



Results of the self-study report can then be used to update the educational master plan.

The process that ensures that personnel hiring is aligned with stated institutional goals and specific programmatic needs involves several levels of analyses and discussion from the discipline level to final board approval. The faculty position selection is the process by which each division determines and prioritizes new and replacement full-time faculty positions. In consultation with the dean, the discipline faculty puts in a position request to fill the personnel need. The faculty position request must address a list of criteria that includes current enrollment and staffing numbers, program characteristics, any cross-curriculum impact, justification for the position (as supported by information from the educational master plan, program review, advisory committees, etc.), projected enrollment growth, and specific program, college, or district goals addressed. For each classified personnel request, a justification must be made according to specific educational programs and institutional purposes supported. The position request form does not indicate how the information provided on it is weighted in the decision-making process.<sup>439</sup>

The next level of discussion takes place at the division level of each request's origin. This is where each request is presented. After division reviews, the position requests are forwarded to the Planning and Budget Committee, where a representative from the discipline or program is given the opportunity to discuss the request with the committee members. The PBC determines the value of all information provided in the position request and makes a recommendation to the president.<sup>440, 441</sup> Upon the president's approval, the position request is forwarded to the board for final approval.

Following position request approvals, personnel specific to college function follow specific hiring procedures. Manuals and procedures for classified represented, supervisory/confidential, and administrative each have a philosophy, general principles, job announcement, development, recruitment, application process, selection committee size and membership, orientation, application review, minimum qualifications review, screening process (paper and interview) and approval process as a part of a consistent district-wide approach to hiring. Contract faculty procedures are based on recent consultation beginning in November of 2008 and continuing into 2009. In 2009, the guidelines, processes and procedures will be discussed and approved. Past contract faculty hiring, before the 2008/09 consultation followed a draft hiring process.<sup>442</sup> Current personnel hiring procedures for classified, administrative and supervisory/confidential contain approved compliance training, and adherence to EEO mandates and law. The draft contract faculty hire process has not yet been formally approved by board but the proposed procedure includes compliance with the district EEO plan, training in EEO law, diversity, recruitment, screening, and interviewing procedures.<sup>443</sup>

439 Guidelines for 2007-2008 Faculty Position Requests  
 440 Guidelines for 2007-2008 Faculty Position Requests  
 441 PBC Minutes  
 442 District Recruitment and Hiring Procedures (draft)  
 443 Hiring Procedures

Assurance of qualifications is achieved by the inclusion of state mandates followed through the job description process with the minimum qualifications review done by the Office of Human Resources. Minimum qualifications state the necessary education and experience required for a faculty or administrative position as established by state regulation and conforming to general responsibilities for the position. Supplemental questionnaires addressing other eligibility factors may be included dependent on the hiring manual procedures. Assurance that these qualifications are met takes place in the paper screening process and the selection process.

The first assurance of qualifications takes place through the recruitment, screening, and selection process. Regular evaluations of all staff (administrative, classified, untenured, tenured, and adjunct faculty) provide the next level of quality assurance. The faculty contract, the classified contract, and district policy specify the systematic and timely evaluations of all personnel.<sup>444</sup><sup>445</sup> Student surveys (e.g., class surveys, student services surveys) provide a way to relate the job performance evaluation to the effectiveness of programs and services delivery.<sup>446</sup> Feedback from faculty, classified, and administrators, as they relate to performance evaluations of other personnel, also indicate how well the integrity of programs and services is maintained. Faculty, classified staff, and administrators are given opportunities for professional development and job-specific training to maintain and strengthen their qualifications.

**SELF EVALUATION**

The college meets this standard. Through the implementation of its mission, Las Positas College ensures “the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.” Based on its mission and values statements, the college’s day-to-day operations are guided by the principle of providing “instruction and student support that are excellent, consistent and improved continually.”

The levels of analyses and discussion that take place, initiated at the discipline level, ensure that the hiring of personnel directly addresses programmatic needs and institutional goals. The strong emphasis on specific job characteristics as outlined in the job announcements helps the discipline faculty to ensure that programmatic needs will be addressed by the qualifications of the position. A current example shows that one job characteristic for a chemistry position calls for the “ability to work with computer-based instruction and integrate computers and associated peripherals as teaching and learning aids in lecture and laboratory settings and familiarity with analytical instrumentation in organic and inorganic chemistry including ability to make minor repairs,” which directly addressed a need identified in the chemistry program review for “software and instrumentation upgrade and maintenance.”

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STANDARD THREE

444 Board Policy 4120 Evaluation of Management Personnel  
 445 Classified and Faculty Contracts  
 446 LPC Student Survey Fall 2007

A wider involvement from the campus community ensures that a broad spectrum of ideas is presented to the search committee in developing qualifications that address areas that may be impacted by the hiring decision. This was illustrated recently in the college's search for its new president. In addition to participating in the search committee, staff were given opportunities to provide their input through a town meeting dialogue about traits, competencies, and campus challenges that should most strongly influence the selection of a college leader. Results of staff survey seem to indicate, however, that, in general, the hiring process has not cast its net wide enough to give everyone a sense of participating. According to the fall 2007 LPC Staff Survey, only 62 percent agree or strongly agree that "all personnel have adequate opportunities to participate in all aspects of college hiring process." On a broader scale, according to the same survey, only 51 percent agree that "human resource planning is integrated with institutional planning."

The current processes for administrative, classified and supervisory confidential hiring meet the standard. The consultation process occurring with the Academic Senates on the contract faculty procedure is the last piece to be put in place for a uniform process across the personnel sectors.

Timely evaluations and feedback ensure that job performance and the delivery of programs and services correlate with personnel qualifications. According to the fall 2007 LPC Staff Survey, 86 percent and 82 percent, respectively, either agree or strongly agree that evaluations of their job performance seek to assess job effectiveness and encourage improvements in job performance. While not a direct measure of qualifications, opportunities for professional development and job-specific training do provide a means for personnel to maintain and strengthen their qualifications, especially as new methods and techniques become available to improve the delivery of these services and programs. Administrative, classified, and faculty personnel are provided such opportunities for professional development and job-specific training. Some examples of these are flex-day activities for both faculty and classified, staff development activities including the newly revived Teachers Teaching Teachers, subject-specific conferences, the Great Teachers Seminar, and safety training for lab science classified and faculty staff.

Student satisfaction surveys provide one measure of gauging the integrity and quality of programs and services. Programs and services delivered with success, based on student satisfaction survey results, can be correlated with sufficiently qualified personnel involved in the process. Some results of the fall 2007 Student Survey relevant to addressing this standard are listed below:

- When asked to rate their overall experience with student services programs, the average ranking was 3.75 (with 1 = very poor and 5 = excellent), with 92 percent providing a satisfactory or higher rating.
- An average of 71 percent indicated at least a satisfactory rating when asked about their overall experience with instructors, college administrators, counselors, admissions and records staff, librarians, and other college staff.

- Eighty-one percent of students rate the overall quality of instruction as at least satisfactory with 82 percent and 78 percent agreeing or strongly agreeing that their instructors are “highly knowledgeable in the subjects that they teach and are highly skilled teachers that come to class well-prepared.”
- Seventy-three percent are satisfied or very satisfied with the assistance provided by admissions/records staff.
- Sixty-six percent are satisfied with the assistance provided by counselor(s) in helping students select appropriate courses.
- Sixty-five percent are satisfied with information provided by counselor(s) concerning transfer requirements

**PLANNING AGENDA**

None.

**3A1a** Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Las Positas College has processes and policies in place to assure that classified, faculty, and administrative personnel meet the requirements of their position as well as the goals and standards of the college and district. District policies for hiring are found in the CLPCCD Board Policies: Sections 4000 - 4400 Personnel. Hiring procedures for classified, supervisory/confidential and administrative are also in place and are available through the Office of Human Resources. Prior to the consultative hiring process discussions which began in November of 2008 between and district and the Academic Senate, draft hiring procedures were used for contract faculty.<sup>447, 448, 449</sup>

Job specifications for all personnel have been approved by the Board of Trustees and are available through the Office of Human Resource Services. Any job descriptions that are specific to one position (e.g., dean) are reviewed and updated, if necessary, at the time a vacancy is announced. Collective job

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STANDARD THREE

447 CLPCCD Board Policies: Sections 4000 - 4400 Personnel  
 448 District Recruitment and Hiring Procedures (draft)  
 449 Hiring Procedures

descriptions (e.g., College Clerk II, Maintenance Technician I) typically are not reviewed for individual job openings. Criteria and job qualifications are stated clearly in job announcements and are based on the job description and the State Chancellor’s minimum qualifications.

Because duties, responsibilities, and organizational needs may change over time, the Classified Collective Bargaining Agreement (CBA) includes a reclassification process for staff positions. Requests for reclassification can be initiated by either the incumbent or the manager. A review of the position is conducted by an outside reclassification consultant who provides the district with a recommendation. The reclassification process is addressed in the Classified CBA, in Article 14: Reclassification.<sup>450</sup> A district-wide classification and compensation study is being conducted currently for all classified, confidential, and supervisory staff positions.<sup>451</sup>

Job announcements for positions at the district office, Chabot College, and Las Positas College are posted on the Office of Human Resources website.<sup>452</sup> In addition, the office maintains an exhaustive mailing list for distribution of job announcements. The office can select from ten district lists when advertising an opening. Some are broad-based, but can be generally categorized as follows:

- California Public and Private Universities and Colleges
- Historically Black Colleges and Universities
- Bay Area Public and Private Businesses and Public Assistance Organizations (classified positions)
- California Community Colleges
- Early Childhood Development Centers
- California Community College Affirmative Action Officers
- California Graduate School Programs
- California K-12 School Districts
- California Nursing Programs
- Local and Bay Area Businesses and Public Assistance Organizations (general)
- National and local newspapers
- Local job fairs

Each category contains numerous individual listings, implying a very large distribution of announcements both locally and nationally.

Hiring committees and committee training is addressed in the 2005 approved procedures manuals for classified, administrative and supervisory confidential.

Committee make up and training for contract faculty is under consultation, but past practice for faculty hiring followed a draft process in previous years. New positions must be approved through a process of recommendation by appropriate

450 Classified Contract  
 451 Document available upon request  
 452 Human Resources

areas or divisions, review and recommendation by the Planning and Budget Committee, and approval by the college president.<sup>453</sup> The hiring committee reviews the goals and purposes of the job and creates the specifics of the job description, including minimum qualifications, desirable qualifications, particular job characteristics, and desired qualities. District and state-mandated requirements are also included in job announcements, as are a description of the application process and basic selection procedures.

For classified personnel, the recommended composition of the hiring committee is one administrator, one faculty, one classified supervisor, and two classified staff members. For classified staff, the hiring manager establishes the hiring committee in coordination with classified union SEIU Local 1120 and the Classified Senate. Before the 2008/2009 consultative process, for faculty positions, the recommended hiring committee was four faculty, one administrator, and two classified-represented employees. For administrators, the recommended committee makeup depends on the position, but each consists of classified, faculty, and administration representation, with the college president's hiring committee also including a member of the community. All committees are selected with an attention to ethnic and gender diversity.<sup>454, 455</sup>

The initial meeting of the hiring committee involves training in the process to be followed, including interview procedures, guidelines for rating candidates, and the Equal Employment Opportunity Policy.<sup>456</sup> After the job description and desirable characteristics have been determined and articulated, the committee determines the criteria to be used in evaluating the applications.<sup>457</sup> Each member of the committee reviews all applications and rates the candidates on a numerical scale. This paper screening narrows the pool down to those who will be invited to an interview. Before the interviews, the committee determines a set of questions to be asked of each candidate, determines guidelines for a teaching demonstration, and, when appropriate, determines at-the-interview written work included in the interview process. Interview questions target the applicant's knowledge of the subject matter, knowledge of the community college environment, approach to teaching, and style of communicating. The teaching demonstration reveals how effectively the teacher engages students, organizes information, and delivers specific content. Once all interviews have been conducted, the committee compiles the numerical ranking of its members and determines the two or more candidates to move to second-level interviews.<sup>458</sup>

Prior to the consultative 2008/2009 process, second-level interviews for faculty were conducted by three or more people, including the President, Vice President of Academic Services, and faculty member of the appropriate discipline. These interviews focused on an applicant's knowledge of the field,

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453 Planning & Budget Committee  
454 District Recruitment & Hiring Procedures  
455 Equal Employment Opportunity Checklist  
456 Selection committee instructions  
457 Section A - Selection criteria application evaluation form  
458 Section B - Evaluation of applicants compared to selection criteria

teaching experience or potential, and the contribution the candidate will make to the college's mission and goals. Reference checks performed by members of the second-level committee provided another means of determining the applicant's effectiveness as an instructor or staff member, his or her experience in working as part of a learning community, and his or her collegiality.<sup>459</sup> The current consultation second level faculty interviews are expected to be completed by 2009. Finally, all hiring decisions require board approval.<sup>460</sup> For faculty positions, an equivalency process exists for qualified applicants who do not have the specific degrees or meet the specific requirements of the job description.<sup>461</sup> The equivalency standard is based on professional experience in the field, academic background equivalency, or degree equivalency. For faculty applicants whose degree is from a non-U.S. institution, it is the responsibility of the applicant to acquire a validation from an independent evaluation service. The listing of agencies is provided by WASC, Western Association of Schools and Colleges:

- Center for Applied Research, Evaluations, and Education Inc.
- Educational Credential Evaluators, Inc.
- Education International, Inc
- Educational Records Evaluation Service, Inc.
- Evaluation Service, Inc
- Foundation for International Services, Inc.
- Global Services Associates
- International Consultants of Delaware, Inc. (Nursing Transcripts)
- International Education Research Foundation, Inc.
- Josef Silny & Associates, Inc International Education Consultants
- North American Educational Group International Education Credentials
- SpanTran Educational Services, Inc.
- World Education Services, Inc.

#### SELF EVALUATION

Las Positas College meets this standard. The college, working with the district, assures the integrity and quality of its programs and services by employing qualified personnel. Agreed upon process and process documentation should be included as part of a regular information sharing between the district and the college.

<sup>459</sup> Reference check form

<sup>460</sup> Board Policies: Sections 4000 - 4400 Personnel

<sup>461</sup> Equivalencies granted





The evaluation process for tenured (regular) faculty members is designed to assist faculty in examining their objectives, techniques, and accomplishments, and to provide a means to recognize outstanding performance, a means to identify areas in which professional development might provide benefits to students' learning, and a two-way channel of communication about program needs. Tenured faculty undergo a regular evaluation every three years. In addition, a non-scheduled evaluation may be performed when there are specific faculty performance concerns. The evaluation is done with a Peer Review Committee consisting of two tenured faculty members. The faculty being evaluated prepares a professional review report based on an assessment of performance in relation to the standards and a discussion of achievements and any relevant obstacles. The Peer Review Committee visits class, administers student surveys, and discusses the professional review with the evaluatee. The Peer Review Committee then forwards a report to the appropriate dean or supervisor. The dean or supervisor's report is then sent to the appropriate vice president.<sup>465</sup>

The purpose of part-time (adjunct) faculty evaluations is to ensure that these faculty provide students with instruction consistent with the high standards of the instructional program. The process is also designed to assist adjunct faculty in examining their objectives, techniques, and accomplishments, and as a means to recognize outstanding performance. The evaluation of adjunct faculty is done in the first semester of service and at least once every three years afterwards. The review is peer-driven and coordinated by the department dean. Evaluation consists of student surveys, observation and review by a full-time faculty member, and review by the dean.<sup>466</sup>

New classified employees are evaluated after the end of the third, fifth, and ninth month of employment. After this probationary period, classified employees are evaluated every year or as deemed necessary. Performance areas evaluated include quantity of work, quality of work, job knowledge, initiative, interpersonal relationships, dependability, and potential. Evaluation consists of a written evaluation, an optional self-review, and a conference with the supervisor. The employee may request a review of the evaluation. Reports are retained by the human resources department at the district offices.<sup>467, 468</sup>

The purpose of administrator evaluations is to recognize and develop leadership ability and to assess job performance. The evaluation process used in the Chabot-Las Positas Community College District is designed to assist and guide the individual whose work is assessed, improve the unit to which the individual is assigned, and benefit the entire district through improved performance. The structure of the process guides the administrator being evaluated to consider institutional priorities and values, to discuss the relationship between policies and actions with his/her supervisor, and to clarify and define leadership attributes. Specifically, the primary purposes of the evaluation as described in the Administrator Performance Evaluation System Guide are:<sup>469</sup>

<sup>465</sup> Faculty contract

<sup>466</sup> Faculty contract

<sup>467</sup> Classified contract

<sup>468</sup> Board policy 4417

<sup>469</sup> Administrator Performance Evaluation System Guide





PLANNING AGENDA

1. Develop and adopt a code of ethics for staff and administration.

3A2 The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution’s mission and purposes.

The staffing needs for each program and service at the college are identified in their program reviews.<sup>477</sup> Upon their annual review, staffing needs are also updated according to any progress made toward program goals. A program’s request for a new faculty or staff position is documented and presented in the division of the request’s origin. Requests are then forwarded to the Planning and Budget Committee, which ranks all the requests it receives from the divisions and forwards a recommendation to the college president.<sup>478</sup> The number of requests ultimately granted depends on the number of requests funded by the district.

Las Positas College is staffed by highly committed faculty, administrators, and support personnel who effectively meet the needs of students and instructional programs.<sup>479</sup> Faculty and administrators meet or exceed minimum educational qualifications as defined in AB 1725 and other state regulations. They also meet employment standards stated in the CLPCCD policies specified at the time of application.<sup>480</sup> All classified personnel meet or exceed minimum qualifications for their positions, and each is screened and hired on the basis of training, experience, and general suitability.

Sixty-seven percent of the students surveyed in fall 2007 believe that, ‘Compared to other community colleges, LPC has a reputation for high quality education.’ In addition, 81 percent of the students surveyed believe that LPC instructors are willing to spend time outside of class to discuss issues with students. However, only 51 percent of the students felt a counselor was available when they needed one.<sup>481</sup> In the fall 2007 staff survey, 59 percent of faculty, classified staff, and administrators agreed that there are not enough classified staff to meet the needs of the college.<sup>482</sup>

The four tables below list the current staffing of faculty, classified, and administrator personnel. Of particular note is the increase of 29.74 percent in the full-time equivalent of part-time faculty. In fall 2007, only 50.79 percent of FTEF were full-time faculty, down from 55.1 percent in 2002. Also, the college has seen the addition of only one full-time administrator in five years, a period of significant enrollment growth.

477 Program Review  
478 PBC request process  
479 Organization charts  
480 Board Policy 4011: Application  
481 Fall 2007 student survey  
482 Fall 2007 staff survey

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NOTES

**TABLE 1: FULL-TIME AND PART-TIME FACULTY BY ASSIGNMENT 2002-2007 IN FULL-TIME EQUIVALENTS**

	<b>2002</b>	<b>2007</b>	<b>%change</b>
<b>Full-time Faculty</b>	97	106	9.2
<b>Instructors</b>	80	91	13.75
<b>Counselors</b>	11	11	0
<b>Librarians</b>	4	4	0
<b>Full-time Equivalent of Part-Time Faculty</b>	<b>79.16</b>	<b>102.71</b>	<b>29.74</b>

Source: Organization Charts<sup>483</sup>

**TABLE 2: CLASSIFIED STAFF BY ASSIGNMENT 2002-2007:**

	<b>2002</b>	<b>2007</b>	<b>%change</b>
<b>Administrative Services</b>	18.77	23.175	23.68
<b>Academic Services</b>	32.61	41.863	28.37
<b>Student Services</b>	24.35	28.5	17.04
<b>District</b>	14	16	14.2
<b>Total</b>	<b>89.73</b>	<b>109.538</b>	<b>22.08</b>

Source: Organization Charts<sup>484</sup>

**TABLE 3: FULL-TIME TO PART-TIME FACULTY RATIOS FOR 2007 EXPRESSED IN FULL-TIME EQUIVALENTS**

<b>Year</b>	<b>Full-Time (FTE)</b>	<b>Part-Time (FTE)</b>
<b>2002</b>	97	79.16
<b>Percentage</b>	55.1	44.9
<b>2007</b>	106	102.71
<b>Percentage</b>	50.79	49.21

Source: Organization Charts<sup>485</sup>

\*Does not include full-time teaching overload or “re-assigned” FTEF

**TABLE 4: FULL-TIME ADMINISTRATORS:**

	<b>2002</b>	<b>2007</b>	<b>%change</b>
<b>Full-Time Administrators</b>	12	13	8.33

Source: Organization Charts<sup>486</sup>

483 Organization charts

484 Organization charts

485 Organization charts

486 Organization charts



NOTES

At the time of employment, each new staff member is issued a packet of payroll and personnel information to be completed and returned to the Office of Human Resource Services. This information comprises the foundation of each new employee's personnel record. The Office of Human Resource Services reviews the contents of this file using a checklist to ensure that all of the necessary documents are completed, returned, and filed appropriately.

Personnel records are kept in locked files in the Office of Human Resources. The files are opened in the morning and locked at the close of the business day. New employees of the Human Resource Services Office are given explicit directions regarding the importance of file confidentiality and are instructed about the circumstances in which employees and managers can review the files.

Personnel files are kept "active" (in paper form) for five years. After a period of five years, the files are microfilmed, the paper copies are purged from the files, and the microfilm is kept as part of the district's permanent records.

Employees and former employees are allowed to inspect their personnel files at reasonable intervals during regular business hours by completing a Personnel File or Payroll Records Request.<sup>492, 493</sup> The employee is notified of a date and time the file may be reviewed. If the request is denied, a notice is provided to the employee. The district monitors the employee's inspection of their personnel file to ensure that nothing is removed, destroyed, or altered. The employee is able to copy any document he or she has signed relating to obtaining or holding employment. This includes documents such as signed employment applications, employment contracts, warning notices, and records of employee discipline. Employees are also allowed to take notes about any contents of the file.

**SELF EVALUATION**

The college meets this standard. It has developed and implemented policies that comply with faculty and classified contracts, board policies, and the educational code. The personnel policies are updated to guarantee fairness in personnel procedures. The college also ensures that personnel files are kept in a secure location at the District Human Resources department. According to a staff survey, only 57 percent of college staff believes that human resources policies and procedures are clear and available.

**PLANNING AGENDA**

1. Develop and disseminate HR policies and procedures that are clear and accessible to the college on a continued basis. Provide opportunity for college personnel feedback on effectiveness of procedures and forms.

**3A4** The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

492 District Payroll office  
493 Classified and Faculty Contracts

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NOTES

**Programs**

Las Positas College has a variety of programs that support the needs of its diverse student body. These programs include CALworks (for students with children), the Disability Resource Center, Extended Opportunity Programs and Services (EOPS) (for low-income and educationally disadvantaged students), and the Veterans’ Services Office.<sup>498, 499, 500, 501</sup>

**Clubs**

Student clubs celebrating a diverse campus include the Asian Student Alliance, Black Student Union, Christ on Campus, Gay Straight Alliance, Latino Student Alliance, Muslim Student Association, Veterans Club, and World Cultures Alliance.<sup>502</sup>

**Events**

The college regularly hosts special events highlighting diverse cultures and groups. Recent events have included a Dia de los Muertos Exhibit (November 1, 2007), Week of Cuban Culture (Dec 3-8 2007), and Brain Awareness Week (March 3-7, 2008). The World Cultures Alliance has sponsored two movie nights showing an international film and providing food from that country (November 13, 2007, March 20, 2008). Recent campus speakers have included Doris “Lucki” Allen, discussing her experiences as a female veteran of the Vietnam War (March 14, 2008) and Temple Grandin, an autistic woman who discussed her celebrated work as a livestock behavior specialist (March 13, 2008).<sup>503</sup> The Campus Change Network also regularly hosts discussion groups dealing with issues of diversity and equity which are open to all members of the campus community. Town meetings (for all full-time faculty, staff, and administrators) frequently include subjects relating to issues of equity and diversity, including a student panel on diversity in which student leaders discussed their feelings about how to create a more collegial atmosphere amongst students.

**Campus Change Network**

In partnership with the social justice nonprofit “California Tomorrow,” Las Positas College participated in a fifteen-month project to examine issues of student equity and access at the college. This project, known as the Campus Change Network, involved Las Positas and seven other California community colleges.<sup>504</sup> This project, begun in spring 2005, was an opportunity to work toward realizing the goals stated in the Student Equity Plan. Members of the Campus Change Network participated in three retreats and various professional development opportunities as well as regular meetings on campus. The group has worked to institutionalize policies encouraging equity by including them in the educational master plan, thus engaging mechanisms for resources to be allocated toward these goals. Although the original fifteen-month project has ended, the Campus Change Network has continued to work on campus, organizing roundtable discussions and speaker events on issues of equity and diversity;

498 CalWORKS program  
 499 Disability Resource Center  
 500 EOPS  
 501 Veterans’ Benefits  
 502 Student clubs  
 503 Activity calendar  
 504 Campus Change Network website

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members of this group also serve as campus advocates and resources for equity issues.<sup>505, 506</sup>

**College Foundation Semester**

The College Foundation Semester (CFS) is a semester-long learning community that serves as a foundation for at-risk students entering the college or those who may have already started but faced difficulties.<sup>507</sup> Based on the model of Cabrillo College’s successful Digital Bridges Academy, CFS has served students for the four years, with one cohort established in fall of 2005, 2006, and 2007, and two cohorts for fall of 2008. The program begins with an intensive two-week “foundation course” that emphasizes interpersonal and student skills. The students then take an integrated set of classes, which the instructors design collaboratively, culminating in a final, interdisciplinary project at the end of the semester. The program also provides counseling and helps students access other campus resources such as the disabled student services or EOPS. CFS has addressed the needs of students facing issues such as physical and learning disabilities, poverty, non-native English ability, and emancipation from foster care. While this program is currently limited in size, the learning community model represents one direction that Las Positas College would like to pursue more widely in the coming years for serving the needs of a diverse student body.

**Learning Task Force**

This committee was formed in response to the statewide Basic Skills Initiative. It was comprised of faculty members from math, English, and ESL, as well as administrators. The goal of the committee was to read and assess the basic skills best practice literature, implement the college assessment tool developed by the BSI, and develop a plan addressing the assessment needs. The Learning Task Force completed its goal and has now begun the process of looking at an institutional basic skills committee whose mission will be developed and implemented on a much broader scale. The issues of equity and diversity, as noted in the basic skills best practice literature, will be forwarded to the new Basic Skills Committee for further review and follow up.<sup>508</sup>

**SELF EVALUATION**

The college meets this standard. Generally, Las Positas College has been quite successful in creating a campus climate that values diversity and equity. The 2007 student accreditation survey indicated a high level of satisfaction in this area. Students were asked whether LPC fostered a respectful attitude towards various types of differences amongst students. The following are the combined percentages for “agree” and “strongly agree” answers: differences in race/ethnicity—79 percent, gender—82 percent, physical disability—77 percent, age—80 percent, sexual orientation—76 percent, religion—75 percent. These results seem strong, particularly given the small numbers of “disagree” and “strongly disagree” responses, which are all 3 percent or less (Student Survey 2007).

<sup>505</sup> LPC Campus Change Network  
<sup>506</sup> “Student Services Leaders and Equity,” by Pam Luster  
<sup>507</sup> Fall 2008 printed schedule, pg. 110  
<sup>508</sup> Learning Task Force

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degree of agreement or disagreement with the following statement: “The college demonstrates its commitment to diversity through its hiring process, including job descriptions, diversity of the applicant pool, and the selection of hiring committee members.” Responses to this statement were 22 percent strongly agree, 56 percent agree, 11 percent neutral, 11 percent disagree, and 0 percent strongly disagree. This means that in total, 78 percent of those surveyed either agreed or strongly agreed, representing a strong show of support for the college’s commitment to diversity in hiring. However, 11 percent of respondents in disagreement could be seen as a high proportion for such an important goal. One reason for this may be that the school has no affirmative action policy for hiring, and diversity is not explicitly included in the standards used by first-level hiring committees. Including diversity as an explicit hiring goal would strengthen our institutional commitment to this outcome.

Another salient prompt on the survey was “Personnel are treated equitably.” The responses were as follows: 27 percent strongly agree, 58 percent agree, 8 percent neutral, 8 percent disagree, and 0 percent strongly disagrees. In total, 85 percent of the respondents expressed either agreement or strong agreement. While this is a strong response, the majority of respondents only agreed, indicating that they had some reservations. The survey does not describe the reasons for these reservations, but the result could motivate deeper exploration.

**PLANNING AGENDA**

None

**3A4b** The institution regularly assesses that its record in employment equity and diversity is consistent with its mission.

Part of Las Positas College’s mission is to foster in students “an understanding and respect for difference and diversity.”<sup>511</sup> Implicit in this mission is the college’s observance of the district policies, as well as federal and state laws, that ensure equal opportunity in hiring practices.

Staff diversity at the college has increased only slightly since 1995. The proportion of Hispanic, Asian, and African American employees has remained fairly constant.<sup>512</sup>

Assessment of staff diversity and satisfaction is not done in a systematic manner. Numbers of staff by gender and race are available, but there is no process for that data to affect policy.

511 Mission Statement  
512 Employee Demographics 1995-2007

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The Office of the President and the Office of Institutional Research and Planning began a regular survey of staff satisfaction in fall 2008. In addition, the Campus Change Network has initiated a subcommittee to consider equity and diversity issues in the hiring process. This group will examine and recommend changes in policy and procedures to increase diversity amongst staff.

SELF EVALUATION

The college partially meets this standard. Diversity and equity are emphasized in the hiring processes developed by human resources, but the record of employment equity and diversity is not regularly assessed.

PLANNING AGENDA

- 1. Work with the district on developing a regular assessment of employment equity and diversity in relation to the college mission, and communicate that assessment to the college.

3A4c The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.

The Chabot-Las Positas District provides services and policy to the college that ensure fair hiring processes through adherence to affirmative action practices. Board policy 4006 clearly states the district’s position and commitment to fair hiring practices.<sup>513</sup> In addition, the district has updated its board policy recently to include unlawful discrimination including sexual harassment. These policies prohibit anyone from being unlawfully subjected to discrimination on the basis of ethnic group identification, national origin, religion, age, sex, race, color, ancestry, sexual orientation, or physical or mental ability. Board policy 4012 ensures fairness in employment by requiring the selection procedures to be in accordance with the District Staff Diversity and Equal Employment Opportunity Plan in addition to federal and state laws relating to equal employment opportunity.<sup>514</sup> The Chabot-Las Positas Community College District requires all management to attend annual sexual harassment training to ensure that the employment environment is free from unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct or communications constituting sexual harassment.

SELF EVALUATION

The college meets this standard. The institution maintains policies that ensure integrity in the treatment of employees and students.

513 Board Policy 4006: Faculty and Staff Diversity & Equal Employment Opportunity Administrative Rules
514 Board Policy 4012

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**PLANNING AGENDA**

None.

**3A5** The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

**3A5a** The institution plans professional development activities to meet the needs of its personnel.

Las Positas College offers its personnel a range of professional development opportunities through its Staff Development Committee, which is a standing committee in the college's shared governance.<sup>515, 516</sup> This committee includes representatives from administration, classified and faculty groups. The Staff Development Coordinator is given reassigned time to lead the committee in monthly meetings in planning the annual budget, reviewing and awarding conference proposals, planning and developing programs, requesting funding from other sources, and soliciting suggestions and ideas for future programs from the various campus constituencies. Funding for professional development is uncertain from year to year, making the number of programs that can be offered unstable.

The staff development coordinator, with the college president, Academic Senate president, and chair of the Enrollment Management Committee, create the campus flextime program for mandatory and non-mandatory flex periods. A flex day program might include workshops on teaching strategies, the use of technology in instruction, program development, SLO training, and working with students with special needs. Following the union contract, adjunct faculty who have classes during mandatory flex activities are obligated to fulfill the same number of flex hours as they would have taught on the designated flex days. With administrative approval, adjunct faculty who attend flex activities outside their teaching time are compensated.<sup>517</sup>

In addition to overseeing flex day activities, the Staff Development Committee supports the following activities:<sup>518</sup>

- Funding conference proposals and mini-grants
- Help Desk (individualized computer training at the staff member's work area)
- Teachers Teaching Teachers
- Great Teacher's Seminar scholarships

<sup>515</sup> Staff Development committee

<sup>516</sup> Shared Governance

<sup>517</sup> Faculty contract

<sup>518</sup> Staff Development activities

## NOTES

- Teaching and Learning Innovation grants
- Symposium on Developmental Education
- New faculty orientation program

Some opportunities for professional development, such as the Academic Faculty Symposium, have been made available through other district and college resources.

The Innovation Center provides training and support for faculty, staff, and administrators on the following topics:<sup>519</sup>

- Blackboard
- Blogging
- Capturing screen movements: Camtasia
- Narrating PowerPoints for the Web: Camtasia
- CCC Confer
- Classroom Response Systems
- Creating Accessible Word Files for the Web
- Creating Accessible PowerPoint Files for the Web
- Document cameras
- Dreamweaver Basics
- Improving Teaching and Learning with Technology
- Inspiration
- Mobile Learning
- Photoshop Basics
- Podcasts
- PowerPoint Basic Skills
- Streaming Media
- StudyMate
- Teaching with PowerPoint
- Turnitin
- Using the Tablet PC
- Web Accessibility Overview and Basics



Some activities also focus on administrative skills:

- Administrative Staff Development training
- District workshops
- ACCA workshops
- Community College Leadership Institute
- Leadership Livermore/Leadership Pleasanton

**SELF EVALUATION**

The college partially meets this standard. While the institution supports some valuable opportunities for professional development, a truly comprehensive program would require more robust and stable funding, such as has been allocated to the staffing and technology of the innovation center. Coordination between staff development services is sometimes insufficient. The relationship between staff development and the college mission has not been fully articulated.

**PLANNING AGENDA**

1. Develop a well-coordinated and appropriately funded staff development program that incorporates faculty, classified, and administration professional development into a centralized program with a centralized location.

**3A5b** With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

In spring 2005, the college administrated a campus-wide survey to identify staff development needs.<sup>520</sup> Also, the Staff Development Committee requests written feedback from faculty and staff who participate in staff development workshops and flex day activities. The results of these assessments, however, are not directly connected to an allocation process, and programmatic responses to them have not been formally documented.

**SELF EVALUATION**

The college partially meets this standard. Needs assessment does not occur regularly, and there is no formal process for responding to assessments. The proximity of some staff development opportunities to the immediate concerns of teaching and learning is not always clear.

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<sup>520</sup> Staff Development Needs Assessment Survey

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**PLANNING AGENDA**

1. Systematically evaluate staff development committee processes and opportunities, and link staff development to increased program and service effectiveness.

**3A6** Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

Human resource planning and institutional planning are connected through the program review process, in which programs identify their staffing needs according to program goals. Annual requests for new faculty and staff positions originate from programs and are presented to divisions that then discuss the urgency of the need as expressed by, in part, the proximity of the program goal that the new position supports to the college mission.<sup>521, 522</sup> Requests from each division are forwarded to the Planning and Budget Committee, which in turn ranks requests and forwards its recommendations to the college president. The president consults with the chancellor to finalize position priorities.<sup>523</sup>

The Office of Human Resources is responsible for the implementation of District Board of Trustees' HR-related policies and procedures. In addition, the office provides leadership and support in the following areas:

- providing high-quality professional service;
- engaging in proactive employee relations processes;
- facilitating the recruitment and selection of employees;
- developing, interpreting, and applying HR-related board policies and procedures;
- overseeing and facilitating the application of HR and HR-related board policies and procedures at the colleges and the district office;
- administering payroll;
- administering benefit programs, and employee health and welfare programs;
- negotiating with collective bargaining units and administering labor contracts;
- developing and administering the classification and compensation system;
- developing and implementing employee development programs;
- maintaining official personnel files.

521 PBC minutes 02-05-04  
 522 PBC minutes 04-05-07  
 523 College Council minutes 04-17-08

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disciplinary building completed since the last accreditation cycle. Several new buildings are being planned as part of the Measure B bond passed in 2004. The bond provides \$217,000,000 for the modernization of existing infrastructure and campus expansion. Construction has begun on a campus aquatic facility, new multi-use athletic fields, and infrastructure and site development including electrical, plumbing, outside wiring, and extension of the campus computer network. Construction will begin in 2008 on the Early Childhood Development Center, the Center for the Arts, a new parking lot covered with solar panels, and the Central Plant. The college is in late stages of planning on the Student Services/Administration building, the Maintenance and Operations (M&O) building, and the IT building. The college is also adding covered parking with solar panels to an existing lot as part of a project that will generate one megawatt of solar power generation. In the next few years, the college will design and construct Phase II of the Science and Technology Building and begin the Library Renovation and Expansion Project.<sup>525</sup>

In preparing for the bond, the district took a conservative approach to budgeting. Specifically, it assumed that costs would escalate three to four percent annually over the life of the bond measure. Unfortunately, contemporaneous with passage of the bond, the cost of construction in the greater San Francisco / East Bay area skyrocketed.

At Las Positas this implied two major shifts in the approach to the campus build out: Some projects were deferred to the future, while those that were to be constructed were put on a fast track. The latter approach compressed an approximately seven to ten-year schedule to five to seven years. The goal of this strategic shift was to outrun soaring construction costs. The postponed projects include tennis courts and a classroom building.

There is both financial management and user involvement in the expenditure of Measure B funds. With respect to financial oversight, the District Board of Trustees reviews all major spending decisions. Operationally, the district has a team of project managers under the direction of the Vice Chancellor of Facilities. Las Positas College projects are guided by a Project Planner/Manager, with oversight by the Vice President of Administrative Services. Finally, a seven-member Citizens' Oversight Committee represents the voters of the district to ensure that bond funds are managed responsibly. At the campus level, all decisions and processes are also monitored by the Facilities Committee.<sup>526</sup>

The Facilities Committee (comprised of faculty, administrators, classified staff, and students) addresses the planning and development needs of the college and makes recommendations to the college president. In addition, the Facilities Committee deals with the “domino effect” that results from new buildings being completed and other buildings becoming vacant. For example, when the PE Complex was completed, the existing weight room no longer needed to be housed in building 1200. Now, building 1200 is home to the Integrated Learning Center, a facility for tutoring in math, English and ESL. The committee

<sup>525</sup> Facilities Master Plan  
<sup>526</sup> Facilities committee

is also developing standards on items such as trash cans, hand rails, and furniture. Similarly, a Landscape Committee ensures that plants are grown in appropriate areas and that bioswails are included to assist with run off. The Campus Climate committee consists of students and staff who work to ensure that the campus is safe, well-lit, and clean.

The college maintains appropriate policies to ensure the campus' safety. Most campus buildings are open from 7am to 11pm. All students and staff members are issued identification cards which they may be asked to produce if there is any question about their authorization to be in a specific area. Security standards are being incorporated into the design of the new buildings. The college is considering card key access, in addition to video cameras, used to protect safe environments by allowing the college to track entry and exit, and even limit access to certain buildings when necessary. The newly built Campus Hill Drive provides a second point of access to emergency vehicles.

Campus Safety and Security at Las Positas College works with all members of the campus community to ensure safe learning and working environments, to protect persons and property, and to effectively promote compliance with rules and regulations approved by the Board of Trustees for the orderly facilitation of higher education.<sup>527</sup> Crime reporting statistics are available online and are reported at regular meetings of the Health and Safety Committee.<sup>528</sup> These reports record all crimes that occurred on campus, in certain off-campus buildings or property owned or controlled by Las Positas College, and on public property within, or immediately adjacent to and accessible from the campus, during the last three years. These reports also include institutional policies concerning campus security, alcohol and drug use, crime prevention, the reporting of crimes, sexual assault, and other safety matters. Campus security has also developed a schedule of routine inspections and maintenance to continue to assure the safety of the college's facilities.

The Livermore/Pleasanton Fire Department conducts periodic inspections of the campus to insure the college is storing and handling hazardous waste properly.<sup>529</sup> A private consulting company, Premier Chemical, was consulted to advise and develop a complete set of Standard Operating Procedures (SOPs) to standardize laboratory safety and hazardous waste handling according to OSHA. The college's liability insurance company, Keenan and Associates, conducts a yearly safety inspection of the campus as well.<sup>530</sup>

Las Positas College is committed to achieving academic, ecological, economic, and social sustainability. The Sustainability Task Force consists of faculty, staff, and students, and is endorsed by the college administration. The sustainability goals of the college are to fashion a campus that uses water and resources responsibly, incorporates life cycle planning and decision making, builds LEED Silver and Gold buildings, achieves low maintenance and operating costs, applies renewable energy sensibly, and creates building forms and landscapes that do not influence climate. The college designs landscape

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<sup>527</sup> Campus Safety website  
<sup>528</sup> Health & Safety Committee  
<sup>529</sup> Livermore - Pleasanton Fire Department  
<sup>530</sup> Keenan Insurance Report, 01/29/2009

NOTES

to be low maintenance and water conserving. In addition, the Sustainability Committee has been involved with the plan to install one megawatt of solar power generation through covered parking structures.<sup>531, 532, 533</sup>

#### SELF EVALUATION

The college meets this standard. It has made tremendous strides in meeting the needs of the community through a major campus facilities expansion funded through Measure B and state bond funds. Processes are in place to ensure that construction and planning are done correctly, according to the needs of the community and its students. Because of construction or mechanical problems, wheelchair access to all buildings has not been maintained at all times. Communication devices installed in all classrooms that would allow instructors to contact campus security, the health center, or M&O in the event of a special need would further enhance campus safety.

In a 2007 student survey, 85 percent of students rated Campus Safety/Security as excellent, very good, or satisfactory. Eighty-three percent of students surveyed agreed or strongly agreed that they feel safe on campus.

#### PLANNING AGENDA

1. Resolve instances of wheelchair inaccessibility caused by technical difficulties or construction delays.
2. Install an emergency communication system in each classroom.

**3B2** To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

**3B2a** Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Long range capital planning at Las Positas College is linked to institutional planning through the development and use of educational master plan documents and shared governance processes.

After the passage of the district's Measure B bond in March 2004, Las Positas College embarked on an aggressive planning agenda. The college developed a comprehensive, integrated, collaborative approach to planning, which included three task forces – Student Learning Outcomes, Educational/Organizational, and

531 Landscape plan

532 District design guidelines

533 Sustainability committee minutes, 09-26-08

Facilities Development.<sup>534, 535</sup> The work of each task force was iterative, with each sharing information and soliciting feedback from the other task forces and the college community.

The Facilities Development Taskforce had five subcommittees, which reflected the goals, objectives, and guiding principles of the college's master planning: Campus Climate, Sustainability, Athletics/Recreation, Community Interface/Traffic/Parking/ Security, and Space Utilization/ Services/Equipment. Each subcommittee was composed of administrators, faculty, staff, students, and community members. After working through the 2004-2005 year to formulate a plan consistent with the educational master plan, which was being revised simultaneous to the facilities development effort, the Facilities Development Plan, Vol 1, was rolled out May 2005.<sup>536</sup> This document was written to be "a guide as future monies are applied toward the development of facilities, renovations, and site improvements." The Facilities Development Plan outlines nine new buildings, totaling 260,000 gross square feet; seven new outdoor facilities to support PE/Athletics; and four modernization and enrichment projects. The plan will more than double the current square footage of buildings and add outdoor spaces to the college footprint.

Additional facility planning documents, including landscape guidelines, district design guidelines, and a security master plan, soon followed. These documents provide specifications in line with the Facilities Development Plan.<sup>537</sup>

To assist with the development, implementation, and actual construction of facilities identified in the Facilities Plan, the district engaged an outside firm, Parsons 3DI, and eventually brought on the consultant as a district employee. The district enters existing and new facilities into the California Community College Chancellor's Office facilities deficiencies database on a regular basis.

Each year, CLPCCD submits a five-year Capital Outlay Plan to the California Community College Chancellor's Office for consideration of funding. This gives the college the opportunity to update its five-year plan each year. Initial project proposals, final project proposals, and a comprehensive list of planned projects for both state and locally funded projects are shown in priority and sequence. The plan takes into account capacity to load ratios as future student enrollment numbers are adjusted each year. Las Positas College's enrollment growth continues to outpace its facility space, as expressed in its "Capacity to Load Ratios" in the Plan.<sup>538</sup>

Capital equipment purchases, whether acquired through college general fund, bond, or State Fixed Furnishings and Equipment (FF&E) funds associated with facility projects, are procured through processes which link the equipment requests to institutional planning. The Instructional Equipment

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534 SLO committee  
 535 Facilities committee  
 536 LPC Facilities Development Plan, Vol 1, May 2005  
 537 District design guidelines  
 538 Facilities Master Plan

NOTES

Request, for example, requires justification by asking, “What educational program or institutional purposes does the equipment support? How does the request relate specifically to the educational master plan or Program Review?”<sup>539</sup>

The total cost of ownership (TCO) is considered for equipment, facilities, and operations. The Las Positas College Technology Master Plan clearly defines and projects TCO for all technology purchases.<sup>540, 541</sup>

The cost of ownership associated with new buildings is discussed and projections are attempted. During planning and design of new facilities, Maintenance and Operations projects, M&O staffing, operating expenses for lighting, and HVAC are projected. A new College Central Plant will reduce TCO associated with each building.

**SELF EVALUATION**

The college meets this standard. However, the total cost of ownership of new facilities is not accurately enough estimated, and a yearly cost of operation, including classified, faculty, curricular programs, and operations, has not been attached to each new facility project in a clear format, so that construction of new projects can be prioritized in a transparent manner by the entire institution.

**PLANNING AGENDA**

1. Provide a collaborative and transparent process for the consideration of what facilities/programs to defer.
2. Develop a TCO business plan for each new facility to accurately estimate true costs.

**3B2b** Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.

Physical resource planning at Las Positas College is thoroughly integrated with institutional planning. In addition, the use of physical resources is assessed, and the results of such assessment are used to plan improvements. Some specific groups, committees, and protocols have been adopted to ensure that physical resource planning is integrated with institutional planning. Of specific importance are the educational master plan, the facilities master plan, the Planning and Budget Committee, and Facilities Committee, users committees, the Instructional Request Form, and the Schedule 25 software.

<sup>539</sup> Request For Use of College Equipment and Support  
<sup>540</sup> Technology Master Plan  
<sup>541</sup> Facilities Master Plan

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integrated. Three separate offices on campus deal with three different subsets of facilities scheduling; these are class scheduling, general facilities scheduling, and one-time event scheduling. With the use of Schedule 25, a single interactive database will ensure that scheduling activities of all three offices are integrated through automated interaction in a central database.

Effective physical resources planning also depends on feedback and assessment. In addition to what is described above, the Student Survey, the Staff Survey, Program Review, Users Committee Evaluations, and the Facilities Deficiency Database help the college understand and improve its processes.<sup>548</sup>

Las Positas College uses the Student Survey and the Staff Survey to gather information on the effectiveness of its facilities decisions and the integration of physical resources with institutional planning. Elements in the Student Survey of 2007 specifically enquire into the facilities needs of students and their satisfaction with those facilities.<sup>549</sup> The Staff Survey of 2007 specifically asks staff to respond to how effectively the planning process of LPC allocates resources, integrates institutional research, identifies college priorities, and keeps the college mission central to institutional planning.<sup>550</sup> The responses to these surveys have been made available to all faculty and staff to encourage use of the information in further planning and improvements.

The program review process involves a review by faculty of all aspects of the college's programs, including their facilities and equipment needs.<sup>551</sup> Faculty are asked to consider data on student success and enrollment trends and to evaluate the implications of this data for facilities and equipment needs. All needs are justified according to the educational master plan and data provided on current instructional results.

Evaluation of the effectiveness of physical resource planning is also done by the Users Committees that are brought together to contribute to the planning process. After facilities are completed and are in use, these groups are again brought together to evaluate the effectiveness of the facilities at meeting educational goals and serving student needs. The information from these reviews is communicated back to the Facilities Committee, the Planning and Budget Committee, the College Council, and the Las Positas Projects Manager so that further improvements can be made.<sup>552, 553, 554</sup>

The Facilities Deficiency Database is another important way in which the effectiveness of our physical resources is evaluated to provide information for further improvements. This database is generated from data on the current use of facilities, the observations of shortfalls of current facilities planning, and projected facilities needs. On-ground observation is done yearly of all Las Positas Facilities. Data thus generated are input into the Prolog management system.

548 Surveys  
 549 Fall 2007 student survey  
 550 Fall 2007 staff survey  
 551 Program Review  
 552 PBC Minutes  
 553 Facilities committee minutes  
 554 College Council minutes

The analysis of this data evaluates current facilities needs. This information is communicated to the Budget and Planning Committee, the Facilities Committee, and the other entities and individuals responsible for facilities planning, maintenance and evaluation.

**SELF EVALUATION**

The college meets this standard. At a rapidly growing college, there are always great challenges to meet in ensuring that physical resource needs are being effectively met, but the process is working. According to the Student Survey of 2007, 83 percent of students note that they are usually, nearly always, or always able to find classes that they need effectively scheduled at a time and place that they are able to attend. In the Faculty Survey of 2007, 82 percent of faculty agreed or strongly agreed that "LPC allocates resources to support student learning." Overall the high level of research and the feedback among research and planning groups suggests that problems with physical resources at LPC are identified and plans are put into place to fix those problems that are discovered. In the same survey, there were no faculty who disagreed with the claim that, "institutional research is integrated with and supportive of institutional planning and evaluation." However, there was a relatively high number (29 percent) of those who neither agreed nor disagreed. These numbers suggest that those who are aware of our research strategies find them to be effectively used, but that many are unaware of these research strategies used in the planning and evaluation of physical resources.

**PLANNING AGENDA**

1. Provide faculty training related to how institutional research is integrated and supportive of institutional planning and evaluation at the college and through that training assist faculty in determining what the data demonstrates.

3C1 The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.

3C1a Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.

Prior to the passage of the Measure B bond in 2004, LPC had built a strong reputation for its integration of technology into its administrative and instructional operations.<sup>555</sup> Since the bond passed, that reputation has been enhanced with additional, cutting-edge technologies that allow the college to meet the ever-evolving needs of the institution:

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555 Classroom Technology Survey Results 2006

- Every full-time faculty and staff member has a relatively recent desktop computer with the necessary software and network/Internet access to perform his or her job. Adjunct faculty and part-time staff have access to the same technology. There are over 1,200 computers, including those in classrooms and instructional labs on campus.
- All employees have access to email, phone mail, and district database services on the Internet both on and off campus.
- A lifecycle plan ensures new computers campus wide every four years.<sup>556</sup>
- Students can complete the following tasks online: register for classes, pay fees, check grades, check financial aid status, purchase books, and buy a parking permit.
- There are 28 wireless access points in various locations around the campus.
- All classrooms have an instructor workstation that features at least one computer with appropriate software and is connected to the Internet and to a projector. The workstations also feature a VCR/DVD player, a sound system and network cables that allow laptop computers to be plugged in and connected to the Internet and projector.

Money from the bond was partly used to fund the technological infrastructure of the Multi-Disciplinary Building, LPC's newest, which opened in June 2007. This building provides a glimpse into the technical future of the other buildings funded by the bond that have yet to be constructed. Each classroom has technology similar to other classrooms on campus, but classrooms also include a standardized "smart panel" that allows easier control over the projection and sound systems, and a document camera—a digital upgrade from the traditional overhead projector. Instructions for using the equipment are posted at the instructor workstation in each class.

The jewel of the Multi-Disciplinary Building is the 214-seat lecture hall. This room features a multiplex projection system that allows images to be projected onto three screens. The projection system is controlled by touch-screen technology and is enhanced by a state-of-the-art sound system. Instructors can use either a Windows-based computer or a Macintosh, or they can plug in their own laptops if they prefer. Like the rest of the classrooms in the building, students have wireless Internet access. In addition, students can use the provided outlets to power their laptops, and they can choose to plug in to network outlets for Internet access.

Classroom technology was selected based on analyses of other colleges' setups, recent best practices in higher education, ease of use, and results of LPC's Classroom Technology Survey.<sup>557</sup> Among other things, faculty were asked what equipment they wanted in the classrooms and what were the barriers to using the equipment.

<sup>556</sup> Technology lifecycle plan

<sup>557</sup> Classroom Technology Survey Results 2006

Aside from administrative services online, there are a host of instructional services available to faculty, staff, and students. Faculty and other instructional staff can post learning materials on one of the LPC web servers for students to access. Materials can also be posted to Blackboard, the college's course management system. Along with enhancing on-campus courses with online content, faculty also use Blackboard to deliver hybrid and online courses. During the 2007-08 academic year, LPC offered 23 sections of hybrid courses and 157 sections of online courses. The biggest usage of Blackboard, however, has been in enhancing on-campus courses. There were 526 of these web-enhanced courses during 2007-08.<sup>558</sup>

The decision to purchase a license to utilize Blackboard was made by a district-wide committee with representatives from various constituencies, including several faculty members. The committee also decided to have Blackboard host, maintain, and support the server. Today, Blackboard hosts a test and development server and the Snapshot Controller function that connects the district's administrative computing system, SCT Banner, to Blackboard. Additionally, it is responsible for ensuring reliability, disaster recovery, and security.<sup>559</sup>

Among the other technologies that faculty have access to are an online anti-plagiarism service and a Student Learning Outcomes management system, eLumen, as well as tools for creating streaming videos, podcasts, narrated presentations, and web pages.<sup>560, 561</sup> The tools for creating such digital content are housed in the college's Innovation Center and are purchased based on faculty needs.<sup>562</sup> Those needs are expressed informally and also through surveys. Furthermore, because the output of the aforementioned tools are posted online for distance education and non-distance education courses, procurement and usage of those tools are also discussed in the LPC Distance Education Committee. Technologies and technology services are detailed in the college's technology plan, the college's distance education strategic plan, and the district's information technology services strategic plan.<sup>563, 564, 565</sup>

**SELF EVALUATION**

The college meets this standard. The college's computer support staff and the district's Information Technology Services staff collaborative strive to not only meet the needs of the campus community, but also to enhance the administrative and instructional effectiveness of the college. The expectations here are high. For example, students expect to be able to go online to apply and register for classes, purchase books, do homework, conduct research, and even complete entire courses. They can do that from anywhere. When students come to campus, they expect to use modern, standardized technology

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<sup>558</sup> Distance Education and Blackboard Statistics  
<sup>559</sup> Blackboard Security Policy  
<sup>560</sup> TurnItIn.com  
<sup>561</sup> SLO website  
<sup>562</sup> Innovation Center website  
<sup>563</sup> Technology Master Plan  
<sup>564</sup> DE Strategic Plan  
<sup>565</sup> ITS Projects Strategic Plan

to accomplish their tasks. They can do that, too, as evidenced by the 75 percent of students who are either satisfied or very satisfied with LPC's computer labs. Students also expect to obtain information on a multitude of topics from the college's web site and library databases. Considering that the web site encompasses over 50,000 pages, and the 33 databases contain approximately one million resources, there's a good chance that students will find what they are seeking. Each of the above examples enhances students' experiences at LPC.

Faculty and staff have many of the same expectations as students and have been, for the most part, satisfied with the technology and its services. Of course, for all of the campus constituents, there is more work to be done as both technology and institutional needs evolve. For instance, there is a need for online tutoring, as well as needs for curriculum and document management systems. This project is noted in the 2006 substantive change report.

According to the college's faculty and staff, the use of technology on the campus has been very effective. Ninety-five percent agreed or strongly agreed that technology resources are used to support student learning programs and services and to improve institutional effectiveness. Based on the increase in number of course sections using Blackboard, that high figure is supported. In the 2003-04 academic year, there were 168 sections using Blackboard and serving 4,426 enrollments. During 2007-08, those numbers rose to 706 sections and 18,958 enrollments. Anecdotally, many instructors have noted that the use of technology has improved learning.

#### PLANNING AGENDA

1. Evaluate the need for increased staffing in the college information technology area to accommodate college growth.

**3C1b** The institution provides quality training in the effective application of its information technology to students and personnel.

Faculty and staff training takes place mainly in the Innovation Center, a 1,879-square-foot facility that opened in June 2007.<sup>566</sup> The Innovation Center staff trains faculty on a variety of instructional technology topics, such as designing online courses, designing hybrid courses, and integrating technology into the curriculum. Much of the training centers around Blackboard, but it also includes tools for developing multimedia instructional content that can be delivered online, via CD/DVD, or on portable media players. Training is also available online for those who can't, or don't want to, come to campus. Each training session incorporates techniques for making online materials accessible to students with disabilities.

<sup>566</sup> Innovation Center

Expert trainers also use the Innovation Center to train on more specialized topics, such as writing SLOs and entering those outcomes into eLumen, the college's online SLO management system.

Adjacent to the Innovation Center is the Training Room. This room, which doubles as a classroom, is used for training faculty and staff on administrative software and tasks, such as online grading or using SCT Banner. Training on equipment in all classrooms is provided by the Instructional Systems staff. Furthermore, training is provided in the user's office via a service called Help Desk at Your Desk.<sup>567</sup> This service, funded and sponsored by Staff Development, sends a qualified trainer to whomever requests help with Microsoft Office applications, email, and general computer techniques.

Staff Development, which also funds faculty and staff to attend off-campus trainings and conferences, periodically disseminates surveys to determine training needs.<sup>568</sup> The Innovation Center does the same.<sup>569</sup> Moreover, for those faculty who want to use instructional technologies to support students online, the Distance Education Committee also identifies and discusses training for these. In fact, training for these technologies, which ultimately benefit distance education and on-campus students alike, is included in the recently approved Distance Education Strategic Plan.<sup>570</sup>

Faculty and staff who undergo training are periodically surveyed to attain their level of satisfaction and to determine what training can be added and improved. Survey results are generally positive. For example, 91 percent of respondents who attended Innovation Center workshops indicated in the spring 2008 Innovation Center survey that the workshop met their needs.<sup>571</sup> Also, 85 percent of the participants in the Online Course Development Program answered "excellent" when asked to rate the quality of instruction in the OCDP.<sup>572</sup> Survey results are used to improve training and services.

For students who need technology training for their classes, training is typically provided by either their instructors or by instructional assistants. For student training outside of class, training is available in the Disability Resource Center's technology lab, the Computer Center, the Library, and the Math Lab.<sup>573, 574, 575</sup>

For distance education students, training on how to use the popular tools in Blackboard is provided both face-to-face and online. The Innovation Center staff conducts three on-campus online learning orientations near the beginning of each semester. That same orientation is provided online.<sup>576</sup> A DE outcomes survey is administered to students to assess, among other things, their Blackboard technical skills. According to results of the fall 2007

<sup>567</sup> Spring 2008 Help Desk at your desk flyer

<sup>568</sup> Staff Development Needs Assessment survey results 2005

<sup>569</sup> Innovation Center Satisfaction Survey, Spring 2008

<sup>570</sup> DE Strategic Plan

<sup>571</sup> Innovation Center Satisfaction Survey, Spring 2008

<sup>572</sup> OCDP participant survey results

<sup>573</sup> Student computer center

<sup>574</sup> The Writing Center

<sup>575</sup> Math lab

<sup>576</sup> Online learning orientation

DE outcomes survey, the vast majority of students considered themselves expert or proficient using Blackboard.<sup>577</sup> Results of the DE outcomes survey are analyzed by the Distance Education Committee to determine if additional student training is necessary.

**SELF EVALUATION**

The college meets this standard. LPC has taken proactive steps to use technology to better the lives for students, faculty, and staff. For the student, technology training has enabled greater access to resources, learning, training, interaction with faculty, interaction with other students, as well as making the college accessible to anyone who has computer and internet access. For faculty, technology training has allowed the instructor to be more effective, creative, productive, and responsive in dealing with students and staff, both inside and outside the classroom. For administration and staff, technology training has provided better access to information and resources needed to make productive, timely, and correct decisions and use of college assets and funds, in an effort to provide the best student experience.

**PLANNING AGENDA**

None.

**3C1c** The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

The District Information Technology Services (ITS) staff and the college computer support staff collaboratively provide support for the management, maintenance, and operation of the technological infrastructure and equipment.<sup>578</sup> Services provided include instructional computing, administrative computing, system design and applications programming, network infrastructure (WAN and LAN), desktop support, Web development and support (Internet and Intranet), hardware and software support, centralized Help Desk, and user training. District ITS provides the system planning, development, operational control, monitoring, and security of services offered via the district's network infrastructure.<sup>579</sup> With regard to maintaining equipment, the district and the LPC Technology Department establish vendor maintenance agreements or warranty terms to ensure service levels are sustained for all standard hardware and software.

<sup>577</sup> DE outcomes survey  
<sup>578</sup> CLPCCD ITMP detailed specifications  
<sup>579</sup> ITS Projects Strategic Plan



District-wide standards have been established for hardware and software utilized at all locations.<sup>580</sup> These standards apply to desktops, laptops, tablets, printers, servers, network server software, including operating systems, utilities, management software, and office automation applications. The district ITS network has standardized on Cisco routing and switching products for the core and heavy duty WAN/LAN connectivity. District ITS also developed a set of cabling infrastructure standards that will encompass copper and fiber connectivity for voice and data systems inside and between all buildings at all campuses.<sup>581</sup> Configuration standards for all equipment are reviewed on an annual basis by the technology staff and technology committees at each location and these standards are updated to conform to new campus requirements or new technology features.<sup>582, 583, 584</sup>

Collaboration between the district and college ITS technology groups occurs to ensure consistency of standards and procedures and to establish strategies for new technology initiatives and new standards where appropriate. The various committees include the District Technology Committee, the College Technology Committees, and the College Distance Education Committee.

The district disaster recovery methods are reliant on power continuity through UPS protection and data restoration from backup media. Among the major projects funded by the current bond, UPSs are being replaced and upgraded as needed, and generators will be installed at the key servers and data equipment locations.

All data on district and college servers are backed up to tapes using industry best practice procedures. A multi-level backup strategy has been developed. This includes disk-to-secondary disk backup of the production data, secondary disk-to-tape backup to high capacity tape drives, and tape drive rotation and offsite storage. The tapes are rotated in a daily/weekly/monthly/yearly algorithm with a selection of tapes stored in a fireproof vault in a separate location from the servers. New tape backup equipment has been installed to consolidate server backups where appropriate.<sup>585</sup> All data on the Blackboard server, which is hosted by Blackboard, are backed up daily and kept on-site, as well as off-site. Each week, the backups are transferred to tapes.<sup>586, 587</sup>

**SELF EVALUATION**

The college meets this standard. Results of the 2007 Staff Self-study Survey confirm that the institution’s technology needs are consistently met.

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580 Technology Master Plan  
581 CLPCCD Cabling Standards  
582 CLPCCD ITMP 2006 Update  
583 CLPCCD ITMP 2007 Update  
584 Strategic Plan - ITS Updates Only 8/3/07  
585 ITS Audit Update, 7/18/08  
586 Blackboard Security Policy  
587 Blackboard Security Overview

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**PLANNING AGENDA**

None.

**3C1d** The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.

In conjunction with the college facilities master plan, the district developed a 5-year “Information Technology Master Plan (ITMP)” for all technology installations and upgrades performed under the bond measure.<sup>588</sup> This improvement plan for both colleges in the district contains new construction projects or facility renovations that require technology improvements in the data network and computer equipment. The new technology improvements include technology changes related to the facility structure such as fiber optic wiring and conduit between buildings required for the district networking infrastructure. These improvements also include classroom equipment, network devices, communication equipment to support data, video, or voice, and all technology advancements that support the instructional environment.

In addition to the bond plan for technology, a district strategic plan was adopted to identify new automation projects and process improvements for all the district services to the colleges.<sup>589</sup> This district strategic plan addresses the Banner Enterprise system priorities and third party application systems as well as the bond improvements for Information Technology Services. The Chancellor’s Cabinet as well as the Banner user groups and technology committees at all locations evaluate the future projects for technology improvements to establish priorities and target dates for completion. As a complement to the district-wide technology plans, the College Technology Committees created a college technology plan specific to their instructional needs on campus.<sup>590</sup> At LPC, the Distance Education Committee recently approved a Distance Education Strategic Plan.<sup>591</sup>

Review of the progress for the major technology projects is performed on a regular basis by the appropriate district and college governance groups. For Banner Enterprise Projects, the Banner User Committee reviews project progress and status on a monthly basis, Chancellor Cabinet reviews are done periodically based on project progress, and annual Board of Trustees presentations are done on project accomplishments and future planned projects.<sup>592</sup> For network infrastructure related to the bond measure, the activities are monitored through the College Facilities Committees and College Technology Committees with periodic updates to the Chancellor’s Bond Steering Committee and the Board of Trustees.<sup>593, 594, 595</sup>

588 CLPCCD ITMP detailed specifications  
 589 CLPCCD Systems Strategic Plan  
 590 Technology Master Plan  
 591 DE Strategic Plan  
 592 Banner Projects Strategic Plan  
 593 Board ITS Bond Update 9/5/06  
 594 ITS Update for Bond Oversight Committee 7/25/07  
 595 ITS Update Charts for Bond Oversight Committee 6/30/08

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develop. Based on new requirements or technology advances, equipment in specific areas may be updated sooner if necessary to satisfy instructional needs.<sup>600</sup>

The bond measure will give us an opportunity to replace or upgrade the entire campus infrastructure to achieve a state-of-the-art topology. The technology improvements will include a new fiber optic cable plant with sufficient strands of both multi-mode and single-mode fiber from the computer data center to each of the college buildings. As part of the bond initiatives, there are major changes to the network infrastructure that are planned over the next several years to accommodate the increased usage of technology throughout the campuses.<sup>601</sup> The network switching infrastructure has undergone a complete equipment reconfiguration and upgrade. The new network architecture design focuses on security, high availability, upgraded fiber backbone building connectivity, redundant server connectivity, transparent Internet rerouting, extensive support of advance switching features, and manageability. In addition, all campus servers will be replaced with the latest hardware technology to maximize processor capacity and speed to support the college computer needs. Redundancy of servers will be a requirement for all critical applications to guarantee system operation.<sup>602, 603, 604</sup>

The district ITS established a Network Cabling Infrastructure Standard, which clearly details the cabling design, materials, spaces, and workmanship required during the design and installation of new and renovated buildings.<sup>605, 606</sup> The cabling infrastructure installed at all sites provides sufficient data bandwidth and connectivity as needed by the particular building and room, allows the incorporation of other TCP/IP-based signaling and monitoring systems, incorporates the addition of new IP technologies such as VOIP and video, and enables efficient support through standardized appearance, testing, and acceptance criteria.

In spring 2002, the Chabot-Las Positas Community College District convened a district-wide committee consisting of faculty, staff, and administrators from LPC and its sister college, Chabot College, to choose a course-management system to be used for classes at both colleges.<sup>607, 608</sup> Prior to making a decision, the committee was tasked to assess the products the colleges were using (LPC was using WebCT, Chabot was using Blackboard), the benefits and possible weaknesses of each, features and functions of the products, and costs to the district. The Blackboard Application Service Provider option, which allows the vendor to house the hardware and software, as well as provide the 24x7 service support, was the preferred option of the committee. Therefore, Blackboard was recommended to the chancellor and presidents of both colleges in July 2003. Since beginning Blackboard usage in the 2003-04 academic year, the number of course sections using Blackboard and the number of Blackboard enrollments

600 Technology lifecycle plan  
 601 CLPCCD ITMP 2007 Update  
 602 ITS Update Charts for Bond Oversight Committee 7/25/07  
 603 ITS Update Charts for Bond Oversight Committee 11/14/07  
 604 ITS Update Charts for Bond Oversight Committee 6/30/08  
 605 CLPCCD Cabling Standards  
 606 CLPCCD Network Infrastructure Upgrade  
 607 District DE committee minutes 04-11-02  
 608 District DE committee charge 2002



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and department that include assessment and identification of technology needs and concerns, and the educational master plan. Both the student and staff institutional surveys address the issue of technology on the college campus and allow the responders to submit their personal opinions of LPC's progress and status technologically.<sup>611, 612</sup>

**SELF EVALUATION**

The college meets this standard. On the fall 2007 staff survey, 90 percent of employees agreed or strongly agreed with the statement, "Technology planning is integrated with institutional planning." Las Positas College gives appropriate attention and recognition to the issue of technological equipment and functionality.

**PLANNING AGENDA**

None.

3D Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning.

Las Positas College is part of the Chabot-Las Positas Community College District (CLPCCD) which also includes Chabot College and the CLPCC District Office. The budget for fiscal year 2007 – 2008 was \$104.3 M. The majority of the budget was allocated to the two colleges based upon the number of full-time equivalent students (FTES) to be served. The balance is held at the district level to fund maintenance and operations, as well as various district services.<sup>613, 614</sup>

Based upon FTES, Las Positas College was allocated \$30.1M for the fiscal year. The college has autonomy and discretion over the use of those funds. Over 90 percent of the funds are for salary and benefits, with the balance used for supplies and campus services. In addition, by law, the district is required to maintain a minimum five percent reserve. Due to a strong fiscal posture, the reserve for the CLPCCD has been maintained at a much higher level and is therefore available to offset funding shortfalls and provide for education programs. Given the above, LPC does have sufficient revenues to maintain stability and to support education improvements.<sup>615, 616</sup>

611 Fall 2007 student survey  
 612 Fall 2007 staff survey  
 613 2005-06 Adoption Budget  
 614 2008-09 Adoption Budget  
 615 2005-06 Adoption Budget  
 616 2008-09 Adoption Budget

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These “living documents” are periodically updated to reflect an ongoing process of program review. The fiscal planning process, conducted by the college’s Office of the Vice President of Administrative Services, along with deans’ offices and the Planning and Budget Committee, informs the college’s budget guidelines.

**SELF EVALUATION**

The college meets this standard. The educational master plan, which is the central planning document for the college, includes specific financial planning in some areas, such as technology, and resource allocation is implied by stated program goals. However, college goals themselves do not incorporate explicit financial planning.

**PLANNING AGENDA**

1. Evaluate the current program review processes of the college to ensure that goals and plans are completely and clearly linked to budgetary needs and planning.

**3D1b** Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Budgetary resources to the college are allocated through a district-wide allocation model, the fundamental driver of which is enrollment. Enrollment decisions are made through recommendations by the District Enrollment Management Committee whose principal charge, among others, is to recommend to the chancellor FTES and FTEF allocations to both colleges.<sup>624</sup> As enrollment drivers are established, a corresponding relationship to funding allocations is determined to meet stated targets. This allocation is in the form of dollars as well as number of new FTEF to both colleges. The distribution of new FTEF between the two colleges is determined in discussions between the chancellor and the presidents.

The district’s allocation model distributes funds based on this FTES and FTEF ratio with allocations for faculty salaries and benefits being made “off the top” and remaining funds distributed by percentages to the four district entities: Chabot College, Las Positas College, district staffing, and Maintenance and Operations. The percentage between the two colleges is adjusted to reflect the ratio between the two college’s enrollments, while the percentage the district and maintenance receives has been the same for several years.<sup>625</sup>

Over the last five years, Las Positas College has seen growth in the number of FTES from 5,707 in 2003-04 to 7,001 in 2007-08, an increase of 22.7 percent

624 DEMC website  
625 Revenue Allocation model

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resources made available to the district are generated by enrollment and compensation factors (FTES and COLA) and, therefore, the new monies distributed to the college are allocated to related expense lines. Because of this funding methodology, total compensation ratios of expenditure over the last five years have increased as dollars have been allocated almost exclusively to salary and wage line items.<sup>628, 629</sup>

To illustrate this point, in 2003-04, combined unrestricted expenses for the categories of academic salaries, classified salaries and employee benefits totaled \$17,576,814 and total expenditures including supplies, services and other operating expenses were \$19,331,520. In 2007-08, unaudited actuals (as of September 10, 2008) for the salary and benefit line items are \$25,957,330 compared to total expenses in the unrestricted funds of \$27,616,782. During this period, salary and wage expenditures have increased \$8,380,516 while total unrestricted expenditures have increased only \$8,285,262. The ratio between salary and wage categories to total expenditures in 2003-04 was 90.92%. In 2007-08, this same ratio is 93.99%. The college has fewer discretionary supplies and services funds available for new and innovative programs and emergencies.<sup>630, 631</sup>

**SELF EVALUATION**

The college meets this standard. Historically, the college has met this standard while maintaining a healthy ending balance in addition to the district reserve, which has allowed the campus to engage in innovative and creative ways of addressing growth. In 2006-07, however, the campus reserve was exhausted in efforts the college made to help meet district growth numbers. And, therefore, the college now has faced two successive years of budgetary expenses exceeding the amount allocated to it via the district allocation model. This, in concert with the growing ratio of expenses between salaries and wages and total expenses, suggests that the current district allocation methodology needs to be evaluated. Funds to the district are limited by the amount available statewide, and it is likely the case that revenue will never be sufficient to meet demand; therefore, an analysis of revenue, allocations to the colleges and district, potential revenue sources, and current and projected expenses need to be quantified and justified. A multiple-year revenue and expense model that compares plans and projected income district wide will contribute to meeting this standard.

**PLANNING AGENDA**

None.

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628 2005-06 Adoption Budget  
 629 2008-09 Adoption Budget  
 630 2005-06 Adoption Budget  
 631 2008-09 Adoption Budget



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Most long term human resource, payroll, and insurance issues are administered at the district level. The district adheres to generally accepted accounting practices related to its liabilities and recently is in the process of addressing OPEB liabilities outlined in GASB 45 and historically has maintained a five percent general reserve.<sup>639</sup>

**SELF EVALUATION**

The college meets this standard. The college has sufficient planning processes in place that are linked to resource allocations. The district allocation model in its current form needs review to determine whether it fully accommodates the resource needs of the college through the coming years.

**PLANNING AGENDA**

None.

**3D1d** The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

The guidelines utilized by the college provide constituents with multiple opportunities to participate in budget planning and development. These opportunities include identifying funds related to new faculty positions, new classified hires, and instructional equipment needs outlined in the program reviews and included in the educational master plan.<sup>640, 641</sup>

In addition to processes established for requesting new faculty and staff positions and instructional equipment, the Foundation and Bookstore grant opportunities also provide significant avenues from which faculty, staff, and students can submit requests for funding. Committees on which faculty, staff, and students serve can also make recommendations to the president regarding resource allocations.<sup>642</sup> The academic service division has developed a process for faculty to submit proposals for funds identified within the divisional baseline allocation, and in addition, staff development opportunities are available through a process well-communicated to the campus. Grant proposals are currently developed and submitted by faculty, though a need exists to centralize the process of grant development and reporting.<sup>643</sup>

The processes followed by the campus are outlined in the shared governance section of the educational master plan, and wide dissemination of the request process and timelines is made to the college via multiple sources, including the intranet web pages, email announcements, divisional meetings, and town meetings.<sup>644</sup>

639 CLPCCD financials  
 640 Program Review  
 641 Educational Master Plan  
 642 Business Services  
 643 Foundation grants  
 644 Educational Master Plan

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contract to an independent auditor, and the district complies with completion of the audit by the end of the calendar year, December 31, following the completion of the fiscal year, on June 30. The most recent audits of the Chabot-Las Positas Community College District have been unqualified, which means that the findings have been deemed appropriate and complete. The district offices and staff collate the report from both colleges and the district to provide the audit information, and they also incorporate the financial information from the Measure B audit. Results of the audit and financial information are provided through the Board of Trustees and administrative processes. The college utilizes the Board of Trustees and district processes to align its financial procedures and practices with the educational master plan, student learning outcomes, and college governance.<sup>650</sup>

**SELF EVALUATION**

The college meets this standard. As described above, the educational master plan, as a cohesive and comprehensive guide to the institutional planning process, provides the means and methodology for review and assessment of the financial resources needed to support the college’s goals and objectives vis-à-vis student learning outcomes and program review.

**PLANNING AGENDA**

None.

**3D2b Appropriate financial information is provided throughout the institution.**

The district and colleges use the Banner system, and, through the increasing use of this technology and other integrated applications, provide more real-time college input and district feedback than was previously possible. Financial information is increasingly available through the district websites in an effort to provide all information in a timely, easily accessible format. The district website includes pages for Board of Trustees, Human Resources, and Business Services functions among other things, and these are becoming more comprehensive and elaborate, and now, are developing a historical aspect as well. The Office of Business Services is working to expand its informational platforms and to provide links to both local and state reports and services.<sup>651, 652, 653</sup>

Administrators and budget managers have access to all accounts for which they are responsible. Financial information is available through direct Banner access, as is the ability to print reports. Banner reports are real-time and provide the information necessary for budgetary decision-making.<sup>654</sup> While these reports

650 CLPCCD financials  
 651 CLPCCD Board of Trustees  
 652 CLPCCD Human Resources  
 653 CLPCCD Business Services  
 654 Banner user groups



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Cash balances for the district have remained sufficient even in recent economically difficult times. During the recent budget stalemate in the state, as an example, the district was able to maintain operations and continue monthly payroll for several months into the fiscal year. The district was ready to borrow between funds to ensure that vendor payments were made and payroll administered with the plan to pay back the funds when the State budget was approved. These plans were outlined with full disclosure at Board of Trustees' meetings.<sup>657, 658</sup>

District fund balances are reasonable and the ratio between assets and liabilities is prudent. In some instances, vendors have pointed out delays in accounts payables, but this is an operational matter and is not indicative of insufficient cash balances. The district invests funds in accordance with California Government Code and board policies.<sup>659</sup>

The district office manages the collective bargaining for faculty and classified employee groups. Cost analyses are performed by the district pertaining to negotiated items. The long-term consequences on the college of negotiated bargaining decisions are unclear to the college. A multiple-year budget process might lead to longer term financial planning. Similarly, as decisions made regarding enrollment, staffing, collective bargaining, and risk management will have a financial impact on the colleges, pre-planning and thorough vetting of ideas is critical.

At Las Positas College, until recently, the institution maintained an ending balance in addition to the district-wide reserve that allowed sufficient flexibility in planning for exigencies; however, in the last two years the college has met operational needs without a budgeted reserve and has exceeded its annual discretionary revenue allocation. Because 94 percent of the operational budget is used for salaries and wages, the remaining dollars are used for supplies and services, and few are left unallocated for unforeseen needs. District fund balances could be allocated up front to meet these college issues.<sup>660, 661</sup>

**SELF EVALUATION**

The college partially meets this standard. The district office retains fund balances sufficient to meet prudent cash flow levels. Risk management is a district-wide function and insurance, and other contractual safeguards are handled by that office and annual audit reports identify anomalies to business practices. And, although the college did have its own budgeted reserve until recently, the district does continue to comply with the state guidelines for budgeted financial reserves. There has not been a cash management concern.

657 08-19-08 Board of Trustees agenda  
 658 09-02-08 Board of Trustees agenda  
 659 Business Services  
 660 2005-06 Adoption Budget  
 661 2008-09 Adoption Budget

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The district office processes payments for payroll, financial aid, and vendor payments with processing and approvals being performed at college. Requests for payments, purchases, hires, contracts, and grants are analyzed, reviewed, and approved by the college at multiple organizational levels including deans, vice presidents, and the president. Requests for payments by student organizations are submitted through prescribed procedures and reviewed within the student services division and payments prepared by the college business office.<sup>666</sup>

College investments are administered by the district office. The College Foundation maintains its own checking and investment accounts. Payments for grants and other awards are administered by that office, which has its own bookkeeper and accounting system. The Foundation reports via the president to a separate board that has a finance committee, which regularly reviews financial statements, investment policies, and cash flow.<sup>667</sup>

Financial aid awards are administered by the college with the financial aid office performing qualification assessments and processing of paperwork including requests for awards. Checks are prepared by the district office; however, recently the college and district implemented a debit card system that will help expedite financial aid payments to students and minimize the amount of checks.<sup>668</sup>

**SELF EVALUATION**

The college meets this standard. The institution practices effective financial management and oversight of the broad business and financial functions of the institution.

**PLANNING AGENDA**

None.

**3D2e** All financial resources, including those from auxiliary activities, fund raising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.

All funds of the college are used in ways consistent with the institution’s mission and goals. General funds are expended consistent with the educational master plan and new funding requests need specific relationships outlined in the master plan document and program reviews.<sup>669, 670, 671</sup> Similarly, funds generated by cafeteria sales, bookstore income, associated students, and the LPC Foundation are also used to support goals and objectives outlined in the educational master plan.

<sup>666</sup> CLPCCD Business Services  
<sup>667</sup> College Foundation  
<sup>668</sup> Financial Aid  
<sup>669</sup> Educational Master Plan  
<sup>670</sup> Program Review Process 2006-2010  
<sup>671</sup> Business Services



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by an 18-member Board of Directors. Its main focus is the funding of student scholarships, supporting vital educational programs and continuing outreach to the community through college sponsored programs.<sup>678</sup>

Generous individual and business community support makes possible scholarships, grants, and awards to members of the campus community. This is especially important in this era in which the college can no longer rely on the state to fund many important programs.

Since the LPC Foundation was founded in 2003, it has worked to underwrite activities that impact present and future students, faculty, and staff. In FY 2007-08 alone, over \$180,000 in scholarships and grants were awarded.<sup>679</sup>

The Foundation’s Board of Directors, and its Grant Request Review Committee, has set forth some broad areas of emphasis that are most likely to receive a positive evaluation.<sup>680</sup> These are:

- Programs that have a direct academic benefit to the students of the college;
- Awards that deeply and significantly enrich the student collegiate experience;
- Programs that assist members of “at risk” groups in the campus community to have a more accessible and successful college experience;
- Activities that improve the ability of the faculty and staff to have a greater impact on the student experience;
- Projects that increase community understanding, support and appreciation for the mission and accomplishments of the college;
- Activities for which matching or significant other funding has already been received.

**SELF EVALUATION**

The institution meets this standard. The college utilizes its financial resources, including those from auxiliary and ancillary activities and fundraising, in a way consistent with its mission and goals.

**PLANNING AGENDA**

None.

**3D2f** Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.

678 LPC Foundation  
679 Foundation grants  
680 LPC Foundation

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Contracts are prepared for maintenance agreements, professional services, annual services, facility rentals, and grants.<sup>681</sup> These services assist the college in meeting its objectives. Contracts initiated and prepared by the college must be reviewed by the LPC Vice President for Administrative Services for review and for signature by the Vice Chancellor of Business Services at the district. Without the signature of the Vice Chancellor, the contract is not valid. Board approval is required for contracts and no dollar threshold is established. Purchases and contract policies and procedures adhere to and are compliant with the California Education Code, the Government Code, Public Contracts Code, and Civil Code.<sup>682</sup>

There are dollar thresholds for certain contract and purchasing processes that are established state wide, the amounts of which are routinely adjusted. Currently, purchases exceeding \$72,400 for materials, supplies and services sold or leased must be legally advertised, formally bid, and awarded by the Board of Trustees to the lowest responsive bidder.<sup>683</sup> Professional services are exempt from bid requirements and for public works projects the dollar threshold requiring a formal bid process is \$125,000.

Assurance of compliance to these contract and purchasing laws is at multiple levels of the organization. Managers are provided necessary information regarding procedures and dollar threshold adjustments; the college administrative services office reviews and approves the forwarding of such agreements to the district office; and the district purchasing manager approves the agreement prior to submission to the Vice Chancellor for signature.<sup>684</sup>

**SELF EVALUATION**

The institution meets this standard. Procedures and review processes are in place to ensure compliance with State contract and purchasing regulations.

**PLANNING AGENDA**

None.

**3D2g** The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.

Although the college has its Planning and Budget Committee, which regularly meets throughout the year, the Committee's main role has been to disseminate information about the budget and financial condition of the institution and to make recommendations regarding new allocations for faculty, classified positions, and instructional equipment.<sup>685</sup> The college has continued

681 Facilities use site  
682 Business Services  
683 Measure B bidding  
684 Banner Computer Based Training  
685 Planning & Budget committee

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its financial management approach for several years, which is based on incremental budgeting and delegated responsibility of financial accounts to deans and vice presidents.<sup>686</sup>

The Banner finance and administrative system are available to account managers. Access to financial reports is available to them and training is also available upon request. Paper reports are not routinely printed and distributed as the availability of online access is promoted, particularly in support of the campus' sustainability efforts. Individual department managers may print financial reports at their need.

Recently, the district made available an enhanced version of the financial management system called Web for Finance. Training has begun to departmental managers on its use, which is perceived to be a more user friendly and functional tool for financial managers.<sup>687</sup> The college business office staff has been realigned to make efforts to meet additional training needs of the campus.

At the district level, the Banner Finance users' group has not met for many years. The district chief information technology officer is in the process of reinstating that task group in an effort to address changing financial needs of the campus. The Banner software provides multiple information formats and data elements that are not currently available to users; and forming the users' group will provide opportunities for improvement.<sup>688</sup>

The district budget study group has also not met for many years and in its reformation that group may have as its charge not only providing budgetary development guidelines, but becoming a working group to streamline processes and procedures for business and financial efficiencies at the college. Financial, business, payroll, personnel, and purchasing processes all may be improved with routine and regular review.

**SELF EVALUATION**

The college partially meets this standard. General financial management practices are sound, but an evaluation process is not in place. Both at the college and district level improvements in this area should be an objective.

**PLANNING AGENDA**

1. Establish a district task force to outline processes and procedures that could achieve improvements. Process mapping and other evaluative work should be utilized to ensure appropriate review of systems.
2. Work with the district in reinstating the Banner Finance (and other) users' group to maximize the software system's capabilities in support of college needs.
3. Develop a financial management training program for budget managers at the college.

<sup>686</sup> CLPCCD financials  
<sup>687</sup> Web for finance  
<sup>688</sup> District Technology committee

STANDARD THREE

