

**STANDARD FOUR:
LEADERSHIP AND GOVERNANCE**

4A1 Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.

Las Positas College is a community of students, staff, faculty, and administrators who strive for excellence in their individual and collective efforts. This emphasis on excellence is seen not only through the mission statement, the values statement, and guiding principles of the institution, but is demonstrated as well in the organizational structure and governance of the college itself.⁶⁹² Las Positas College continues to affirm its commitment to student success through excellence in instruction and student support services, through college processes that operate smoothly and purposefully, through creating a climate of equity, diversity, and inclusion among all levels of the organizational structure, through dedication to self-review and the continual program improvement process, through placing student needs at the heart of our shared governance structure, and by abiding by the belief that each one of us makes an astonishing difference.⁶⁹³

The institution's goals and values are articulated within the Las Positas College Educational Master Plan, 2005-2015.⁶⁹⁴ Values, guiding principles, and mission are embodied in the organizational structure of Las Positas College, and program review goals inform decision making at multiple levels of the shared governance structure.^{695, 696} The college catalog clearly states the mission, values, and principles by which the college participates in shared governance, and by which participatory discussion, planning, and implementation take place. The institution communicates its commitment to excellence through ongoing improvement in all sectors of the campus, through review and evaluation of its mission, and through community feedback throughout the institution.^{697, 698} The guiding principles reinforce the college's commitment to student success.

The shared governance structure at Las Positas College encourages broad, active participation and the creation of the programs and services that exemplify the college's commitment to excellence. The college structure creates a process of collaboration and encourages staff and students to take an active role in creating and defining the learning experiences of students. Each constituency group of students, staff, faculty, and administrators has a defined leadership structure that encourages and supports participation in college and community life. All constituencies, including staff, faculty, and students, participate in committee

⁶⁹² College Mission Statement
⁶⁹³ College Catalog
⁶⁹⁴ Educational Master Plan
⁶⁹⁵ Program Review Goals
⁶⁹⁶ Program Review Database
⁶⁹⁷ Planning and Budget Committee Minutes
⁶⁹⁸ College Council Minutes

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assignments, task forces, Academic and Classified Senates, and college and district committees.^{699, 700}

Through the shared governance structure, committees are viewed as equal in importance and institutional value; however, shared governance policy issues are reviewed by the College Council.⁷⁰¹ The Council's membership includes the president, the three vice presidents, the Classified Senate and Academic Senate presidents and vice presidents, representation from both the classified and faculty unions, the shared governance faculty chairs of the Planning and Budget Committee and the College Enrollment Management Committee, and the Associated Students president and vice president.

The leadership for faculty includes the Academic Senate, primarily responsible for academic and professional matters, and the Faculty Association.^{702, 703} Shared governance committees that fall under the purview of the Academic Senate include the Student Learning Outcomes Committee, the Curriculum Committee, and the Distance Education Committee.⁷⁰⁴ The classified staff participates in college governance through the Classified Senate and the Service Employees International Union (SEIU).^{705, 706} The Classified Senate assists with classified professional development through Flex Day educational opportunities and teambuilding events.⁷⁰⁷ The student body participates in college governance through the Associated Students of Las Positas College (ASLPC).⁷⁰⁸ The ASLPC is the voice of students on campus, and its mission is to promote student involvement and protect student interests. ASLPC officers and senators serve on all shared governance committees, promote and encourage student activities and organizations, perform various leadership roles on campus, and advocate for students on the local, state, and federal levels. The body is committed to providing the students of Las Positas College an atmosphere for better learning and personal growth.

All Las Positas College shared governance committees are noted in the shared governance document.⁷⁰⁹ Dialogue concerning shared governance committee professional behavior, collegial decision making, consensus building, and conflict with civility was revived by the new president as a focus for the College Council in fall 2008.^{710, 711} The culture and climate of institutional leadership continues to be a focal point at the administrative level and is a top priority for fall 2008 and spring 2009 planning and implementation campus wide.

College leadership structures collaborate with district committees as well. In response to previous self-study recommendations, the district has established several committees to coordinate activities at the district and both colleges.

699 College Governance Documents
 700 Shared Governance Committees
 701 College Council
 702 Academic Senate
 703 Faculty Contract
 704 College committees
 705 Classified Senate
 706 Service Employees International Union
 707 Classified Senate
 708 Associated Students of Las Positas College
 709 Shared Governance Document
 710 College Council Minutes
 711 President's Convocation Address, August 2008

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One of these is the District Enrollment Management Committee (DEMC).⁷¹² This committee membership includes the faculty chair of the College Enrollment Management Committee as well the college president, vice president of academic services, the vice chancellor of educational planning, and dean representation from the colleges. Another is the District Curriculum Council.⁷¹³ This district committee’s membership includes college Curriculum Committee chairs and representatives, vice president of academic services, the Academic Senate president, student representatives, counseling, and the director of institutional research and planning.

Educational facility master planning took place with the passage of Measure B, the college bond that provided for \$498 million to renovate and build needed facilities on the campus.⁷¹⁴ College furniture standards were developed and approved through the Furniture Standards and Fixtures Task Force, and a facility update newsletter distributed by the president was instituted in spring 2008. Campus banners were developed for nearby city streets, and a discussion has been initiated on increased parking, a new smoking policy, and improved college signage.

Institutional leadership continues to promote an environment for empowerment, innovation, and institutional excellence. In spring 2008, the newly hired college president undertook a campus-wide listening tour which encouraged staff, faculty, administrators, and students to take part in the discussion of how college practices, programs, and services could be improved. In addition, at the April 2008 all-college meeting, staff, faculty, and administrators were asked by the president to identify both the strengths of the college and areas that needed the president’s attention. Responses were disseminated to the campus leadership for review and incorporation into the improvement of institutional processes.⁷¹⁵ The environment created by the college president has empowered the college at large to take part in effective discussion that promotes both planning and implementation of planning. In addition, the campus has opportunities for discussion and initiative through the weekly student newspaper, The Express, which contains reporting on issues crucial to college functioning. The online version of the newspaper, through reader comments on stories, facilitates open discussion.⁷¹⁶ A newly created community group, the President’s Advisory Council, also has an opportunity to voice input, as do the college’s program advisory boards, K-12 districts within the Tri Valley Educational Collaborative, and the workforce development task forces and groups that meet to discuss economic development issues and future needs.⁷¹⁷

Individuals in the college community are able to access information in a variety of ways and through this access have an opportunity to respond to college initiatives and planning. College committee minutes, task forces, board and district agendas and minutes, and various forms may be found on the Internet

712 District Enrollment Management Committee
 713 District Curriculum Council
 714 Measure B bond funds
 715 President’s Listening Tour
 716 The Express student newspaper
 717 Advisory Boards: College catalog, p. 236

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and Intranet.^{718, 719, 720} Information is distributed both electronically and, less frequently, in hard copy for review and comment. Information is also transmitted through monthly town meetings where all campus constituents have an opportunity to hear and respond to information, through email releases, and through newsletter and other written communications.⁷²¹ Once a semester or more, the chancellor publishes his chancellor's newsletter.⁷²² A monthly board newsletter from the college president, along with a biannual newsletter from Academic Services, gives the campus at large further access to information and the ability to comment on planning and innovation concerns.^{723, 724} The Vice President of Academic Services also supplies a monthly informational report to the Academic Senate. Student and staff participation is encouraged at district board meetings, student representatives sit on various college committees, and the ASLPC represents student concerns and ideas at both the college and district level.^{725, 726}

The college has a number of venues for institutional evaluation and program review that provide the campus with additional opportunities for input. Individual college programs go through program review, which ensures continual program improvement through evaluation of programs based in part on feedback from peers and students.⁷²⁷ The program review process is also evaluated and revised to ensure continual improvement. Additionally, the creation of the educational master plan made the college community reflect on and envision its programs, services, and expectations for the next ten to fifteen years.⁷²⁸ The creation of the educational master plan engaged all constituent groups on campus. Student Services also participates in a categorical site review process that requires program self-study and evaluation as well as program review.^{729, 730} These evaluations are made available to all staff.

SELF EVALUATION

The college meets this standard. It has a strong and dedicated leadership team, and its shared governance structure creates venues for participation, dialogue, and continual program improvement. The college also supports new projects, services, and continual improvement of the organization to the benefit of its students.

PLANNING AGENDA

None.

718 College committee minutes
 719 Board and district agendas and minutes
 720 College forms
 721 Town meetings
 722 Chancellor's newsletter
 723 Board newsletter
 724 Academic Services newsletter
 725 District board meetings
 726 College committees
 727 Program Review
 728 Educational Master Plan
 729 Categorical site review
 730 Student services program reviews

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- 4A2** The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.
- 4A2a** Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.
- 4A2b** The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.

The governance of Las Positas College is founded on the observation that inclusive policies and decision-making processes are appropriate for the many decisions made by the college that affect the college community inclusively. This means, in fact, that effective governance at the college depends on administrators, faculty, staff, and students to “actively contribute to the decision-making process and to accept ownership for the development and creation of a college environment based on these decisions.” The document “College Governance” identifies each of the bodies comprising the college’s main constituent groups, committees, task forces, and relevant district committees that make recommendations on planning, policies, and student learning programs and services.⁷³¹ The document describes the purview of each body, its charge, and its key processes, as well as its membership (including student membership) and reporting relationship. The district policy 2015 states that the “The Board of Trustees shall ‘rely primarily’ on the advice and judgment of each Academic Senate independently on selected college matters and the two Senates jointly on selected District matters.”⁷³²

Uniformly, the central values informing the membership of governance bodies are breadth and equity. Most bodies bring together management, faculty, staff, and student representatives, and where feasible, faculty and dean membership is divisional. At this college, many full-time faculty and staff serve on at least one shared governance committee, ad hoc committee, or task force. The reporting relationship also denotes the recipient of recommendations forwarded by each body, whether to the Academic Senate, college president, Planning and Budget Committee, or other appropriate office.

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731 Service Employees International Union
732 Board policy 2015

An example of a significant recommendation made by a standing committee is the enrollment plan made annually by the College Enrollment Management Committee (CEMC).⁷³³ Its central process, discipline planning, is described in the Faculty Contract, as well as the document “Shared College Governance,” which informs existing practice.⁷³⁴ This process begins early each fall with an enrollment report and analysis, distributed to the college, that includes an enrollment target and guidelines for each instructional and student service program to use in building its next year’s schedule proposal. Through the semester, the CEMC dialogues over program proposals individually and in aggregate, assessing their contribution to the college enrollment, their efficiency, and their consideration of student access, equity, and success. Once the aggregate plan is aligned with college and district enrollment and productivity targets, the recommendation forwarded to the college president represents input from most of the college’s faculty and administrators, and many classified staff; it describes the size and content of each program, and, in the form of FTEF, signifies a major resource-allocation decision.

The structural organization and governance of the college, which is described in the educational master plan, facilitates the vigorous engagement of faculty in the activity of student learning programs and services, as does board policy 4320, Academic Freedom, which recognizes “the practice of academic freedom with its open search for truth, and its free exposition.”^{735, 736}

Areas in the purview of the Academic Senate include:⁷³⁷

- Curriculum, including establishing prerequisites and placing courses within disciplines
- Degree and certificate requirements
- Grading policies
- Educational program development
- Standards or policies regarding student preparation and success
- District and college governance structures, as related to faculty roles;
- Faculty roles and involvement in accreditation processes, including self-study and annual reports
- Policies for faculty professional development activities
- Processes for program review
- Processes for institutional planning and budget development; and
- Other academic and professional matters as are mutually agreed upon between the governing board and the academic senate

Organized divisionally into “families” of disciplines, academic departments at Las Positas College have a faculty department member who works with his or her colleagues in the department and the divisional dean to promote

733 CEMC website

734 College Governance Documents

735 Educational Master Plan

736 Board policy 4320

737 Academic Senate

the smooth day-by-day functioning of each program.⁷³⁸ When a program issue requires the attention of another college office, the faculty and dean can initiate dialogue and advocate for the needs of the program. The dean also oversees faculty's examination and approval of locally generated curriculum; divisionally-approved curriculum advances to the faculty-chaired Curriculum Committee, where it is further evaluated for appropriate content and form by faculty membership. Divisional faculty mentors are assigned to their division to assist faculty with the curriculum process and to advise them concerning forms and processes.⁷³⁹ Each division also employs a staff assistant who works with faculty to put curriculum into appropriate templates and who facilitates the curriculum application process. Instructional program concerns including course prerequisites, degree requirements, grading policies, and program review fall in the purview of the Academic Senate, whose judgment is the primary informant of actions taken by the Board of Trustees. This responsibility is given directly to the Curriculum Committee, which reports directly to the Academic Senate. The Vice President of Academic Services is an ex-officio member of the Curriculum Committee. Students and divisional deans also have non-voting representation. The Academic Senate seeks divisional faculty input on program issues monthly at division meetings, and curriculum updates are given by the curriculum mentor assigned by the Curriculum Committee.

The Associated Students of Las Positas College (ASLPC) is the student governing body on campus. This group serves the institution by representing student concerns and by placing students on campus committees. The mission of the ASLPC reads, "The Associated Students of Las Positas College is a non-partisan organization focused on advocacy efforts to promote student involvement on campus and to protect student interests. In line with the mission of Las Positas College, the mission of the Associated Students of Las Positas College is to promote and encourage campus activities, organizations, and services that will foster growth and success, both in students and in the community. This body works with students and represents the student body at the district, state, and federal level. The Associated Students of Las Positas College provides avenues and events to enhance student and community participation and legislative involvement. This body is committed to providing the students of Las Positas College an atmosphere for better learning and personal growth. The Associated Students of Las Positas College is the campus student government, providing opportunities for students to participate in the governance of the College on both local and statewide levels."

SELF EVALUATION

The college meets these standards. The comprehensive, updated document "College Governance," which is part of the educational master plan, assures broad, fair, and rational representation of constituents in decision making, and the existing divisional organization supports a strong and inclusive faculty voice in matters concerning instructional programs and services. The educational

⁷³⁸ Academic departments
⁷³⁹ Curriculum Committee

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master plan, an inherently forward-looking document, also anticipates transitions in organizational structure that might not reflect in every aspect the college's present form. Continual review by college personnel of both the College Governance document and the educational master plan ensure updates to roles, services, and student learning programs.

PLANNING AGENDA

None.

4A3 Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.

The institution's implemented system of shared governance provides all members of the college with the necessary tools for effective communication and collaboration to maximize student success.⁷⁴⁰ The Board of Trustees implements policies that facilitate collaborative efforts in strengthening the institution.⁷⁴¹ Furthermore, the established Las Positas College Governance Procedures, approved by the Board of Trustees and also included in Policy 2015, ensure that all constituent groups (student, classified staff, Academic Senate, and administration) are actively involved in the decision-making process.⁷⁴² This document recognizes a shared governance structure that fosters collegial consultation and inclusion of all staff and students in the running and improvement of the institution.

The Academic Senate's main purpose as stated in the Academic Senate Constitution is "to represent faculty in making recommendations to the administration and to the Board of Trustees in academic and professional matters."⁷⁴³ These matters may include academic policies, educational expenditures, institutional philosophy, instructional services, faculty personnel policies, academic and professional rights and responsibilities, academic and professional standards, and student personnel policies. In Policy 2014 the Board of Trustees recognizes the Academic Senate of Las Positas College as a governing body responsible for representing faculty "in collegial consultation' related to 'academic and professionalism' matters."⁷⁴⁴ The Board of Trustees establishes within the Academic Senate the authority to create the composition, structure, and procedures of its Senate. Both full-time and temporary part-time faculty participate in and are represented

740 Shared Governance Document
 741 Board of Trustees Minutes
 742 Board policy 2015
 743 Academic Senate Constitution
 744 Board Policy 2014

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by the Academic Senate. The Executive Committee includes the Academic Senate president, vice president, secretary, and treasurer, all of whom have been elected by the faculty. Faculty membership on the Senate represents the college's divisions, with at least two full-time faculty from each. At division meetings, faculty voice opinions and ideas they want their representatives to take back to the Academic Senate.

Faculty are encouraged to engage in professional discussions in several areas pertaining to the running of the institution, thus ensuring informed and collaborative decisions made in the best interests of the college community. The Board of Trustees relies primarily on the Academic Senate in the following areas:

- Curriculum, including establishing prerequisites and placing courses in disciplines;
- Degree and certificate requirements;
- Grading policies;
- Standards or policies regarding student preparation and success;
- Faculty roles and involvement in accreditation process, including self-study and annual reports.
- Faculty also work with other constituent groups in the development of policies and procedures in the following areas:
- District and college governance structures, as related to faculty roles;
- Policies for faculty professionalism development activities;
- Processes for institutional planning and budget development;
- Regulations and procedures relating to health and safety;
- Educational program development;
- Processes for program review.

The college's governance procedures recognize the administrative staff's authority to recommend, develop, and review all institution policies and procedures. The administration works toward implementing approved policies and procedures in a timely manner and collaborates with the other governance groups to develop the policies and procedures in several areas:

- Curriculum;
- Degree and certificate requirements;
- Grading policies;
- Administrative roles and involvement in accreditation processes, including self and annual reports;
- Student preparation and success;
- College and district governance structures;
- Professional development activities;
- Institutional planning process;
- Budget development process;

- Program planning and staffing;
- Regulations and procedures relating to health and safety;
- Program review.

Classified staff members also participate in shared governance. Classified staff serve on college and district governance committees, and they provide a centralized means of communication for the college community. They reward professionalism so that it is properly recognized and valued, develop individual staff leadership, and increase the professional standards of the staff by promoting and supporting activities that develop and increase staff skills, productivity, and professionalism. Classified staff participate in shared governance by voicing the needs, concerns, and viewpoints of the staff in areas not related to union negotiations, and they have recently completed a new Classified Senate Constitution and Bylaws, April 2008.⁷⁴⁵

The Classified Senate represents the classified staff on all non-collective bargaining matters. Classified staff that serve in instructional areas are included in discussions and make input regarding academic programs, delivery of services, and other academic issues that affect their professional duties. In addition, the classified staff participate actively in the formulation and development of policies and procedures in the following areas:

- Classified roles and involvement in accreditation processes, including self-study and annual reports;
- Student preparation and success;
- College and district governance structures;
- Professional development activities;
- Institutional planning process;
- Budget development processes;
- Program planning and staffing;
- Regulations and procedures relating to health and safety.

Policy 2018 and 2015 recognize the Associated Students of Las Positas College (ASLPC) as the Student Senate and the governing body of the institution responsible for representing the student population.^{746, 747} The ASLPC Constitution and bylaws further establish the structure of this constituent group.⁷⁴⁸ These documents state that members of the body’s Executive Council must be appointed by the students in annual elections. The Executive Council consists of a president, vice president, director of legislation, director of finance, director of communications, director of events, and Inter-Club Council chair. The Student Senate consists of the appointed director of public relations and parliamentarian, as well as senators and representatives who are welcomed into the Senate after obtaining 150 student signatures in support of their representation. All ASLPC representatives are student advocates, focused on

⁷⁴⁵ Classified Senate Constitution and Bylaws

⁷⁴⁶ Board Policy 2018

⁷⁴⁷ Board policy 2015

⁷⁴⁸ ASLPC Constitution and Bylaws

promoting student involvement, protecting student interests, and encouraging student success. Responsibilities are carried out through the members' representation of the students on various college and district committees, giving students the opportunity to participate in developing policies and procedures in the following areas:

- Curriculum;
- Degree and certificate requirements;
- Grading policies;
- Student roles and involvement in accreditation processes, including self-study and annual reports;
- Student preparation and success;
- College and district governance structures;
- Institutional planning process
- Budget development processes;
- Regulations and procedures relating to health and safety.

Students also have the opportunity to create and participate in clubs. The Inter-Club Council, established within the ASLPC Constitution, is designed to facilitate communication and collaboration among the various clubs.⁷⁴⁹

Las Positas College has 20 standing committees, each charged with a function essential to effective college governance. Members from all constituent groups serve on each of these committees, so all interests are adequately represented. Specific membership guidelines are described in the College Governance Procedures. This shared governance model serves the entire college community as it fosters the communication and collaboration of all involved parties in the development and implementation of institution policies and procedures.

The College Council, an important means of communication between the constituency groups, consists of the vice president of academic services, the vice president of student services, the vice president of administrative services, the Academic Senate president, Academic Senate vice president, Planning and Budget Committee chair, Facilities Committee chair, College Enrollment Management Committee chair, Classified Senate president, Classified Senate vice president, Las Positas College Association Site vice president of CLPFA, Las Positas College Site vice president SEIU, Associated Students of Las Positas College president, and Associated Students of Las Positas College vice president.^{750, 751} The president of Las Positas College serves as the council chair. The College Council is responsible for the following:

- Reviewing the college mission statement as recommended by the Planning and Budget Committee⁷⁵²
- Formulating, reviewing, and revising the college philosophy and mission;

⁷⁴⁹ Inter-Club Council
⁷⁵⁰ College Council
⁷⁵¹ Business Services
⁷⁵² Planning and Budget Committee

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- Formulating annual college goals and objectives;
- Reviewing and evaluating shared governance, organizational, and committee structure, making recommendations when necessary;
- Assigning issues to shared governance committees as appropriate;
- Serving as steering committee for college-wide projects.

The college also maintains several management groups:

- Executive Cabinet: vice presidents and the president⁷⁵³
- Administrative Leadership: president, vice presidents, deans, director of institutional research and planning, director of campus safety, executive CEO foundation
- Academic Services Leadership Team: vice president of academic services and academic services deans⁷⁵⁴
- Student Services Leadership Team: vice president of student services and student services deans⁷⁵⁵
- Administrative Services Leadership Team

Many of the entities described above use the institution’s email system to facilitate communication between constituencies. Agendas, minutes, constitutions and by-laws, and various other documents and announcements are posted online, as were materials related to this accreditation process.⁷⁵⁶

SELF EVALUATION

The college meets this standard. The established governance process maximizes communication and collaboration among all members of the college, leading to effective management and ongoing improvement of the institution.

Results of a survey given to full-time and part-time faculty, classified staff, and administration, show agreement that the current governance processes are effective. When responding to the statement, “Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness,” 72 percent of respondents agreed or strongly agreed and only 8 percent disagreed or strongly disagreed. Specifically, 80 percent of administration, 84 percent of classified staff, 62 percent of full-time faculty, and 60 percent of part-time faculty agree or strongly agree with this statement.

Staff was also asked to respond to the statement, “Administration has a substantive and clearly defined role in institutional governance.” Fifty percent of administration strongly agreed, 20 percent agreed, 20 percent disagreed, and 10 percent strongly disagreed. When asked if institutional support for faculty participation in governance is adequate, 5 percent of full-time faculty

⁷⁵³ President’s Place
⁷⁵⁴ Academic Services
⁷⁵⁵ Student Services team
⁷⁵⁶ Accreditation wiki

strongly agreed, 54 percent agreed, 17 percent were neutral, 20 percent disagreed, and 5 percent strongly disagreed. Twenty-one percent of part-time faculty strongly agreed, 29 percent agreed, and 50 percent were neutral. Faculty was also asked whether the faculty’s role in institutional governance is effective. Seven percent of full-time faculty strongly agreed, 33 percent agreed, 41 percent were neutral, 17 percent disagreed, and 2 percent strongly disagreed. This compared to 29 percent of part-time faculty strongly agreed, 21 percent agreed, 43 percent were neutral, and 7 percent strongly disagreed.

Classified staff were asked if the institution clearly states and publicizes the role of classified staff in institutional governance. Three percent strongly agreed, 53 percent agreed, 19 percent were neutral, 17 percent disagreed, and 8 percent strongly disagreed. When classified staff was asked if their role in institutional governance is effective, 41 percent agreed, 21 percent were neutral, 32 percent disagreed, and 6 percent strongly disagreed.

When all staff was asked if the institution clearly states and publicizes the role of students in institutional governance, 9 percent strongly agreed, 62 percent agreed, 18 percent were neutral, 8 percent disagreed, and 4 percent strongly disagreed. Nine percent of staff strongly agreed that the role of students in institutional governance is effective, 33 percent agreed, 40 percent were neutral, 14 percent disagreed, and 5 percent strongly disagreed.

Students were also surveyed and asked to respond to several statements regarding how well they felt their interests were represented, how well they felt student government was providing effective leadership and representation, and how important they felt it is for students to be involved in various shared governance procedures and committees. Results showed that most students were either in agreement or neutral when asked to respond to statements that their interests were being represented. Also, a majority of students was in agreement with the statement that students should be represented on committees and institution planning processes.

PLANNING AGENDA

None.

4A4 The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self-study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.

Las Positas College complies with the Accrediting Commission standards, policies and guidelines. It responded to findings in the Accreditation of 2003 with a Progress Report on the Recommendations (September 2004) in a timely and appropriate manner addressing the needed modifications and implementation of those changes.⁷⁵⁷

This college was also granted a substantive change to offer through distance delivery of various certification programs in the business department, which represent over 50 percent of course offerings. Hard copies of the Accreditation Report of 2003 and the college’s progress report(s) are available on campus in the library and in each division office. The electronic copy of the Substantive Change Report is also available.⁷⁵⁸

In accordance with the shared governance commitment of the college, all faculty, staff, and administrators participate cooperatively in virtually all activities affecting the college. The present Las Positas College self-study started with discussions in committees and the establishment of focus groups. Faculty and staff then chose the standard and the section of the accreditation self-study they wished to explore. A flex day was devoted to the collaborative work of the standards committees, which included faculty, administrators, and classified staff representatives, in addition to resource support staff, including at least two administrators per team. This was a time for exploring the intent of each of the standards sections and areas in which to begin looking for evidence of compliance or noncompliance. Individuals worked for many weeks on their assigned subsections, and they then submitted their efforts for integration to the larger document for group review using a wiki.

ACCREDITATION TEAM

Standard	Faculty Co-Chair	Classified Co-Chair	Sudent Representative	Resource Support Staff
I Institutional Mission and Effectiveness	Tim Heisler	Diana Navarro–Kleinschmidt	Christian Blanco	Sylvia Rodriguez, Rich Butler
II Student Learning Programs and Services	Tom Orf	Scott Vigallon	Amanda Cervantez	Deans: Jeff Baker, Neal Ely, Marge Maloney
III Resources	Elena Cole	Heidi Ulrech	Sudharsan Dwaraknath	Ted Kaye, Birgitte Ryslinge
IV Leadership and Governance	Greg Daubenmire	Cindy Balero	Tiffany Breger	Bob Kratochvil, Philip Manwell
Themes	Cynthia Ross	Frances DeNisco	Kayla Moreland	Pamela Luster
Steering committee	Dr. Laurel Jones, VP Academic Services, Dr. Amber Machamer, Institutional Researcher, Maureen O’Herin, Faculty Chair, Dr. DeRionne Pollard, President			
Editor	Mike Sato, Faculty			

757 2003 Accreditation Report
758 Substantive Change Report

Technical Support	John Gonder, Faculty - Wiki Wizard, Jeff Sperry, Classified- Document Czar
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To ensure a consistent voice for the final draft of the self-study, an editor was selected by the steering committee, based on expertise and overall experience with and knowledge of the college. In addition, the steering committee put in place a technical support group to help with documentation and electronic distribution and discussion of self-study drafts.

Over summer 2007, the steering committee and the technical support team began work preparing for the year ahead, creating several tools to support the self-study:

- The Las Positas College Document Repository, which would serve as the data base, available college-wide, of all documents needed as evidence for the self-study;⁷⁵⁹
- A wiki site for accreditation, which would serve as the college-wide discussion board for drafts of the self-study;⁷⁶⁰
- A writing template for each section of the self-study, providing a guide for the standard committees once they began drafting;
- Tentative timelines.⁷⁶¹

On August 15, 2007, the academic year’s first town meeting (attended by all administration, full-time faculty, classified staff, and some students), featured an overview presentation of the accreditation process that highlighted the importance of college-wide involvement and participation. A question-and-answer period following the presentation began the college-wide dialogue that would continue throughout the self-study process.⁷⁶²

On August 16, 2007, the accreditation team attended an “Accreditation Kick-Off Party” to review the timeline, process, and committee membership. After the meeting (T-shirts and goody-bags in hand), the team was energized and ready to begin the project.

To continue the dialogue on campus, the director of institutional research and planning held focus groups with each of the major college committees during August and September 2007.

In September 2007, letters were sent out electronically and in campus mail to all classified staff and full-time/adjunct faculty, inviting them to select a standard on which to serve, based on expertise, division/department knowledge, and experience with committees and processes. Final selection of membership for each standard was made by the steering committee based on the staff member’s choices, as well as a commitment to create diverse teams that represented the wide-ranging constituencies of the college. By the end of October 2007, membership for each standard was established and published college wide.

On September 21, 2007, the accreditation team attended an accreditation self-study one-day workshop in conjunction with Chabot College and Napa College. This

⁷⁵⁹ Document Repository
⁷⁶⁰ Accreditation wiki
⁷⁶¹ Timeline for planning and accreditation
⁷⁶² September 2007 town meeting

workshop, led by members of the Western Association of Schools and Colleges, provided the foundation upon which the team began its self-study process.

In spring 2008, Las Positas College launched its formal self-study writing with an all-day workshop on February 14. All participants of the standards committees attended breakout sessions to work on their sections of the self-study. Computers were available in each room, and everyone had access to the Document Repository and administrative support. At the end of the day, all groups met together to reflect on the work accomplished.

By April 4, 2008, the committees completed their first draft of the self-study. Each section of the draft was posted on the LPC Accreditation wiki site.⁷⁶³ The entire LPC community, Chabot College, and the district office were invited to review this draft and offer suggestions using the comment tool on the wiki site. This allowed universal access to the document and a chance for everyone to comment on the draft and review the comments of others, creating dialogue across all constituencies. After the open review period (April 9-23), the original authors and editor reviewed the comments posted on the wiki and made changes and revisions to the draft as needed. This was completed on May 19 and became Draft 2. Over summer 2008, the self-study editor revised the draft.

The accreditation steering committee took lead responsibility for completion of the abstracts, organization of the self-study, eligibility requirements for accreditation, and responses to recommendations. The college's institutional researcher drafted the demographics section.

All sections of the 3rd Draft (including the editor's revisions and the steering committee's preamble and abstracts) were made available to the campus, again using the wiki for comments and dialogue, from September 1 through November 8, 2008. The timeline to the self-study's submission is as follows:

<ul style="list-style-type: none"> • Set-up focus groups • Draft surveys • wiki created • Document Czar established • Training book • Training set-up 	Summer 2007
<ul style="list-style-type: none"> • Steering Committee and Chairs training • Draft of participation solicitation flyer 	Aug 16 2007
Focus groups	Aug/Sept 2007
WASC training	Sept 21 2007
Faculty and staff sign-up for Standard Committee teams	Sept 2007
Notify assigned teams	Oct 2007
Type up focus groups report	Oct 2007
Print student surveys	Oct 2007
Launch student surveys	Oct 2007

⁷⁶³ First draft of accreditation self-study

Scan/correct surveys Print staff surveys	Nov 2007
Launch staff surveys Run data on student surveys	Dec 2007
Self-study Launch Day – committee work groups and wiki training for all.	Feb 14 2007
1st drafts of subsections are written by committee members	Feb – April 4 2007
Drafts submitted to Co-Chairs Co-Chairs review drafts and submit to post on wiki	by April 4 2007
Complete 1st Draft and post on wiki for open comments	by April 9 2008
Open review and comments on 1st draft, using wiki.	April 9-23 2008
Make edits, based on wiki comments, and submit to chairs	
Chairs review 2nd draft;	
2nd draft due to Steering Committee and Editor	May 19th 2008
Revise and Edit 2nd Draft	Summer 2008
3rd Draft Complete	August 2008
Training to Edit 3rd Draft	August 2008
Campus Reviews and Comments on 3rd Draft Using Wiki	August to October 2008
Chairs and Steering Committee Integrate Wiki Comments	October 2008
3rd Draft Revisions Complete	November 2008
Focus Groups	December 2008
Final Round of Minor Edits	January & February 2009
Self-study Complete	February 2009
Self-study to Print	March 2009
Re-Run Surveys on Key Variables	April 2009
Board of Trustees' and College Council Approvals	April/May 2009
Submit Self-study to WASC	Summer 2009
WASC Site Visit	Fall 2009

The college actively communicates with the public about the quality and effectiveness of the college’s programs through a recently expanded and more user-friendly college web site as well as via press releases to the local newspapers.^{764, 765} The college keeps a compilation of all newspaper articles for each school year, and it is distributed to all staff for review.

764 LPC website
765 Press releases

STANDARD FOUR

A variety of local, county, state, and federal grants is sought and managed by Las Positas College and the district office. Health services are provided on campus at the Student Health Center that serves students in collaboration with Valley Care Health System. The Early Childhood Development Program has a contract with Every Child Counts, which administers Alameda First 5 money from a state tax on cigarettes.⁷⁶⁶ The contract has supported two professional development coordinators to provide guidance and stipends for students pursuing the child development permit and the AA Degree. Additionally, the grant has provided for an administrative assistant to help with the administration of California Early Childhood Mentor Program, which uses federal quality improvement money administered through the Child Development Division of the California Department of Education, for which LPC is the lead college in Alameda County.

State grants, such as those awarded to the Disabled Students Programs and Services (DSPS), which includes the Workability III Program I, are increasingly important to student success.⁷⁶⁷ State grants also support the Equal Opportunity Programs and Services (EOPS), and the Foster and Kinship Care Program provide support for large numbers of students.

The International Student Program facilitates the successful transition of all international students to LPC and the American educational system.⁷⁶⁸ The program has Student and Exchange Visitor Information System (SEVIS) certification. The I-17 Certificate of Eligibility is a testament to the fact that all compliance requirements have been met in the college president's office. The services include pre-advisement, language proficiency assessment, compliance with immigration laws, and academic and personal counseling. The number of international students has steadily risen over the past few years, and presently 112 international students are attending the college.

The Financial Aid Program office's mission is to provide financial resources to all eligible students who would otherwise be unable to fulfill their educational goals because of financial barriers.⁷⁶⁹ Federal, state, and local agencies, college sources, and potential academic scholarships provide the funding sources. All Department of Education specifications are met as evidenced by an Annual Internal Audit Report which addresses all compliance issues. Copies of this report are available at the district office.

The college also manages, with the district office, the VTEA grant, the QuickStart SB 70 grant in Allied Health, the Industry Driven Regional Collaborative Grant, the Job Development Incentive Training grant, and the CTE grant for Nursing and Allied Health, which is partnered with Chabot College as well as the district.⁷⁷⁰ To maintain these grants, the college promotes reporting ties and a working relationship with these external agencies and advisories or community collaboratives.

⁷⁶⁶ Alameda First 5, Every Child Counts

⁷⁶⁷ WorkAbility III Program

⁷⁶⁸ International Student Programs

⁷⁶⁹ Financial Aid office

⁷⁷⁰ QuickStart SB 70 grant in Allied Health

The college seeks partnerships that help enhance its programs' offerings and potential for development. These include partnerships with industries such as the General Motors and the AC Delco relationships with Automotive Technology.

The college's technical programs have partnerships with a number of ROP programs, high schools, and four-year institutions. Unique to Las Positas College is the TEC (Tri-Valley Educational Collaborative), which is a shared-leadership partnership for the current Carl Perkins monies for technical education. The collaboration includes K-12 membership from the Livermore, Dublin, Sunol, and Pleasanton school districts, the Regional Occupational Program, and Las Positas College, with one business member also participating on the Administrative Council. One outcome of this collaboration is a fully electronic Credit by Examination program, the present vehicle agreed upon by the college and the ROP instructors, after careful review of texts, tests, and course outlines to be articulated. Some of those collaborations have included biannual joint advisory meetings for both the ROP and LPC. Each program has the opportunity to influence membership on the advisory board.^{771, 772} This encourages input from a combination of community stakeholders in the employment eligibility and opportunities for the graduates of these programs.

To ensure the college's career-based programs maintain currency while being responsive to the needs of local employers and industry, the college employs a system of advisory boards to oversee these programs. These required advisory boards meet two times each academic year for updates on relevant industry technology and standards that promote the effective education and training of our community's workforce. Advisory boards actively support college programs by examining and providing recommendations on the curricula of these programs, including their pre- and co- requisites, and by providing information on standards of performance, equipment and facilities required, labor market conditions, and financial and legislative matters. Advisory boards can also serve as a conduit for student internships, donations of cash or equipment, the development of resources, student scholarships, and guest lecturing. The division dean works closely with department coordinators to establish meeting dates and times. Members of the advisory boards typically include full and/or part time faculty, administrators, and representatives of the community and constituency careers served by the programs. Further, the college shares advisory boards with the Regional Occupational Program (ROP), where the ROP has classes and programs that feed into the college. Las Positas College has 14 advisory boards supporting its academic programs, with additional advisory boards for those student services programs which require them.

771 Advisory Boards

772 College catalog, p. 236

NOTES

SELF EVALUATION

The college meets this standard. The college complies with Accrediting Commission standards, policies, and guidelines for public disclosure. Las Positas students, staff, faculty and administration have prepared this self-study utilizing a process that includes all constituencies and maintains standards of honest and openness to scrutiny and evaluation. Las Positas College demonstrates similar integrity in its partnerships and dealings with other agencies as well.

PLANNING AGENDA

None.

4A5 The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Las Positas College's standing committees regularly review their charges. In 2005, all shared-governance documents were reviewed and revised for an update to the educational master plan. The Academic Senate, Classified Senate, and Associated Students are reviewing and revising their constitutions and by-laws in spring and fall 2008. In preparation for this self-study, an Employee Satisfaction Survey and a Student Satisfaction Survey were conducted in 2007 and 2008. Both surveys included a number of questions on leadership and shared governance. The results of these surveys are distributed widely across the campus and on the Office of Institutional Research and Planning website.⁷⁷³

SELF EVALUATION

The college meets this standard. Shared-governance documents and structures are periodically reviewed and revised. Questions included on the Employee and Student Satisfaction Surveys effectively measure the perceived value of the decision-making process and the evaluation method's effectiveness. However, it is unclear how the survey results will influence future decision-making.

PLANNING AGENDA

None.

⁷⁷³ Surveys

4B In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/ systems clearly define the organizational roles of the district/system and the colleges.

4B1 The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.

The Chabot-Las Positas Community College District is governed by a seven-member board of trustees which is responsible for all policy decisions. Board members are elected from seven trustee districts contained in southern Alameda and a part of Contra Costa counties. These districts serve diverse communities that each elect a representative. Because members are elected from the seven distinct trustee districts, the board is an independent policy-making entity responsible to the electorate. Elections are arranged so that less than one-half of the board stands for election in any given year, ensuring continuity and stability in board membership. The board includes two student trustees, one from each college. Terms for elected board members are four years, and terms for student representatives are one year. Student representatives do not have voting rights but can make motions within the board meeting procedure. The names of current Board of Trustees members, including the area they represent, may be found on the Board of Trustees website.⁷⁷⁴

New trustees are encouraged to attend the Community College League (CCL) of California annual orientation conference. The CCL provides each trustee with a Trustee Handbook and other relevant resources. In addition, student trustees are provided with a Student Trustee resource packet.⁷⁷⁵

The district mission statement states that the district will provide policy, advocacy, service, and resources for the operation of its two colleges.⁷⁷⁶ The district assumes the responsibility to support the mission, goals, and priorities established by each college. According to the mission statement, the district is committed to providing the human and fiscal resources necessary to ensure that all programs meet rigorous standards or quality and excellence. The board reviews and approves educational programs and ensures that the programs, degrees, and certifications offered are of excellent quality and are consistent with institutional purposes.

Horizontal lines for notes, with a vertical label 'STANDARD FOUR' on the right side.

774 Board of Trustees
775 Community College League of California
776 District mission statement

NOTES

The duties and responsibilities of the board are detailed in the hundreds of individual policies incorporated in the Board Manual.⁷⁷⁷ In addition to the Manual, the board has a Code of Ethics.⁷⁷⁸ The Code was written in 1993, revised and readopted in 1998, and revised and adopted again in 2001. Each member of the Board of Trustees is required to read and sign this Code of Ethics upon election.

Section 7010 of the Board Policies outlines the expectations of board members' conduct. For example, all meetings are in compliance with Brown Act provisions except as otherwise permitted or required by law. In addition, this section addresses the confidentiality of information discussed in closed session. Section 7050 addresses the district's Conflict of Interest Code. According to this section, CLPCCD has adopted Title 2, California Code of Regulations, Section 18730 and its amendments, as the instrument to define its Conflict of Interest Code.⁷⁷⁹

Operating procedures inherent in the work of the board are noted under the 7000 series and include Organization and Authority (7001); Trustee Election Districts (7002); Selection of Non-voting Student Member of the Board of Trustees (7003); Officers (7005); Authorization to Sign Warrants (7006); Executive Officer of the Board (7007); Board Self Evaluation (7052).

The board assures that the district is fiscally sound through careful budget planning and ongoing budget reporting from district staff. The board receives quarterly reports and workshops on the financial health of the district from the vice chancellor.⁷⁸⁰ In addition, the district board receives reports on the bond budget on a systematic basis.⁷⁸¹

The Board of Trustees conducts an evaluation of the chancellor and, in conjunction with the board, the chancellor evaluates the college presidents. Evaluations are conducted to assure that the job performance of each individual is assessed and communicated to the individuals being evaluated in accordance with established procedures.⁷⁸²

SELF EVALUATION

The college meets this standard. The Board of Trustees effectively establishes policies that assure not only the quality, integrity, and effectiveness of college programs and college services, but also assures the financial viability of the district to support the college in its program delivery. The size, duties, responsibilities, ethical requirements, structure, operating procedures, and evaluative processes for the Board of Trustees are reasonably defined and published in the Board Manual and other documents.

⁷⁷⁷ District board manual
⁷⁷⁸ Board code of ethics
⁷⁷⁹ Board conduct policies
⁷⁸⁰ Board financial policies
⁷⁸¹ Bond budget reporting
⁷⁸² Chancellor and management evaluations

STANDARD FOUR

PLANNING AGENDA

None.

4B1a The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.

The board agenda allows for public comment at every meeting. Online publication of the board agendas and widespread distribution of meeting minutes keep the public informed about district and college issues, and they give members of the community advanced notice to formally comment on any district decisions or actions.⁷⁸³ If the board concurs that public comment on a subject requires additional discussion, it can advise the chancellor to include affected groups in a forthcoming meeting for additional comment.

The board is an independent policy-making body and as such is not bound by any statement or action of one individual board member or employee. Individual board comments are discussed as a part of a larger decision-making process. Individual board members observe the policies and board training that govern decision-making and have authority only when acting as the board legally in session.⁷⁸⁴

On an annual basis, each board member declares his or her financial interests to ensure his or her independence in the decision making process and to assure the community that there are no conflicts of interest.⁷⁸⁵

SELF EVALUATION

The college meets this standard. The Board of Trustees acts as a whole to represent the community interest in the colleges, and it is deliberate in its use of effective policies in order to promote transparency of actions to the public so that conflict of interests are precluded from the decision making process.

PLANNING AGENDA

None.

4B1b The governing board established policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.

Horizontal lines for notes, with a vertical label 'STANDARD FOUR' on the right side.

783 Board agenda publication
784 Board policy 7001
785 Board policy 7051

NOTES

Section 0005 of the Board Policy Manual outlines the mission, goals, and philosophical guidelines of the Chabot-Las Positas Community College District. The fundamental mission of the Chabot-Las Positas College District is to provide the leadership and resources to ensure that all students within the district will continue to have an equal opportunity to pursue and achieve their educational goals.⁷⁸⁶

The district provides policy, advocacy, service, and resources for the operation of its two colleges. The district assumes the responsibility to support the mission, goals, and priorities established by each college. The district coordinates the allocation of fiscal and human resources, and it promotes the fair hire process through affirmative action.

Based on the board mission statement, the Board of Governors agenda, and the district’s philosophy, the Board of Trustees has affirmed the following philosophical guidelines in its assurance of quality, integrity and improvement of student learning programs and services:

The treatment of individual student learners is the major focus and concern of the district. The district coordinates and supports each college in its development of programs and services that best serve the college student population, including its diversity, economic and community need and transfer request.⁷⁸⁷

The district is committed to fair hiring processes, to affirmative action practices, and to ethical behavior in the treatment of employees and students.⁷⁸⁸ The district is committed to providing an ecologically and environmentally attractive and safe learning and work place.

The district is committed to operate in a cost effective manner and to provide both the human and fiscal resources necessary to ensure that all programs meet rigorous standards of quality and excellence.

The district will continue to provide the appropriate environment for innovation and creativity. Recognition of student and staff achievement is promoted and harmonious cooperation is accomplished through the participatory governance process.

The district will continue to develop a positive image in the communities it serves by working cooperatively with other educational segments, business, industry, and governmental agencies.

The district will broaden its sphere of influence to support the local and state economic development plans, the internationalization of curriculum, the recognition of diverse cultures, and the artistic and scholarly achievement of the world’s great artists and thinkers.

STANDARD FOUR

⁷⁸⁶ Board mission, goals and philosophy

⁷⁸⁷ Individual student learners

⁷⁸⁸ Fair and ethical treatment

The district is accountable and responsible for all legal and fiscal practices as they relate to ensuring the quality, integrity, and improvement of student learning programs and services.

SELF EVALUATION

The college meets this standard. The district mission and philosophy are reflective of the commitment to support of student learning programs and services. The board clearly understands its directive and responsibility for academic programs and the quality and integrity of such support. The board continues its support in the development and review of its mission statement and in its relationship to the president of the college. The Las Positas College president apprises the board of college programs and services through formal board reports and through the college representation in board workshops.

PLANNING AGENDA

None.

4B1c The governing board has ultimate responsibility for educational quality, legal matters and financial integrity.

The seven elected board members plus the two non-voting student members are subject to the requirements and limitations of Educational Code Section 72023.5. The State of California and the citizens of the Chabot-Las Positas Community College District vest the authority for the development, management, control, and operation of all properties, programs, policies, and procedures of the district and the college in the Board of Trustees.⁷⁸⁹

The board regularly monitors learning programs and services through its yearly board retreats, study sessions, and specific reports, workshops, and presentations regarding educational programs and state reporting data. Recent topics presented to the board include distance learning programs and services; basic skills and career technical education data; and student learning outcomes. Annually, the board approves curricular additions and deletions to the educational programs at the colleges.⁷⁹⁰

The board, through the chancellor, established the District Budget and Study Group, which is tasked with discussions between the colleges on specific budget issues and other topics of concern to the colleges. This committee recently outlined its charge to work on the enhancement of budget transparency and budget process integration between the colleges and the district. That committee has not consistently met for some years, but it did begin the effort to oversee budget and finance information. A meeting of this body is set for December 12, 2008.⁷⁹¹

789 Board requirements vested in members
790 Board and retreat agendas/minutes
791 District Budget Study Group meeting, 12/12/08

STANDARD FOUR

NOTES

The board reviews the financial statements of the district at regularly scheduled board meetings, as well as all potential or pending litigation in closed sessions. The board reviews and approves a tentative budget in May of each year, a final budget in September of each year, and a mid-year budget report in February of each year. The district has developed and followed a budget development calendar. The college's fiscal vice president, along with the district fiscal representatives, discusses the calendar and other budget information at the District Budget Officer's meeting.^{792, 793}

In accordance with state law, the board has established a Bond Oversight Committee to provide assurances that bond dollars are spent and accounted for appropriately. Fiscal reports related to the bond and to the development of college facilities are given to the board both in board workshops and as a part of the board agenda.⁷⁹⁴

Board policy adheres to the California Educational Code and California Title 5 regulations. Board policies informed by this code are reviewed for compliance as state regulations and law change.

SELF EVALUATION

The college meets this standard. The Board of Trustees, functioning as an independent body, has ultimate responsibility in ensuring educational quality, legal soundness, and financial integrity. The board's decisions are made with adherence to federal, state and local policy and guidelines.

PLANNING AGENDA

None.

4B1d The institution of the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structures, and operating procedures.

The Chabot-Las Positas Community College District comprises seven separate districts contained in southern Alameda County and a small portion of Contra Costa County. Board policies 7001, 7005, 7006, and 7007 regulate the board size, duties and responsibilities. Additional duties and responsibilities of the board are detailed in the Board Manual. The board also has a code of ethics that provides further information as it pertains to board duties, responsibilities, structure, and operating procedures.⁷⁹⁵

⁷⁹² Board fiscal review
⁷⁹³ Planning and Budget Committee
⁷⁹⁴ Bond oversight committee
⁷⁹⁵ Board policies

STANDARD FOUR

SELF EVALUATION

The college meets this standard.

PLANNING AGENDA

None.

4B1e The governing board acts in a manner consistent with its policies and bylaws. The board evaluates its policies and practices and revises them as necessary.

The board follows all laws and policy in governing the district. This includes compliance with the Brown Act for open and closed meetings, posting of agendas, and reporting of minutes. The board regularly reviews policy submitted by the chancellor to make certain the institution is well managed. The process incorporates the facilitation of dialogue prior to recommendation to the board.⁷⁹⁶

Board policy 7018 speaks to the board’s authority to adopt or change policy. Individual policies then delegate the responsibility for implementation to the college or to district personnel.⁷⁹⁷

The board, along with the chancellor, evaluates its policies and practices on an ongoing basis. Board policy change usually occurs due to changes in state or federal law, by additions or deletions to the faculty or classified contracts, or by other shared-governance processes. The board reviews all proposed additions and changes to policies and adopts them according to justification and support to district and college mission, educational programs, and services.

SELF EVALUATION

The college meets this standard. As necessary, the board effectively reviews and revises policies related to meetings, operations, and conduct of the board. The board also reviews the area of board operations as part of its self evaluation process.

PLANNING AGENDA

None.

4B1f The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

⁷⁹⁶ Board minutes
⁷⁹⁷ Board policy 7018

NOTES

Orientation for new board members is the responsibility of the chancellor of the district. When a new board member is elected, the chancellor schedules six orientation workshops framed around the Trustee Handbook produced by the Community College League of California. In addition, all members of the Board of Trustees have their own copies of the Handbook, which is updated annually, and copies of board policies and procedures.

Many of the members of the Chabot-Las Positas Community College District Board of Trustees are active members of the Community College League of California and of the Association of Community College Trustees.^{798, 799} These organizations hold regular conferences for training and informing both new and seasoned members.

Trustees keep abreast of trends and developments in higher education by regular participation in national, state, and local organizations devoted to community college issues. Board workshops are held monthly for presentations regarding innovations and projects at each college.

Policies related to election of terms of office and district representation are articulated in board policy 7002 and provide for the staggered terms of office.⁸⁰⁰ Board development is consistently and comprehensively addressed through members' participation and responsibility in the community college system.

SELF EVALUATION

The college meets this standard.

PLANNING AGENDA

None.

4B1g The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.

Board Policy 7052 Board Self-Evaluation was adopted on May 15, 2001 and reads: "The Board is committed to assessing its own performance as a board in order to identify its strengths and areas in which it may improve its functioning."⁸⁰¹

Board members, including student trustees, participate in an annual board-evaluation process that includes a comprehensive self-evaluation. The purpose of the self-evaluation is to identify strengths and weaknesses in assessing board performance. The evaluation addresses board operations and policies,

798 Community College League of California
 799 Association of Community College Trustees
 800 Board policy 7002
 801 Board policy 7052

STANDARD FOUR

instructional/student services programs, institutional planning, board-chancellor relations, and community relations.

The Chabot-Las Positas Community College District Board of Trustees concluded its self-evaluation for the prior year on May 14, 2008 at the Trustee Retreat.⁸⁰² The evaluation included sixteen areas of review: understanding of the district and college mission and programs; clear goals relevant to strategic planning; policy related decision making; monitoring district policies; evaluation of progress as it relates to goals; review of comprehensive personnel policies; agenda setting and its relationship to timely issues; sufficient supporting materials for board review; involvement of the board; primary oversight of district finances; adequate opportunity to evaluate and comment upon performance of district employees and other items; effective representation of the district to the community; evaluation of responsibilities as an elected official; distinct leadership from district staff; continued information as it relates to relevant needs of the community and the college.

SELF EVALUATION

The college meets this standard.

PLANNING AGENDA

None.

4B1h The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.

The board is capable of reflecting public interest and has an established process for providing continuity in its public representation. Board Policy 7001 defines the organization and authority of the board and its relationship to the college and to the constituents of the community.

Each board member signs and is held accountable to a code of ethics, which states in part, "Each Board member understands that he/she is empowered to set policy in matters that relate to the overall educational program, including, but not limited to, the fiscal stability of the district and personnel practices. Implementation of policy is carried out by the administration."

The Policy Manual for the Board of Trustees further specifies the responsibilities of the board in relation to the colleges. These duties are detailed and specified in the hundreds of individual policies incorporated into the Manual.⁸⁰³

STANDARD FOUR

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802 Board and retreat agendas/minutes

803 Board policies

NOTES

4B2 The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

4B2a The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution’s purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.

In 2007, Las Positas College’s president since 2002 retired. For eight months after her retirement, the college had an interim president. The current president of the college was then hired to begin in spring 2008. Maintaining the existing administrative organization, the president delegates the day-to-day operations of academic services and student services to the respective vice presidents. Each vice president oversees and evaluates the planning, organization, budget, and personnel activities through shared governance committees, division meetings, and dean participation. The organizational chart for each area, academic services and student services, demonstrates the lines of authority for various units.⁸¹²

Additional institutional responsibilities have been given to various supervisors and specialists within both the academic services and student services areas. The college also employs program coordinators who have a variety of responsibilities within the academic services and student services sectors. Shared governance committees provide additional leadership in planning and organization.⁸¹³

The college’s administrative structure is reviewed through the educational master plan and evaluated for effectiveness and increased service to the college. Continued organizational refinements will be made by the college president and her staff to ensure that the college meets the high demand for services as the college grows.⁸¹⁴

SELF EVALUATION

The college meets this standard. The president oversees an effective organizational structure and continues to delegate to administrators and others responsible for student learning and success. Although academic services and student services are separate areas, both provide integrated services to the students of the college.

PLANNING AGENDA

None.

⁸¹² Organizational chart
⁸¹³ Shared governance committees
⁸¹⁴ Educational Master Plan

STANDARD FOUR

- 4B2b** The president guides institutional improvement of the teaching and learning environment by the following:
- establishing a collegial process that sets values, goals, and priorities;
 - ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;
 - ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and
 - establishing procedures to evaluate overall institutional planning and implementation efforts.

Within the context of the teaching and learning environment that she inherited, the president continues to guide the college in its upcoming review and approval of the revised college mission statement; and she will also guide the college in its next review of values, goals, and priorities. The president continues to work on the implementation of the facilities planning through the college Measure B bond and continues to work with the college in the continued implementation of student learning outcomes development, assessment, and evaluation.

Values, Goals, Priorities: The college mission has been modified through the Planning and Budget Committee and has been reviewed by the Academic Senate and by the faculty divisions.⁸¹⁵ In fall 2008 the president took the revised mission statement to the college at large via the college Town Meeting, where it was discussed as a part of the institutional review and evaluation of college purpose.

The president also works with the College Council on all college-wide policy decisions, ensuring that all constituency groups have an opportunity to review and discuss the options being considered and to bring their input to the Council before a decision is rendered. Final approval of the mission statement rests with College Council. Continued review of the college values, goals, and priorities is a part of the educational master plan process as well as the new program review process.⁸¹⁶ The former planning resides in the Office of the President and the latter in the Offices of Academic and Student Services.

Research and Analysis: The Office of Institutional Research and Planning reports directly to the president. This office has provided the college with exceptional service and important data for program review, basic skills, student success, and student retention, as well as reports developed for discipline-specific outcomes. The information produced by the Office of Institutional Research and Planning is disseminated to the campus through Town Meetings, at Planning and Budget Committee meetings, and through the office website. The Office of Institutional Research and Planning conducted two formal surveys in 2007 to measure institutional performance. A Student Satisfaction Survey and a Faculty/Staff Satisfaction Survey were developed, implemented, and assessed. Information from both of these surveys was made available to the college self-study standard groups and was formally reviewed with the college at large in fall 2008. The Student Survey was also reviewed by the college’s associated student body in

815 PBC Minutes 09/06/07
816 Program review process

fall 2008. The results of the survey are posted on the Office of Institutional Research and Planning website.

Educational Planning/Resource Allocation: The college has completed its work on closely linking its budget, planning, and evaluation processes through the Program Review Model.⁸¹⁷ The college has been working to integrate this planning into the educational master plan and its resource allocation process as well. To this end, the program review allocation model includes all possible resource allocation areas available on campus, as well as allocation availability through the budget planning within the Office of Academic Services.⁸¹⁸ Linkages between student learning outcomes and resource allocation occur through the Program Review Model as well. The Academic Senate is preparing a proposal for a new faculty hire process to be reviewed for possible inclusion to the Program Review Model.⁸¹⁹ The president continues to work with the Vice President of Administrative Services to determine improved budget development processes and training for faculty as they develop program review plans for disciplines. The president also facilitates the resource allocation for facilities designed to improve educational programs.⁸²⁰ Through the Measure B bond, the college Facility Master Plan requires several planning task forces to advise the president and the college concerning facility development and program planning.⁸²¹

The newly hired president came to the college in March 2008 and began the process of reviewing data reports, institutional planning reports, district summary reports, and reports specific to the Systems Office and the State of California. In addition to becoming acquainted with the processes of the college, she also spent time discussing integrated institutional process with the Director of Institutional Research and Planning. Within that discussion, the president reviewed how processes are driven and what accountability measures are included in processes. Finally, the president conducted a series of “Listening Tours” with the college as a whole and from that developed a strategic plan based on six priorities:⁸²²

1. Provide visionary leadership
2. Identify and support adequate resources for student, staff, and faculty
3. Commit to excellence in teaching, student learning, and scholarship
4. Create a diverse and supportive academic community
5. Craft a culture of collective responsibility
6. Advance a culture of critical reflection

Each of these strategic priorities has individual goals and timelines built in for completion and accountability. The president will provide status reports to the college community about each strategic goal, and at the end of each

⁸¹⁷ Program review model
⁸¹⁸ Application for Program Review Funds and Funding-Resource Chart
⁸¹⁹ New faculty hire process
⁸²⁰ President's board report on facilities, p.2
⁸²¹ Facilities Master Plan
⁸²² President's strategic plan

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academic year she will coordinate a series of measures to evaluate each goal and its effect on the institution as a whole. Built into this series are survey instruments which will be conducted and assessed. The data provided will be built into the institutional evaluation processes.

SELF EVALUATION

The college meets this standard.

PLANNING AGENDA

- 1. Work with college processes to integrate evaluation measures through the use of research and dialogue.
- 2. Develop links between completed institutional goals and institutional effectiveness.

4B2c The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.

The president is responsible for the implementation of statutes, regulations, and governing board policies, and she assures that the institutional practices are consistent with institutional mission and policies.⁸²³ The president meets with both the Executive Cabinet and the Administrative Council to discuss the above and to make certain that there is consistency in implementation. Consistent monthly meetings with the representatives of Classified Senate, Academic Senate, and the Associated Students of Las Positas College offer the president opportunities to discuss board items, regulation issues, and other statutes that affect institutional practices.⁸²⁴ The president also holds monthly meetings with the representatives of both the faculty and classified union representatives.

SELF EVALUATION

The college meets this standard. The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.

PLANNING AGENDA

None.

823 Board policy 2012
824 College Council minutes

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4B2d The president effectively controls budget and expenditures.

The president is held accountable to the district for the college resource expenditure. On a monthly basis, she meets with the Vice President of Administrative Services to review and discuss budget implications, and she ensures that we are making progress in accomplishing responses to audit recommendations. She has integrated quarterly updates to the budget into the executive staff meetings for review and discussion. Finally, the president is responsible for effective resource expenditures through the college Measure B facilities planning and through the facilities committee. Her participation in the Measure B weekly meetings provides feedback and planning for facilities needs and appropriate budget to meet those needs.

SELF EVALUATION

The college meets this standard.

PLANNING AGENDA

None.

4B2e The president works and communicates effectively with the communities served by the institution.

Since arriving at Las Positas College in the Spring of 2008, the new president has worked intensely to communicate with the external communities served by the college. Foremost, this has been accomplished through the formation of a Presidential Advisory Council. The Las Positas College Presidential Advisory Council is a group of community leaders who share their insights and counsel concerning trends, underserved populations, educational opportunities, strategic directions and collaborative program efforts within the Tri-Valley region. The Presidential Advisory Council advises the President on strategic issues facing the College.

Vitaly interested in the future of Las Positas College, this group of high-level advisers provides the College President with insight and advice from positions of diverse experience and tremendous success in their fields. Members of the Presidential Advisory Council serve renewable two-year terms. Members are selected by the President, and have demonstrated leadership for the College and in their own communities in various ways. Additionally, as a resource to the president they help to develop strategies and resources to strengthen the College within the context of its mission and traditions.⁸²⁵

In addition to this group, the president continued her introduction to the community by connecting with the three feeder school districts, including

825 LPC Website President's Page, Advisory Council

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presenting to the school board of one. Feeder high school administrators have met with the president twice since her arrival through our Annual High School Breakfast. On the other end of the spectrum, outreach and dialogue continues with our major transfer institutions, including active solicitation from them as it relates to transfer education and curriculum development.

The president has developed strong relationships within the community and works to position the college in the business community. She has been an active presenter to various community groups since her arrival, and has recently launched a new communique' to external stakeholders through a quarterly "President's Newsletter to the Community." This communication strategy joins several tactics she has deployed to enhance communication with both the internal and external community; those strategies include the following: monthly Yak 'N Sak dialogues, implementing, producing monthly video message to the internal college community, sharing her monthly written report to the Board of Trustees to the college community, providing summaries of the business meeting of the Board of Trustees to the college community, and ensuring the notification of college governance meetings to the college community.

Finally, the president works to more tightly couple the college with other community colleges across this country. As such, Las Positas College is the newest member of the Strategic Horizon Network, a consortium of fifteen community colleges dedicated to examining the best strategies to enhance institutional capacity by identifying and importing ways of business from organizations outside of education into practice on their campuses.

SELF EVALUATION

The college meets this standard

PLANNING AGENDA

None.

4B3 In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.

4B3a The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice.

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The written delineation of the operational responsibilities and functions of the district is articulated in the Policy Manual for the Board of Trustees and in the organizational delineation chart provided to the colleges on the district website. The latter chart was developed in August 2008, but it has not been widely communicated to the college at large. Further rules and regulations provided to the colleges exist in the Administrative Rules and Procedures included in board policy. Delineations of primary and secondary leadership are also noted on specific job descriptions with clear lines of authority and direct supervision indicated on the job description.

The district office is organized into ten departments. Each department is headed by an administrator who reports to a vice chancellor or directly to the chancellor.⁸²⁶

Chancellor's Office

The office of the chancellor serves and supports the local governing board and also provides leadership to the campuses. The chancellor's office is responsible for helping the district fulfill its mission.

Educational Services and Planning

The Vice Chancellor of Educational Services and Planning reports to the chancellor and is responsible for providing overall leadership in planning, development, implementation, and coordination of the instructional and student support programs of the district, including the areas of research, strategic planning, workforce and economic development, and educational technology. This post is currently unfilled.

Contract Education/Economic Development

The Dean for Contract Education/Economic Development reports to the Vice Chancellor of Educational Services and Planning and is responsible for the Training and Development Solutions (TDS) for Business and Education Partnerships which serves businesses within the district by providing high-quality, high-value customized training for employees. TDS works cooperatively with Chabot and Las Positas Colleges to provide instruction, curriculum development, and technical services. TDS is also chartered to serve as a full partner in strengthening the economic development and vitality of the communities and cities in the Chabot-Las Positas Community College District by working to attract new businesses and retain those businesses, large and small, already in place.

Information Technology Services (ITS)

The Chief Technology Officer reports to the chancellor. The ITS department provides administrative computing services for the colleges and district communities and essential utility services that form the foundation for administrative and instructional computing throughout the district.

Public Relations and Governmental Affairs

The District Director of Public Relations and Governmental Affairs reports to the chancellor and is responsible for overseeing and coordinating media relations, government relations, publications, and marketing communications within the

⁸²⁶ District organizational chart

district. The district also supports the colleges' efforts to increase their visibility in the district's service area and with targeted recruiting audiences.

Human Resources (HR)

The Director of Human Resources reports to the chancellor. Human Resources ensures that hiring processes are in accordance with the District Faculty and Staff Diversity and Equal Employment Opportunity Plan and other state and federal regulations. The department also is responsible for providing accurate personnel data to the offices of the California Community Colleges and other agencies. HR is also responsible for maintaining employee records and enrolling staff in benefits plans. In 2008, the Director of Human Resources position was enhanced to a Vice Chancellor position.

Business Services

The Vice Chancellor of Business Services reports to the chancellor and is responsible for providing professional, consumer-oriented services to the colleges and district, including the students, faculty, staff, and other constituents of the district. The vice chancellor is responsible for keeping the district financially solvent and stable. The Business Services unit includes:

- Accounting/Financial Aid;
- Accounts Payable/Accounts Receivable;
- Budgeting;
- Maintenance and Operations;
- Purchasing/Warehouse

Accounting

The Accounting Office is administered by the controller, who reports to the Vice Chancellor of Business Services. The Accounting Office processes the financial transactions of the district. It ensures that obligations are paid and properly recorded in a timely manner, that revenues are recorded properly, and that periodic reports are prepared for both internal and external use.

Facilities Planning and Management

Facilities Planning and Management is administered by the Vice Chancellor of business services. This office is responsible for providing professional leadership for the planning, development, and management of all district-owned and operated facilities. The process of constructing, renovating, rejuvenating, and repositioning sections of a college campus is an ongoing endeavor. The process also involves planning, effective communication, phasing, and scheduling with a variety of key personnel and agencies including the State Chancellor's Office, administrators, students, staff, architects, engineers, contractors, as well as the Maintenance and Operations Department.

Maintenance and Operations (M&O)

Maintenance and Operations is administered by a director who reports to the District Director of Facilities Planning and Management. M&O is responsible for keeping the district's facilities and equipment at the highest level of maintenance, cleanliness, appearance, and safety possible. M&O also works closely with the district's architects, facilities project managers, and contractors to accomplish major capital and deferred maintenance projects.

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Payroll

The Payroll Office is administered by the assistant controller who reports to the Vice Chancellor of Human Resources. The Payroll Office processes the payments of wages and salaries to staff, files required federal and state reports, enrolls staff in benefits plans and maintains employee records.

Purchasing

The Purchasing Department is administered by the Manager of Purchasing and Warehouse Services who reports to the Vice Chancellor of Business Services and is responsible for:

- Processing requisitions into purchase orders for supplies, equipment, and services in a timely manner;
- Purchasing without prejudice, to obtain the maximum value for each dollar expended; and
- Ensuring shipments of supplies and equipment are correct and undamaged and delivered to departments in a timely manner.

The district has presented its strategic plan to all employees of the college. The intent of the plan was to communicate a tool for developing plans, marketing progress of those plans, and evaluating the success of those plans. The plan integrates the district’s external and internal demands with its purposes, intents, processes, and goals and provides the college a formalized means through which the college can view and keep track of district expectations and operations based on district responsibilities. The Strategic Plan was introduced by the previous chancellor as an outcome for the district at the 2006 convocation. Board review of the plan occurred in 2007. The plan serves as an internal document that identifies key areas in which the district office and the college will work together to streamline, improve, and maximize their shared functions.⁸²⁷

SELF EVALUATION

The college meets this standard. The college president, through the Chancellor’s Council and Cabinet, collaborates with the district on matters affecting the college and the district. Task forces created from these committees may present recommendations or processes presented to the district for review. The Strategic Plan provides an additional roadmap for future planning and role delineation. Specific roles and job descriptions for the district administration are available through Human Resources. Although the Strategic Plan was board-approved, consistent feedback from college personnel may not have been provided to the institution at large.

PLANNING AGENDA

1. Review and evaluate annually the District Strategic Plan to determine completed goals and appropriate input, revisions, or improvements. This should be done in collaboration with the district.

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⁸²⁷ CLPCCD Systems Strategic Plan

4B3b The district/system provides effective services that support the colleges in their missions and functions.

Centralized support is provided for the colleges in the areas of Business Services, Facilities Planning and Operations, Human Resources, Educational Services (currently vacant), Information Technology, Contract Education and Economic Development, and Public Relations and Governmental Affairs. The district promotes and supports the work of the colleges through specific services and their related responsibilities.⁸²⁸

SELF EVALUATION

The college partially meets this standard. The Staff Survey notes Physical Resources, Human Resources, Technology Resources and Financial Resources as separate questions for standard three. However, since all of the above require integration of both the college and the district support, the responses are relevant to standard four as well. Results from the Staff Survey note the respondents see consistent support in all areas except for Financial Resources, where a number of responses noted “Neither Disagree or Agree” as a majority response. This occurred when asked about institutional guidelines and processes for financial planning and budget (clearly defined) and when asked whether institutional guidelines and processes are followed. The inference drawn is that the college is not aware of guidelines and processes to be evaluated. In addition, the staff survey noted a high degree of disagreement when asked whether the chancellor efficiently manages financial resources, and whether the chancellor implements budget expenditures based on district-wide priorities. However, the college was given an opportunity to evaluate and review the support of district services in the district Strategic Plan process where many of the responses were incorporated into the improvement of services.

PLANNING AGENDA

1. Communicate guidelines and processes for financial planning and budget development, and evaluate those processes to ensure they are followed. This should be done in collaboration with the district.

4B3c The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.

The district uses a formula-based resource allocation model to allocate resources to the college for its needs in adjunct personnel and other hourly costs. Until 2005, the college maintained a healthy one-million dollar reserve that provided the district additional growth in years when growth was needed. By 2007, the reserves were depleted and a review of the formula and adequate

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828 Board of Trustees

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funding was undertaken by the vice presidents of academic services from both colleges, in collaboration with the district office. That review did not indicate to the district that the formula was inadequate for continued growth, though some costs due to contractual obligations were noted; however, the college took careful steps to reduce budget expenditures in the 2008 fiscal year and still incurred continued deficit.⁸²⁹ Distribution of resources and funds has been a discussion topic in several committees on the campus including the Planning and Budget Committee, College Enrollment Management Committee, Executive Council and at Town meetings.⁸³⁰

Distribution of funding beyond the allocation model is based on growth targets and the necessary funding to meet the district growth target. This process occurs in the District Enrollment Management Committee with feedback from both colleges as part of the process.⁸³¹ Percentage of growth allocation is a collaborative decision between the colleges and the district.

There is no clear indication to the college of how educational programs and services budgets are allocated or planned for, especially in light of program review at the college level. Increased costs of supplies and other program needs separate from personnel have not been addressed within the district allocation model, and increases due to supply cost increase have not been addressed by the college or the district.

SELF EVALUATION

The college partially meets this standard. Although there has been dialogue and review of the resource allocation needs, the model is not transparent to the college at large. In addition, the college has worked diligently on providing the best program review model for budgetary planning purposes, but there is no indication of increased monies allocated to the college for program review planning and budget needs.

PLANNING AGENDA

1. Work with the district on a new formula and allocation model for fiscal resources, that more accurately reflects college needs and that can provide for a more transparent budget allocation process.

4B3d The district/system effectively controls its expenditures.

The district has positioned itself to increase resources through several key accomplishments. The first was the negotiation of favorable rates for the district's property and liability insurance premium (a reduction of rates). The second was bond financing that allowed the district to leverage its assets to generate

⁸²⁹ 2008-09 Adoption Budget
⁸³⁰ Committee listing
⁸³¹ District Enrollment Management Committee

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significant resources. Because of these accomplishments, the district has provided resources for its effective control of expenditures and has allowed the district to pay for contractual increases, benefit increases, utility increases, insurance increases, and funding for approved positions.

The largest expenditure is for salaries and benefits. Review of increased costs in this area has been undertaken by the board and has been discussed at board workshops. The district has also taken responsibility of the Facilities Bond Budgets, and along with the Bond Oversight Committee, oversees the effective control of expenditures as they relate to Measure B.⁸³²

SELF EVALUATION

The college meets this standard.

PLANNING AGENDA

None.

4B3e The chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district/system policies without his/her interference and holds them accountable for the operation of the colleges.

The college presidents' responsibilities and authority for implementation and administration of district policies are described in the president's job description and in shared governance organization documents.⁸³³

The chancellor gives the president this authority and holds the president accountable for the operation of the college through an annual performance evaluation process. As a part of the evaluation process, the president of the college establishes goals, and the chancellor and president assess the progress on these goals annually.⁸³⁴

Additionally, the chancellor meets weekly with the presidents and vice chancellors to discuss areas of interest or concerns related to the operation of the college or the district. The president also attends meetings of the Board of Trustees where the president reports on college initiatives, programs, and various college expenditures in compliance with district policies and procedures.⁸³⁵

SELF EVALUATION

The college meets this standard. The President of Las Positas College confirms that the chancellor gives her full responsibility and authority to implement and administer delegated district policies without his interference and holds her accountable for the operation of the college.

832 Bond Measure B meeting minutes

833 College Governance Documents

834 Presidential priorities

835 Sample board minutes

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PLANNING AGENDA

None.

4B3f The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner.

As the Chief Executive Officer of the district, the chancellor acts as the liaison between the colleges and the governing board. All matters that pertain to the college and that need to be considered by the board are submitted to the board by the chancellor on behalf of the colleges.

The district and the colleges use effective methods of communication in a timely manner to relay information to the board and others regarding upcoming board agenda items. Items are widely distributed electronically through the board packet to the board, college managers, Academic Senate representatives, union leadership, student leaders, the press, and other interested community members in advance of the board meeting.⁸³⁶

The board packet contains board reports which are summaries prepared by the responsible college or district personnel for review by the chancellor. Minutes of the board meetings are posted on the district website, as well as any minutes from previous workshops.⁸³⁷ Agendas are also posted on the district website.⁸³⁸

The college president, the college vice presidents, and the presidents of the Academic Senate, Classified Senate, and Associated Students all attend the board meetings and report to the board and to their constituencies. The Board of Trustees includes a student trustee who voices the concerns and interests of district students as well.

There are a variety of administrative committees through which communications between the college and the district may occur. The Chancellor’s Cabinet consists of the college presidents, vice presidents, chancellor, vice chancellor and other appointed district personnel. The Chancellor’s Council includes constituents at the college faculty and classified level along with college presidents and district administrative representation. The District Curriculum Council meets with representation from both colleges to discuss matters of curriculum and program development. The District Enrollment Management Committee meets with representation from faculty association, college administrative representation, as well as district representation. This committee discusses areas of enrollment management, resource allocation, efficiency, and scheduling.⁸³⁹

836 Electronic board packet dissemination
 837 Board minutes
 838 Board agendas
 839 District Enrollment Management Committee

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