# Las Positas College
# Institutional Effectiveness Report
# 2014-2015

# Board of Trustees
## 2014-2015

## Vision

Las Positas College strives to be California's premier Community College, setting the standard through opportunities for developing knowledge, skills, values, and abilities that foster engaged and contributing members of the society.

## Mission

Las Positas College is an inclusive learning-centered institution providing educational opportunities and support for completion of students' transfer, degree, basic skills, career-technical, and retraining goals.

## Values

Las Positas College thrives as a collaborative teaching and learning community committed to integrity and excellence by:

1. Encouraging and celebrating lifelong learning
2. Responding to the needs of the ever-changing workplace
3. Demonstrating civic, social and environmental responsibility
4. Promoting ethical behavior, tolerance and mutual respect in a diverse community
5. Fostering a climate of discovery, creativity and personal development
6. Holding firm to the belief that each of us makes an astonishing difference.

## Planning Priorities for 2014-15

- ❖ Support for the curriculum process
- ❖ Technology utilization with an emphasis on staff development
- ❖ Success and persistence through the Basic Skills sequence
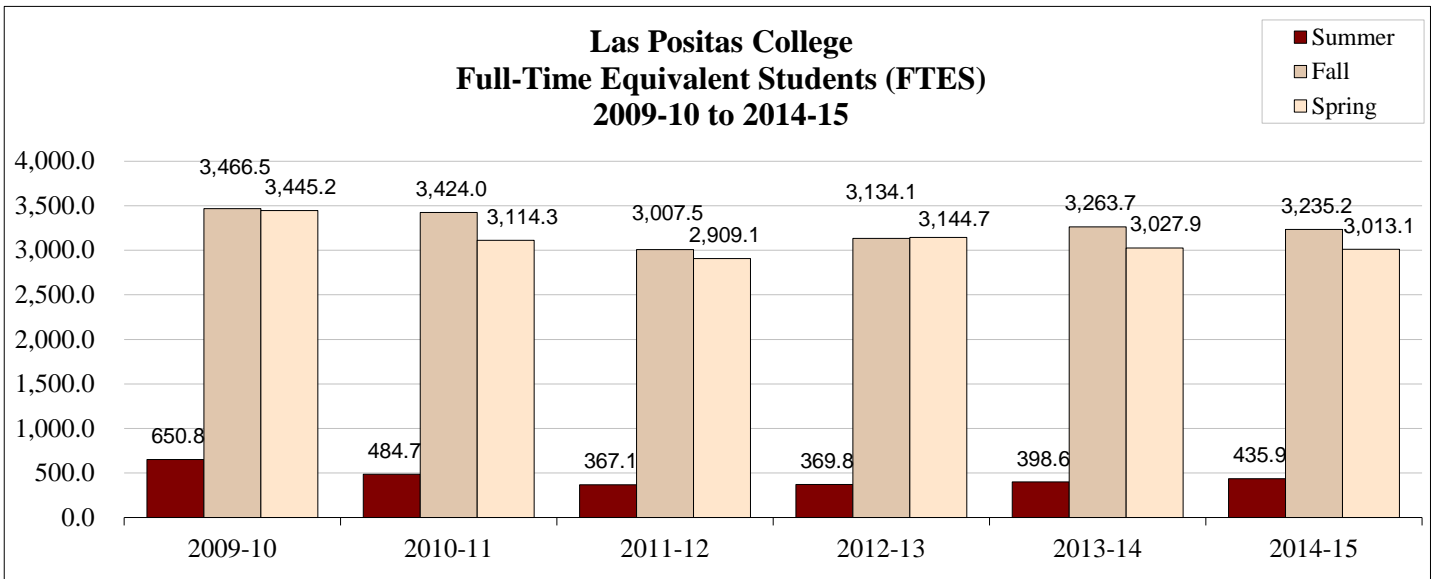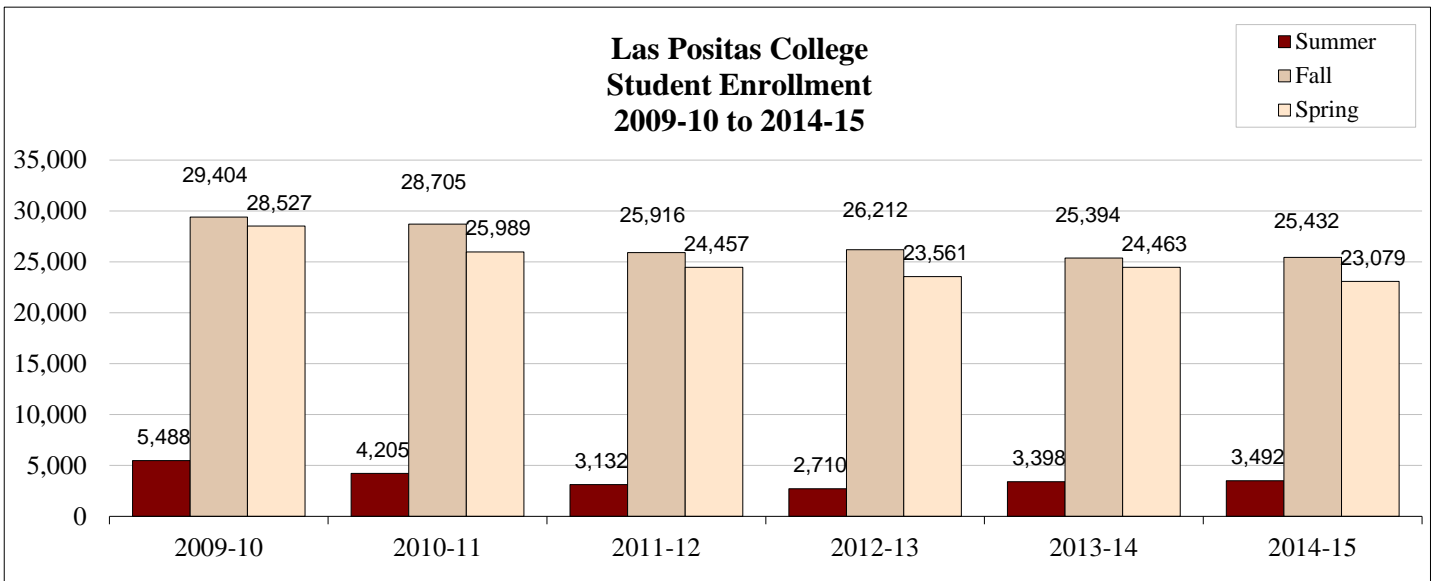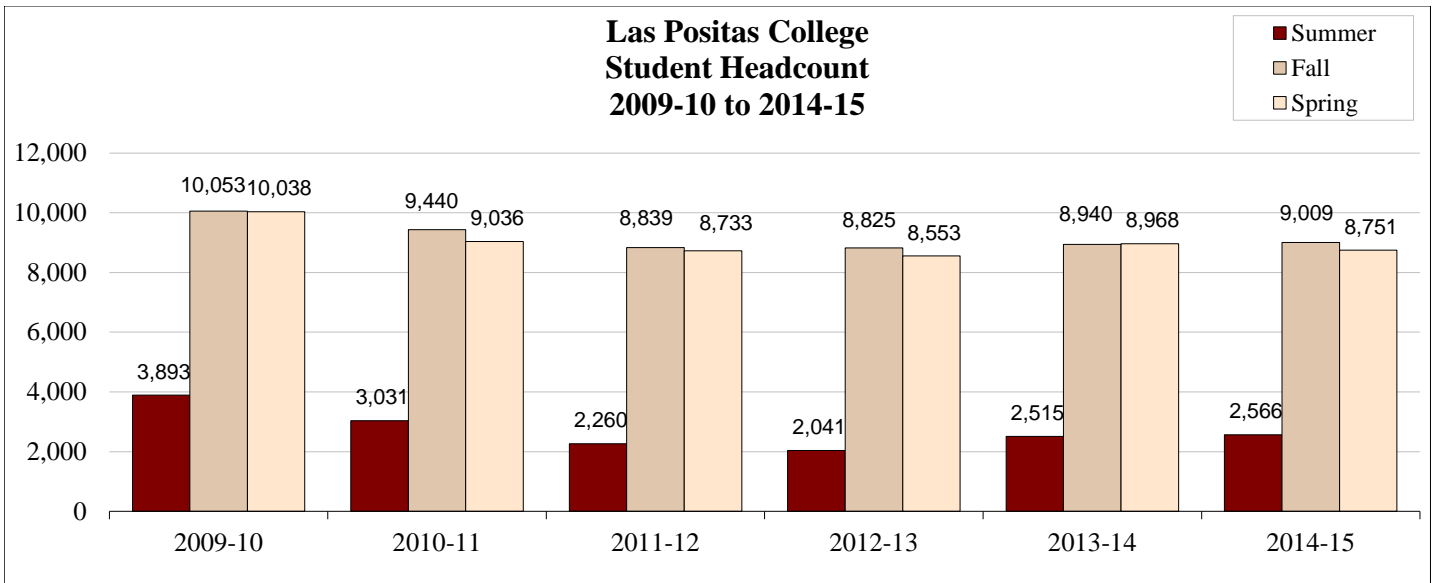- ❖ Accreditation

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## <u>Appendix</u>

## Institutional Indicators

# Enrollment Management

**Las Positas College**
**Student Headcount**
**2009-10 to 2014-15**

Legend: ■ Summer  ■ Fall  □ Spring

| | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|---|---|---|---|---|---|---|
| Summer | 3,893 | 3,031 | 2,260 | 2,041 | 2,515 | 2,566 |
| Fall | 10,053 | 9,440 | 8,839 | 8,825 | 8,940 | 9,009 |
| Spring | 10,038 | 9,036 | 8,733 | 8,553 | 8,968 | 8,751 |

**Las Positas College**
**Student Enrollment**
**2009-10 to 2014-15**

Legend: ■ Summer  ■ Fall  □ Spring

| | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|---|---|---|---|---|---|---|
| Summer | 5,488 | 4,205 | 3,132 | 2,710 | 3,398 | 3,492 |
| Fall | 29,404 | 28,705 | 25,916 | 26,212 | 25,394 | 25,432 |
| Spring | 28,527 | 25,989 | 24,457 | 23,561 | 24,463 | 23,079 |

**Las Positas College**
**Full-Time Equivalent Students (FTES)**
**2009-10 to 2014-15**

Legend: ■ Summer  □ Fall  □ Spring

| | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|---|---|---|---|---|---|---|
| Summer | 650.8 | 484.7 | 367.1 | 369.8 | 398.6 | 435.9 |
| Fall | 3,466.5 | 3,424.0 | 3,007.5 | 3,134.1 | 3,263.7 | 3,235.2 |
| Spring | 3,445.2 | 3,114.3 | 2,909.1 | 3,144.7 | 3,027.9 | 3,013.1 |

SOURCE: Chabot-Las Positas Institutional Research Dataset, Final count.

**Las Positas College**
**Full-Time Equivalent Faculty (FTEF)**
**2009-10 to 2014-15**

Legend: ■ Summer ▨ Fall □ Spring

| | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|---|---|---|---|---|---|---|
| Summer | 36.1 | 27.8 | 22.1 | 20.7 | 24.6 | 25.3 |
| Fall | 198.6 | 195.9 | 176.8 | 178.3 | 182.8 | 189.3 |
| Spring | 196.4 | 183.0 | 172.8 | 174.8 | 183.0 | 185.3 |

**Las Positas College**
**Productivity (WSCH/FTEF)**
**2009-10 to 2014-15**

Legend: ■ Summer ▨ Fall □ Spring

| | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|---|---|---|---|---|---|---|
| Summer | 546.0 | 531.3 | 507.8 | 546.1 | 496.3 | 526.8 |
| Fall | 537.4 | 537.5 | 522.5 | 541.2 | 551.1 | 526.3 |
| Spring | 540.2 | 523.0 | 519.4 | 554.1 | 511.9 | 501.2 |

SOURCE: Chabot-Las Positas Institutional Research Dataset, Final count.

**Definitions:**

   **Headcount** is the unduplicated count of students enrolled in all courses.

   **Enrollment** is the sum of all course enrollments (filled seats).

   **FTES** is the total Full Time Equivalent Student value resulting from all enrollments.

   **FTEF** is the Full Time Equivalent Faculty associated with the discipline's course offerings.

   **Productivity** is the ratio of WSCH to FTEF and a standard measure of discipline efficiency.

## Institutional Indicators

# Course Success Rates

**Las Positas College**
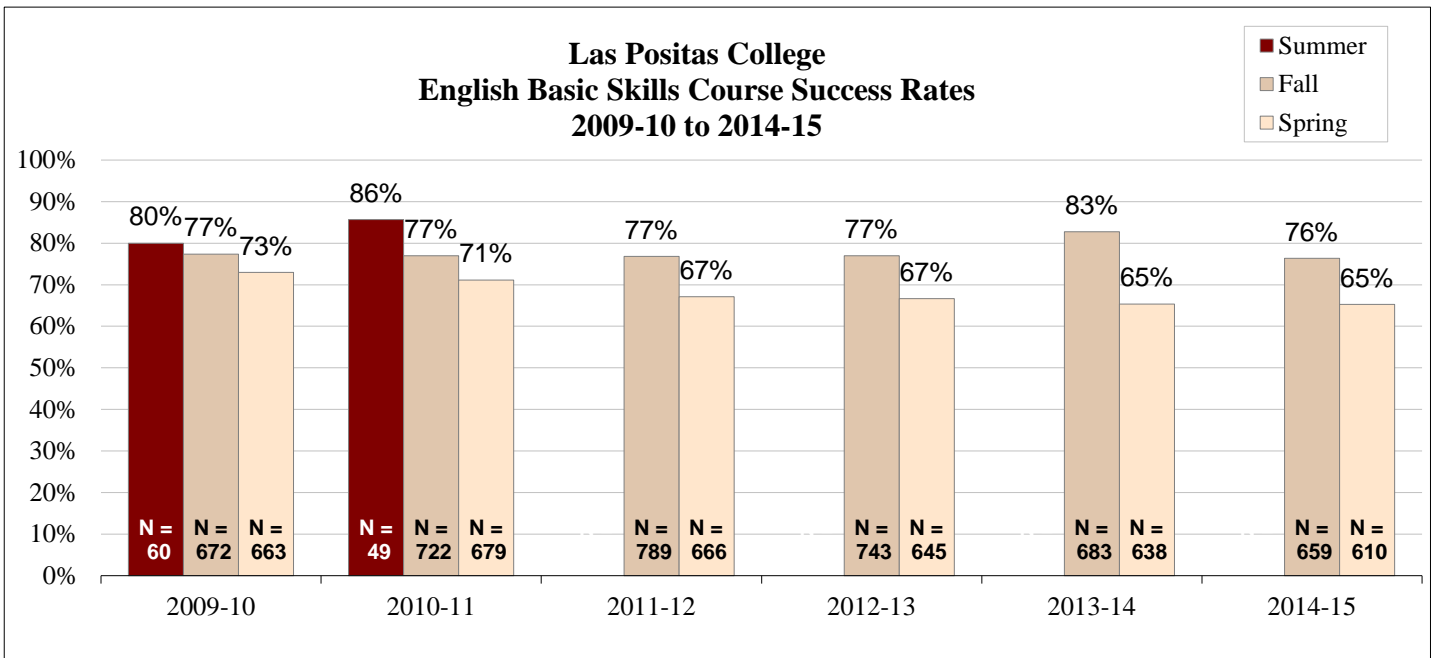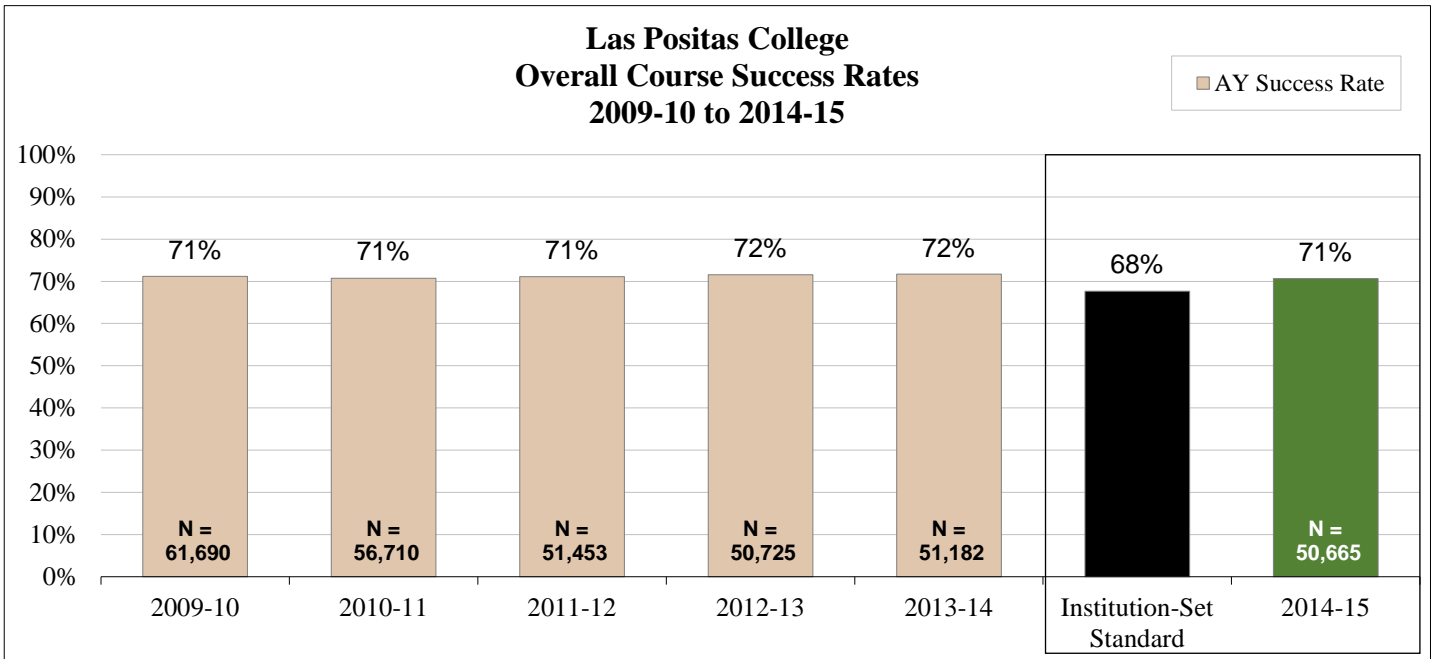**Overall Course Success Rates**
**2009-10 to 2014-15**

■ AY Success Rate

| Year | Success Rate | N |
|------|--------------|---|
| 2009-10 | 71% | N = 61,690 |
| 2010-11 | 71% | N = 56,710 |
| 2011-12 | 71% | N = 51,453 |
| 2012-13 | 72% | N = 50,725 |
| 2013-14 | 72% | N = 51,182 |
| Institution-Set Standard | 68% | |
| 2014-15 | 71% | N = 50,665 |

**Las Positas College**
**English Basic Skills Course Success Rates**
**2009-10 to 2014-15**

■ Summer ■ Fall ■ Spring

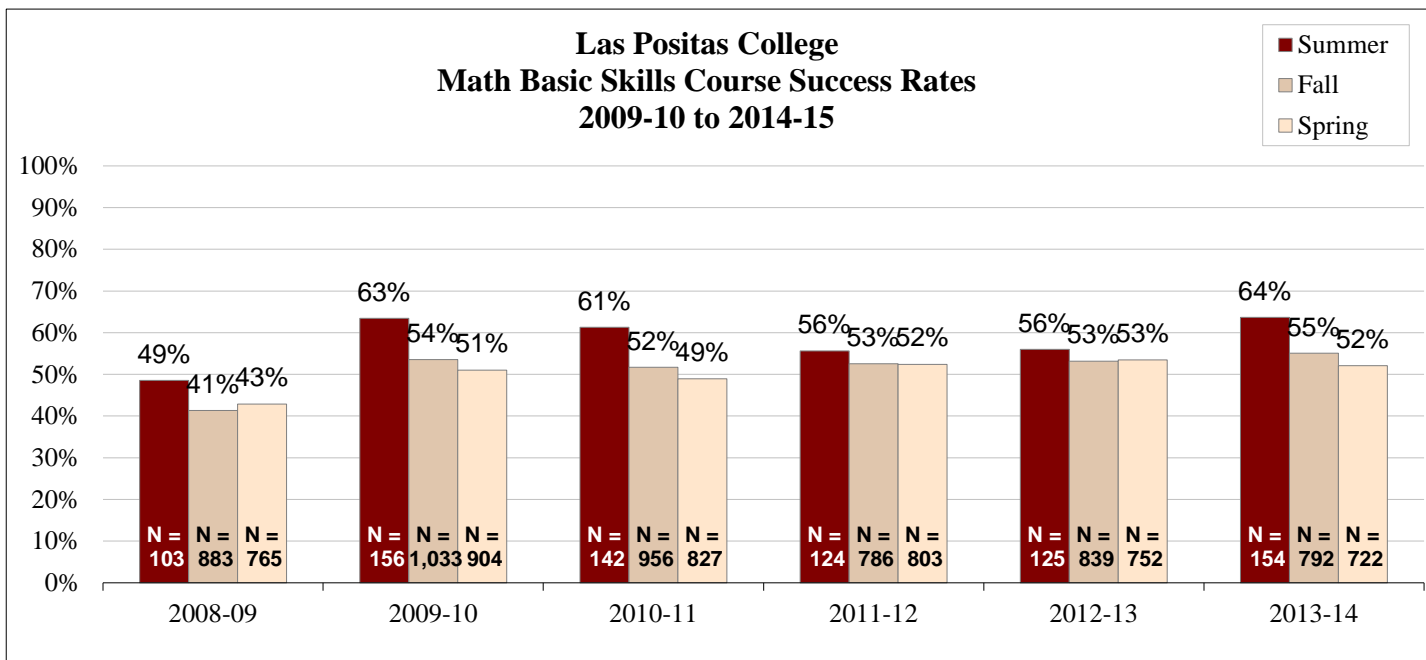| Year | Summer | Fall | Spring |
|------|--------|------|--------|
| 2009-10 | 80% (N = 60) | 77% (N = 672) | 73% (N = 663) |
| 2010-11 | 86% (N = 49) | 77% (N = 722) | 71% (N = 679) |
| 2011-12 | | 77% (N = 789) | 67% (N = 666) |
| 2012-13 | | 77% (N = 743) | 67% (N = 645) |
| 2013-14 | | 83% (N = 683) | 65% (N = 638) |
| 2014-15 | | 76% (N = 659) | 65% (N = 610) |

NOTE: Includes only ENG 100A, ENG 100B, ENG 102, ENG 104, ENG 105

Success rates = the number of students who successfully completed their course (receiving a grade of: A, B, C, CR, P) over the total number of enrollments. (Non-success = D, F, NC, NP, I)

N = the sum of all course enrollments (filled seats).

Institution-Set Standard = 95% of the 5-year rolling average

**Las Positas College**
**Math Basic Skills Course Success Rates**
**2009-10 to 2014-15**

Legend: ■ Summer ▢ Fall ▢ Spring

| Year | Summer | Fall | Spring |
|------|--------|------|--------|
| 2008-09 | 49% (N = 103) | 41% (N = 883) | 43% (N = 765) |
| 2009-10 | 63% (N = 156) | 54% (N = 1,033) | 51% (N = 904) |
| 2010-11 | 61% (N = 142) | 52% (N = 956) | 49% (N = 827) |
| 2011-12 | 56% (N = 124) | 53% (N = 786) | 52% (N = 803) |
| 2012-13 | 56% (N = 125) | 53% (N = 839) | 53% (N = 752) |
| 2013-14 | 64% (N = 154) | 55% (N = 792) | 52% (N = 722) |

NOTE: Includes only MATH 106, MATH 107/A/B/X/Y, MATH 65/A/B/X/Y

**Las Positas College**
**ESL Basic Skills Course Success Rates**
**2009-10 to 2014-15**

Legend: ■ Summer ▢ Fall ▢ Spring

| Year | Summer | Fall | Spring |
|------|--------|------|--------|
| 2008-09 | | 64% (N = 594) | 63% (N = 610) |
| 2009-10 | 84% (N = 19) | 72% (N = 681) | 68% (N = 723) |
| 2010-11 | | 59% (N = 613) | 61% (N = 560) |
| 2011-12 | | 63% (N = 541) | 64% (N = 564) |
| 2012-13 | | 65% (N = 525) | 62% (N = 516) |
| 2013-14 | | 70% (N = 512) | 71% (N = 467) |

NOTE: Includes only ESL 120A/B, ESL 121A/B, ESL 123, ESL 126, ESL 130A/B, ESL 131A/B, ESL 133, ESL 136
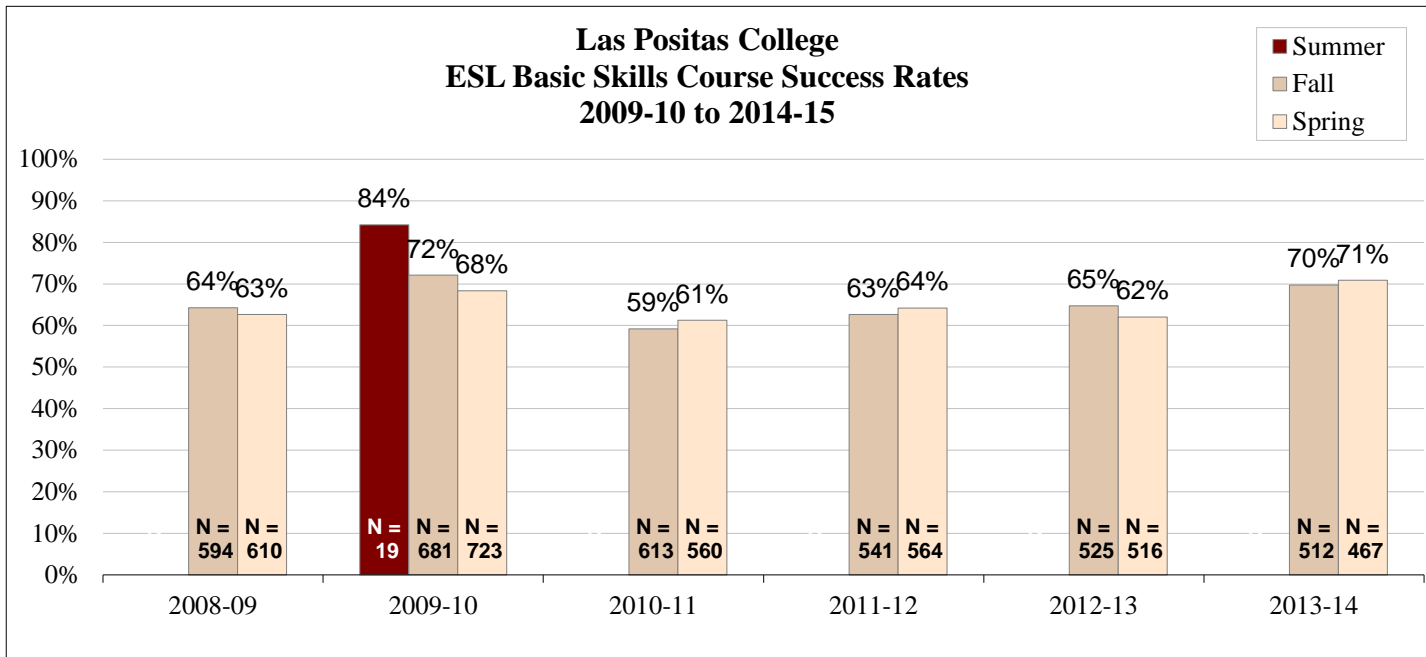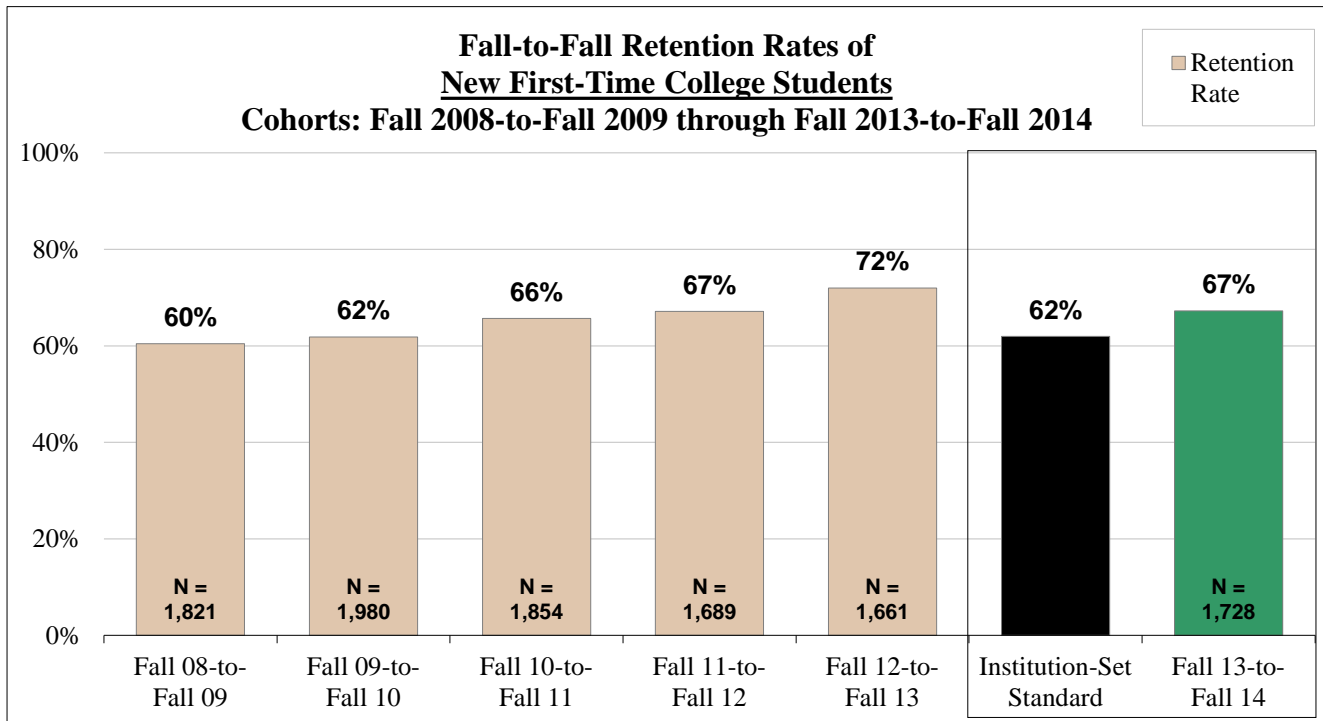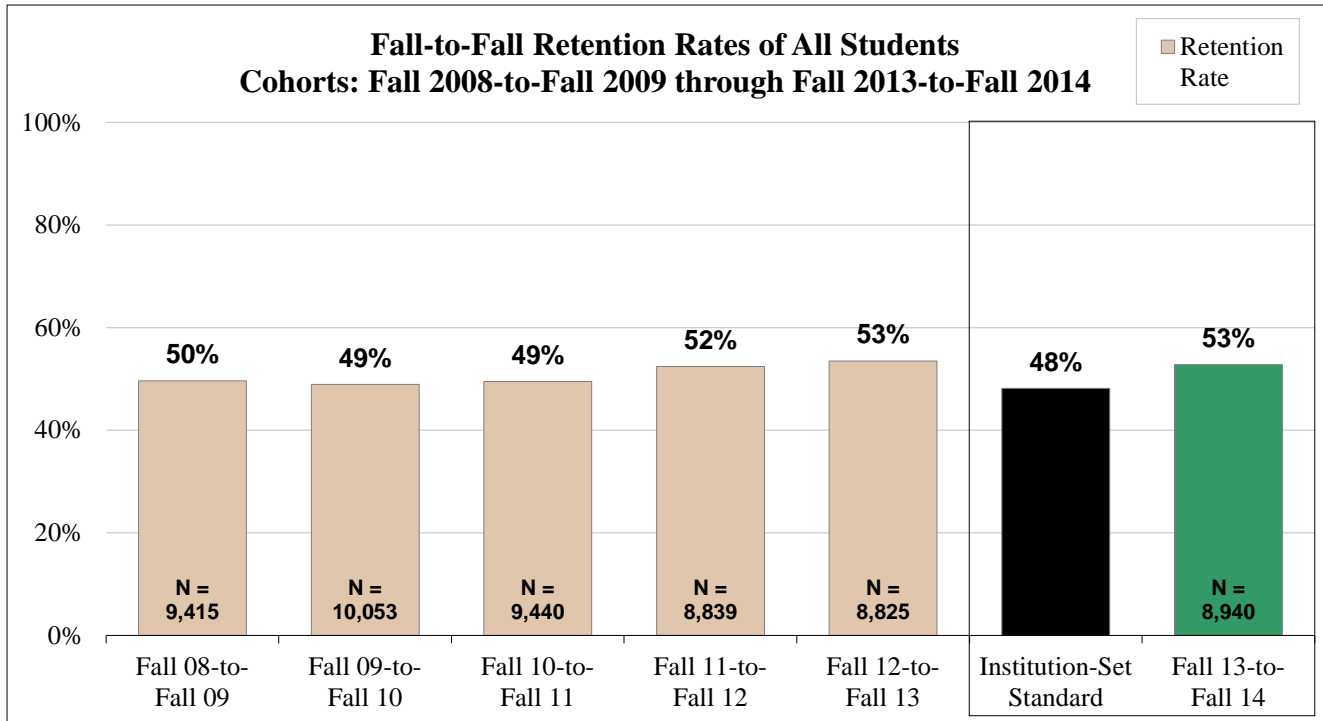
Success rates = the number of students who successfully completed their course (receiving a grade of: A, B, C, CR, P) over the total number of enrollments. (Non-success = D, F, NC, NP, I)

N = the sum of all course enrollments (filled seats).

Institution-Set Standard = 95% of the 5-year rolling average

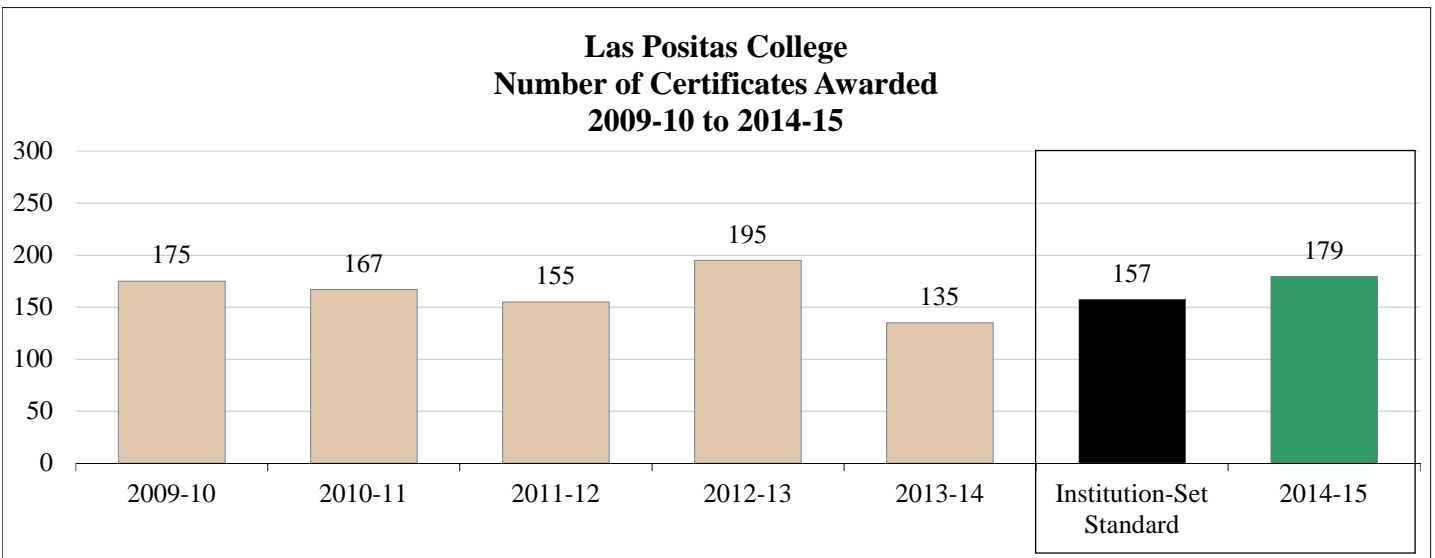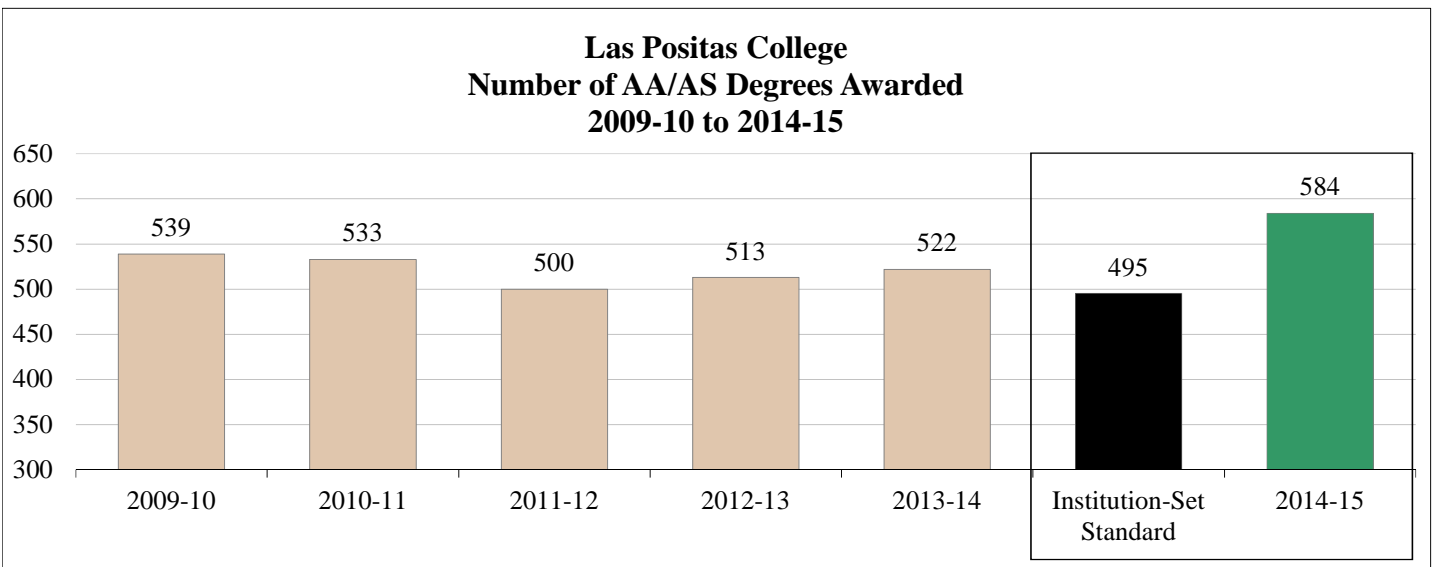## Institutional Indicators

# Fall-to-Fall Retention Rates

**Fall-to-Fall Retention Rates of All Students**
**Cohorts: Fall 2008-to-Fall 2009 through Fall 2013-to-Fall 2014**

Legend: ▢ Retention Rate

| Cohort | Retention Rate | N |
|---|---|---|
| Fall 08-to-Fall 09 | 50% | 9,415 |
| Fall 09-to-Fall 10 | 49% | 10,053 |
| Fall 10-to-Fall 11 | 49% | 9,440 |
| Fall 11-to-Fall 12 | 52% | 8,839 |
| Fall 12-to-Fall 13 | 53% | 8,825 |
| Institution-Set Standard | 48% | |
| Fall 13-to-Fall 14 | 53% | 8,940 |

**Fall-to-Fall Retention Rates of**
**New First-Time College Students**
**Cohorts: Fall 2008-to-Fall 2009 through Fall 2013-to-Fall 2014**

Legend: ▢ Retention Rate

| Cohort | Retention Rate | N |
|---|---|---|
| Fall 08-to-Fall 09 | 60% | 1,821 |
| Fall 09-to-Fall 10 | 62% | 1,980 |
| Fall 10-to-Fall 11 | 66% | 1,854 |
| Fall 11-to-Fall 12 | 67% | 1,689 |
| Fall 12-to-Fall 13 | 72% | 1,661 |
| Institution-Set Standard | 62% | |
| Fall 13-to-Fall 14 | 67% | 1,728 |

## Institutional Indicators

# Completion Rates

# Las Positas College
## AA/AS Degrees and Certificates
## 2009-10 to 2014-15

| Award Type | Previous Academic Years | | | | | Institution-Set Standard | Current AY |
|---|---|---|---|---|---|---|---|
| | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | | 2014-15 |
| Degrees | 539 | 533 | 500 | 513 | 522 | 495 | 584 |
| Certificates | 175 | 167 | 155 | 195 | 135 | 157 | 179 |
| **Total** | **714** | **700** | **655** | **708** | **657** | **not applicable** | **763** |

SOURCES: CLPCCD MIS/ITS degree/certificate reports for District, Las Positas College.

NOTES: Includes degrees and certificates in the year awarded, regardless of the year earned. The Institution-Set Standard is defined as 95% percent of the 5-year rolling average.



Las Positas College
Number of AA/AS Degrees Awarded
2009-10 to 2014-15



Las Positas College
Number of Certificates Awarded
2009-10 to 2014-15

# Las Positas College
## Transfers to UC or CSU
## 2009-10 to 2014-15

| | Previous Academic Years | | | | | Institution-Set Standard | Current AY |
| System | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | | 2014-15 |
|---|---|---|---|---|---|---|---|
| California State University (CSU) | 317 | 414 | 404 | 372 | 437 | not applicable | 489 |
| University of California (UC) | 111 | 136 | 138 | 128 | 124 | not applicable | 121 |
| Total | 428 | 550 | 542 | 500 | 561 | 490 | 610 |

SOURCES:  Institutional Research and Academic Planning, University of California Office of the President

California Community Colleges Chancellor's Office, <http://extranet.cccco.edu/Divisions/TechResearchInfoSys/Research/Transfer.aspx>
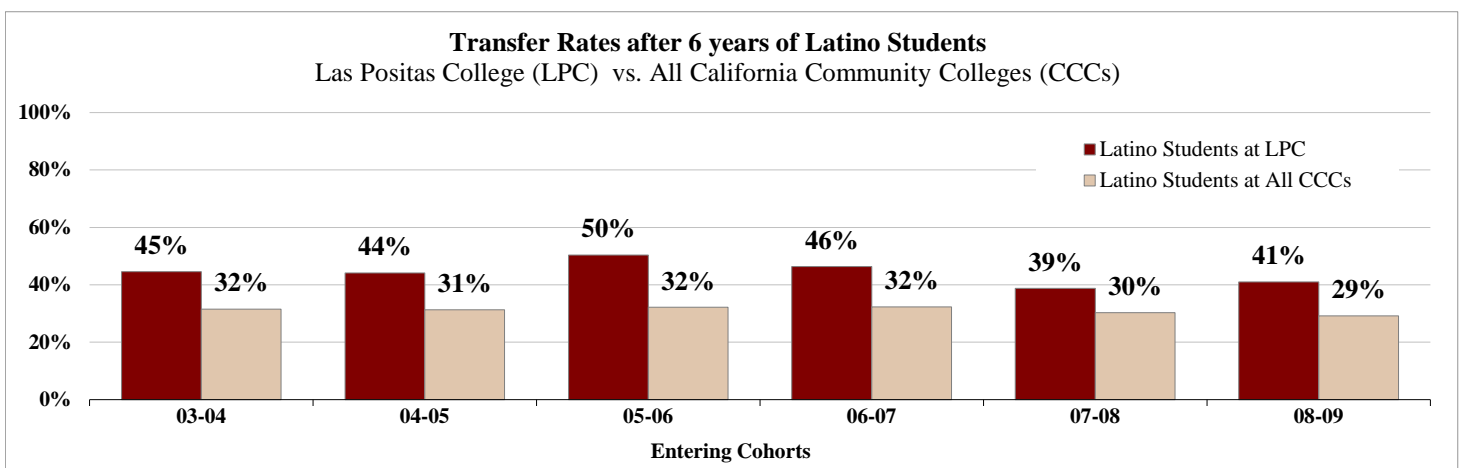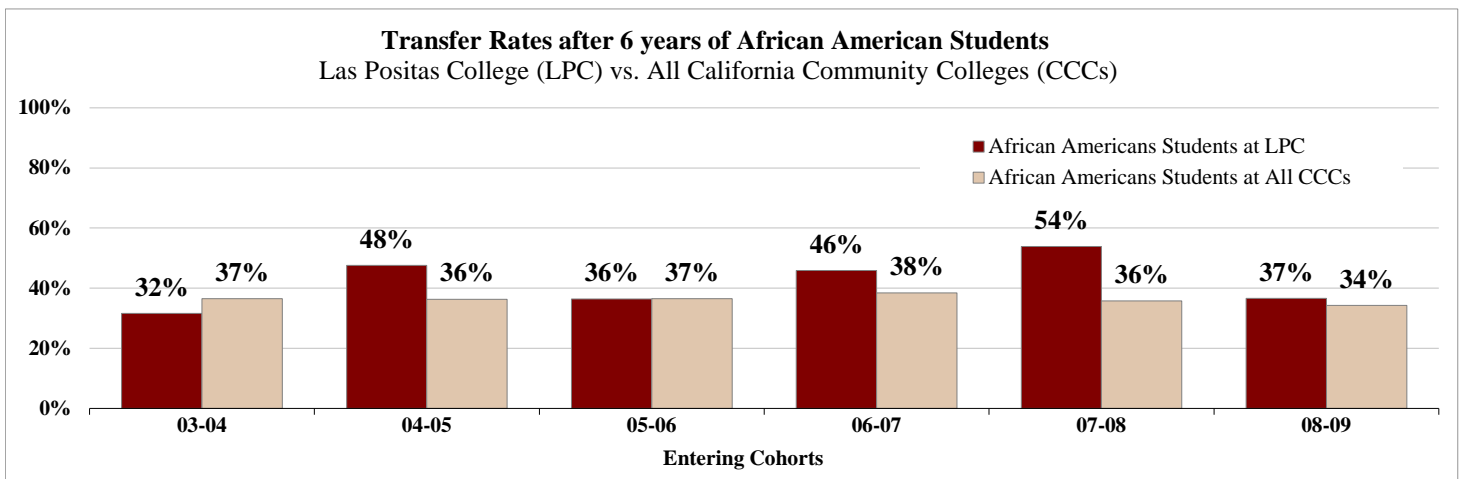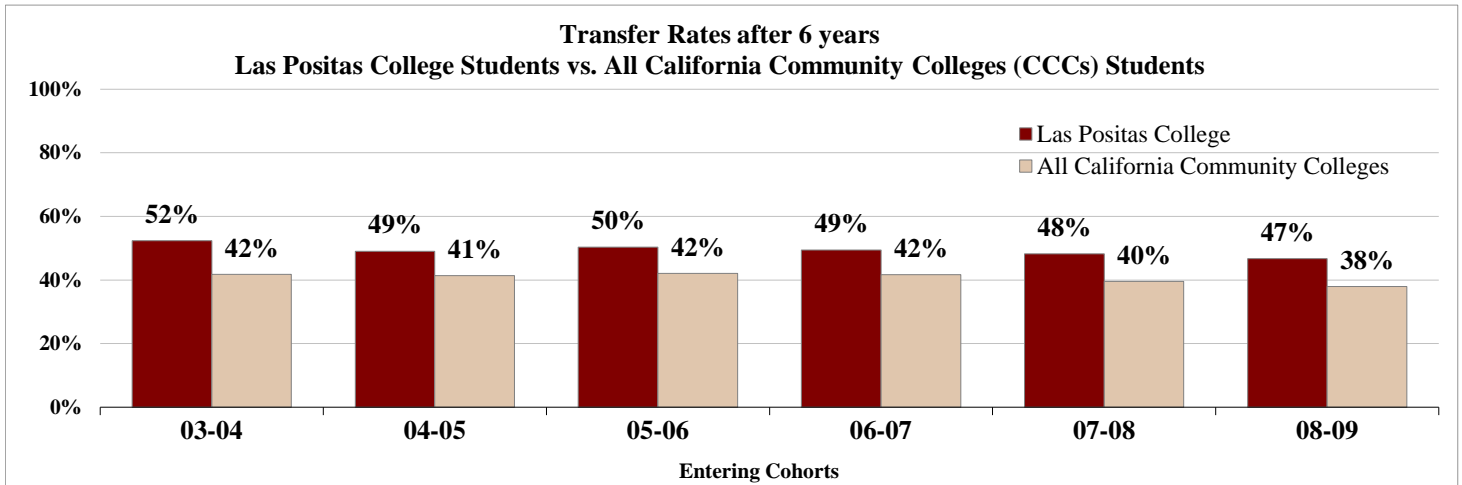
Division of Analytic Studies, California State University, <http://www.calstate.edu/as/ccct/index.shtml>

NOTES: The Institution-Set Standard is defined as 95% of the 5-year rolling average.



Las Positas College
Transfers to UC/CSU
2009-10 to 2014-15
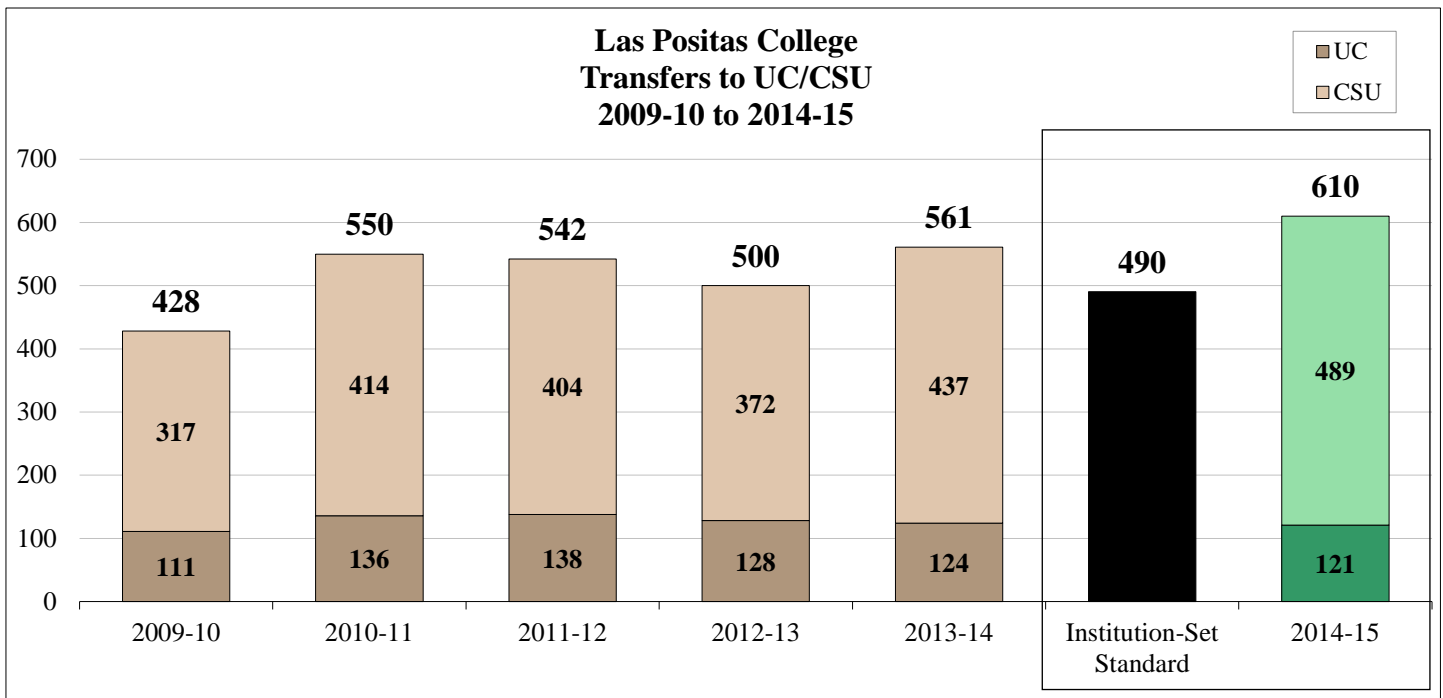
# Las Positas College Transfer Rates
## 2003-04 to 2008-09 Entering Cohorts

Las Positas College students transfer to four-year colleges at consistently higher rates than students at all California Community Colleges. Moreover, Las Positas College African American and Latino students are more likely to transfer than their counterparts at all California Community Colleges. The charts below show transfer rates of students after six years of entering community college who earned 12 units or more, and attempted transfer-level math or English.

**Transfer Rates after 6 years**
**Las Positas College Students vs. All California Community Colleges (CCCs) Students**



Legend: Las Positas College; All California Community Colleges

| Entering Cohorts | 03-04 | 04-05 | 05-06 | 06-07 | 07-08 | 08-09 |
|---|---|---|---|---|---|---|
| Las Positas College | 52% | 49% | 50% | 49% | 48% | 47% |
| All California Community Colleges | 42% | 41% | 42% | 42% | 40% | 38% |

**Transfer Rates after 6 years of African American Students**
**Las Positas College (LPC) vs. All California Community Colleges (CCCs)**



Legend: African Americans Students at LPC; African Americans Students at All CCCs

| Entering Cohorts | 03-04 | 04-05 | 05-06 | 06-07 | 07-08 | 08-09 |
|---|---|---|---|---|---|---|
| African Americans Students at LPC | 32% | 48% | 36% | 46% | 54% | 37% |
| African Americans Students at All CCCs | 37% | 36% | 37% | 38% | 36% | 34% |

**Transfer Rates after 6 years of Latino Students**
**Las Positas College (LPC) vs. All California Community Colleges (CCCs)**



Legend: Latino Students at LPC; Latino Students at All CCCs

| Entering Cohorts | 03-04 | 04-05 | 05-06 | 06-07 | 07-08 | 08-09 |
|---|---|---|---|---|---|---|
| Latino Students at LPC | 45% | 44% | 50% | 46% | 39% | 41% |
| Latino Students at All CCCs | 32% | 31% | 32% | 32% | 30% | 29% |

Source: California Community Colleges Chancellor's Office.
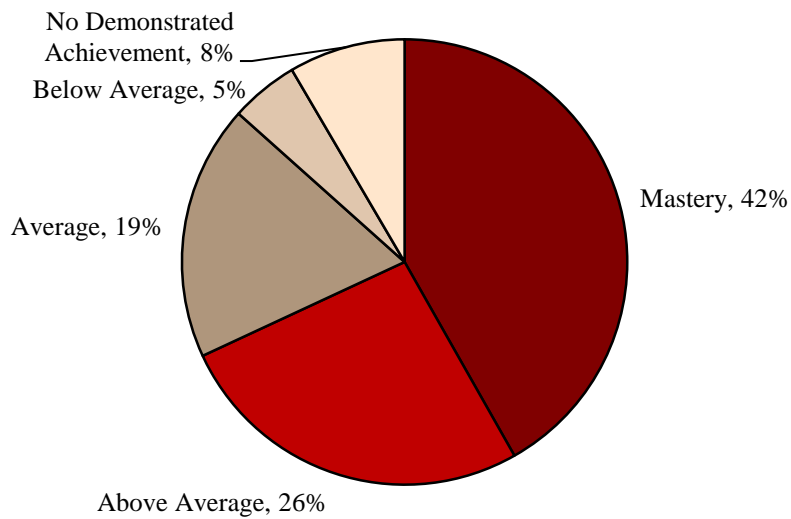
**Student Learning Outcomes**

# College-Wide Goals
(Core Competencies)

**College-wide Achievement of Student Learning Outcomes, by Core Competency**
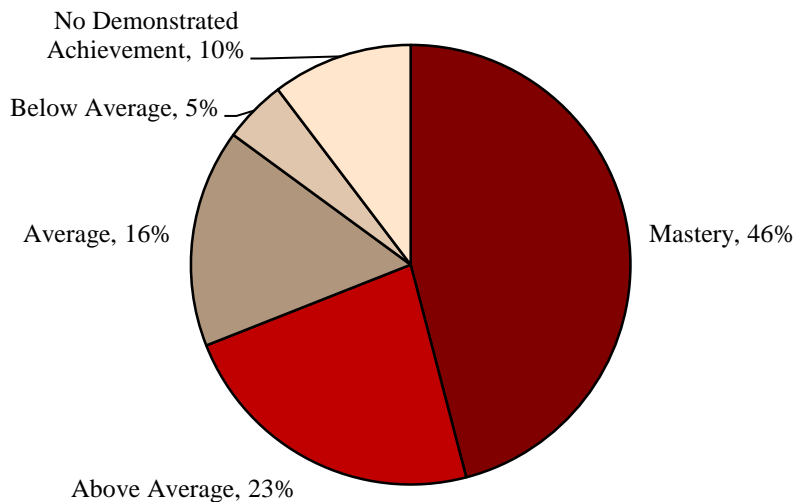**Academic Year 2014-15**

| Core Competencies | Mastery | | Above Average | | Average | | Below Average | | No Demonstrated Achievement | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Num | Pct | Num | Pct | Num | Pct | Num | Pct | Num | Pct | Num | Pct |
| Communication | 2,321 | 42% | 1,460 | 26% | 1,029 | 19% | 275 | 5% | 469 | 8% | 5,554 | 100% |
| Critical Thinking | 7,126 | 46% | 3,581 | 23% | 2,490 | 16% | 716 | 5% | 1,602 | 10% | 15,515 | 100% |
| Creativity and Aesthetics | 488 | 61% | 199 | 25% | 79 | 10% | 12 | 2% | 21 | 3% | 799 | 100% |
| Respect and Responsibility | 820 | 55% | 303 | 20% | 205 | 14% | 90 | 6% | 83 | 6% | 1,501 | 100% |
| Technology | 950 | 56% | 278 | 16% | 198 | 12% | 47 | 3% | 235 | 14% | 1,708 | 100% |
| **Overall** | **11,705** | **47%** | **5,821** | **23%** | **4,001** | **16%** | **1,140** | **5%** | **2,410** | **10%** | **25,077** | **100%** |

SOURCE: Student Learning Outcomes (SLO) Committee

**Core Competency: Communication**



No Demonstrated Achievement, 8%
Below Average, 5%
Average, 19%
Mastery, 42%
Above Average, 26%

**Core Competency: Critical Thinking**



No Demonstrated Achievement, 10%
Below Average, 5%
Average, 16%
Mastery, 46%
Above Average, 23%

## Core Competency: Creativity and Aesthetics

No Demonstrated
Achievement, 3%

Below Average, 2%

Average, 10%

Above Average, 25%

Mastery, 61%

## Core Competency: Respect and Responsibility

No Demonstrated
Achievement, 6%

Below Average, 6%

Average, 14%

Above Average, 20%

Mastery, 55%

## Core Competency: Technology

No Demonstrated
Achievement, 14%

Below Average, 3%

Average, 12%

Above Average, 16%

Mastery, 56%

# Las Positas College
## Student Accreditation Survey Fall 2014: Results
### Student Learning Outcomes

| Student Learning Outcomes | Pct. who made | Percentage of those responding | | | | Responses to each question | | Margin of Error |
|---|---|---|---|---|---|---|---|---|
| As a result of being at Las Positas College, how much progress have you made in the following areas? | "Some" or "A Lot" of progress | None | A Little | Some | A Lot | N | Pct. of 1,535 | |
| **Communication** | | | | | | | | |
| Reading skills | **70%** | 10% | 20% | 42% | 28% | 1,390 | 91% | 3% |
| Writing skills | **78%** | 7% | 15% | 39% | 39% | 1,411 | 92% | 3% |
| Oral communication and speaking skills | **72%** | 10% | 18% | 36% | 36% | 1,405 | 92% | 3% |
| Listening effectively | **77%** | 7% | 17% | 41% | 36% | 1,423 | 93% | 3% |
| Ability to read, interpret, and generate charts/graphs | **71%** | 10% | 19% | 40% | 31% | 1,388 | 90% | 3% |
| **Critical Thinking** | | | | | | | | |
| Critical thinking | **79%** | 4% | 16% | 43% | 37% | 1,459 | 95% | 3% |
| Gathering information from multiple sources | **80%** | 5% | 16% | 39% | 40% | 1,450 | 94% | 3% |
| Ability to learn on my own, pursue ideas and find info. | **80%** | 5% | 15% | 38% | 42% | 1,454 | 95% | 3% |
| Using logic to draw conclusions from information | **79%** | 5% | 16% | 41% | 38% | 1,443 | 94% | 3% |
| Mathematical skills and abilities | **70%** | 10% | 20% | 37% | 33% | 1,348 | 88% | 3% |
| Applying knowledge to new situations to solve problems | **77%** | 6% | 17% | 40% | 37% | 1,437 | 94% | 3% |
| **Creativity/Aesthetics** | | | | | | | | |
| Appreciation for the arts and the role art plays in society | **64%** | 17% | 18% | 32% | 33% | 1,107 | 72% | 4% |
| **Respect and Responsibility** | | | | | | | | |
| Performing to the best of my abilities | **81%** | 5% | 14% | 39% | 42% | 1,475 | 96% | 3% |
| Clarity of my own values and ethical standards | **80%** | 6% | 13% | 35% | 45% | 1,443 | 94% | 3% |
| Exhibiting personal, professional, academic honesty | **83%** | 5% | 12% | 35% | 48% | 1,455 | 95% | 3% |
| Developing clear career goals | **75%** | 9% | 17% | 35% | 40% | 1,448 | 94% | 3% |
| Learning to work cooperatively with others | **78%** | 6% | 16% | 36% | 42% | 1,455 | 95% | 3% |
| Ability to meet deadlines and complete tasks | **80%** | 5% | 15% | 36% | 44% | 1,462 | 95% | 3% |
| Appreciation of my role in a democratic society | **70%** | 13% | 17% | 35% | 35% | 1,391 | 91% | 3% |
| Awareness of my civic or community responsibilities | **68%** | 13% | 19% | 34% | 34% | 1,403 | 91% | 3% |
| Understanding diverse philosophies, cultures, ways of life | **76%** | 7% | 16% | 35% | 42% | 1,429 | 93% | 3% |
| **Technology** | | | | | | | | |
| Overall technological literacy | **67%** | 12% | 21% | 37% | 30% | 1,310 | 85% | 3% |
| Ability to use computers effectively | **69%** | 13% | 19% | 33% | 35% | 1,346 | 88% | 3% |

Source: Las Positas College Student Accreditation Survey Fall 2014

**College Accomplishments 2014-15**

# Planning Priorities 2014-15

## College Accomplishments Related to 2014-15 Planning Priorities

### Accreditation

- Created, administered, processed, and analyzed the Fall 2014 Student Accreditation Survey

- Created, administered, processed, and analyzed the Fall 2014 Faculty/Staff Accreditation Survey

- Gathered supporting data/evidence

- Reviewed previous work by others at the college

- Draft of self-evaluation report submitted for review to the Accreditation Steering committee (Nov 2014)

- Draft of self-evaluation report edited by committee/standard teams (Jan –March 2015)

- Revised draft of the self-evaluation and presented to the college for feedback (March 4th, 2015)

- Work addressing ACCJC's recommendations (since Midterm report):

    o Increased research capacity; hired research analyst

    o Conducted assessments of college processes

    o Evaluated and revised committee structure

    o Created and implemented the Integrated Planning Committee

    o Revised committee charges; charges of committees are reviewed every fall

    o Increased percentage of SLO and program outcomes written and assessed

    o Improved involvement of adjunct faculty in the SLO process.

    o Further refined the ongoing and regular evaluation and improvement of the program review process and its integration into college planning.

### Success and Persistence through the Basic Skills sequence

- Math Department introduced the Math Jam program in January 2015

- English Department designed the ENG 104W workshop course to complement the ENG 104 with the intent of helping students successfully shorten their path to college-level English (ENG 1A)

### Support for the Curriculum Process

- Uploaded and troubleshooted CurricUNET to improve the curriculum process

- Reviewed catalog and published the 2015-16 Addendum

- Discussed recommendations on how to improve integration of SLOs in curriculum process
- Work was done to deactivate outdated courses: 33 courses were deactivated
- 169 proposals were submitted to the curriculum committee for new course/programs or modifications to existing ones; 156 course proposals and 13 program proposals.
    - o  128 course proposals were reviewed; 124 proposals were approved
    - o  13 program proposals were reviewed; 9 proposals were approved
- 15 Associate Degrees of Transfer (ADT) programs were approved by the state

## Technology Utilization with an Emphasis on Staff Development

- IT department purchased and installed new computers to replace aging ones across campus
- Rolled out a new email system; from Novell Groupwise to Microsoft Outlook
- Ongoing work to provide the college access to DegreeWorks

## College Accomplishments 2014-15

# Status of Planning Agendas
## (2009 Self-Study Report)

| | | | | |
|---|---|---|---|---|
| **2009 Self-Study Planning Agendas (Improvement Plans): Results and Evidence** | | | | |
| **#** | **Improvement Plan** | **Status** | **Evidence** | **Related Standard/ Subsection** |
| 1 | Work with committees on the process for communicating committee outcomes and information to campus constituents. Work with campus constituents on communicating needs or concerns through committee representation. | The campus has made efforts at improving campus wide communication, with regard to committees, and overall.  Many campus committees and constituent groups have chosen to use a similar header on documents such as minutes and agendas, in order to communicate campus wide values and goals.  This was recommended by the College Council.  <br><br>The Governance Document for the college has also gone through an update which involved all campus constituencies and addressed such ideas as reporting relationships, updated committee charges and the "job descriptions" for various roles on campus committees.  During this process, sometimes it was discovered that key persons who needed to be at the table in certain committees were not, and changes were made.  Sometimes, committees were combined, which facilitated communication. | • College Town Hall Meetings<br>• College Governance | I.B.1 |
| 2 | Make updates to the educational master plan systematic, and include in updates an assessment of progress made toward college goals. | In 2014, the Board of Trustees (BOT) decided to pursue a new educational master plan for Las Positas College as well as one for the sister college (i.e., Chabot College) and a district-wide strategic plan.  In July 2014, the BOT awarded a local firm to help produce the colleges' educational master plans and a district-wide strategic plan.  <br><br>In fall 2014 and spring, summer, and fall of 2015, numerous meetings took place at the college that addressed the new educational master plan.  A number of drafts of the educational master plan were produced and the plan will be approved by the Board of Trustees in fall of 2015. | • July 2014 Board of Trustees' meeting<br>• September  2015 College Town Hall Meeting<br>• September 2015 Educational Master Plan Draft | I.B.3 |
| 3 | Create an annual report summarizing assessment data collected and indicating how and where this data is disseminated to the community. | The College's Institutional Effectiveness Report includes annualized core competency assessment data.  The report is posted on the College's Office of Institutional Research and Planning's website and the college community is notified of the report via campus e-mail. | • Institutional Effectiveness Reports | I.B.5 |

| | 2009 Self-Study Planning Agendas (Improvement Plans): Results and Evidence | | | |
|---|---|---|---|---|
| # | Improvement Plan | Status | Evidence | Related Standard/ Subsection |
| 4 | Conduct an institutional review of the college's major planning and allocation processes, in coordination with program review. | Program Review has been periodically reviewed. The program review was expanded to include all college areas; the process incorporates program-specific data and forwards program needs and funding requests integration with college-wide planning and allocation efforts. The Program Review validation process has been formalized to culminate with Academic Senate and College council, to ensure integration with planning and allocation.<br><br>The college conducted surveys to evaluate effectiveness in planning (Spring 2010) and governance (most recent in Fall 2013). In December 2013, the Planning and Budget cycle was adopted by the Planning Task Force and the Integrated Planning Committee was sanctioned by College council. Its first meeting was held in February with its agenda focused on developing Planning Priorities for 2014 – 2015 academic year. While this is an ongoing and continually improvement process, the cycle is now sustainable and institutionalized. | • Planning Task Force Work<br>• IEC Agenda (4-11-13) – Regarding formation of IPC | I.B.6 |
| 5 | Develop and implement a review process for non-instructional units. | A program review process was developed and implemented for non-instructional programs. | • Non-Instructional Program Reviews | I.B.7 [b] |
| 6 | Develop an integrated planning model that shows district links to program review and the educational master plan. | The College's formal integrated planning and budget was developed in 2012-13 and approved by the College Council. | • College Council Minutes | I.B.7 [c] |

| | 2009 Self-Study Planning Agendas (Improvement Plans): Results and Evidence | | | |
|---|---|---|---|---|
| # | Improvement Plan | Status | Evidence | Related Standard/ Subsection |
| 7 | Assess the effects of changes made to existing process at the college, on a regular basis. | Significant changes have been made to Program Review, Budget and Allocation Processes, and assessment of improvement plans. The program review process has been improved by developing the role of the Program Review Committee and amending forms to incorporate program specific data, detailing of program needs, and funding requests. Validation processes and integration to budget and allocation work has been formalized. In December 2013, the Planning Task force adopted the Integrated Planning, Budget, and Assessment Process. Improvement plans were reviewed through committee dialogue; change from assessments done mainly through administrative efforts.<br><br>These processes have had a significant impact on college dialogue, planning and budget integration, and overall efficiency. The effects of these changes to college-wide processes have been assessed through college-wide surveys, dialogue and assessments conducted by the Institutional Effectiveness Committee, and overall systematic improvement in integration of planning and budgeting. The Institutional Effectiveness Committee regularly assesses key institutional processes and the effects of changes to these processes. | • Institutional Effectiveness Committee Charge/Minutes<br>• Institutional Effectiveness Reports<br>• College Surveys | I.B.7 [a] |
| 8 | Identify certificate and major SLOs. | Extensive work has been undertaken since 2009 to write, improve, and assesses Student Learning Outcomes. As of March 2, 2014, sixty percent of certificate and degree (program level; PLOs) outcomes have been created. | • SLO Reports<br>• SLO homepage<br>• eLumen (Login required) | II.A.1.c [i] |
| 9 | Assess the alignment of major and certificate SLOs with core competencies. | Has been accomplished as evidenced by the fact that every course is associated with a core competency, therefore every degree/certificate outcome is associated with a core competency. | • SLO homepage<br>• eLumen (Login required) | II.A.1.c [ii] |
| 10 | Articulate the role of SLOs in college policies, processes, and resource allocation. | Has been accomplished as evidenced in the college catalog 2014-16. | • Las Positas College Catalog | II.A.1.c [iii] |

| | 2009 Self-Study Planning Agendas (Improvement Plans): Results and Evidence | | | |
|---|---|---|---|---|
| **#** | **Improvement Plan** | **Status** | **Evidence** | **Related Standard/ Subsection** |
| 11 | Identify and query advisory committees to determine if any is inactive. | List of Advisory Committees:<br>1.  Automotive Technology<br>2.  Administration of Justice<br>3.  BioSciences/Technology (New – Fall 2014)<br>4.  Business & Marketing<br>5.  CS/CNT/IS<br>6.  Early Childhood Development<br>7.  Engineering Technology (New – Fall 2014)<br>8.  Fire Sciences<br>9.  Mass Communications<br>10. Paramedic/EMT<br>11. Sports Medicine (New – Spring 2015)<br>12. Theatre Technician (New – Spring 2015)<br>13. Visual Communications/Digital Design<br>14. Viticulture & Enology<br>15. Welding (New – Spring 2015)<br><br>CTE Project Manager along with Division Dean's actively coordinate and facilitate advisory meetings with CTE Faculty.  The following CTE advisories have not met since academic year 11/12:  Business & Marketing; CS/CNT/IS; and Visual Communications.  These advisories are not to be considered inactive.  Due to budget cuts and faculty time constraints, meetings were not held.  CTE Project Manager, Dean's and Faculty are actively pursuing these advisories to meet in 14/15 with the plan to continue each academic year. | • Attendance Roster and Minutes Submitted to CTE Project Manager. | II.A.2.b [i] |
| 12 | Seek consistent student representation on advisories. | The following Advisories have student representation:  Mass Communications; Early Childhood Development; Paramedic/EMT; Fire Sciences; and, Administration of Justice.   CTE Project Manager, Dean's and Faculty will actively pursue student representation however given the community college system is transitory, the student representation may vary semester by semester. | • Student attendance at advisory meetings. Accreditation website postings; search for the word "advisory" to find minutes. | II.A.2.b [ii] |
| 13 | Monitor the regular posting of advisory committee minutes. | Available advisory committee minutes are posted annually on LPC's accreditation website. | • Accreditation website postings; search for the word "advisory" to find minutes. | II.A.2.b [iii] |

| | 2009 Self-Study Planning Agendas (Improvement Plans): Results and Evidence | | | |
|---|---|---|---|---|
| # | Improvement Plan | Status | Evidence | Related Standard/ Subsection |
| 14 | Create opportunities for increasing the number and scope of learning communities and interdisciplinary courses. | The Puente learning community was established at LPC in fall of 2012. The mission of Puente is to "increase the number of educationally disadvantaged students who enroll in four-year colleges and universities, earn college degrees and return to the community as mentors and leaders to the future generations." The Puente program links English 105 with PSCN 15 in the fall, and ENG 1A and PSCN 18 in the spring. <br><br> LPC also initiated Math Jam which is a one week program before the beginning of the primary semesters. The goal of the program is to help students achieve their math goals, either by preparing them to re-take the Math Placement Test or preparing them for their upcoming math courses. Math faculty and tutors provide a self-paced environment for students to work on specific areas they need support in.  English and ESL departments are looking into ways to replicate this type of learning community. <br><br> Middle College, is a program that establishes a learning community and collaborative with local unified school districts. The program enables high potential, at-risk students to take college courses and receive services while still in high school. The goal is to increase access, equity, and completion by creating a seamless pathway for students from high school to college. The program starts the fall of 2015. <br><br> Due to the high cost nature of many learning communities, the college has chosen to pursue a limited number of learning communities to maximize impact and efficiency. | • "LPC Strengthens Student Success Efforts Through Participation in Puente Program" Las Positas Connection August 2012. <br> • College Change Network Minutes <br> • Middle College | II.A.2.c |
| 15 | Develop student learning outcomes for all majors and certificates. | Extensive work has been undertaken since 2009 to write, improve, and assesses Student Learning Outcomes. The work has paid off and 100 percent of certificate and degree (program level; PLOs) outcomes have been created. | • SLO Reports <br> • SLO homepage <br> • eLumen (Login required) <br> • Data from SLO Committee | II.A.2.e |
| 16 | Complete the SLO development for courses, certificates, and majors. | The college has created 99 percent of the course student learning outcomes, 93 percent of the courses have on-going assessments, and 100 percent of the degrees and certificates (Program Level) outcomes have been created. | • SLO homepage <br> • eLumen (Login required) <br> • Data from SLO Committee | II.A.2.f [i] |

| | | 2009 Self-Study Planning Agendas (Improvement Plans): Results and Evidence | | |
|---|---|---|---|---|
| **#** | **Improvement Plan** | **Status** | **Evidence** | **Related Standard/ Subsection** |
| 17 | Develop a process for evaluating SLO assessment data for currency and achievement. | This has been accomplished because the SLO completion reports produced by the data steward of eLumen are for every 2 years. Program Review templates state "every 2 years" for assessments. | • SLO Reports<br>• SLO homepage<br>• eLumen (Login required) | II.A.2.f [ii] |
| 18 | Begin the college dialogue on Information Competency (IC), and develop a formalized plan that includes both Library-based information competency courses and an interdisciplinary approach. | Pilot programs, concluding in Fall 2010, were embedded Information Competency curriculum into required and highly enrolled Freshmen courses. Library and Counseling Faculty collaborated to outline new coursework, workshops, and resources for students, resulting in changes to Library courses (LIBR 4-8). Librarians continually work with faculty, upon request, to incorporate information competency curriculum through support or "embedded" librarians.<br><br>Library faculty and the Information Competency Committee finished the IC Pilot Projects in fall 2010. Summaries were written and posted on the Library's Information Competency site. The Ad-Hoc Committee no longer meets but does discuss ideas and issues through email as needed. Based on campus dialogue, librarians have successfully started an Embedded Librarian Program. | • Information Competency Link on the Library's website<br>• Accreditation Follow Up Report 2010<br>• Course Outlines, SLOs for English 1A and Health 1<br>• Library 8 and Library 4-7 Course Outlines and SLOs<br>• Embedded Librarian Support for other courses - BUSN 30, BUSN 48, HLTH 1 | II.C.1.b [i] |
| 19 | Plan and design a dedicated hands-on instructional lab for Library orientations, workshops, and research skills classes. | The Technology Department has worked with the Library to upgrade technology and improve the dedicated classroom. Technology staff increased the number of computers and wireless access points. The library classroom upgrade has been planned, approved, and scheduled. | • Pictures of the WAPs and extra computers<br>  o Evidenced in the midterm report<br>• Plans from architects (in ProjectSolve)<br>• Board minutes from May 21, 2013 meeting shows approval of funding<br>  o (Agenda Item 6.3, Board Packet document: http://www.clpccd.org/board/documents/6.3_LPC_BudgetTransfer-Rec.pdf; and approval in minutes: http://www.clpccd.org/board/documents/2013_May_21_Minutes_Official.pdf )<br>• Project Solve meeting minutes | II.C.1.b [ii] |
| 20 | Develop and adopt a code of ethics for staff and administration. | Each constituency group, faculty, classified, and administrator group at Las Positas College worked to create a Code of Conduct for each of their colleagues. All constituency groups have developed their own ethics statement. Each constituent group used a similar inclusive process that involved their colleagues providing input and formally adopting their document through their designated process. | • Documents are available through the document repository.<br>  • http://acclpc.laspositascollege.edu/lpcaccred.html | III.A.1.d |

| | | | | Related Standard/ Subsection |
|---|---|---|---|---|
| | 2009 Self-Study Planning Agendas (Improvement Plans): Results and Evidence | | | |
| # | Improvement Plan | Status | Evidence | |
| 21 | Ensure that all faculty and staff position needs are identified in respective program reviews and that revisions to the educational master plan include long-term projections for staffing in faculty, staff, and administrator positions. Encourage classified staff participation to this process. | Program Review documents include identification of human resource needs in the Program Review process; Deans and Vice-Presidents help summarize program needs. The Resource Allocation Committee evaluates needs for Non-Instructional Staff requests and provides a prioritized ranking to the College President. The Strategic Plan helps to further project future human resource needs.<br><br>During the process of developing the LPC Strategic Plan, and through committee work on both Program Review and Resource Allocation Committees, Staff as well as Faculty have been involved in the process. Staff members provide important input on hiring committees for open campus positions. Staff members also help prioritize request for Non-Instructional Staff positions as well. | • RAC Website (http://grapevine.laspositascollege.edu/PBC/index.php )<br>• Program Review Website (http://laspositascollege.edu/instructionalprogramreview/index.php )<br>• All Program Review Documents have a section that asks Human Resources be identified and any needs for the future (http://laspositascollege.edu/instructionalprogramreview/apr2011_12.php)<br>• Dean Program Review Summary:<br> ○ (http://laspositascollege.edu/instructionalprogramreview/documents/ALSSAPRDivisionSummaryspr14.pdf)<br> ○ (http://laspositascollege.edu/instructionalprogramreview/documents/BSBAAPRDivisionSummaryspr14.pdf)<br> ○ (http://laspositascollege.edu/instructionalprogramreview/documents/STEMPSAPRDivisionSummaryspr14.pdf)<br> ○ (http://laspositascollege.edu/instructionalprogramreview/documents/DESAPRDivisionSummaryspr14.pdf )<br>• LPC Strategic Plan 2010-2015 (http://www.laspositascollege.edu/about/documents/LPC_StrategicPlan_2010-2015.pdf<br>• LPC Educational Master Plan 2003-2010 (http://www.laspositascollege.edu/about/MasterPlanFinal.pdf)<br>• RAC Position Request Process (http://grapevine.laspositascollege.edu/PBC/RequestProcessforNewPositions.php)<br>• RAC Committee Membership | III.A.6 [i] |
| 22 | Develop a long-term projection for staffing in administrative, classified, and faculty positions, in conjunction with budget development. | The college is currently developing an Integrated Planning Process and developing an Integrated Planning Committee to undertake these important tasks of integrating Planning & Budgeting in the area of human resources and future needs. | • RAC Website ( http://grapevine.laspositascollege.edu/PBC/index.php)<br>• RAC Non Instructional Request Process (http://grapevine.laspositascollege.edu/PBC/RequestProcessforNewPositions.php)<br>• Governance and Committee Membership (http://grapevine.laspositascollege.edu/committees/documents/GovernanceParticipants_Oct82013_dr7SG.pdf) | III.A.6 [ii] |

| | 2009 Self-Study Planning Agendas (Improvement Plans): Results and Evidence | | | |
|---|---|---|---|---|
| **#** | **Improvement Plan** | **Status** | **Evidence** | **Related Standard/ Subsection** |
| 23 | Include a process for requesting new administrator positions into the request cycle outlined by the Planning and Budget Committee. | The Planning and Budget Committee approved, on May 3, 2012, the use of using the same request process and form used for Classified Requests for new Administrator positions. The Administrative Management Team recommended a process which would bring the replacement administrative positions to the Team which would discuss and recommend them to the President. All new administrator positions would go through the Non-Instructional Request Process through the Resource Allocation Committee. | • Minutes from May 3, 2012 Planning and Budget Committee.<br>  o File name: 3A6_12-05-03 PBC Minutes.pdf<br>• Non-Instructional Position Request Form<br>  o Location of link: http://grapevine/pbc/RequestProcessforNewPositions.php<br>  o http://grapevine/pbc/documents/Non-InstructionalRequestForm_2013-14.doc | III.A.6 [iii] |
| 24 | Review, revise, and streamline existing policies and procedures related to the District Human Resources office. Work in consultation with the district on review process. | The Office of Human Resources has –on an ongoing basis- updated its Forms and Procedures in consultation with feedback and union consultation as appropriate. All Collective Bargaining Agreements changes and Memorandum of Understandings online (2012-2014) are posted online. In 2013, and to date, the Office of Human Resources engaged the services of Community College League of California to assist in the update of all Human Resources related Board Policies and Procedures. | • HR Forms and Procedures http://www.clpccd.org/HR/HRGovForms.php<br>• Collective Bargaining Agreements http://www.clpccd.org/HR/HRContactsandSalarySchedules.php | III.A.6 [iv] |
| 25 | Provide a collaborative and transparent process for the consideration of what facilities/programs to defer. | The Facilities and Sustainability Committee (formerly Facilities Committee) provides an opportunity for a collaborative and transparent process for determining the prioritization of facilities. | • Facilities and Sustainability Committee Homepage: http://grapevine.laspositascollege.edu/facilities/index.php | III.B.2 |
| 26 | Evaluate the current program review processes of the college to ensure that goals and plans are completely and clearly linked to budgetary needs and planning. | Program Review has been periodically reviewed. The program review was expanded to include all college areas; the process incorporates program-specific data and forwards program needs and funding requests integration with college-wide planning and allocation efforts. The Program Review validation process has been formalized to culminate with Academic Senate and College council, to ensure integration with planning and allocation.<br><br>The current Program review process is integrated into planning and budget cycles. This integration is currently in its first cycle and will be assessed once the new cycle has been completed. | • Planning Task Force Work http://grapevine.laspositascollege.edu/collegecouncil/PlanningTaskForce2012-13.php<br>• Program Review Committee Website http://laspositascollege.edu/instructionalprogramreview/ | III.D.1.a |
| 27 | Ensure that timelines and processes for resource opportunities are consolidated and posted in a central area so all faculty, staff, and students are adequately informed. | The timelines and processes for resource opportunities are stated on committee websites. Links to all college websites are centralized in one location online; the site I known as the college "grapevine." | • Las Positas College Grapevine: http://grapevine.laspositascollege.edu/committees/index.php | III.D.1.d |

| | 2009 Self-Study Planning Agendas (Improvement Plans): Results and Evidence | | | |
|---|---|---|---|---|
| **#** | **Improvement Plan** | **Status** | **Evidence** | **Related Standard/ Subsection** |
| 28 | Establish an evaluation system or scoring process for measuring and communicating performance at reaching goals, evaluating those goals and the strategies used to reach them, and responding to both shortfalls and surpluses in funding. | This improvement plan has been accomplished, as evidenced by the development of the Integrated Planning Committee, the enhancement of the LPC budget model to include Planning, Budget and Assessment, the revision of the District Budget Allocation Model, the creation of the District-wide Integrated Planning and Budget model, and the creation of the District Planning and Budgeting Committee. | • LPC Planning Task Force http://grapevine.laspositascollege.edu/collegecouncil/PlanningTaskForce2012-13.php<br>• LPC Integrated Planning Committee http://grapevine.laspositascollege.edu/collegecouncil/documents/01APPROVEDIPCCHARGEANDMBRSHIP10-10-13CC_000.pdf<br>• Las Positas College's Integrated Planning, Budget, and Assessment Model: http://www.laspositascollege.edu/researchandplanning/documents/IntegratedPlanningandBudgetModel_TM05.06.15.pdf<br>• Budget Allocation Model Presentation http://www.clpccd.org/board/documents/Attachment_5-CLPCCDBAMPowerPoint-ConvocationPresentation.pdf<br>• District-wide Integrated Planning and Budgeting Model web page http://www.clpccd.org/board/CLPCCDIPBMFINAL.php#II<br>• CLPCCD Planning and Budget Committee (PBC) Charge http://www.clpccd.org/board/documents/FINALPlanningBudgetComm3-10-14web.pdf | III.D.3 |
| 29 | 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. | There currently is no approved District Strategic plan. Gkkworks, a consulting firm, was hired in 2010 to create a Strategic Plan, but they did not complete the project. However, a District Strategic plan is currently being written with the help of MIG—a consultant hired by the District Office. The District Strategic Plan is due to be approved by the Board of Trustees in fall 2015. | • Facilities Plan<br>• Board Meeting minutes, 09-21-10<br>• Board Meeting minutes, 07-15-14, Item 3.3<br>• Draft of district strategic plan | IV.B.3 |
| 30 | 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. | DBSG spent years evaluating the Budget Allocation Model, moving away from 1996 model, to a zero based budget model, to finally, the current model, based on FTES generation with a steady percentage to the District Offices and M&O. There has been no district wide evaluation of the model, although the current PBC frequently discusses different elements of the model for modification. There remain some conflicts over transparency from the District Offices, but the PBC consistently addresses these in their meetings. | • Board Meeting minutes, 03-19-13<br>• Board Meeting minutes, 04-15-14<br>• IPBM Committees<br>• Planning & Budget committee minutes, 10-03-14 | IV.B.3.b |

| | 2009 Self-Study Planning Agendas (Improvement Plans): Results and Evidence | | | |
|---|---|---|---|---|
| # | Improvement Plan | Status | Evidence | Related Standard/ Subsection |
| 31 | 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. | This task has been completed with the development of the 2013 Budget Allocation Model. There remain some conflicts over transparency from the District Offices, but the Planning and Budget Committee consistently addresses these in their meetings. | • DBSG meeting minutes, 04-01-11<br>• DBSG meeting minutes, 05-06-11<br>• DBSG meeting minutes, 11-16-12<br>• DBSG meeting minutes, 03-15-13<br>• Board of Trustees meeting minutes, 03-19-13<br>• Educational Support Services committee | IV.B.3.c |
| 32 | Use the newly created district delineation of functions map as a foundation for discussion between the college and the district to review primary and secondary roles and to promote improvement of processes related to those roles. | The current functions map does not reflect the spirit of the original planning agenda as the map was envisioned as a way to see the functionality of different processes (e.g. requisitions). The current Functions Map identifies the role of the District Office and the Colleges in ACCJC standards (no processes identified). | • Functional Map of Delineation of Roles<br>• DBSG minutes, 05-17-13<br>• Board minutes, 04-15-14 | IV.B.3.g |

**Key College Processes Evaluated in 2014-15**

# Effectiveness of College Planning Priorities

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**KEY QUESTION:**
**Are College Planning Priorities Clear, Effective, and Used by the College?**

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## Background

College Planning Priorities, which originate from the Integrated Planning Committee and are adopted by the College President, are a critical component of Las Positas College's Integrated Planning and Budget Cycle. The Planning Priorities are designed to be used by the college community for planning and resource allocation purposes. The following four were the College planning priorities for 2014-15: (1) support for the curriculum process, (2) technology utilization with an emphasis on staff development, (3) success and persistence through the Basic Skills sequence, (4) and accreditation.

In order to determine if the planning priorities were clear, effective and used by the college community, a college-wide survey was conducted in April of 2015. The survey included the following types of items: how much progress was made on each planning priority in 2014-15, did individuals understand the functional role of the college's planning priorities, did disciplines or service areas give meaningful consideration to the planning priorities when establishing plans, priorities, and/or making decision in 2014-15, and did individuals participate in formal/informal discussions on how 2014-15 Planning Priorities relate to the work that was being conducted in their area.

## Results of the Survey

A total of 48 individuals completed the survey; twenty-five (25) were full-time faculty, six were part-time faculty, 10 were full-time classified staff, one was a part-time classified staff member, and six were administrators. The following were the results of the survey by item.

## Role and Use of Planning Priorities

In order for planning priorities to be useful, individuals must understand the priorities' role at the College. A little over two-thirds (67%) of respondents indicated that they knew the functional role of planning priorities and 57% felt the college had taken significant steps toward incorporating planning priorities into the college's decision-making processes. In addition, 53% indicated that their discipline or service area gave meaningful consideration to Planning Priorities when establishing plans, priorities, and/or making decisions in 2014-15. Moreover, 71% indicated that they had participated in formal or informal discussions on how one or more of the 2014-15 Planning Priorities relate to the work that was done in their area.

## Progress Made on 2014-15 Planning Priorities

A majority of the respondents felt that the college was making at least an average amount of progress on each of the four planning priorities. Moreover, a slight majority (51%) felt that the college was making good or excellent progress on curriculum, and nearly two-thirds (64%) indicated that the college was making good or excellent progress on work related to helping students to succeed and persist through the Basic Skills sequence. On the other hand, only 41% and 48% of respondents felt that the college was making good or excellent progress on utilizing technology with a focus on staff development and accreditation, respectively.

## Clarity of Planning Priorities

While the majority respondents indicated that they knew the functional role of planning priorities, qualitative data collected from the survey indicated that the wording of the planning priorities could be much approved. For example, respondents indicated that a one word planning priority (e.g., Accreditation) did not adequately define the planning priority or what needed to be done to address the planning priority.

## Assessment of the Survey

The results of the survey were mixed. Respondents indicated that they knew the functional role of the planning priorities, but thought that the wording of the planning priorities could be significantly improved.

## Recommendation of the Institutional Effectiveness Committee

The Institutional Effectiveness Committee recommends that the Integrated Planning Committee in the future better define planning priorities and the steps needed to adequately address them.

## Key College Processes Evaluated in 2014-15

# Resource Allocation Process

**KEY QUESTION:**
**Does Las Positas College Have an Effective Resource Allocation Process?**

## Background

Las Positas College believes in a clear, transparent, and accountable planning and budget cycle. The timing of the activities and processes of the planning and budget cycle were developed to align with the state budget cycle as well regulatory requirements for the adoption of the College's budget. The planning and budget cycle is comprised of four processes: Program Review, College Planning, Budget Development, and Resource Allocation.

Each of the four processes that constitute the planning and budget cycle has a specific purpose and outcome. During the program review process, each discipline or unit writes a program review and the program reviews are summarized at the division level by each dean. The dean summaries are then forwarded to the Integrated Planning Committee for review. The Integrated Planning Committee, during the college planning process, uses the dean program review summaries and other documentation to create college planning priorities. The college planning priorities are then used in both the Budget Development process and the Resource Allocation Process. During the Budget Development Process, the college budget is developed, reviewed, and approved; the outcome of the process is a balanced budget aligned with college planning priorities. Resources are then prioritized by committees using the college planning priorities.

In Spring 2015, the Institutional Effectiveness Committee sought to assess whether the college had an effective Resource Allocation Process. It was determined by the committee that a key factor of whether an effective Resource Allocation Process was whether college planning priorities were used to prioritize resources.

## Determination of whether the college planning priorities were used in prioritize resources

In order to determine whether college planning priorities were used to prioritize resources, college committees were surveyed in Spring 2015. The survey had three primary questions: 1) did their committee prioritize resources, 2), if they had prioritized resources, did they use college planning priorities to help prioritize resources, and 3) were the college planning priorities clear to committees.

A total of 11 committees responded to the survey. Of the 11 committees that responded, four indicated that they had prioritized resources in 2014-15. Of the four committees that prioritized resources, two indicated that college planning priorities were used to prioritize resources. Of the two committees that prioritized resources, but did not use college planning priorities, it was

discovered there were two reasons for this: the planning priorities were not clear or the planning priorities were not seen as something the committee had to use when prioritizing resources.

**<u>Recommendation from IEC</u>**

The Institutional Effectiveness Committee recommends the following:

- Improve clarity of planning priorities by better defining each planning priority and steps needed to address them
- Communicate to the college the importance of using planning priorities to prioritize resources

# Appendix

# Las Positas College
## 2014-15 Planning Priorities: Survey Results

**1. What is your position at LPC?**

|  | Num | Pct |
|---|---|---|
| Full-time Faculty | 25 | 52% |
| Part-time Faculty | 6 | 13% |
| Full-time Classified Staff | 10 | 21% |
| Part-time Classified Staff | 1 | 2% |
| Administrator | 6 | 13% |
| **Total** | **48** | **100%** |

**2. How would you rate LPC's progress in addressing the following planning priority in 2014-15: "Support for the curriculum process"**

|  | Num | Pct | Group % |
|---|---|---|---|
| Excellent | 5 | 14% | 51% |
| Good | 13 | 37% | |
| Average | 7 | 20% | |
| Poor | 7 | 20% | 29% |
| Very Poor | 3 | 9% | |
| **Subtotal** | **35** | **100%** | |

|  | Num | Pct |
|---|---|---|
| Declared Responses | 35 | 73% |
| Don't Know | 12 | 25% |
| Does Not Apply | 1 | 2% |
| **Total Responses** | **48** | **100%** |

**2B. Comments**

1. A full-time articulation officer is needed in Academic Affairs and streamlining of the curriculum process as related to SLOs would be very helpful.
2. By its nature and because the state chancellor's office sets up specific rules associated with renewing and creating curriculum, there seems to be little the college can actually do to improve our curriculum process. Compared to other colleges, we hear that our process is easier for faculty thanks to the cooperative spirit and support.
3. Curricunet is cumbersome and touchy at times and there are 19 required or recommended steps just to get it to the board.
4. Does anyone really understand what part of curriculum is to be supported. Almost too generic to be helpful.
5. Hiring of additional faculty in various disciplines
6. I believe that as more faculty are hired, there is more time for new and existing faculty to work on new curriculum.
7. I don't know of anything that's been done to support this.
8. More resources are still needed, both staffing and staff development, to support the curriculum committee and a broader capacity amongst the general faculty for doing curriculum work. I'm unable to identify any specific initiatives or steps that were taken to support curriculum on the campus.
9. My department needs additional support that it does not receive. I am a single-person department and I do not have release time to complete coordinator responsibilities. [ALSS] DEPARTMENT

| 2B. Comments *(continued)* |
|---|
| 10 | No additional support has been provided by the college in support of curriculum this past year.  The curriculum committee and chair work hard (especially the chair), but there has been NO SUPPORT from the office of Academic Services.  Support from the office of Academic Services including the VPAS, existing classified staff, and additional staff is needed.  The current [Job Title] provides no support to Curriculum ([individual] basically serves as a [functional role] only).  The current [job title] is difficult to work with and does not provide assistance to curriculum process; [individual] doesn't even take meaningful minutes, but only enters info into [database].  A curriculum specialist (new position classified or director level) should be hired to support curriculum,  work with faculty, and coordinate efforts. Reworking the articulation officer position and moving it to Academic Services should also be considered. |
| 11 | Other than listing this as a priority, I have seen no changes during this academic year regarding curriculum, the proposal process, or additional resources to assist faculty with this area.  Besides the perpetual "We need more transfer degrees," it seems like there is very little involvement or even interest from administrators above the dean level in the curriculum process or committee. |
| 12 | The committee still expresses the need for more support, but I know efforts have been made to provide it. |
| 13 | The curriculum committee and it's chair has done excellent work to move curriculum forward this year through the complex extant process. |
| 14 | The curriculum committee has been doing an excellent job supporting faculty.  The committee chair and representatives give timely and helpful feedback.  However, I would like to see more college-wide support so the responsibility and leadership does not fall entirely on this hard working group of faculty. |
| 15 | The curriculum process should have included compliance with ACCJC standards for Student Learning Outcomes and all of what that process includes. It has not. |
| 16 | The definition of this question was never clear.  What exactly does it mean "support for the curriculum process?"  What support? |
| 17 | The work of the Curriculum Committee this year was excellent. |
| 18 | There has been zero change in the support for the curriculum process. |
| 19 | This one seems narrow, and I'm not on that committee.  My experience with the process (writing/revising outlines) hasn't changed. I believe some course outlines posted online still are not current. |
| 20 | To many personal agenda items get in the way of true progress. I should say the politics in these issues cloud the efforts. |
| 21 | We have a curriculum committee that does an excellent job of making sure the course is rigorous, meets the state and articulation standards and Curricunet iis fantastic. |
| 22 | We need more physical support and release time for the chair.  We haven't had strong support since the Dean's assistants were fired.  They used to do a lot of hands-on help with this, at least in ALSS.  It came to hours of support that was never replaced when they were fired. |

**3. How would you rate LPC's progress in addressing the following planning priority in 2014-15: "Technology utilization with an emphasis on staff development"**

|  | Num | Pct | Group % |
|---|---|---|---|
| Excellent | 5 | 12% | 41% |
| Good | 12 | 29% | |
| Average | 9 | 22% | |
| Poor | 11 | 27% | 37% |
| Very Poor | 4 | 10% | |
| **Subtotal** | **41** | **100%** | |

|  | Num | Pct |
|---|---|---|
| Declared Responses | 41 | 85% |
| Don't Know | 7 | 15% |
| Does Not Apply | 0 | 0% |
| **Total** | **48** | **100%** |

**3B. Please elaborate on your assessment of our progress in this area**

1. Actually not too aware of the planning, but technology does not seem to be a priority here.  We are not too progressive.

2. After reading most of the program reviews and all of the program review summaries it is unclear to me how this became a planning priority.  I did not see it discussed by faculty as a need or interest.  Subsequently, I have also not seen this priority implemented into planning.

3. Although some campus members offered workshops for staff faculty in regards to technology, staff development overall and not been properly organized and implemented in the early part of this year for new faculty.  It seems to be improving.

4. Has any additional staff development around technology utilization been provided this year?  Don't think so.  Professional development around Banner, DegreeWorks, and other technologies that would help the college move forward more efficiently would be welcomed.  Better use of technology should also have been used during the Accreditation self evaluation writing.

5. I don't recall many opportunities to train for technology utilization. I will be taking advantage of the grant-writing workshop.

6. I have not seen any improvement with access to staff development at all, let along incorporating technology.  I have found the subscription to Lynda.com and the tutorials for Outlook helpful, but it is my understanding this was district-wide, not specific to LPC's staff development.  The lack of professional development opportunities on campus or utilizing technology is very frustrating.  I would like opportunities to learn and improve my teaching, but I have to seek these outside the college.  Despite being a planning priority, it feels staff development is a poorly planned and unorganized afterthought at LPC.  I want additional opportunities other than speakers from the lab on science topics and psychology club events with speakers who have been on campus before.

7. I have not seen much evidence that more support is available for staff development or how technology at the college is being used to make this more available.

8. I have the sense that [Person A and B] spend a lot of time alone in the [related unit], and faculty don't have the time or inclination to go up there to learn more about how to use technology.

9. I think the school is doing a good job in this area, especially [Person A]'s work and [his/her] area where staff can go for assistance.

10. I think the TLC has always been a good resource, but I haven't noticed any changes or emphasis in this area.

11. I would like more on Outlook and Microsoft applications like Access

12. I'm impressed with the TLC classes.

| | 3B. Please elaborate on your assessment of our progress in this area. *(continued)* |
|---|---|
| 13 | I'm unaware of any particular, concerted campus effort to address this.  Some individual faculty, like [Person A] from the [STEMPS] department, have been allowed to give extended "invitations" to tech related staff development activities but the long-windedness of the presentations made the activities seem unattractive and the time [he/she] was allowed to spend presenting could have easily been used to do an actual staff development activity about technology during town hall. |
| 14 | More could have been done.  There didn't seem to be a connection to the District technology plan. |
| 15 | Never heard anything about this. |
| 16 | No training or educational efforts were made across the campus that I knew about.  If Outlook was the technology, there was no staff development to get ready to understand how to use it properly. |
| 17 | Not staying current with what the real world (Jobs, Business) are using and doing. |
| 18 | Other than the ongoing TLC workshops, I have not seen this priority addressed in any way.  Instead of our currently useless Variable Flex activities, perhaps a series of professional development workshops could be offered... |
| 19 | [Person A and B] offer excellent support and training for faculty and staff on the use of technology for instructional purposes. However, they can only do so much if faculty does not make the effort to learn how to use the technology available. Staff development for technology training is available and ready -- we as a campus community could do a better job embracing it and making the effort to use the tools available. We're all busy with committees and teaching, but we also need to make that effort. |
| 20 | [Person A] is doing a great job. |
| 21 | Staff development is inadequate. It has been for years. We need to fund it better and help to prioritize learning. its been years we have had any workshops on how students learn and what can we do to improve. LPC is light years behind other institutes in this matter. We all are responsible for lack of Staff Development. |
| 22 | Technology has been interpreted in a very narrow manner by LPC. Having computers in our classrooms and offices has not led to any greater understanding of how technology can improve or contribute to better teaching or to student learning. LPC has not successfully moved beyond the most basic use of technology. D.E. classes are not proving to be a bread learning mode for most CC students, but there are many ways that student learning can be enhanced by technology...staff development should include expanding our understanding of those. |
| 23 | The District brought in Lynda.com to instruct use of Outlook and any other application an employee is interested in. |
| 24 | The TLC would be more welcoming if getting in didn't require a card. |
| 25 | There hasn't been enough opportunity for staff development. |
| 26 | There have been a couple of good staff development workshops on using technology in the classroom but I'm not sure that this occurred because of the planning priority or because a faculty member had an interest that he wanted to share. It didn't seem to be coordinated by staff development. |
| 27 | There were issues with the organization of staff development activities this year. |
| 28 | This planning priority was unclear about its intentions. |
| 29 | Upgrade to Outlook with little staff development but we learn through on the job training |
| 30 | What does this mean?  What is intended to produce and then of course, assess?  From my knowledge, we have not done anything but I might be misinterpreting the question. |
| 31 | While we have strong support for faculty regarding instructional technology, I do not think we have made significant additions to that support in the current academic year. There needs to be further support for faculty using elumen and curricunet. |

**4. How would you rate LPC's progress in addressing the following planning priority in 2014-15: "Success and persistence through the Basic Skills sequence"**

|  | Num | Pct | Group % |
|---|---|---|---|
| Excellent | 3 | 11% | 64% |
| Good | 15 | 54% | |
| Average | 9 | 32% | |
| Poor | 0 | 0% | 4% |
| Very Poor | 1 | 4% | |
| **Subtotal** | **28** | **100%** | |

|  | Num | Pct |
|---|---|---|
| Declared Responses | 28 | 58% |
| Don't Know | 19 | 40% |
| Does Not Apply | 1 | 2% |
| **Total** | **48** | **100%** |

| **4B. Please elaborate on your assessment of our progress in this area** |
|---|
| 1 Again, this question is left to interpretation.  We have provided a few activities related to Basic Skills but does this apply to this question? |
| 2 Beyond Math Jam, I'm not sure what has been done with regard to basic skills and Math Jam was more of a support for taking the placement test. As this just happened in January, I don't know that we can assess yet if it had any impact on success and persistence through the basic skills sequence. |
| 3 Campus programs and support groups to boost basic skills success in progress |
| 4 Counseling, the Basic Skills Committee and individual faculty have worked hard to prepare students for the sequence and create programs such as the Math Jam to fill in educational gaps. |
| 5 Did hear anything about what was going on. |
| 6 I do not deal with nor do I know enough about basic skills to comment. |
| 7 I have not heard any information on this topic and don't interact with groups working on this in the course of performing my faculty duties, so I don't know of any work that has been done for this priority. |
| 8 I have not seen a single instance in which this priority was considered.  In fact, during the time for which this has been a priority, some Basic Skills programs have been reduced or altered, much to the detriment of students' ability to succeed and persist. |
| 9 I have seen actions taken and dollars directed toward this issue.  Foundation semester, etc. |
| 10 I'm impressed by Math Jam.  More work on the assessment process and cut-scores, however, is needed. |
| 11 Much of the efforts in the past few years at LPC and beyond has been on acceleration which has been supported by dubious studies promoted by law makers, administrators, and some faculty who do not start with knowledge of how the human brain processes information and changes through a learning process. We can push students through English and Math requirements, but the true measure is found in their success in academic courses where they need to use their language and computing skills to learn. We aren't doing a great job with that. |
| 12 New and innovative programs are being developed and still need to be evaluated. |
| 13 No data has been made available regarding completion rates, success rates etc for basic skills students over three years. |
| 14 Our Basic Skills faculty continue to consider the best ways to support our basic skills students, whether through math or English. From Math Jam to piloting courses in English, they are doing a great job and truly care about accelerating students into for-credit courses. Kudos as well to [Person A] who seeks to assist these students through her courses. |

| 4B. Please elaborate on your assessment of our progress in this area. *(Continued)* |
|---|
| 15 | Some hiring is being done in regards to this and the support for the Math Jam was good.  It seems, however, like (other than the hiring), Math is the only basic skill that's receive much Basic Skills Committee money or Staff Development Committee report.  They have clear needs, but sustaining and supporting more successful basic skills programs should also happen. |
| 16 | The Basic skills committee launched Math Jam to increase math success in algebra.  There is now embedded counseling on Growth Mindset, math anxiety and time management in the Math 55 classes and the tutoring center is experimenting with linking dedicated tutors to 4 Math 55 classes.  There are still Math x tutors.  ESL program is updating their basic reading materials.  The committee is looking at ways to enhance professional development in the area of student success and basic skills |
| 17 | The college's support for Math Jam is potentially significant for basic skills.  The tutoring center seems to have a lot of activity. |
| 18 | Top individuals (All Employees Staff) doing what they enjoy. Helping students and programs that are current. |
| 19 | With all that is happening on campus this year, some emphasis has been given to basic skills through faculty/staff endeavors with learning communities and attendance at AB86 meetings, but more can be done. |

## 5. How would you rate LPC's progress in addressing the following planning priority in 2014-15: "Accreditation"

|  | Num | Pct | Group % |
|---|---|---|---|
| Excellent | 3 | 7% | 48% |
| Good | 18 | 41% | |
| Average | 18 | 41% | |
| Poor | 5 | 11% | 11% |
| Very Poor | 0 | 0% | |
| **Subtotal** | **44** | **100%** | |

|  | Num | Pct |
|---|---|---|
| Declared Responses | 44 | 92% |
| Don't Know | 4 | 8% |
| Does Not Apply | 0 | 0% |
| **Total** | **48** | **100%** |

| 5B. Please elaborate on your assessment of our progress in this area |
|---|
| 1 | A good effort has been made to address obvious weaknesses in our accreditation, but I have seen no support or leadership from administration on any front. |
| 2 | Accreditation is held over our heads like a big club. ("If you don't do ____, it will affect accreditation!!") Accreditation should not be an arbitrary way to assess penalties, it should be a way to ensure that the work we are doing benefits our student population. It seems we've lost sight of that goal. |
| 3 | Administrative support for the accreditation process has been dismal. Consultants have been hired to tell us that we've done nothing right and that what we have been told to do for the last 10 years is wrong (or that we just didn't understand). Thankfully, faculty have picked up the pieces and are trying to make it work but the void of leadership from administration in this process is beyond explanation. |
| 4 | [Person A] and the accredidation team have been doing an excellent job of sheparding the college through the accreditation process.  Unfortunately, we have lacked administrative leadership and continue to burn out faculty on leading such intensive processes. I rated our progress as average because I believe that other colleges are also struggling to meet ACCJC's inconsistent standards that are often out of touch with actual teaching and learning. |

| | **5B. Please elaborate on your assessment of our progress in this area.** *(Continued)* |
|---|---|
| 5 | [Person A] is doing an awesome job.  [He/She] is being supported by a consultant, [Person B].  The SLO committee has been able to hire a liaison to work with faculty on remaining assessments |
| 6 | For people such as [Person A and B], I would have marked the "excellent" box, but I have marked "good" because we still have a long way to go to be ready for our accreditation visit. Everyone needs to be pulling in the same direction, and we need to hear the message every day. A frustrating aspect of all this is that we currently have no means to hold adjunct responsible for doing SLOs in their classes. This needs to be part of their contract. |
| 7 | Hard to land on one reason long enough to articulate the problems. One has certainly been rotating administrators who do not have any teaching experience. Everything about the accreditation process should be based on self study coming from an understanding of the standards and a willingness to understand them. We have been lock into fear mode for too many years, trying to make things easy by finding evidence before we do any work. |
| 8 | I believe appropriate resources support this project. |
| 9 | I know there have been some dedicated faculty working hard on accreditation and writing the report. At the same time, it seems like we haven't met some of the requirements for accreditation.  I don't think we should have to hire a consultant to work on accreditation.  Isn't this area a duty of the administration? |
| 10 | I think progress has been made by hiring someone who specializes in the process but as a part time classified I am still concerned about the lack of accreditation processes that could be utilized throughout the years so there is not a rush to meet requirements at the deadline. |
| 11 | It seems like we waited a bit too long but now we are very focused on getting ready. |
| 12 | Push to efficiently complete program review process for all disciplines |
| 13 | SLOs.  Need I say more? |
| 14 | The Accreditation effort has not been a priority campus-wide (or at Town Meetings), though some resources have been provided in the form of reassigned time and consultants. |
| 15 | The rollout of the wiki at town hall was subsumed by the myriad other presentations and tasks during that town hall, which was counterproductive.  The triage of utilizing a contractor was smart and effective, but the campus engagement has been challenging.  This should continue as a priority, as there's a lot of catching up to do to help institutionalize some tasks and perspectives our committees and processes have dropped the ball on. |
| 16 | The SLO meeting we had in place of our division meeting was very unfortunate. I do not think that our "school culture" does well when experts are brought in to help us with our short comings. |
| 17 | There have been a few people doing a lot of work.  Perhaps next time we should think about expanding the teams working on each standard.  I think this process where very few people were identified and picked to write to accreditation might have sounded like a good idea but I also believe from past accreditations that this process needs a collection of "great" minds to write to the standards.  The leaders of accreditation are excellent and they give their all.  However, they could have used more help. |
| 18 | There is a lot of hard work going on and a lot of communication about the activities. |
| 19 | There seems to be a great deal of concern over our progress on meeting Accreditation standards. |
| 20 | Too many are not taking this seriously. |
| 21 | Too much work for faculty; administrators should take on more. |
| 22 | Until hiring the consultant, my sense is that the college left a small group of faculty on their own to try to make their way through the process, with administrators retiring or remaining disengaged |
| 23 | We are trucking along. I think SLO's are a big ticket item but faculty has not kept its end of the bargain to do what needed to be done. Many  faculty members and administrators have and are working hard to complete the report and I am thankful for it. |
| 24 | We have been working hard and visibly here! |

| 5B. Please elaborate on your assessment of our progress in this area. *(Continued)* |
|---|
| 25 | We have spent huge amounts of time this year focusing on accreditation and the main teams working on the self study have done an amazing job. |
| 26 | We seem to keep re-doing the write-ups which are written by one author and not vetted through a broader group. The approach to solving the SLO crisis seems to keep beating up the faculty who are doing well but not dealing with the underperformers. Why does everyone have to sit through tireless meetings when your department is okay. |
| 27 | We've put a lot of time an energy into this even though the process is behind schedule. |
| 28 | Would be nice if more people were involved. |
| 29 | Writing for the self study should have begun earlier. A technology mediated inventory should have been created to house all the standards, committee pre-writing templates, the drafts, etc... Looking for info and drafts on USB sticks and emails was not good use of time. We spent more time organizing than writing. All the organization and infrastructure should have been set up WELL IN ADVANCE. |

## 6. Overall, how would you rate LPC's collective progress in addressing the four Planning Priorities for 2014-15?

|  | Num | Pct | Group % |
|---|---|---|---|
| Excellent | 1 | 3% | 44% |
| Good | 15 | 42% | |
| Average | 11 | 31% | |
| Poor | 6 | 17% | 25% |
| Very Poor | 3 | 8% | |
| **Subtotal** | **36** | **100%** | |

|  | Num | Pct |
|---|---|---|
| Declared Responses | 36 | 77% |
| Don't Know | 11 | 23% |
| Does Not Apply | 0 | 0% |
| **Total** | **47** | **100%** |
| *(non-response)* | 1 | |

## 7. LPC has taken significant steps toward incorporating the Planning Priorities into the college's decision-making processes.

|  | Num | Pct | Group % |
|---|---|---|---|
| Strongly Agree | 3 | 8% | 57% |
| Agree | 18 | 49% | |
| Neither Agree nor Disagree | 11 | 30% | |
| Disagree | 4 | 11% | 14% |
| Strongly Disagree | 1 | 3% | |
| **Subtotal** | **37** | **100%** | |

|  | Num | Pct |
|---|---|---|
| Declared Responses | 37 | 80% |
| Don't Know | 9 | 20% |
| **Total** | **46** | **100%** |
| *(non-response)* | 2 | |

## 8. I understand the functional role of the college's Planning Priorities.

|  | Num | Pct | Group % |
|---|---|---|---|
| Strongly Agree | 7 | 15% | 67% |
| Agree | 25 | 52% | |
| Neither Agree nor Disagree | 8 | 17% | |
| Disagree | 7 | 15% | 17% |
| Strongly Disagree | 1 | 2% | |
| **Subtotal** | **48** | **100%** | |

## 9. My discipline/service area gave meaningful consideration to the Planning Priorities when establishing plans, priorities, and/or making decisions in 2014-15.

|  | Num | Pct | Group % |
|---|---|---|---|
| Strongly Agree | 4 | 9% | 53% |
| Agree | 19 | 44% | |
| Neither Agree nor Disagree | 11 | 26% | |
| Disagree | 8 | 19% | 21% |
| Strongly Disagree | 1 | 2% | |
| **Subtotal** | **43** | **100%** | |

|  | Num | Pct |
|---|---|---|
| Declared Responses | 43 | 91% |
| Don't Know | 4 | 9% |
| Total | 47 | 100% |
| **(non-response)** | **1** | |

## 10. I have participated in formal/informal discussions on how one or more of the 2014-15 Planning Priorities relate to the work we do in my area.

|  | Num | Pct | Group % |
|---|---|---|---|
| Strongly Agree | 9 | 20% | 71% |
| Agree | 23 | 51% | |
| Neither Agree nor Disagree | 5 | 11% | |
| Disagree | 4 | 9% | 18% |
| Strongly Disagree | 4 | 9% | |
| **Subtotal** | **45** | **100%** | |

|  | Num | Pct |
|---|---|---|
| Declared Responses | 45 | 98% |
| Does Not Apply | 1 | 2% |
| Total | 46 | 100% |
| **(non-response)** | **2** | |

## 11. Please provide any other feedback related to 2014-15 planning priorities.

1 Although the process of establishing and following the priorities was clear, there didn't seem to be a lot of follow up throughout the campus.  Maybe the issue is communication.  People may be working on the priorities but there doesn't seem to be a mechanism for reporting activities and progress.

2 Aside from one email and one town meeting presentation, I never heard anything else about this.

3 Could be clearer and more formally used in some processes.  There was concern that the Faculty Hiring Prioritization process did not use them.  This is not acceptable if other processes are guided by the priorities.  It's unfair.

4 I don't know what the Planning Priorities are.

**11. Please provide any other feedback related to 2014-15 planning priorities.** *(Continued)*

| | |
|---|---|
| 5 | I realize that 2013-2014 was pilot year for using program review information (and other sources) to create college priorities. Three of the top themes reflected in Program Review summaries were: the need for SLO support, more classified staff, and new facilities. None of those were reflected in the planning priorities. I hope and expect the second time around there will be more partnership between the IPC and PR committees in using Program Review information in establishing college priorities. |
| 6 | I think we should be able to assess how well planning priorities have been integrated to institutional decision making at this time, but it may be too soon to expect and assess many of the effects of those priorities. Overall, planning priorities seems like a good idea, and we need to find the right balance for how suggestive/directive they should be. |
| 7 | I would have liked the wording for the planning priorities to be less specific. For example, saying that priority is staff development is clearer to me than the current language. Also, I felt these items were pretty tangential to my daily work and did not seem to be derived from the college as a whole. |
| 8 | It seems to me that planning should start with a thorough understanding of the ACCJC standards. They are designed to be a starting place for creating a functional process. Until the campus community has a vision of the whole, our little parts are not likely to fit together successfully. |
| 9 | Keep the politics out of these issues. |
| 10 | Never understood what was supposed to happen with these "planning priorities" nor what they actually meant. Therefore, I can't really determine if anything was done to address them. |
| 11 | none |
| 12 | Other than sitting at the top of agendas and reminding ourselves of the planning priorities, little to no work towards these priorities has occurred. There were no objectives, action plans, or any thing to help focus efforts or provide a path towards progress. |
| 13 | Planning priorities could be identified and selected through some campus discussion or at least, vetting. The priorities themselves, could be written like SAO's where the outcomes are clear and measurable providing a focus and direction to work toward. |
| 14 | Thank you for gathering feedback through this survey. It is a pleasure to be a faculty member at Las Positas College. Every day we change the lives of students and we truly make a difference. Our planning priorities add to the quality of that education. They are clear. Let's keep working together with a positive attitude. Our students are counting on us. |
| 15 | Thanks for all the hard work planning people!!!   Your work is greatly appreciated and valuable for us all. :-) |
| 16 | The planning priorities were very clear; however, as far as I could see, they existed in name only. They appeared on a number of documents and were often referred to by administrators (likely because this is something that ACCJC is interested in seeing), but I saw zero evidence in which they were actually "prioritized"...Throughout the entire process, I felt that having the priorities and referring to them was yet another case in which the skeleton of an activity or philosophy was very apparent for the purposes of accreditation, while that activity itself lacked the flesh of substance and implementation. |
| 17 | There just isn't enough communication going on about what is going on where and who is doing what. On committees that I serve on some faculty feel that the priorities aren't really followed. As an example, cutting classes in a basic skills discipline when basic skills success is a priority. Many faculty don't understand where to get started to implement or fund something new. There is very little inter-committee communication. |
| 18 | They were not clear to start with. Would have been nice to know how these were chosen and why. |

**11. Please provide any other feedback related to 2014-15 planning priorities.** *(Continued)*

| 19 | we need to do more as an institution in the following areas: 1. More funding and meaningful opportunities for staff development 2. Better structuring of student services including online appointments for counseling. meaningful SEP's, more support for evening students.  3. Well laid out plan for how many hours and personnel are available in student services, how many hours will be used for a specific activityetc. 4. How does the college report card looks like on the convention day and report actual results achieved. 5. Better financial reporting of general, categorical and local revenue. Generation and usage reported twice a year 6. clear guidelines for evaluating Deans, Vp's and President 7. Work to better relationship between faculty and Management 8. Help support management in regards to retention and growth 9. Help appreciate staff and management for what they do. (putting up with faculty:) |
| 20 | Which planning priorities? |

# 2014-15 Planning Priorities Survey

Dear LPC Community,

The Institutional Effectiveness Committee (IEC) would appreciate your feedback regarding the College's planning priorities for 2014-15.  Your feedback is needed in order to help determine the progress that has been made on each of the four planning priorities.  In addition, the results of the survey will be used to help inform the planning priorities for 2015-16.  Your responses are anonymous, and your honest feedback is always appreciated.  Please submit your responses as soon as possible, but no later than 5 pm on Tuesday, 4/14.

Thanks,
- LPC's Institutional Effectiveness Committee

1.  **1. What is your position at LPC?**
    *Mark only one oval.*

    ◯ (1) Full-time Faculty

    ◯ (2) Part-time Faculty

    ◯ (3) Full-time Classified Staff

    ◯ (4) Part-time Classified Staff

    ◯ (5) Student

    ◯ (6) Administrator

2.  **2A. How would you rate LPC's progress in addressing the following planning priority in 2014-15: "Support for the curriculum process"**
    *Mark only one oval.*

    ◯ Excellent

    ◯ Good

    ◯ Average

    ◯ Poor

    ◯ Very Poor

    ◯ Don't Know

    ◯ Does Not Apply

3. **2B. Please elaborate on your assessment of our progress in this area**
   "Support for the curriculum process"

   ........................................................................................................................

   ........................................................................................................................

   ........................................................................................................................

   ........................................................................................................................

   ........................................................................................................................

4. **3A. How would you rate LPC's progress in addressing the following planning priority in 2014-15: "Technology utilization with an emphasis on staff development"**
   *Mark only one oval.*

   ( ) Excellent

   ( ) Good

   ( ) Average

   ( ) Poor

   ( ) Very Poor

   ( ) Don't Know

   ( ) Does Not Apply

5. **3B. Please elaborate on your assessment of our progress in this area:**
   "Technology utilization with an emphasis on staff development"

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6. **4A. How would you rate LPC's progress in addressing the following planning priority in 2014-15: "Success and persistence through the Basic Skills sequence"**
   *Mark only one oval.*

   ( ) Excellent

   ( ) Good

   ( ) Average

   ( ) Poor

   ( ) Very Poor

   ( ) Don't Know

   ( ) Does Not Apply

7. **4B. Please elaborate on your assessment of our progress in this area:**
"Success and persistence through the Basic Skills sequence"

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8. **5A. How would you rate LPC's progress in addressing the following planning priority in 2014-15: "Accreditation"**
*Mark only one oval.*

- ( ) Excellent
- ( ) Good
- ( ) Average
- ( ) Poor
- ( ) Very Poor
- ( ) Don't Know
- ( ) Does Not Apply

9. **5B. Please elaborate on your assessment of our progress in this area:**
"Accreditation"

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10. **6. Overall, how would you rate LPC's collective progress in addressing the four Planning Priorities for 2014-15?**
*Mark only one oval.*

- ( ) Excellent
- ( ) Good
- ( ) Average
- ( ) Poor
- ( ) Very Poor
- ( ) Don't Know
- ( ) Does Not Apply

11. **7. LPC has taken significant steps toward incorporating the Planning Priorities into the college's decision-making processes.**

*Mark only one oval.*

◯ Strongly Agree

◯ Agree

◯ Neither Agree nor Disagree

◯ Disagree

◯ Strongly Disagree

◯ Don't Know

12. **8. I understand the functional role of the college's Planning Priorities.**

*Mark only one oval.*

◯ Strongly Agree

◯ Agree

◯ Neither Agree nor Disagree

◯ Disagree

◯ Strongly Disagree

13. **9. My discipline/service area gave meaningful consideration to the Planning Priorities when establishing plans, priorities, and/or making decisions in 2014-15.**

*Mark only one oval.*

◯ Strongly Agree

◯ Agree

◯ Neither Agree nor Disagree

◯ Disagree

◯ Strongly Disagree

◯ Don't Know

14. **10. I have participated in formal/informal discussions on how one or more of the 2014-15 Planning Priorities relate to the work we do in my area.**

*Mark only one oval.*

◯ Strongly Agree

◯ Agree

◯ Neither Agree nor Disagree

◯ Disagree

◯ Strongly Disagree

◯ Does Not Apply

15. **11. Please provide any other feedback related to 2014-15 planning priorities**

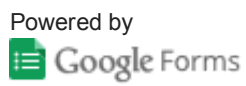(e.g., Were the 2014-15 planning priorities clear? How could they be clearer?)

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# Committee Feedback Form:
## Prioritization of Resources in 2014-15
Summary of Findings

<table>
<tr><td>

**Responses received from:**

- Academic Senate
- Associated Student of Las Positas College (ASLPC)
- Basic Skills Committee
- Classified Senate
- Curriculum Committee
- Distance Education Committee
- Facilities and Sustainability
- Faculty Hiring Prioritization Committee (FHPC)
- Program Review Committee
- SLO Committee
- Resource Allocation Committee

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**No responses received:**

- Technology Committee
- Health and Safety Committee
- CEMC
- Staff Development
- College Council

</td></tr>
</table>

1. **Did your committee prioritize resource requests this year (2014-15)?**

    a. Committees that Prioritized resources
        i. **Classified Senate** (requested staff development funds)
            1. Requested Staff Development funds (CLI Conference June 2015)
        ii. **ASLPC**
            1. Facilities requests (for meetings and events)
            2. Budget allocated in detail
        iii. **Resource Allocation Committee**
            1. RAC prioritized and recommended to the President for approval both Non-Instructional Positions and Instructional Equipment.
        iv. **Faculty Hiring Prioritization Committee**
            1. Faculty hiring

2. The four college planning priorities…**Did your committee consider the college planning priorities when prioritizing resource requests?**

    a. Yes:
        i. **FHPC:** Yes; many of the hiring requests mention the importance of FT faculty on the curriculum process; some positions teach basic skills. The committee considered the planning priorities among the many other

> quantitative and qualitative criteria that applicants had provided (and that the FHPC had requested).
>> **ii. Resource Allocation Committee**
>>> **1.** RAC prioritized and recommended to the President for approval both Non-Instructional Positions and Instructional Equipment.

b. NO:
  i. **Classified Senate:** N/A – no resources were requested from C.Senate
  ii. **ASLPC:** Senators do not currently consider the college planning priorities, these are (assumed) to be addressed by the Student Life Advisor & Assistant
  iii. **RAC:**
    **1.** Non-Instructional Positions considered planning priorities in lieu of using a rubric at November 6, 2014 meeting.
    **2.** Instructional Equipment requests were prioritized using the RAC established rubric and form updated from the prior year before Planning Priorities were mentioned.

3. **Were the college planning priorities clear to you and/or your committee?  How could they be clearer?**

  a. **Academic Senate:** They were clear.

  b. **ASLPC:**

  > They could be made clearer during the first or second ASLPC Friday
  > Meetings [inserted text: beginning of academic year/September]

  c. **Basic Skills Committee:**

  > They were clear.  The committee only has the charge of success and persistence through the basic skills sequence.  All of our funding went to that priority.
  > More needed to be said about why the committee chose those priorities and what was meant by them.  For example, just saying "support for the curriculum process" makes no sense to committees outside the curriculum committee.

  d. **Classified Senate:**

  > They were somewhat clear. They are a bit vague. One or two sentences of guidance might be helpful.

  e. **Curriculum Committee:**

  > Support for the curriculum process was never clearly defined or communicated to the committee. No one articulated how/what support might be

or how to request support or how the committee should make needs known. The committee did not know what "support" was needed/desired or the objectives of this planning priority.

Curriculum should continue to be a priority but need to define what that "support for the curriculum process" means, e.g., assistance for faculty with updating outlines, developing AD-Ts, C-IDs, training, staff development, curriculum bootcamp, technical assistance, administrative support, etc.

**f.  Distance Education:**

No. We need the definitions of the priorities. We also need more clarity, for example: Are we supposed to map our DE goals to the planning priorities? If so, someone should've told us. What's one purpose of having the planning priorities at the committee level? Should these affect how our committee works?

**g.  Facilities and Sustainability:**

Yes. They were clear.

**h.  Faculty Hiring Prioritization (FHPC):**

Yes. Overall, the committee felt the planning priorities were either short-term (yearly) as opposed to long-term (faculty hiring for the long term) or either too broad or too specific. For example, relating faculty hiring to technology utilization is not a direct relationship. Curriculum process is part of the job of every full-time faculty hire. Accreditation standards relating to teaching and learning are also part of every full-time faculty hire.

EVIDENCE: Faculty Position Request Form 2014-15

**i.  Program Review:**

They were somewhat clear. They could be clarified by some specific suggestions of how those objectives might be achieved (one might call them sub-objectives or KPIs).

**j.  Resource Allocation Committee**

The planning priorities were much too vague to be helpful in ranking requests. Although we included them at the top of each agenda, it would be best next year to create more specific wording and to review those in detail with either the committee chairs or the full committees. Please keep in mind each allocation committee may have other priorities to use in determining priority, i.e. does the equipment meet the state definition for instructional equipment, etc. With that said, the planning priorities may not be the major factor but one of many factors.

EVIDENCE: 2014/15 Instructional equipment rubric

1. Fall 14 Instructional equipment priority list
2. Spring 15 Instructional equipment priority list
3. Non-Instructional Position request
4. 2014/15 Non-Instructional Position priority list
5. Nov. 6, 2014 RAC Minutes

**k. Student Learning Outcomes:**

They were clear to some and not others. They could be more than one word. For example, accreditation. Also for Technology training, it wasn't clear about what was meant.

# Committee Feedback Form:
## Prioritization of Resources in 2014-15

**Committee Name:** _____

1. **Did your committee prioritize resource requests this year (2014-15)?  (Yes or  No)**
   (Resources include, but are not limit to, instructional equipment, faculty & staff hiring prioritization, staff development, facilities, FTEF, and technology.)

   a.  If yes, what resources were prioritized? (please explain)

   b.  If no, please skip to question # 3.

2. The four college planning priorities for 2014-15 were the following: support for the curriculum process, technology utilization with an emphasis on staff development, success and persistence through the basic skills sequence, and accreditation.  **Did your committee consider the college planning priorities when prioritizing resource requests? (Yes or No)**

   a.  If yes, how were they considered? (please explain and note the committee meeting dates when planning priorities were used/discussed)

   b.  If no, why not? (please explain)

3. **Were the college planning priorities clear to you and/or your committee?  How could they be clearer?**

4. **Please e-mail the following items to Rajinder Samra by 12 pm on April 14:**
   a.  This document
   b.  Criteria used to evaluate resource requests if your committee prioritized resources
   c.  Any prioritized list of resources your committee did this year (2014-15)