2015–2020

LAS POSITAS COLLEGE

EDUCATIONAL
MASTER PLAN

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Acknowledgments

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Executive Summary

The Las Positas College Educational Master Plan (EMP) articulates the institution's goals and strategies for advancing the college's mission. The plan will guide the college in the next five years in strengthening student achievement, planning for current and future staffing needs, transforming infrastructure, and allocating resources.

Las Positas College's EMP is primarily based on input and feedback received from faculty, staff, and students on numerous occasions. A workshop was held at the regularly scheduled Town Hall Meeting on November 4, 2014 to get initial input into the college's EMP. A planning charrette was conducted on February 20, 2015 to provide additional input into Las Positas College's EMP. During May of 2015, Las Positas College hosted seven discussion/feedback sessions on campus regarding the draft EMP framework. The EMP was also discussed at a number of committee meetings. In addition, feedback was given by faculty, staff, and administrators during the summer of 2015. In order to proactively address internal and external factors that may affect the college, environmental scans were conducted to inform the EMP.

The EMP meets student needs through long-range planning of instructional and student support programs, facilities and technology.

Through this inclusive year-long process described above, four overarching goals and multiple strategies were developed. The following goals and strategies will assist Las Positas College in resource allocation decisions.

GOALS	STRATEGIES
A. EDUCATIONAL EXCELLENCE Ensure excellence in student learning by providing quality teaching, learning support, and student support services.	A1. Address the educational needs of a diverse student population and global workforce. A2. Support existing and new programs. A3. Create accessible class schedules and supportive services. A4. Address the needs of basic skills students. A5. Assist underprepared students. A6. Focus on workforce readiness. A7. Provide student opportunities to be informed, ethical, and engaged. A8. Expand tutoring services.
B. COMMUNITY COLLABORATION Ensure excellence in student learning by collaborating with community partners to provide educational opportunities that best serve the needs of our students and our community.	B1. Expand K–12 outreach. B2. Update programs to serve workforce needs. B3. Develop and strengthen private and public sector partnerships. B4. Publicize the strengths of Las Positas College.
C. SUPPORTIVE ORGANIZATIONAL RESOURCES Ensure excellence in student learning by strengthening fiscal stability, providing appropriate staffing levels, meeting evolving technology needs, and expanding or updating facilities.	C1. Strengthen financial stability. C2. Build infrastructure to support and implement grants. C3. Provide appropriate staffing levels. C4. Meet current and future technology needs.
D. ORGANIZATIONAL EFFECTIVENESS Ensure excellence in student learning by improving organizational processes and fostering professional development.	D1. Streamline existing processes. D2. Enhance transparency and accountability. D3. Expand professional development. D4. Provide opportunities for personnel to help each other with professional development. D5. Monitor and analyze student performance.

Introduction

PURPOSE OF THE EDUCATIONAL MASTER PLAN

The Las Positas College Educational Master Plan (EMP) articulates the institution's goals and strategies for advancing the college's mission for the next five years. The plan will guide the college in strengthening student achievement, planning for current and future needs, transforming infrastructure, and informing the resource allocation process and staffing priorities. The goals and strategies established in the EMP are based on a year-long process conducted from October 2014 to October 2015.

The plan's goals are derived from the robust input from faculty, students, staff, and community members and data received from Las Positas College's Office of Institutional Research and Planning. The EMP will help the college accommodate the educational needs of approximately 197,000 service-area residents, and address the major demographic, economic and educational trends, opportunities, and challenges the college will face in the upcoming years.

ABOUT LAS POSITAS COLLEGE

Las Positas College is one of two accredited colleges in the Chabot-Las Positas College District. Las Positas College began as an extension of Chabot College in 1963. The college became independent in 1988 and received full accreditation in 1991. Located in Livermore on 147 acres, the college serves the Tri-valley region including the cities of Dublin, Livermore, and Pleasanton and several unincorporated areas of Alameda County, including Sunol.

As of January of 2015, Las Positas College offers 25 Associate of Arts degrees, 7 Associate of Arts Transfer degrees, 15 Associate of Science degrees, 3 Associate of Science Transfer degrees, and 46 certificate programs. A majority of courses transfer to other institutions. In addition, the college offers fee-based community education courses geared toward personal development.

Plan Framework

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.

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.

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

EDUCATIONAL MASTER PLAN FRAMEWORK

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                    │       Vision         │
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                    │       Values         │
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│ Educational  │  │  Community   │  │  Supportive  │  │Organizational│
│ Excellence   │  │Collaboration │  │Organizational│  │Effectiveness │
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│                           Strategies                               │
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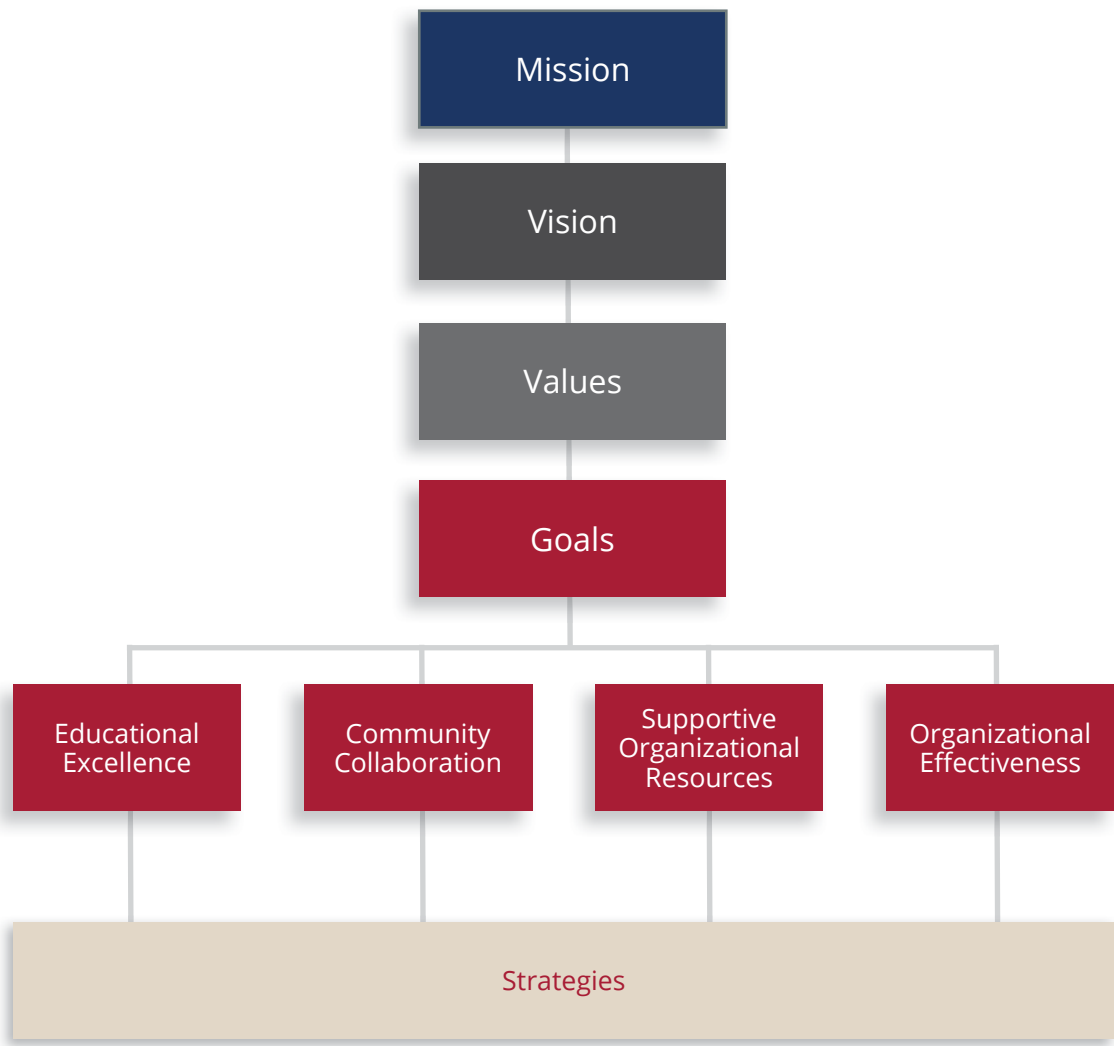
Related Plans and Processes

The EMP works in conjunction with the District-wide Strategic Plan, Facility Master Plan, and Technology Plan to meet student needs through long-range planning of instructional and student support offerings, facilities, and technology.

2015-2020 DISTRICT-WIDE STRATEGIC PLAN

Concurrently developed with the Educational Master Plan update, the District-wide Strategic plan provides a framework for achieving the district's vision and mission, and support for the colleges' educational goals. The purpose of the district's Strategic Plan is to provide the district and both colleges clear operational direction and guidance on how the district can support the colleges' work.

2012 FACILITIES PLAN

The 2012 Facilities Master Plan provides an inventory and assessment for all the Chabot-Las Positas College district facilities and develops a vision and set of goals for the next ten to twenty years. Facility sites include:

- Las Positas College, Livermore
- Chabot College, Hayward
- District Office, Dublin

2007 INFORMATION TECHNOLOGY MASTER PLAN, UPDATED IN 2014

The initial Information Technology Master Plan was created in 2007 and annual updates were made in 2009, 2013, and 2014 to reflect the technology accomplishments to date and future technology plans. The plan includes a detailed description of the technology initiatives related to servers, desktops, network cabling, wireless, network switches and routers, audio visual for smart classrooms, and data connectivity. The Technology Master Plan summarizes the network infrastructure and telecommunication projects as well as new application systems to support the colleges' needs. The plan's focus continues to be to improve IT decision-making processes and identify resources to support on-going IT infrastructure capacity.

CORE COMPETENCIES

Las Positas College's Core Competencies are the knowledge, skills, abilities, and attitudes that students are expected to develop as a result of their overall experiences with any aspect of the college, including courses, programs, and student services. Core Competencies guide disciplines and departments in developing student learning outcomes for courses, programs and services, and to inform the decision-making processes of the college. Las Positas College's Core Competencies are critical thinking, communication, creativity and aesthetics, respect and responsibility, and technology.

PLANNING AND BUDGET CYCLE

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 as regulatory requirements for the adoption of the college's budget. The planning and budget cycle is comprised of four processes:

- Program Review
- College Planning
- Resource Allocation
- Budget Development

Assessment of planning and budget occur throughout the whole cycle to ensure the effectiveness of the activities and processes.

PROGRAM REVIEWS

Program faculty and staff use internal and external data, including Student Learning Outcomes (SLOs), to identify program strengths and opportunities for improvement. Institutional data regarding enrollment, important demographic information, success rates and other important data factors are analyzed and reviewed to identify and address key trends. Short- and long-term plans and goals are developed from the findings of this data analysis.

Program reviews are written each fall, summarized by division/area, and forwarded to the Integrated Planning Committee. Each program in the areas of instruction, student services and administration completes a Program Review at least once every three years, with updates written during intervening years. Program Reviews are read by the Program Review Committee and division deans. Each dean (or vice president when appropriate) writes a division Program Review summary, with the help of the Program Review Committee. This Dean's Summary is reviewed by the members of the division who may suggest revisions. The finalized Dean's Summary is sent to the Integrated Planning Committee for use in helping to develop college planning priorities.

COLLEGE PLANNING PROCESS

In the spring, the Integrated Planning Committee determines and drafts the following academic year's recommended planning priorities to the president. The development of planning priorities are based on a review of planning documents (e.g., mission, vision, and values statements), college assessments (e.g., Program Reviews, SLOs, institutional research) and external mandates (e.g., State, Federal, and ACCJC). The president reviews the list of recommended planning priorities and determines which planning priorities will be adopted by the college. The president typically announces the adopted planning priorities for the following year at the May college town hall meeting. The planning priorities help guide the budget and allocations for the following academic year(s).

RESOURCE ALLOCATION PROCESS

Resource requests are reviewed by the resource prioritization committees, which prioritize the requests based on Las Positas College's mission, goals, and planning priorities. The president and executive staff review the committees' recommendations to ensure that prioritized lists are in alignment with college planning priorities. The college president makes the final approval for resource allocation.

BUDGET DEVELOPMENT PROCESS

The Administrative Services uses the following information to develop a tentative budget:

- Governor's proposed budgets
- Apportionment reports
- Resource priorities based on the resource allocation process

The College Council, interfacing with the executive staff, reviews the tentative budget to ensure there is integration with planning priorities. The president reviews the College Council's feedback and works with the executive staff to finalize the budget. The board of trustees reviews and approves the finalized budget.

ASSESSMENT OF PLANNING AND BUDGET CYCLE

Assessment is important to ensure the college has an effective planning and budget cycle. The College Council conducts assessments to determine the degree of integration of planning and budget, including whether there is alignment between planning priorities and resource allocation. The Institutional Effectiveness Committee determines if the processes that make up the planning and budget cycle are effective.

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Overview of EMP Planning

The Educational Master Plan was informed by input from the college community solicited through various activities and platforms. Data analysis from the Office of Institutional Research and Planning and other sources was incorporated into the plan for current conditions analysis and in the development of goals and objectives for long-term planning.

FACULTY, STAFF AND STUDENT PARTICIPATION

District-wide Planning Process and Guidance Committee (PPGC)

The District-wide Planning Process and Guidance Committee (PPGC) provided guidance and oversight of the planning and assessment process during the plan's development. The PPGC met regularly during the 2014–2015 planning process to provide input at every stage of the plan's development.

Outreach

Las Positas College held multiple rounds of outreach sessions to receive input and feedback from faculty, staff, and students regarding Las Positas College's Educational Master Plan. A workshop was held at the regularly scheduled Town Hall meeting on November 4, 2014 to get initial input into the college's Educational Master Plan. During May of 2015, Las Positas College hosted seven discussion/feedback sessions on campus regarding the draft Educational Master Plan. The plan was also discussed at numerous college committee meetings.

Members of the community who were not able to participate in person did so by submitting written feedback via in-person and electronic comment cards. In addition, feedback was given by faculty, staff, and administrators during the summer of 2015.

ENVIRONMENTAL SCAN / RESEARCH

As part of the planning process for the college's EMPs, in Fall 2014 an environmental scan was developed with assistance from the Office of Institutional Research and Planning to provide background information and quantitative data on population and demographics, business growth, college enrollments, and other factors impacting internal and external conditions and trends. As part of this analysis, the Environmental Scan included a summary of the college and district community's initial input on the needs and directions of the college and district from the November outreach sessions.

PLANNING CHARRETTE

A district-wide planning charrette was held on February 20, 2015. During this event, faculty, staff, and students from Las Positas College and Chabot College, along with staff from the district and external stakeholders, assessed opportunities and challenges presented in the Environmental Scan and proposed strategies and specific actions in response. External stakeholders included local elected officials, representatives from local government, and area businesses and industry. Over 130 people participated in the full-day event. Nine strategic issues were identified for discussion at the event. They included the following:

Issue 1.   Serving the needs of a growing and diverse student populations now and in the future

Issue 2.   Addressing the needs of students under-prepared for college-level math and English

Issue 3.   Serving the local economy by educating transfer, career technical and basic skills students, and increase opportunities through industry partnerships

Issue 4.   Finding ways to expand the range and scope of student services

Issue 5.   Strengthening professional development opportunities for faculty, classified staff and administrators

Issue 6.   Expanding sources of discretionary revenue

Issue 7.   Optimizing the use of facilities and technology to improve program quality and delivery, and college-wide systems and processes

Issue 8.   Increasing public relations, communications and marketing efforts looking for new ways to "tell our story" and celebrate our successes

Issue 9.   Setting performance measures that emphasize student success and the achievement of the CLPCCD mission.

EMP PROCESS FOR CONTENT CREATION
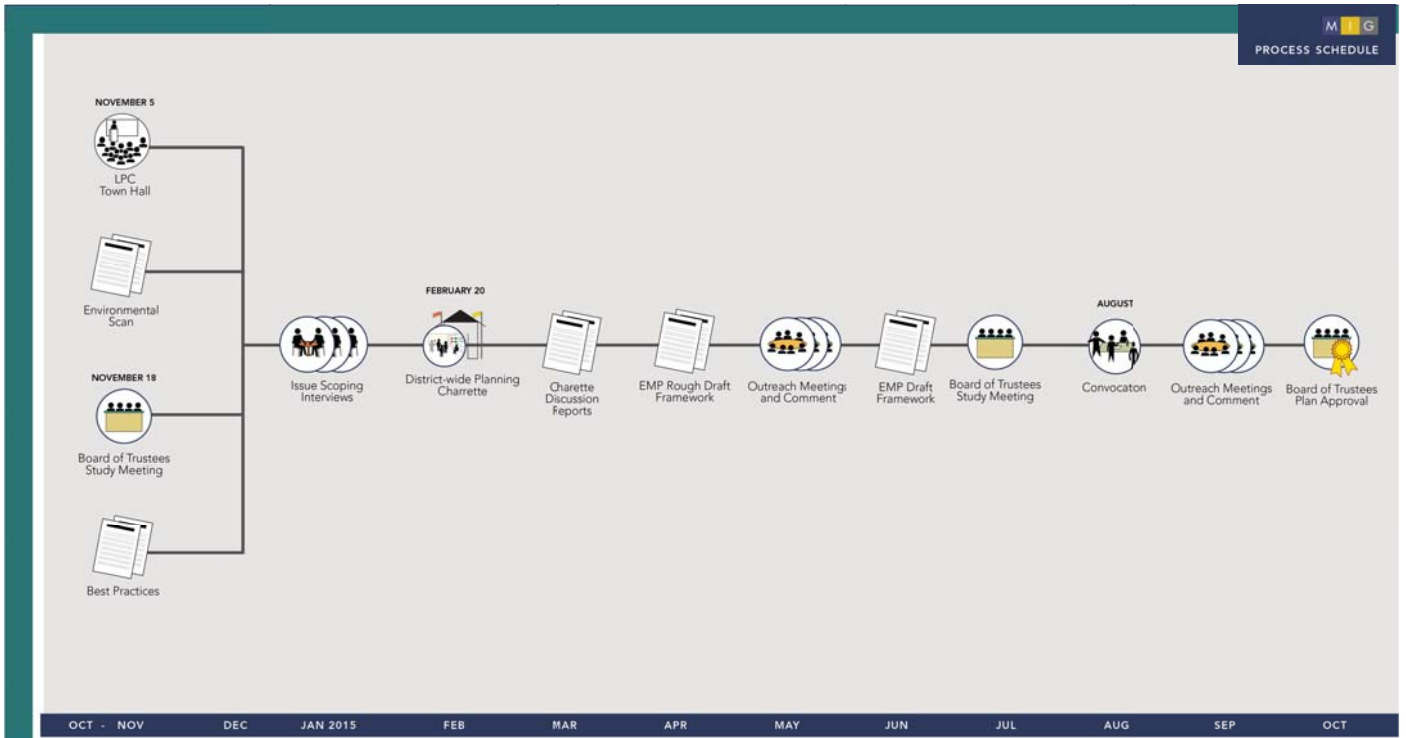
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Environmental Scan: Major Findings

The Environmental Scan provided an internal and external current conditions report related to population and demographics, business growth, college enrollment and success factors, and other educational providers. The information provided in the Environmental Scan informed the development of the Educational Master Plan and assists the college in preparing and responding to current and anticipated changes, opportunities and challenges. This section summarizes major trends and key issues identified by the Environmental Scan that impact college and district-wide planning.

The Environmental Scan accessed a range of key data including:
- Population and demographics
- Las Positas College enrollment and student success
- Other educational providers in the region
- Employment and workforce trends

COMMUNITY DEMOGRAPHICS

The college will need to prepare for the substantial population growth expected to occur between 2015 and 2040 that will increase demand for traditional degrees and certificates. The greatest ethnic population growth will occur among the Asian and Latino population.

Findings:

- Substantial overall population growth in Las Positas' key service-area (30% in the years 2015–2040) will drive increased demand for traditional degree and certificate programs, as well as non-credit continuing education classes. [Source: ABAG]

- Between 2013 and 2024, Alameda County residents between the ages of 65 and 85 will increase by 51%. Increases in the senior population will increase demand for programs suitable for older, non-traditional students. Such programs include non-credit courses taken for personal growth and enjoyment, or degree programs suitable for retirees building a second career around a previous avocation. [Source: EMSI]

- Growth in the older population will drive demand for health care and social assistance and supportive services, which will increase employment in those industries regionally and nationally. [Source: ABAG]

- In the next decade, the Asian and Latino population will see the greatest percent increase in population. From 2013 to 2024, the Asian and Latino populations are expected to grow 15% and 12%, respectively. [Source: EMSI]

TABLE 1: LAS POSITAS COLLEGE SERVICE AREA AND ALAMEDA COUNTY POPULATION PROJECTIONS

City	2015	2030	2040	Number Change 2015–2040	Percent Change 2015–2040
Dublin	50,000	63,500	73,800	23,800	**48%**
Livermore	84,400	95,600	104,300	19,900	**24%**
Pleasanton	73,500	83,900	91,800	18,300	**25%**
Total	**207,900**	**243,000**	**269,900**	**62,000**	**30%**
Alameda County	1,580,800	1,810,300	1,987,900	407,100	26%

Source: Economic Modeling Specialist International, Q2 2015 Data Set

FIGURE 1. ALAMEDA COUNTY POPULATION, 2013 VS. 2024 PROJECTION
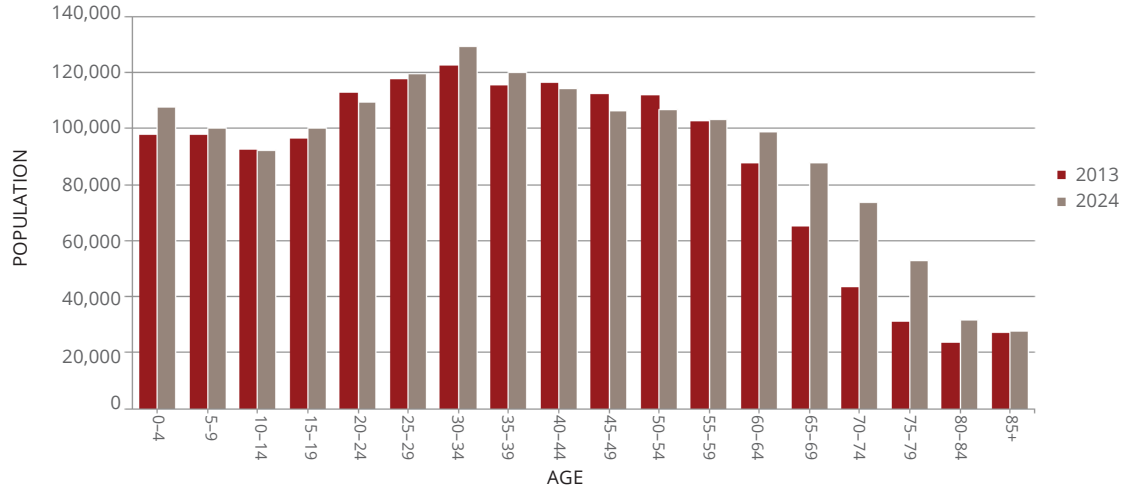
Source: Economic Modeling Specialist International, Q2 2015 Data Set

TABLE 2: ALAMEDA COUNTY ETHNIC POPULATIONS, 2013 VS. 2024 PROJECTION

Race & Ethnicity	2013	2024	Number Change	Percent Change
Asian*	443,116	510,508	67,392	15%
Latino	360,606	405,097	44,491	12%
White	518,960	509,297	(9,663)	(2%)
Black	183,310	179,240	(4,070)	(2%)
American Indian or Alaskan Native	4,232	3,982	(250)	(250%)
Two or More Races	62,134	7,3035	10,901	18%
Total	**1,572,358**	**1,681,159**	**108,801**	**7%**

*Asian includes Native Hawaiian or Pacific Islander

Source: Economic Modeling Specialist International, Q2 2015 Data Set

FIGURE 2. ALAMEDA COUNTY ETHNIC POPULATIONS, 2013 VS. 2024 PROJECTION
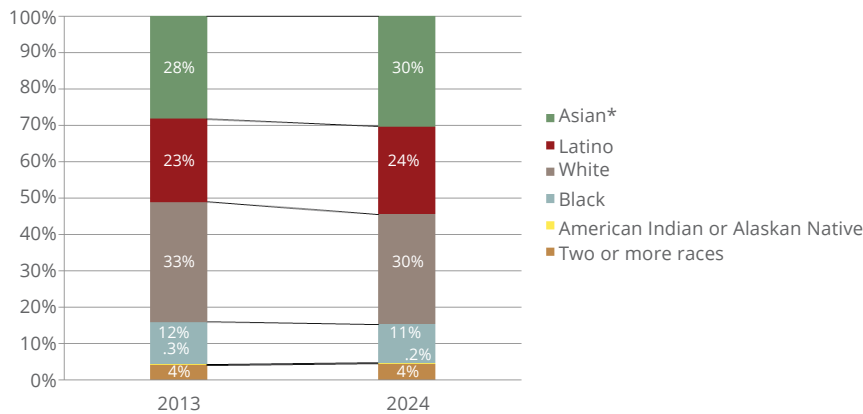
*Asian includes Native Hawaiian or Pacific Islander

Source: Economic Modeling Specialist International, Q2 2015 Data Set

ENROLLMENT TRENDS

Las Positas College primarily serves students in the service-area cities of Livermore, Dublin, and Pleasanton. The college also serves a large number of students from nearby cities such as Tracy, San Ramon, and Danville. The college has experienced a big increase in enrollment over the last 10 years, with students taking on an increasing number of units each semester. Las Positas College must plan for the increase in demand in the future and its impact on existing instructional space and the appropriate staffing levels.

Findings:

- Students coming from Tracy have increased by 157%, and now make up 16% of the population. Students from Tracy represent a new challenge and opportunity for the college in that they have lower average levels of educational attainment and preparation compared to incoming students from within the district service area. [Source: Las Positas College Office of Institutional Research and Planning]

- Overall, Las Positas College students are taking a higher unit load than in previous years. As students take more units, they are increasingly likely to be on campus and utilize college resources to a greater degree. [Source: Las Positas College Office of Institutional Research and Planning]

MAP 1. LAS POSITAS COLLEGE, TOP CITIES SERVED BY ENROLLMENT, 2014
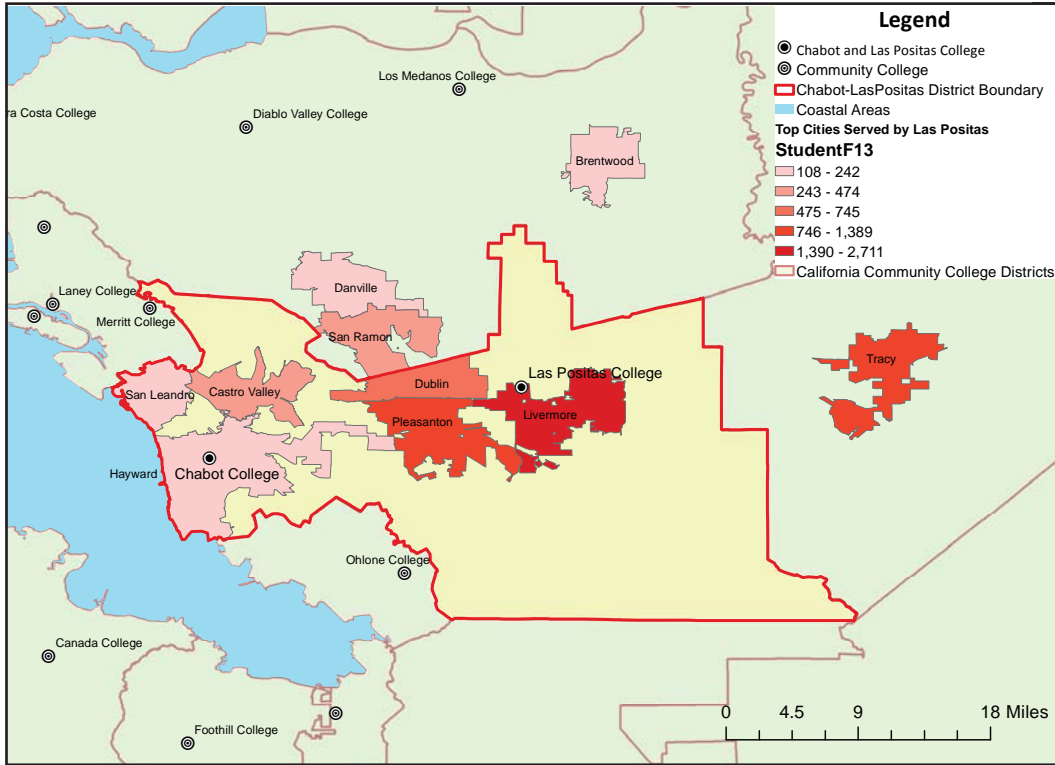
Source: Chabot and Las Positas Institutional Research Offices, California Community College GIS Collaborative. Map produced by MIG, Inc., 2014

FIGURE 3. LAS POSITAS COLLEGE HEADCOUNT AND ENROLLMENT
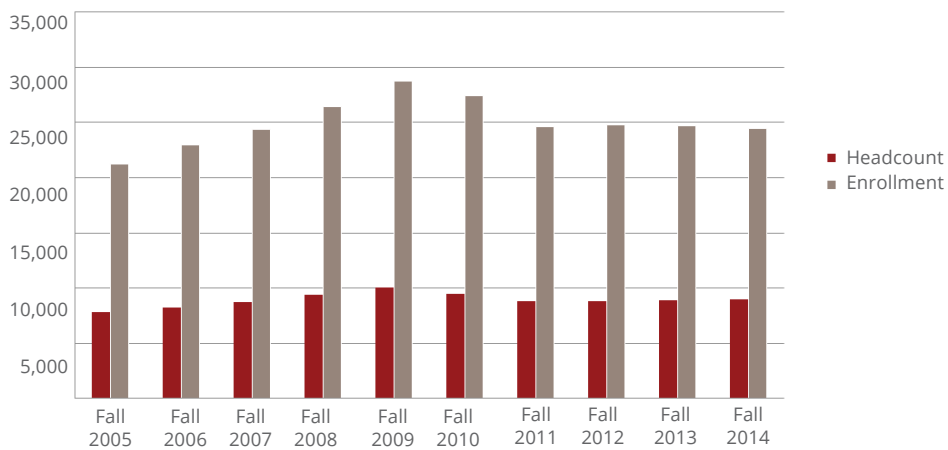
Source: Las Positas College Office of Institutional Research and Planning

STUDENT COMPOSITION

There has been significant change in race and ethnic composition, age, and student income characteristics. Enrollment data indicates that the composition of students has become very diverse. The college has seen a population shift in student race-ethnicity distribution, with a decrease in students identifying as White and an increase of students identifying as Latino. In addition, the student body has become younger. The college will need to prepare for the changing educational needs that will accompany this shift.

Findings:

- The percentage of White students attending Las Positas College has decreased from 58% in 2005 to 42% in 2014, which is a decrease of 14 percentage points. At the same time, the Latino student population has increased from 14% to 29%, which is an increase of 15 percentage points. [Source: Las Positas College Office of Institution Research and Planning]

- The percentage of students age 24 or younger has increased by 10 percentage points while students age 40 or older decreased by 10 percentage points.

- A higher percentage of students are seeking to transfer and fewer are seeking associate degrees only, job-related goals, or personal development. As students pursue their goals, a higher percentage are continuing, taking more units, and expecting to work.

- The change in student composition has led a dramatic increase in the percentage of low-income students at the college—from 14% in 2005 to 39% in 2015.

FIGURE 4. LAS POSITAS COLLEGE RACE AND ETHNICITY BY PERCENTAGE, 2005 VS. 2014
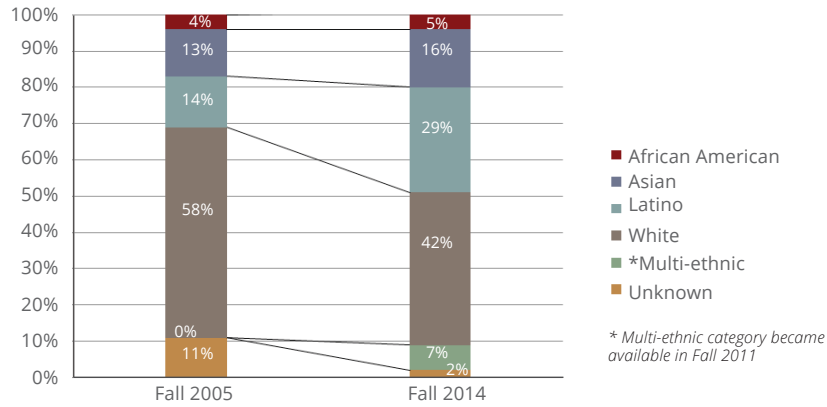
Source: Las Positas College Office of Institutional Research and Planning

FIGURE 5. LAS POSITAS COLLEGE, PERCENTAGE OF STUDENTS BY AGE, FALL 2005–FALL 2014
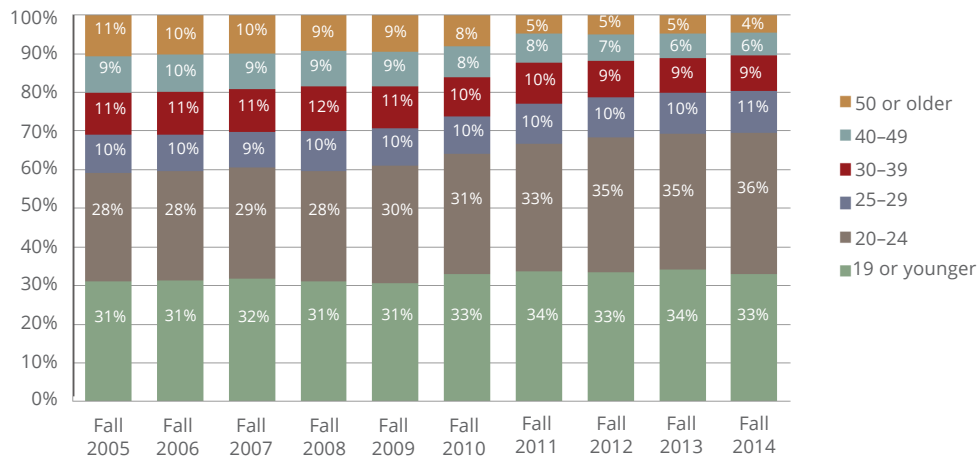
Source: Las Positas College Office of Institutional Research and Planning

FIGURE 6. LAS POSITAS COLLEGE, HEADCOUNT PERCENTAGE OF LOW-INCOME STUDENTS,

Source: Las Positas College Office of Institutional Research and Planning

STUDENT PREPAREDNESS AND SUCCESS

Las Positas College serves many students who are socially, economically, and educationally disadvantaged.

Findings:

- Approximately 66% of students arriving at Las Positas College are unprepared for college in both English and math. Students who arrive unprepared have a decreased likelihood of achieving their educational goals. [Source: Las Positas College Office of Institutional Research and Planning]
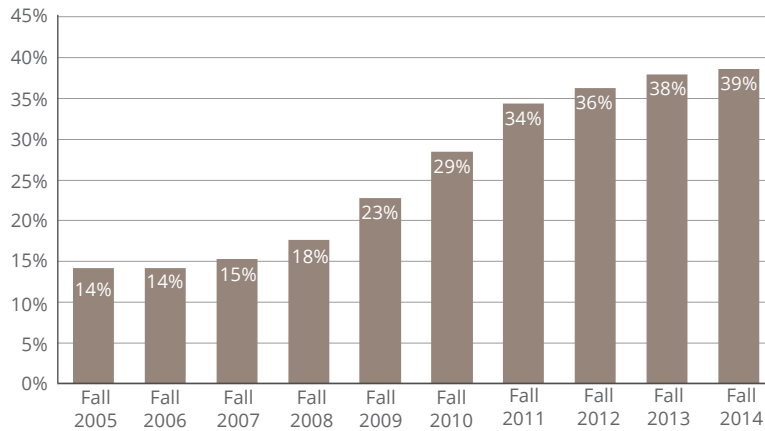
- Almost 60% of students at Las Positas College are first-generation college students. Latino students, in particular, tend to be the first in their families to attend college; 78% of Latino students are first-generation college students. [Source: Las Positas College Office of Institutional Research and Planning]

- Compared to their peers, Latino and African-American students are relatively unprepared for college-level work when they arrive at Las Positas College. Regional increases in these populations, as well as relative enrollment increases, suggest that the proportion of the student body needing intensive supportive services will increase. [Source: Las Positas College Office of Institutional Research and Planning]

- A number of students at Las Positas College face a lifetime of personal and educational difficulty. These students want to create positive momentum for themselves. The college provides a major opportunity for them and the region, and many students need significant support to accomplish their educational goals.

- Supporting student success for all students is a strong focus at Las Positas College, which continue to refine support programs. [Source: Las Positas College website]

- Despite the challenges students face, Las Positas College has a significantly higher program completion rate than the state average. [Source: Las Positas College Office of Institutional Research and Planning]

FIGURE 7. LAS POSITAS COLLEGE PREPAREDNESS LEVEL OF NEW STUDENTS FOR COLLEGE ENGLISH AND MATH, FALL 2014
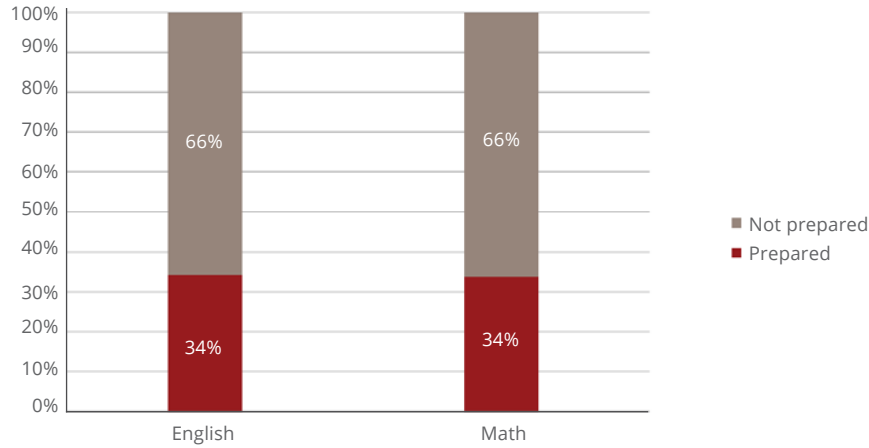
Source: Las Positas College Office of Institutional Research and Planning

FIGURE 8. LAS POSITAS COLLEGE PREPAREDNESS LEVEL OF NEW STUDENTS FOR COLLEGE ENGLISH BY MAJOR RACE/ETHNICITY GROUPS, FALL 2014
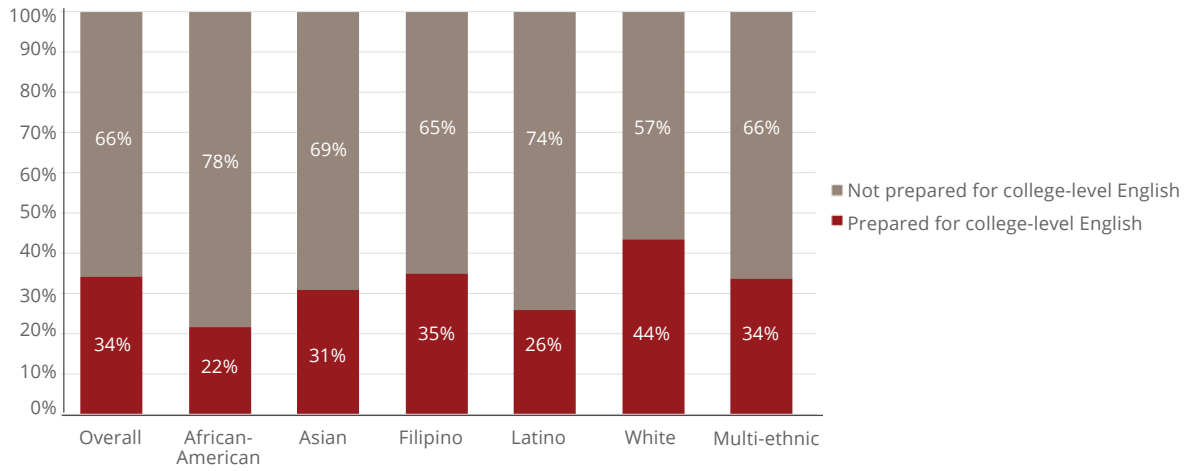
Source: Las Positas College Office of Institutional Research and Planning

FIGURE 9. LAS POSITAS COLLEGE PREPAREDNESS LEVEL OF NEW STUDENTS FOR COLLEGE MATH BY MAJOR RACE/ETHNICITY GROUPS, FALL 2014
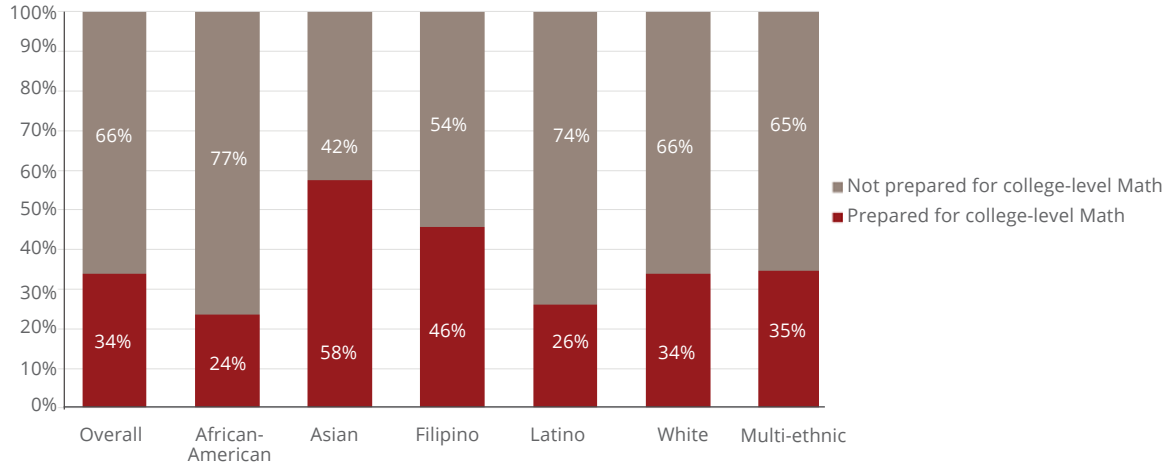
Source: Las Positas College Office of Institutional Research and Planning

FIGURE 10. COMPLETION RATES BY COHORT YEAR FOR LAS POSITAS COLLEGE COMPARED TO STATEWIDE 2004–05 TO 2008–09
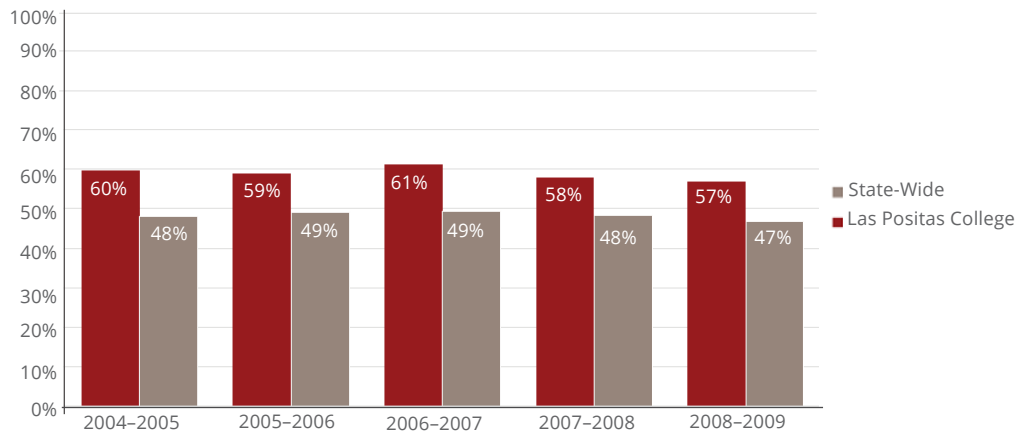
Source: California Community Colleges Student Success Scorecard

ECONOMIC OPPORTUNITIES

Las Positas College plays a pivotal role in preparing students for the workforce. The college must be kept informed of the region's growing industry sectors to strategically plan program investments and classes that teach skills necessary for professional success.

Findings:

- The San Francisco Bay Area is expected to generate a 33% growth in employment from 2010 to 2040. This growth outpaces the growth in population, and signals an overall decrease in unemployment. [Source: ABAG]

- Significant attention is generated by employment in technology and information-related jobs yet this industry represents a relatively small percentage of the total regional economy. Employment in professional and managerial services, health and education, arts and recreation, and government is much larger, and projected to grow more quickly. While educating students in the use and development of technology is important, there are many other sectors that will demand educated workers with a variety of skills. Employment and growth of the tech sector is greater in Las Positas cities than in the region. [Source: ABAG]

- Manufacturing and wholesale employment is high in the Bay Area, and represents a significant opportunity for students who choose trade employment, though this employment sector is projected to decline slightly from 2010 to 2040. [Source: ABAG]

- While academic skills and knowledge are vital to a successful career, a competitive employment marketplace like the Bay Area demands a wide range of skills the college can foster, including:

  — Personal management skills
  — Emotional intelligence
  — Professional and communications skills
  — Technological literacy
  — Subject area knowledge
  — Adaptability and ability to learn

FIGURE 11. BAY AREA EMPLOYMENT BY SECTOR, 2010–2040
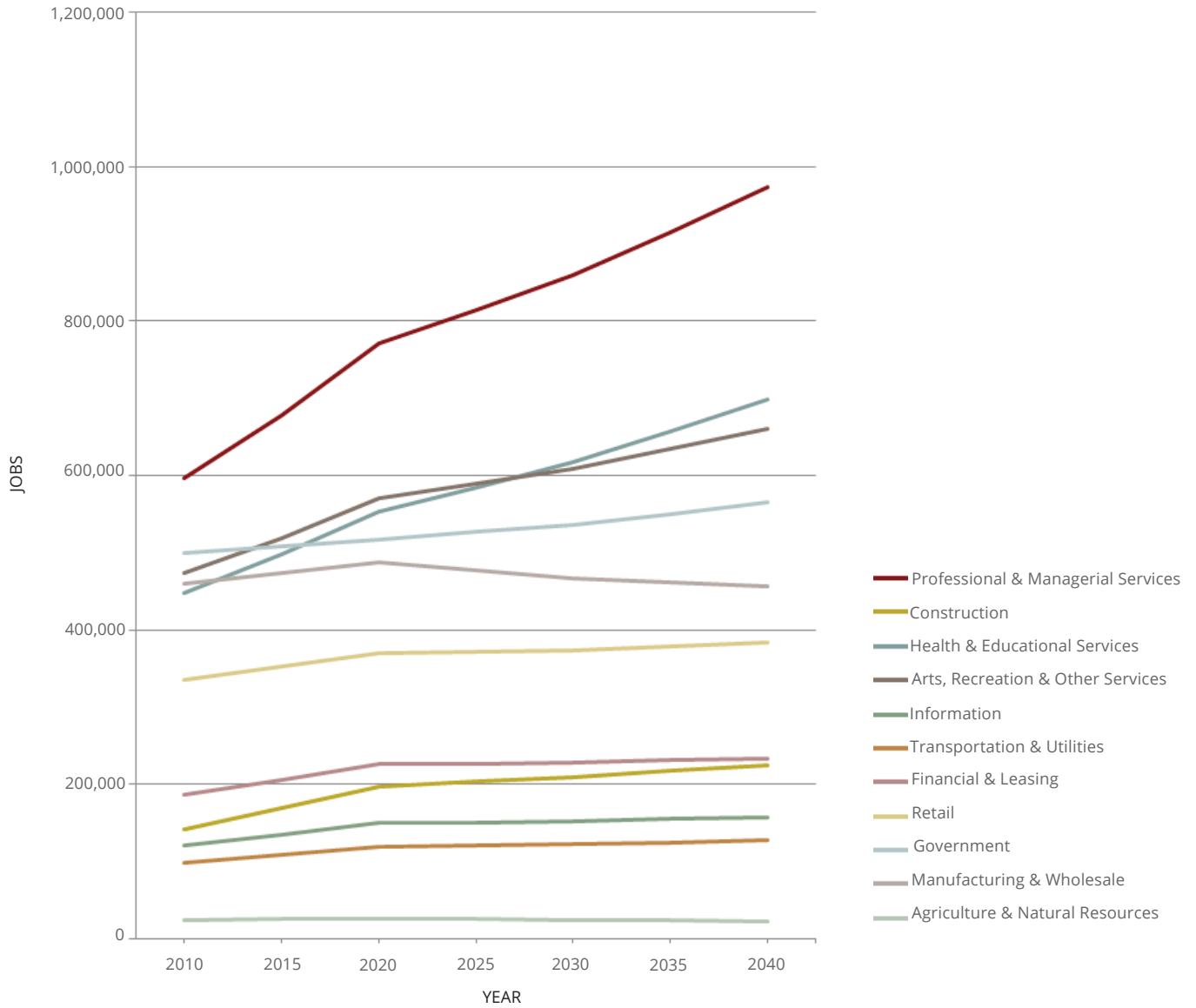
Source: Association of Bay Area Governments, 2013 Projections

Goals, Strategies, and Performance Measures

The Environmental Scan provided an internal and external current conditions report related to population and demographics, business growth, college enrollment and success factors, and other educational providers. The information provided in the Environmental Scan informed the development of the Educational Master Plan and assists the college in preparing and responding to current and anticipated changes, opportunities and challenges. This section summarizes major trends and key issues identified by the Environmental Scan that impact college and district-wide planning.

The Environmental Scan accessed a range of key data including:

- Population and demographics
- Las Positas College enrollment and student success
- Other educational providers in the region
- Employment and workforce trends

GOAL A

Educational Excellence

Ensure excellence in student learning by providing quality teaching, learning support, and student support services.

GOAL B

Community Collaboration

Ensure excellence in student learning by collaborating with community partners to provide educational opportunities that best serve the needs of our students and our community.

GOAL C

Supportive Organizational Resources

Ensure excellence in student learning by strengthening fiscal stability, providing appropriate staffing levels, meeting evolving technology needs, and expanding or updating facilities.

GOAL D

Organizational Effectiveness

Ensure excellence in student learning by improving organizational processes and fostering professional development.

GOAL A: EDUCATIONAL EXCELLENCE

ENSURE EXCELLENCE IN STUDENT LEARNING BY PROVIDING QUALITY TEACHING, LEARNING SUPPORT, AND STUDENT SUPPORT SERVICES.

Las Positas College provides educational excellence by assisting students in achieving their educational goals through quality teaching and supportive services. Many students enter Las Positas College requiring support to succeed, especially underprepared students (66%). In addition, the changing demographics of the student body will require the college to address the needs of low-income and first-generation students. Investing in supportive services through additional hires and hours of operation will significantly increase student completion rates.

GOAL A: STRATEGIES

A1. Monitor and respond to the changing educational needs of an increasingly diverse student population and an increasingly global workforce.

A2. Support existing programs or develop new programs to meet the needs of an increasingly diverse student population.

A3. Develop class schedules and provide support services in ways that are accessible to all students.

A4. Comprehensively address and provide for the needs of students requiring basic skills.

A5. Examine and modify teaching approaches and/or curriculum pathways to assist underprepared students in learning more effectively.

A6. Focus on workforce readiness by developing graduates with the knowledge and employable skills that employers are seeking in interns and new hires.

A7. Provide students with opportunities, both in and outside the classroom, to become informed, ethical, and engaged participants in their increasingly diverse communities, nation and world.

A8. Explore and implement a range of options to expand tutoring services.

GOAL A: POTENTIAL PERFORMANCE MEASURES

• Degrees and certificates awarded

• Graduation/completion rate

• Transfers to four-year institutions

- Graduate satisfaction rates

- Student satisfaction survey (supportive services, academic, etc.)

- Persistence (continuing in a class series or program)

- Retention rate (percentage of students returning year-to-year)

- Developmental education student transition rates from basic skills math/English to college level math/English

- Successful course completion rates

- Faculty and staff professional development

GOAL B: COMMUNITY COLLABORATION

ENSURE EXCELLENCE IN STUDENT LEARNING BY COLLABORATING WITH COMMUNITY PARTNERS TO PROVIDE EDUCATIONAL OPPORTUNITIES THAT BEST SERVE THE NEEDS OF OUR STUDENTS AND OUR COMMUNITY.

Las Positas College is a community resource and a locally oriented institution, serving a wide range of students and goals. Community collaboration is an integral component to the college's success. Through collaboration with local high schools, the college can work proactively to reduce under-preparedness in first-year students. In addition, Las Positas College will have the greatest beneficial impact on the local economy when its curriculum and college programs match the needs of both students and local employers.

Las Positas College serves as a stepping stone for students by providing them with the skills they need to transfer to four-year colleges or to enter well-paying career-technical positions. By offering high-quality general education and specialized training programs, Las Positas College also supports major economic sectors within its service area. Students can and should continue to benefit from internship opportunities and job placement programs fostered through established partnerships.

GOAL B: STRATEGIES

B1. Expand K–12 outreach to improve student preparedness.

B2. Continually update programs to serve the workforce needs of local, national, and international marketplaces.

B3. Develop and strengthen partnerships with both private and public sector interests to secure needed program resources and grow our capacity to innovate.

B4. Publicize the strengths of Las Positas College.

GOAL B: POTENTIAL PERFORMANCE MEASURES

- Community satisfaction rates
- Employer satisfaction with graduates/trainees
- Graduate employment
- Number of formalized community partnerships
- Number of internships

GOAL C: SUPPORTIVE ORGANIZATIONAL RESOURCES

ENSURE EXCELLENCE IN STUDENT LEARNING BY STRENGTHENING FISCAL STABILITY, PROVIDING APPROPRIATE STAFFING LEVELS, MEETING EVOLVING TECHNOLOGY NEEDS, AND EXPANDING OR UPDATING FACILITIES.

There is a need to continuously update technology in the classrooms and redesign them to accommodate current approaches to teaching and information delivery. Creating the infrastructure to develop additional sources of discretionary revenue will benefit Las Positas College by enabling it to augment variable state funding and student fees. This additional revenue can be used for a variety of expenses and needed improvements, including building improvements, staffing, technological and equipment updates, professional development, and programs.

GOAL C: STRATEGIES

C1. Support initiatives that strengthen the financial stability of Las Positas College.

C2. Create the infrastructure to support the pursuit and implementation of grants.

C3. Build staffing levels across the college to more effectively meet student needs and external mandates.

C4. Ensure that infrastructure can continue to meet current and future technology needs at Las Positas College.

GOAL C: POTENTIAL PERFORMANCE MEASURES

- Facilities utilization rates
- Number of departments reporting staffing shortages
- General fund expenditures as a percent of budget
- General fund revenues as a percent of budget
- Reserve balance
- Technology satisfaction survey
- Internet and mobile phone coverage

GOAL D: ORGANIZATIONAL EFFECTIVENESS

ENSURE EXCELLENCE IN STUDENT LEARNING BY IMPROVING ORGANIZATIONAL PROCESSES AND FOSTERING PROFESSIONAL DEVELOPMENT.

Las Positas College's organizational processes play a critical role in the college's ability to serve the greatest number of students efficiently and effectively. Staff and faculty can optimize their attention to student teaching and services when administrative tasks are streamlined and unnecessary paperwork is eliminated using updated technology and processes. Las Positas College will continually improve its organizational processes in order to enhance its institutional effectiveness and ensure its fiscal accountability and integrity. Continued investment in faculty and staff is vital to positively influencing student achievement. The college community agrees that there is a strong need to provide and expand professional and personal development opportunities. Investment in faculty and staff is an investment in the student body.

GOAL D: STRATEGIES

D1. Continue to streamline and simplify existing processes for students and personnel.

D2. Enhance transparency and accountability in decision-making processes.

D3. Expand professional development in support of student learning and institutional goals.

D4. Provide opportunities for personnel to help each other with their professional development.

D5. Analyze student data collected to monitor performance over time, understand the factors underlying that performance and assess how to improve it.

GOAL D: POTENTIAL PERFORMANCE MEASURES

• Professional development satisfaction survey

• Employee satisfaction and engagement

• Retention and turnover

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Appendices Available Online at http://goo.gl/9ofymS

2015–2020

LAS POSITAS COLLEGE

EDUCATIONAL

MASTER PLAN

APPENDICES

LAS POSITAS
COLLEGE

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APPENDIX A: INTEGRATED PLANNING AND BUDGET CYCLE

Las Positas College's Integrated Planning and Budget Cycle
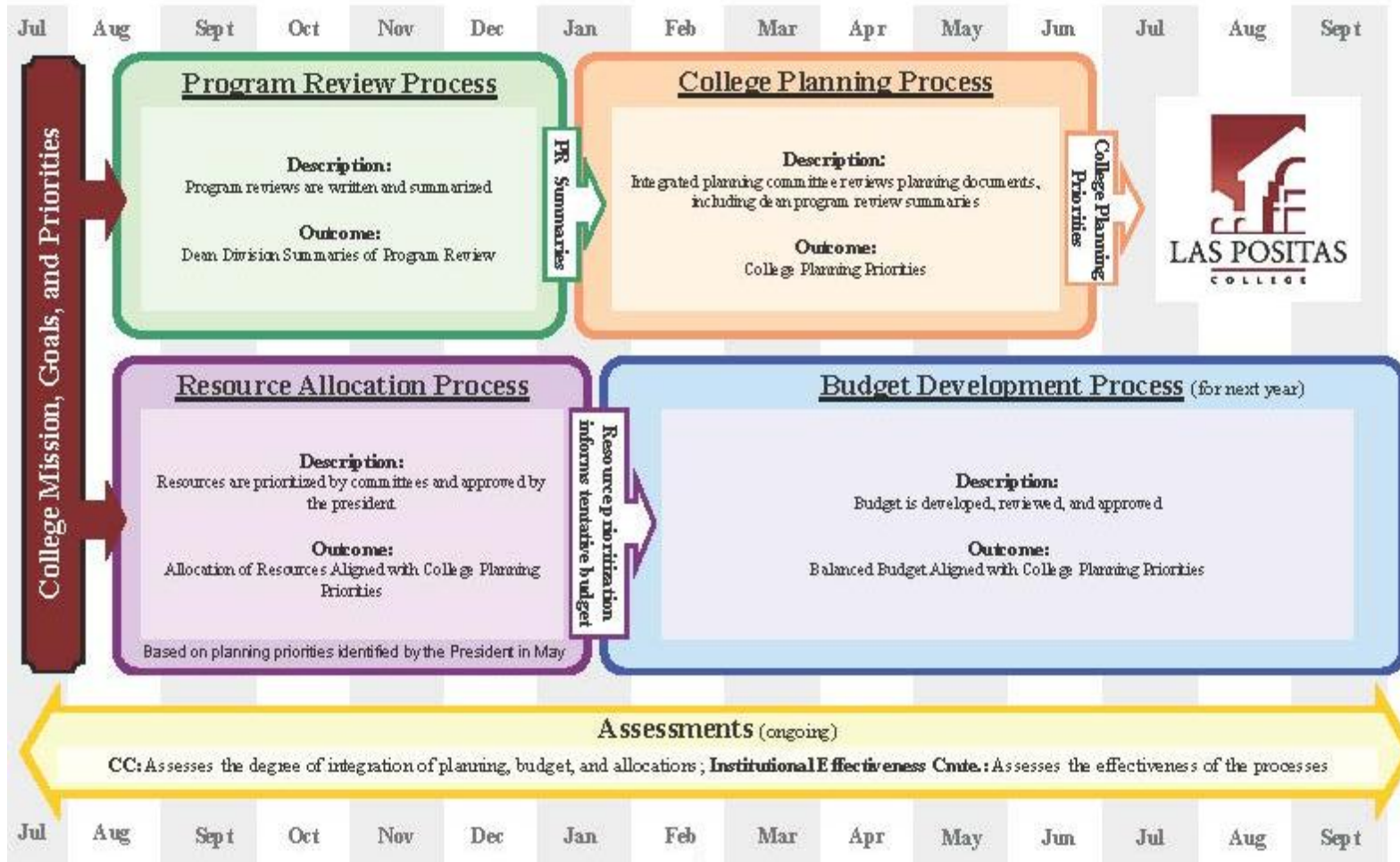
APPENDIX B: PROGRAM REVIEW SUMMARIES

Program reviews are completed every three years, with updates completed during the intervening years. The summaries synthesize Fall 2013 and Fall 2014 program reviews are provided as a snapshot in time and are meant to provide an overview of the disciplines, student services and administrative services offered at Las Positas College.

Anthropology | Arts, Letters and Social Sciences Division	
Faculty Direction	*Rationale*
- Restore ANTR 4 and ANTR 12 courses immediately in order to accommodate the requirements of the new AA-T degree. - Add at least two sections of ANTR1 and one section of ANTR 1L in order to meet student demand. - Establish a genuine wet laboratory classroom. - Fully stock a laboratory classroom with microscopes, models, computers, and other necessary equipment for teaching anthropology. - Establish an outdoor space on campus for simulating archaeological and forensic excavations. - Work with the college to identify a budget for disposable laboratory classroom supplies. - Hire .4 FTEF.	The Anthropology program's mission is to communicate a deep respect for and appreciation of the great diversity of human cultural expression and physical variation. The Program is concerned first to restore, and then to grow its offerings. Since budget cuts have caused the cancellation of one to two sections and two courses, there has been no growth in the program. The state newly requires an AA-T degree. Coming into compliance will require the addition of two courses and a minimum of .4 FTEF. Most ANTR courses have success rates exceeding 75%, where success is defined as earning an SLO score of 3 or better. The faculty considers this to be exemplary. Two courses, however, have success rates of 60% or lower: ANTR 3 and ANTR 5. Faculty members note that these particular scores do not actually reflect student success when contrasted with final grades, which are significantly higher.

Art History │ Arts, Letters and Social Sciences Division

Faculty Direction	*Rationale*
- Plan an increase in activities related to instruction for emerging student populations. - Continue to assess program level effectiveness. - Continue to pursue collaborations with other campus programs and community organizations. - Continue to pursue external funding from community Art organizations and individuals—especially for scholarships and prizes. - Promote global presence and identity through travel study opportunities. - Help to stimulate campus social activities through receptions connected to all student exhibits. - Bring members of the community to the campus for shows and exhibits. - Pursue the restoration of course offerings. - Hire faculty with specializations in needed art history areas. - Improve student completion rates.	The Las Positas College Art Program provides limited vocational and recreational opportunities to students of all ages and levels of ability, from younger students exploring their interest and ability to those who are pursuing life-long learning opportunities. A full-time art instructor leads annual study tours of countries ranging from Italy to Greece to Egypt. This gives Las Positas College students, and interested members of the community, the opportunity to experience art and architecture from both an historical and artistic perspective with expert guidance and commentary. This successful model has encouraged other departments (Foreign Language and History, for example) to explore similar travel study experiences for their students. The program resides in a large, interdisciplinary academic division—the Art, Letters, and Social Sciences—and clusters with Photography, Visual Communication, and Interior Design. Students enroll in classes across the cluster and find this helpful in supporting their major fields of study and career goals. The program is headed by one full-time instructor with support from 3-5 adjunct members. The average overall student success rate for the past six academic years is 77%, above the program's set standard of 74%, though in AY 2013-14 academic years the overall student success rate fell slightly below standard at 73%. There has been a decrease in non-traditional students.

English | Arts, Letters and Social Sciences Division

Faculty Direction	Rationale
• Advocate for adequate English facilities. • Implement Assessment and Placement plan and create a process for regular collection of data and assessment of cut score. • Continue to innovate and institutionalize a variety of basic skills pathways for students. • Maintain current level of Instructional Assistant support but shift role of basic skills Instructional Assistants from running labs and grading tests to assisting students in classroom according to the needs of instructor, with equal coverage for day and evening classes.	The English program's basic skills, transfer composition, and critical thinking courses support the completion of transfer, degree, basic skills, career-technical, and retraining goals and foster an appreciation of the aesthetic value of language. The English 104 and 105 assessment results indicate high rates of success over multiple semesters in writing an essay that takes a position by the end of the semester. The program will be reviewing 100A course for evaluation. The program has received grant funding from the California Acceleration Project to pilot a course that waives the cut score for ten 100A students and pulls them into a 104 of reduced size. The "100A" students in the class will get additional instruction in their small cohort. The program will evaluate if this change increases student success by shortening the pathway to 1A. Data show that 100A students who get to 1A succeed at rates roughly equal to those of students starting in 1A. The program will investigate whether it is more effective to provide 100A students the additional semester or whether they instead need embedded support in a higher level course. Following college-wide trend, the program is observing an increase in part-time students enrolling in six or more units and a decrease in part-time students enrolling in six or less units. Fill rates for all courses have been increasing since 2009, from Fall 2009 to 109% in Fall 2013. Overall program success rate of 78% for the AY 2013-14 academic years is above the targeted goal of 71%.

English as a Second Language | Arts, Letters and Social Sciences Division

Faculty Direction	Rationale
- Hire additional full-time faculty to teach grammar or oral communications and maintain SLOs. - Create common final exams for use in Fall 2014. - Assess the SLOs for every section of 120A, 121B, 121A, 121A, 130A, 130B, 131A, 131B, 23, 24, and 25. - Establish lists of verbs that will be used in ESL grammar courses. - Secure funding to pay a stipend to part-time instructors for participating in holistic scoring at the end of each semester. - Advocate for designated classrooms to ensure online textbooks and computer components are available from the start of the semester. - Secure funding to maintain classroom libraries to ensure a selection of books is available for students in each class. - Advocate for ISP to fund some courses to meet the demand of international students to ensure there is enough classroom space for these students. - Advocate funding to part-time faculty to compensate for reading assessments to place students in appropriate courses.	The ESL program is dedicated to promoting the academic, professional, and personal success of non-native speakers of English. This includes a commitment to rigorous instruction, reflective pedagogy, and thoughtful, research-backed curriculum delivered in a manner that fosters engagement, encourages success, and develops self-esteem. The program has confirmed that although students realize that they may not achieve the language skills necessary to receive credit for the course, they do not drop the class. Withdrawal rates are low at 10% on average while the non-success rate may be as high 35%. ESL teachers encourage students to continue to come to class and learn as much as they can. The program believes that the random success rate over the five year period could be stabilized if we had additional full-time instructors. Full-time instructors have both the time and proximity needed to maintain an on-going discussion of student success. The institutional knowledge and commitment of fulltime instructors is important for maintaining the quality of instruction and for helping students navigate through the program and into degree and transfer courses.

Foreign Languages and American Sign Language | Arts, Letters and Social Sciences Division

Faculty Direction	Rationale
- Establish a group of Foreign Language classrooms where class sets of books, audio-visual materials, maps and regalia can be kept on a permanent basis. - Provide language students with a state-of-the-art language laboratory. - Offer a cutting-edge, well-rounded foreign language program in ASL, French, Italian and Spanish to our students and the surrounding community. - Save, maintain, and expand the Italian program, - Review and re-write course SLOs so that they are better-aligned with current curriculum trends, - Measure course SLOs at least one time per academic year,	The Foreign Language Department offers primarily first- and second-year transfer-level courses in the following individual programs: American Sign Language, Italian, French and Spanish. The Department provides students with the language skills they will need for transfer, degrees, advancement at work, and becoming productive, linguistically and culturally responsible members of our ever-changing global economy. Assessment results for French, Italian and Spanish show that more emphasis needs to be made on formal writing and responding to a specific prompt. The French, Italian and Spanish programs will focus more individually on specific aspects of writing a well-rounded paragraph. In 2013-2014, the overall success rates for ASL, French, Spanish, and Italian were 82%, 65%, 60%, and 47%, respectively. While ASL met and exceeded its targeted goal, Spanish and Italian fell below their targeted goals of 61% target and 53%, respectively.

Geography | Arts, Letters and Social Sciences Division

Faculty Direction	Rationale
- Ensure annual GIS upgrade required for the program as well as the maintenance of new software keeps up with updated hardware, - Fully implement the new AA-T degree, - Add one more geography class during the year, such as another GEOG 8 to the Spring semester, where it would be taught every year. - Switch one of the online geography classes for the summer into a lecture course. - Have all SLOs reviewed by the next program review. - Develop a budget for the purpose of funding the GIS software. - Reinstate the remaining geography classes that were cut due to budget considerations.	The Geography department offers degree, transfer and enrichment courses as per our mission. All the courses in the department transfer to all the CSUs, the UCs, and most of the privates schools in the regions. In addition, the Geography department has a new AA-T degree (pending with the state) which will likely increase the number of students transferring to the CSU system. Geography proved to be an efficient discipline during the past year. With an enrollment of 728 students, Geography has a relatively high ratio of students served to faculty FTE. The fill rate was well over 100 percent. With the full-time faculty member teaching only 34% of students, Geography will eventually need to hire another full-time person. There is small trend downward in Geography success rates from academic years 2012-2013 to 2013-2014. The program will investigate reasons behind this trend though a possible explanation may be due to the full-time instructor teaching fewer sections. For 2014-2015, the full-time instructor will resume full-time teaching and the program expects results to improve.

History | Arts, Letters and Social Sciences Division

Faculty Direction	Rationale
- Create a critical thinking course for the History Department. - Create and offer a DE version of History 32. - Continue to develop a formal process for the purpose of discussing program-level SLOs. - Improve efforts to assess all courses more regularly and analyze and make modifications based on those results.	The mission of the Las Positas College History program is to provide high quality transferable courses that provide students with content knowledge, life enrichment, and the development of academic and critical thinking skills. Improve efforts to assess all courses more regularly and analyze and make modifications based on those results. Overall success rates for the past five academic years has met or exceeded targeted goal of 56%, with a 62% success rate in the most recent academic year of 2013-2014.

Humanities and Philosophy | Arts, Letters and Social Sciences Division

Faculty Direction	Rationale
- Address the discrepancies in student success and withdrawal rates between the face-to-face and DE sections of courses. - Offer more evening classes in philosophy. - Continue to dedicate teaching time to instruct students on specific areas of writing as necessary to succeed in the discipline (for example, grammar, punctuation, essay structure, quoting, and paraphrasing). - Evaluate the new course, Introduction to Logic, and its impact on diversification of majors taking humanities courses and effects on student success rate.	Our program continues to thrive. We have good student success rates, high productivity and excellent fill rates. The newly-completed and approved Philosophy AA-T degree should only help improve those numbers and offer students a smoother pathway to transfer. Scores have improved in Humanities 10, 28 and 44 and Philosophy 2 and 3. This may indicate that our increased emphasis on coaching writing skills is benefiting the students' work, since poor writing is often a large contributing factor to lower grades in these classes, which rely heavily on written exams and essays. The average age of students taking philosophy classes decreased in 2014, likely resulting from a decrease in evening class offerings. As a result the department is considering increasing the night offerings to better serve older and returning students.

Interior Design | Arts, Letters and Social Sciences Division

Faculty Direction	Rationale
• Market our program to the community and bring in more students. • Increase enrollment of concurrent high school students by visiting various local campuses for career day, lunch time visits, etc. • Investigate the possibility of offering classes through the Recreation Department or through local senior centers to teach faux painting, upholstery, furniture refinishing, design on a dime, etc. • Keep updated with the constantly evolving technology, codes, and style. • Develop a course in 20-20 Technologies Design to familiarize students with CAD/Drag&Drop program for design, presentation, and Construction Documents, and to increase their employability. • Offer more daytime classes and restructure the schedule of classes to accommodate younger student population.	The mission of the Interior Design program is to provide training and professional development with technical skills to students whose goal it is to transfer, graduate with an AA or obtain a certificate in Interior Design. The program has experienced a shift from older to younger students. As a result, the program is evaluating the possibility of moving classes to the daytime to accommodate this population shift. The program will explore targeted outreach of high school students as opposed to re-entry students. Enrollments are down while the percentage of first-time college students has increased. Part-time students has decreased and transfer rates have nearly doubled with a decrease in AA degrees indicating that students are more interested in pursuing Interior Design as a serious career option. Student performance has stayed consistent with course success and complete rates. There was a dip in fill rates in the last three years, but the program is back to where it was four years ago, 85%. Though success rates have exceeded their success rates over the last six years, they have fluctuated over the last three years from 77% to 84% to 79%.

Library | Arts, Letters and Social Sciences Division

Faculty Direction	Rationale
• Change pedagogy to increase student success. • Create a plan for increasing the library budget and moving it to the general fund. • Extend library evening hours as requested by students. • Re-classify the classified position of Learning Resources Assistant to Library Technician to achieve parity with Chabot. • Restore budget of $21,455 for student assistants and computer lab tutors to provide needed library and computer lab service. • Increase the program operating supplies budget to $6,100. • Extend the Embedded Librarian Program. • Implement LibAnswers, a chat/text service. • Implement LibCal, a study room scheduling system. • Advocate for the restoration of budget funds impacted during the budget cuts.	Las Positas College Library has developed a program that provides reference and public services, research skills classes, and access to a collection of print and electronic resources. In order to provide students with important electronic resources and extend hours to meet student demand, the Library program's budget must be increased and moved to general funds. The budget has not seen an increase since 2005. An initial adjustment to the book and audiovisual budget of $2,000 is needed to match the rate of inflation. The Library collection budget is primarily from the Measure B Funds. Additionally, the two Learning Resources Assistants III should be re-classed as Library Technician I or II which is in line with the Chabot library classified staff structure and was the recommendation of the consultant in 2009.

Mass Communications | Arts, Letters and Social Sciences Division

Faculty Direction	Rationale
- Continue to enhance curriculum through three areas of emphasis, including 1) leveling (which is required by the state), 2) creating hybrid portions of existing classes and 3) right-sizing the curriculum to better fit with the program and with student learning. - Improve student learning by offering lab portions of courses in a hybrid format so that students are able to use technology to work around the clock. - Continue to collaborate with other programs such as English and photography, to develop interdisciplinary curriculums. - Update the newspaper classes (MSCM 16A, 16B, 16C, and 16D) to include a hybrid online component. - Update Mass Communications 5, Introduction to Mass Communications, to include an online component. - Increase Mass Communications/English 19B, Literary Anthology B to three units and make parallel to Mass Communications/English 19A, Literary Anthology A. - Decrease Mass Communications 34, Magazine Production, from variable units (3 to 5) to three units to fit in with the rest of the Mass Communications classes and create levels (A and B with the possibility of C and D).	The Mass Communications program enables students to transfer to baccalaureate-granting institutions with enhanced understanding of the role of mass communications in society and with the skills required to succeed in fields related to mass communications. The Mass Communications SLO assessment results indicate that students are successful both at the course and degree or certificate level. The Mass Communications program needs additional financial resources to continue to publish print and online editions of the newspaper and magazine and print editions of the anthology. The vast majority of students assess as above average proficiency or mastery/excellence for the courses (72.6%). For Fall 2013, most students had an educational goal to transfer (73%). Since Spring 2011, enrollment has been declining, likely due to the decrease in sections offered, increase in students transferring, and the turnover of part-time staff. Additional transfer courses will be offered for Fall 2014-Spring 2015 and it is predicted enrollment will increase as a result.

Music | Arts, Letters and Social Sciences Division

Faculty Direction	Rationale
- Hire two full-time music instructors (both replacement positions) to fill the Vocal/Choir and Piano/Music Theory position. - Continue to assess and monitor results and change assessments as needed. - Develop curriculum for the Music AA-T degree - Reinstate performing classes and pedagogy classes impacted during the budget cuts. - Bring back the Pedagogy Piano class for the Music AA-T certificate. - Continue to develop a plan to offer a certificate in Music Business.	The Music program concentrates on the development of the students' artistic and creative musical expression, and fulfills general education, CSU and IGETC requirements, and offers an AA degree. The Music department has not concluded SLO assessments through Spring 2014 due to a shortage of time of the single full-time faculty and a lack of part-time instructor involvement within the Music department. Due to the lack of a full-time instructor, the program has been unable to recruit to maintain the Pedagogy Piano classes. Hiring an additional full-time faculty member would allow the program to bring back the Pedagogy Piano classes as well as focus on recruitment required to reestablish performing arts classes impacted by the budget cuts in 2007. The program is working to establish a certificate in Music Business as most classes are already offered between the Business and Music departments. The overall success rates at 78% slightly exceeded the targeted goal of 77% in AY 2013-2014.

Photography | Arts, Letters and Social Sciences Division

Faculty Direction	*Rationale*
• Continue to provide excellent teaching and learning opportunities for students to experience the creative, technical, cultural and historical aspects of the field of photography. • Continue planning, acquiring and moving/transferring physical location of the Photography program from Building 300 to Building 700 with VCOM, through discussions, research and drawing-up detailed plans for the layout of the new space, its equitable usage, storage, equipment, impact on student learning and instruction and other issue. • Continue to improve the Photography program curriculum using all resources available to update and upgrade courses, such as SLO assessment results, our instructors' knowledge of the field, research from professional organizations, and information gathered from photographers and feedback from our students and the Advisory Board. • Increase enrollments through improving program's class offerings, increasing involvement with building CTE opportunities for students, and outreach to local high school students and community members. • Build an articulation agreement between a local high school and Las Positas College Photography program for advanced placement in our photo or video classes. • Outreach to community partners for support for student internships, sponsorships, marketing, etc. • Advocate for adjuncts to receive stipends to encourage completion of SLOs and ease burden on full-time faculty and staff.	The program will continue to improve, populate and analyze assessment data from our course SLOs. Adding a financial incentive probably would aid in getting more participation from the adjuncts with SLOs and their assessments. In conjunction with the assessment data and feedback from students and instructors, the program will continue to make some changes in curriculum, pedagogy and assessments over the next year or so. The slight decrease in enrollment is likely due to scheduling difficulties in Mac Lab #300, elimination of repeatability, economy improvement and limited FTEF to offer new classes. The scheduling issues resulting from only one digital lab split between two programs will hinder growth. The program also offers career training education though about 50% of students are transfer-oriented. The program will need to update curriculum and increase units to continue to satisfy transfer needs. Though success rates slightly exceeded the program-set standard by 1% for AY 2013-14 at 73%, it represents a decline of 4% from the previous academic year.

Political Science | Arts, Letters and Social Sciences Division

Faculty Direction	*Rationale*
• Improve inputting and analyzing program data (SLOs) with part-time faculty members entering data and thus allowing for program-wide dialogue to assess data. • Add another full-time faculty position for political science. • Continue to offer PolSci 7 if enrollment and resources allow it. • Secure funding to offer transportation for field trips to enhance learning. • Evaluate curriculum changes needed for the development of a transfer degree.	The program's curriculum helps students to generate and develop critical thinking by requiring them to examine primary and secondary sources and competing political interpretations. Until recently, part-time faculty were not compensated for SLOs and as a result, there have been no program-wide "discussions," as only the full-time faculty member has completed SLOs. Lacking part-time data has been the major obstacle in accurately assessing data for program. Any conclusions would be based on the one full-time faculty member. Part-time faculty will begin to enter data from classes they teach, and future program meetings (with dialogue) will begin Spring 2014. The state's new requirement to develop to transfer degree will impact the curriculum. Success rates have remained relatively consistent for the last six academic years. For AY 2013-14 student success rates dropped slightly by 2% but met the program-set standard at 56%.

Sociology | Arts, Letters and Social Sciences Division

Faculty Direction	Rationale
• Hire additional full-time faculty. • Explore the development of a hybrid format to address low online success rates and speed up student transfer schedule. • Purchase much-needed documentaries. • Establish the SOC 5 prerequisite. • Continue to develop curriculum to aid students with transfer goals.	The Sociology program provides students with the option of a Sociology AA-T degree for transfer, as well as elective opportunities for other majors and general education requirements. Sociology continues to have a high head/enrollment count—average of 524 headcount per semester, and 543 enrollment count per semester (over five semesters). The size of the program enrollments and the program offerings indicate a need for an additional full-time instructor. The students are younger overall than the Las Positas College average (SOC median age 19, Las Positas College 21), suggesting that they are transfer-track students. Over 90% come out of high school. The program has experienced a 6% increase in Latino population, reflecting overall changes in the college. DE success rates are lower than Face-to-Face success rates. One method of delivery is to move towards a hybrid model of instruction to a) address the lower success rates of online delivery; b) create a faster path for students wishing to complete the AA-T degree in sociology; and c) address the facilities crunch at Las Positas College. The student success rate has increased over the five-semester evaluation, although the course completion rate remains stable. It is difficult for the program to evaluate program outcomes with only one faculty member available to complete SLOs. The varying success rates from course to course would stabilize somewhat with more consistency in instruction. Overall student success has increased since AY 2008-09 from 57% to 68% in AY 2012-13. There was a slight decrease in student success for AY 2013-14 to 66%.

Speech | Arts, Letters and Social Sciences Division

Faculty Direction	Rationale
• Increase the Forensics budget by means that do not include fund-raising for travel and competition at intercollegiate tournaments. • Fill the vacancy that exists in our instructional assistant position. • Increase the advertisement of our program and make it more accessible to the community and Las Positas College students through recruiting trips to local high schools and distribution of the pamphlet. • Analyze course outline of record to evaluate both pedagogy and instructional relevance of course content. • Evaluate and develop accurate/fitting language of SLOs to better reflect variance and actual student outcomes.	In our largest class offering (Speech 1 with 18+ sections offered each semester) we're seeing a 92% success rate for completion of our final assignment with a mastery level of 36% with very low withdrawal rates. The vast majority of assessments for all courses are above proficiency over the last five semesters. The vast majority of our students are transfer-oriented. Success of classes consistently stays at about 83% over the semesters. Since Fall 2009, our classes fill rate has averaged at 103%, especially for Speech 1 courses. Due to the high FTES rates in Speech 1, courses added to the program in the near future should be in Speech 1. The program needs to hire an Instructural Assistant II, which has not been filled for six years, and whose position is primarily meant to provide support for the Speech and Debate Team. Tournaments require colleges to provide a minimum of judges depending on the number of students competing. The program experiences high student success rates. In AY 2013-14 the student success rate was 83%, exceeding the program-set standard of 77%.

Studio Art | Arts, Letters and Social Sciences Division

Faculty Direction	Rationale
- Hire faculty to replace retiring faculty members and hire additional faculty members to expand course offerings. - Upon the completing of B100, push forward plans for a new art building. - Address immediate facilities needs.	Student success rates have not changed. Class sizes have reduced from 2010 to 2013 due to the decrease in older students. Additional faculty is needed to offer more classes for students. Program offerings are also currently being limited by the availability of the Art Room (501). There is a need to address the facilities limitations for the program to grow will be necessary. The requirements for the AA-T degree in studio arts and the possibility of having to add an AA-T for art history create concerns that there aren't enough FTEF resources to support the requirements for offering the degrees while maintaining the program's full offerings.

Theater | Arts, Letters and Social Sciences Division

Faculty Direction	Rationale
- Change pedagogy/curriculum to analyze program success by looking at course Learning Outcome data for a clearer understanding of instruction success. - Improve student success through curriculum updates. - Modify the existing Children's Theater course. - Request additional section of THEA 10 or THEA 1A as the opportunity for an additional FTEF presents itself. - Evaluate at least 60% of new SLOs and evaluate at least 75% of courses in 2015-2016. - Hire a full-time Stage Technician and a part-time Staff Assistant/Box Office Manager necessary for safe management of the facility. - Modernize the new amphitheater with new sound equipment and a box office management system to track ticket sales and patrons more securely and authentically in the event of a state audit.	The theater arts program provides opportunities for the academic, intellectual, career, creative, and personal development of our students by offering AA degree course work with the ultimate goal being transferability to a four-year state institution. Theater courses fulfill general education, CSU, and IGETC requirements. The theater arts department currently has no SLO assessment results. Prior to 2013 there was no full-time faculty in the theater program and adjuncts are not required to compile assessment data. The program success rate in was 84% in 2013 and 78% in 2014. The set standard was 79%. Though there has been a decrease in success of 6%, the set standard mark was only missed by 1%. The decrease in success may be attributed to radical changes in staffing as well as the stronger enforcement of non-repetition of courses. The program's next step will be to redevelop stronger and more authentic SLOs for theater courses.

Visual Communications | Arts, Letters and Social Sciences Division

Faculty Direction	*Rationale*
• Increase the course unit load from two to three units per class, in keeping with present and future articulation agreements. • Coordinate with the Computer Sciences Department to expand our department to include Java Script, HTML and CSS programming to our curriculum. • Introduce game design into our program to supply industry needs for designers with training in visual storytelling. • Introduce a full-time faculty into the program, to both teach and to coordinate the department curriculum. • Re-establish the Design Lab with intent to provide design services for the academic departments, administration and the community at large. • Introduce a motion graphics class focusing on Adobe After Effects and Flash as part of the revised curriculum. • Introduce an animation class, focusing on the history and application of the discipline in a traditional and digital manner.	Assessment in the Visual Communications Department centers around the finished artwork produced by the students, and critiqued by instructors and their peers. Interaction with the local community and VCom through The Design Lab will result in increased community exposure to the student's work. Re-establishing a visual database of SLO outcomes (student artwork) will better document measuring learning outcomes in the VCom department. Based on the recently published 2013-2014 report, the department is working above its percentile rating of student success. VCom needs a full-time faculty member to coordinate the curriculum and to support the dean who has limited time to devote to a single department. The full-time instructor will need to promote and market the department to potential students as well as contact and develop relationships within the college and outside with the community of Livermore. With over 300 students, the department is large enough to support such a request, and it is necessary for the survival of the program. As VCom ventures into motion graphics, animation and game design, the program will need to purchase software from Autodesk or similar 3D-type software, Centiq workstations, and other related technology found in upper-division educational institutions and in business. Since AY 2009-10 the program has exceeded its goal of 74% student success rate. In AY 2013-14, overall student success was at 82%.

Women Studies | Arts, Letters and Social Sciences Division

Faculty Direction	*Rationale*
• Continue to offer one section WMST 1 in the Fall semester and one section of WMST 2 in the Spring semester.	The Program provides opportunities for increasing the number and scope of learning communities and interdisciplinary courses on campus. WMST 2 was offered in Spring 2014 for the first time in order for students to be able to complete the WMST sequence. The course will be offered again in Spring 2015. Overall success rates have decreased since AY 2011-2012 and fell below the targeted goal of 44% at 35% in AY 2013-2014.

Business, Marketing, Work Experience and Internship | Behavioral Sciences, Business and Athletics (BSBA)

Faculty Direction	*Rationale*
• Hire additional full-time faculty needed to ensure consistency in instruction and availability to students in both face-to-face and distance education courses. • Add a much needed orientation for business students at the beginning of each semester. • Expand the roles that the PBL Business Club and the Enactus Business Club play in students' experience. • Develop study groups and tutors within business and marketing. • Develop an mentorship initiative for community leaders. • Continue to evaluate the potential for an in-class student-run business to augment the student's learning experience and to provide a launching arena for other student businesses. • Request a student assistant.	The Business program would like to explore openings to increase opportunities for students to gain "real world" business experience. The growth in international business, entrepreneurship, and marketing demands the development of courses in those topic areas. There is also significant interest in expanding the offerings in investments and financial management for managers and small businesses. Adding these courses requires additional FTEF and will require additional part-time and full-time faculty. Furthermore, additional FTEF is needed to increase faculty's role in mentorship. The increase in retention and success in DE courses is reflective of the commitment to sharing best practices, implementing changes with a research philosophy, and providing feedback and other industry resources which may be beneficial. The success rate in DE sections is generally higher than in face-to-face courses, however the retention is lower. In the business law sections, Lisa Weaver is incorporating more group interactions in the attempt to build cohorts within the courses. Online tutoring sessions are also scheduled every third week. In AY 2015-2016 additional clips will be added on specific issues all with the goal of increasing success and retention. Student success rates have remained stable since AY 2009-10, generally ranging from 69%-71%. The program did experience a slight decline in student success for AY 2013-14 at 67%, though still 1% above the program's target goal.

Early Childhood Development | Behavioral Sciences, Business and Athletics (BSBA)

Faculty Direction	*Rationale*
• Review and revise SLOs to better match course relevancy and to ensure targeted, measurable outcomes and retire SLOs that are consistently being met. • Improve coordination among faculty members teaching the same sections to ensure consistency and quality control. • Hire more full-time staff and/or adjunct classes to provide more daytime classes to meet student demand. • Immediately replace the professional development coordinator position. • Map our courses to the CA Early Childhood Educator Competencies. • Develop outlines for the proposed courses for CLASS and STEM. • Promote more communication and networking between part-time faculty and the department on SLOs as well as general department information and opportunities. • Adjust to staffing reductions to maintain student access and support. • Continue to support efforts to optimize student learning and experiences in the lab.	The Early Childhood Development program offers four certificates (Associate Teacher, Basic Teacher, Family Child Care and Early Intervention), an AS-T Degree, and two AA Degrees (ECD AA Degree and ECD Early Intervention AA Degree). There appears to be a shift in educational goals. Formally, students at Las Positas College were taking courses for career advancement or requirements but they were not pursuing degrees. According to the data provided by IR, ECD awarded 521 certificates from 2009-14, higher than any other program on campus. More students are attending day time classes each year and the lab is being used by more students during the day. Most of our current part-time faculty work full time during the day. To meet student demand, the program would like to hire more part-time faculty to help teach daytime classes or, preferably hire a full-time faculty instructor for the practicum classes. The program generally experiences high student success rates averaging at 78% from 2009-2014 and completion rates are at 89.7% for the same period. While the numbers are still relatively low, there has been a 71% increase since 2009 in the numbers of ECD students graduating with a degree.

Economics | Behavioral Sciences, Business and Athletics (BSBA)

Faculty Direction	*Rationale*
- Continue to provide high-quality transferable courses accessible to all students in the Tri-Valley community. - Redesign SLO assessments and rubrics to more effectively measure and quantify students' accomplishments. - Coordinate with political science and environmental science faculty as well as the college's Articulation Officer to explore the possibility of expanding the existing curriculum to include an interdisciplinary course on "Environmental Politics." - Develop an AA-T degree to help streamline students' transition to the California State University and to increase their competitiveness at the University of California. - Hire additional faculty (.2 FTEF) to offer Economics 10—General Economics. - Plan for acquiring an additional full-time faculty member to keep up with student demand if enrollment continues to grow. - Advocate for the Economics program to transfer to Building 2400 due to the planning closure of Building 200 to accommodate the program's needs of internet usage and large class size offerings.	The Economics Program prepares students for future coursework in economics and business, and most importantly, it provides an analytical framework for analyzing economic issues within the context of the business environment. The program fulfills lower-division requirements at four-year transfer institutions. Student headcount has increased 7.2 % from 360 in Fall 2012 to 386 in Fall 2013, and 6.5 % from 325 in Spring 2012 to 346 in Spring 2014. Total course enrollments have increased 4.2% from 383 in Fall 2012 to 399 in Fall 2013, and 4.9 % from 348 in Spring 2012 to 365 in Spring 2014. While the Economics Program continues to be dominated by white, male students who plan to transfer to four-year institutions, the race and ethnicity composition of the program has changed reflecting campus-wide trends. Latino student composition increased from Spring 2012 to Spring 2014 from 16% to 22%, whereas the percentage of Asians decreased from 21 % in Spring 2012 to 18% in Spring 2014. The aggregate SLO assessment results indicate that the targeted 95% rate of "Proficiency and Above" has been met in all sections in every term. As a result, alternative assessments and rubrics will be developed and applied. The new assessments will be designed to more effectively measure and quantify students' accomplishments. Overall student success increased from AY 2012-13 to AY 2013-14 from 74% to 77%.

Health and Nutrition | Behavioral Sciences, Business and Athletics (BSBA)

Faculty Direction	*Rationale*
- Continue to explore the possibility of adding TMC degrees, such as Nutrition and Dietetics and Public Health Science, to the department offerings. - Use assessment results to improve pedagogy and assignments in our health and nutrition course offerings. - Update NUTR 3 Nutrition for Health/Wellness - Hire .6 FTEF to offer an additional section of NUTR 3 during Fall, Spring and Summer semesters for a total of three additional sections per year. - Work with the college to compensate faculty and adjunct for departmental meetings. - Replace new furniture for the Physical Education Complex classrooms 209 and 212 to improve student safety and comfort.	The mission of the Health and Nutrition program is to improve the health of students and community through education and advocacy. The program will research and plan for potentially introducing two new TMC degrees, Nutrition and Dietetics and Public Health Science. The number of both UCs and CSUs adding or expanding degree options within Schools of Public Health has increased in recent years and the program will continue to investigate feasibility for this degree as new information becomes available through the C-ID website. A new full-time nutrition instructor was hired Fall 2014 and student learning and assessment is expected to improve given the new hire. Health 1 SLO assessment continues to demonstrate student success. The general trend is that students in face-to-face sections have higher percentages of SLO proficiency than students in distance education sections.

Kinesiology and Intercollegiate Athletics | Behavioral Sciences, Business and Athletics (BSBA)

Faculty Direction	*Rationale*
- Revise course rubrics and eliminate older rubrics for consistency regarding the measurement of student success, balancing improvement versus skill achievement assessment. - Assess 100% of the courses offered during the 2015-2016 academic year. - By the 2015-2016 year, courses offered will reflect the updated C-ID requirement of at least 1.0 units for activity courses. - Offer a wider variety of courses (more options and fewer sections) to deal with repeatability issues. - Complete the Transfer Degree for Kinesiology, create/modify the Kinesiology AA degree to an Athletic Training/Personal Training Degree, and explore adding more intercollegiate sports (women's volleyball, softball, baseball, lacrosse, water polo). - Add .8 FTEF to offer additional lecture courses that are new curriculum, and to bring back the Fitness Center Program.	The mission of the Kinesiology Department is to offer the widest range of quality programs, at all levels of skill and interest, to prepare students for a career in kinesiology and life-long learning. SLO assessments indicate that 95.3% of students scored competent or higher (competent, 9.3%, above average, 19.1%, or have achieved mastery, 66.4%), in all kinesiology/athletic courses. Data shows the program has had a significant decline in headcount from 1,595 (Fall 2012) to 1,233 (Fall 2013), and 1,637 (Spring 2012) to 1,315 (Spring 2013). Eighty-one percent are degree/transfer/certificate-oriented students. The program would like to hire an athletic trainer who is mandated by the NCAA and CCCAA to in order to have intercollegiate athletics. Currently the program contracts out through Tri Valley Orthopedics but the next increase will put costs even with hiring a classified position. The program would benefit from an "in-house" athletic trainer in order to establish set hours. Overall student success for AY 2013-14 was 83%, 10 points above the target goal.

Psychology | Behavioral Sciences, Business and Athletics (BSBA)

Faculty Direction	*Rationale*
- Collect assessment data from adjunct faculty to ensure that there is a high level of quality education occurring in all sections. - Hire an additional 1.75 FTEF to restore sections cut due to budget constraints. - Purchase statistical analysis software for our Research Methods course. - Advocate for an additional computer lab space for our Research Methods course.	Psychology is a broad program designed to provide students with a fundamental understanding of the science of psychology and an introduction to the complexity of human behavior. Students in the psychology program are becoming more diverse. From 2007-2011, the program saw a decrease in the proportion of our students that identify as White and an increase in the proportion of students identifying as another ethnic group. Since the Fall 2012 semester more than 75+% of students in PSYC 1 are at or above average on all four of the program outcomes (scientific method, critical thinking, written communication and concepts in psychology). Most students are scoring above average on SLO measures. Sixty-six percent of students are either above average or mastering the SLOs set for all psychology courses. Psychology courses are often over capacity by 10-20% and the number of students graduating with a psychology A.A is growing. Three students graduated with a psychology degree in AY 2009-10 and 27 students graduated in AY 2013-14. Based on the strong interest in the Psychology major and the newly added AA-T, the program anticipates a need for major courses and electives. Overall success rates have exceeded target goal of 68% since AY 2009-10. In AY 2013-14 the program achieved 73% student success.

Viticulture and Horticulture	Behavioral Sciences, Business and Athletics (BSBA)
Faculty Direction	*Rationale*
- Update instructional equipment to modernize the course and match the industry practices. - Continue to develop curriculum offerings to focus on more critical thinking using core values (math, science, and English). - Advocate for the hiring of an additional LABTECH 4 position to support staff members with technology upkeep, prioritize safety and allow instructors to shift their attention to instruction, committee and SLO responsibilities. - Hire two part-time faculty to increase course offerings. - Plan for and secure a funding stream to obtain necessary equipment for instruction. - Continue to focus student attention on completing AS Degrees and Certificates. - Build a teaching winery. - VWT/HORT wants to reach younger students and suggest offering more daytime classes.	The Viticulture and Winery Technology (VWT) program is designed to prepare students for careers in the wine industry. Courses will help students to develop the knowledge and practical skills to enter a career in a variety of positions, or increase their career advancement opportunities. Assessments show that there is an excellent level of success in student learning. There is a need for more current, leading-edge equipment for technical training. There is some instructional equipment being used in the classroom that is no longer used in the industry due to modern technology. VWT must obtain Crossflow filtration, water filtration, a steam generator and a dedicated forklift to keep up with current practices and cutting-edge technology. The program would like a teaching winery for instruction on campus to support all teaching and learning and enhance existing curriculum. Additionally, the on-campus winery could be used for fundraising events. Student success rates have been above 80% in the last three academic years. In AY 2013-14, overall student success rates were at 84%, above the target goal of 73%.

Administration of Justice | Science, Technology, Engineering, Mathematics and Public Safety (STEMPS)

Faculty Direction	*Rationale*
- Plan and prepare for a future legal studies course. - Advocate for the restoration of a $1,500 budget to update video library and purchase replacements of teaching aids. - Obtain a VHS/DVD converter.	Success rates show a combined score of 75%. Students who are unsuccessful show low attendance, failure to complete assignments and lack English skills in the police writing courses. All courses have been reviewed and are currently being updated to meet the state C-ID requirements for the ADT. The restoration of the funds would allow an upgrade in teaching materials and tools with very little expense. Success rates have exceeded the program's target goal of 75% for the past six academic years. In AY 2013-14, student success was at 83%.

Astronomy and Physics | Science, Technology, Engineering, Mathematics and Public Safety (STEMPS)

Faculty Direction	*Rationale*
- Develop the AA-T degree in physics. - Hire of a full-time astronomy and physics instructor in Spring 2015 to begin duties in Fall 2015. - Hire an additional adjunct instruct for Spring 2015. - Develop new course outlines for Physics 8A-8D part of the AA-T transfer degree. - Continue to develop, design and test new laboratories as time permits by our full-time instructor and on occasion by adjunct faculty. - Increase FTEF approximately .5 to teach combined courses of Physics 8A and 8B. - Work with the college to increase access to software in order to update or download software components without IT assistance for immediate updates. - Identify and advocate for an increased storage space for the Physics and Astronomy departments. - Identify and advocate for a new site for the observatory. - Advocate for a separate supply budget for the Engineering and Physics program.	The mission of the Physics and Astronomy program is to fulfill transfer requirements for a physical science class or laboratory; and to provide a complete sequence of transferable classes for students majoring in the physical or life sciences. The number of Latino students taking astronomy has nearly doubled, from about 15% to 29% since the last program review. As with astronomy, the number of Latino students taking physics has increased by nearly 100% since 2011, reflecting an overall campus-wide increase. The program anticipates that this number will again increase due to an increase in the number of sections offered in Spring 2015 and Fall 2015. In Astronomy, the overall student success rate has exceeded 48% since AY 2009-10. In AY 2013-14 the student success rate was at 64%. In Physics, student success rates have generally ranged from 79%-81% from 2008 to 2012. There has been a slight decrease in student success in the Physics program in AY 2012-13 and AY 2013-14 at 72%, falling below the targeted goal of 74%.

Automotive | Science, Technology, Engineering, Mathematics and Public Safety (STEMPS)

Faculty Direction	Rationale
- Increase the length of lab classes to improve student learning outcomes. - Pursue National Automotive Technicians Education Foundation (NATEF) accreditation. - Hire additional faculty to replace positions lost due to budget cuts in order to decrease the length of time it takes a student to complete the program from 3-4 years to 2 years. - Increase lab assistant hours from 20 to 40 to cover night classes and Saturday classes in automotive and welding. - Re-write classes as degree and smog certificate classes to increase job placement for students. - Advocate for increasing equipment budget by $1,000. - Work with the college to develop long-term, strategic planning to increase space by partnering with manufacturers and bring in to the campus. - Establish a savings account, possibly through funding support from GM, KIA and referee programs, for large capital purchases.	The primary purpose of the Automotive program is to deliver high quality up-to-date automotive technology training for the Tri-Valley. The program fosters success in both students and the community at large. Of the classes assessed, more than 90% of our students have a complete understanding of assessments. The classes that are short on time have a lower overall assessment score. The program has shortened the semester to 16 weeks to allow for longer classes enabling students to complete labs. The program's next step is to increase the lab units to lecture units in order to reinforce lecture based learning in lab. Auto 55 has undergone this change and SLO success has increased as a result. The loss of two part-time faculty members has resulted in fewer classes offered in a given semester/year. As a result, it takes students 3-4 years to complete the program as oppose to 2 years. This is impacting the program's competitiveness with private auto-tech. The program experiences high student success rates ranging from 79%-84%. In AY 2013-14 the program continued to exceed its target goal of 77% with a student success rate of 80%.

Biology | Science, Technology, Engineering, Mathematics and Public Safety (STEMPS)

Faculty Direction	Rationale
- Encourage faculty to assess more than one SLO per course. - Apply C-ID for all courses where the state has already developed a C-ID. - Develop a transfer degree per state mandates. - Encourage students struggling with their biological application to take courses in basic math and chemistry skills. - Research and consider potential curriculum changes requiring pre-requisites to improve student success rates. - Develop new single rubric for all current biological sciences effective Fall 2015. - Add more sections of courses experiencing high student waitlists (Anat 1, Bio 31, Zoo1). - Meet with the dean and appropriate committees to evaluate the possibility of expanding the independent study program for dissectors to meet student demand and interest. - Acquire consumable supplies to meet the needs of additional sections and new instruments and technologies, such as RT-PCR and synthetic biology experiments.	The program serves biology majors and pre-professional transfer students, students preparing for careers in Allied Health, students seeking to satisfy specific degree, certificate and general education requirements, and students seeking to gain intellectual enrichment. Zoology has experienced a decrease in full-time students, possibly due to the difficulty students face in getting into required classes. Additionally the discipline has seen an increase in transfer goals for students, and an increase in success rate in the Spring. Physiology has seen an increase in transfer goals for students and has a fill-rate above 100%, though the faculty will now reduce the over-enrollment. Physiology, ecology and botany experience inconsistent success rates between semesters reflecting different teaching standards between full-time and part-time faculty. Physiology and microbiology experienced an increase of returning students and big increases of students transferring from Las Positas College to other community colleges. There are a higher percentage of full-time students taking anatomy than other pre-nursing classes. In AY 2012-13 the program continued to exceed its target goal of 60% at a rate of 65% student success

Chemistry | Science, Technology, Engineering, Mathematics and Public Safety (STEMPS)

Faculty Direction	*Rationale*
- Add a new SLO for 1A and 12 A involving lab skills and use of instrumentation. - Discuss and develop a plan on whether the program will use the norming table to assign percentile and to ensure that the analysis of raw scores reflect the national norm percentile for the new exam. - Decrease the amount of students admitted to Chemistry 12B to 18 to improve student success. - Increase the amount of technology that is used in our courses to assist student-learning. - Develop protocols in biology for student participation, faculty responsibilities, lab tech expectations and funds distribution for honors projects. - Increase FTEF by about .5 to 1. - Replace outdated equipment such as old polarimeter and drying oven.	The Chemistry program prepares transfer students majoring in sciences and engineering; preparing for careers in medicine, pharmacy or dentistry; or following a teaching pathway at primary, secondary or post-secondary level; and certificate for students enrolled in programs requiring knowledge of chemistry (for example, nursing, dental hygiene, etc.). There has been a slight drop in our chemistry 12B average scores on the SLO as our course enrollment increased to the cap of 24. The program will advocate for the college to decrease the cap to 18, which is recommended by the American Chemical Society, to improve student success and increase safety. The demand for the transfer classes continues to increase. The program's fill rate for Fall 2012-Spring 2014 shows an average fill-rate of 104%. In AY 2013-14, student success reached a high of 79%, exceeding the program's goal of 73% student success rate.

Computer Studies | Science, Technology, Engineering, Mathematics and Public Safety (STEMPS)

Faculty Direction	*Rationale*
- Implement updated curriculum developed by NSF in conjunction with industry sources in a number of classes. - Use the Netlab system to provide increased online labs. - Coordinate and cross-list classes with Chabot to provide more classes to students with the same FTEF. - Continue ongoing revision of curriculum to address industry standards and workplace needs. - Continue to support ongoing initiative to develop a local Associates degree for a cohort program in conjunction with LLNL. - Hire .7 FTEF to keep up with student demand.	The Computer Studies program delivers courses for students to gain new skills and develop skills for effective computer use in a broad range of career fields, such as networks, databases, web development or programming. The program also assists students who wish to transfer to four-year institutions to pursue their educational and career goals. In 2013-2014, assessment data for CIS shows that student achievement of stated learning outcomes rose from 84% in the Fall to 86% in the Spring. Given that these classes are oriented to career advancement, a significant number of students experience "success" by their definition of obtaining a job, acquiring a better job or receiving an increase in responsibilities as a result of the STEMPS classes. Though students' career-oriented goals results in a higher drop-rate or lower grade-point averages, the program succeeds in placing students in better jobs. In AY 2013-14 overall student success rate was at 62%, just 3 points below the targeted student success rate. Headcount has decreased from 2010 to 2014, likely reflecting the cut in courses offered due to budget constraints. There is a current, ongoing initiative to develop a local Associates degree for a cohort program in conjunction with LLNL. This program will focus on specific job skills and workplace competencies needed for employment in local companies and labs.

EMS | Science, Technology, Engineering, Mathematics and Public Safety (STEMPS)

Faculty Direction	Rationale
• Move paramedics from fee-based community service offering to credit instruction. This will require reactivation of EMS 50-58. • Offer EMT Refresher Course (EMS 91) once a year. • One FTEF, to bring Paramedic program into credit instruction. • 0.20 FTEF for EMS Coordinator Reassignment time. • Increase supplies and materials budget to pre-recession levels.	In Fall of 2012 the Section of EMS 81 had 38 students who completed the course. Out of the 38 students, 31 took the NREMT certification examination and passed on the first try with a 100% first pass rate. The National average is approximately 70%. Since that time, seven students were found to not have taken the NREMT certification exam. Subsequent sections in the 2012- 2013 AY and 2013-2014 AY show a first pass rate hovering between 90% and 100%. The pass rates for the NREMT examination show that the SLO is successful for these students. Success rates have hovered near the program set standard but does not show a trend of improving.

Engineering | Science, Technology, Engineering, Mathematics and Public Safety (STEMPS)

Faculty Direction	Rationale
• Advocate for the restoration of supplies budget money of $1,500/year that was cut in half in 2014 without a rationale. • Reinstate 2 CAH release time for coordinator of Engineering Transfer Program. • Addition of 6 new CAH in Engineering for 2015-16 (0.4 FTEF). • Maintain laboratory to reflect course content. • Continually update course content.	The Engineering program provides lower-division courses and advising to engineering transfer students in order to facilitate their transition in transferring as engineering majors from Las Positas College to a four-year university. For all ENGR courses assessed in the AY 2012-13 and AY 2013-14 academic years, 93% of all students scored 2 or higher and 72% of all students scored 3 or higher. Assessment data indicate that ENGR courses have maintained their integrity, helping students who transfer to complete their four-year degrees successfully. The largest increase in ethnic groups in ENGR occurred in the Latino group, increasing from 11 to 27 students between Fall 2009 and Fall 2013. The program met the set standard for 2012-13 (69% success rate) but not for 2013-14 (64%). The success rate for 2013-14 was short of its program-set standard by just four students, reflecting a function of both a) a slight statistical variation and b) a side-effect of rapid growth in enrollment. Overall enrollment in ENGR courses increased 104% (from 112 to 230) from 2007-08 to 2013- 14. In order to maintain the two laboratory courses, the supplies budget must be restored to $1,500.

Environmental Studies | Science, Technology, Engineering, Mathematics and Public Safety (STEMPS)

Faculty Direction	Rationale
• Continue to access students for Home Energy Audit SLO in all sections. • Develop and access a second SLO that tests the student's mastery of core concepts. • Develop curriculum for a lab class to accompany EVST 5 for Spring 2016. • Acquire a supply budget if lab class is approved. • Continue to update material for courses. • Increase FTEF from 0.2 last year to 0.4 this year to 0.55 next year including a single lab section.	Environmental Studies offers a multi-disciplinary transfer-oriented program. Student learning outcome success is measured by 80% of students achieving a score of 2 or more and 50% achieving a set score of 3 or more and is measured by the student's ability to perform and analyze a Home Energy Audit. SLOs have been assessed for each class and early results show that some students were not completing the project. Emphasizing the need for students to complete the project has improved student success. In AY 2010-11 overall student success rate was at 85%. The program experienced a decline in success rates for AY 2011-12 and AY 2012-13 at 68% and 59%, respectively. In AY 2013-14 success rates jumped back up to 81%.

Fire Technology | Science, Technology, Engineering, Mathematics and Public Safety (STEMPS)

Faculty Direction	Rationale
• Encourage women, minorities and other under-represented groups to pursue coursework and careers in public safety. • Increase budget for professional experts, which are required to maintain instructor/student ratios of FST and EMS classes. • Advocate for a Public Safety Training Facility (building and yard), protective canopies for FST equipment, self-contained breathing apparatus units for FST instruction.	The mission of the FST program is to provide the most comprehensive and up-to-date education in the areas of fire service; to foster students' welfare, growth and success in the public safety field as well as in life; and to provide a resource to the community at large for education and training opportunities for public safety employees in their respective fields. The program needs classified professional support to meet agency accreditation requirements for EMS and FST. The program would like to invest in part-time faculty staff development in the subject of SLOs.

Geology | Science, Technology, Engineering, Mathematics and Public Safety (STEMPS)

Faculty Direction	Rationale
• Plan for providing evening lab sections. • Continue to evolve pedagogy by increasing group work and increasing opportunities for students to move around the lab stations to increase student focus and concentration. • Write and asses a new course for Geology 5. • Replace stock items used due to budget cuts. • Plan for the replacement of shared laptops, whose batteries and power supplies are beginning to fail, with new technology such as tablets. • Replace AV equipment in room 2420. • Advocate for the creation of a second lecture hall equipped with the same AV equipment as in 2420 in order to provide a back up location.	The Geology program offers the Associate of Science for Transfer degree in geology, with lower-division courses for geology majors who also satisfy the physical/natural science GE requirements of most degrees. Geology student SLOs indicate that most students are learning the requisite materials at sufficient levels. Areas of continuing challenge for geology students are typically the quantitative areas and/or assignments, class periods or projects that require intense focus for prolonged periods of time. Headcount is slowly increasing for total course enrollments as we add courses back into the schedule now that our state is recovering economically. The program is seeing an increase in the 20-21-year-old student age group, and a slight decrease in the 19 or younger group, and an increase in the First Time Any College. The Geology program fill rate has been consistently at 100% or higher, from Fall 2009-Spring 2014. Overall student success rates have exceeded targeted goal of 72% since AY 2009-10. In AY 2013-14 the student success rate was 77%.

Mathematics | Science, Technology, Engineering, Mathematics and Public Safety (STEMPS)

Faculty Direction	Rationale
- Pilot Math Jam, a free program to be made available to all students that will provide 30 hours of tutoring prior to the start of the semester and before the math placement exam (Spring 2015). - If pilot proves successful, implement and institutionalize Math Jam by the end of 2016. - Work with Student Services and Basic Skills Committee to improve preparation and review support for the Accuplacer exam. - Begin planning for the complete restructuring of the trigonometry, pre-calculus and calculus courses. - Improve success and retention by hiring full-time faculty for important program areas (e.g., Integrated Learning Center, Math X program, etc.). - Improve part-time faculty hiring for smoother yearly transition. - Align efforts and coordinate with high school math departments to improve pathways. - Create and continue to offer alternatives to Intermediate Algebra. - Research and plan for changing units of Math 38, Math 20 and Math 1, 2 and 3 sequence to respond to SLO assessment results to improve outcomes. - Develop the 4-unit Intermediate Algebra class as an alternative course to better serve non-STEM students to provide them with solid quantitative reasoning skills. - Research and investigate a new Technical Mathematics pathway to math proficiency (possibly transfer).	The Mathematics Department is committed to providing mathematical instruction that is inclusive through the use of multiple modes of delivery and pacing and support mechanisms, including both regular lecture and distance education modes. In addition, the department offers basic skills courses in half-paced versions through the Math X program, as well as in lecture mode. The TBA lab hours provide opportunities to focus learning on core student learning outcomes and to explore math topics in more depth. In addition, the TBA lab hours are used to run the Open Math Lab in the Integrated Learning Center, which provides a venue for students to complete their lab hour requirement as well as to seek help with their math homework. Students achieve success in Math 107: Pre-Algebra, Math 34: Business Calculus, Math 42 and 44: Statistics with Probability courses. There is a need to improve student success in Math 38: Trigonometry, Math 20: Pre-Calculus, Math 1: Calculus and Math 2: Calculus. Discussions around the SLO data in these courses has led to new departmental initiatives to start conversations this year, and into the next, around rethinking the curriculum, pacing and textbooks for these courses. Overall student success exceeded the program's target of 53% reaching 58% for AY 2012-13 AND AY 2013-14. At the college 73% of students place into a basic skills math course. Due to the high fill rates (97% or higher for all semesters) and current demand for FTES, the department anticipates offering additional high-enrollment math courses in both basic skills and transfer. Additionally, the department would like to offer some sections at an accelerated pace, 8 weeks instead of 17 weeks, to allow students to take two math courses in a sequence in a semester.

Occupational Safety and Health | Science, Technology, Engineering, Mathematics and Public Safety (STEMPS)

Faculty Direction	Rationale
- Provide staff development to assist part-time faculty in course outline updates. - Investigate transfer pathways in occupational safety/industrial technology.	The Occupational Safety and Health program offers an AS degree, a Certificate of Achievement (15-16 units), and continuing education options for professionals looking to expand their knowledge of occupational safety and health. Full-time faculty is needed in order to perform needed curriculum updates (last updated 2011). No SLOs were assessed because there are no full-time faculty members. Enrollment has declined from 35 students per class to 20 students per class. In 2011 46% of students enrolled with a transfer educational goal, 19% were enrolled for an associate's degree only, and 27% indicated occupational certificate or job training as their educational goal. The program experiences very high success rates ranging from 84%-99%. OSH experienced a slight decline in student success rates in AY 2012-13 to AY 2013-14 from 89% to 78%, falling below the program's target of 83% for the first time in the past six years.

Welding | Science, Technology, Engineering, Mathematics and Public Safety (STEMPS)

Faculty Direction	Rationale
- Update course outlines and revise the degree and certificate to remove courses that the college no longer offers. - Continue to focus on AWS industry standard weld testing and guided bend tests. - Implement new proposed course, Welding with Lasers, to increase advanced manufacturing class offerings. - Maintain and improve a safe welding workplace environment. - Perform proper college asset stewardship of welding lab equipment. - Increase frequency of assessments and determine their relevance of their results . - Pursue advanced manufacturing activities such as welding with lasers course. - Continue rollout and use of SENSE curriculum and standardized testing. - Increase lab practice time and opportunities. - Increase staff development opportunities for the welding support staff. - Increase use of SLOs in planning and align with Welding Technician National Core Curriculum, Student Learning Outcomes for Postsecondary Welding Education. - Extensively use welding procedure specifications (WPS) and standardized testing for midterms and finals in most courses.	The Welding technology program includes training students for careers in industries that utilize welding as a means of manufacturing and repairing products, and to provide transferable coursework for those students who may wish to pursue advanced education. The program also provides an opportunity for career shifts for workers displaced within their industry. Assessment results indicate incredible success in students who demonstrate safety awareness in the welding workplace. Only one serious injury has occurred in recent history over 20 years, demonstrating the program's commitment to student safety and supports the program's allocation of 140 hours dedicated to safety training. The college's policy of repeatability has eliminated the ability of many students to take their skills from good to great. In order to develop all the skills required for success in welding including, visual acuity, physical fitness, stamina, manual dexterity, hand-eye coordination and hearing, students need to practice and obtain as much training as possible. The program will investigate the possibility of adding another course or two in weak areas to address the college's new policy of repeatability and provide students an opportunity to improve upon skills. Success rates have decreased by 5% and total headcount has increased by about 10%. The program did not meet its target success rate in 2013- likely due to implementing new, more difficult industry standards for testing and assessment.

Admissions and Records | Enrollment Services

Faculty Direction	Rationale
• Continue to create SAO surveys related to student knowledge of and satisfaction with services provided at the Online Service Center (OSC) and their overall experience at the OSC and A&R in general. • A new SAO will be developed to assess student knowledge of and satisfaction with the DegreeWorks "degree audit system." • Improve student comfort and encourage students to use the OSC primarily for Admissions and Records services to streamline services and improve A&R office. • Develop and hire a full-time position for the OSC to provide consistent, quality service for student. • Obtain a course articulation software program needed to articulate courses from other institutions into the Banner program for use with DegreeWorks. • Develop and hire a transcript evaluator position to manage the accurate articulation of transfer coursework. • Centralize information and increase functionality of the DegreeWorks program by entering qualified transfer work from other institutions into Banner to provide users with accurate information.	The Admissions and Records (A&R) office will implement the state mandated changes in the SSA, with an emphasis on priority registration requirements and the timely notification of students about their priority registration status. The DegreeWorks degree audit system will help provide SEPs and allow students to track their progress toward their academic goals. For DegreeWorks to be fully functioning, transfer courses need to be entered into Banner. The process requires technical expertise of a full-time position to manage the articulation of transfer coursework. In addition, a SAO has been developed around access and use of the Online Service Center in the new SSA Building. During the Summer and Fall 2013 terms, Admissions and Records conducted two surveys to determine the level of student satisfaction with A&R policies and procedures. A total of 53 students participated in both surveys assessing student ability to navigate the new waitlist system successfully and assessing student knowledge of A&R deadline dates. Although 78% found it easy to navigate through the waitlist process, A&R will continue to evaluate this SAO to improve student knowledge and understanding of deadlines.

Community Education | Enrollment Services

Faculty Direction	Rationale
• Develop fee-based solutions for students who encounter repeatability issues. • Develop a SAO for students to effectively evaluate Community Education courses that they attend rapidly and easily. • Advocate for a permanent Community Education office using the remaining bond funds. • Investigate and secure program funding to purchase upgrade software to bridge current registration software in use to campus–wide software.	Community Education program supports the life-long learning goals of all students to enhance their basic skills, career and technical training, retraining and personal enrichment objectives, and to help all community members meet their personal and professional goals. The program consistently utilized LERN best practices and creatively explored new sources of income to make inroads toward sustainability. The Coordinator developed and implemented an outreach campaign to our college faculty and campus community. The goal was to promote interest and to expand courses offered through the CommEd program. In addition, the program coordinator was elected as a co-leader to the Office of ACCE NorCal Community Education. Although trends show consistent revenues for the past three years, it is still not enough to cover expenditures. The extensive community programs offered through the Dublin, Livermore, and Pleasanton Parks and Recreation departments will continue to be a formidable obstacle for the program growth. National and statewide trends are to combine Community Education with a non-credit program or CTE. The program may explore this route at Las Positas College.

Extended Opportunity Programs and Services (EOPS) and Cooperative Agencies Resources for Education (CARE) | Enrollment Services

Faculty Direction	*Rationale*
- Restore EOPS Director position (categorical funding). - Restore part-time CARE position (categorical funding). - Hire part-time counselor (categorical funding). - Increase networking with our local high schools prior to early admission. - Recruit and serve more foster youth and student veterans. - Continue to survey students at least once per semester and provide more workshops on topics of interest. - Increase community in EOPS/CARE by utilizing the discussion boards. - Increase students enrolled in CARE through more targeted recruitment efforts (e.g. targeting schools that focus on teen moms and shelters). - Increase the number of students who qualify for services, specifically the book voucher program. - Train EOPS staff on DegreeWorks. - Continue work with ITS to develop a ClassWeb menu option that will help students stay informed about their academic progress and EOPS eligibility. - Train staff on SSA and its funding triggers to ensure compliance with SSA and possible additional funding through SSA. - Maintain a separate CARE group on Blackboard for more targeted CARE resources. - Hold workshops for CARE students and investigate opportunities to collaborate with CalWORKs. - Develop a SAO specific for CARE.	EOPS and CARE assist low-income and educationally disadvantaged students in attaining their educational and career goals, whether certificate, degree or transfer. EOPS/CARE provides over and above services to the full-time student to promote academic success and personal accomplishments. Program assessments in the 2013-14 academic year were related to communication with EOPS/CARE students in order to improve their EOPS/CARE experience and success in the program. SAOs were to 1) improve the content and student understanding of our orientation service, 2) increase the number of students registering on their priority registration date, and 3) increase the number of students qualifying for the book service. With respect to orientation, the majority of our students, 90%, scored 80% (8/10) or higher on the orientation post-test. For priority registration, in Fall 2013 77% of our continuing students registered on their priority registration date for Spring 2014 classes. In Spring 2014, 82% of continuing students did the same for their Fall 2014 classes. Finally, the number of students who qualified for the book service program increased from 45% in Spring 2014 to 54% in Fall 2014.

Financial Aid | Enrollment Services

Faculty Direction	*Rationale*
- Develop two to three new SAOs to assess student understanding of application requirements and progress standards that are designed to help students successfully reach their educational goals without going into considerable debt. - Continue to focus on compliance with state and federal regulations. - Continue to improve the quality of the services provided and staff must remain up-to-date with the latest state and federal regulations for financial aid to ensure accuracy and maximize financial assistance for students and ensure compliance. - Advocate for ongoing training and technical programming support for Banner and for the continually changing federal and state financial aid regulations. - Hire four full-time classified staff and two part-time student assistants to fulfill program goals.	Data results indicate that increasing numbers of students need and are qualified for financial aid, and most need to better understand how to maintain satisfactory academic progress in order to retain financial aid eligibility. Students receiving financial aid increased from 3,051 in AY 2008-09 to 4,078 in AY 2011-12. College budget constraints have limited the ability of program staffing to grow commensurate with the huge growth in students served. The financial aid office is requesting four additional full-time classified staff and two student assistants at 20 hours a week to meet student demand and better service Las Positas College students. A Fall 2012 student satisfaction survey reveals that 38% of students responded to the questions about the Financial Aid program. 79% were satisfied with the service they receive from the office. 64% of respondents listed finances as a life challenge that affects their education.

International Students | Enrollment Services

Faculty Direction

- Investigate possibility of developing a language institute or bridge program for international students who do not meet the college's language proficiency requirement.
- Develop marketing/rebranding strategies and materials to promote the language institute and the International Student Program.
- Begin advocacy for international student priority registration.
- Work with OIR to capture data that will illustrate student success trends for ISP students.
- Hire a full-time coordinator to facilitate the development of the language institute and/or bridge program and to implement several mandated requirements by the state and federal government.
- Advocate for the college to honor the office's request for a larger percentage of dedicated counseling reassigned time.
- Develop workshops to support students during their transition to college and to address topics specific to international student success.
- Train staff members in new SSA regulations, English proficiency requirements and DegreeWorks.
- Continue to monitor student status on a weekly basis and alert individual students at risk of jeopardizing their student status .
- Acquire document scanner to scan immigration and college documents pertinent to student files and SSSP requirements.

Rationale

International Students Program (ISP) assessments in the 2013-2014 academic year focused on maintenance of F-1 student status, enabling international students to attain the earliest possible registration date and assisting international students with assimilating into a new culture/environment. Overall, SAO data related to the program's extended orientation suggests international students have a greater awareness of college programs and services. Results also indicate more opportunities need to be developed to better connect ISP students with other students. New SAOs addressing priority registration and language proficiency/student success analysis will be developed. SAOs that did not do well in ongoing assessments will have their activities modified. Internal program data indicates 93% of continuing students registered during the first week of eligibility. 72% of international students test into English courses that are well below transferable levels, which demonstrate the need for a language institute and/or Bridge program with ESL.

Veterans | Enrollment Services

Faculty Direction	Rationale
- Continue to work on focusing on a new SAO on priority registration. - Continue to find creative ways to achieve the new 3SP requirements and to effectively communicate with the student veterans about the new priority changes due to the 3SP. - Move to online assessments and online and/or phone call assessment plans. - Advocate for a dedicated veterans counselor and permanent staffing to develop an accurate and detailed education plan prior to student veteran registration. - Develop a new SAO focused on monitoring and improving the number of veterans eligible as well as utilizing priority registration. - Work with the Information Technology office to create a BANNER report that will let the program know which students are at a 2.5 and below to make sure that they get additional services and referrals. - Continue to develop more programs and services and increase marketing and communication for spouses and dependents of veterans.	In Fall 2013, an online survey was distributed via email to all veterans and their dependents and/or spouses. The survey asked questions on the level of awareness and knowledge of services and programs available to them from the VFP. Overall the responses were positive, but the number of spouses and dependents who responded was limited. The majority of respondents (80%) stated they learned about VFP services and programs from peers, the website, or by simply locating the VRC through their campus travels. Only eight of the respondents (5%) do not utilize VFP services and programs. All respondents (100%) indicated they were aware of VFP services and programs. Overall, there were a total of 77 respondents, including 12 dependents and 1 spouse. This survey supports the need to continue to develop resources and programs for dependents/spouses as well as an outreach plan. The VFP continue to see increases in returning veterans but the increases are leveling out due to various factors such as a better economy, more veterans saving their benefits for a four-year college, no increase in permanent staffing, new barriers to veterans for gaining priority registration, and limited classes.

Articulation | Student Service I

Faculty Direction	Rationale
• Assist in the on-going development of new Transfer Degrees (ADTs) in order to meet college planning priorities. • Work with faculty in developing and revising courses to meet C-ID standards. • Maintain annual submission to UCTCA, IGETC, and SCU GE Breadth patterns in a timely manner. • Continuously maintain updates in Assist and Oscar databases in a timely manner. • Maintain current course to course, and major prep articulation with four-year institutions. • Develop new articulation with private and out of state schools to increase the number of major pathways and transfer opportunities. • Increase FTEF by .5.	The Articulation Office at Las Positas College is intended to assist students transferring to public four-year colleges and universities by establishing agreements with four-year universities regarding courses that will transfer, including specific courses that will meet general education and major preparation requirements. Articulation is the process of developing agreements that identify courses (or sequence of courses) from one educational institution that are comparable to specific course requirements at another educational institution. An additional .5 FTEF is needed due to the loss of a campus Curriculum Specialist and for the program to address and implement the new state mandates including the development of an Associate Degrees in Transfer and the Course Identification Number System (C-ID) project. Additional support in the form of time is needed to assist the Articulation Officer to properly address increased workload expectations and state mandates.

Counseling | Student Service I

Faculty Direction	Rationale
• Hire an assessment coordinator. • Hire two new full-time counseling faculty. • Ongoing evaluation and discussion to determine effectiveness of 3SP implementation, which will result in greater student retention. • Develop and implement on-line counseling services. • Expand embedded counseling to Basic Skills, Math and ESL courses. • Acquire additional technology such as tablets, to facilitate counseling process. • Improve completion rate of student applying to Early Admissions Program that is required for enrollment.	Counselors assist students in academic planning, career exploration and personal development. Due to the new Student Success Act requirements, the counseling department dedicated AY 2012-13 to the development and implementation of improved processes for assessment, orientation and student education plans. Extensive outreach programs at the local area high schools have resulted in 527 students completing the Early Admissions Program (EAP) process, completion of assessment, orientation and student education plan in Spring of 2014. The 527 students represent 54% of 970 students who started and completed the EAP process and 400 (41%) actually enrolled in courses. Counseling would like to improve completion rates for students applying for early admission. Counseling services would like to hire two counselors to aid in continuous implementation and development of 3SP mandates. Additional counselors are needed to decrease the student/counselor ratio, currently at a rate of 1:1300:1. Additionally, Counseling will advocate for the hire of an assessment coordinator to bring stability and continuity to the assessment process. Assessment is currently staffed by part-time classified personal on a rotating basis, resulting in interrupted services.

Health Center | Student Service I

Faculty Direction	Rationale
- Expand mental health service hours by hiring additional marriage family therapist intern (MFTIntern) 10 hours per week. - Implement Behavioral Incident Response Team (BIRT) that addresses distressed, disruptive or dangerous behavior in students and offers assistance, education resources and consultation to faculty and staff in an effort to positively affect student retention and campus safety. - Form a committee for BIRT at the college and develop a BIRT webpage. - Launch a Health Insurance Coverage initiative. - Develop marketing tools to provide outreach for Covered California and health insurance options for uninsured students at Las Positas College. - Expand mental health program services to meet campus needs. - Expand Mental Health Intern hours to 10 hours a week. - Offer a mental health stress management workshop for Student Crisis counselor. - Provide mental health training on campus for staff/faculty Las Positas College employee for mental health supervision. - Develop campus protocols for students in distress.	The Student Health & Wellness Center successfully completed three stated SAOs that developed out of the last program review cycle, in regards to the demand and benefit of the mental health services offered in the SHWC. This success was assessed through point of service surveys given to students at the end of their counseling term. The Fall 2012 the Student Satisfaction Survey results reveal that 21% of all students used the Health Center, and 93% were "satisfied" or "very satisfied" with the services. 20% of students reported "health" as a life challenge affecting their education. The health related barriers to academic success were also reported with the top three barriers being stress (51%), sleep difficulties (37%) and depression/anxiety/seasonal affect disorder (23%). Student data is collected from the SARS student data tracking system at the point of service to reflect the number of students served, and is used to improve office procedures in order to meet student need for services.

Psychology-Counseling | Student Service I

Faculty Direction	Rationale
- Use assessment results to change pedagogy and curriculum as needed. - Develop a second SLO for courses where there has been repeated success over multiple years. - Hire a PSCN program coordinator. - Investigate the possibility of offering an internship in existing curriculum as necessary for the Certificate degree. - Conduct an environmental study to see if there is a need or demand for an AA degree in Health & Human Services. - Research and consult with Chabot regarding their PSCN 80: Occupational Community Service in Human Services (2 units).	The Psychology-Counseling (PSCN) program trains students for entry level positions in the field of Health and Human Services and promotes student success for all Las Positas College students. The student success rate has steadily declined since AY 2008-09 to AY 2013-14 from 81% to 75%. Headcount has also decreased during this same time period from 1,501 to 972 students. PSCN will consider curriculum changes based on assessments and to address Certificate needs. Due to budget cuts and other priorities in 2012-14, Internship 95 & 96 was not offered by the Division where they are housed. Because Internship 95 & 96 are part of the Health & Human Services Certificate, we may need to review our Certificate to see if we can substitute another comparable course. The program will research and consult with Chabot regarding their PSCN 80: Occupational Community Service in Human Services (2 units) and possibly submit this new curriculum in 2015-16 to replace INTN 95&96 for our Health & Human Services Certificate.

Puente | Student Service I

Faculty Direction	Rationale
- Run assessments at the end of the AY 2014-2015 academic year based on the SLOs newly developed in Spring 2014. - Continue to develop and implement the mentoring component. - Regularly schedule meetings with Puente coordinators and administrators for the purposes of planning the fully institutionalization of the Puente program. - Research and plan for future funding to support program after grant-period ends.	The Puente Program is a transfer program whose mission is to increase the number of educationally underrepresented students who enroll in four-year colleges and universities and earn degrees. The Puente Program has three components: Counseling, English, and Mentoring. Since the program's adoption in 2012, Puente has established a firm presence on the campus, which can be evidenced by ease of recruiting a full cohort of students, with a waiting list for the past two years.

Transfer Center | Student Service I

Faculty Direction	Rationale
- Advocate for the college to fund a Transfer Services Coordinator position. - Provide a consistent counselor presence in the Transfer Center. - Increase social media presence (Twitter, etc.). - Additional 50% counseling faculty dedicated to the transfer program. - Link Transfer Center activities to SSSP funding MIS codes to increase resources to the campus. - Enhance transfer services by providing access to group webinars from baccalaureate universities. - Increase transfer services that are more flexible in meeting the needs of students (virtual college rep. visits, etc.). - Increase outreach to the community to promote transfer as a viable option. - Increase co-curricular or other funds from $1,000 per year to $3,000 per year. - Obtain two office printers for the college representative offices.	For AY 2013-14 the Transfer Program successfully moved into the new Transfer Center, which included dedicated computer resources for students to use to complete both their UC Transfer Admission Guarantee (TAG) and CSU transfer applications. Among the 119 students who submitted a UC TAG, 98 submitted a UC application, for a success rate of 82.4% in AY 2013-04. There is currently no position charged with coordination of the university representative visits nor is there a position that is charged with providing clerical support for the Transfer Center. In order to maintain a high level of service to our prospective transfer students, as well as increase transfer opportunities for our students, additional dedicated resources continue to be required for the transfer program. Las Positas College had been 10-12% above the statewide transfer rate of 40% for the past six years—until 2012, when Las Positas students transferred at a rate only 6.6% higher than the statewide six-year rate. According to data from the Chancellor's Office, the six-year transfer rate at Las Positas College declined sharply in 2012 to 47.16%, the rate since 2003-2004. At the same time, 64% of incoming students for Fall 2013 indicated transfer as a primary goal. For 2013 the Las Positas College overall six-year transfer rate increased slightly to 48%, despite a decline statewide to 39%. Increasing staff support for the Transfer Center would level the playing field for our students when compared to students from other colleges who have access to a fully resourced Transfer Center.

Tutorial | Student Service I

Faculty Direction	Rationale
- Use the results of the assessments to continue to improve the program. - Create a more efficient method for the Las Positas College students to request and be assigned a tutor by purchasing Tutor Trac. - Continue to advocate for additional hours for the Coordinator and the Instructional Assistant. - Update tutor training classes. - Upgrade 2401L to a smart classroom.	The Tutorial Center uses peer tutors and instructors to offer free learning support. The drop-in tutoring, scheduled tutoring, assistance for reading and writing in the RAW Center, embedded tutoring in the Math X Labs, athlete tutoring for the basketball teams, and asynchronous online tutoring assist students in successful completion of their classes including general education and basic skills classes. The Tutorial Center has seen continued growth since the AY 2010-11. During the AY 2011-12 there were 7,650 hours of tutoring provided by 55 peer tutors. In the AY 2013-14 there were 9,024 hours of tutoring provided by 63 peer tutors. Due to the out-dated manner of scheduling by hand, students are not coming to tutoring once they are scheduled due to the lag time. With the extreme workload as indicated by over 100 requests the first week of school to 438 by the seventh week of school, the center is unable to match tutors-student schedules instantly. In order to keep up with demand, an automated system such as Tutor Trac is desperately needed for students to instantly schedule their own tutor and avoid a two- to three-week lag time. In Spring 2014, 84% of students surveyed indicated they would have failed or dropped their courses without tutoring and 87% felt that tutoring improved their grade.

CalWORKS | Student Service II

Faculty Direction	Rationale
- Continue to focus efforts to assist students in achieving their academic and career goals. - Ensure students are meeting the three core components, 1) orientation, 2) assessment, and 3) SEP. - Provide resources to help students complete their math and English Basic Skills sequences. - Develop a monthly Student Success workshop series, including topics focusing on transfer success and developing pathways for employment success, to be offered on an annual basis. - Research and provide opportunities for our students to attend academic, career, and personal development conferences. - Develop an indicator, assessment tool, and/or utilize existing data to begin to determine the reasons behind CalWORKs student attrition. - Focus on developing and implementing a marketing and outreach plan to address the recent decline in student due to welfare reform policies in 2011. - Improve students' knowledge of welfare policies through the newly structured CalWORKs Orientation, through the development of a CalWORKs student handbook. - Develop know-your-rights workshops and/or speakers series to explain welfare-to-work policies to students.	The CalWORKs program provides services such as program orientation, counseling, case management, student development workshops, work-study opportunities, county coordination and mentoring to CalWORKs students. CalWORKs students have unique needs living in poverty, responsible for one or more children and are mostly continuing or returning students. Survey results indicate that students are achieving the program's SLO of "identifying their needs, determining resources, and accessing appropriate resources." Additionally, 100% of students have a Student Education Plan (SEP). The program has experienced a significant decline in CalWORKs students from 75 students in Fall 2011, to 47 then 37 students in Fall 2012 and Fall 2013, respectively. The decline mirrors state-wide trends due to a change in California's welfare law in July 2011 that limits the number of months a recipient may qualify for the welfare program. The CalWORKs Program continues to serve students who are overwhelmingly assessing into Basic Skills English and math classes. In Fall 2013, 73% of CalWORKs students assessed into English 100A (9%) or English 104 (64%). During this same semester, 91% of CalWORKs students assessed into Math 107 (52%), Math 65 (29%) or Math 55 (10%). In Fall 2013 overall student success was at 61%. Completion rates were slightly down from Fall 2012 (82%) to Fall 2013 (78%).

Campus Safety | Student Service II

Faculty Direction	Rationale
• Advocate to hire a security officer position left vacant since 2011. • Hire a Night Dispatcher Position to fulfill SAOs • Work closely with Student Services to inform students of their rights and improve transparency regarding several new written policies and procedure. • Provide evening services and support evening campus use to improve student experience of campus.	Campus Safety Department is responsible for security services on the college campus under a Mutual Agreement with the Livermore Police Department and with authority provided by the California Education Code, the California Penal Code, and the California Vehicle Code. In 2011, the Campus Safety Supervisor Position was filled internally, resulting in an unfilled Security Officer Position. Students have a longer wait for services, i.e., vehicle lock outs and battery jumps. No formal assessment has been made, but anecdotally students are noticing the difference in wait times.

Disabled Students Programs and Services | Student Service II

Faculty Direction	Rationale
• Upgrade technology and existing software to ensure the college fulfills its mandate to ensure students with disabilities have access to instructional material (one copy of MacTalk-Scientific Notebook product; three copies of Zoomtext 9 to version 10.1; two copies of Dragon 12 to Dragon 13). • Upgrade to existing UbiDuo communication device for deaf students and obtain iPad-6 tablet for academic support use. • Train faculty and staff in recognizing and responding to depression and self-esteem issues. • Increase the availability and length of appointments, including evening hours. • Hire one DSPS counselor to provide additional support for students at risk for depression. • Purchase depression assessment inventories to use as part of intake and subsequent counseling appointments.	Disabled Students Programs and Services (DSPS) ensures that students with disabilities have the accommodations and services necessary to access learning opportunities that meet their degree, transfer, and skill development goals. In Spring 2014 DSPS initiated an annual survey process designed to capture data addressing its core program outcomes. The focus of this initial inquiry was student self-advocacy and a healthy sense of self. According to survey respondents, acceptance of one's disability without embarrassment was highly valued by 53% of respondents but only 22% indicated they were able to demonstrate it. Along the same lines, 63% highly valued the ability to "draw from inner strength and self-esteem" but only 33% indicated they were able to demonstrate it. Taken together, these results indicate that students with disabilities are at risk for low self-esteem and vulnerable to depression. The analysis suggests that steps should be taken to address the discrepancies that put disabled students at risk. Indicatives to address results include hiring a counselor to address students who are at risk for depression. Despite the increase in headcount over the years, DSPS has not had an increase in faculty positions since 1997. The program would like to hire an additional counselor to meet student demand.

Learning Skills | Student Service II

Faculty Direction	*Rationale*
- Revise assessments and SLOs as needed. - Develop a new course on how to enhance memory, executive and cognitive functioning for enhanced learning. - Collaborate with the veterans' program. - Increase FTEF for at least 2-3 unit courses. - Hire one part-time faculty for learning skills program and one instructional assistant for at least 25 hours per week. - Advocate for $500 a year for consumable testing supplies. - Advocate for $1,800 to purchase the updated testing materials (new edition of the Woodcock-Johnson Psycho-Educational Battery).	The Learning Skills Program at Las Positas College exists to meet a variety of academic needs for students with learning-related disabilities. The courses are taught primarily by the Learning Disability Specialist who has the dual role of assessing students for eligibility for learning disability services and instructing students with learning related disabilities in basic skills. Assessment for AY 2011-12 indicated grammar as an important area of improvement for students. New courses have been redesigned to act as a support for other writing classes. Targeted success rates were met for both AY 2012-13 (76% met at 79%) and AY 2013-14 (78% met at 82%). Students enrolled in the Learning Skills Program are generally young, 50% are 19 years or younger while 20% are 20-21 years of age. Additionally, 58% of students served are continuing students.

Reading and Writing Center | Student Service II

Faculty Direction	*Rationale*
- Increase the use of well-trained volunteer tutors who have at least a BA in English and a year of experience working in a writing center. - Increase collaboration with instructors from other disciplines. - Increase outreach to students through face-to-face, paper PR, and social media. - Increase access for students by increasing the number of hours and weeks the RAW Center is open. - Institutionalize paid orientations for the tutors. - Create training videos. - Create additional videos for writing and reading skills. - Increase collaboration/training with Tutorial Center peer tutors. - Increase funding for instructor-tutors by $5,000/year to $30,000.	It is my belief that the Reading and Writing Center should offer a discipline-specific tutor training class (that includes monthly supervision/problem solving meetings) to the peer reading and writing tutors who work in the Tutorial Center. This issue has been discussed in multiple meetings and is presently on hold, but the curriculum for such a class may be submitted during the 2015-16 year if the new coordinator wishes to move forward with the process. I believe such a class would improve the tutors' English and other tutoring skills, which would also improve student learning during tutoring sessions.

Student Life | Student Service II

Faculty Direction	Rationale
• Advocate for a full-time Director of Student Life, or increased faculty reassigned time. • Hire a full-time Student Life Assistant. • Increase communication throughout AS Las Positas College and Club support organization. • Increase accountability of meeting attendance. • Increase awareness of club procedures and processes. • Promote student participation and awareness of Student Life services through the newly formed Public Relations subcommittee.	The Office of Student Life is committed to providing programs and services that foster student participation in government, activities, organizations, athletics, and cultural events. The Director of Student Life with 10+ years of experience retired in the Spring of 2014 and was replaced at a 40% reassigned time as the previous person in this role. As the Student Senate has grown, monitoring and guiding the students has become a full-time job. It is difficult for a faculty member who is given 40% reassigned time for Student Life to fulfill all the responsibilities for ensuring that students are dependable, responsible and have effective communication skills. The resource requests for 2014-15 ask for a full-time Director of Student Life, or increased faculty reassigned time, and a full-time Student Life Assistant. The data from the Student Satisfaction Surveys indicate that a small percentage of students actually know about Student Life opportunities. Only 21% of students indicated that they were involved in Student Life, 14% said they had never heard of Student Life opportunities, and 65% said they had heard of them but did not participate. The program learned that a concerted effort needs to be made to increase participation in Student Life opportunities. To that end, the Student Senate formed a Campus Outreach task force that takes Student Life to the students. In addition, a Public Relations subcommittee was formed to raise awareness among the student body.

The Deans regularly provide a summary of program reviews for their respective departments and identify major themes. The complete Dean Program Review Summaries for the 2014-15 program review process can be found here:
http://www.laspositascollege.edu/instructionalprogramreview/ProgramReviewUpdate2014-15.php

This section provides the Dean's analysis regarding the themes, trends and developments in the department or division/area. The summary identifies accomplishments, objectives and barriers to success.

THEMES, TRENDS AND DEVELOPMENTS

1. There is a repeated feeling of overwhelming need to increase full-time faculty in various disciplines to meet programmatic and student success needs. This also relates directly to workload issues when a discipline has only one full-time faculty member (or none). Specific requests were submitted for Music, English (2), Sociology, and Visual Communications. Visual Communications was identified as important to the college for the years missing a full-time faculty member, the Design Shop, service to the community, etc. With the passing of the full-time art instructor in Fall 2015, hiring in that discipline is also a concern.

2. Another major issue identified in discipline PPUs is the allocation of reassigned time for program coordination. This is especially difficult in program clusters with multiple disciplines where no reassigned time has been allocated. Creation of a systematic allocation of reassigned time for discipline coordination is imperative.

3. Lack of staffing in the division office continues to affect all programs. Serious consideration needs to be made of bringing back an additional administrative assistant and to splitting the divisions into more manageable units (with accompanying dean and classified positions). 3. FTEF allocation is a concern due to changes in curriculum, need for FTES generation and concern is expressed over productivity requirements versus programmatic needs and discipline specific restrictions in terms of curriculum and space.

4. Budget allocations that are of concern to many disciplines include not only co-curricular budgets, but also restoration of previous funding in general fund budget allocations.

5. Facilities, equipment and technology requests all relate to program/discipline specific needs and can be tied directly to curriculum and reviewed through program review, SLO assessment, etc. English identified specific needs for lab and other spaces, Foreign Languages identified the need for a language laboratory in the new classroom building.

6. In several disciplines with only one or no full-time faculty member, a great deal of work needs to be done to update curriculum. Funding must continue and potentially increase through Academic Services to pay part-time faculty to handle the rewriting, updating, etc. of curriculum.

7. Repeatability continues to be a major concern overall for multiple disciplines in the division.

ACCOMPLISHMENTS

Major accomplishments by the disciplines are mentioned in terms of student achievements, awards and participation in conferences, competitions, performances, and exhibitions at the local, regional, national and international levels (see Section IIIA of program planning updates). Other accomplishments relate to successful full-time and part-time faculty hires, completion of SLOs and their assessments, curriculum updating and approval at state level of courses, AD-Ts, and ongoing/upcoming remodeling projects that are intended to improve services to student and meet needs of specific disciplines. Success also indicated with some disciplines related to grant writing.

BARRIERS

Lack of funding in disciplines in terms of continuously budgeted supplies and equipment can directly affect classroom environment and student learning initiatives. Full-time hiring limitations continue to be a barrier to program growth, and stability in disciplines without a full-time faculty member. The major barrier to accomplishing the mission, goals and objectives of the college and the specific disciplines continues to be workload related. Due to workload issues there are perceived limits to what can be accomplished in terms of reviewing and updating curriculum, assessment and addressing of student success, access, completion and strengthening programs, community outreach and productivity overall.

THEMES, TRENDS AND DEVELOPMENTS

- Most if not all divisions/disciplines in the Behavioral, Science, Business and Athletics (BSBA) area are highly productive in terms of load and its classes have high fill rates. However, many of the divisions/disciplines need to find ways to increase the success rates for distance education students.

- Programmatic/Curriculum changes seen across most divisions include the development of C-ID/AD-T/ TMC degrees for transfer to better align with California State Universities and the division's mission and vision. Areas such as early childhood development and business (to name just a few) will all be mapping statewide competencies to current courses and will be looking to update or expand curriculum options. Many divisions are interested in creating new certificates in areas such as: human resource management, international business, sports medicine/athletic training. Divisions/disciplines are interested in cross-collaboration certificate development with other divisions/disciplines across campus, i.e., kinesiology, welding, automotive, early childhood development and music to best meet current technology and workforce trends.

- In order to meet FTES and FTE targets, almost every division/discipline made cuts to classes. This impacted courses, students, part-time and full-time faculty.

- All faculty continue to provide career information in classes, as well as on a one-to-one basis with interested students. However, many faculty members expressed that more time mentoring and tutoring sessions of students by faculty is needed. Students continue to be informed via announcements, flyers and "handouts" of the many superb programs.

- Discussions and dialogue continue among division/discipline faculty with such topics such as how to include assessment criteria that will better determine whether students are meeting the course outcomes. These discussions will include a review of course outcomes and possible revisions of those outcomes.

- Offering stipends to part-time faculty for professional development for SLOs and Assessment, attendance at division meetings, committee meetings, and entering outcomes data into eLumen continues to be a trend.

- The Business Program Review indicated that there is a need for "real world" business experience for its students. The Viticulture program expressed interest in developing a winery on campus to complement their program. It may benefit the two areas to develop a partnership and develop business plan and/or a SWOT analysis to determine if this endeavor is viable. Could the student-run business be a winery?

- The Kinesiology division/discipline experienced external changes that have influenced the goal setting process for the division/discipline: 1) Changes to Title 5 (section

55041-repeatable course) and local interpretation of such, 2) statewide cuts on education dollars 3) Last-minute FTE growth money and scheduling for such.

- The Program Review documents showed evidence that the Athletic program and Viticulture program requires expensive equipment, such as basketball standards, athletic field turf, wine press, and more.

- Industry standard enology equipment is needed to adequately run these programs. It would be beneficial if each of these programs were able to expand their budget line items.

- Retirement of full-time faculty and classified staff continue to have an impact on many of the divisions. Additional full-time faculty and classified staff is requested across the BSBA division/discipline to insure the consistency in instruction and that services are available to students both face-to-face and in distance education courses. So far many of the divisions/disciplines stated that the impact has not necessarily trickled down to students as many of the retirements are relatively new or are taking place this academic year.

- Not unlike others across the campus, the BSBA Division would benefit from a webmaster. As stated by many divisions/disciplines the web page is the face of the college and many areas want to update, create content and generate buzz and excitement about their programs, clubs, speaker series and events.

The Division of Science, Technology, Engineering, Math, and Public Safety currently houses 23 academic disciplines, 3 community service not-for-credit career technical education (CTE) programs, the applied technology tool room, the science laboratory stock/preparation rooms, the Open Math Lab, and the campus Computer Center. The Division is currently staffed by 1 dean, 1 administrative assistant, 32 full-time faculty, 150+ part-time faculty, 12 full-time classified professionals, 4 part-time classified professionals, and 20-30 professional experts.

The Division advances the mission of the college and the missions of its programs through effective and efficient services for faculty, staff, and students. The Division provides opportunities for communication to ensure collegiality, respect, and collaboration to support student completion of transfer, degree, basic skills, and career technical education goals. To support these goals, the Division of Science, Technology, Engineering, Math, and Public Safety pursues the following administrative unit outcomes (AUOs):

- Provide effective communication between the Division office and its programs as it relates to student needs, curriculum, policies, procedures and budgets.
- Produce a comprehensive schedule that meets the diverse and dynamic needs of our students.
- Inspire a culture of ongoing learning for faculty and staff through meaningful opportunities for professional development.

Each program within the Division completed an annual Program Planning Update (PPU) in Fall 2014 which looked back at AY 2012-2013 and AY 2013-2014, for the purpose of planning for AY 2015-2016. The following section of this document attempts to capture the division-level themes that emerged from the program updates.

Several themes emerged from the Program Review Planning Updates. Most themes are consistent with the previous year's themes. Most STEM programs noted that the percentage of Latino students is increasing. Also, there is an increase in the percentage of students indicating "transfer" as their educational goal.

There remains a tremendous amount of curriculum work to accomplish. AS-T Geology and AS-T Mathematics were approved. But, work towards C-ID and ADTs continues to be a challenge for other programs. There remains a need for CTE programs to update course outlines, certificates, and degrees.

Most programs expressed the desire to grow, and the need for additional FTEF in order to do so. The

number of full-time faculty has gone down in several programs. There is a need to hire FT faculty, rather than simply cover the increasing FTEF with part-time faculty. Additional classified support is needed across the Division, including instructional labs, CTE areas, and the Division office.

Current facilities do not meet the needs of many programs. There is a need for appropriately sized classrooms, additional computer labs, deferred maintenance of "older" buildings, and both formal and informal student work spaces.

Financial resources are insufficient to meet the needs of most programs. Most programs would like to see an increase in their program operating supplies budget. Additionally, as the college increases its FTES, program operating/supplies budget will need to be further augmented to support the increased number of students served (specific examples include instructional supplies for labs).

One new theme emerged this year. Many STEM programs, including in chemistry, geology, math and physics, indicated a desire to make pedagogical shifts towards more conceptual understanding of material, graphical representations, and collaborative problem-solving, particularly for labs. Faculty time is the most significant barrier to completing this work. This is a potential grant funding area.

The Office of Enrollment Services supports the VPSS office and provides leadership and support to designated programs and services (Admissions and Records, Financial Aid, EOPS, Veterans, International Students, Community Education) ensuring quality customer service while effectively maintaining compliance with rules and regulations inherent to each program. Oversight of the Online Service Center is also included as an integral area within Enrollment Services. Furthermore, the Office ensures that goals identified by each program align with the overall mission of the college and the district.

Central to this mission is the continued advocacy for program needs which are essential in fostering the growth and success of the programs as they continually meet the ever-changing needs of our diverse student population and campus community. The programs are committed to providing high-quality, customer-oriented, approachable and accessible services that appropriately represent the college, its culture, and its mission.

Each program within Enrollment Services completed an annual Program Planning Update (PPU) in Fall 2014 which reflected on the activities accomplished during AY 2012-2013 and AY 2013-2014. As part of the ongoing evaluation of services, the programs demonstrated a strong commitment to develop strategies to meet the ever-changing needs of our students while at the same time addressing program compliance standards. This executive summary will include program updates and trends that will enhance greater understanding of program needs to more effectively respond to institutional, budget and planning requirements.

The themes noted in Fall 2014 program analysis and summaries are consistent with the previous year's findings. Most programs noted success in their SAO development and progress in sustaining a continuous cycle of assessment, evaluation, and improvement of services provided to students.

Data that specifically address the students participating in programs such as Veterans, Financial Aid, International Students and EOPS/CARE needs to be more clearly defined to truly assess student needs and program effectiveness in supporting student success. The limited data available for Admissions and Records and Financial Aid was helpful in assessing quality of service and student satisfaction. However, for more in-depth analysis on how to improve services, both programs will continue to rely heavily on point of-service surveys as the primary method for data collection.

Most programs focused their SAOs on improving orientations that outline program requirements, SSSP enrollment priority changes, college policies and procedures, and student expectations to maintain eligibility. Surveys administered at the beginning and at the conclusion of the orientations

continue to be the primary mechanism to gather data to assess students' understanding of information provided in an orientation format.

EOPS recently developed a Blackboard course that places responsibility on the student to continually check their account for updates on eligibility, enrollment priority, and information related to EOPS/CARE. The Veterans Program and ISP have expressed interest in developing a similar type Blackboard course for their specific student populations.

Ongoing communication with students continues to be an important theme for all programs.

Targeted outreach to high schools, local community organizations, continuation schools and in-reach activities are viewed as critical activities for improving awareness and access to program (Financial Aid, EOPS/CARE, Veterans, and CommEd) services and course offerings (CommEd). International Student Program will focus efforts on recruitment strategies to market the college to the global community.

Financial Aid has expressed a need to develop an online SAP module that can be accessible to all financial aid students rather than simply focus on students who have already been disqualified from receiving financial aid due to poor progress.

Updated program reviews include expanded services offered through the Online Services Center (A&R), DegreeWorks implementation (A&R), incoming transcript evaluation (A&R), benefits certification (Veterans), online scholarship software system implementation (Financial Aid), and additional adjunct counseling (EOPS/CARE and Veterans).

Programs expressed a need for additional classified professional staff to address program growth and service improvements.
- Veterans—a part-time certifying official to support program development offered through the new VRC
- A&R—DegreeWorks position, part-time evaluator position, and an increase in the administrative assistant position to full-time status were noted as key positions. Furthermore, a full-time position was cited as essential to developing the Online Service Center into a full-fledged one-stop center to support SSSP and A&R activities.
- EOPS/CARE—Restoring the CARE Counselor Assistant II position (budget constraints); part-time counselor funded through SSSP/Equity funds

Programs expressed the use of SSSP and Equity funds as the primary funding source to support

innovation and for new positions required to meet student demand and service expansion noted in the SSSP & Equity Plans.

All programs indicated sufficient space with the exception of Community Education. The program has requested space for an office and a dedicated classroom for community education courses. A couple of programs noted the need for bulletin boards to prominently display important program information.

Most programs would like to see an increase in their program operating supplies budget to support quality service to students, staff development, and to help the staff accomplish daily tasks efficiently with the appropriate resources/tools.

The role of the Student Services Division is to facilitate and support student success. There are many diverse programs in Student Services which all serve to provide students with the tools they need to be successful while they are getting their education; and the assistance and support needed to achieve their goals and move on.

Currently, there are three administrators: a Vice President of Student Services, one Interim Dean of Student Services and a Dean of Enrollment Services. In addition, faculty and classified staff are part of every program in the division. Each program reports to one of the deans. Every program completed an annual Program Review. Several themes emerged from the program planning updates. The two predominant themes are lack of human and financial resources, and the implementation of the SSSP legislation.

1. Lack of staff to operate programs due to increased demands from students and increased mandated services required in the new SSSP legislation. In all areas there is a need for more faculty and classified staff.
   - Tutorial Center needs a full-time faculty coordinator and a full-time classified staff in order to meet the dramatic increase in student requests for tutoring, especially in the basic skills. Currently, both faculty and staff assigned to the Tutorial Center have less than 50% load dedicated to it.
   - One classified staff needs to be restored to the Transfer Center. Currently, no one is available to staff the center.
   - Learning Skills (LRNS). Restore instructional assistant to help with increased LD testing.
   - Counseling: Restore the Assessment Coordinator position; increase counseling hours to accommodate students' needs for an SEP. Develop e-counseling as mandated by SSSP and college goals.
   - Student Health Center: Increase MFT intern hours to provide mental health services for students. Increase staffing.
   - Puente program is now fully implemented and the grant required the college to assume complete funding of this program. Resources needed when grant expires in one year.
   - PSCN: With fewer counseling faculty available to teach PSCN courses, many courses are taught by part-timers and it was difficult to write and assess SLOs.

2. Concern for the impact of implementing the new SSSP mandates. The overarching concern in this division is the implementation of the SSSP mandates. The initial mandates most critically involve student services: admissions, orientation, assessment, counseling, Student Educational Plans, career pathways, major choice, completion rates, and basic skills, to highlight a few. Since

most programs identified the lack of staffing, there is concern around who, what, when, where, and how are we going to implement these major changes, especially with no new staffing.

APPENDIX D: FACILITIES REVIEW

Information for the Facilities Assessment portion of the Educational Master Plan was gathered from a variety of sources including several college and district plans, campus tours, and meetings with District leadership. It is intended to provide some general considerations to link the EMP to the next generation of the Facilities Master Plan.

Overview

Las Positas College is the smaller of the two colleges in the Chabot-Las Positas Community College District, with approximately 42% of the total student population, reflecting its more suburban location. The oldest buildings on campus were built in 1975. These buildings are steel-framed modular, and are reaching the end of their service life. Through the Measure B program, the district began replacing these oldest buildings with larger, more efficient buildings. The college and District hope to remove all of these buildings over the next ten years, eventually developing a portfolio of buildings that will be much more suitable for the delivery of college-level programs.

Selective removal of the one-story modulars, along with construction of newer buildings, has allowed the college to construct the Campus Boulevard that links the academic precincts, each anchored by at least one significant new building. The hillside campus is organized along a series of plateaus. The Campus Boulevard creates an accessible path, connecting a series of plazas. The creation of a continuous, accessible circulation path connecting all levels of the campus is a priority that was clearly articulated in the FMP process. The process concluded that the next major project, the new Academic Building 100, will be placed prominently, replacing several modular buildings. Along with the recently completed Mertes Center for the Arts, the new Academic Building will define the lowest—and most public—entrance to the campus.

New buildings and renovations accomplished through Measure B have moved the college forward by adding a series of new, state-of-the-art buildings spanning the major programs. Eight new buildings were constructed. Renovations have been less extensive: the college and District have limited their investment in renovation at Las Positas College due to the relatively poor quality of the majority of the existing buildings. Instead, the 2012 FMP identifies the removal of the remaining modular buildings as a priority.

The statewide community college facilities database, FUSION, provides a consistently-presented resource to evaluate and compare community college facilities and to assess their adequacy. The 2017-2021 Five-Year Capital Outlay Plan shows the capacity of each campus in terms of various categories of instructional space. The Space Inventory provides critical information about the entire

portfolio of space on campus, including non-instructional support spaces essential to the successful operation of the college. The following commentary is generally organized to parallel these categories, but also includes critical infrastructure.

CLASSROOMS AND LECTURE HALLS

Based on overall assignable square footage, general classroom capacity at Las Positas College is calculated to be at approximately 130% per state guidelines based on five days a week from 7AM to 7PM. This is 80% utilization. State assessment of capacity for Las Positas College is that conventional classroom capacity is adequate for the five-year time horizon. However, this calculated capacity does not reflect peak hour demand: student schedules (often school + work + family) and faculty schedules create high demand for courses in peak hours. The district sees an overall need to optimize space to maximize flexibility; and to restore evening and weekend classes to improve access for working students.

Forty-five students per class is the ideal classroom size based on negotiated contracts with faculty and instructors. Certain programs prefer smaller class sizes for pedagogical reasons, but somewhat larger "non-territorial" classrooms with a typical capacity of 45 students will maximize flexibility.

Under Measure B, the new Multi-Disciplinary (MD) Building (B2400) was completed in 2007. Classrooms in this building are complemented by faculty offices that support a variety of programs. In addition, this building includes classrooms that provide seating capacity and classroom technology for flexible use. The classrooms are all provided with instructional technology, including overhead projectors, ceiling mounted screens, and lighting with zoned control for the presentation wall. In addition, the rooms are fitted with writing and tack surfaces and room darkening shades.

The MD Building also provides five classrooms with a capacity of 60, and a tiered 120-seat lecture hall. Wide corridors with alcoves encourage impromptu collaboration.

The Five-Year Plan identifies several projects that will contribute to the inventory of classroom and lecture space. According to the Five-Year Plan, this sequence of projects will maintain the current capacity level, keeping pace with projected growth in college population.
- A NEW Academic Building—Building 100—planned for occupancy in 2017/2018 is currently in design
- The proposed Integrated Learning Center (ILC)/Library Expansion (B2000/2100) will include instructional classrooms and is planned for occupancy in 2021/2022

- The proposed NEW Allied Health Building (new B800) will include instructional classrooms and is planned for occupancy in 2021/2022
- The proposed Public Safety/Horticulture/Viticulture/Auto Tech/Welding complex (B3400) is also planned for occupancy in 2021/2022 and will include classrooms

The FMP reaches beyond the time horizon of the 5-Year plan to describe additional buildings. The added instructional space will help the college keep pace with a growing student population.

- A future Campus Services Building (B300) is listed in the Five-Year Plan, but its projected occupancy in 2023/2024 places it beyond the time horizon of the Plan. The FMP notes the opportunity to include a full complement of general classrooms, computer labs, and a large, tiered classroom, in addition to a variety of functions discussed under "Student Services" below.
- A second future Academic Building (new B600) is also listed in the Five-Year Plan, but its projected occupancy in 2025/2026 places it beyond the time horizon of the Plan. In addition to standard classrooms, B600 may include a 90-person large lecture hall. The FMP envisions B600 adjoining and connected to B800.

The November 2014 Outreach process identified some specific needs. A number of the ideas and concerns suggest that there are barriers to students' ability to register for classes that fit their schedules. To address these concerns, several initiatives were suggested:

- Provide support for completion of Basic Skills, including integration with other curricula (contextual learning).
- Provide strategic course scheduling to help students access the coursework they need.
- Provide "contextualized instruction" and collaborate with industry experts.
- Provide versatile "non-territorial" classrooms that can be used by a range of programs.
- Update and "refresh" existing classrooms.

CLASS LABS

FUSION places computer labs in the same category as science and vocational labs, art studio and music performance spaces, categorizing all as "Class Labs." This reflects a period in the very recent past when instructional computer labs were relatively specialized. Now, virtually every program uses computers extensively and server-based instructional software enhances the ability to use instructional computer labs across multiple programs. Ongoing developments in instructional technology will continue to increase the ability to offer diverse instructional programs in shared computer lab facilities. For example, the Multi-Disciplinary Building includes two computer labs

seating 40-50 students. These are general assignment labs, used by a variety of programs to provide a high level of utilization.

For many programs, contextual learning is appropriate (e.g., classroom and computer lab adjoining vocational technology spaces). As noted above under the description of proposed projects incorporating classrooms, programs such as Allied Health and a variety of vocational programs can be very effective when classroom and computer labs immediately adjoin vocational and technical labs.

The November 2014 Outreach process identified some specific initiatives:
- Redesign or eliminate programs that do not serve broader student goals.
- Provide career-technical programs that support the needs of the local economy and business community.
- Strengthen relationships with local industry and encourage engagement with businesses.
- Add programs with potential for employment in targeted economic sectors such as agricultural technology, healthcare, food services and hospitality.

Based on the Five-Year Capital Plan, laboratory space is currently at around 80%. The addition of lab capacity is essential for a variety of programs at Las Positas. Construction of the new Allied Health Building (new B800) and complex B3400 are both planned for occupancy in 2021/2022. These buildings coming online will increase capacity to just over 100%, adding about 29,000 ASF of lab space, and providing a modern instructional setting with greatly enhanced health and safety provisions for these programs.

Sciences and Engineering
The Five-Year Plan does not identify any additional projects for sciences and engineering. Measure B, through the construction of Building 1850 and the renovation of Building 1800, has provided modern facilities for basic sciences and engineering.

Arts, Vocational Training and Special Programs
In addition to sciences and engineering, purpose-built classrooms for the arts, vocational training and a variety of specialized programs are generally considered as Class Labs. The college makes an ongoing effort to align with the economic needs of the community by providing needed skills, training, and certification. At the same time, there is strong support for programs and activities that foster lifelong learning. The values expressed in the EMP Outreach process include "discovery, creativity, and personal development."

Arts

The Five-Year Plan does not identify any additional projects for the Arts. Measure B, through the construction of a new Mertes Center for the Arts (Mertes Center, B4000), provided performance spaces, classrooms, gallery and studio/labs in a new building placed at the most public entrance to campus.

- Building 500, Studio Art, will be retained for the time being, but the remaining arts program buildings will be removed for construction of the planned NEW Academic Building (B100). It will be important to provide appropriate interim housing for these programs during the construction period.
- The FMP narrative suggests that new lab/studio spaces for the Applied Arts programs will be part of the new Academic Building (B100), benefitting from proximity to the Mertes Center.

Allied Health

One of the outcomes of the 2012 FMP process was a decision to develop an Allied Health program at Las Positas College. A new building for this program, Building 800, has been included in the Five-Year Plan and is planned for occupancy in 2021/22. Currently, the only program for Allied Health is Pre-Nursing.

The FMP describes several options to expand the Health Sciences curricula. Currently the program shares facilities at the Valley Care Educational Facility, off-site. The college may choose to continue with this approach, or may determine that it wishes to provide space for these programs on campus. Since some Public Safety certification programs require similar training, there may be an opportunity to develop more instructional space on campus to support these programs, while minimizing duplication of facilities.

Public Safety

Fire Service Technology and Emergency Medical Services are currently dispersed and housed in a number of smaller structures. The 2012 FMP and the Five-Year Plan identify new facilities for these programs to be constructed as part of a larger complex housing. This complex (B3400) is planned for occupancy in 2021/2022.

The November 2014 Outreach process identified some specific needs:
- Strengthen connections between technical programs and academic curriculum.

Automotive Technology

Auto Tech is now housed in a complex of structures currently identified as B800, along the west side

of campus with direct access to the perimeter road. The complex (B3400) is planned for occupancy in 2021/2022.

The 2012 FMP notes discussion on the part of the college and District of the possibility of entering into a partnership to offer more specialized training in automotive technology.. If identified early, the participation of an industry partner could affect the design of the facilities. Certainly, the availability of improved facilities will make a partnership more attractive.

Welding and Computer Technology

Welding is adjacent to Automotive Technology in the current B800 building, and continues accordingly in the Five-Year Plan as part of the B3400 complex. However, the FMP suggests that the Automotive Technology program will move to an off-site location.

In addition to Allied Health, B800 is planned to include general education classrooms, as well as a number programs that have strong links to career training. In line with the college objective to provide relevant technical training, this building is planned to include:

- Computer information systems
- Computer technology
- Computer networking, work-based learning
- Welding

Adjacency to the science buildings (B1800 and 1850) will support the curricula of these technical programs.

Horticulture/Viticulture

Horticulture/Viticulture programs are housed in a complex of structures currently identified as B800, along the west side of campus with direct access to the perimeter road. The 2012 FMP and the Five-Year Plan identify new facilities for these programs to be constructed as part of a larger complex. This complex (B3400) is planned for occupancy in 2021/2022.

The Horticulture and Viticulture programs have a synergy that strengthens both. Las Positas College is located in a wine-producing area that continues to grow. The potential is here for strong ties to the economic interests of the community and the development of a trained workforce, enriched by access to complementary education in science and business. The proposed new facilities offer an important opportunity for partnerships with business. The Viticulture program in particular can contribute to the unique identity of the college and add to its reputation.

The Campus Hill Vineyard, adjoining the Campus Hill Drive entrance to the college, suggests an alternative location for a program that could become strongly identified with Las Positas.

The November 2014 Outreach process identified some specific needs:
- Diversify the Agriculture program
- Connect Murray Ranch open space to the college

National Laboratories
The November 2014 Outreach process identified the intention to strengthen ties and improve programmatic connections with the Lawrence Livermore Lab and Sandia National Lab.

LIBRARY

FUSION indicates that current library space—Building 2000—at Las Positas College is at about 75% of needed capacity. The FMP suggests a construction of a new Integrated Learning Center (ILC) to augment the library and fulfill a college objective to provide instructional support co-located with the library. The Five-Year Plan identifies this as a project for occupancy in 2021/2022. The addition of the ILC will provide added area to bring the college to a projected 100% of needed capacity.

In the meantime, an interim renovation of the library has just been completed to address immediate critical needs and provide collaborative group study rooms that were a priority for the college. The ILC is currently located in existing Building 600, where facilities are very limited.

The College has also provided a generous Tutorial Center in the Multi-Disciplinary Building (B2400). This center combines enclosed group study rooms with a generous open area that can be used for more casual collaboration.

Through the November 2014 Outreach process, the college identified the need to:
- Support a diverse range of learning styles
- Provide a late-night study/reading room
- Promote collaborative learning
- Advance the needs of under-prepared students
- Provide professional development to faculty and staff

Professional Development
Training for faculty and staff combines elements of library, audio/visual, and instructional

technology. The physical location of space for professional development may vary accordingly. As higher learning institutions increase their use of distance and distributed learning, there will be an ongoing need for faculty training.

Las Positas houses a robust center for professional development. The "Blackboard" Center is located in the Multi-Disciplinary Building. This center provides a computer lab, along with multi-media studios where course content can be recorded. The center has a help desk with trained support staff.

AV/TV
Audio Visual/Television is a FUSION category that may contain a variety of media-enabled or media-supporting activities. Based on the Five-Year Capital Plan, AV/TV is currently only at about 50% of needed capacity. However, construction of the future ILC is projected to bring the college to about 100% in 2021/2022.

FACULTY, STAFF AND ADMINISTRATIVE OFFICES

Faculty Offices
At Las Positas, the original campus plan included a number of separate faculty office buildings adjacent to classroom buildings. As the original buildings have been removed and new buildings constructed, faculty offices are more likely to be collocated with classrooms and labs. The Five-Year Plan identifies additional faculty office space as part of each planned project. According to the Five-Year Plan, this sequence of projects will maintain the current capacity level at approximately 95%, keeping pace with projected growth in college population.

Student Support Services
Student Services are currently housed in the recently completed Student Services/Administration Building (B1600). By including this project in the Measure B program, the College was able to bring administrative office and services into a single, centrally located building. The importance of assessment testing and placement was expressed through the Planning Charrette.

The Five-Year Plan identifies a future project, beyond the time horizon of the Plan, to add a new Campus Services Building (B300) adjacent to the new Academic Building. The addition of B300 will provide an improved building to house the bookstore, copy center, campus security, and student health services. The new building will allow removal of the remaining modular structures adjacent to parking lots B and C.

The November 2014 Outreach process surfaced some specific ideas that include:

- Expanded hours for student services (evenings and weekends)
- Expanding job placement services
- Foster health and wellness
- Expand services to "prestigious and successful" students as an incentive
- Improve digital technology for admissions and records, counselling, and other services

Special Programs

Disabled Students Programs and Services (DSPS) is located in the Student Services/Administration Building (B1600). This new building is fully accessible, and the DSPS offices are collocated with the suite of other student support services, as well as the cafeteria. The citing of this building is convenient to all of the academic programs.

Las Positas also has a Veterans' Resource Center, currently located in one of the modular buildings. In the future, this program might be located in the Campus Services Building (Future B300). During the Planning Charrette, a need to improve support services and course offerings for veterans was identified.

RECREATION AND SPORTS

Under Measure B, a new gymnasium and aquatic center were constructed at the upper level of the campus. A soccer field is also located within the campus loop road. A running track is located on the hilltop, outside the loop road.

The 2012 FMP foresees the future development of field sports facilities, supported by parking and other amenities, on this relatively undeveloped parcel on the hilltop. This location is well-suited for shared use with the community with minimal impact on the central campus.

STUDENT LIFE

Every college finds itself in competition for students. The availability of quality programs is the foremost consideration for students selecting a college. However, support services, access, convenience and the overall quality of campus life play a role in helping students stay in college and accomplish their goals.

Student Union

Las Positas has no designated Student Union. However, there are a number of assembly and event spaces that can be used for large events. These include:

- Multi-Disciplinary Building Tutorial Center commons and its patio
- Theaters
- Cafeteria
- Outdoor spaces

The Cafeteria is located in the Student Services/Administration Building (B1600). The cafeteria can be divided into several smaller rooms, which permits flexible use for concurrent activities. Overall, the cafeteria is relatively small, and may not have the capacity to support significant future growth in the student population. The fact that the campus is spread over a series of plateaus may suggest a more decentralized approach—with satellite facilities serving the upper campus as it develops in the future.

Student government currently has its offices within the Student Services/Administration Building. This provides access to the cafeteria and to the generous lobby area for events.

TRANSIT AND PARKING

Public Transportation

Las Positas College is served by bus (Livermore Amador Valley Transit Authority) with connections to Livermore and to the Dublin/Pleasanton BART Station. There is a small transit center on campus. In the future, improvements to the transit center are a goal expressed by the district and the college. Due to its suburban location, smaller transit vehicles such as private shuttles may play an increased role in campus access.

Construction of the proposed Campus Services Building (B300) in 2023/2024 will allow removal of Building B1700, and the creation of a new landscaped point of arrival between the Student Services and Administration Building and the Multi-Disciplinary Building. This new area—now simply a bus turnaround—can be developed as the campus transit center. The improved point of arrival for buses will provide a better-defined gateway to campus at this very central location.

Construction of a new Livermore BART Station has been planned for many years, and may be completed in the relatively near future. When this takes place, the impact on the college will be

significant. Shuttle bus service from the BART station in the median of Highway 580 will almost certainly be feasible, greatly reducing travel time for BART users. Increased access by public transit is likely to make Las Positas College more attractive to potential students, and may have an effect on the growth of its student population.

The November 2014 Outreach process surfaced some specific ideas that include:
- Improve pathways and storage for bicycle and skateboard access
- Improve public transportation for students from the Tracy area

Parking
Parking is dispersed in a number of lots at the perimeter of campus, keeping the central precinct virtually vehicle-free. With occasional exceptions, available parking appears adequate to serve current and projected needs. Future development of athletic facilities on the hilltop will necessitate construction of additional parking for convenience and accessibility to the community.

The FMP includes revisions to the layout and internal circulation within the parking areas. These modifications are the result of discussions about safety and convenience. They also reflect a desire to mark campus points of entry.

OUTDOOR AND LANDSCAPE

Active outdoor space is an essential component of college life, as students gather, socialize, and study outdoors. At Las Positas College, no new building projects have taken place without the improvement of adjoining outdoor space. The Campus Boulevard project has created a sequence of outdoor gathering areas, linked by a generous pathway that provides access between the various levels of the campus.

These outdoor places increase opportunities for collaborative learning, an important goal for the college. The Las Positas campus is quite windy, so creating shelter for the outdoor areas is important to their usability. A good example is the courtyard between the Boulevard and Building 1600, which takes advantage of the terrain to provide an enclosing wall around an outdoor patio off the cafeteria.

The outdoor amphitheater, once turfed, has been paved with concrete. It is no longer inviting, and its renovation is suggested in the FMP as a complement to the construction of the planned Buildings 800 and 600.

A landscape master plan was developed as part of the 2012 Facility Master Plan and provides a framework for future outdoor improvements. Important gateway entrances, framed by major buildings, are envisioned along the loop road. Native planting and stonework provide a theme that suits the surroundings of the campus.

When the Boulevard project is fully implemented, it will loop around the future hilltop athletic fields, uniting the entire campus. Importantly, the project will create a point of entry for Murray Ranch open space preserve. Las Positas College cites environmental responsibility among its core values. Its location on the edge of open land is important to its identity. The Murray Ranch property is protected from development. Two hundred acres are set aside for environmental mitigation. However, the absence of development creates a special opportunity: dark skies. Eventually the college plans an observatory within the ranch.

COMMUNITY CONNECTIONS

The College's mission and values reflect a broad emphasis on lifelong learning. Programs that attract older learners need to offer a range of academic and cultural facilities that will attract these continuing and returning students. For a younger demographic, Las Positas College offers concurrent enrollment for high school students who are ready to take on more challenging coursework in preparation for college enrollment.

The November 2014 Outreach process suggested:
- Consider paid lifelong learning and non-credit courses as a source of revenue for the college that fosters strong community support.
- Partner with high schools to provide programs for motivated students.
- Strengthen ties with nearby city governments.
- Provide contract training for local businesses.
- Enroll international students and others who will pay full fees.

Las Positas College has strong connections to the community. The fact that the campus provides many opportunities for public events and activities such as summer camps and sports clubs has benefits that are both social and financial. Revenues from facilities rentals are a major source of discretionary revenue.

Mertes Center for the Arts
The college has recently completed Building 4000, the Mertes Center for the Arts. The Center

provides a full theater, seating about 500, and a 175-seat "black box" performance space. The building has a central atrium that can be used as a pre-function space. With convenient parking, the Mertes Center is well used both by the college and by the community.

Flexible Event/Activity Spaces

In addition to the formal performance spaces in the Mertes Center, Las Positas can provide access to a number of large, well-appointed events spaces:

- The Multi-Disciplinary Building Commons Area opens to a generous patio that can be used for events in conjunction with the double-height Commons.
- The cafeteria and its courtyard, located in the Student Services and Administration building, may be usable by the community with appropriate scheduling.

In the future, the horticulture/viticulture project might include an event space that could be used by the community, similar to facilities at UC Davis.

Sports Facilities

Las Positas College encourages community use of its sports facilities. Income from use of the soccer field, pool, and gymnasium by local teams, clubs, and summer programs supplements college revenue.

When additional sports facilities are constructed on the hilltop, the potential for shared use of athletic facilities will greatly increase. By virtue of their relatively remote location, these facilities will need to be supported by parking and ancillary buildings that will make it relatively easy to provide community access while minimizing impacts on the central campus.

INFRASTRUCTURE

Instructional Technology

The district Data Center is located in Building 1900 at Las Positas College. The college computer hub is located in the Multi-Disciplinary Building. Classroom technology has been provided throughout the campus. In addition, the Campus Boulevard project created an opportunity to provide a new underground backbone cabling infrastructure.

Over the next five to seven years the district's plans for major projects include:

- Server virtualization
- Completion of any remaining classrooms that lack instructional technology
- Disaster recovery planning and provisioning (UPS and generator systems)

- Power Over Ethernet (POE)
- Expansion of bandwidth

Because of the high level of technical infrastructure, portions of the Multi-Disciplinary Building have been designated to serve as the Treasury for the State of California in the event of an emergency or natural disaster affecting Sacramento.

The State of California is also beginning to require a distributed antenna system to support emergency response. This type of system may eventually be required.

In new buildings, wireless access has been provided throughout, allowing students opportunities to connect and collaborate readily. Wireless access for outdoor areas is available, though these areas are considered to be of lower priority than the building common areas and classrooms. Eventually, the College will want to provide wireless connectivity for the athletic fields and other planned facilities on the hilltop.

Distance Learning has become common practice. "Distributed Learning" is a newer concept that is now being defined. Site infrastructure requires a robust fiber backbone dedicated to A/V. The video distribution system will allow streaming, recording of class sessions, and real-time video distribution through lecture capture. Through a pilot program at Chabot College, faculty and District IT are defining what such a system needs to deliver. In the future, the program may be deployed more broadly on both campuses.

Currently the "Blackboard" Center, located in the Multi-Disciplinary Building, is providing training and development opportunities for faculty. The district's support for this facility, and its proximity to the IT resources on site, make it a great asset that can be shared by both colleges.

The November 2014 Outreach process surfaced some specific ideas that need technical support for implementation and training, and may require space and infrastructure:
- Enhance online course offerings and establish an online associates degree program.
- Provide infrastructure for online counseling services, transcripts, etc.
- Provide an online appointment system for student services.
- Support digital document management.
- Enable online fundraising and donations via the college website.
- Deploy mobile apps for classroom scheduling.
- Modernize the college website and retain a webmaster.

Utilities

Through the Measure B program, the district made significant investments in infrastructure. These investments are crucial to preserve assets, reduce operating costs, and provide a reliable and safe setting for all activities on the campus.

Under Measure B, a new central utility plant and distribution system were put in place. Parking lots were improved and photovoltaics added for a significant reduction in the college's energy costs. Improved storm water management, and the provision of a reclaimed water system for irrigation were significant accomplishments of the Measure B program.

Facilities Maintenance and Operations

The maintenance of grounds and facilities requires staff, vehicles, storage and shop facilities. At Las Positas, maintenance shops are located at the north end of campus, outside the loop road. These facilities are well-located and relatively new. No changes are identified in the Five-Year Plan or the FMP.

With the future development of the hilltop athletic facilities, some expansion in maintenance and operations facilities may be required to support additional grounds and maintenance needs.

REFERENCES

FUSION—Space Inventory and Project Planning Modules

2017-2021 5 YR Capital Outlay Plan (2017-2018 First Funding Year)—Chabot-Las Positas Community
   College District

The 2012 Chabot-Las Positas College Facilities Master Plan (Steinberg Architects)

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2015–2020

LAS POSITAS COLLEGE

EDUCATIONAL

MASTER PLAN

LAS POSITAS
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