



C H A B O T - L A S P O S I T A S

Community College District

Institutional Self Evaluation Report Las Positas College

PRESENTED BY

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ACKNOWLEDGEMENTS

Accreditation Team

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Overview

- Introduction
- ISER Expectations
- Standard I
- Standard II
- Standard III
- Standard IV
- Improvement Plans
- QFE
- Questions



ISER Organization of Process

Year of Reflection

Each Standard was worked on in committee for over two months. The process:

Committee Session 1: Interpret the Standard

Committee Session 2: Review the evidence

Committee Session 3: Sketch answers

Committee Session 4: Draft narrative

INTRODUCTION

- Highlights
 - Call to Action--Anti Racism.
 - Shared Governance Improvements
 - Lasting Educational Partnerships
 - Guided Pathways Momentum
 - Student Leadership
 - Support for the Arts
 - Pandemic Response

STANDARD I – Mission, Academic Quality and Institutional Effectiveness, and Integrity

The institution demonstrates **strong commitment to a mission** that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution **continuously and systematically evaluates**, plans, implements, and improves the quality of its educational programs and services. The **institution demonstrates integrity in all policies, actions, and communication**. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.



STANDARD I- HIGHLIGHTS/REFLECTIONS

Reflections:

- Equity in our mission led to quick incorporation of equity at center of key institutional process and documents.
- Innovations that increase equitable opportunities for students; must continue to tackle hard problems and institutionalize sustainable solutions.
- Program review a meaningful and valued process for the institution

STANDARD II - Student Learning Programs and Support Services

The institution offers instructional programs, library and learning support services, and student support services **aligned with its mission**. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution **assesses its educational quality** through methods accepted in higher education, **makes the results of its assessments available to the public**, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry.



STANDARD II- HIGHLIGHTS/REFLECTIONS

- **Instruction and Student Services adapted admirably to tectonic shifts**
 - Distance Education
 - Credit for Prior Learning
 - Equity auditing
 - New GE requirements
 - SSSP to SEA
- **Learning support services efficient and well-run, ensuring student success even during the COVID-19 Pandemic**

STANDARD III – Resources

The institution effectively uses its human, physical, technology, and financial resources **to achieve its mission and to improve academic quality and institutional effectiveness.**



STANDARD III- HIGHLIGHTS/REFLECTIONS

- Large part of the budget is consumed by human resources but survey data surfaces a feeling that we do not have enough human resources.
- The College is leveraging technology to create opportunities and efficiencies.
- Magnitude of work in technology is astounding.

STANDARD IV – Leadership and Governance

The institution recognizes and **uses the contributions of leadership** throughout the organization **for promoting student success**, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance **roles are defined** in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing **board, administrators, faculty, staff, and students work together** for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.



STANDARD IV- HIGHLIGHTS/REFLECTIONS

- Strong commitment to continuous review of process and policies
- Accreditation standards seamlessly incorporated
- Campus-wide participation—invitation to implementation

IMPROVEMENT PLAN

Las Positas College is committed to appropriate participation in institutional decision-making by all of its constituent groups. Even so, some constituency groups, namely classified professionals and students, have been inadequately represented on college committees. LPC recognizes the need to improve in this area and will develop ways to ensure that classified professionals and students are not only invited and encouraged to participate, but are actually engaged in the college's decision-making processes at levels prescribed in the Shared Governance Handbook.



QUALITY FOCUS ESSAY

Project 1:

Prioritize, coordinate and sustain regular and relevant equity and anti-racism professional development for all classified professionals and faculty.

Project 2:

Develop student Success Teams to enhance the college experience and career preparation for all students

Project 3:

Develop, optimize, and institutionalize a comprehensive system of tutoring and other learning support services



QUESTIONS & ANSWERS

