a student is enrolled is correlated with more. So while natural maturity is likely contributing to the increase in skills, the number of semesters likely plays a stronger role. This finding has been consistent for all four years the analysis has been done.[299]

Analysis of skill development in all three surveys at different points in time (entry, mid-point, graduation) draws a similar picture of student development. Students report the least strength in their skills on the Incoming Survey, increased gains on the Student Satisfaction Survey, and the most gains in the Graduating Student Survey. Students who have completed more courses at LPC show increased self-reported gains in academic and affective development.[300]

SELF EVALUATION

The college meets this standard. Through a rigorous process of course development, review, and evaluation at the department and Curriculum Committee levels, the college has developed and clearly communicated the expected skill level goals, which are designed to meet collegiate standards of general education students, in the college catalog, course outlines, and specific student learning outcomes. The initial and ongoing assessment of students does an adequate job of measuring students' achievement of the required skill levels. The variety of courses dealing with ethics and citizenship issues assures that students will receive a substantial exposure to issues of cultural sensitivity, aesthetic appreciation, and civic responsibility. Finally, the college's progress in

STANDARD TWO

296 LPC GE Philosophy (pg 9)
297 Curriculum committee
298 Surveys
299 Surveys
300 Graduation survey presentation

the area of student learning outcomes should only improve its measurement of students' achievement of these outcomes.

PLANNING AGENDA

None.

2A4 All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.

2A5 Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.

Las Positas College offers both associate of arts and associate of science degrees. Each includes focused study or an interdisciplinary core. A list of the programs and degree requirements may be found in the print or online versions of the college catalog. Students must complete 60 semester units with a grade point average of 2.0 for either degree, and of these at least 18 units must be in the major. The Liberal Arts Degree has been revised by the Curriculum Committee to bring it into compliance with Title 5 regulations.[301]

The college currently does not track graduates who pass external or licensure exams. Each vocational program which prepares students for external licensure or certification must follow the structured curriculum to comply with the regulations of the relevant licensing agency.

Occupational programs meet with advisory boards to promote the goal of meeting employment competencies. The membership of the advisory boards is listed in the catalog.[302] Adjunct faculty who work in the field are also able to provide insight into current industry practice and standards.

In the EMT program, the program itself is accredited by the appropriate county agency, and students who successfully complete the course EMT-1 take a national test to be certified by the State of California. In the Fire Service Technology program, the curriculum, where appropriate, meets state-specified criteria to meet requirements in such areas as Fire Investigation, wild-land firefighting, Hazardous Materials First Responder Operational, and Hazmat First Responder "Decon" Certifications under California Government Code Section 1503, Principles of Incident Command System, basic ICS structure and common responsibilities to meet the State Fire Marshall's Office ICS 200 Certification Requirement. In Administration of Justice, all students, except for non-affiliates, who attend the Basic Peace Officer Academy and graduate

301 LPC Catalog
302 Advisory boards

STANDARD TWO

are sponsored by a law enforcement agency, and thus have a job waiting for them when they graduate. The graduates receive a POST completion certificate which allows them to work as peace officers. Non-affiliates receive the same certificate, and theirs are valid for three years after graduation.[303]

Individual program review documents address the issue of student success. ARCC (Accountability Reporting for Community Colleges) is regularly reviewed to compare program performance at this institution with a similar program elsewhere.[304]

In 2007 Student Survey results, all students report growth in the three job-related variables. Terminal AA/AS and students with job-related goals report more growth in "Skills I can use in my current and future career" (34 percent much stronger for job-related educational goal students vs. 21 percent much stronger for all students). They are also more likely to attribute that growth (34 percent vs 28 percent) to LPC than the total population of students.[305]

SELF EVALUATION

The college partially meets these standards. All degree programs include focused study in one area of inquiry or in an established interdisciplinary core. The Liberal Arts Degree has been revised to meet this standard. There is, however, no systematic method for collecting data on graduates' employment or licensure/ certification exam success.

PLANNING AGENDA

1. Review a feasible vehicle for tracking student employment following graduation as well as for tracking success rates on licensure/certification exams.

303 Program Review
304 ARCC data
305 Fall 2007 student survey

STANDARD TWO

2A6   The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution's officially approved course outline.

2A6a   The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.

A primary publication used to inform students and prospective students about the college's programs, courses, and policies is the college catalog, which is published every two years.[306] The Curriculum Committee ensures that all requirements are clearly and accurately described on the course outlines that shape the catalog text, and as the catalog is developed contact is maintained with the academic divisions that produced them. The Executive Assistant to the Vice President of Academic Services also verifies that all curricular changes are accurate. A catalog addendum is published in intervening years to account for curricular and policy changes which occur between the publications of catalogs.[307, 308]

The catalog and addendum are available for purchase in the student bookstore, for free download from the college web site, as an inclusion to the Student Handbook, and for consultation in the Admissions and Records / Counseling Office. All new students are strongly encouraged to participate in a college orientation, where a counseling faculty member reviews the catalog and provides the most up-to-date information about the programs available at the college.

Handouts for certificate and degree programs that include a list of required courses are available in the Counseling Office.[309] The college's Articulation Officer oversees the development of the hard-copy program flyers and updates them on an annual basis. As a permanent member of the Curriculum Committee and the Catalog Committee, the Articulation Officer ensures that the program flyers contain the clear and accurate information. In addition, these requirements are published on the college website.[310]

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306 LPC Catalog
307 Curriculum committee minutes
308 Curriculum Handbook
309 LPC Catalog
310 Degrees & Certificates

STANDARD TWO

All faculty submit course syllabi to their division deans, who verify all required course information is presented in the syllabi. According to the faculty contract, "The syllabus must include…course content and expectations (general course content, course objectives and prerequisites)…" The distribution of syllabi to students is also assured by contractual agreement.[311] The campus Student Learning Outcomes Committee oversees the process by which course and program SLOs are developed, stored, assessed, reviewed, and revised.[312, 313]

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

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

This policy is communicated to students in the college catalog, in student orientations, on new student checklists, in the student handbook, in counselor-student meetings, and by Admissions and Records staff.

Policies and procedures of incoming transfer credits are currently under review as part of the implementation of Degree Works, a newly-purchased degree audit system.

Articulation agreements are in the purview of the Articulation Officer, who is responsible for coordinating general education requirements and major requirements with baccalaureate institutions. The college submits and updates CSU General Education and Intersegmental General Education Transfer Curriculum (IGETC) courses on an annual basis. These agreements are published in the catalog, on the web site, and in flyers available in the Counseling Office and Transfer Center.[314]

311 Faculty Contract 2006-2009
312 eLumen (Login required)
313 SLO home page
314 Transfer Center

The Articulation Officer maintains all course-to-course and major articulation agreements between this college and California State University (CSU), University of California (UC), and independent colleges and universities. Articulation agreements between Las Positas College and the public California universities are available through project ASSIST, the California articulation database, which is accessible through the college website. Articulation agreements between Las Positas College and independent universities are indexed on the college web site, with direct links to the agreements. Courses which have been accepted for transfer to CSU and/or UC campuses are indicated in the catalog, in the schedule of classes, and are published on flyers available in the Counseling Office and Transfer Center.

ARTICULATION AGREEMENTS WITH THE CSUS AND UCS:

Academic Year	Number of Major Agreements	Number of Universities
2008-2009	1580	22
2007-2008	353 (in addition to agreements for 08-09)	5 (in addition to agreements for 08-09)
2003-2004	91 (in addition to agreements for 08-09)	1 (in addition to agreements for 08-09)
Total:	2025	28

ARTICULATION AGREEMENTS WITH INDEPENDENT COLLEGES AND UNIVERSITIES
(these also include "guides" that are not labeled as articulation agreements):

Number of Agreements (includes GE patterns and Majors)	Number of Universities
23	8

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

All new students are encouraged to participate in a college orientation, which reviews transfer requirements, transfer programs, and transferable courses available at the college.[315]

315 EXPO website

STANDARD TWO

SELF EVALUATION

The college meets this standard. Established processes assure that accurate information of courses, programs, and policies is available to students and the community in a variety of forms. Course syllabi are reviewed for accuracy and completeness by division offices and distributed by all faculty to students.

PLANNING AGENDA

None.

2A6b When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

2A6c The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.

The Chabot-Las Positas district has clearly defined program revitalization and discontinuance policies. The policies were jointly created by the Chabot and Las Positas Academic senates. Program discontinuance is a two-year process.[316]

The college works to accommodate students who are impacted by program discontinuance, and the college catalog describes rights for students that would apply when changes to the catalog are made, including changed due to program discontinuance. When a program is discontinued, any affected students work with counseling and within their disciplines with the faculty and/or the dean to create a course of study that will meet each individual student's goals. Options include course substitution, waivers, or in some instances, an individualized degree tailored to the student.[317, 318]

The college catalog and class schedules are widely distributed and accessible online. The CLPCCD has a marketing plan, as well as a Board of Trustee's Policy on Community Relations. A Community Outreach Committee has been established and integrated into the shared governance structure of the college. The LPC Foundation also engages in community outreach.[319, 320]

STANDARD TWO

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316 Program Revitalization and Discontinuance policy
317 LPC Catalog
318 LPC Schedule
319 Newsroom, including District Newsletters
320 Community Outreach Committee

SELF EVALUATION

The college meets these standards. The discontinuance and renewal policy is an effective policy and is closely adhered to by the college. The college represents itself clearly and accurately through the college catalog and other publications.

PLANNING AGENDA

None.

2A7a Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

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

"Any issue involving the alleged violation of academic freedom on campus shall follow the procedures of academic due process as provided for the students, faculty, and the college, whichever is appropriate."[321]

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

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321 Board-approved academic freedom policy

The college's board-approved academic freedom policy is made public in three ways. First, it is posted on the CLPCCD website.[322] Second, it is printed in the Full Time Faculty Handbook.[323] Third, it is printed in the Adjunct Faculty Handbook.[324]

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

SELF EVALUATION

The college meets this standard. There is a clear board-approved academic freedom policy, which is made public and accessible in a variety of ways. Instructor evaluations ensure that instruction content follows the course outline.

Eighty-six percent of staff strongly agree or agree with the statement, "The faculty of LPC protects the academic freedom of its members." Additionally, 87 percent of staff strongly agree or agree with the statement, "In the classroom, faculty members at LPC encourage a balanced perspective of multifaceted issues, beliefs and world views."

PLANNING AGENDA

None.

2A7b The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.

2A7c Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.

Las Positas College has clearly defined guidelines concerning academic honesty, student conduct, and due process. The Academic Senate Academic Honesty Statement is the standard adopted by the college.[325] The college catalog, college website, Student Handbook, Academic Senate intranet site, course syllabi, and the CLPCCD Board Policy Manual all contain statements about academic honesty. The Student Conduct Code and Due Process are likewise stated in the college catalog, college website, and the CLPCCD Board Policy Manual.[326, 327]

STANDARD TWO

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322 Board policy 4320
323 FT Faculty Handbook (pgs C-6, A-7,8)
324 PT Faculty Handbook (pgs 1, 28)
325 Academic Honesty Statement
326 Student Conduct Code
327 Grievance Procedures

The Student Handbook includes an FAQ on cheating and plagiarism, a discussion of Academic Honesty, and the Student Conduct Code. Many faculty members include in their class syllabi policies with regard to academic honesty and disruptive behavior. The College Mission, Values, and Guiding Principles are clearly communicated in the 2006-2008 College Catalog.[328, 329, 330]

SELF EVALUATION

The college meets the standard. Academic dishonesty is not tolerated at Las Positas College. Depending on the severity of the infraction, students may receive a failing grade on the assignment, a lower course grade, or a failing grade for the course. Additionally, students may be put on probation, suspended, expelled, or given a lesser sanction. Students have access to due process.

Many faculty include in their syllabi the Academic Honesty Statement and other statements related to student conduct, and state the consequences of dishonesty or improper student conduct. Anti-plagiarism tools, such as services of turnitin.com, are used by the faculty to identify cases of academic dishonesty.

Policies on academic honesty, student conduct code and due process, Mission, Vision, and Values are communicated in various print and online sources.

Eighty-two percent of staff strongly agree or agree with the statement, "LPC represents itself in and honest and truthful manner."

PLANNING AGENDA

None.

2B   The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

2B1   The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.

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328 LPC Catalog
329 Mission Statement
330 Values Statement

STANDARD TWO

2B2   The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:

a. General Information - Official Name, Address(es), Telephone Number(s), and Web Site Address of the Institution

- Educational Mission
- Course, Program, and Degree Offerings
- Academic Calendar and Program Length
- Academic Freedom Statement
- Available Student Financial Aid
- Available Learning Resources
- Names and Degrees of Administrators and Faculty
- Names of Governing Board Members

b. Requirements

- Admissions
- Student Fees and Other Financial Obligations
- Degree, Certificates, Graduation and Transfer

c. Major Policies Affecting Students

- Academic Regulations, including Academic Honesty
- Nondiscrimination
- Acceptance of Transfer Credits
- Grievance and Complaint Procedures
- Sexual Harassment
- Refund of Fees

d. Locations or Publications Where Other Policies May be Found

Las Positas College is committed to admitting a diverse population of students that are able to benefit from its programs. Admission is open to anyone who has graduated from high school or the equivalent, or anyone age 18 or over, who can benefit from instruction. Concurrent enrollment is also offered to high school students grades 10 to 12 with high school administration and Las Positas College Admissions approval. A comprehensive set of student support services is provided to assure admitted students are given the opportunity to benefit from the college's programs. Student support programs include Admissions and Records, Assessment Center, Counseling, Career/Transfer/Employment Center, Financial Aid/Veteran's Office, CalWORKS (California Work Opportunities and Responsibilities to Kids), EOPS (Extended Opportunity Programs and Services), CARE (Cooperative Agencies Resources for Education), DSPS (Disabled Students Programs and Services), Tutorial Center, International Students Office, and Student Health Center. Other programs within Academic Services that support students include the Integrated Learning Center (ILC), which houses the Open

STANDARD TWO

Writing Center and the library. All programs are involved in one or more components of students' institutional experience (access, progress, learning, and success) and reach students at all stages from outreach to graduation.

Outreach is targeted to people that present the ability to benefit from instruction with the support of these programs. Counselors act as liaisons to the local high schools, making presentations about what Las Positas College offers and requires. Student ambassadors and the Outreach Coordinator also attend high school and community events to disseminate Las Positas College information. A Spanish-speaking counselor reaches out to the Latino community including organizing a campus event called "Learning to Triumph" that offers workshops about Las Positas College in Spanish and English.[331] The college also holds an annual Major Exploration Faire to expose current and prospective students to its academic programs and faculty. Another on-campus event is the annual High School Senior Parents' Night open to local high school seniors and their parents.

Once admitted, new students, unless they are exempt, are required to take the math and English assessment tests in order to enroll in math and English courses or courses requiring math and English as prerequisites. The assessment process determines whether students are prepared for college-level courses or whether they should begin by taking pre-college courses that cover basic skills in English, mathematics, or English as a Second Language (ESL). Separate placement testing for ESL is required for students who need or would like to take ESL courses or who have scored correspondingly on the initial English assessment. For interested students, chemistry testing for Chemistry 1A (General College Chemistry) is also available.[332] Assessment testing increases the likelihood of placement into the appropriate level of courses for all disciplines, which increases the likelihood of student success.

Students who have not graduated from high school and wish to apply for financial aid are administered the "Ability to Benefit" test by the Assessment Center, which is comprised of the regular math and English assessments. If they do not pass in two attempts, students receive counseling to discuss their results and further options. Students also have the option of taking the Wonderlic test at Chabot College.

After assessment testing, students meet with counselors during orientation or by individual appointment to review their scores and understand their course placements. Scoring determines potential referrals to the Disabled Students Programs and Services (DSPS) office, which then further assists students in selecting the appropriate courses based on their goals and needs. This process guides students into registering for courses appropriate to their ability to succeed and benefit. Responding to evidence gathered during the college's most recent matriculation categorical site visit that shows students are more likely to persist and succeed when they attend orientation, the college is exploring turning orientation into a mandatory requirement after admission. This evidence is being considered as support for the creation of a "First Year Experience" program for new students.[333]

331 Learning to Triumph Flyer – Outreach Event to Latino Population
332 Assessment Testing Flyer
333 Research for First Year Experience

STANDARD TWO

Throughout each academic term, the college requests midterm progress reports for students from each instructor. Through early detection of potential problems, actions can be taken to increase students' chances for success. The Student Interventions Developer also administers a program focused on students on academic and progress probation or dismissal status. These students are required to submit progress reports twice a semester for each course to monitor progress and promote success. These reports also facilitate early intervention, when advantageous to the student.[334]

A special first semester program, called the College Foundation Semester, was recently created to provide broader access and support to disadvantaged students.[335] This learning community incorporates a first semester of courses in English, math, computer information systems, and psychology-counseling ("Bridge to College and Careers") that is designed to prepare students to be successful in college and benefit from its programs.

From the beginning to end of a student's experience at Las Positas College, the Counseling Division renders services to guide students through academic, career, and personal issues and concerns to support progress toward their goals.

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

- Learning Task Force – This group reviews persistence and retention rates in basic skills courses.[336]

- The Campus Change Network – This group of administrators, faculty, staff, and students focuses on increasing diversity, equity, and inclusion in order to create an environment that better supports access, progress, and success for all students.[337]

- Counseling Division – The division meets on a weekly basis to discuss issues such as assessment, orientation, and other counseling services that affect student access, progress, learning, and success. Under current discussion is development of a "First Year Experience" student program responding to data that demonstrates that participation in such programs increases persistence and success.[338]

- The Foundation Semester – The faculty from each participating discipline meet weekly to discuss how their lesson plans are working, how students are learning, progressing, and succeeding, and how to create future lesson plans.

STANDARD TWO

- Student Success Committee – This committee engages in discussions about student access issues, such as students' awareness of Las Positas College and how to get started and participate in all the components of matriculation. Retention rates within basic skills courses are reviewed to assess student programs. The structure and process of assessment and orientation are also examined, as these components are known to increase student progress and success.[339]

All student support services are consistently evaluated to assure that students are receiving quality information and assistance. For example, each counseling faculty member is evaluated by administration, faculty, and students.[340] Counselors are observed during counseling sessions and/or during instruction of a psychology-counseling course and are evaluated on relevant competencies. During this time period, students with whom these counselors meet are given evaluations immediately following their sessions or classes. Student and peer evaluations are shared with counselors to improve their strategies to benefit students.

Programs that support students are evaluated through a process called "Student Services program review." In a cyclical review, strengths and weaknesses are identified and documented through a series of surveys given to students, staff, and faculty. Faculty review the goals and objectives of each program to determine to what extent and how they were met. Based on the findings, recommendations are made for future program improvement. Faculty also develop plans for addressing the recommendations or identified areas for potential growth and development.[341]

In order to demonstrate that student services is supporting student learning, each program is in the process of developing and assessing at least one SLO per program. For example, one SLO created by the Counseling Division is "Students will plan and execute a program of study," and it is currently being assessed by counselors during student appointments and by using student records to determine course registration. The results are currently being entered into the eLumen assessment software, and this process will inform the division of how effective several of their current practices are and whether modifications need to be made with the goal of improving student learning.

The Vice President of Student Services holds a planning retreat each year with all of the Student Services Program Coordinators and full time faculty. Each year for the past several years a portion of the retreat has been dedicated to learning outcomes. For the past four years, the DSPS Coordinator has been the lead in providing professional development and support to the programs. His "give me and hour and I'll give you an SLO" individual workshops have been successful and assisted all programs to have outcomes and assessments in place.[342]

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339 Student Success Committee minutes
340 Counseling Faculty Evaluation Forms
341 Student Services program review
342 SLOs – Minutes from counseling retreat

Categorical programs in student services undergo a "categorical site visit" from the state chancellor's office every six years. The site visit for DSPS, EOPS/CARE, CalWORKS/TANF, and Matriculation occurred in February 2008. The college submitted a self-study to the visiting team in preparation for their visit. The exit interview provided the college with substantial positive feedback on these programs. Additionally, the team recommended that the college examine the administrative structure in Student Services to provide greater support to programs and recommended significant space and staff increases. Unfortunately, the college has not yet received the official report from the state chancellor's office. The report will be added to the addendum when received.

Las Positas College publishes a catalog every two years that is comprehensive in providing accurate and current general information, information on admissions requirements, academic programs and requirements, student programs and services, college policies, and the location of additional information.[343] In alternate years, an addendum with curricular and policy updates is also provided. The organization of the information into clear, logical sections makes the catalog easy to use and understand. The college recently received the following award for its catalog and has received it on several occasions in the past:

> National Council for Marketing and Public Relations
> Paragon Awards
> College Catalog, Division A
> Bronze Award

A catalog committee is formed each catalog cycle to update the catalog, and is typically comprised of the Vice President of Academic Services, Vice President of Student Services, Executive Assistant to the Vice President of Academic Services, Visual Communications Coordinator, and Articulation Officer. The committee ensures that the content is reviewed for accuracy and currency in a timely manner and coordinates the final edit. Each academic and student services division is responsible for reviewing and modifying its particular programs and/or services as necessary. The respective deans within the divisions work with their individual departments in this process. The Executive Assistant to Vice President of Academic Services ensures that the curricular changes are accurate. The Articulation Officer ensures that the transfer information is accurate within the program information and for each individual course. The Visual Communications Coordinator organizes the process of catalog layout, graphics, print production, and web format. An addendum is published in intervening years that includes curricular and policy changes which occur between the publications of catalogs. Some policies are also communicated via counseling appointments or during orientation, for example, the process for international transcript evaluation.

STANDARD TWO

343 LPC Catalog

The catalog and other publications such as the schedule, student handbook, and informational flyers are made accessible to students, prospective students, and the public in multiple formats and locations.[344, 345] Students can purchase the catalog and schedule in the bookstore or access them online via the Las Positas College homepage. Catalogs and class schedules are made available during orientation and in the Counseling and Admissions and Records Offices. Student handbooks are given to students for free at orientations and during counseling appointments. Catalogs, schedules, and handbooks are also distributed to local high schools by counselors during outreach events. The Outreach Coordinator distributes these materials during various community events. Selected publications from the International Student Office and the Financial Aid Office in addition to outreach materials are distributed in Spanish to reach out to the Latino community and are available online. During this current catalog cycle (2008-2010), the catalog will also be made available in compact disc format.

Many instructors also include information about college policies in their syllabi, which is reviewed by their respective deans.

SELF EVALUATION

The college meets these standards. The college offers an excellent set of student support services that ensures students are given the opportunity to benefit from its programs and are provided with adequate access and support to progress, learn, and be successful. The services are routinely evaluated for quality, and student learning is assessed with the implementation of student learning outcomes.

The catalog provides all necessary and accurate information in a way that is well-organized and accessible. All aspects of the catalog's content and formats are regularly reviewed.

The college catalog includes all relevant information students need to guide them through college policies and processes. However, due to the previously smaller size of the college, student services sometimes internally operates on past practice and its ability to communicate informally with staff regarding key processes. Most processes, grade reporting, etc. have written procedures that are followed carefully. Processes for transcript analysis, pre-requisite waivers as examples, are done consistently, but could benefit from written procedures for the training of new staff.

PLANNING AGENDA

1. Assess policies and processes for reviewing student documents and where appropriate create written procedures for consistent actions.

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344 LPC Schedule
345 Student Handbook

2B3   The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

The learning support needs of the student population are identified in a variety of ways within Student Services. The initial online application includes a section that allows students to identify specific support needs and concerns, such as academic counseling, services for disabled students, or housing information. These requests can be used by student support services to contact the potential students and provide information about requested services.[346]

When students complete the required math and English assessment test as part of the admissions process for new students, they are assigned to an orientation and program planning session conducted by counselors. During this orientation, information concerning all available learning support services is presented to students. Students also have an opportunity to talk one-on-one with a counselor and are able to identify specific learning support needs they may have, focusing on their initial semester at the college. The results of the assessment process also indicate student strengths and weaknesses with respect to math and English skill levels, as well as students with learning disability needs. This initial contact with a counselor begins the overall support process for students. Depending on specific student needs and goals, counselors encourage students to become involved in learning communities, to take appropriate basic skills courses, to utilize services available through the Independent Learning Center and the Tutorial Center, and to become involved in campus activities and clubs.

Each year, all new students enrolling for the fall semester are strongly encouraged to participate in the special EXPO LPC orientation program. This one day (six-hour) focused orientation provides students with an exposure to various strategies for college success through an exploration of available programs and services. A required element of this program is completion of the Student Inventory Needs Assessment instrument.[347] This survey instrument is designed to identify specific student academic strengths, concerns, and needs. It also allows students to indicate and request help with or information about various student support services including tutoring, improving basic skills, financial aid assistance, transportation, personal counseling, and educational guidance. The instrument also provides an evaluation of personal student attributes such as academic confidence, goal commitment, time management skills, perseverance, and study skills. All students are given an opportunity to meet with a counselor to discuss the survey results and determine which specific support resources fit their interests and needs. The overall student inventory results are also used to plan academic and student support services at the college. This data concerning students' needs helps the institution target and prioritize available student support resources.

STANDARD TWO

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346 Online Student Application
347 Assessment Center

For students with special needs, the various Student Services departments dedicated to serving special populations meet, monitor, and develop ongoing relationships with these students to help ensure their academic success. These departments include CalWorks, CARE, DSPS, EOPS, and Financial Aid.

SELF EVALUATION

The college meets this standard. The college has a well-developed process for identifying the learning support needs of its students. Over 90 percent of students reported a positive level of satisfaction with the new student orientation program at Las Positas College. Overall, students indicated high levels of satisfaction with all basic student support services available to them.

PLANNING AGENDA

None.

2B3a The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

Comprehensive access for students to various support services begins with outreach activities and continues with the institutionalized matriculation components of admissions, orientation, assessment, counseling, and student follow-up. Additional support services available to students include services offered through Admissions and Records, Financial Aid, Transfer Center, Student Health Center, Tutorial Center and International Students program. Information concerning various service components can be accessed online through the college web site. All Student Services areas and departments have websites including a specific email address that provides students with online access to help with their questions or concerns.

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

Student Services staff and faculty are available to work with non-English speaking students in several languages including Chinese, Farsi, Japanese, Tagalog, Spanish, Vietnamese, and American Sign Language.[348]

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348 Bilingual Interpreter Listing

STANDARD TWO

Students can apply for admission to the college via paper application or online through the college web site.[349] Computers are provided in the Admission and Records area to assist students with the application process and registration for courses. Orientations for new students are provided online and on campus. Assessment testing is web-based and is conducted through the Assessment Center. Testing sessions are also provided at local high schools.

Counseling and student follow-up services are provided through the main on-campus counseling area, and in psychology-counseling courses, such as Educational Planning, Study Skills, and Personal Development. General information about counseling, and extensive counseling resources, is provided on the Counseling Services web site. Students can schedule appointments in-person, by phone, or request appointments online by email.

For students with specific learning or physical disabilities, application, registration, orientation, assessment, and counseling services are provided by DSPS faculty and staff. Specific needs are identified and subsequent appropriate accommodations provided.

Registration for all students can be accomplished in person or online using the CLASS-Web student information and registration system. Financial Aid FAFSA applications may be completed online or at the Financial Aid office. Students may also access online information concerning university transfer, tutorial assistance, health related issues, and all other areas of Students Services through specific web sites provided by each service area. All Student Services areas also hold extended evening hours on certain days to accommodate students completing evening classes.

SELF EVALUATION

The college meets this standard. The college has utilized technology extensively and effectively to provide appropriate delivery of services to students. The current level of services is very good, considering the limitation of staff and faculty available. Nearly 90 percent of the students indicated they were either satisfied or very satisfied with the convenience of the online application process and the online CLASS-Web registration system.

PLANNING AGENDA

None.

2B3b The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.

STANDARD TWO

349 Online Student Application

Through its programs and services, Las Positas College provides a learning environment that promotes personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students. Students have a variety of opportunities to serve on student government, join or create clubs based on social, recreational, or intellectual interests, and participate in other co-curricular activities.[350] One student club, the Alpha Gamma Sigma Honor Society, requires a certain number of community service hours per semester from its members.[351] Events held annually at the college include Constitutional Club Day, Major Exploration Faire, Transfer Day, Latin-American Awareness Week, Brain Awareness Week, and the Honors Symposium. Students can also compete in speech tournaments held throughout the country and internationally by joining the Speech (Forensics) team.

In addition to courses in the social sciences and other programs than emphasize personal development and learning about civic responsibility, the college offers two courses designed specifically to teach these values and skills. One of these is a student leadership class for members of the Associated Students of Las Positas College to learn about parliamentary procedures and leadership skills.[352] Other students enroll in Mass Communications 15 to develop their leadership skills while producing the student newspaper.[353]

The college engages in dialogues to discuss what constitutes a good learning environment. The Campus Change Network (CCN) was created in spring 2005 as a result of a proposal to implement the Student Equity Plan. The CCN made a presentation to the Board of Trustees in May 2006 to share their findings. It also developed a planning matrix with timeframes to target their strategies and major activities, including a speaker series. In 2008, the CCN invited Dr. Doris "Lucki" Allen to speak in recognition of Women's History Month. The campus change matrix also identifies expected outcomes and supports the evaluation of actual results.[354]

SELF EVALUATION

The college meets this standard. It maintains a robust variety of events on its Student Life activity calendar. The college also holds monthly Campus Change Network and Student Success meetings to identify areas for improvement. As the campus is changing, it has facilitated dialogues on issues of diversity, equity, access, how the campus communicates information about student life opportunities, and how to provide a learning environment conducive to the development of personal and civic responsibilities of students.

According to the Student Surveys given in 2005 and 2007, a majority of students feel that there is a general respect for racial, ethnic, gender, physical disability, religious, and sexual orientation differences. A majority of students also expressed satisfaction with the current level of student activities at the college.

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350 Student Clubs
351 Alpha Gamma Sigma Honor Society
352 Course outline for General Studies 25: Student Leadership
353 Course outline for Mass Communication 15: Editorial, Leadership, and Production
354 Campus Change Network Minutes

PLANNING AGENDA

None.

2B3c   The institution designs, maintains, and evaluates counseling and/ or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.

Las Positas College has developed comprehensive counseling services to support student development and success. Counselors provide the full range of services to students, including academic, career, and personal counseling; they also teach classes in academic and career counseling. The Counseling Division holds bimonthly meetings to dialogue and evaluate the effectiveness of these services.[355] The Counseling Division completed a program review in 2006-07 to identify strengths and weaknesses and evaluate services, and the results of the program review are being used in the counseling work plans. For example, one area that needed to be addressed was that "new technologies" were not being fully utilized in delivering counseling information. As a result, counselors are currently working on developing an online orientation program to reach more students by enhancing the delivery of information for matriculation. Other recommendations from this program review include strengthening staff development for faculty and staff, developing interventions for students who fail a class the first time, and increasing counseling participation in the matriculation services. These suggestions have been incorporated into a program activity plan along with timelines and measurable objectives.

Counseling services are provided by both permanent and adjunct counseling faculty on weekdays throughout the year, including summer, winter, and spring breaks. Services are provided in a variety of formats, including set appointments, drop-in visits, and via email. Set appointments are thirty minutes in length, and drop-in meetings are between five and fifteen minutes, depending on the student's needs. Electronic counseling services are provided by a faculty counselor. To support students in online classes, there is also a webpage describing counseling services for online students. This page also allows students to submit questions to counseling staff at any time of the day or year.[356]

Counseling faculty have also developed a comprehensive website to provide students with a variety of important information, including hours of service, pictures and email addresses of counselors, access to forms, graduation and transfer requirements, answers to frequently asked questions, and information for new students.[357]

STANDARD TWO

355 Counseling Division Minutes
356 Counseling for Online Students
357 Counseling Department

Counselors coordinate special programs such as the Student Intervention Program, a program for students on probation or dismissal. The program requires students to see a counselor to discuss their situation and how they can succeed in school, to meet with a counselor at least twice a semester, and to complete a progress report with their instructors.

Counselors also coordinate EXPO—new student orientation day—where new students can connect with faculty, staff, and other new and continuing students, attend various student success workshops, and experience a personal welcome to Las Positas College.[358]

Counselors provide outreach services to the community at large. They make classroom visits to inform students of counseling services, make presentations at high school events, and serve as liaisons to academic divisions.

Counselor training is provided in a variety of ways to ensure that accurate information is provided to students regarding degree and transfer requirements. Regular updates are provided at Counseling Division meetings, at the monthly counselor-only meetings, sent via email, and posted on the counselor intranet website. Counselors also attend annual statewide and regional counselor conferences.

SELF EVALUATION

The college meets this standard. Counseling and advising programs support student development and success, and these programs are maintained and regularly evaluated.

According to the 2005 Student Survey, a majority of students are satisfied with their overall experience with counselors. Students also indicated that counselors were available when they needed to see them, and they approved the assistance provided by counselors in helping students identify an educational goal and select appropriate courses. In the 2007 Student Survey, students gave similar responses to the same questions, and two additional questions demonstrated how counselors enhanced student development and success by helping them develop a student educational plan (SEP) and provide information concerning transfer requirements.

A focus group of students were also surveyed in spring 2006 to assess student satisfaction of counseling services. Students responded that the services they received were helpful and responsive to their needs and that they would recommend this service to other students.

While evaluations of counseling services have been positive, there are indications that not enough counseling time is available for all students. For instance, only 25% of students attend an orientation and assessment to the college. Counseling is currently designing an online orientation which will be coupled with the college's move to mandatory orientation for non-exempt students.

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358 EXPO 2008

A program planning session will follow this orientation so that more students will have education plans earlier. The current general counseling faculty number nine; however, with various assignments within those positions (transfer, articulation, interventions, veterans, international students, matriculation research) only 5 FTEF are available for the 9,000 students at the college. Additionally, the visiting team from the Categorical Site Visit made recommendations for increased counseling in EOPS, CalWORKS, and general counseling.

PLANNING AGENDA

1. Identify resources to provide sufficient counseling services.

2B3d The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.

Las Positas College celebrates its commitment to diversity, equity, and inclusion, and it continually strives to enhance and empower diversity throughout the community. The importance of these values to the college is reflected in the college's mission statement, educational master plan, and student equity plan.[359, 360] All areas of the college incorporate diversity, accessibility, and equity within their course work, programs, services, outreach efforts, marketing tools, as well as Student Life activities and events.

As a result of the college's Midterm Accreditation Report's Recommendation 9, three years ago the college connected with California Tomorrow and established the Campus Change Network (CCN), whose goal is to enrich and empower diversity. During the past three years, CCN has provided the college with activities and events such as the Gay-Straight Panel, Women's History Month, Brown Bag Session on Disabilities, La Semana Cubana, and the American Indian History event.[361]

Student Services, through its program review process, has developed SLOs that include access, diversity, and equity outcomes. Student Services faculty have had training on how to prepare and submit student learning outcomes. The college has also been heavily engaged in the Basic Skills Learning Initiatives. This cross-campus engagement has resulted in a review of Basic Skills components. The Basic Skills Programs in English and math have all their courses available in the Blackboard online learning system to give students online access to resources for those courses. To help students persist and succeed in demanding math, English, and ESL course sequences, four years ago faculty and staff developed the Integrated Learning Center that provides focused support in those areas, as well as writing tutoring for all students and the college.

STANDARD TWO

359 Educational Master Plan
360 Student Equity Plan
361 Campus Change Network

Student Services is continually striving to empower diversity within their programs, services, and outreach. There are two college web-based calendars, the Activity Calendar and the Outreach Calendar, that identify the various diversified activities and events of the college. Student Services also sponsors EXPO student orientation, Major Transfer Fair, High School Senior Parent Night, Annual Transfer Fair, Job Shadowing, and an Employment Job Fair. Student Services also oversees the rapidly expanding Tutorial Center.

Student Life currently has thirty-five active clubs, including the World Cultures Alliance, Asian Student Alliance, Gay-Straight Alliance (GSA), Latino Student Alliance (LSA), EOPS Club, Earth Club, Black Student Union, Alpha Gamma Sigma, Math Club, Psi Beta, Transfer Club, and Bacchus & Gamma. Events that these clubs sponsor include GSA's National Awareness Coming Out Day; LSA's Cinco DeMayo, Day of the Dead, and Cesar Chavez Day; and the EOPS Club's award ceremony at the end of every academic year.[362]

The college also maintains the following practices and services that support the appreciation of diversity:

- Faculty training for diverse learning styles
- An Alternate Media Technology Specialist to assist with web page design[363]
- An annual listing of bilingual faculty and staff who can assist with translation and interpretation[364]
- Multilingual outreach to the community
- Programs including CalWORKs/TANF, EOPS, DSPS and International Student Program (ISP)
- An American Cultures requirement for the Associate Degree.

The college regularly evaluates its services to determine their effectiveness. Students attending the EXPO orientation, for example, are asked to complete a survey to indicate their impression of the event. Student Services programs participate in the program review process, which also uses student surveys to assess process systems, outreach effectiveness, customer service, and marketing tools.[365] The Director of Institutional Research and Planning annually creates a student characteristic report that includes outcomes data that programs analyze to further assess their effectiveness.[366] Finally, all faculty are regularly evaluated by their students and peers.

Goals regarding diversity and equity are in the equity plan, the educational master plan, the Basic Skills Task Force and Campus Change Network documents, and it various program reviews. The Campus Change Network has also created a mission statement that has been endorsed by a significant number of faculty and staff.

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362 Student Club Listing
363 Adaptive Media Program
364 Bilingual Interpreter Listing
365 Program Review
366 Student Characteristics and Outcomes Reports

STANDARD TWO

SELF EVALUATION

The college meets this standard. The college has a mission statement on diversity and equity, which appears in the college's education master plan and the college's student equity plan. The college community innovatively strives to continually address, promote, and enhance diversity in the classroom, in its programs and services, and its student life activities and events. The college community values the understanding of diversity and what empowerment can be derived from it.

PLANNING AGENDA

None.

2B3e The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

All California Community College Admissions Offices must abide by the rules and regulations of Title 5 as well as the California Education Code. All assessment instruments are in compliance with the California Community College's State Chancellor's Office. Las Positas College evaluates its admissions and placement programs, policies, and processes annually to validate their effectiveness and reduce bias. Enrolled students, including international, disabled, and English as Second Language (ESL) students are encouraged to take English, math, and chemistry assessment tests as well as attend an orientation to fulfill matriculation requirements.

The Assessment Center provides ability-to-benefit (ATB) tests for students that do not have a high school diploma or General Education Diploma and wish to apply for Financial Aid. Non-native speakers take the CELSA test for ESL placement. ESL faculty select topics for the writing component of this test. The Student Education Plan (SEP), includes multiple measures that help to validate assessment testing, consequential validity, cut score analysis, and disproportionate data.[367]

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

Student Services evaluates their programs and effectiveness through their program review process. Student surveys are provided and information also includes how our current process systems are working, outreach effectiveness, customer service, and marketing tools.[368]

367 Assessment Center
368 Student Services program review

SELF EVALUATION

The college meets this standard. The campus is culturally diverse and continually focuses on accessibility and equity. Faculty, staff, and administrators have an ongoing and systematic cycle of evaluations, integrated planning sessions, implementation of new procedures and processes, and the continual re-evaluation of their programs, services and placement instruments.

PLANNING AGENDA

None.

2B3f　The institution maintains student records permanently, securely, and confidentially, with provisions for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Student records from summer 1994 to the present are maintained on Banner, an online automated Enterprise software package provided by SunGard Higher Education. CLPCCD Information Technology Services (ITS) personnel support the Banner baseline system and the unique CLPCCD customizations, with access granted to the ITS staff as appropriate to install new modules or upgrade and fix existing modules. The Banner System has been set up to meet the compliance obligations for FERPA, ADA, and PCI credit card. The server is housed at Chabot College in Hayward in a restricted area where only district ITS and security personnel possess a key for entry. Data are backed up daily on tape and stored in a fireproof vault in a separate building at Chabot College. District system backups are performed on an automatic nightly and weekly schedule. Full weekly backup tapes done on Friday are stored offsite at one of the alternate computer room locations at the district office in Pleasanton. Offsite tapes are rotated back to the central data center as new tapes are generated. As this is a district-maintained function, access to documentation or processes requires district login.[369]

Access to the Banner system is available through two methods: (1) the web self-service (CLASS-Web), which provides local or remote access (2) Banner client feature (INB), which is restricted to local on-campus access only. The web self-service uses a HTTPS browser which requires server authentication using a VeriSign certificate. This allows the user's browser session to be encrypted over the Internet. The user then logs in to the system using a system generated W-ID and a six-digit PIN number, which must be updated by the user very six months. The Banner client portion of the system is not available via the internet and it is limited to local on-campus access from

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369 Banner (Login required)

the CLPCCD internal network from either one of the two college sites or the district site. The Banner client requires a login ID and password that is also updated by the user and expires within six months. For all Banner access, the Banner role security defines what forms and functions the user has access to and the Dean of Enrollment Services authorizes what access will be granted, either update or query, through a Computer Access Request form submitted to the district ITS department. Besides the login access with user ID and password or PIN, the Banner system has been setup with a built in timeout of fifteen minutes to prevent inadvertent intrusions. Currently enrolled students can access their current registration status and academic history online. Each student is assigned a random ID number (system generated W-ID) which is used with a student PIN number for secure student access to online personal information.

To maintain confidentiality and ensure compliance with federal and college regulations, document security levels have been established. Beginning in 1998, the college implemented an image scanning system for electronic storage of permanent records. Document scanning is performed in an isolated, secure office area that is only accessible by authorized personnel. Scanned images are backed up daily. Copies of the tape are stored in a fireproof safe. Security levels for viewing and scanning student records are established by department deans and enforced by technology department system administrators. Access to the server is restricted and can only be accessed through the Technology Departments administrative users. Electronic student records may only be accessed by authorized viewers. The authorized viewer cannot edit or delete student records this is reserved for document administrators. The Admissions and Records administrator must approve requests for access.

Active student records are housed in Admissions and Records, building 700. This area is locked and is accessible to authorized personnel only. Microfilm copies of LPC student records prior to 1994 are located at LPC and the CLPCCD offices. Original microfilm tapes are stored at Chabot College in a fireproof, secure room. The copy of the microfilm sent to LPC is for access only.

All student records are kept confidential and destroyed in accordance with the guidelines of the Family Rights and Privacy Act of 1974 (FERPA).[370] All Admissions and Records staff are knowledgeable about FERPA and college guidelines related to student record confidentiality. Information is not released to a third party without written authorization from the student. Records are retained, scanned, and destroyed according the guidelines of Title 5 Retention Manual. In addition, computer access to our Banner system is reviewed periodically and access is restricted to a "need-to-know" basis. All users are required to sign an agreement stating they will adhere to FERPA mandates.[371]

The college does have a policy for releasing student records.[372] Transcripts are released through a request process in the Admissions and Records Department. Only three individuals have the authority to release transcripts, and each request is logged and documented. Other student records, such as those related to

STANDARD TWO

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370 Family Educational Rights and Privacy Act (FERPA)
371 Board policy 5310
372 Board policy 5311

student discipline, can only be released with a written request from the student. Each written request is verified via telephone with the individual before the information is released. Legal requests are handled through the Dean of Enrollment Services Office.

SELF EVALUATION

The college meets this standard. LPC has policies and procedures in place to safeguard student records which meet federal and state requirements. Due to budget constraints and more urgent ITS priorities, the district has delayed the purchase a new document-imaging system. Until it is feasible to move toward a more robust and scalable district-wide scanning solution, appropriate software and maintenance on the existing system will depend on the support of the district.

PLANNING AGENDA

None.

2B4 The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Student Services performs a program review every three years.[373] The program review model includes a self-assessment, point of service survey, and college-wide surveys. The surveys are based on the regulations and goals of each program, and they gather both student and college personnel's assessment of program outcomes.

Through point-of-service surveys, students are asked to assess their experience of the programs to determine if the programs are meeting their needs. These surveys are conducted over a two-week period and are gathered in a locked ballot box and tallied. Student Services has its own research process, which is completed by a counselor who is assigned as the Matriculation Researcher. Each program is then provided with both quantitative and qualitative feedback.

College-wide surveys are also administered to faculty, staff, and administrators who have some knowledge or connection to the programs. The surveys are returned to the Matriculation Researcher who similarly reports the data to the Vice President of Student Services.[374]

373 Program Review
374 Student Services Program Review

STANDARD TWO

Each program reviews progress on the action plan from the previous review and reviews program goals and objectives. Strengths, program weaknesses, and their implications are identified, and then action plans are developed into activity plans.

New in the 2006 process was the formal inclusion of student learning outcomes. As of 2006, some programs had written and begun assessment of SLOs; however, they had not been included in the previous review cycle. For purposes of action planning, each service area has developed at least one learning outcome which has been entered into eLumen, which will align Student Services outcomes to college outcomes.

Evaluations are reviewed carefully to reveal areas that need attention and development. Additionally, each program regularly reviews their service numbers, retention, and persistence. Program staff make adjustments each year to move towards the use of data for program improvement. Student Services has submitted SLOs in each program area, and in most cases assessment has begun for one SLO. In the forthcoming semesters, SLO data will be used to modify practices.[375]

SELF EVALUATION

The college meets this standard. Student support services are regularly evaluated for efficacy, and evaluations are used to improve support services. SLO assessments in development should allow these services to more precisely describe their role in supporting student learning outcomes. In addition, the college is awaiting its Student Services Program Review and Technical Assistance site visit report based on the team visit in 2008. Recommendations noted in that report will be added for college implementation.

PLANNING AGENDA

1. Use SLO data to modify practices, as the data becomes available.

2. Combine the program review outcomes from Academic Services with those of Student Services to create a more integrated college approach to planning and resource development.

3. Determine appropriate planning based on Student Services site visit report.

STANDARD TWO

375 eLumen (Login required)

2C1a   The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.

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

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

Information Resources/ Materials

The LPC Library's collection is balanced between print, audio-visual, and online materials to support LPC curriculum and student needs. Online materials are an increasingly important part of the library resources. These resources are accessible at all times from the library web page, providing convenient access to research materials for both the on-campus or off-campus student.[376]

The current collection is approximately at follows:[377]

Books:	27,800 Titles
Periodicals:	125
Databases:	33
DVDs:	1950
Videos:	2000
CDs:	2100

LPC Library faculty actively review, order, weed and maintain a variety of resources to enhance student learning outcomes for a diverse student body. To develop a collection of print, audiovisual, and online resources that reflect student learning needs, the following methods are used: requests submitted by faculty and students on library request forms, discussions with faculty, review of curriculum outlines, analysis of syllabi, examination of faculty course reserve materials, documentation of student inquiries at the reference desk, and library staff review of materials in typical library reviewing sources.[378] Faculty are encouraged to email or visit the library to confer with the Instructional Librarian over assignments and the resources required to support these assignments. A librarian serves on the Curriculum Committee. The curriculum proposal form requires the signature of the Library Coordinator,

STANDARD TWO

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376 Library
377 Online library Catalog
378 Collection Development Policy

which provides the library with further access to new curricular areas under development.[379] The library has also established an account at the local Borders Bookstore to meet immediate needs that arise and cannot be adequately accommodated using the regular vendor.

To weed the collection, librarians analyze checkout or use statistics, currency, and physical condition as guidelines for discard.[380] Areas are reviewed systematically with replacements or newer editions considered for purchase as part of the process. The library also offers faculty regular opportunities to select and deselect materials pertaining to their areas. One example is Flex Day of spring 2005. As an activity choice, the faculty were invited to review the library collection for weeding.

Policies for Collection Development and Faculty Services are online. These include the guidelines that dictate collection choices such as the number of students/classes expected to use a database or resource, suitability for community college level students, closed captioning for audio-visuals, and cost.[381, 382]

Since 2004, funds from the Measure B Bond have helped to update and improve the library collection. Despite elimination of monies in the general library funds for audio visual and book resources, the Measure B Bond has helped to develop new collections to reflect current curriculum and update certain areas such as the sciences. Future budget planning is needed to discuss a steady, consistent funding source for the library so that support for instructional programs will continue uninterrupted when the Measure B Bond money is depleted.

Equipment and Facilities
The library has 60 computers for student research, five circulating wireless laptops, and one disability-accessible computer setup provided and maintained by DSPS. All computers are equipped with headsets to accommodate DVDs and CDs. Library computers are replaced every four years as part of the college's Lifecycle Plan.[383] The computers are continuously maintained and updated to meet standards set by the Technology Department. Sixteen of these computers are part of an instructional lab that has been eked out of a corner of the library. These computers are not always available for student use if workshops or classes are being taught by the library. During heavy library use, computers are greatly impacted. The Student Satisfaction Survey Fall 2007 indicates that although students give the library as a whole high marks, they are dissatisfied with the number of available computers.[384]

There are approximately 25 tables for group seating and 56 carrels for individual seating. Two large group study rooms that will hold 8 – 12 students and three sound proof rooms that will hold 3 -4 students suitable for quiet study, speech practice, music practice and other small group activities are available by reservation. Two carts with complete audio-visual setups that include TV/DVD/VHS player and CD player are available for use in the library study rooms.

379 2008 Course Proposal form
380 Collection Development Policy
381 Collection Development Policy
382 Faculty Services / material request
383 Technology Lifecycle Plan
384 Fall 2007 student survey

STANDARD TWO

The LPC Library also offers a variety of other equipment to support the curricular needs of the on-site student including four TV/VCR/DVD combination players, DSPS cassette player, slide projector, color/ black-and-white copier, networked printers, a microfilm reader and two CD players.

The library continually advocates for new equipment and enhanced materials to improve the student learning environment. For example, in 2004 and 2005, the library requested and received better ergonomic multi-task chairs to replace the wooden chairs used by students in the computer lab areas. In 2006, the library requested five laptops for circulation to students to increase access to computers.

Reference / Information Services
The reference desk and circulation desk are staffed by professional librarians and library assistants all hours that the library is open to the public. The circulation staff prepares and monitors the Faculty Course Reserves for faculty and students. Librarians have been enhancing the Faculty Course Reserves by providing linked, full-text articles that meet copyright standards and evaluated website resources for students to access from the Library Homepage.[385]

LPC Library faculty provide assignment-specific orientations in the library and in the classroom for instructors requesting this service. Classes for credit in library research skills are taught each semester.[386] However, LPC has not yet committed to an information competency program, and further dialogue on this project is needed. To support the off-campus and distance-education student, the LPC Library services found on the library homepage include Email a Librarian, directions for remote authentication, a plagiarism tutorial, research guides or pathways with linked resources, a variety of databases, and a bibliographic citation help section.[387]

Staffing
LPC Library staff consists of four full-time tenured faculty librarians and four classified staff members. Adjunct librarian and student assistant hours vary depending on funding, which has been inconsistent over the past several years. Stable funding is needed to have adjuncts available during peak library hours, evenings, and Saturdays, along with sufficient student assistant support. Proper staffing, including student assistants, is essential to provide flexibility in scheduling and services that support student learning. Adjuncts librarians enable the library to provide many more assignment-specific orientations, cover the reference desk efficiently during peak times, create online library instructional tools, and conduct classroom visits to demonstrate research strategies and library resources than could be done with just the library faculty.

In addition to library services, the college supports a number of learning labs:

385 Library
386 Collection Development Policy
387 Library

STANDARD TWO

Athletics Academic Center for Excellence (ACE)

ACE supports the student athlete academically by providing individual and group tutoring, study groups, workshops, adjunct courses, and access to a quiet and convenient place to study. The Center is open five days a week.[388]

Computer Center

The Computer Center is a quiet open lab environment for school assignments. Computers are available on a "first come, first served" basis. The center has over 100 computers for student use and also provides access to various software and printer options. The center is open five days a week including nights.[389]

Disability Resource Center

This center provides a supplemental instruction lab that serves the needs of a specialized population. The lab is open for specific hours posted five days a week with access to adaptive workstations using assistive technology and software.[390]

Innovation Center

The Innovation Center offers training and support to faculty and staff who want to learn best teaching practices using technology -- whether to enhance a face-to-face class or to design a hybrid or fully online course. Pedagogical training, as well as technical training, is provided. All training includes methods for making online instructional materials accessible to students with disabilities.[391]

Integrated Learning Center (ILC)

The Integrated Learning Center (ILC) provides assistance to students in mathematics, English, English as a Second Language (ESL), and reading and writing as applied to any course. The ILC houses four primary functions: Open Math Lab, Writing Center, English 1A Lab and ESL Lab. The ILC contains 20 personal computers and has a computer-based tracking system used to monitor student hours within the lab. The ILC, open five days and four nights a week, is staffed by English, ESL, and mathematics faculty members.[392]

The Open Writing Center

The Open Writing Center, located in the Integrated Learning Center, provides writing services for students across the disciplines using a 20 minute drop-in, first-come, first-served format. Services include one-on-one help, use of ILC computers, online grammar and reference resources, and a collection of standard and ESL dictionaries.[393]

Self-paced Math Lab (MATH X)

Math X Lab program provides the student with an alternative way to learn mathematics, specifically Math 55, 65, 71 and 107. This is a mastery program for bask skills students who can work independently using a self pace style asking for help as needed.[394]

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388 Athletics Academic Center for Excellence
389 Computer Center
390 Disability Resource Center
391 Innovation Center
392 Integrated Learning
393 Writing Center
394 Open Math Lab

Tutorial Center

The Tutorial Center provides both drop-in and scheduled tutoring in individual and group settings. Peer and faculty-led sessions take place in the newly opened reading room in the multidisciplinary building. Previously the center was co-located with the assessment center, significantly limiting space and hours of operation. Services have expanded to being open 5 days per week, 8 hours per day Monday through Thursday and 9-12 on Fridays.[395]

SELF EVALUATION

The college meets this standard. Because of the Measure B bond money, LPC Library has been able to update the collection and enhance the online collection of electronic resources to some extent. However, the elimination of general library funds stifles the original intent of the Measure B Bond money to act as supplemental funds to improve the library resources and access for students. Measure B has become the major source of library funding along with state's Telecommunications & Technology Infrastructure Program (TTIP) funds for databases. This is not a permanent fix for the library finances. A stable budget funding solution needs to be developed. A sufficient staffing budget is also needed to help ensure adequate staffing with student assistants and adjunct librarians to keep instruction and services at an acceptable level.

At one point, the remodel of the library was considered with several other state projects for submittal. With state project funding in question, it is uncertain if, or when, this remodel may occur. Since the library remodel may be further in the future than previously anticipated, certain basic problems should be addressed, especially the lack of computers as noted in the student survey, the need for more shelving to accommodate the growing collection, and a separate lab area for orientations and classes.

The college is committed to successful student learning and has developed a number of learning support services. However, stable funding, adequate staffing, and flexible hours need to be discussed to ensure continued and improved access for students at their specific time of need.

PLANNING AGENDA

1. Plan and develop a library budget that is part of the institutional process that ensures library funds that are stable and consistent which will allow for better planning to meet student and faculty resource needs; ensure student access to resources both on and off campus and provide a suitable physical environment for both student learning and a growing collection.

2C1b   The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.

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395 Tutorial Center

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

- **Library Research Courses:** The LPC Library previously used a self-paced book for library research skills instruction. In fall 2006, the self-paced book was replaced with four hands-on courses worth .5 credits each: Introduction to Library Research, Introduction to General Databases, Introduction to Specialized Research Databases, and Introduction to Internet Research teach the full range of information-competency components following the standards set by Association of College & Research Libraries (ACRL).[396, 397]

  Student learning outcomes have been written for each of the courses and are being tracked in eLumen, the institution's software repository for assessing, analyzing, and tracking improvement goals for student learning outcomes.[398] Enrollment for these new courses are as follows: 38 (fall 2006), 28 (spring 2007), 16 (fall 2007). The overall success rate for completion was 85 percent.[399]

- **Library Orientations:** In fall 2007, librarians taught 89 bibliographic orientations, to approximately 2800 students.[400] Classes that attend library orientations are generally those requiring a research assignment; instructors use these orientations to help prepare their students. These orientations are scheduled for one class period and are tailored to specific course content and assignments while covering a limited

  number of information-competency components.Orientations most

  often focus on teaching the basic use of the library's online research tools (e.g., magazine & journal databases and the library online catalog for books and audio-visuals), search techniques to locate and retrieve relevant information, and evaluation of information sources. Also addressed in the library orientations are the ethical and legal issues surrounding information and information technologies including

  citation formats. In conjunction with these course-related library

  orientations, librarians regularly create library guides, tip sheets or other instructional handouts related to specific research assignments.[401]

- **Workshops:** LPC Library provides workshops as needed for both students and faculty to introduce new library features or learning tools. For example, in fall 2006 several workshops were given to students and faculty on NoodleBib, a citation generator that had just been purchased as an instructional tool for creating MLA and APA citations. This tool is part of the library's instructional

396 Collection Development Policy
397 ACRL Information Competency Standards
398 eLumen (Login required)
399 Library Statistics
400 Library Statistics
401 Student links – LPC library

STANDARD TWO

emphasis on how to avoid plagiarism. Since the workshop, librarians have created online handouts for using NoodleBib.[402] Meanwhile, instructors can also make arrangements for a librarian to come to their classroom to demonstrate and field questions concerning NoodleBib.

- **Reference Service:** The reference desk is staffed by professional librarians during all hours that the library is open to students. Reference services are delivered in person, by phone, and by email. In this setting, librarians provide information competency instruction in an informal but individualized manner suitable to each student's learning needs at that moment. In this manner, librarians are able to address some of the following information competency issues: identifying manageable topics including narrowing or expanding the topic, using proper citation format, finding appropriate information sources, evaluating web site resources, and formulating basic search strategies to ensure the best results.

- **Library Website:** The LPC Library website is an integral part of the library services and a pivotal part of the instructional process. The site includes databases, online catalog, access to faculty course reserves, library guides and tip sheets, a plagiarism tutorial, and a citation generator tool.[403]

SELF EVALUATION

The college partially meets this standard. Student access of information skills for life-long learning are contingent on information competency skills as identified by the Academic Senate for California Community Colleges and defined by the ACRL.

The issue of Information Competency (IC) has not been discussed campus-wide. The college needs to develop a dialogue on Information Competency (IC) and commit to a plan for IC by defining what constitutes IC for the LPC campus and by determining the best means to integrate IC into the student learning experience. At the same time, the Library would like to see the promotion and integration of information competency skills into online classes.

A dedicated classroom for library research classes, orientations or workshops is also needed to provide the students with a hands-on learning experience and an appropriate learning environment.

PLANNING AGENDA

1. Begin the college dialogue on Information Competency (IC), and develop a formalized plan that includes both Library-based information competency courses and an interdisciplinary approach.

2. Plan and design a dedicated hands-on instructional lab for Library orientations, workshops, and research skills classes.

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402 Library citation style guides
403 Library

2C1c The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.

Las Positas College strives to support adequate access to the Library and other campus learning support services. However, in spring 2008, Saturday access to the on-campus learning support services was eliminated for that semester.

Library Hours: Regular hours during fall and spring semesters are Monday – Thursday 8 am to 9 pm, Friday 8 am to 2 pm, and Saturday 10 am to 2 pm. Summer session hours vary. The Circulation and Reference desks are staffed with professional library personnel during all Library hours.[404]

The LPC Library web page is designed to support on-campus and remote access to information resources. Electronic access to all of the Library's subscription databases, the online catalog of the Library's print and audio-visual collections, and learning tools on the Library's website are available at all times.[405, 406] To access the databases from off-campus, students and faculty login with their college assigned ID number and password. All resources on the Library's website, including databases, are accessible from all on-campus computers without any log-in necessary other than STARS.

Reference assistance by LPC librarians is available in person and by phone whenever the Library is open. The Library also provides an email reference service with a response time of within twenty-four hours Monday through Friday (with somewhat longer response times for requests submitted on weekends and holidays).[407] The Library faculty strive to accommodate all faculty requests for orientations or other types of Library instruction even when the Library is normally closed such as in the summer sessions or Saturday hours.

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

SELF EVALUATION

The college meets this standard. Access to the Library homepage and electronic resources is adequate. However, providing these electronic resources, including the much used magazine and journal databases, is costly. Currently the Library receives TTIP funding from the state to offset the cost, but the amount has not increased in years while the cost of databases has. As new curriculum, especially online classes, are developed, even more database resources will be needed. A budget process and consistent funding for electronic resources is required to

404 Library Hours
405 Online Databases
406 Online Catalog
407 Reference Librarian Contact Information

STANDARD TWO

maintain and ensure access to research information for students and faculty both on and off campus.

PLANNING AGENDA

None.

2C1d The institution provides effective maintenance and security for its library and other learning support services.

2C1e When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.

The LPC Library occupies approximately 16,000 square feet of Building 2000. Built in 1993 just as technology was changing, the infrastructure of the library is showing age, unable to handle today's technology, and it lacks physical space. The library's infrastructure, holdings, computer hardware/software, and public safety are maintained and secured as described below.

• *Maintenance and Security*
  Environmental control and electrical systems are maintained and serviced by the campus Maintenance and Operations department (M & O). Telecommunications equipment is maintained and serviced by the college's Technology Department. The library facility is secured by an alarm system monitored by Security. A fire alarm system also protects the library. Evacuation and emergency procedures have been developed.[408] The college conducts campus drills every semester.

  Maintaining an organized, easily accessible book, periodical, and audiovisual collection is an ongoing process. Due to shelf space limitations, weeding the collection is done on a continual basis as is shifting the collection and double shelving.

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

408 Evacuation Procedures

STANDARD TWO

The library employs a computer tutor/student assistant for morning hours only to help with basic maintenance and minor troubleshooting of the computers in the student use lab and the audiovisual equipment. Primary maintenance and upgrades of the network, hardware, and software is performed by the college's Technology Department or the District ITS according to their policies and procedures.[409]

• *Resource Sharing:*
Las Positas College Library has in place a long standing resource sharing agreement with Chabot College Library. Items are transferred between libraries when requested by faculty and students. With a current and valid Las Positas College ID, students may also check out materials from the Chabot Library. Holdings information for both libraries is in the SIRSI online catalog, which can be searched from campus and remotely.[410]

The LPC Library also subscribes to numerous subscription databases.[411] Most of the databases the library subscribes to are contracted through the Council of Chief Librarians California Community College Electronic Access and Resources Committee (CCL-EAR), a consortium of California Community College libraries which conducts a program of cooperative buying to leverage purchasing power, assists individual libraries with database contracts or services, and shares evaluations.[412] This information is used by Las Positas College librarians to select appropriate databases. The database companies also provide regular usage reports for each database the library subscribes to. These reports are considered by the librarians in reviewing the selection of databases to purchase.[413]

Through a formal arrangement with California State University East Bay, Las Positas College students can check out materials from the university library. Students need to show a current and valid Las Positas College ID, and agree to all circulation polices posted by the university.[414]

SELF EVALUATION

The college meets these standards. Maintenance and basic security of the library's infrastructure and computer hardware and software is adequate.

Maintenance issues will be resolved when the remodel occurs. Meanwhile, minor problems still have to be dealt with. Shelving space in the circulating stacks area will be exhausted as the collection continues to grow to meet the needs of new and expanding programs. Facilities (such as carpeting and furnishings) show heavy wear and tear and need to be replaced. Minor cracks in the walls are becoming more noticeable. The limited housekeeping staff can not maintain general cleanliness of the older carpeting, furniture, and shelving. An expansion and renovation of the library is needed to provide not only a library instruction classroom, but to update the building infrastructure, accommodate growing reserve collection, increased need for group study rooms, staff and storage areas.

409 CLPCCD ITMP ITS Detailed Specifications
410 Online Catalog
411 Online Databases
412 Council of Chief Librarians California Community Colleges Electronic Access and Resources Committee
413 Library Database Statistics
414 California State University, East Bay Library Resource Sharing Letter

Public safety issues and improved overall security for the library staff and users could be reassessed to better accommodate the changing campus and library environment. Thefts of headphones and a laptop used for teaching have occurred in the past two years. Students also have reported personal items stolen.

PLANNING AGENDA

1. Work with Campus Security and Health & Safety Committee to create a plan to address the increasing security and safety needs of Library staff, students and other patrons.

2. Continue to plan and explore remodel ideas in preparation for the future remodel to ensure that an appropriate infrastructure and environment adequately accommodates the needs of library services and staff, student access, and information competency instruction.

2C2   The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

The LPC Library services are evaluated by a variety of methods to assure adequacy in meeting student needs, such as student and faculty surveys, annual data surveys to the state, and usage data of the library website, databases, and circulating materials. The library also participates in the college's program planning process. Library assessment of student learning includes faculty and student evaluation of workshops, pre- and post- testing in the Library Research Skills classes, and informal feedback from faculty and students concerning assignments. Moreover, Las Positas College includes several items about the library on its annual student satisfactions survey. In the most recent student survey, fall 2007, 97.5 percent students considered the library satisfactory or better.[415]

Usage statistics that are generated online through library web site and database use, as well as in-person statistics generated through circulation, class orientations, and reference queries, are used to track patterns that result in budget requests, equipment requests, collection development, weeding, database purchase, retooling of the library webpage, and other resources that will assist student learning.[416]

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415 Student Survey, Fall 2007
416 Library Statistics

An important method used by the college to evaluate library services and to assure that the library adequately meet students' needs is the program review process, which describes and evaluates the library's role and how it contributes to the mission and priorities of the college.[417]

Library instructional classes are evaluated with pre- and post-testing plus an evaluation form.[418] Additionally, the library also uses student learning outcomes to evaluate effectiveness of the Library Research Skills classes in meeting student needs.[419] Using an analysis of this data, the library identifies areas needing improvement or modification and redesigns based on student needs.

The Integrated Learning Center, which opened in fall 2005, is involved in ongoing assessment of its effectiveness, though the methods vary according to the program (English 1A, ESL, and math). The ILC, as a whole, surveyed students in spring 2007, and the results were presented to faculty and used to improve the lab delivery.[420, 421, 422]

Each semester, the ILC coordinator revises the English 1A lab assignments common to the program based on informally collected student and faculty feedback. In addition, English 1A students were surveyed in fall 2006, and they were surveyed again in fall 2008.[423] Data from STARS— a software program that assists with capture of non-credit student hours and tracks student attendance in open labs—shows continued growth each semester.[424]

A faculty survey was also administered in fall 2008. The ILC has held orientations and workshops for faculty on integrating the lab into individualized sections and on ideal outcomes for the lab. The group-designed outcomes in particular have driven the evolution of the lab over the past year-and-a-half.

The English 1A program has also used the lab to assess one of the SLOs for English 1A: "Integrate researched material into your own writing with appropriate context, explanation, punctuation and citation."[425] All instructors in the lab for spring 2007, both full- and part-time, had their students write a paragraph focused on the introduction, transcription, citation, and analysis of a quote. They then assessed how well their students met the assignment criteria using a rubric developed by the department.

The Open Writing Center in the ILC does not have a formalized system of evaluation. However, in fall of 2007, the Center performed two different types of informal response surveys. For first-time tutors, students filled out a survey evaluating the individual tutor. For all other tutors, students filled out a survey evaluating the Open Writing Center in general.[426] The Open Writing Center coordinator also observed a tutoring session with each first-time tutor.

417 Program Review
418 Library class pre-test, post-test and evaluation
419 eLumen (Login required)
420 Open Math Lab Survey Spring 2008
421 English 1A Lab Hour Survey
422 Writing Center Evaluation
423 English 1A Lab Hour Survey
424 STARS reports
425 eLumen (Login required)
426 Writing Center Evaluation

The coordinator then met with each new tutor to discuss the results of the surveys and observation. This allowed new tutors to receive both positive feedback and suggestions for improvement of their tutoring. The Open Writing Center was also able to make a few minor improvements in hours and accessibility based on student feedback on the general surveys.

Also in the Integrated Learning Center, students who attend the Open Math Lab (OML) are evaluated in two ways. First, a student enrolled in a mathematics course with a TBA lab hour attends the OML on a regular basis and completes lab assignments. These lab assignments support the learning of course content and the student learning outcomes associated with the course. When the SLOs for that course are assessed, they provide an indirect measure of the effectiveness of the lab assignments and the OML. Second, informal, unscientific surveys are conducted from time to time which ask students about their OML experience and whether they think it has helped them in their mathematics course. The survey was written by the mathematics coordinators for the Open Math Lab.[427]

Data gathered since the opening of the Open Math Lab in the Integrated Learning Center shows increased persistence (6 percent higher persistence rates) in basic mathematics courses. The LPC institutional researcher, in a comprehensive survey of success rates in Math 65 and 55, has shown a strong correlation between students' success in these courses and time spent in the Open Math Lab.[428] Data from STARS attendance-tracking software consistently shows a high level of usage of the Open Math Lab by mathematics students, indicating a strong desire on their part to access the help offered by the Open Math lab.[429] Students' most frequent need is for increased space, as the current building can become crowded and noisy during hours of peak use, and a need for additional staff. During peak hours, even with two or three mathematics instructors on duty, it can be difficult to keep up with students' requests for help.

In the Tutorial Center, both students who are receiving tutoring and the tutors themselves are surveyed. Students receiving tutoring are asked for demographic information, an evaluation of the tutor with whom the student has worked, a short evaluation of the student's own efforts and outcomes, and an evaluation of the tutorial program in general.[430] The survey for the student tutors seeks information from the tutor's point of view on the Tutorial Center program and staff, as well as the job of tutoring.[431] The Tutorial Center's faculty coordinator tallies these evaluations and uses the information to help determine who should be rehired and/or which issues to discuss with tutors at the end-of-the-semester review.

427 Open Math Lab Survey Spring 2008
428 Math ILC report
429 STARS reports
430 Tutor Services Evaluation
431 Tutor Evaluation

In addition to the tutorial survey—since the Tutorial Center is also the college's Study and Reading Room— the coordinator gives short evaluations to all students who enter during a one-week period at the end of the semester to determine room usage, satisfaction level and suggestions for change.[432]

In the Computer Center, evaluation is conducted during meetings between the Computer Center staff and the Division Dean at least twice a semester. The Dean and the Instructional Computer Laboratory Specialist meet as needed to review and refine Computer Center projects, focus, procedures, and services. Constant, immediate communication via email/phone, as needed, maintains an open dialogue between all staff and the dean/administration, and faculty.

Evaluation of the Innovation Center is conducted periodically by surveying faculty and staff who use the Center's services. The survey seeks their level of satisfaction and to determine what training can be added and improved.[433]

SELF EVALUATION

The college meets this standard. The Library has excellent means of gathering internal data and statistics from SIRSI reports, database usage reports and reference queries. But the college survey data is limited. The campus-wide student / faculty satisfaction surveys needs to include more relevant questions regarding library services, instruction, and collection.

Alternately, a survey tool designed specifically for the library might be considered for development in order for the library to conduct more extensive surveys of the student population on a regular basis.

PLANNING AGENDA

1. Work with the Director of Institutional Research and Planning to develop a survey tool that can be administered on a regular basis to provide more quantifiable data for Library purposes.

2. Collaborate with the Director of Institutional Research and Planning to improve Library questions for the campus wide student / faculty satisfaction surveys.

STANDARD TWO

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432 Tutorial Center Short Evaluation
433 Innovation Center Satisfaction Survey 2008