



**LASSEN COMMUNITY COLLEGE**  
**2014 Self Evaluation Report**  
of Educational Quality and Institutional Effectiveness  
Support for Reaffirmation of Accreditation



**2014 Self Evaluation Report of Educational Quality and Institutional  
Effectiveness**

**Support for Reaffirmation of Accreditation**

**Submitted by:**

**Lassen Community College  
P.O. Box 3000  
Susanville, CA 96130**

**To:**

**Accrediting Commission for Community and Junior Colleges  
Western Association of Schools and Colleges**

**Approved by the Governing Board:  
November 12, 2013**

Date: 12-1-2013

To: Accrediting Commission for Community and Junior Colleges, Western Association  
of Schools and Colleges.

From:

DR. MARLON HALL  
Chief Executive Officer

LASSEN COMMUNITY COLLEGE  
Name of Institution

478-200 HIGHWAY 139/P.O. BOX 3000  
Address

SUSANVILLE, CA 96130  
City, State, Zip

This Self Evaluation of Educational Quality and Institutional Effectiveness is submitted to ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

I certify that there was broad participation by the campus community, and I believe the Self Evaluation accurately reflects the nature and substance of this institution.

Signature:

Dr. Marlon R. Hall



Date: 12-1-2013

To: Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges.

From:

DR. MARLON HALL  
Chief Executive Officer

LASSEN COMMUNITY COLLEGE  
Name of Institution



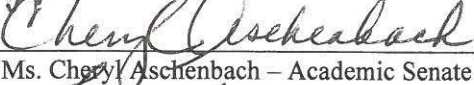
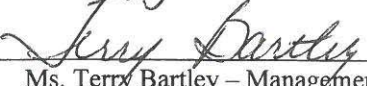
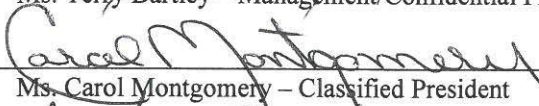

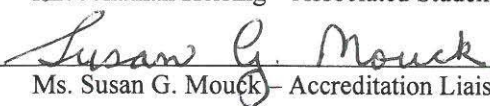
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This Self Evaluation of Educational Quality and Institutional Effectiveness is submitted to ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

We certify that we have read the final Institutional Self Evaluation Report and that we were involved in the self-evaluation process.

Signed:

 Dr. Marlon Hall – Superintendent/President	11-12-13 Date
 Mr. Jeff Hemphill – Governing Board President	11-12-13 Date
 Ms. Cheryl Aschenbach – Academic Senate President	11-12-13 Date
 Ms. Terry Bartley – Management/Confidential President	11-12-13 Date
 Ms. Carol Montgomery – Classified President	11-12-13 Date
 Mr. Jonathan Herring – Associated Student Body President	11-12-13 Date
 Ms. Susan G. Mouck – Accreditation Liaison Officer	11-12-13 Date

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## **History, Community, District and Student Demographics and Performance Data**

### **The History**

Lassen Community College (LCC) has a long history of serving the communities of Lassen, Modoc, and Plumas counties through preparation for transfer to four-year colleges, lifelong learning, basic skills, general education, and career technical education. LCC affords students significant learning opportunities through devoted teaching, excellent support services, and an environment that is responsive to students' changing needs and circumstances.

LCC was founded in 1925, when the Junior College Department of the Lassen Union High School District was established and began conducting classes on the Lassen High School campus. As time progressed, a separate facility was opened in 1941 across from the high school. The modern era of LCC began in 1965 with the establishment of the LCC District and the separation from the high school district. A separate Board of Trustees was elected and planning began for a new campus. That campus, located just north of Susanville on Highway 139, today consists of 165 acres and 39 buildings. It began operations in September 1971. In addition to the main campus, a computer class for seniors is offered at the Senior Center, intercollegiate athletic classes schedule some practices and competitions at several off-campus fields (Riverside Park, Memorial Park, Meadowview School). Further, an off-campus Public Safety Training Center housing nursing and fire technology classes opened summer 2013.

Since the peak of LCC's headcount in 2010-2011, there has been a decrease in annual headcount. This decrease in headcount is directly related to severe budget cuts and workload reductions across the state and is not indicative of a lack of community need for education. As California begins to restore community colleges, LCC will be looking to continue to grow and meet community and distance education students' need for education.

LCC is dedicated to raising performance in all areas with a goal of continuously improving the success of our students. The efforts of faculty, classified staff, management/confidential staff, and administration have all continued to increase persistence and success of students enrolled at LCC.

## The Community

The Lassen Community College (LCC) District is a single college district. Figure 1-1 provides a graphical representation of the service area where the LCC campus is located at the northeast region of California on the border of Nevada.

Figure 1 Service Area

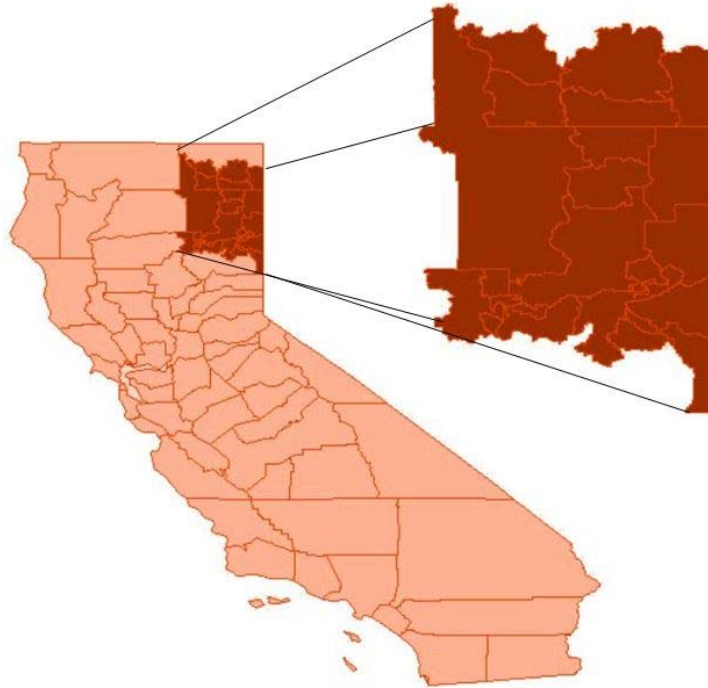


Figure Retrieved from 2013 LCC Fact Book

According to the 2010 US Census, the total population of LCC service area was approximately 35,000. A comparison of demographics showed a higher percentage in the male population as the service area includes one federal and two state prisons.

The service areas population ethnicity representation is primarily composed of white non-Hispanic, followed by Hispanic and African American residents. Over 70 percent of residents in the total service area population fall between the ages of 18 to 65. In terms of highest educational attainment for this group, 80 percent had a high school diploma or higher, 30 percent bachelor's degree or higher.



## The District

Over the last five years, the LCC student population total has fluctuated greatly, hitting its peak in the 2010-2011 academic year. Unfortunately for LCC, this was the last year of headcount growth as the State observed a major financial deficit. In turn, funding for education at all levels was cut. Due to this cut in funding, LCC has been unable to offer the same number of course sections as in years past, thus, student headcount has declined. One positive effect of this decline is that individual students, on average, have accounted for more FTES to enrollment in fall 2012 in comparison to fall 2011 as the FTES generated decreased by 4.7 percent from 2011 while headcount decreased by 16.2 percent. Similar to fall, spring 2013 saw a decrease in headcount by 10.4 percent and 15.2 percent in FTES in comparison to spring 2012. This suggests that students are enrolling in more units and staying enrolled beyond the census date. It is expected that LCC student goal achievement, whether it is degree, certificate attainment, or transferring to a four-year institution, will improve as a result of increased attempted units.

## Enrollment Trends

Table 1: Fall Enrollment Data

<b>Fall</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
Enrollment	5686	6551	7539	6217	5779
Headcount	1766	2188	2863	2449	2052
FTES	661.9	748	853.6	708.2	676.3

Data retrieved from LCC Datatel

Table 2: Spring Enrollment Data

<b>Spring</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>
Enrollment	7030	7497	8782	7606	6887
Headcount	2894	3288	3856	3332	2985
FTES	722.5	767.4	917.6	807.4	700.7

Data retrieved from LCC Datatel

Table 3: Summer Enrollment Data

<b>Summer</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
Enrollment	1786	2362	2836	2643	2381
Headcount	1039	1464	2012	1719	1533
FTES	187.4	214.9	259.6	270.6	235.5

Data retrieved from LCC Datatel

## Offerings by Modality

Courses are offered through various methods to best serve the LCC student population. As outlined in Tables 4, 5, and 6, students have three different methods to meet their educational goals.

Traditional face-to-face courses make up the majority (> 70 percent) of LCC course offerings. However, with the demand for distance education there has been a 5 percent decrease in face-to-face course offerings over the past five years.

Table 4: Annual Enrollments by Face-to-Face

Face-to-Face	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percent of all Courses	79.0%	72.9%	72.4%	73.6%	74.0%
Sections	734	730	767	665	636
Enrollment	10420	11052	12826	11146	10097
Headcount	3388	3667	4653	3955	3376
FTES	1090.3	1113.2	1294.9	1195.3	1071.7

Data retrieved from LCC Datatel

Correspondence offerings have fluctuated over the past five years with a peak in the 2010-2011 as the modality made up nearly 25 percent of the courses offered at LCC. Though there has been a decrease in offerings since 2010-2011, headcount has increased during the five-year span by 23.9 percent.

Table 5: Annual Enrollments by Correspondence

Correspondence	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percent of all Courses	18.4%	23.8%	24.6%	23.8%	20.9%
Sections	171	238	260	215	180
Enrollment	4282	5671	6663	5450	4692
Headcount	1350	2113	2292	1943	1672
FTES	426.5	562.0	663.2	540.7	471.8

Data retrieved from LCC Datatel

As noted earlier, there has been an increase in online courses offerings at LCC, which has nearly doubled since 2008-2009. Subsequently, this is reflected in the increase in enrollment, headcount and FTES over the past five years.

Table 6: Annual Enrollments by Online

Online	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percent of all Courses	2.6%	3.4%	3.0%	2.5%	5.1%
Sections	24	34	32	23	44
Enrollment	430	463	590	398	695
Headcount	281	313	380	273	419
FTES	55.6	55.1	72.7	50.3	80.2

Data retrieved from LCC Datatel

## Student Unit Load

There has been a decrease in full time students over the last five years from 28 percent to 20.6 percent. However within the last three years there has been a slight upward trend in full-time student enrollment.

Table 7: Unit Load

Unit Load	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
0.1 - 2.9	33.9%	30.6%	17.4%	14.4%	16.7%
3.0 - 5.9	17.7%	23.6%	36.2%	39.7%	35.0%
6.0 - 8.9	12.5%	14.2%	17.7%	22.6%	21.5%
9.0 - 11.9	7.9%	8.1%	9.6%	5.1%	6.1%
12.0 -14.9	14.0%	12.5%	10.2%	9.8%	11.1%
15 +	14.0%	10.9%	8.8%	8.4%	9.6%

Data retrieved from LCC Datatel

## Employees

The comparison of the data from Table 8 shows that the majority of the employee population is faculty members with a total of 57.7 percent (adjunct faculty members make up 36.5 percent of the overall employee population).

Table 8: Lassen Community College Employees 2012-2013

Employment Classification	Headcount	Percent
Academic, Temporary	62	41.3%
Academic, Tenured/Tenure Track	34	22.7%
Classified Administrators (Managers)	13	8.7%
Classified Employees	34	22.7%
Confidential Employees	3	2.0%
Educational Administrator	4	2.7%
Total	150	100.0%

Data retrieved from LCC Datatel

## Student Demographics

Currently, male students continue to maintain majority status over the last five years, making up over 60 percent of the population over the most recent terms. This statistic is similar to the community and may be attributed to the correspondence courses being offered at the male-only state and federal correctional institutions.

Table 9: Student Gender

Gender	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Females	36.2%	30.2%	23.5%	20.4%	22.9%
Males	63.5%	69.7%	76.5%	79.5%	77.1%
Unknown	0.3%	0.1%	0.0%	0.1%	0.0%

Data retrieved from CCCCO Datamart

Historically, the majority of students who enroll at LCC are white-non-Hispanic. However, over the past five years this population has seen a 19.4 percent decrease. In contrast, LCC is growing in its diverse populations with Hispanic student headcount increasing by 10.4 percent. Similarly, African American student headcount has increased by 9.1 percent over the past five years.

Table 10: Student Ethnicity

Ethnicity	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
African-American	4.0%	8.5%	14.1%	14.7%	13.1%
Am.Indian/AK Native	3.4%	3.0%	2.6%	2.6%	3.0%
Asian	1.0%	1.3%	2.1%	2.2%	2.2%
Filipino	0.4%	0.4%	0.8%	0.8%	0.6%
Hispanic	10.1%	11.6%	18.2%	19.7%	20.5%
Multi-Ethnicity	0.1%	0.7%	1.6%	1.5%	2.0%
Pacific Islander	1.0%	1.0%	0.8%	1.0%	1.1%
Unknown	4.7%	2.2%	1.6%	1.6%	1.6%
White Non-Hispanic	75.4%	71.2%	58.4%	55.9%	56.0%

Data retrieved from CCCCO Datamart

The proportion of students that are between the ages of 20 and 34 years of age has increased over the last five years by 7.7 percent, while the population of 35 and older has declined, primarily in the over-50 age group.

Table 11: Student Age Groups

Age Group	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
19 or Less	15.6%	14.1%	10.9%	11.3%	13.2%
20 to 24	14.7%	14.8%	16.5%	16.5%	18.8%
25 to 29	12.0%	12.6%	15.5%	14.3%	13.9%
30 to 34	8.9%	10.6%	13.3%	14.0%	12.6%
35 to 39	9.4%	9.8%	11.4%	11.7%	10.1%
40 to 49	15.5%	17.0%	17.1%	17.8%	16.2%
50 +	24.0%	20.9%	15.3%	14.4%	15.2%

Data retrieved from CCCC CO Datamart

### Student Development

The trend of students attending LCC shows an 18.8 percent increase in first-time student enrollment over the past five years. Though this is a positive increase, over the time frame, the fall 2012 data shows a 6.0 percent decrease from fall 2010. This may be related to the reduction in course offering and priority registration as the data shows an increase in fall 2012 continuing students from fall 2010 by 4.5 percent.

Table 12: Student Enrollment Type

Student Type	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Continuing Student	53.8%	56.0%	43.8%	50.4%	48.3%
First-Time Student	10.9%	6.9%	35.7%	24.2%	29.7%
First-Time Transfer Student	4.6%	3.3%	6.9%	9.8%	7.6%
Returning Student	29.7%	31.0%	12.0%	13.2%	11.2%
Special Admit Student	0.9%	2.8%	1.6%	2.3%	3.2%

Data retrieved from CCCC CO Datamart

## Student Support Services

LCC has taken initiative over the past five years to emphasize the need for student support services (formerly matriculation) components as an effective strategy to help increase student success in completing educational goals. This reflects in the increase across the matriculation components as orientation increased 2.6 percent, assessment increased 5.4 percent, and counseling increased 12.9 percent. However, there has been a decrease in educational plans and follow-up, which may be related to the majority (66.1 percent) of students who are continuing, returning or transfer students. The decrease in education plans is being addressed by counselor visits to all English and Speech classes each term, in part to communicate the importance of having an Education Plan for student success. Student support services will further address the decrease in educational plans with the implementation of Degree-Audit, a computer-generated analysis that enables the student and his/her adviser to assess the student's academic progress and unfulfilled associate degree requirements. The program is being integrated into the current matriculation protocols in an effort to address the need for students to have better and more efficient educational planning.

Table 13: Student Support Services

<b>Matriculation Components</b>	<b>Fall 2008</b>	<b>Fall 2009</b>	<b>Fall 2010</b>	<b>Fall 2011</b>	<b>Fall 2012</b>
Orientation Services Received During the Term	6.7%	0.6%	5.6%	6.8%	3.3%
Orientation Services Received Prior to the Term	21.0%	24.7%	16.5%	16.3%	27.0%
Assessment Placement Services Received During the Term	0.8%	1.1%	20.3%	18.1%	7.8%
Assessment Services Placement Received Prior to the Term	60.7%	54.3%	42.9%	42.1%	59.1%
Counseling/Advisement Services Received During the Term	42.7%	63.1%	39.0%	45.3%	55.6%
Student Education Plan Development Services Received During the Term	17.8%	8.5%	22.2%	14.1%	5.2%
Academic Follow-up Services Received During the Term	19.0%	6.6%	3.5%	3.5%	4.7%

Data retrieved from CCCCO Datamart

## Assessment

Table 14 provides a three-year trend of first-time student headcount by academic year (summer-spring). The results show a 26.3 percent decrease in headcount of first-time students who enrolled and took a math assessment. Though headcount is decreasing student performance is increasing as the assessment into the lowest remedial math sequence courses (i.e. 101, 102) has decreased from 92.0 percent in 2010-2011 to 85.4 percent in 2012-2013.

Table 14: Math Placements by Academic Year

Academic Year	2010-2011	2011-2012	2012-2013
Headcount	658	607	521
MATH 101	41.8%	34.8%	37.2%
MATH 102	50.2%	54.4%	48.2%
MATH 51 (new number MATH 103)	5.2%	4.9%	9.6%
MATH 60	2.4%	4.3%	3.8%
MATH 40	0.5%	1.6%	1.2%

Data retrieved from LCC Datatel

Table 15 provides a three-year trend of first-time student headcount by academic year (summer-spring). The results show a 38.1 percent decrease in headcount of first-time students who enrolled and took an English assessment. Though headcount is decreasing student performance is increasing as the assessment into the lowest remedial English sequence courses (i.e. 151, 103, 102) has decreased from 64.0 percent in 2010-2011 to 59.9 percent in 2011-2012.

Table 15: English Placements by Academic Year

Academic Year	2010-2011	2011-2012	2012-2013
Headcount	845	731	612
ENGL 151	9.5%	8.1%	6.4%
ENGL 103	19.2%	13.8%	18.6%
ENGL 102	35.4%	38.0%	38.4%
ENGL 50 (new number ENGL105)	36.0%	40.1%	36.6%

Data retrieved from LCC Datatel

## Student Performance

### Success

LCC follows the definition from the California Community College Chancellor's Office (CCCCO), which has defined success as students earning a grade of A, B, C, or P (Pass). The five-year trend shows that overall success rates have decreased by 1.5 percent from 2008-2009, which can be attributed to a low success rate in fall 2012. Previously, the success rate had increased to 70.2 percent in 2011-2012. Most notable, although online students have the lowest rate of success, there has been a 14.5 percent increase in success rates over the past five years.

Table 16: Success by Modality

Modality	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Overall	69.2%	66.3%	66.4%	70.2%	67.7%
Face-to-Face	72.7%	72.5%	70.4%	73.2%	71.9%
Correspondence	63.5%	55.5%	60.2%	65.1%	60.2%
Online	41.6%	49.5%	50.0%	53.3%	56.8%

Data retrieved from LCC Datatel

### Term Retention

LCC follows the definition from the CCCCCO, which has defined term retention as students earning a grade other than W (Withdraw) for the term. The overall term retention at LCC shows to be consistent remaining in the high 80's with the exception of the 2011-2012 year, which was over the 90 percentile. The data trend shows that the lowest rate of attrition occurs in traditional face-to-face courses with less than 10 percent. The online term retention has made a notable difference with an increase of 11.4 percent in the past five years.

Table 17: Term Retention by Modality

Modality	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Overall	87.8%	87.4%	88.4%	91.5%	87.8%
Face-to-Face	90.5%	92.1%	92.0%	93.7%	91.1%
Correspondence	82.3%	79.0%	81.7%	87.3%	80.9%
Online	74.4%	79.0%	84.1%	85.9%	85.8%

Data retrieved from LCC Datatel



## Persistence

Fall to spring persistence data shows that there has been a decrease in term persistence from fall 2008 to fall 2012. However, there has been a major increase since fall 2010 and 2011 in persistence rate increasing by nearly 10 percent.

Table 18: Fall to Spring Persistence

Student Type	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Developmental/Basic Skills	70.6%	67.7%	57.1%	76.2%	72.7%
Undeclared Major	77.7%	58.2%	74.6%	70.8%	64.6%
Non-credit Only	79.3%	69.6%	73.8%	50.0%	25.0%
Transfer	66.5%	32.9%	60.3%	70.4%	63.0%
Vocational	50.0%	47.1%	13.5%	9.5%	26.8%
Overall	68.1%	51.1%	42.1%	31.8%	51.0%

Data retrieved from LCC Datatel

Fall to fall persistence data shows that there has been a decrease in term persistence from fall 2008 to fall 2012. However, there has been an increase since fall 2010 and 2011 in persistence rate increasing by nearly 5 percent.

Table 19: Fall-to-Fall Persistence

Student Type	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Developmental/Basic Skills	47.1%	37.6%	42.9%	52.4%	50.0%
Undeclared Major	54.5%	39.6%	54.4%	42.7%	40.3%
Non-credit Only	51.7%	41.1%	29.5%	41.7%	0.0%
Transfer	46.5%	22.4%	34.1%	42.4%	40.6%
Vocational	31.8%	29.4%	8.1%	4.3%	15.0%
Overall	46.5%	32.7%	26.5%	18.7%	31.7%

Data retrieved from LCC Datatel

## Student Achievement

### Completion

The data on completion was retrieved from the California Community College Chancellor's Office Score Card report. This method provides a percentage of degree attainment and/or transfer seeking first-time students tracked for six years to determine who succeeded in completing a degree, certificate or transfer-related outcome.

Table 20: Completion Rate

Completion	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
Cohort	266	246	235	240	226
Completion Rate	50%	49%	43%	35%	38%

### Remedial Completion

The data on remedial English completion was retrieved from the California Community College Chancellor's Office Score Card report. This method provides a percentage of credit students who start out at any levels below transfer in English and are followed for six years to determine if they successfully completed a college-level course in English.

Table 21: Remedial English Completion Rate

Completion	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
Cohort	116	70	67	64	68
Completion Rate	20%	14%	18%	28%	21%

The data on remedial mathematics completion was retrieved from the California Community College Chancellor's Office Score Card report. This method provides a percentage of credit students who start out at any levels below transfer in math and are followed for six years to determine if they successfully completed a college-level course in mathematics.

Table 22: Remedial Math Completion Rate

Completion	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
Cohort	-	-	210	309	253
Completion Rate	-	-	9%	14%	9%

## Awards

The awards data shows a high rate of efficiency within the student population as annual headcount decreased 18 percent from 2011-2012 to 2012-2013, however the degrees and certificates awarded showed an increase of 12 percent.

Table 23: Awards

<b>Awards</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>	<b>2011-2012</b>	<b>2012-2013</b>
Associate in Science for Transfer (A.S.-T)					4
Associate in Arts for Transfer (A.A.-T)					1
Associate of Science (A.S.)	50	53	30	32	38
Associate of Arts (A.A.)	122	88	100	114	145
<b>Total Degrees</b>	<b>172</b>	<b>141</b>	<b>130</b>	<b>146</b>	<b>188</b>
Cert. requiring 30 to < 60 semester units	140	122	131	139	86
Cert. requiring 18 to < 30 semester units	12	7			
Cert. requiring 6 to < 18 semester units	41	28	32	3	49
<b>Total Certificates</b>	<b>193</b>	<b>157</b>	<b>163</b>	<b>142</b>	<b>135</b>
<b>Total Awards</b>	<b>365</b>	<b>298</b>	<b>293</b>	<b>288</b>	<b>323</b>

Data retrieved from CCCCO Datamart

## Transfer

A strategy to assessing transfer data is the use of the California Community College Chancellor's Office transfer velocity tool, which develops cohorts based on first-time students who meet specific criteria related to transferring. The cohort is followed for six years to assess the headcount of students who transferred to a four-year university.

The five-year data trend indicates that there is a lower rate of students transferring to four-year universities. This may be related to the decrease in students accepted at California State University and University of California based on statewide budget cuts. Additionally, many LCC students transfer to out-of-state schools, specifically the University of Nevada at Reno. University of Nevada at Reno had a 'Good Neighbor' agreement with LCC to allow students to attend college in Nevada at the resident rate. However, the program was discontinued in June 2011, which may discourage students to transfer based on higher tuition rates.

Table 24: Transfer Cohorts

Cohort Year	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
Cohort	240	128	134	121	133
Transferred	88	55	52	32	25
Percent	36.7%	43.0%	38.8%	26.4%	18.8%

Data retrieved from CCCCO Datamart

## Accreditation Themes

### Institutional Commitment

LCC's mission statement makes clear that the institution is committed to providing high quality education on campus and in outreach areas.

The College's commitment to student learning is evident throughout the institution. The Curriculum/Academic Standards Committee ensures congruence between all instructional offerings and the stated institutional mission. It evaluates all courses and programs with respect to their quality, currency, and identification of appropriate and measurable Student Learning Outcomes (SLOs) as part of the established Instructional Program Review (IPR) process. The regular systematic cycle of program review in both instructional and non-instructional areas ensures a commitment to continuous quality improvement.

### Evaluation, Planning and Improvement

LCC developed and implemented a systematic cycle of evaluation, integrated planning, budget allocation and re-evaluation. The strategic goals found in the collegially developed and Governing Board approved *Strategic Plan* guide institutional planning and resource allocation. The College has utilized, evaluated and improved the process each of the last seven years.

### Student Learning Outcomes

LCC reaffirms its institutional SLOs annually with the Governing Board adoption of the *Strategic Plan*. The College has developed course and program SLOs for one hundred (100) percent of its courses and programs. Student learning or administrative unit outcomes have been developed in twenty-one (21) non-instructional areas. More than eighty (80) percent of the campus participated in on-going assessment during the 2012-2013 academic year.

### Organization

The administrative structure of the College is organized into two functional areas under the College President: Academic Services and Administrative Services. A vice-president administers each of the functional areas. Two deans, the Dean of Instructional Services and the Dean of Student Services, report to the Executive Vice-President of Academic Services. Instruction is divided into four academic divisions each overseen by a division chair reporting to the Dean of Instructional Services.

The College has developed and is continuing to refine its participatory governance process as articulated in the *Shared Governance & Collegial Consultation Process Handbook*, through annual evaluations and updates. The handbook is used as a guide for those individuals responsible to the College for providing well-informed



recommendations, making decisions and delivering results through professional communication and participation within a structure of shared governance.

The constituent groups involved in decision-making at LCC include the associated student body (ASB), administration, management/confidential employees, faculty through the Academic Senate and LCC Faculty Association (LCFA), and the classified staff through the California School Employees Association (CSEA). The Consultation Council/Strategic Planning Committee is the body charged with promoting coordination among committees so that the goals, objectives and actions of the various committees and departments are integrated into institutional planning. The standing college committees, all of which are described in the *Shared Governance & Collegial Consultation Handbook*, are realigned and modified in response to the annual evaluation conducted each May.

Committees are comprised of representatives from appropriate constituent groups. All committees and groups are concerned, directly or indirectly, with promoting student learning and success. The Curriculum/Academic Standards Committee is an obvious example of a formal group that is responsible for developing and reviewing courses and programs that facilitate specific and measurable student learning. The Facilities Planning Committee is indirectly involved with student learning and makes important contributions to the design of classrooms and service areas that reflect a primary awareness of student need.

Minutes are taken at all committee meetings and are made easily accessible through email distribution and published on the LCC website.

Students provide input to the decision-making process through their Associated Student Body (ASB) representation on college committees. In addition, the Student Trustee provides input at Governing Board meetings.

## **Dialogue**

The College is actively pursuing the integration of authentic dialogue throughout the institution. The Academic Senate serves as a prime example of a body that consistently engages in serious and productive conversations about academic and professional matters. The relationships between various constituent groups, as they engage in task-oriented discussions working on institutional committees, have improved on being both collegial and cooperative. The Consultation Council, which began with the unilateral flow for information from the administration to constituent groups, has evolved to a more constructive two-way exchange of ideas. The College has become accustomed to the opportunity for dialogue during open forums held periodically to discuss important institutional issues.

## **Institutional Integrity**

The College strives to facilitate open communication among its internal constituencies through a variety of formats. Information about the College is made public largely at board meetings where decisions affecting the entire college are documented for public record and presentations are made, regarding budgeting, staffing, and the College's performance with respect to learning outcomes and student achievement. Information is shared and discussed at open forum meetings and at numerous committee meetings where all constituent groups have the opportunity to be represented.

The institution has thoroughly examined its employment and hiring processes and certifies that all faculty members possess the requisite degrees from appropriately accredited institutions. Throughout this process of self-evaluation, the College has been diligent in its work to honestly assess its strengths and weaknesses with regard to the Standards then to present its findings directly and in a spirit of constructive improvement.

## Organization of the Self-Evaluation Process

The process for the development of the *2014 Self-Evaluation Report of Educational Quality and Institutional Effectiveness* has been on-going since the 2008 Self-Evaluation. The institution established a standing Accreditation Steering Committee in 1999. The Steering Committee was responsible for oversight of the process to develop the 2008 Self-Evaluation. The Steering Committee continued to participate with the Accreditation Liaison Officer monitoring progress and drafting the October 2008, March 2009 and October 2009 Follow-up Reports.

The institution has been consolidating committees for a number of years. In preparation for the 2011 Mid-term Report, the institution consistent with the previous direction, decided to consolidate the functions of monitoring alignment of institutional performance with accreditation standards and oversight for the development of the accreditation self-evaluation with the functions of Consultation Council/Strategic Planning Committee, the primary governance and planning standing committee. The action was seen as a further step towards integrating accreditation activities into the ongoing operations of the campus. The Consultation Council/Strategic Planning Committee consists of representatives, including elected leaders, from all constituent groups. Specifically, Consultation Council/Strategic Planning Committee includes all administrators, four faculty division chairs, the academic senate president, faculty accreditation liaison officer, three manager representatives (president, human resource director, director of institutional effectiveness), three classified representatives (president plus two additional appointees), and the associated student body president (plus additional students as available).

Immediately following the submission of the 2011 Mid-term Report, the Consultation Council/Strategic Planning Committee developed staff and student accreditation surveys for the current Self-Evaluation. The surveys were administered, tabulated, and the results distributed during May 2011. Subsequently, the staff survey was administered, tabulated, and the results distributed during May 2012 and May 2013. Also during the spring 2011 semester, the Consultation Council/Strategic Planning Committee (Accreditation Steering Committee) adopted a two-year calendar to produce the 2014 Self-Evaluation. The timeline steered the campus on a semester-by-semester course of action to successfully complete the self-evaluation process. A campus team attended the ACCJC Self-Evaluation Workshop in October 2011. The Accreditation Liaison Officer, who served as the Consultation Council/Strategic Planning Committee Chair, conducted Self-Evaluation Training Workshops March 1, 2012 and August 15, 2012 explaining the self-evaluation and reaffirmation of accreditation process to the LCC campus community.

In fall 2011, all campus employees were asked to rank interest in serving on one of the four accreditation standards teams. With few exceptions individuals were assigned to their first choice of standard in early spring 2012. The initial roster included a total of one hundred fifteen participants divided among the four standards, including administrators, faculty members both full-time and adjunct, management/confidential and





classified staff. Subsequently as individuals were hired or resigned, adjustments to the standards teams were made. The chairs assumed responsibility for guiding the entire standard team(s) in the study, research, and writing of the narrative for each standard. From spring 2012 through spring 2013, these study teams met regularly.

During the summer 2013, the Accreditation Liaison Officer compiled the initial drafts from the various standards committees into one complete document. In August 2013, the initial draft of the Self-Evaluation was distributed to the entire campus. Early in fall 2013 each of the standard teams met to review and update the drafts of their sections.

The Consultation Council/Strategic Planning Committee discussed the Self-Evaluation weekly during fall 2013 to review the various sections of the Self-Evaluation. Throughout fall 2013, updated drafts of the Self-Evaluation were distributed to the entire campus community via email. The final review draft of the Self-Evaluation was distributed to all constituent groups for their review September 20, 2013. The Governing Board reviewed the draft self-evaluation on October 8, 2013 and October 22, 2013. The Accreditation Steering Committee met during the month of October to accept and incorporate suggestions from the constituent groups. The Consultation Council/Strategic Planning Committee adopted the final Self-Evaluation document on October 31, 2013 and the Governing Board adopted it on November 12, 2013.

## **Spring 2011– Spring 2014 Self-Evaluation Development, Review and Approval Calendar**

<b>Spring 2011</b>	Development of Accreditation Self-Evaluation Surveys and establishment of timeline
<b>May 2011</b>	Initial Accreditation Self-Evaluation Staff and Student Surveys conducted and compiled
<b>October 2011</b>	ACCJC/WASC Self-Evaluation Workshop conducted by Dr. Susan Clifford, Mr. Jack Pond, Dr. John Nixon, and Dr. Norv Wellsfry of ACCJC
<b>March 1, 2012</b>	Accreditation Self-Evaluation Orientation
<b>Spring 2012</b>	Identification of standard work groups
<b>May 2012</b>	Second Accreditation Self-Evaluation Staff Survey conducted and compiled
<b>August 16, 2012</b>	Accreditation Self-Evaluation Orientation
<b>September 4, 2012</b>	Fall Convocation Focuses on Accreditation Self-Evaluation
<b>Fall 2012</b>	Research/Draft/Discuss/Collect Evidence
<b>December 2012</b>	Initial Drafts from four Standards to Accreditation Chair
<b>Spring 2013</b>	Four Standard Committees Research/Revise Draft/Discuss/Collect Evidence
<b>May 2013</b>	Third Accreditation Self-Evaluation Staff Survey conducted and compiled
<b>June 2013</b>	Accreditation Chair compiles drafts into single document
<b>July 2013</b>	Edit 1 <sup>st</sup> draft
<b>August 22, 2013</b>	Steering Committee Meeting to receive 1 <sup>st</sup> full draft
<b>August 2013</b>	Standards groups meet to review and update draft
<b>September 5, 2013</b>	Standards group feedback presented to Steering Committee
<b>September 2013</b>	Edit Final draft



<b>September 19, 2013</b>	Steering Committee accepts Final Draft for distribution to constituent groups
<b>October 2-18, 2013</b>	Constituent groups meet to give feedback to Steering Committee representative
<b>October 8, 2013</b>	1 <sup>st</sup> reading by Governing Board
<b>October 17, 2013</b>	Steering Committee Meeting—consideration of feedback from constituent groups
<b>October 22, 2013</b>	Governing Board discussion during planning retreat
<b>October 31, 2013</b>	Steering Committee Meeting-adoption of final document
<b>November 12, 2013</b>	2 <sup>nd</sup> reading and approval by Governing Board
<b>November 2013</b>	Final document to printer
<b>December 1, 2013</b>	Final document online and hard/electronic copies to ACCJC
<b>February 2014</b>	Campus prepares for Team Visit
<b>March 17-20, 2014</b>	Team Visit
<b>June 2014</b>	Action by the ACCJC

## Accreditation Steering Committee Membership

2012-2013 Academic Year

**Susan G. Mouck**–  
Accreditation Chair

Cheryl Aschenbach–f  
Colleen Baker–f  
Terry Bartley–m  
Sandy Beckwith–f  
Carie Camacho–f  
Dave Clausen–a  
Marlon Hall–a  
Jeff Lang–c  
Logan Merchant–c  
Carol Montgomery–c  
Marcus Murakami–s  
Eric Rulofson–m  
Ross Stevenson–f  
Patrick Walton–a  
Tami Wattenburg–c

2013-2014 Academic Year

**Susan G. Mouck**– Accreditation  
Chair

Cheryl Aschenbach–f  
Terry Bartley–m  
Sandy Beckwith–f  
Carie Camacho–f  
Dave Clausen–a  
Marlon Hall–a  
Jonathan Herring–s  
\*Jeff Lang–c  
\*Carol Montgomery–c  
Tammy Robinson–a  
Vickie Ramsey–m  
Ross Stevenson–f  
Beatriz Vasquez–a  
Patrick Walton–a  
\*Tami Wattenburg–c  
Aeron Zentner–m

**Bold–chair**, a-administration, b-board, c-classified staff, f–faculty,  
m/c-management/confidential staff, s-student

\*Classified representatives were appointed to all campus governance committees in January 2013. The classified representatives participated up until early fall 2013. The classified union president informed the Accreditation Chair on September 13, 2013 that she had rescinded the appointments and that the classified representatives to the Accreditation Steering Committee should be removed. At the September 19, 2013 meeting, the Accreditation Steering Committee discussed and decided to retain the names of the classified representatives on the list. The committee wished to acknowledge the previous contributions of classified representatives and to convey the desire to include the classified representatives despite the existing dispute between the District and classified union. As a result of the October 10, 2013 CSEA Chapter meeting, the classified union president reinstated the appointment of classified representatives to shared governance committees including the Accreditation Steering Committee.



# Organization of the Institution

Figure 2

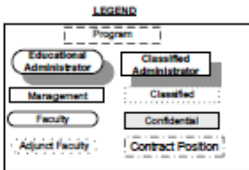
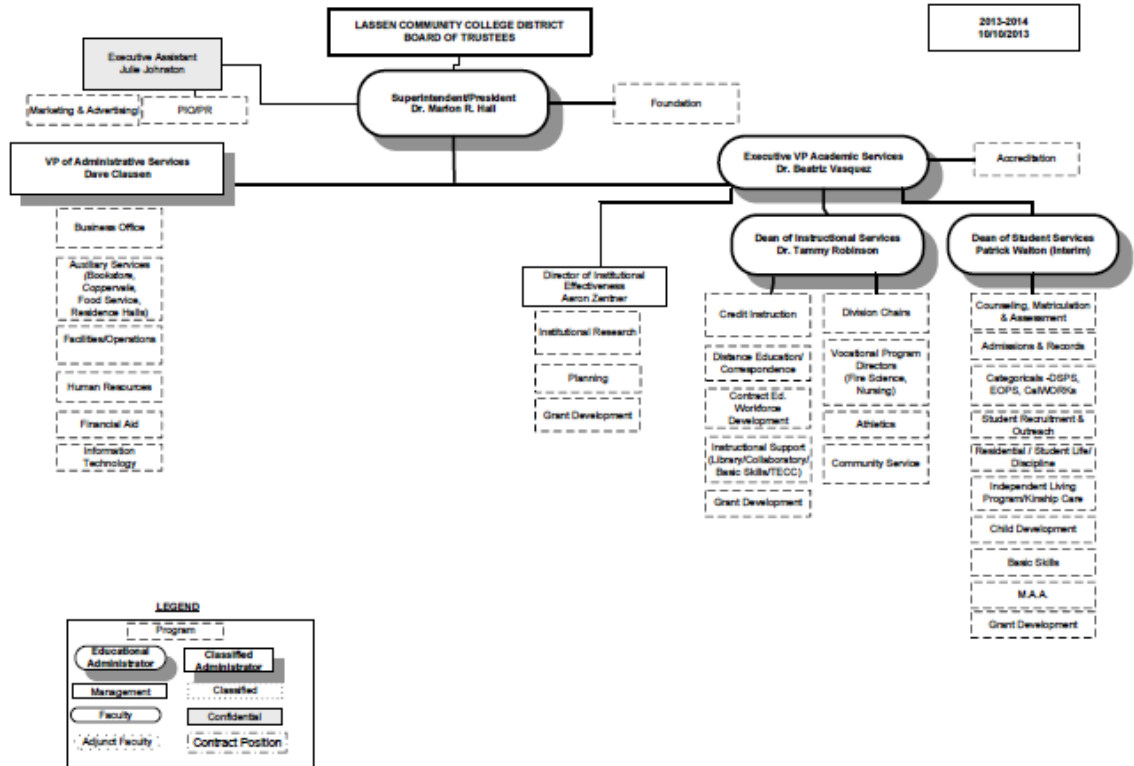


Figure 3

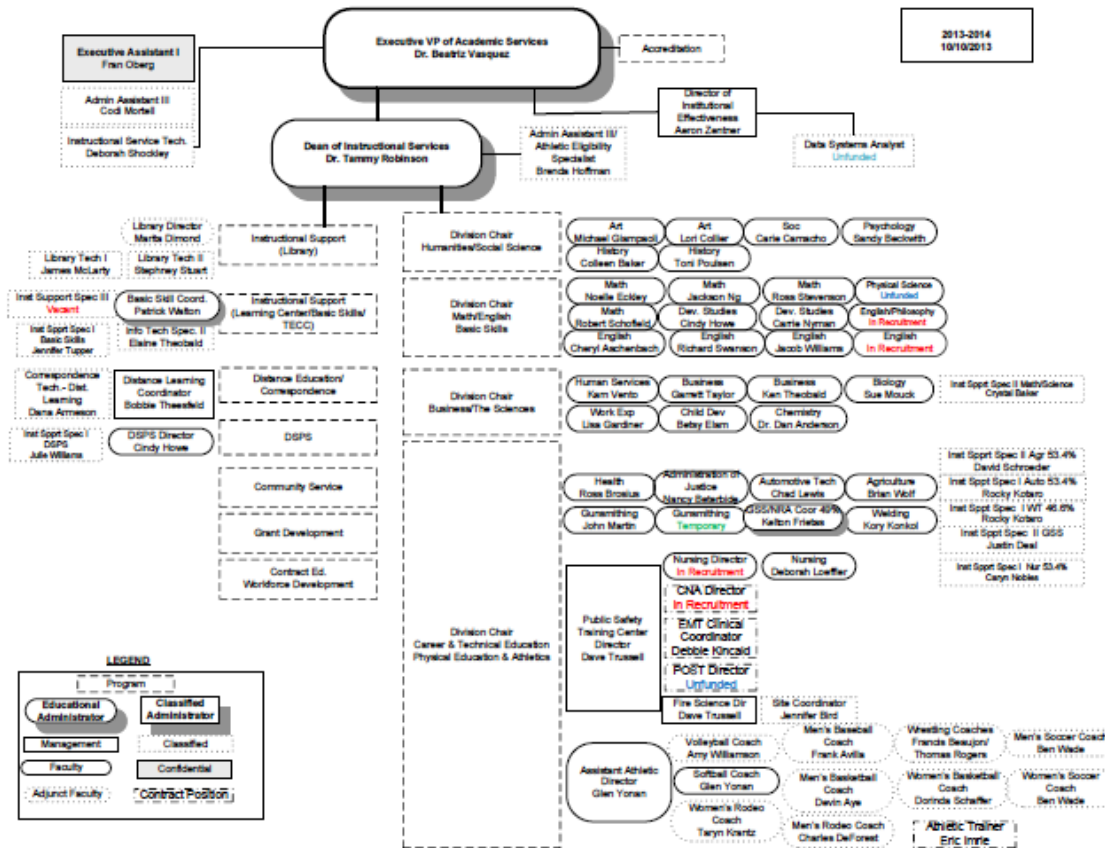


Figure 4

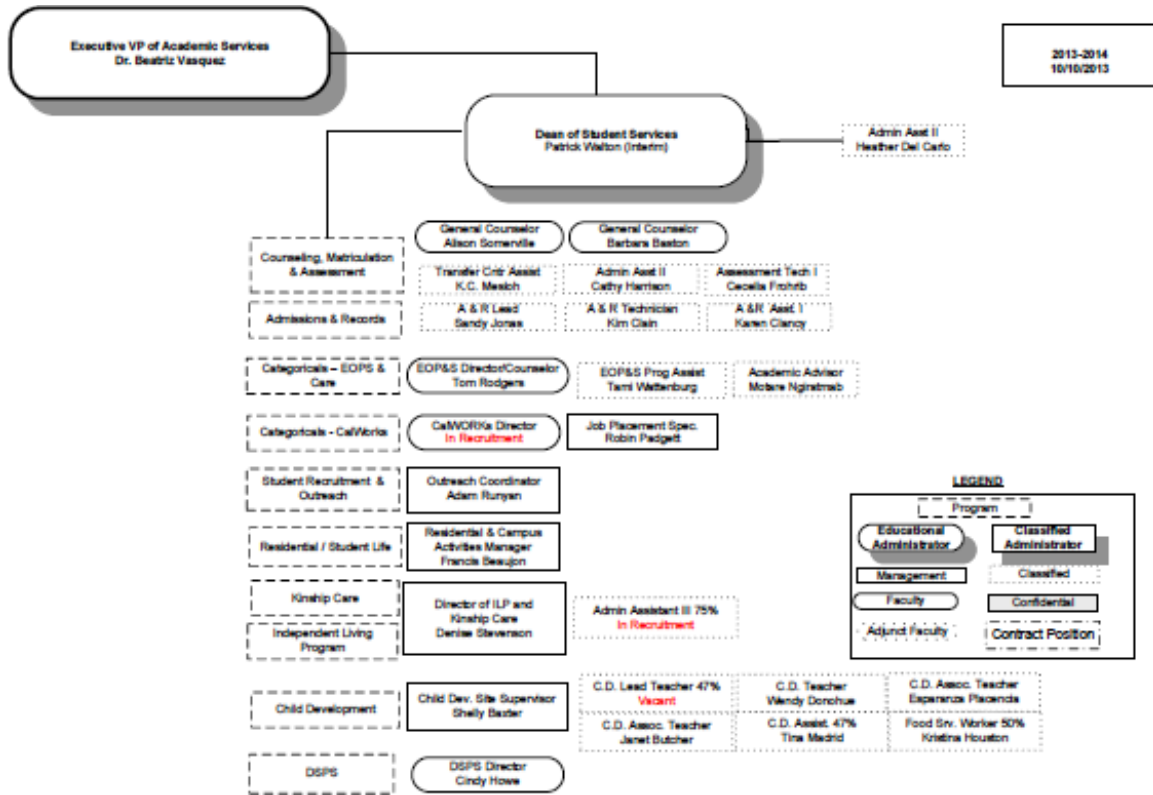


Figure 5

2013-2014  
10/10/2013

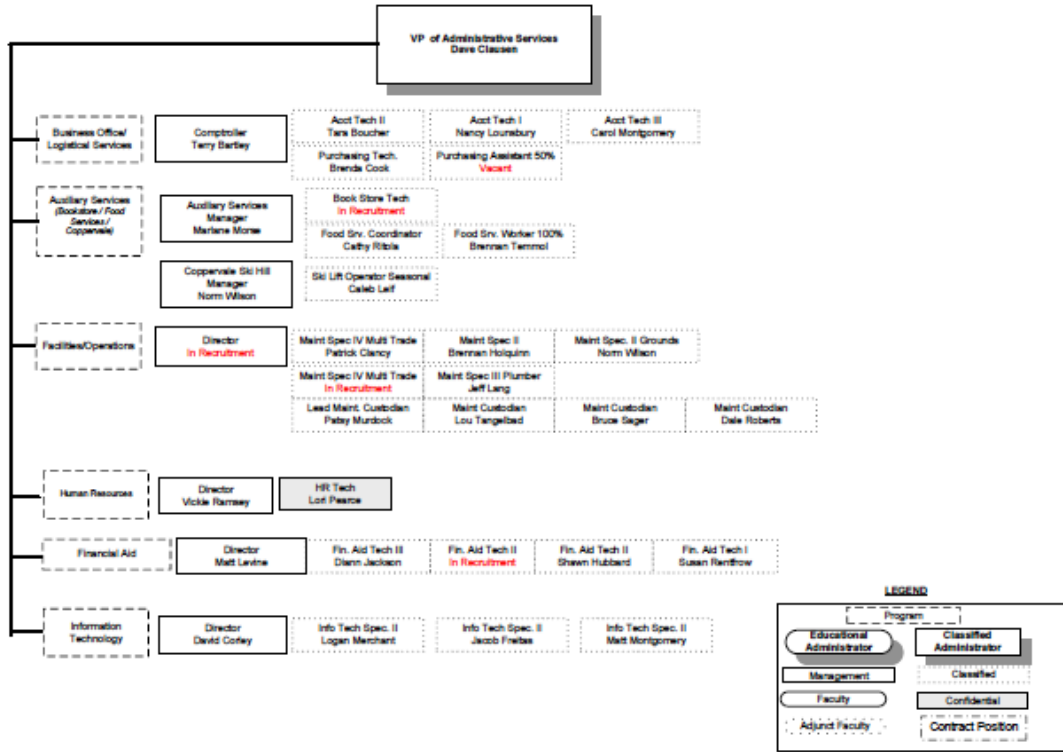
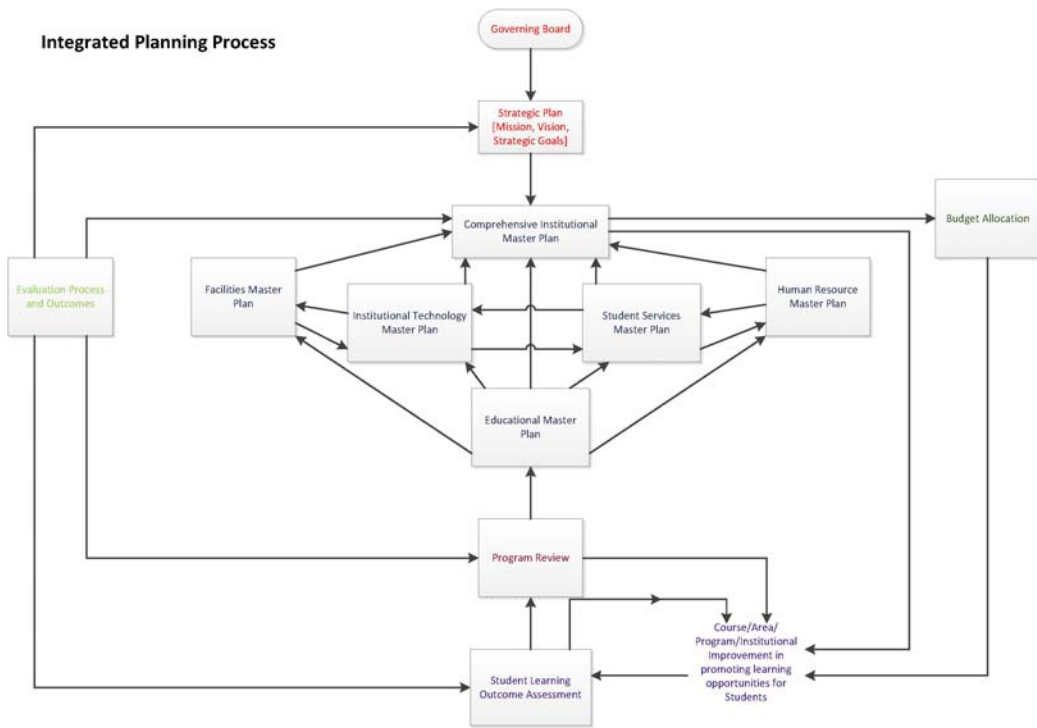




Figure 6 Integrated Planning Flowchart



## **Certification of Compliance with Eligibility Requirements**

### **1. Authority**

*“The institution is authorized or licensed to operate as an educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates.”*

Lassen Community College (LCC) is a publicly funded, two-year community college offering educational programs in accordance with the requirements of the California State Education Code and the Board of Governors of the California Community Colleges. The Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC), 10 Commercial Boulevard, Novato, California 94949, (415) 506-0234, an institutional accrediting body recognized by the Commission on Recognition of Postsecondary Accreditation and the U.S. Department of Education accredits the College.

### **2. Mission**

*“The institution’s educational mission is clearly defined, adopted, and published by its governing board consistent with its legal authorization, and is appropriate to a degree-granting institution of higher education and the constituency it seeks to serve. The mission statement defines institutional commitment to achieving student learning.”*

LCC’s mission statement is clearly defined, adopted and published by the Governing Board of the LCC District. The College mission statement reaffirmed by the Governing Board August 13, 2013, is outlined in Board Policy 1200. The current mission statement with a narrower focus was revised through the participatory governance process and initially adopted by the Governing Board on September 13, 2011. The mission statement appears in all significant college publications and is reviewed annually.

### **3. Governing Board**

*“The institution has a functioning governing board responsible for the quality, integrity, and financial stability of the institution and for ensuring that the institution’s mission is being carried out. This board is ultimately responsible for ensuring that the financial resources of the institution are used to provide a sound education program. Its membership is sufficient in size and composition to fulfill all board responsibilities.”*

*“The governing board is an independent policy-making body capable of reflecting constituent and public interest in board activities and decisions. A majority of the board members has no employment, family, ownership, or other personal financial interest in the institution. The board adheres to a conflict of*



***interest policy that assures that those interests are disclosed and that they do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution.”***

LCC has a functioning Governing Board responsible for the quality, integrity and financial stability of the College and for ensuring that the mission of the institution is carried out. The Governing Board consists of seven members plus one student trustee, which is sufficient in size and composition to fulfill its responsibilities.

Overall operation of the College is the responsibility of the elected Governing Board per Education Code Sections 72023, 72103, and 72104. The Governing Board sets policy for the College and its membership is defined in Board Policy 2010. The Board approves the District’s annual budget and reviews financial information on a monthly basis during its regular meeting. The Board receives regular reports and updates from the Executive Vice-President of Academic Services and the Academic Senate President on academic issues. Additionally, the Vice-President of Administrative Services provides regular financial report to the Governing Board. The Board takes appropriate action on programs and curricula as recommended by the Academic Senate and Curriculum/Academic Standards Committee and on faculty equivalencies as recommended by the Academic Senate.

#### **4. Chief Executive Officer**

***“The institution has a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district/system chief administrator nor the college chief administrator may serve as the chair of the governing board. The institution informs the Commission immediately when there is a change in the institutional chief executive officer.”***

The Governing Board took action at a special meeting on May 22, 2012 to hire the current Superintendent/President, who took office on July 1, 2012. The President’s full-time responsibility is to the institution. The Chief Executive Officer’s primary charge from the Governing Board is to operate the College in accordance with Board policies, to effectively manage the College, and to develop the long range planning that keeps the College viable and well managed. The Governing Board is committed to following board policies and acknowledges the authority and responsibility of the Chief Executive Officer. The College Superintendent/President does not serve as the chair of the Governing Board but attends and participates in all board meetings as a college representative. The Superintendent/President holds the necessary credentials to serve as an administrator and Chief Executive Officer at a California Community College.



## 5. Administrative Capacity

*“The institution has sufficient staff, with appropriate preparation and experience to provide the administrative services necessary to support its mission and purpose.”*

As of August 2013, the College maintains an administrative staff of five full-time administrators (four educational administrators and one classified administrator). All administrators, with the exception of the appointed interim Dean of Student Services, were hired through the College hiring procedures. All administrators have requisite administrative training, skills, and experience to manage their units. The preparation and experience of administrative applicants is ensured through the LCC Selection and Hiring process as administered by the Office of Human Resources. All administrators are evaluated annually utilizing a set of performance objectives mutually determined by the supervisor and the administrator.

## 6. Operational Status

*“The institution is operational, with students actively pursuing its degree programs.”*

LCC is “operational, with students actively pursuing its degree programs.” In 2012-2013, one hundred and eighty-eight (188) associate degrees were awarded. The College operates year-round with two primary academic terms and two summer sessions. The College is a vital part of the Susanville greater community.

## 7. Degrees

*“A substantial portion of the institution’s educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them.”*

The College offers a variety of Associate degrees for Transfer, Associate in Arts and Associate in Science degrees in addition to Certificates of Achievement and Accomplishment. A substantial number of students receive degrees or certificates. In 2012-2013, LCC awarded one hundred and forty-six Associate in Arts degrees (one of which was an associate degree for transfer), forty-two Associate in Science degrees (four of which were associate degrees for transfer), eighty-six Certificates of Achievement and forty-nine Certificates of Accomplishment.

## 8. Educational Programs

*“The institution’s principal degree programs are congruent with its mission, are based on recognized higher education field(s) of study, are of sufficient content and length, are conducted at levels of quality and rigor appropriate to the*



***degrees offered, and culminate in identified student outcomes. At least one degree program must be of two academic years in length.”***

All LCC degrees, certificates and courses are listed in the catalog and on the College website. The degrees and certificates are consistent with the College’s mission statement and strategic goals. Adherence to the mission is one component of the IPR and curriculum approval processes. Educational programs are based on recognized fields of study in higher education, are of appropriate rigor and quality, and are of sufficient content and length. SLOs have been developed for all approved programs. Students can finish any one of twenty-five degree programs, each designed and scheduled to allow for completion in two academic years.

## **9. Academic Credit**

***“The institution awards academic credits based on generally accepted practices in degree-granting institutions of higher education. Public institutions governed by statutory or system regulatory requirements provide appropriate information about the awarding of academic credit.”***

The credit awarded for courses reflects generally accepted standards in higher education. The College uses the Carnegie unit standard, which was developed as a measure of the amount of time a student is required to participate in each course in order to receive credit. This measure conforms to State regulations regarding the awarding of credit as described in Title 5, Section 55002.5(a) and (b) of the California Code of Regulations. The specific number of units awarded is based on course content (as reflected in the course outline of record and quantified by the numbers of hours that the course meets) as well as the type of instruction involved, such as lecture and/or laboratory. The *College Catalog* provides clear explanation of the awarding of credits. The *Curriculum/Academic Standards Handbook* provides further detail on the awarding of academic credits.

## **10. Student-Learning and Achievement**

***“The institution defines and publishes for each program the program’s expected student learning and achievement outcomes. Through regular systematic assessment, it demonstrates that students who complete programs, no matter where or how they are offered, achieve these outcomes.”***

Student learning outcomes (SLOs) have been developed for one hundred (100) percent of courses and programs (degrees and certificates). Course SLOs are published in the course outline of record and SLOs for degrees and certificates are identified in the appropriate sections of the *College Catalog*. The assessments of course-level SLOs are linked to program-level and institutional-level SLOs. SLOs are assessed each semester by both full-time and adjunct faculty. All students completing a degree or certificate must meet the same requirements for that degree or certificate regardless of mode of delivery or location. The review of SLOs and assessment results are included as part of the program review process.

## 11. General Education

*“The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and promote intellectual inquiry. The general education component includes demonstrated competence in writing and computation skills and an introduction to some of the major areas of knowledge. General education has comprehensive learning outcomes for the students who complete it. Degree credit for general education programs must be consistent with levels of quality and rigor appropriate to higher education.”*

The College requires recipients of all associate degrees to complete a general education pattern that includes demonstrated competence in core academic areas including English and mathematics. For most degrees this can be satisfied by following the Intersegmental General Education Transfer Curriculum (IGETC) transfer pattern, the California State University (CSU) Certification transfer pattern or the local LCC associate degree pattern. All of the College’s general education requirements are intended to provide a broad and integrated introduction to the skills, knowledge, and insights that are the foundation of a college education. General education SLOs have been adopted and the SLOs for each course being considered to meet a specific general education area is compared against the adopted general education SLOs for that area by the Curriculum/Academic Standards Committee.

## 12. Academic Freedom

*“The institution’s faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general. Regardless of institutional affiliation or sponsorship, the institution maintains an atmosphere in which intellectual freedom and independence exist.”*

LCC Board Policy 4030 ensures that faculty and students are free to examine and test all knowledge appropriate to their disciplines or area of major study. Intellectual freedom and independence is embraced and is part of the fabric of LCC. A statement of academic freedom is included in the *College Catalog* and the *Faculty Handbook*.

## 13. Faculty

*“The institution has a substantial core of qualified faculty with full-time responsibility to the institution. The core is sufficient in size and experience to support all of the institution’s educational programs. A clear statement of faculty responsibilities must include development and review of curriculum as well as assessment of learning.”*

As of fall 2013, the College employed thirty-four full-time faculty and sixty-five adjunct faculty, who were qualified to conduct classes in their academic disciplines or provide



non-instructional student support services. The names and degrees of full-time faculty are listed in the *LCC Catalog* and on the College website. All faculty meet minimum qualifications for all sections they teach or areas in which they provide non-instructional services. Faculty members' adherence to professional responsibilities are considered during evaluations and are discussed in the Chapter 4 of Board Policies and in the faculty's collective bargaining agreement.

#### **14. Student Services**

*“The institution provides for all of its students appropriate student services that support student learning and development within the context of the institutional mission.”*

The College provides a wide range of student services that support student learning and development within the context of its mission. Recognizing that student success and achievement will be enhanced through assisting students with the challenges presented during the pursuit of their academic goals, the College provides a broad range of academic and student support services including, but not limited to, new student orientation, academic counseling, transfer planning services, financial aid, veterans assistance, tutoring, services for students with disabilities and services to the economically disadvantaged. These services are augmented by a variety of student clubs as well as special events and cultural activities to round out the college experience for students.

#### **15. Admissions**

*“The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs.”*

As a California Community College, LCC is an open access institution. The College admissions practices are consistent with the College mission and are fully reflected in the *College Catalog*.

#### **16. Information and Learning Resources**

*“The institution provides, through ownership or contractual agreement, specific long-term access to sufficient information and learning resources and services to support its mission and instructional programs in whatever format and wherever they are offered.”*

The College provides learning resources through a campus Learning Center that includes computers and learning materials for student use located in the Creative Arts building and the Library, housed in the Humanities building. The Library, which is accessible off-campus through the Internet, is equipped with computers for student use and has a



collection of books, periodicals, and non-print materials. Several online research sites are available to students through Library databases. The College also maintains a site on the World Wide Web linked to Face Book for informational purposes. Research materials and related learning resources have been specifically designed and packaged by faculty to meet the needs of students with limited access to the campus and internet that enroll in courses delivered through correspondence.

## **17. Financial Resources**

*“The institution documents a funding base, financial resources, and plans for financial development adequate to support student learning programs and services, to improve institutional effectiveness, and to assure financial stability.”*

The operating budget is designed to meet the expectations identified in the mission statement that will enable college students to learn and succeed. The College’s budget is adopted annually by the Governing Board in a public meeting and is available for public inspection prior to and following board approval. Resources are allocated to meet programmatic and legal requirements to help ensure quality and effective programming and educational support services. These assurances are secured through the integration of budget allocation, planning, program reviews and student learning/administrative unit outcome assessment. The College operates within its adopted budget and is audited each year for compliance with grant and categorical requirements and generally accepted accounting procedures. Although experiencing declining FTEs over the preceding two years, the College is financially stable.

## **18. Financial Accountability**

*“The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. The institution shall submit with its eligibility application a copy of the budget and institutional financial audits and management letters prepared by an outside certified public account or by an appropriate public agency, who has no other relationship to the institution, for its two most recent fiscal years, including the fiscal year ending immediately prior to the date of the submission of the application. The audits must be certified and any exceptions explained. It is recommended that the auditor employ as a guide Audits of Colleges and Universities, published by the American Institute of Certified Public Accountants. An applicant institution must not show an annual or cumulative operating deficit at any time during the eligibility application process.”*

The District’s financial funds and processes are audited annually. An external, independent certified public accounting firm with the following objectives conducts these financial and compliance audits:

- To determine the fairness of presentation of the District’s financial statements in accordance with accounting principles generally accepted in the United States.





- To evaluate the adequacy of the systems and provisions affecting compliance with applicable federal and California laws and regulations, with which noncompliance would have a material effect on the District's financial statements and allowability of program expenditures for federal and California financial assistance programs.
- To evaluate the adequacy of the internal control structure sufficient to meet the requirements of auditing standards generally accepted in the United States for the purpose of formulating an opinion on the basic financial statements taken as a whole and sufficient to ensure compliance with federal and state regulations.
- To determine whether financial and financially related reports to state and federal agencies are presented fairly, and
- To recommend appropriate actions to correct any noted areas where internal control compliance with applicable federal and state regulations could be improved.

All annual audits are certified and any noted exceptions explained. In addition, LCC conducts its own fiscal analysis and monitors the financial funds using the Systems Office Fiscal Analysis Checklist. As of June 30, 2013, the District maintains a minimum of unaudited, unrestricted reserves of 15 percent.

## **19. Institutional Planning and Evaluation**

*“The institution systematically evaluates and makes public how well and in what ways it is accomplishing its purposes, including assessment of student learning outcomes. The institution provides evidence of planning for improvement of institutional structures and processes, student achievement of educational goals, and student learning. The institution assesses progress toward achieving its stated goals and makes decisions regarding improvement through an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation and re-evaluation.”*

The integrated planning process implemented at LCC is diagrammed in the *Institutional Planning and Budget Development Handbook* evaluated and updated annually. The Governing Board annually adopts the *Strategic Plan*, developed and recommended by the Consultation Council/Strategic Planning Committee. The *Comprehensive Institutional Master Plan* containing the integrated *Educational Master Plan*, *Facilities Master Plan*, *Student Services Master Plan*, *Institutional Technology Master Plan* and *Human Resource Master Plan* guided by the *Strategic Plan* is used by college administrators and managers to fulfill the College mission and to establish priorities that drive the budget development process. The goals, objectives and recommendations generated through the IPR and NIPR processes form the basis for these higher-level planning documents.



## 20. Public Information

*“The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following: general information, requirements, major policies affecting students, and locations or publications where other policies may be found.”*

The *LCC Catalog* provides descriptions of the College’s mission, institutional and program SLOs, programs of study, admission requirements and procedures, rules and regulations, grading policies, degrees and certificates, cost and refund policies, grievance procedures, course challenge process, credentials of faculty, administration, management/confidential and classified staff, transfer information, student life activities, and other relevant information. Accurate and current information is published in the College catalog, schedules of classes and other college documents. Both the catalog and schedules of classes are available online through the College website.

## 21. Relations with the Accrediting Commission

*“The institution provides assurance that it adheres to the eligibility requirements and accreditation standards and policies of the Commission, describes itself in identical terms to all its accrediting agencies, communicates any changes in its accredited status and agrees to disclose information required by the Commission to carry out its accrediting responsibilities. The institution must comply with commission requests, directives, decisions and policies, and must make complete, accurate, and honest disclosure. Failure to do so is sufficient reason, in and of itself, for the Commission to impose a sanction, or to deny or revoke candidacy or accreditation.”*

All major College publications and the College website carry a statement recognizing accreditation status. The College has communicated fully and openly with the Accrediting Commission.

The College conducts the self-evaluation and accreditation process in accordance with the standards, guidelines, and practices set forth by the Commission. Further, the College complies with all Commission requests in a timely and appropriate manner, including the submission of comprehensive, midterm and follow-up reports as required.



## **Certification of Compliance with Commission Policies**

### **Policy on Distance Learning and Correspondence Education**

*Development, implementation, and evaluation of all courses and programs, including those offered via distance education or correspondence education, must take place within the institution's total educational mission.*

*Institutions are expected to control development, implementation, and evaluation of courses and programs offered in their names, including those offered via distance education or correspondence education.*

The development, implementation, and evaluation of courses and programs occur utilizing the same institutionally developed processes regardless of the modality of delivery. All new courses, certificates and degrees are reviewed and ultimately adopted by the Curriculum/Academic Standards Committee, a subcommittee of the Academic Senate, comprised primarily of faculty. The Academic Senate forwards recommendations for new courses and programs to the Governing Board for adoption. Existing courses, certificates and degrees are reviewed and updated as part of the ongoing program review process. All CTE programs complete a comprehensive review once every two years and all other programs complete a comprehensive review once every four years. Annual program review updates are due annually in May. Instructional faculty members are regularly provided current course outlines of record, which include the adopted SLOs for the course at the beginning of the fall semester. The Academic Senate provided additional information on the delivery of instruction by developing and adopting three separate faculty handbooks: *Faculty Handbook*, *Handbook for Correspondence Instructors* and *Handbook for Online Instructors*.

Further control of the delivery of instruction through each of the modalities occurs during faculty evaluations. All full-time and adjunct faculty members are evaluated for all modalities in which they deliver instruction at the time of their evaluation. In LCC's effort to maintain quality instruction regardless of the teaching modality, the comprehensive evaluation process includes: a pre-evaluation conference, self-evaluation by the instructor, examination of course materials, classroom, online site and/or correspondence packet visit, student evaluations and a post-evaluation conference.

*Institutions are expected to have clearly defined and appropriate student learning outcomes for all courses and programs, including those delivered by distance education or correspondence education.*

All courses are approved through the same curriculum approval process regardless of mode of delivery. The Curriculum/Academic Standards Committee reviews and adopts course SLOs as one component of the official course outline of record. The Curriculum/Academic Standards Committee separately approves a given course for each mode of delivery. Although the method of instruction and method of evaluation may change with the mode of delivery, the SLOs for a course remain the same regardless of



the mode of delivery. Program student learning outcomes are adopted or revised as part of the IPR process. Again, as with course SLOs, the degree and/or certificate SLOs remain the same regardless of the modality in which the student is completing the program.

***Institutions are expected to provide the resources and structure needed to accomplish these outcomes and to demonstrate that their students achieve these outcomes through the application of appropriate assessment.***

Resources are allocated to support distance education and correspondence education courses as part of the same budget allocation process for all programs and services. Two full-time employees, a manager (Distance Learning Coordinator) and a classified employee (Correspondence Technician) handle the logistics for correspondence education out of the Distance Learning Office. The staff in the Distance Learning Office is augmented by part-time staff including a courier, transporting correspondence materials to and from local correctional facilities, and three correspondence coordinators each overseeing activities for incarcerated students at three separate correctional institutions.

Two online faculty mentors assist with the distance education (online) program. The site administrator handles the technical challenges arising between faculty and Moodle (the online application being used). The Moodle mentor works one-on-one with online faculty assisting with instructional challenges. The information technology specialist in the Training, Education and Collaboration Center (TECC), a full-time classified employee, provides on call assistance with problems.

The Office of Institutional Effectiveness tracks the performance of students in courses offered through various modalities and provides the information to the division chairs and academic planning committee for consideration during course scheduling and future planning.

At a minimum, faculty members teaching in the online environment are required to attend or have attended workshops leading to certification in online instruction. The Title III project director is working with the Academic Planning Committee to adopt and schedule a single certification program that will be approved as the College's standard for online instructors. As LCC expands its online presence, certifications, yearly workshops and regular evaluations for instructors will ensure that the quality of instruction is held to the same standards regardless of the mode of delivery.

***Institutions are expected to provide the Commission advance notice of intent to initiate a new delivery mode, such as distance education or correspondence education, through the Substantive Change process.***

***Institutions are expected to provide the Commission advance notice of the intent to offer a program, degree or certificate in which 50% or more of the courses are via distance education or correspondence education, through the***

***Substantive Change process. For purposes of this requirement, the institution is responsible for calculating the percentage of courses that may be offered through distance or correspondence education.***

LCC tracks the local approval and offering of both correspondence and online distance education courses. The Commission was informed of the intent to offer degrees and certificates more than 50 percent via correspondence education and later the intent to offer degrees and certificates more than 50 percent online.

In 2007, ACCJC approved an Associate in Arts degree in Liberal Arts to be offered more than 50 percent via correspondence. The Associate of Arts Degree in Liberal Arts was officially replaced by an Associate of Arts in General Studies with an emphasis in Social Sciences, Associate of Arts in University Studies with emphasis in Social Science, Associates of Arts Degree with an emphasis in Humanities, CSU Certificate of Achievement, and IGETC Certificate of Achievement in August 2009. An Associate of Arts Degree in Administration of Justice and an Associate of Science Degree in Correctional Science offered more than 50 percent via correspondence was approved by ACCJC in January 2011.

In January 2013, ACCJC approved the College to offer ten associate degrees (Associate in Science in Accounting, Associate in Science in Business Administration for transfer, Associate in Science in Office Administrative Assistant, Associate of Arts in Child Development, Associate in Science in Early Childhood Education for transfer, Associate of Arts in General Studies with an emphasis in Social Sciences, Associate of Arts in University Studies with emphasis in Social Science, Associate in Arts in History for transfer, Associate in Arts in Sociology for transfer, Associates of Arts Degree with an emphasis in Humanities) and four certificates of achievement (CSU Certificate of Achievement, IGETC Certificate of Achievement, Office Administrative Assistant Certificate of Achievement and Child Development Certificate of Achievement) more than 50 percent online.

***Institutions which offer distance education or correspondence education must have processes in place through which the institution establishes that the student who registers in a distance education or correspondence course or program is the same person who participates every time in and completes the course or program and receives the academic credit.***

Each student, upon admission to the College, is assigned a unique student ID, which is used for registration and tracking student records. This ID is also the student's distinctive user-ID for online and correspondence delivery. Unique passwords are assigned and employed as a means of assuring academic integrity of online courses.

#### ***Policy on Institutional Compliance with Title IV***

***Institutions participating in the Title IV programs under the HEA and designating the Commission, as their gate-keeping agency must be able to***



*demonstrate diligence in keeping loan default rates at an acceptable low level and must also comply with program responsibilities defined by the U.S. Department of Education.*

Board Policy and Administrative Procedure 5130-Financial Aid establish policy and procedure to comply with applicable federal regulations in order to ensure LCC students' eligibility for financial aid. The policy also covers financial assistance that is provided outside of Title IV entitlements and includes local grants and scholarships.

LCC has a low loan participation rate. The last official two-year cohort default rate calculated for 2010 was 26.3 percent. The last official three-year cohort default rate calculated for 2009 was 37.7 percent.

## **Policy on Institutional Advertising, Student Recruitment, and Representative of Accredited Status**

### **Advertising, Publications, Promotional Materials**

- The official name, address, telephone number and website of the College are published on the back cover of the *College Catalog*.
- The College's mission statement, vision statement, College values, strategic goals and institutional SLOs are found as parts of the Strategic Plan on page 2 of the *College Catalog*, on the website and posted around campus.
- Basic information on program requirements is printed in the *College Catalog* (pages 31–83).
- The rules and regulations governing student conduct are published in the *College Catalog* (page 20-22).
- Fee and expense information is printed in the *College Catalog* (pages 11 and 28) and on the College's website.
- Financial aid information is printed in the *College Catalog* (pages 9 and 27-28) and on the College's website.
- Refund information is printed in the *College Catalog* (page 11) and on the College's website.
- Policies regarding credit transfers are listed on page 17-18 of the *College Catalog*.
- The College's non-discrimination and sexual harassment statements are published in the *College Catalog* (page 3 and 22) and on the College's website.
- The requirements for earning a degree or certificate are printed in the *College Catalog* (pages 33-34).
- The *College Catalog* lists all full-time faculty and administrators along with their degrees and conferring institutions (pages 140-142).
- The Board of Trustee members are listed on page 140 and published on the College website.
- The College's Accreditation status is listed on page five of the catalog and published on the College website.



## **Student Recruitment**

LCC staffed an Outreach Coordinator position in summer 2013. This individual works closely with faculty, coaches, admissions and records staff, financial aid staff, the institutional researcher, and counseling staff to assure that appropriate policies and procedures are followed. The Outreach Coordinator's role is to be the human side of information for and about LCC. As students express an interest in the College, the Outreach Coordinator ensures that consistent accurate information is provided. In order to strengthen student recruitment and retention the Outreach Coordinator established the following initiatives for 2013-2014: 1) Build, support and grow campus awareness, 2) Ensure recruitment and orientation information is relevant and accurate, 3) Connect with feeder schools to promote college readiness, and 4) Advise international and out-of-state students, helping them to transition to college life socially and academically. The initiatives will be assessed through outcomes assessment and baseline data comparisons.

## **Representative of ACCJC Status**

LCC maintains its accreditation status and informs the public of accreditation activities via the website. The current accreditation status is published in the *College Catalog* and on the College website.

## **Policy on Institutional Degrees and Credits**

*An accredited institution conforms to a commonly accepted minimum program length of 60 semester credit hours or 90-quarter credit hours awarded for achievement of student learning for an associate degree. Any exception to this minimum must be explained and justified.*

LCC conforms to the 60-semester credit hour standard. The requirements for an associate degree are listed on pages 33-34 of the *College Catalog*.

*An accredited institution must have in place written policies and procedures for determining a credit hour that generally meets commonly accepted academic expectations and it must apply the policies and procedures consistently to its courses and programs.*

LCC conforms to the commonly accepted academic expectations for determining a credit hour and has no exceptions. The definition of a unit of academic credit is defined in Board Policy/Administrative Procedure 4020–Program, Curriculum and Course Development, can be found on pages 18 and 30 of the *College Catalog* and is applied consistently to all courses and programs.

*At the time of the Educational Quality and Institutional Effectiveness Review (formally Comprehensive Review), the Commission will review the institution's procedures for determining credit hours for its courses and programs and how these policies and procedures are applied. The Commission will, as part of their*



*review, assess whether the institution implements the clock-to-credit conversion formula. The Commission will make a reasonable determination of whether the institution's assignment of credit hours conforms to commonly accepted practice in higher education using sampling and methods. If, following the review, the Commission finds systematic non-compliance regarding one or more programs at the institution it must take appropriate action and promptly notify the U.S. Secretary of Education (34C.F.R. §602.24 (f) (1), (2); §668.8 (I) (2)).*

LCC complies with this requirement. Administrative Procedure 4020–Program, Curriculum and Course Development and the 2013-2014 LCC Catalog will be available for review.

### **Policy on Integrity and Ethics**

*Accredited institutions or individuals acting on their behalf, must exhibit integrity and subscribe to and advocate high ethical standards in the management of its affairs and all of its activities dealing with students, faculty, staff, its governing board, external agencies and organizations, including the Commission, and the general public.*

LCC has many documents and practices that address the issues of integrity and ethics. All constituent groups have adopted *Code of Ethics* statements. The statements are periodically reviewed and reaffirmed. The Student Rules of Conduct taken from Board Policy 5500-Standards of Conduct is found on page 20 of the *College Catalog*. The Academic Senate developed and adopted the *LCC Honor Code* on May 20, 2010. The LCC Honor Code, a statement informing students about the importance of academic integrity as well as awareness of plagiarism/academic dishonesty, is included on page 11 of the *Faculty Handbook*. Additionally, all correspondence students sign participation contracts to acknowledge receipt and awareness of the *LCC Honor Code*.

### **Policy on Contractual Relationships with Non-regionally Accredited Organizations**

*When an institution contracts certain functions to a related entity, the institution is responsible to the Commission for presenting, explaining and evaluating all matters and relationships involving the related entities that may affect accreditation requirements and decisions at the time of eligibility review, candidacy review, initial accreditation, education quality and institutional effectiveness review, follow-up and special reports, and all other times deemed relevant by the Commission. Although a related entity may affect an institution's ongoing compliance with Accreditation standards, the Commission will review and hold responsible only the applicant, candidate, or accredited institution for compliance with the Accreditation Standards. The Commission will protect the confidential nature of all information submitted by the institutions or by related entities except as otherwise required by law or other Commission policies.*





LCC has contracts in place with several related entities to offer instructional services. The College contracts with both CalFire and the United States Forestry Service to deliver Fire Technology courses. The College contracts with Farm Worker Institute Of Education and Leadership Development (FIELD) to offer English as a Second Language courses to the immigrant worker population in the Central Valley. Furthermore, the College is working with two local correctional institutions to develop contracts to delivery continuing education curriculum in correctional science to correctional officers and support staff at these facilities. In all contracts, only courses consistent with the approved course outlines of record are taught by the outside agencies. Documentation of faculty agreement to teach to the approved course outlines of record is found in their personnel files. The qualifications of all faculty teaching the approved courses are reviewed and certified to meet minimum qualification established by the Board of Governors. Copies of the approved contracts are found in the documentation provided for Standard III.D.3.g.



## Response to Accrediting Commission Previous Recommendation's (2008 Action)

***Recommendation 1 (previous Recommendation #19–2002): Institutional Planning and Decision-Making – “The College must implement and evaluate ongoing student learning outcomes and institutional planning processes, which should be based on data research that results in a strategic plan and incorporate all other College planning documents, such as an educational master plan, a technology plan, and a facilities plan. These processes should guide future enrollment management decisions, resource allocation, and most importantly educational programs and services for the students and the community. The processes should be evaluated, using agreed upon criteria, on an annual basis to determine the effectiveness of the governance groups and leadership responsible for them, as well as the success of the planned outcomes and actions stated in the plans. (Standards IA.4, IB.3, 4, 5, 6, & 7, IIA.1c, IIA.2e, IIA.2f, III B2a & 2b, III C.1 & 2, III D.1 a-d, IIID.2 a-g, III D.3, IV A.3, IV A.5)”***

The annual Institutional Planning, Budget Development and Evaluation Cycle, initiated prior to the 2008 Self-Study, is in its seventh year of implementation.

The College implemented the initial version of the current institutional planning process with the adoption of a *Strategic Plan* by the Governing Board on September 25, 2007 and the adoption of the Institutional Planning and Budget Development Process by Consultation Council and the Academic Senate in November 2007. On May 13, 2008, the Governing Board adopted the initial integrated *Comprehensive Institutional Master Plan*.

On August 13, 2013, the Governing Board reaffirmed the institutional vision statement, mission statement, value statement, four strategic goals and four Institutional Student Learning Outcomes (SLOs) comprising the *Strategic Plan* for the College. [1.1 *Strategic Plan*, 1.2 BoardDocs-Governing Board minutes-August 13, 2013] The Governing Board action was the result of discussion during the sixth annual Governing Board Planning Retreat held on July 23, 2013. [1.2 BoardDocs-Governing Board minutes-July 23, 2013] Prior to each annual planning retreat, the Governing Board is provided with the updated *Comprehensive Institutional Master Plan* for the next five years and the *Action Plan Evaluation Matrix* for the previous year at their June meeting. [1.3 *2013-2018 Comprehensive Institutional Master Plan*, 1.4 *2012-2013 Action Plan Evaluation Matrix*, 1.2 BoardDocs-Governing Board minutes-June 11, 2013] The annual planning retreat also provides an opportunity to present environmental scan and survey data to the Governing Board. [1.5 Governing Board Planning Retreat Documents; 1.2 BoardDocs-Governing Board minutes-July 23, 2013]

For the most recent year, the Consultation Council/Strategic Planning Committee adopted the updated integrated *2013-2018 Comprehensive Institutional Master Plan* containing the *Strategic Plan*, *Educational Master Plan*, *Institutional Technology Master Plan*, *Facilities Master Plan*, and *Human Resource Master Plan* sections on April 29, 2013. [1.3 *2013-2018 Comprehensive Institutional Master Plan*, 1.6 Consultation Council



minutes April 29, 2013] In addition, the Consultation Council/Strategic Planning Committee adopted the *2012-2013 Annual Action Plan Evaluation Matrix* on May 20, 2013, which was forwarded to the Governing Board with the *Comprehensive Institutional Master Plan* at their June 11, 2013 meeting. [1.4 *2012-2013 Action Plan Evaluation Matrix*, 1.6 Consultation Council minutes-May 20, 2013] The evaluation matrix initiated in fall 2008 is in the sixth year of implementation. [1.4 *2012-2013 Action Plan Evaluation Matrix*] The Action Plan Evaluation Matrix is updated and presented to Consultation Council quarterly (October, January, March and May) and subsequently presented to the Governing Board each June. [1.7 *2013-2014 Action Plan Evaluation Matrix–October Status Update*]

Each of the master plans compiled within the *Comprehensive Institutional Master Plan* is developed utilizing recommendations obtained through program review and student learning/administrative unit outcome assessment processes. The Office of Institutional Effectiveness annually provides updated data to inform the program review process. [1.8 *Sample Program Review Data 2013-2014 Mathematics*]

LCC engaged in college-wide processes for the development, implementation, and assessment of SLOs and their integration into the institutional planning and improvement process beginning fall 2006 with the development and adoption of institutional-level, initial program-level and course-level SLOs. The first assessment of SLOs at the course-level began in spring 2007. The assessment of course-level SLOs has occurred each semester since with assessments in some courses more consistent than in other courses.

The assessment of SLOs was incorporated into the revised IPR process adopted by the Academic Senate in spring 2007 and further clarified in the revised versions adopted October 2009, November 2010 and September 2012. [1.9 *2012 Instructional Program Review Policy and Procedure Handbook 10<sup>th</sup> edition*] The linkage of student learning outcome assessment with IPR formalized the link between student learning outcome assessment and institutional planning. IPR is the primary mechanism for integrating academic program planning and budget requests into the *Educational Master Plan* portion of the *Comprehensive Institutional Master Plan* and the budget allocation process respectively. [1.3 *2013-1018 Comprehensive Institutional Master Plan*, 1.10 *2014-2015 Institutional Planning and Budget Development Process Handbook*]

In a similar fashion, the assessment of student learning/administrative unit outcomes was incorporated into the revised NIPR process adopted by the President's Cabinet in October 2009 and subsequently revised in November 2010 and August 2012. [1.11 *2012 Non-instructional Program Review Policy and Procedure Handbook 7th edition*]

The budget allocation process described in the *Institutional Planning and Budget Development Process Handbook* was utilized by the campus community to develop the institutional budget for the last six years, 2008-2009 final budget adopted by the Governing Board September 23, 2008, 2009-2010 final budget adopted by the Governing Board October 13, 2009, 2010-2011 final Budget adopted by the Governing Board October 12, 2010, 2011-2012 final Budget adopted by the Governing Board October 11,

2011, 2012-2013 final Budget adopted by the Governing Board August 14, 2012 and 2013-2014 final Budget adopted by the Governing Board September 10, 2013. [1.10 *2014-2015 Institutional Planning and Budget Development Handbook*, 1.6 Consultation Council minutes, 1.2 BoardDocs-Governing Board minutes] The process originally intended to develop and prioritize budget enhancement requests was modified and utilized for budget reduction in the development of the 2010-2011 budget. [1.6 Consultation Council minutes] Budget development utilizing the adopted process for the seventh consecutive year was initiated August 2013.

During May of each year (2008, 2009, 2010, 2011, 2012, 2013), the planning and budget development processes, found in the *Institutional Planning and Budget Development Process Handbook*, along with the shared governance structure and process, found in the *Shared Governance and Collegial Consultation Process Handbook*, were evaluated. [1.12 Institutional Planning and Governance Evaluation Results] The evaluation process utilized instruments developed by the Consultation Council/Strategic Planning Committee. [1.13 *2014-2015 Institutional Planning and Budget Development Handbook*-Institutional Planning and Governance Evaluation Instruments] The revised *Institutional Planning and Budget Development Process Handbook* describing the adopted integrated planning budget allocation process is adopted by the Academic Senate and Consultation Council/Strategic Planning Committee and redistributed to the campus in August of each year. [1.10 *2014-2015 Institutional Planning and Budget Development Process Handbook*; 1.13 *2013-2014 Shared Governance and Collegial Consultation Process Handbook*]

***Recommendation 2 (previous Recommendation #14–2002): Student Learning Outcomes – “The team recommends that the College achieve a sustainable level of assessing student learning outcomes that can be used for continuous quality improvement. Administrators, faculty, and staff need to continue to identify, develop, implement, and assess student-learning outcomes at the course, instructional and non-instructional programs, and degree levels and use the results of those assessments to improve student learning, services, plans and institutional effectiveness. (Standards IB.1, IB.4, IB.7; IIA.1c, IIA.2a, IIA.2b, IIA.2e, IIA.2f, IIA.2g, IIA.2i, IIA.3, IIA.6, IIA.6a, IIB.1, IIB.3e, IIB.4, IIC.2; III; IVA.1, IVA2b, IVB.1b)”***

The Governing Board adopted the initial Institutional Academic Student Learning Outcomes (SLOs) on November 28, 2006. The institution resumed discussions concerning institutional SLOs in the Curriculum/Academic Standards Committee, Academic Senate and Consultation Council during the 2008-2009 academic year. Consultation Council adopted revised Institutional SLOs with broader application, appropriate to non-instructional student service areas as well as instructional programs and courses on March 23, 2009. [2.1 Institutional SLOs adopted March 23, 2009] With the expansion of the development and assessment of administrative unit outcomes, the College recognized that many administrative unit outcomes did not link to the adopted institutional SLOs. Following dialogue, Consultation Council accepted the Governing Board adopted Strategic Goals as Institutional Administrative Unit Outcomes recognizing that further dialogue might lead to a different institutional decision. [2.2 Strategic Goals;

2.3 BoardDocs- Governing Board minutes–August 13, 2013; 2.4 Consultation Council minutes–May 6, 2013]

The institution has adopted Program SLOs for sixty-seven degrees and certificates (100 percent of all degrees and certificates) for the eleven CTE programs offered by the College (Administration of Justice/Correctional Science, Agriculture, Automotive Technology, Business, Child Development, Digital Graphic Design, Fire Technology, Gunsmithing, Human Services, Vocational Nursing and Welding Technology), in addition to Associate degrees for Transfer in Administration of Justice, Art History, Business Administration, Early Childhood Education, English, Geology, History, Psychology, Sociology, and Studio Art; University Studies degrees in Agriculture Sciences, Allied Health, Biological Science, Humanities, Mathematics/Physical Science, Natural Science, Physical Education, and Social Science and General Studies degrees in Natural Science, Physical Education, and Social Science). [2.5 Approved Degree and Certificate SLOs] By June 1, 2013, the College had adopted course-level SLOs for all five hundred and ninety-two active courses offered during the previous two years (100 percent of all active courses). [2.6 Approved Course-Level SLOs] All academic student-learning outcomes were developed by subject area faculty and approved by the Curriculum/Academic Standards Committee and Academic Senate.

SLOs for Student Services and the Library were adopted June 12, 2007. The Library SLOs were revised fall 2013. SLOs for Human Resources, Maintenance and Operation of Plant, Institutional Effectiveness, Information Technology, Marketing/Community Relations, Resource Development/Competitive Grants, Enrollment Services (including Student Financial Aid, Admissions & Records, Student Accounts, and Financial Aid Outreach), CalWORKs/TANF, Counseling & Guidance (including Matriculation, Articulation/Transfer Center, Assessment/Testing, Orientation and Early Alert), Disabled Students Programs and Services, Extended Opportunities Programs and Services, and Special Grant Programs have all been adopted by the President’s Cabinet. [2.7 Approved Non-instructional Program SLOs]

The Student Services area departments piloted assessment of non-instructional SLOs spring 2010. Subsequent assessments of non-instructional areas begin the year following the acceptance of their initial NIPR, which include adopted SLOs. The student learning/administrative unit outcome results for all non-instructional areas are due in May of each year.

During the revisions of the IPR and NIPR processes completed in 2012, the analysis of assessment of student learning/administrative unit outcomes results was incorporated into the revised processes. [2.8 *2012 Instructional Program Review Policy and Procedure Handbook* 10<sup>th</sup> edition; 2.9 *2012 Non-instructional Program Review Policy and Procedure Handbook* 7<sup>th</sup> edition]

The *Lassen Community College Faculty Association (LCFA) Contract* approved by the Governing Board on July 10, 2012 and reaffirmed on November 12, 2013 identifies in

Article 7.2.16, faculty are required to participate in student learning outcome (SLO) assessment to include the:

1. Preparation and submission of an SLO Assessment Plan for each class within one week of the first meeting of class
2. Implementation
3. Submittal of SLO Assessment Results (hard copy or electronic) no later than the eighth day following the last day of finals.

[2.10–LCFA/LCCD Contract; 2.3 BoardDocs-Governing Board minutes-July 10, 2012 & November 12, 2013]

The College committed the resources (*Strengthening Institutions Grant* funds) to purchase WEAVE, an online application, in summer 2012. This technology enables the College to integrate multi-level (course, program and institutional outcomes) web-hosted outcomes assessment with institutional planning. Training in the use of WEAVE was conducted during the fall term with full implementation spring 2013 for instructional areas. [2.11 2012-2013 Professional Development Training] Fall 2012 student learning outcome assessment results utilizing the online application demonstrated a significant improvement over the previously utilized paper method of recording results. [2.12 WEAVE] Training in the use of WEAVE for employees involved in non-instructional areas occurred spring 2013. Training was completed prior to May when non-instructional student learning and administrative unit outcomes were due. [2.12 WEAVE]

In fall 2013, the Institutional Effectiveness Task Force was established to work with the Curriculum/Academic Standards Committee, Office of Institutional Effectiveness and President’s Cabinet to provide recommendations to improve mechanisms for coordinating and documenting student learning/administrative unit outcome assessments, program review and integrated planning specifically utilizing the WEAVE application. A first step towards the better integration was the adoption of the *Student Learning Outcomes Handbook* by the Curriculum/Academic Standards Committee on September 17, 2013. [2.13 *Student Learning Outcome Handbook*; 2.14 Curriculum/Academic Standards Committee minutes] A Convocation activity on September 3, 2013 provided an opportunity for all campus employees to participate in affirming the associations between student learning/administrative unit outcomes, general education outcomes (when appropriate) and institutional student learning outcomes. [2.15 Fall 2013 Convocation agenda] The associations in WEAVE establish the linkages necessary to integrate student learning outcome assessments at the various levels. The same activity provided faculty with the opportunity to dialogue and agree on consistent measures and targets for the assessment of student learning in courses taught by multiple faculty members.

***Recommendation 3 (previous Recommendation #17–2002): Institutional Research–“The College must fully develop, implement, and evaluate its research capabilities (staff skills, data analysis/interpretation and use of data) assuring the college has the appropriate resources and staff to perform the necessary research, data collection, and***



*analysis to meet all accreditation standards. The college needs to conduct research on programs and services, student achievement and learning outcomes, and institutional effectiveness, such that program reviews and stated learning outcomes can draw on this resource to improve the effectiveness of the college. The results of the research need to be used by the leadership and all governance groups in their deliberations, dialogue, and decision-making. (Standards IB.3, IB. 4,5,6,7; IIA.1a, IIA.2e, IIA.2f, IIB.3a-e, IIB.4, IIC.2; IVA.1-4)”*

With the hire of the Director of Institutional Effectiveness June 1, 2013 (replacing the Director of Research who resigned July 2012), the institution again has access to accurate timely numerical data on which to base informed decisions. The Office of Institutional Effectiveness had previously initiated a deliberate and mindful approach to assure timely and appropriate data availability. The strength of the approach lay in two areas: first, it responded to data specifically requested by the decision-makers at the College through the IPR process and second, builds upon the College’s DataMart (Report Server) capacity. [3.1 *2012 Instructional Program Review Policy and Procedures Handbook 10<sup>th</sup> edition*; 3.2 <http://dtrpt.lassen.cc.ca.us/reports>] This capacity supports the daily extraction of system data and compilation of these data into multiple report formats that can be downloaded for further analysis and interpretation at the course, program, department and institutional level. Second, the opportunity to interact with a diverse group of campus constituents through committees allows opportunities for research to be defined. In addition, the director has redeveloped the research webpage to provide open access to research studies and an electronic research request to help support a culture of evidence-based decision-making. Noteworthy, in the first six months of arrival the director had completed over 300 research/effectiveness requests.

## **Data Reporting**

With regard to program review, six new data reports containing data requested in the Instructional Program Review handbook were created and are housed in the Report Server. [3.1 *2012 Instructional Program Review Policy and Procedures Handbook 10<sup>th</sup> edition*; 3.2 <http://dtrpt.lassen.cc.ca.us/reports>] The data contained in these reports are extracted nightly from the Enterprise System production database (Datatel) giving information on course retention, student achievement and next term persistence for all courses and programs by term and academic year. The reports can be compiled to produce course and program level enrollment and success data trended over time. Program cost reports by academic year are also now available.

Additionally, in fall 2012, LCC deployed WEAVE. This powerful application guides and provides for the alignment of multiple processes, including student learning outcome assessment, planning, accreditation, budget allocation and institutional priorities. The implementation represented a significant step forward in assessing student achievement, learning outcomes and institutional effectiveness

## **Research Studies**

### **Student Transcript-Enhanced Placement Study (STEPS)**

Since the arrival of the Director of Institutional Effectiveness in June 2013, many collaborative studies have occurred with other Northern California institutions and the statewide Research and Planning (RP) Group. Based on the collaborations, the Director has integrated the STEPS program to assess the impact that progress or performance of local feeder high schools has on student outcomes in college. This information was presented at Consultation Council on August 5, 2013. [3.3 Consultation Council minutes; 3.4 *Student Transcript-Enhanced Placement Study*]

### **Project 530**

The department developed six models to predict failure and attrition called Project 530. Project 530 is a foundational approach to increase student success and retention through the provision of proactive information to develop or recommend corrective interventions to increase first-time student performance. The project is considered foundational as it begins with first-time students entering college through the matriculation process of application.

The tool used by many institutions is called OpenCCCApply, which is an online college application that allows students to apply electronically for regular admission to many California Community Colleges. This tool gathers an array of standard information from the student such as education level, educational goal, demographics, anticipated unit load, service interests, etc.

Project 530 took these variables and developed predictive models on student failure rates of 50, 75 and 100 percent and attrition rates of 50, 75 and 100 percent for the first-time students. The models all showed to be statistically significant and have rates of predictability strength over 70 percent each.

When applied correctly, institutions can relay interventions programs (Early-Alert, Tutoring, etc.) based on these predictive analytics. In action, once students selected these certain variables on the application an email would be generated to their account providing information and a personal invite to participate in the intervention program. Therefore, it is anticipated over time there would be an increase in participation with these corrective actions that would have a positive impact on student performance. This information was presented at Consultation Council on August 5, 2013. [3.3 Consultation Council minutes; 3.5 Project 530]

### **Student Success Component (previously Matriculation) Matrix**

The student success matrix is an annual study, which assesses the impact of matriculation components on the success of first-time students. The output of the data provides the best combination of matriculation components to student success and retention. The matrix



was presented to Consultation Council on September 19, 2013. [3.3 Consultation Council minutes; 3.6 Student Success Component Matrix]

### **TrendWatch**

TrendWatch, a FTES/enrollment tracking tool was developed by the Director of Institutional Effectiveness and distributed to administrators over a 12-week period to monitor trends. This tool is a means to identify gaps and growth time periods to determine student demand and project FTES for the term. [3.7 TrendWatch]

### **FTES Projection Model**

An FTES projection model was developed based on the FTES produced by modality and term over the past five years. The output was an algorithm that can be applied to current and future terms to anticipate the estimated FTES produced based upon section. [3.8 FTES Projection Model].

Another algorithm was developed, which projected FTES based upon term enrollment. Based on the calculation, estimated target enrollments needed to meet FTES requirements can be calculated.

### **Culture of Evidence**

To support a culture of evidence the Director of Institutional Effectiveness developed an online research request form, which allows all campus constituents the opportunity to request research studies. These studies include: standard reporting, surveying and ad-hoc research. [3.9 Online Request Form] The major studies produced by the Office of Institutional Effectiveness are listed on the webpage, which allows open access and transparency to the campus. Research studies are also published in the monthly newsletter distributed electronically via email and available on the website. [3.10 *Outside the Box: Notes from Institutional Effectiveness*] Finally, the Director of Institutional Effectiveness has established annual goals and redeveloped administrative outcomes for the department in order to assess the performance and gather new information to meet the campus needs for data driven decision-making.

***Recommendation 4: Employee Evaluation–“The College must take steps to assure that evaluation process of all personnel are current, and the evaluation processes seek to assess effectiveness of personnel and encourage improvement. Evaluation of faculty members must include, as a component of their evaluation, effectiveness in producing student learning outcomes. (Standard III. A.1.a. & b.)”***

All administrators, managers, confidential and classified staff have current evaluations in their personnel files as of June 2013. Announcements reminding all supervisors of the annual evaluations of confidential employees, managers and administrators during December are distributed each November. [4.1 Evaluation Announcement]

The evaluations of the twelve (12) full-time faculty members scheduled to be evaluated fall 2012, were all completed by the end of the semester, December 17, 2012. Twenty-seven (27) adjunct-time faculty members were also evaluated fall 2012. The evaluation of the nine (9) full-time faculty scheduled to be evaluated spring 2013 were all completed by the end of the semester, May 31, 2013. The evaluations of an additional forty-two (42) adjunct-time faculty were completed prior to May 31, 2013. During summer 2013, an additional nine adjunct faculty were evaluated. During each of the pre-evaluation conferences faculty responsibilities including the assessment of student learning were discussed.

Article 7.2.12 of the collective bargaining agreement obligates faculty to participate in IPR. The IPR process as articulated in the *Instructional Program Review Policy and Procedures Handbook* revised and adopted by the Academic Senate includes the analysis of SLOs and the development of recommendations based upon that analysis. Article 7.2.16 of the collective bargaining agreement obligates faculty to participate in assessment of SLOs. [4.2 2011-2014 LCFA/LCCD Contract; 4.3 2012 *Instructional Program Review Policy and Procedures Handbook 10<sup>th</sup> edition*] Each faculty member is evaluated on the fulfillment of his or her contractual obligations.

***Recommendation 5 (Previous Recommendation #10 from 2006): Administrative Positions-“The College must fill all administrative/management vacancies as quickly as possible while consistently using established hiring policies and practices. (Standard IIIA.1a, IIIA.2)”***

The Governing Board took action at a special meeting on May 22, 2012 to hire the current Superintendent/President, who took office on July 1, 2012. In light of the previous resignation of the Dean of Academic Services and the Dean of Student Services, the newly hired Superintendent/President initiated an administrative reorganization and recommended appointments of an interim Executive Vice-President of Academic Services and interim Associate Dean of Student Services by the Governing Board. [5.1 BoardDocs-Governing Board minutes] The previous Dean of Administrative Services position occupied by the individual hired October 1, 2009 was restructured to a Vice-President of Administrative Services effective July 1, 2012. The position of Associate Dean of Student Services and the unfilled position of Associate Dean of Instructional Services were elevated to the Dean level in spring 2013.

Utilizing the existing hiring policies and practices the College hired a Dean of Instructional Services and the permanent Executive Vice-President of Academic Services May 2013. [5.1 BoardDocs-Governing Board minutes, 5.2 Organization Charts] The selection process to hire a permanent Dean of Student Services was initiated fall 2013.

***Recommendation 6 (Previous Recommendation #15 from 2006): Faculty Staffing Plan-“The College must implement and assess the effectiveness of a staffing plan that will ensure full-time faculty members are proportionally distributed, based on a long-term plan, which results in an effective course schedule. Faculty must be assigned to a***

***course schedule that will meet the demands of students, so that they can achieve their academic goals in a timely manner. (Standard IIB.2a&b, IIC.2, IID.1, 2, 3)”***

The College’s academic staffing plan is found as one component of the *Educational Master Plan*, which is integrated into the *Comprehensive Institutional Master Plan*. [6.1 2013-2018 *Comprehensive Institutional Master Plan*] The division chair structure was re-established spring 2010 with primary responsibility to assist the instructional administrators in developing and staffing course schedules, which provided maximum opportunity for student access and success. [6.2 Organizational Charts] Enrollment data is provided to the Division Chairs regularly by the Director of Institutional Effectiveness in order to provide the information on which to base improved course scheduling. [6.3 Division Chair minutes] Comprehensive IPRs are scheduled every four years for academic programs and every two years for CTE programs. Annual Updates are due each May for all programs not scheduled for a comprehensive review. [6.4 Complete Program Reviews and Executive Summaries on LCC website; 6.5 2012 *Instructional Program Review Policy and Procedures Handbook 10<sup>th</sup> edition*] Among other things, program reviews inform institutional planning and budgeting by including recommendations regarding adequate staffing for the delivery of instruction. Ultimately, these staffing recommendations undergo a prioritization process and, as previously stated, are reflected in the *Educational Master Plan*. [6.6 2013-2018 *Educational Master Plan*]

As a result of retirements, retraining resulting in reassignments, and new faculty hiring over the past several years as well as the use of enrollment trend data in schedule development, the institution has been able to proportionately redistribute and/or redeploy faculty in order to provide a more robust and responsive course schedule. Evidence of more effectively scheduling to meet student demand can be found in the higher enrollments (e.g. productivity/fill rates) that were achieved across the board during the previous several academic years.

***Recommendation 7: Financial Planning-“The College must, as part of the strategic planning process for the college, develop and implement a set of baseline data, which are used to evaluate performance involving financial management and planning (i.e., expected revenues and expenditures over time to ensure this planning does not result in deeper long term deficits). It must develop objectives and action items, and evaluate outcomes, based on these data, which are necessary to achieve goals. The college should incorporate data into the overall strategic planning process for the college. (Standard IIB.2a&b, IIC.2, IID.1, 2, 3)***

LCC recognizes the critical role of financial planning in the successful fulfillment of its mission and achievement of its strategic goals. [7.1 *Strategic Plan*] Educational initiatives (programs and services) are resourced in accordance with the priorities established utilizing the adopted integrated planning and budget allocation process. [7.2 2014-2015 *Institutional Planning and Budget Development Process Handbook*; 7.3 Academic Senate minutes-July 23, 2013] Traditionally funded programs and services that no longer support the strategic direction are evaluated for continuance. The institution’s program review and budget planning processes are the methodology

whereby programs and services are empirically evaluated to demonstrate that progress is aligned with the *Strategic Plan*. [7.2 2014-2015 *Institutional Planning and Budget Development Process Handbook*, 7.4 2012 *Instructional Program Review Policy and Procedures Handbook 10<sup>th</sup> edition*; 7.5 *Non-instructional Program Review Policy and Procedure Handbook 7th edition*-August 2012] Institutionally developed objectives and strategies directed towards meeting those objectives are captured in the annually produced *Comprehensive Institutional Master Plan*. [7.6 2013-2018 *Comprehensive Institutional Master Plan*] Progress on developed strategies is tracked utilizing the *Comprehensive Institutional Master Plan Action Plan Evaluation Matrix*. [7.7 2012-2013 *Comprehensive Institutional Master Plan Action Plan Evaluation Matrix*; 7.8 President's Cabinet minutes; 7.3 Academic Senate minutes-July 23, 2013]

Through the institutional dialogue, the College has established the minimum full-time equivalent student projection (1700 FTES) deemed necessary to provide the apportionment budget (\$11,465,540) to sustain the College's essential functions at their current level. Academic planning is focused on assuring the quality of services to support the achievement of expected SLOs, but also to sustain the quantity of instruction through various modalities to support the quality of those services.

During the budget development process, the Chief Business Officer reviews data that is provided by the Chancellor's Office Fiscal Policy Department, the Community College League of California and the Legislative Analyst's Office to keep the LCC Administration and Governing Board informed as to the Fiscal Outlook for California. This data is then used during the budget development process to conservatively predict the amount of revenue the District will receive during the next fiscal year. Being conservative in nature, during the budget development process, the District has under projected revenues by approximately five percent on an ongoing basis to offset possible increased "deficit coefficient" or "workload reduction." This process has secured the District's ability to prevent long-term deficits that would severely damage the fiscal viability of a small rural college district.

***Recommendation 8: Fiscal Stability-"The College must carry out its fiscal and academic portion of the Multi-Year Recovery Plan and the Corrective Action Matrix, which delineate how future revenues and expenditures will provide the college a blueprint to fiscal solvency. The college must monitor performance of these financial actions and assumptions, and make appropriate corrective actions to ensure this financial recovery plan is completed successfully. (Standard IVB.1c, IVB.2d, IVB.3c&d)"***

The Governing Board adopted the initial *Multi-Year Fiscal and Academic Recovery Plan* on February 26, 2008. Subsequently, the Governing Board on September 23, 2008 and November 10, 2009 adopted revisions to the initial plan. [8.1 *Multi-Year Fiscal and Academic Recovery Plan-February 2008 and September 2008*, 8.2 *Multi-Year Fiscal and Academic Recovery Plan-November 2009*, 8.3 BoardDocs-Governing Board minutes]



In order to track progress on responses to the Fiscal Crisis and Management Assistance Team (FCMAT) findings from January 2006, the Chancellor's Office Minimum Conditions/Apportionment Standing Findings from January 2006, Chancellor's Office Status Report from August 2006 and the Accrediting Commission's Findings from June 2007, the College initiated a Corrective Action Matrix in fall 2007. [8.4 *Corrective Action Matrix*]

Following the resolution of many of the issues identified in the initial Corrective Action Matrix, the institution recognized the value of this detailed quality improvement tool and sustained its use as an institutional tracking mechanism by renaming it the Sustained Improvement Matrix in spring 2009. This monitoring tool integrated recommendations from various sources including annual audit reports, the 2009 FCMAT Management Review and the 2008 Self Study Actionable Improvement Plans. It was reviewed and updated regularly at President's Cabinet meetings. [8.5 President's Cabinet minutes, 8.6 *Sustained Improvement Matrix*]

The Governing Board initiated the current version of the integrated planning process with the adoption of its initial *Strategic Plan* in September fall 2007. By 2008-2009, the integrated planning model had matured into an annual planning and evaluation cycle. [8.7 *2014-2015 Institutional Planning and Budget Development Process Handbook*, 8.8 *2013-2018 Comprehensive Institutional Master Plan*] The annual tracking of progress on institutional strategies was incorporated into a *Comprehensive Institutional Master Plan Action Plan Annual Evaluation Matrix*. [8.9 *2012-2013 Comprehensive Institutional Master Plan Action Plan Annual Evaluation Matrix*] Following the Accrediting Commission's action on the 2008 Application for Reaffirmation of Accreditation, the College initiated a tracking spreadsheet specific to accreditation. [8.10 *Accreditation Matrix*] By late fall 2009; the redundancy of the Sustained Improvement Matrix and the two other tracking matrices was recognized and the regular review of the Sustained Improvement Matrix was ended in December 2009. With the arrival of the current Superintendent/President July 2012, a task log was added as a regular agenda item on each President's Cabinet meeting. [8.5 President's Cabinet minutes; 8.11 *Task Log*]

During President's Cabinet meetings, the Chief Business Officer and the Comptroller provide weekly updates on different budget issues facing the District. [8.5 President's Cabinet minutes] This includes but is not limited to, the current status of the Fiscal Stability of the State of California, projections on current spending patterns and cash flow issues in regards to receipt of funding from the State and financing through the use of the Districts Tax Revenue Anticipation Notes (TRANS). The focus has been to maintain Fiscal Stability and conservatism during these crisis years within the State.

To ensure sound financial management, sustainability and stability of the District the LCCD Governing Board has adopted a policy to keep fifteen (15) percent (roughly two months operating expenses) in reserve. [8.12 BoardDocs-Board Policy 6200-Budget Preparation] This has been particularly necessary in light of the State's eroding public sector economy, which has resulted in revenue cuts and cash-flow delays and deferrals.

## **Progress on Self-Identified Action Plans from 2008 Self-Study**

Progress on the recommendations identified in the 2008 Self-Study has been tracked utilizing the 2008 Accreditation Self-Evaluation Tracking Matrix [2008 Accreditation Self-Evaluation Matrix]. Of the original fifty-nine identified recommendations, fifty-six (95 percent) have been indicated as completed.





LASSEN COMMUNITY COLLEGE

Standard I

# Institutional Mission and Effectiveness

Self Evaluation Report of Educational Quality and Institutional Effectiveness

# Standard I

## Institutional Mission and Effectiveness

***The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.***

### Self-Evaluation Team Members

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## **I.A. Mission**

*“The institution has a statement of mission that defines the institution’s broad educational purposes, its intended student population, and its commitment to achieving student learning.”*

**I.A.1.** *“The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.”*

### **Descriptive Summary:**

The Lassen Community College (LCC) mission statement clearly identifies the College’s educational purposes as an institution of higher education:

*Lassen Community College provides outstanding programs for all pursuing higher education goals. The core programs offer a wide range of educational opportunities including transfer degrees and certificates, economic and workforce development, and basic skills instruction. The college serves students, both on campus and in outreach areas in its effort to build intellectual growth, human perspective and economic potential.*

[1.1 BoardDocs-Board Policy 1200-LCC Mission Statement; 1.2 *Strategic Plan*]

LCC offers twenty-five (25) degree and certificate programs and a variety of services in alignment with the mission statement commitment to provide “outstanding programs.” [1.3 *LCC Catalog-Programs, Degrees and Certificates*-page 31] The College provides both transfer and CTE degree and certificate opportunities to meet varied student needs. In addition, the College offers basic skills courses in English, reading, and mathematics to students who need additional preparation before attempting college-level courses. LCC serves students with courses and programs delivered through traditional face-to-face instruction. For selected courses and programs, LCC serves students locally and at a distance, with courses and programs delivered through correspondence and online instruction. Through the program review processes, curriculum review processes and student learning outcome assessments, the College assures that its programs and services align with its mission.

### **Self-Evaluation:**

The LCC mission statement clearly articulates the institution’s educational purposes of offering basic skill courses as well as degree and certificate programs in transfer and career technical fields and identifies the target population in the community the College serves, both on campus and throughout the service area. The mission statement indicates the College’s commitment to achieving student learning in the articulated “effort to build intellectual growth, human perspective and economic potential.”



**Actionable Improvement Plans:**

None

**I.A.2.** *“The mission statement is approved by the governing board and published.”*

**Descriptive Summary:**

The Governing Board last approved the LCC mission statement on August 13, 2013. [1.4 BoardDocs-Governing Board minutes] The mission statement appears in the *Strategic Plan, Annual Report, College catalog*, class schedule, a variety of meeting agendas, and on the College website, all of which are updated regularly. [1.2 *Strategic Plan*; 1.3 *2013-2014 LCC Catalog*; 1.5 President’s Cabinet agendas; 1.6 Curriculum/Academic Standards Committee agendas, 1.7 LCC Website] The *Strategic Plan* with the mission statement is posted on the wall in prominent locations throughout campus: Board Room; Administrative Conference Room; Student Services Building Entry; TECC and Administrative Offices.

**Self-Evaluation:**

The College mission statement is approved by Governing Board and is appropriately published.

**Actionable Improvement Plans:**

None

**I.A.3.** *“Using the institution’s governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.”*

**Descriptive Summary:**

Review of the College mission statement, as one component of the *Strategic Plan*, occurs annually during May in Consultation Council/Strategic Planning Committee meetings.

The LCC mission statement was revised and approved by the Governing Board on September 23, 2008, then reaffirmed on October 13, 2009 and September 14, 2010. [1.1 BoardDocs-Board Policy 1200-LCC Mission Statement] A revised mission statement was adopted on September 13, 2011 and subsequently reaffirmed on August 14, 2012 and August 13, 2013. [1.4 BoardDocs-Governing Board minutes of September 23, 2008. October 13, 2009, September 14, 2010, September 13, 2011, August 14, 2012 and August 13, 2013 meetings]



**Self-Evaluation:**

The institution’s primary governance and decision-making body, Consultation Council has been utilized each year since 2007 to recommend reaffirmations of or revisions to the College mission statement to the Governing Board.

**Actionable Improvement Plans:**

None

*I.A.4. “The institution’s mission is central to institutional planning and decision making.”*

**Descriptive Summary:**

In August of each year the adoption of the *Strategic Plan*, including the mission statement, vision statement, value statement, strategic goals and Institutional Student Learning Outcomes (SLOs), by the Governing Board initiates the annual institutional planning and budget allocation process. [1.4 BoardDocs-Governing Board minutes of September 23, 2008. October 13, 2009, September 14, 2010, September 13, 2011, August 14, 2012 and August 13, 2013 meetings] The process culminates each June with the acceptance of the five-year *Comprehensive Institutional Master Plan* and *Annual Evaluation Matrix* by the Governing Board. The mission statement is central to the development of each of the component master plans comprising the *Comprehensive Institutional Master Plan*, the *Educational Master Plan*, the *Student Services Master Plan*, the *Facilities Master Plan*, the *Institutional Technology Master Plan* and the *Human Resources Master Plan*. [1.4 BoardDocs-Governing Board minutes; 1.8 2013-2018 *Comprehensive Institutional Master Plan*; 1.9 2013-2014 *CIMP Action Plan Annual Evaluation Matrix*]

**Self-Evaluation:**

Results of the Accreditation Self-Evaluation Staff Survey conducted in spring 2011, 2012 and 2013 indicated relatively consistent results concerning the mission statement.

Table 25: Mission Statement Self-Evaluation Staff Survey

Questions 5, 6, & 7	2011	2012	2013
I am familiar with the college mission statement.	100%	96%	97%
The educational purposes identified in the mission statement are appropriate to Lassen Community College and its intended students.	95%	96%	90%
The mission statement is applied during planning and decision-making.	71%	76%	72%

[1.10 Data retrieved from Accreditation Self-Evaluation Staff Survey]

## Actionable Improvement Plans:

None

### *I.B. Improving Institutional Effectiveness*

*"The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning."*

*I.B.1. "The institution maintains an on-going, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes."*

### Descriptive Summary:

The principal location for all institutional dialogue is the joint governance and planning body, Consultation Council/Strategic Planning Committee. The agenda for this body is divided into discussions on governance and planning issues. Additionally, any constituent group representative or individual can bring topics for discussion to the body. This key group is responsible for oversight of the institutional processes including integrated planning and budget allocation recommendations. This body reviews and forwards all recommendations for initiation or changes to board policies to the Governing Board and adopts all finalized administrative procedures. Consultation Council/Strategic Planning meets weekly or bi-monthly as the workload warrants. [1.11 Consultation Council minutes] Consultation Council/Strategic Planning receives all program review documents and reviews all master planning documents. The committee also tracks progress on institutional initiatives through the Annual Action Evaluation Matrix. [1.9 2013-2014 CIMP Action Plan Annual Evaluation Matrix]

During May of each academic year, the Consultation Council/Strategic Planning Committee conducts an evaluation of both the institutional governance and planning processes. [1.12 2007 Annual Evaluation Results; 2008 Annual Evaluation Results; 2009 Annual Evaluation Results; 2010 Annual Evaluation Results; 2011 Annual Evaluation Results; 2012 Annual Evaluation Results; 2013 Annual Evaluation Results] Recommendations derived from the annual evaluation are forwarded to the Academic Senate. Recommendations found to have merit are incorporated into the planning and budget development processes adopted and utilized during the subsequent year. [1.13 Academic Senate minutes; 1.14 2014-2015 Institutional Planning and Budget Development Process Handbook]



Further dialogue focusing specifically on student learning and how the institution can better serve the needs of its students occurs during bimonthly student services management meetings, weekly division chair meetings, monthly academic division meetings and Career Technical Education advisory committee meetings. The administration meets weekly in Executive Cabinet and President's Cabinet to discuss a variety of topics impacting institutional effectiveness. [1.11 Consultation Council minutes; 1.15 Career Technical Education Advisory Committee minutes; 1.16 Student Services Management minutes; 1.17 President's Cabinet minutes]

Standing committee meetings, such as the bi-monthly Academic Senate, bi-monthly Curriculum and Academic Standards Committee and less regular planning committee meetings provide additional settings for productive dialogue. [1.13 Academic Senate minutes; 1.18 Curriculum/Academic Standards Committee minutes; 1.19 Academic Planning Committee minutes; 1.20 Facilities Planning Committee minutes; 1.21 Human Resource Planning Committee minutes; 1.22 Institutional Technology Planning Committee minutes; 1.23 Student Services Planning Committee minutes]

Further occasions for discussion occur during CTE Transitions meetings between college and local high school CTE faculty and during planning meetings for grant development such as Title III Grant and Perkins 1-C planning meetings.

During the 2011-2012 academic year, the College implemented an expanded professional development calendar, which included training and opportunities for expanded dialogue about student learning and operational effectiveness. [1.24 Professional Development Calendar]

Twice a year during convocation, the institution comes together as a whole to participate in activities directed towards improvement of student learning and institutional effectiveness often providing opportunities for interaction and dialogue between employees who rarely have such opportunities during the performance of their daily duties. [1.25 Convocation agendas]

Intermittently, additional opportunities for productive dialogue arise. Examples include scheduled town hall meetings, open forums and joint meetings with local high schools such as the "Closing the Achievement Gap" meetings between faculty in English and Mathematics. [1.26 Town Hall Notes; 1.27 "Closing the Achievement Gap" Notes]

### **Self-Evaluation:**

The institution has established and consistently utilizes a variety of venues to engage in on-going dialogue about improvement of student learning and institutional processes. Positions for student representatives are included on a most of committees. However, frequently student representatives are not appointed and/or do not regularly participate.



### **Actionable Improvement Plans:**

Explore ways to engage the Associate Student Body to recognize the advantages and develop the desire for strong student participation in all of the College's governance and planning processes.

*I.B.2. "The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement."*

### **Descriptive Summary:**

The *Strategic Plan* adopted by the Governing Board on August 13, 2013 contains the four institutional strategic goals:

1. *Institutional Effectiveness*: Provide the governance, leadership, integrated planning and accountability structures, and processes to effectively support the learning environment, while ensuring responsible stewardship of public trust and resources.
2. *Learning Opportunities*: Provide an array of rigorous academic programs delivered via a variety of modalities that promote student learning and meet the needs of the local and global community.
3. *Resource Management*: Manage human, physical, technological and financial resources to sustain fiscal stability and to effectively support the learning environment.
4. *Student Success*: Provide a college environment that reaches out to and supports students, minimizes barriers, and increases opportunity and success through access and retention to enable student attainment of educational goals including completion of degrees and certificates, transfer, job placement and advancement, improvement of basic skills, and self-development through lifelong learning.

The strategic goals adopted by the Governing Board are developed through collegial consultation by representatives from the five constituent groups serving on Consultation Council/Strategic Planning and then recommended for adoption to the Governing Board. The strategic goals are developed consistent with and directed by the mission statement of the College. The current strategic goals are the third rendition developed through the same consultative process since the last accreditation self-evaluation. [1.2 *Strategic Plan*; 1.4 BoardDocs-Governing Board minutes-August 13, 2013; 1.11 Consultation Council minutes- May 17, 2012, May 30, 2012, May 6, 2013]



Each year the institution updates the *Comprehensive Institutional Master Plan* containing objectives and strategies focused on achieving the identified strategic goals through the work of the five planning committees. [1.8 *2013-2018 Comprehensive Institutional Master Plan*] Progress on the achievement of the strategic goals, objectives and strategies are measured utilizing the annual action plan evaluation matrix and the key performance indicators. The annual action plan evaluation matrix is updated by representatives of the planning committees and presented to President’s Cabinet and Consultation Council four times a year for review and revision. The year-end matrix is presented to the Governing Board and campus in June as an indication of that year’s progress. [1.28 *2008-2009 CIMP Annual Evaluation Matrix; 2009-2010 CIMP Annual Evaluation Matrix; 2010-2011 CIMP Annual Evaluation Matrix; 2011-2012 CIMP Annual Evaluation Matrix; 2012-2013 CIMP Annual Evaluation Matrix*] The Academic Planning Committee with subsequent review and additions by the other planning committees, President’s Cabinet and Consultation Council, develops the key performance indicators. [1.29 *Key Performance Indicator Annual Reports; 1.19 Academic Planning Committee minutes*]

Beginning in July 2013, the College President formally articulated annual goals within the context of the Board adopted strategic goals. In August, each of the administrators articulated and published the goals for their area of responsibility aligned with the president’s goals in support of the institutionally developed strategies as articulated in the *Comprehensive Institutional Master Plan*. Progress on the administrative area goals will be evaluated as one component of the Administrative Area NIPR Annual Report submitted in May. [1.30 *President/Administrative Area Goals*]

The broad-based development process encourages the institutional understanding and acceptance of the goals, while the broad-based assessment process encourages institutional participation in the achievement of the identified objectives.

**Self-Evaluation:**

The Accreditation Self-Evaluation Staff Survey conducted in May of each of the last three years indicate that the majority of respondents agreed that they had an opportunity to participate in dialogue aimed at improving institutional effectiveness and that the College has clearly stated measurable strategic goals and objectives guided the College in making decisions regarding planning and allocation of resources.

Table 26: Strategic Goals Self-Evaluation Staff Survey

Questions 3 & 4	2011	2012	2013
I participate in dialogue aimed at improving institutional effectiveness.	75.6%	85.8%	72.2%
Clearly stated measurable strategic goals and objectives guided the College in making decisions regarding planning and allocation of resources.	69.0%	87.8%	74.7%

[1.10 Data retrieved from Accreditation Self-Evaluation Staff Survey]

### **Actionable Improvement Plans:**

None

***I.B.3. “The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an on-going and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.”***

### **Descriptive Summary:**

During the last six years, the Governing Board has annually reviewed the *Strategic Plan*, including the mission statement, vision statement, value statement, strategic goals and institutional SLOs. Consultation Council/Strategic Planning Committee, the institution’s primary governance and decision-making body, has forwarded recommendations for revisions, which were subsequently adopted by the Governing Board. Through this process the strategic goals have been revised three times, most recently in August 2012. [1.2 *Strategic Plan*]

Progress on the achievement of the strategic goals, objectives and strategies is measured utilizing the *Annual Action Plan Evaluation Matrix* and the key performance indicators. The *Annual Action Plan Evaluation Matrix* is updated by representatives of the planning committees and presented to President’s Cabinet and Consultation Council four times a year for review and revision. The year-end matrix is presented to the Governing Board and campus as an indication of that year’s progress in June. [1.28 *2008-2009 CIMP Annual Evaluation Matrix; 2009-2010 CIMP Annual Evaluation Matrix; 2010-2011 CIMP Annual Evaluation Matrix; 2011-2012 CIMP Annual Evaluation Matrix; 2012-2013 CIMP Annual Evaluation Matrix*] The Academic Planning Committee with subsequent review and additions by the other planning committees, President’s Cabinet and Consultation Council, develops the key performance indicators. [1.29 *Key Performance Indicator Annual Reports*; 1.19 *Academic Planning Committee minutes*] Progress towards the achievement of the identified key performance indicators are published in the *Key Performance Indicator Annual Report* [1.29 *2010-2011 Key Performance Indicator Annual Report; 2011-2012 Key Performance Indicator Annual Report*] The annual reports are presented to the Governing Board during the July Planning Retreat and published on the College website. [1.4 *BoardDocs-Governing Board minutes*; 1.7 *LCC website*]

An *Annual Fact Book*, containing statistical data on student demographics, retention, persistence, graduation rates and other relevant information to assist with quantitative analyses and data driven decision-making, has been published for each of the last seven years. [1.31 *2007-2008 Annual Fact Book; 2008-2009 Annual Fact Book; 2009-2010*



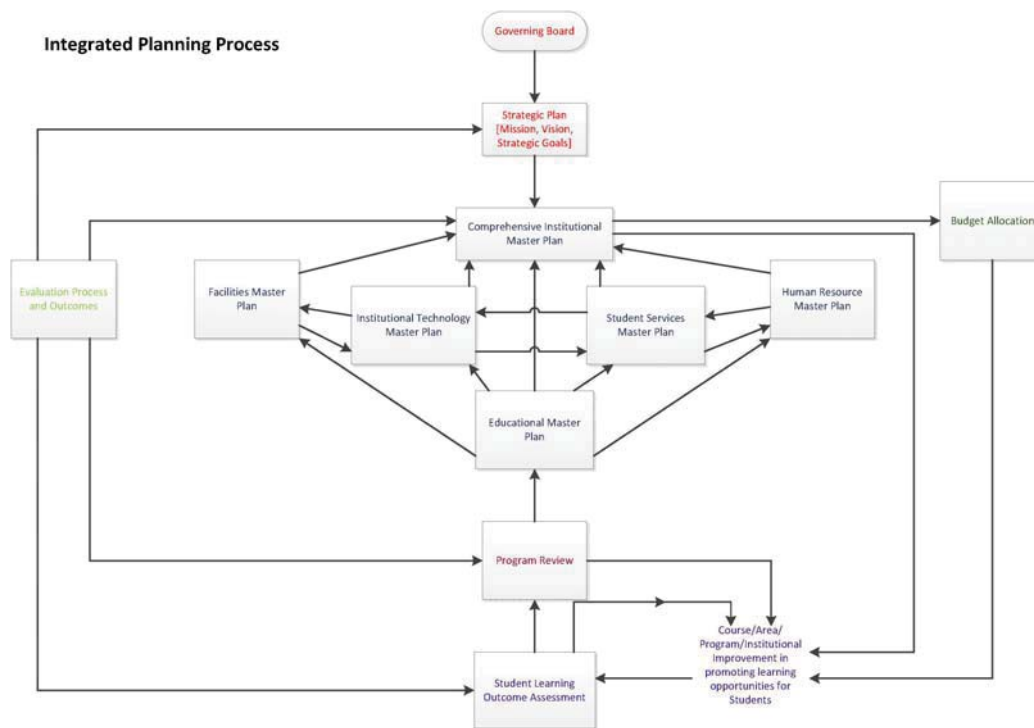


*Annual Fact Book; 2010-2011 Annual Fact Book; 2011-2012 Annual Fact Book; 2012-2013 Annual Fact Book]*

The institutional planning and budget development process, as articulated in the *Institutional Planning and Budget Development Handbook* and graphically depicted in the *Integrated Planning Process Flowchart*, begins with the Instructional Program Review (IPR) and Non-instructional Program Review (NIPR) processes. [1.14 *2013-2014 Institutional Planning and Budget Development Process Handbook*] The IPRs and NIPRs provide the unit level planning documents for LCC. The President's Office and Academic Senate monitor the program review process and approve NIPRs and IPRs respectively. Approved program review documents are presented to Consultation Council/Strategic Planning Committee, which forwards them to the Governing Board. The approved IPRs and NIPRs are presented to the Strategic Planning Committee as information items and subsequently forwarded to the Governing Board. Upon Board acceptance, copies of each program's Prioritized Recommendation Forms are provided to the appropriate planning committees, Academic Planning/Institutional Effectiveness, Student Services Planning/Student Success, Facilities Planning, Institutional Technology Planning and Human Resource Planning. As appropriate the recommendations are integrated into the resulting master plans. During spring of each academic year the various master plans are integrated into the *Comprehensive Institutional Master Plan*. The *Comprehensive Institutional Master Plan* is the foundation upon which the institutional budget is built. Requests for funding are derived from the same prioritized recommendation forms taken from program reviews. The same budget request and resource allocation process is utilized for all funding sources. [1.14 *2013-2014 Institutional Planning and Budget Development Process Handbook*]



Figure 7 Integrated Planning Process



The annual evaluation of both the institutional planning and governance processes are held each May. Evaluation instruments are distributed to the planning committees, constituent groups and made available to individuals on campus. The evaluation results are reviewed, discussed and those considered appropriate accepted by Consultation Council. [1.32 *Evaluation Instruments*; 1.12 *2007 Annual Evaluation Results*; 2008 *Annual Evaluation Results*; 2009 *Annual Evaluation Results*; 2010 *Annual Evaluation Results*; 2011 *Annual Evaluation Results*; 2012 *Annual Evaluation Results*; 2013 *Annual Evaluation Results*]

The Academic Senate adopted a process to revise the budget development process through incorporation of recommendations from campus into the *Institutional Planning and Budget Development Process Handbook* by a subcommittee comprised of representatives from both the Academic Senate and Consultation Council, which meets during the summer of each year.

The current *Institutional Planning and Budget Development Process Handbook* was readopted by the LCC Academic Senate–July 23, 2013 and accepted by Consultation Council/Strategic Planning Committee–August 5, 2013. [1.11 Consultation Council/Strategic Planning Committee minutes–August 5, 2013; 1.13 Academic Senate minutes–July 23, 2013; 1.14 *2013-2014 Institutional Planning and Budget Development Process Handbook*]

### **Self-Evaluation:**

The institution has developed and implemented a systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. The evaluation although emphasizing qualitative data through written recommendations also includes quantified data through the identification of completed objectives and strategies as articulated in the annual key performance indicator report and annual fact book.

### **Actionable Improvement Plans:**

None

*I.B.4. “The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.”*

### **Descriptive Summary:**

The institution implemented broad-based governance and integrated planning model in 2007. The involvement of representatives from the various constituent groups (administration, faculty, management/confidential staff, classified staff and students) in the planning process is clearly articulated in the *Shared Governance and Collegial Consultation Handbook* reviewed and readopted annually. Each of the planning committees, Strategic Planning, Academic Planning/Institutional Effectiveness, Student Services Planning/Student Success, Institutional Technology Planning and Human Resource Planning, include representatives appointed by their constituent groups. [1.33 2013-2014 *Shared Governance and Collegial Consultation Handbook*]

The recommendations that form the basis for each of the planning documents, and ultimately are prioritized in the budget allocation process, are derived from program review documents prepared by staff working in the area under review. The bottom up planning process allows employees to have a direct role in the planning and budget allocation process affecting their area.

The broad-based principal planning and governance body, Consultation Council/Strategic Planning Committee, also functions to make recommendations on budget allocation priorities. Although the budget has been extremely tight over the last few years, budget discussions occur each spring during Consultation Council/Strategic Planning Committee meetings. The budget requests derived from program review recommendations and incorporated into planning documents were prioritized on schedule during March 2013. [1.6 Consultation Council minutes; 1.34 2013-2014 Budget Allocation Spreadsheets]



**Self-Evaluation:**

The College has developed and implemented planning processes that are consistently broad-based; consistently offer opportunities for input by appropriate constituencies and interested individuals. The program review annual update template has been modified in order to strengthen the post budget allocation assessment process as a measure of improvement of institutional effectiveness.

The Accreditation Self-Evaluation Staff Surveys conducted in May of each of the last three years indicate that only about half of the respondents agree that they were familiar with the handbook for institutional planning and budget development and even fewer agreed that they had an opportunity to participate in the budget development process.

Table 27: Planning Handbook and Budget Development Self-Evaluation Staff Survey

Questions 11 & 12	2011	2012	2013
I am familiar with the handbook for institutional planning and budget development.	44.7%	59.1%	51.2%
I had an opportunity to participate in the budget development process.	42.8%	43.7%	41.4%

[1.10 Data retrieved from Accreditation Self-Evaluation Staff Survey]

Although planning processes are in place and opportunities for broad-based participation exist, many individuals remain unaware of the process or the opportunities for participation.

**Actionable Improvement Plans:**

1. Enhance efforts to publicize the integrated planning process and encourage participation.
2. Strengthen the post budget request assessment process to better determine the impact of the data driven decision.

*I.B.5. “The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.”*

**Descriptive Summary:**

The institution publishes an *Annual Fact Book*, containing statistical data on student retention, student persistence, student success, earned certificates and degrees as well as other relevant information as a means to communicating information to the campus community. The *Annual Fact Book* is available to all constituent groups and the public via the LCC website. [1.31 2007-2008 *Annual Fact Book*; 2008-2009 *Annual Fact Book*; 2009-2010 *Annual Fact Book*; 2010-2011 *Annual Fact Book*; 2011-2012 *Annual Fact Book*; 2012-2013 *Annual Fact Book*]

LCC utilizes Key Performance Indicators (KPIs) to measure progress towards achievement of the Board adopted strategic goals. An Annual Report on KPIs is published at the end of each academic year. [1.29 *Key Performance Indicator Annual Reports*]

The College communicated the success of objectives and progress on strategies as articulated in the *Comprehensive Institutional Master Plan* four times a year to Consultation Council and the campus through the Action Plan Evaluation Matrix. The year-end Action Plan Evaluation Matrix is presented to the Governing Board each June and subsequently published on the College website. [1.28 *2008-2009 CIMP Annual Evaluation Matrix; 2010-2011 CIMP Annual Evaluation Matrix; 2011-2012 CIMP Annual Evaluation Matrix; 2012-2013 CIMP Annual Evaluation Matrix*]

In fall 2012, the College began implementation of an online application called WEAVE as a mechanism to better integrate the assessment of SLOs with strategic goals, institutional planning and ultimate accreditation standards. The acronym WEAVE stands for:

- W-Write expected outcomes/objectives
- E-Establish criteria for success
- A-Assess performance against criteria
- V-View assessment results
- E-Effect improvement through actions

The information contained within WEAVE is accessible to all campus employees, providing on-demand communication for interested individuals on the status of a variety of assessment results. [1.35 WEAVE]

### **Self-Evaluation:**

The institution has used a variety of mechanisms to communicate outcomes to different constituencies. Annual reports are provided to the Governing Board and campus, which are made available to the community on the campus website.

### **Actionable Improvement Plans:**

None

***I.B.6. “The institution assures the effectiveness of its on-going planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.”***



## **Descriptive Summary:**

In 2007, an annual cycle of evaluation and revision to the institutional planning and budget allocation processes was initiated. The annual evaluation has occurred on schedule during May of each year since its inception. [1.32 *Evaluation Instruments*; 1.12 *2007 Annual Evaluation Results*; 2008 *Annual Evaluation Results*; 2009 *Annual Evaluation Results*; 2010 *Annual Evaluation Results*; 2011 *Annual Evaluation Results*; 2012 *Annual Evaluation Results*; 2013 *Annual Evaluation Results*]

Although the Academic Senate has primacy in the development of the budget development process, the senate has included representative from the Strategic Planning Committee, a shared governance body during the revision of the *Institutional Planning and Budget Development Handbook* each of the last six years. [1.13 Academic Senate Minutes; 1.11 Consultation Council/Strategic Planning Committee Minutes] The Academic Senate has accepted all of the recommendations derived from the annual institutional evaluation of the planning and budget allocation process, which has occurred during May of each of the same last six years. During the first few evaluations recommendations for significant revisions specifically to the timeline occurred. During the last few evaluations recommendations for only minor refinements to the processes have occurred. The revised *Institutional Planning and Budget Development Process Handbook* is adopted by the Academic Senate and presented to Consultation Council/Strategic Planning in August of each academic year. [1.36 Previous *Institutional Planning and Budget Development Process Handbook 2009-2010*, *Institutional Planning and Budget Development Process Handbook 2010-2011*, *Institutional Planning and Budget Development Process Handbook 2011-2012*, *Institutional Planning and Budget Development Process Handbook 2012-2013*, *Institutional Planning and Budget Development Process Handbook 2013-2014*; 1.14 *2014-2015 Institutional Planning and Budget Development Process Handbook*]

The *Instructional Program Review Policy and Procedures Handbook* adopted and revised by the Academic Senate is currently in its 10<sup>th</sup> edition, while the *Non-instructional Program Review Policy and Procedures Handbook* adopted and revised by President's Cabinet is in its 7<sup>th</sup> edition. [1.37 *2012 Instructional Program Review Policy and Procedures Handbook 10<sup>th</sup> edition*; 1.38 *2012 Non-Instructional Program Review Policy and Procedures Handbook, 7<sup>th</sup> edition*] One component of each revision has been the refinement of data to be provided in order to allow staff to better analyze the success of the program in achieving expected student outcomes.

## **Self-Evaluation:**

The annual evaluation has become institutionalized and accepted over the last few years. The process has engendered collegial interaction between the faculty driven Academic Senate and broader based Consultation Council/Strategic Planning Committee.



## Actionable Improvement Plans:

None

*I.B.7. "The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services."*

## Descriptive Summary:

Systematic evaluation of instructional programs was initiated with the institutional adoption of an Instructional Program Review (IPR) process in 1991. The initial review process has been evaluated and revised nine times in the intervening years, most recently in August 2012.

The Academic Senate thoroughly examined and adopted revisions to the IPR process as articulated in the *Instructional Program Review Handbook* November 16, 2010 and again August 8, 2012. [1.37 *2012 Instructional Program Review Policy and Procedures Handbook, 10<sup>th</sup> edition*] The 2012 revisions included more formal evaluation and discussion of student learning outcome (SLO) assessment, changes to the sections to align them with planning committees, and putting recommendation/plans directly into a table format for input into the planning and budgeting process. The 2012 revision also included the annual updates as a method of updating program priorities and inputting requests directly into the budgeting and planning processes.

Originally, the review process allowed for the review of instructional programs on a six-year cycle. In the most recent version of the instructional review process adopted by the Academic Senate August 8, 2012, the review process for transfer programs reflects change from six-year to four-year cycles and the two-year cycle for CTE programs that was adopted in 2007. The provision for submittal of program review annual updates each May was added to the current version.

In the first section of the instructional program review documents, the program faculty members are asked to evaluate the interrelationships between program SLOs, the institutional SLOs and the institutional mission statement.

One consistent component of the IPR process is the curriculum review for the program. In addition to the review of all curricula within a program during the review process, all proposed new courses document their relationship to the College mission on the "Justification of New Course Form" as part of the curriculum review process as identified in the *Curriculum/Academic Standards Committee Handbook*. [1.39 *Curriculum/Academic Standards Committee Handbook*] Each course is separately reviewed and approved by the Curriculum/Academic Standards Committee and subsequently the Academic Senate and Governing Board for each mode of delivery (i.e. online delivery or correspondence delivery). Various sections of the same course are all taught to the same course outline of record. As part of the faculty evaluation process for



both full-time and adjunct faculty on campus and off-campus, the individual class syllabi are compared to the course outline of record to confirm course consistency. The IPR process also allows an opportunity to compare the number of degrees and certificates awarded in the program to those awarded in other programs and as an institution. CTE programs have program advisory committees, which meet regularly to make recommendations on revisions and updating of program courses, certificates and degrees.

Systematic evaluation of non-instructional programs was first initiated with the institutional adoption of a *Non-Instructional Program Review Policy and Procedure Handbook* in 1997. The review timeline and process was re-evaluated in 2010 and 2012 and, as a result, a revised *Non-Instructional Program Review Policy and Procedures Handbook* was adopted in August 2012. The revised process allows for the evaluation of all areas supervised by a specific administrator once every four years. [1.38 *2012 Non-Instructional Program Review Policy and Procedures Handbook, 7th edition*]

Both the instructional and non-instructional program review processes include student surveys, which provide a mechanism to ascertain progress on the improvement of services provided by the program. Independent surveys and reports such as the Institutional Priorities Survey and the Noel-Levitz Student Satisfaction Inventory provide another means of helping program staff gauge the effectiveness of the services provided. [1.40 *2012 Noel-Levitz Institutional Priorities Survey*; 1.41 *2012 Noel-Levitz Student Satisfaction Inventory*]

### **Self-Evaluation:**

LCC has demonstrated its commitment to systematic review of evaluation mechanisms to measure institutional effectiveness in improvement of instructional programs, student support services, library and other learning support services. The Academic Senate has systematically reviewed and revised the instructional program review process in order to improve the effectiveness of the process nine times over the last twenty-two years. The President's Cabinet has followed the lead established by the Academic Senate to review and revise the non-instructional program review process six times over the last seventeen years. Each revision has improved the alignment of the program review process with the integrated planning process and increased the effectiveness of the institution in supporting student success.

### **Actionable Improvement Plans:**

None





**LASSEN COMMUNITY COLLEGE**  
**Standard II**  
**Student Learning Programs and Services**  
Self Evaluation Report of Educational Quality and Institutional Effectiveness

# Standard II

## Student Learning Programs and Services

*The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.*

### Self-Evaluation Team Members

Dr. Daniel Anderson  
*Faculty, Chemistry*

Cecelia Frohrib  
*Classified, Assessment Tech*

Adam Runyan  
*Manager, Outreach  
Coordinator*

Dana Armeson  
*Classified, Corr Tech*

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**Alison Somerville,  
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*Faculty, Counselor*

Colleen Baker  
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Kristina Houston  
*Classified, Food Serv Worker*

Bobbie Theesfeld  
*Manager, Corr Director*

Crystal Baker  
*Classified,  
ISS–Math/Science*

Sandra Jonas  
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Sandy Beckwith  
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Kory Konkol  
*Faculty, Welding Technology*

Dr. Beatriz Vasquez  
*Administrator*

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*Faculty, Health*

Rocky Kotaro  
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Welding*

Kam Vento  
*Faculty, Human Services*

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Matt Levine  
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**Patrick Walton,  
Chair IIC**  
*Administrator*

**Lori Collier, Chair IIA**  
*Faculty, Digital Graphic Design*

James McLarty  
*Classified, Library Tech*

Norm Wilson  
*Classified, Maint. Spec/  
Manager, Coppervale*

Heather Del Carlo  
*Classified, Admin Asst*

Logan Merchant  
*Classified, IT Spec*

Brian Wolf  
*Faculty, Agriculture*

Marita Dimond  
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*Faculty, Child Development*

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Jacob Freitas  
*Classified, IT Spec*

Robin Padgett  
*Manager, Job Placement Spec*

## II.A. Instructional Programs

*“The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or program consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated Student Learning Outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.”*

*IIA.1. “The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.”*

*IIA.1.a. “The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.”*

### Descriptive Summary:

Lassen Community College (LCC) is committed to providing high quality instructional programs through a continuous cycle of review and assessment that meets its commitment to fulfill its mission. Quality of educational programs is ensured by multiple methods: regular curriculum development and review, program review, advisory committee input, and student learning outcome assessment.

As a comprehensive community college, LCC offers quality instruction in basic skills, career technical, and transfer education. Basic skills classes prepare students for success in degree applicable and transfer courses. Course selection in degree applicable courses can lead to useful certificates, associate degrees and transfer opportunities.

During the Instructional Program Review (IPR) process the relationship between the program and the *Strategic Plan*, specifically the mission of the College is analyzed. [2.1 *Strategic Plan*; 2.2 *2012 Instructional Program Review Policy and Procedures Handbook 10<sup>th</sup> edition*] Significant data is provided to program staff for consideration during the production of their IPR. [2.3 *Sample Program Review data-Mathematics*] The IPR process provides for the analysis and comparison of student learning outcome assessment results from various levels: institutional, degree/certificate and course. The analysis combined with the results of the student surveys provides the opportunity for determining the effectiveness of the program at meeting student needs. The process further provides for the linkage between student learning outcome assessments and planning and budget allocation. [2.4. *Sample Complete Program Reviews, Executive Summaries, and Annual Updates on LCC website*]



All proposed new courses require documentation of the relationship of the new course to the LCC mission. The documentation is provided on the “Justification of New Course Form.” The complete new course development process is found in the *Curriculum/Academic Standards Committee Handbook*. [2.5 *Lassen Community College Curriculum/Academic Standards Committee Handbook*] Each course is separately reviewed and approved by the Curriculum/Academic Standards Committee and subsequently the Academic Senate and Governing Board for each mode of delivery (i.e. online, hybrid, or correspondence delivery). [2.6 Curriculum/Academic Standard Committee minutes; 2.7 *Curriculum/Academic Standard Committee Action Log*; 2.8 Academic Senate minutes; 2.9 BoardDocs-Governing Board minutes] Various sections of the same course are all taught to the same course outline of record. The course outline of record includes the approved SLOs for the course. As part of the faculty evaluation process for both full-time and adjunct faculty on and off-campus, the individual class syllabi are compared to the course outline of record to affirm course consistency. Faculty are also evaluated for each modality being taught. [2.10 *LCFA/LCCD Contract-Faculty Evaluation Forms*]

Career Technical Education (CTE) programs have advisory committees, which meet regularly to make recommendations on revising and updating program courses, certificates and degrees. Most CTE program advisory committees meet twice each academic year to review currency and make recommendations for program improvements. [2.11 Career Technical Education Program Advisory Committee minutes] Following several years of community interest and advisory committee meetings, the campus developed and received approval for a new Digital Graphic Design program in 2012.

Of particular note, the Fire Technology advisory committee led dialogue with agencies on a local, state, and federal level, which resulted in changes and expansion of the Fire Technology Program. The Fire Technology Program moved off site to the newly named Public Safety Training Center effective fall 2013. The off-site facility also houses the Vocational Nursing, Certified Nursing Assistant, and Emergency Medical Technician programs. Future plans include the development of an Emergency Medical Service program and revitalization of the Peace Officer’s Safety Training (POST) program at the same site. Resources for the Vocational Nursing program, which is extremely popular with the community, have been ongoing challenges for the College. The College struggles to find qualified staff, specifically a director, and has had difficulty maintaining sufficient clinical sites to serve the student’s educational needs. As a result of these challenges, the Governing Board took action on July 23, 2013 to delay the start of the first semester nursing classes from fall 2013 until January 2014. [2.9 BoardDocs – Governing Board minutes]

LCC commissioned an *Economic Impact Study*, which was completed in June 2012 [2.12 *Economic Impact Study*] The *Economic Impact Study* was utilized during academic planning, specifically to guide discussions focused on the potential for new CTE programs to serve the economic needs of the community. In addition, LCC continues to collect data on local demographics, as well as enrollment trends as a means to identifying

program growth and decline and take appropriate steps to advertise and recruit more aggressively those programs with declining enrollment.

A Noel Levitz Study, completed in spring 2012, included an Institutional Priorities Survey as well as a Student Satisfaction Inventory. [2.13 Noel Levitz Institutional Priorities Survey; 2.14 Noel Levitz Student Satisfaction Inventory] The results of the two surveys provided information on perceptions of students and staff. The information from these two surveys was used during the discussions leading to the adoption of the revised *Strategic Plan* on August 14, 2012, subsequently reaffirmed by the Governing Board on August 13, 2013. [2.1 *Strategic Plan*; 2.9 BoardDocs-Governing Board minutes]

In response to legislative changes and to better serve students interested in transferring to a California State University, the College developed eight associate degrees for transfer during the 2011-2012 academic year: an A.S. in Administration of Justice for transfer, A.A. in Art History for transfer, A.S. in Business Administration for transfer, A.S. in Early Childhood Education for transfer, A.S. in Geology for transfer, A.A. in History for transfer, A.A. in Sociology for transfer, and A.A. in Studio Arts for transfer. During the 2012-2013 academic year, three additional associate degrees for transfer were developed. The new degrees included: an AA in Anthropology for transfer (Chancellor's Office approval pending), an AA in English for transfer (approved) and an AA in for transfer Psychology (approved). [2.15 Chancellor's Office Approval Letters] The first associate degrees for transfer earned at LCC were awarded May 2013 in Administration of Justice, Art History, and Business Administration. [2.16 May 2013 Degrees and Certificate Awards]

LCC evaluates incoming student's preparedness through the use of Accuplacer (companion) for paper and pencil assessment or COMPASS for computerized assessment as components of multiple measures. Following the requirements of Title 5 (55502), the College uses multiple measures when assessing student to determine placement in courses. Student background information used in multiple measures includes high school transcripts, other test scores, college transcripts and student characteristics.

### **Self-Evaluation:**

The IPR process is the primary mechanism utilized to assure currency of curricula and programs and provides for a review of departmental and course data trends (i.e. course offerings, FTES, enrollment), performance data (success, retention, awards) and student learning outcome assessment. The relationship of courses and programs to the College's mission is analyzed. For CTE, the process provides for valuable input from program advisory committees. [2.11 CTE Advisory Committee minutes]

The Academic Senate and Office of Academic Services monitor the IPR process. Timely submission of program reviews has improved over the last few years. Often the late program reviews result from a lack of full-time staffing. Generally, assignment of a full-time staff member with the responsibility for completion has corrected the problem. [2.17



Status of Program Reviews] Recommendations from completed IPR's have resulted in changes to the curriculum, degrees, certificates, and scheduling of classes. During times of State of California budget constraints, the program review process and its resulting documentation of need continues to lead to improved budget, facility and staffing considerations for programs completing their reviews. The linkage between completed program reviews and institutional decisions has significantly improved during recent planning cycles.

The curriculum review component of program review and the process for the approval of new courses and additional modes of delivery have both been consistently applied. All new courses are compared to the mission of the institution as part of the justification component. The Curriculum/Academic Standards Committee has had discussions on the need to continue evaluating the appropriateness of various delivery methods for specific courses. The committee has approved several courses for a specific mode of delivery contingent upon the faculty reporting back to the committee on the strengths and weakness of the particular mode delivery prior to granting final approval. The advantages of hybrid courses are being discussed and the number approved has been increasing. [2.5 Curriculum/Academic Standards Committee minutes; 2.7 Curriculum/Academic Standards Committee Actions Logs]

#### **Actionable Improvement Plans:**

None

*II.A.1.b. "The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students."*

#### **Descriptive Summary:**

Historically, the primary focus of the delivery of instruction at LCC had been traditional classroom lecture/laboratory combinations. In 2005, LCC began offering courses through correspondence delivery. Today, courses are offered through a variety of delivery modalities; i.e. lecture/laboratory, online, hybrid, and correspondence. [2.18 LCC Course Schedules]

The modalities offered are consistent with the diversity, demographics and economy of the community served. Located in a rural, sparsely populated district, the College has been challenged to develop instructional modalities appropriate to students with limited or no access to the physical campus. Initially, the challenge was answered by providing instruction via correspondence delivery.

Correspondence delivery has played a major role in LCC's ongoing efforts to provide education to individuals separated from the campus by distance. LCC's close proximity to one federal and two State correctional institutions means that inmates and correctional officers are a significant potential student population. Both populations have situations



that make attendance on campus difficult or impossible. In 2007, Accrediting Commission for Community and Junior Colleges (ACCJC) approved an Associate in Arts degree in Liberal Arts to be offered more than 50 percent via correspondence. [2.19 Substantive Change Proposal Approval Letter–June 2007] The Associate of Arts Degree in Liberal Arts was officially replaced by an Associate of Arts in General Studies with an emphasis in Social Sciences, Associate of Arts in University Studies with emphasis in Social Science, Associates of Arts Degree with an emphasis in Humanities, California State University (CSU) Certificate of Achievement, and Intersegmental General Education Transfer Curriculum (IGETC) Certificate of Achievement in August 2009. [2.20 Substantive Change Proposal Approval Letter–August 2009] An Associate of Arts Degree in Administration of Justice and an Associate of Science Degree in Correctional Science offered more than 50 percent via correspondence was approved by ACCJC in January 2011. [2.21 Substantive Change Proposal Approval Letter-January 2011] In order to communicate expectations for quality in correspondence delivery a faculty handbook was created and subsequently revised in 2013. [2.22 *Handbook for Correspondence Instructors*]

During spring 2012, the Offices of Institutional Research and Academic Services conducted a Correspondence Packet Study. [2.23 2012 Correspondence Packet Study] During this study all correspondence packets currently in use by LCC were reviewed, analyzed and recommendations for improvement forwarded to faculty. Subsequent to the original study, a correspondence packet review is included as part of the normal faculty evaluation process for any faculty who teaches via correspondence. [2.10 *LCFA/LCCD Contract-Correspondence Packet Review Form*] The correspondence delivery modality is evaluated on a regular basis providing information for data-driven changes to the program in order to enhance the success of students utilizing this modality. [2.24 2013 Correspondence Fast Facts]

Although correspondence is a viable form for delivery of instruction to certain populations, LCC has made a conscious decision to shift distance education away from correspondence towards more online and hybrid delivery systems. In preparation to better serve students receiving their instruction via online or hybrid delivery, LCC submitted and received approval from the ACCJC for a Substantive Change Proposal to offer ten associate degrees and four Certificates of Achievement via more than 50 percent online delivery in fall 2012. [2.25 Substantive Change Proposal Approval Letter-January 2013]

LCC currently utilizes Moodle as the primary delivery system for online instruction. Two faculty mentors who have special assignments, negotiated through the faculty union, provide online instructional support. One provides primarily technology support, while the other is focused on instructional support. An online faculty handbook was developed and adopted by the Academic Senate in fall 2012 in order to provide clear expectations for quality in online delivery. [2.26 *Handbook for Online Instructors*]

With the approval of the substantive change proposal in January 2013 to offer ten associate degrees and four Certificates of Achievement more than 50 percent online, the



shift to increased online options has accelerated. [2.25 Substantive Change Proposal Approval Letter-January 2013]

Table 28: Online Course Offerings

Session	Course Sections	Different Disciplines	Different Courses	Different Instructors
Fall 2012	18	10	18	11
Spring 2013	18	10	18	11
Summer 2013	12	6	11	6
Fall 2013	24	15	24	14

In fall 2011, a five-year *Strengthening Institutions (Title III) Grant* from the Department of Education was awarded to LCC. The Title III grant gave LCC the funding needed for technology improvements in classrooms and student services in addition to providing professional development. [2.27 *Strengthening Institutions (Title III) Grant Application*]

LCC has installed interactive whiteboards and mini slates, ultra-short-throw projectors, and document cameras in twenty-three classrooms on campus, the Boardroom, the Learning Center, and three classrooms at the Public Safety Training Center off-site.

Faculty members have and are being trained to use the classroom technology and to experiment with new instructional models, including flipping their classrooms and using online content to enhance face-to-face instruction. Faculty professional development cohorts have been utilized as a collaborative approach to training. A partnership with CSU Chico, made possible by the *Title III Grant*, resulted in two webinars about best practices in online instruction presented to a cohort of faculty developing online courses. CSU Chico also made available much of its materials for online faculty and faculty utilizing instructional technologies to LCC faculty via the Internet. Professional development opportunities are also being provided to classified staff and management. [2.28 *Professional Development Calendar*; 2.29 “Flipping the Switch,” *Ed Tech Magazine Summer 2012*; 2.30 “*How Lassen College Flipped Instruction*”, *Ed Tech video Summer 2012*]

LCC joins a growing number of colleges and universities that are changing the way that they educate students through the increased use of technology. Many faculty members are moving away from traditional classroom lectures and embracing a more engaging, interactive style of teaching. The technology driven instruction seems to be more effective with today's students who have grown up on high-speed Internet, video games and mobile devices. The CDW•G report, “Learn Now, Lecture Later” (summer 2012), which surveyed 1,015 high school and college students, teachers and IT professionals, found that many of the "very satisfied" students listen to fewer lectures and use more technology in their classes. The study found that only 38 percent of students want to learn with traditional lectures. The remaining 62 percent want variety and flexibility in how they learn. Besides group projects, they want hands-on learning activities, independent study, distance or virtual learning and one-to-one tutoring.



Almost half (47 percent) of full-time instructors have moved away from the lecture-only model of instruction. Another 20 percent are considering teaching in alternative ways, such as guiding students in small group projects, according to a new CDW•G report, *Learn Now, Lecture Later.* [2.31 CDW•G report “*Learn Now, Lecture Later*”] The College provided Camtasia & Snagit software, in addition to a video camera and wireless microphone, making the of recording lectures and training videos possible to faculty.

In spring 2013, twenty-two full-time and adjunct faculty in addition to three instructional support staff member participated in an on-campus “On Course” one-day workshop funded through the *Title III Grant* to learn to utilize more active learning delivery of instruction. Additionally seven full-time faculty attended the “On Course National Conference” in April 2013 to immerse themselves in active learning and immediately began constructing more engaging activities in place of traditional lectures.

### **Self-Evaluation:**

LCC continues to provide a variety of delivery modalities for instruction to meet the diverse needs of its current and future student populations. The Curriculum/Academic Standards committee as appropriate separately approves the various modes of delivery. Regardless of the mode of delivery, instructors follow the same course outline of record with the same identified learning objectives and outcomes. The same Student Learning Outcomes (SLOs) are evaluated in courses, regardless of the delivery format, to determine how students are achieving the stated outcomes. Technology infrastructure and training is being provided to prepare faculty to support student success in the changing instructional landscape.

### **Actionable Improvement Plans:**

Increase number of courses offered via online instruction and decrease the number of course offered via correspondence in order to best serve the needs of current and future students.

*II.A.1.c. “The institution identifies Student Learning Outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.”*

### **Descriptive Summary:**

The Governing Board reaffirms the Institutional SLOs annually with the adoption of the *Strategic Plan*. The current *Strategic Plan* was adopted on August 13, 2013. [2.1 *Strategic Plan*]

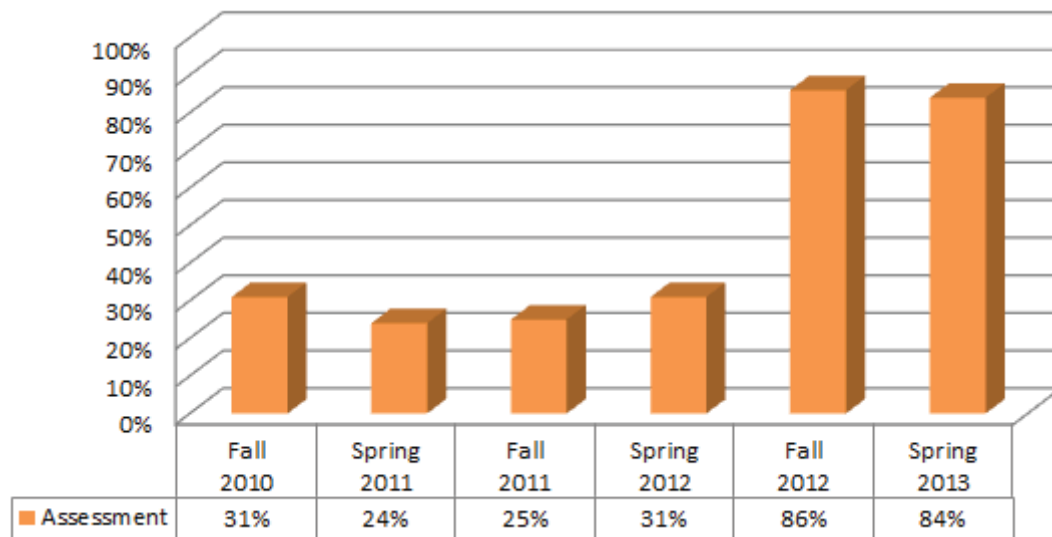
LCC has adopted Program Student Learning Outcomes (PSLOs) for sixty-seven degrees and certificates (100 percent of all degrees and certificates) including the eleven CTE programs offered by LCC (Administration of Justice/Correctional Science, Agriculture,



Automotive Technology, Business, Child Development, Digital Graphic Design, Fire Technology, Gunsmithing, Human Services, Vocational Nursing and Welding Technology), the ten approved associate degrees for transfer in Administration of Justice, Art History, Business Administration, Early Childhood Education, English, Geology, History, Psychology, Sociology, and Studio Art, the eight University Studies degrees in Agriculture Sciences, Allied Health, Biological Science, Humanities, Mathematics/Physical Science, Natural Science, Physical Education, and Social Science and the three General Studies degrees in Natural Science, Physical Education, and Social Science). [2.32 Approved Degree and Certificate SLOs] By June 1, 2013, LCC had adopted course-level SLOs for five hundred and ninety-two courses (100 percent of all active courses). [2.33 Approved Course-Level SLOs] All academic SLOs were developed by subject area faculty and approved by the Curriculum/Academic Standards Committee and Academic Senate.

The pilot semester for implementation of course-level SLO assessment was fall 2007, when each faculty member was requested to submit an assessment plan for one course-level SLO at the beginning of the semester and provide assessment results to the Office of Academic Services at the end of the semester. Faculty members have been asked to assess courses during each of the subsequent sessions. Figure 1 provides an overview of the assessment numbers for the last three years. Notably, the recent increase in participation in SLO assessment can be attributed to the College’s investment in the electronic reporting tool, WEAVE.

Figure 8 SLOs Assessed



Data retrieved from WEAVE

The assessment of SLOs was incorporated into the revised IPR process first adopted by the Academic Senate in spring 2007. The linkage of student learning outcome assessment with IPR formalized the link between SLO assessment and institutional planning. The review and revision of the IPR process has continued up to the current version adopted by the Academic Senate August 30, 2012. [2.2 2012 Instructional

*Program Review Policy and Procedures Handbook 10<sup>th</sup> edition*] IPR is the primary mechanism for integrating academic program planning and budget requests into the *Educational Master Plan* portion of the *Comprehensive Institutional Master Plan* and the budget allocation process respectively. [2.34 2013-2018 *Comprehensive Institutional Master Plan*; 2.35 2014-2015 *Institutional Planning and Budget Development Process Handbook*]

LCC committed the resources to purchase WEAVE, an online application, in summer 2012 utilizing *Title III Grant* funding to meet Component 2: “Improve Assessment of Institutional Effectiveness and Develop a Culture of Evidence.” [2.27 *Strengthening Institutions (Title III) Grant Application*] This technology enables LCC to integrate multi-level (course, program and institutional outcomes) web-hosted outcomes assessment with institutional planning. Training in the use of WEAVE was conducted during the fall term with full implementation spring 2013. [2.28 *Professional Development Calendar*]

From 2010-2012, LCC utilized a more complicated paper form with six-columns which linked the assessment of course level SLOs to program and through the program to Institutional SLOs. [2.36 Six-column SLO Assessment forms] The implementation of WEAVE beginning fall 2012 allows for smoother assessment of linked course, program, and institutional level SLOs. The associations between course, program (degree and/or certificate) and institutional SLOs, which provide the linkages between the levels, were finalized during fall 2013. During a fall 2013 Convocation activity, faculty engaged in dialogue and agreed upon common measures and targets for courses taught by multiple faculty. The agreed upon measures and target should provide combined assessment results leading towards more informed decisions promoting increased effectiveness. [2.37 WEAVE; 2.38 Fall 2013 Convocation agenda]

A supplemental assessment of Institutional SLOs occurred during spring 2012 when questions specifically designed to assess student perception of their achievement of the four Institutional SLOs were embedded into the Noel Levitz Student Satisfaction Inventory. Significantly, students expressed satisfaction in having achieved two of the four Institutional SLOs, namely communication and critical thinking. [2.14 Noel Levitz Student Satisfaction Inventory]

Board Policy 4023 clarified in Administrative Procedure 4023 requires faculty to provide students and the Office of Academic Services with a course syllabus that includes SLOs by the first week of instruction. The requirement to submit a syllabus with SLOs included has been in effect since fall 2006. [2.39 BoardDocs-Board Policy and Administrative Procedure 4023-Syllabi]

The LCC Faculty Association (LCFA) Contract, ratified July 10, 2012, contains the requirement that student learning outcome assessment results be submitted for each class, each semester it is taught. [2.10 *LCFA/LCCD Contract*]

## **Self-Evaluation:**

LCC has done an excellent job with the development of SLOs at the various levels: course, program and institution. The course SLOs are aligned with the institutional SLOs and general education SLOs (when applicable). Consistent assessment of SLOs has greatly improved with the utilization of WEAVE. The WEAVE capacity to integrate assessment, program review and integrated planning has not yet been fully implemented. The College with the assistance of the newly hired Director of Institutional Effectiveness is rapidly moving in that direction.

## **Actionable Improvement Plans:**

Expand the utilization of WEAVE as the mechanism to house and align student learning outcome assessment, program review, integrated planning and data driven decisions, allowing the College to achieve sustainable continuous quality improvement level of the Rubric for Evaluating Institutional Effectiveness in Student Learning Outcomes.

*II.A.2. “The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.”*

*II.A.2.a. “The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.”*

## **Descriptive Summary:**

LCC assures the quality and improvement of all instructional courses and programs through periodic IPRs, Curriculum/Academic Standards Committee review of new and modified courses, administrative evaluation of faculty performance and of program quality, student surveys, and advisory committee input from employer groups.

The LCC Curriculum/Academic Standards Committee is trained at the beginning of each fall semester on its legal responsibility to act conscientiously in approving course outlines, degrees and certificates. The committee is comprised primarily (67 percent) of faculty (eight out of twelve voting members). The chair has been elected from the faculty members for each of the last fifteen years. The committee uses the *Lassen Community College Curriculum/Academic Standards Committee Handbook, 6<sup>th</sup> Edition*, revised October 15 2013, as a guide for its actions. [2.5 *Lassen Community College Curriculum/Academic Standards Committee Handbook*]



LCC utilizes community need assessment information, enrollment trend data, and survey results to assess demand and as a mechanism to determine whether to offer specific courses or programs. Future integration of the Degree-Audit program in 2013-2014 will assist in development of course schedules to best meet demand. LCC has courses that fall into the various categories of developmental, pre-collegiate, collegiate, short-term training, community or continuing education courses, and contract or other special courses or programs. Currently, LCC does not offer study abroad courses or programs.

The Curriculum/Academic Standards Committee, a sub-committee of the Academic Senate, receives course and program proposals from faculty members and reviews the suggested credit type, delivery mode, and location to ensure that they are appropriate to course content and methodology. The curriculum review process requires discussion with faculty, relevant research, documentation in accordance with Title 5 regulations, and articulation verification, as applicable.

Course and program quality are evaluated through IPR. The current edition of the IPR process updated by the Academic Senate on August 30, 2012, revised the program review format to better guide the adopted integrated planning model. The current process provides for the submission of comprehensive reviews for transfer programs every four years, while CTE program reviews are due every two years. Annual Updates are submitted each May. The faculty driven revision includes the analysis of the results of SLO assessments as one component of program review. [2.2 2012 Instructional Program Review Policy and Procedures Handbook, 10<sup>th</sup> edition]

The IPRs reflect quantitative and qualitative assessment of course viability and effectiveness in terms of enrollment trends (including both FTES and FTE data), student evaluation surveys, student learning outcome assessment results, and data on course retention/completion and program degree and certificate completion rates. The IPR is organized in the following sections:

1. Academic Planning Section
  - a. Program Objectives/Student Learning Outcomes
  - b. Student Outcomes/Student Learning Outcomes (program impact on student success)
  - c. Curriculum
  - d. Equipment
2. Human Resource Planning Section
3. Facilities Planning Section
4. Technology Planning Section

Program Reviews and Annual Updates are due May of each academic year in order to assure inclusion of program review recommendations in the next planning cycle [2.4 Sample Complete Program Reviews, Executive Summaries and Annual Updates on LCC website]

SLOs are developed and approved through established processes. SLOs for new courses and programs are proposed by subject area faculty and presented to the Curriculum/Academic Standards Committee for consideration. Following any revisions considered appropriate, the Committee adopts the SLOs. All adopted course SLOs are documented as part of the course outline of record. The adopted course and program SLOs are subsequently forwarded by the Academic Senate as part of the Curriculum/Academic Standards Committee Action Log to the Governing Board for adoption.

LCC has in place a variety of documents to provide guidance to faculty and staff in order to assure compliance with legal requirements and promote quality. Currently available as resources include: *Curriculum/Academic Standards Committee Handbook*, *Instructional Program Review Handbook*, *Faculty Handbook*, *Correspondence Instruction Handbook* and *Online Instruction Handbook*. [2.5 *Curriculum/Academic Standards Committee Handbook*; 2.2 *2012 Instructional Program Review Policy and Procedures Handbook, 10<sup>th</sup> edition*; 2.40 *2013 Faculty Handbook*; 2.22 *Handbook for Correspondence Instructors*; 2.26 *Handbook for Online Instructors*]

Additionally, the Office of Institutional Effectiveness developed an effectiveness calendar, which provides timeframes and deadlines for data disbursement, outcomes assessment, program review and planning. [2.40 *Institutional Effectiveness Calendar*] The calendar provides information on workshops and training opportunities for the integration of annual updates into WEAVE and will be piloted in the 2013-2014 reporting cycle to mitigate the issue of on-time participation with the program review planning process. The Effectiveness Team approved the calendar on August 13, 2013, which was electronically disseminated to campus on August 14, 2013. [2.42 *Institutional Effectiveness Team minutes-(<http://www.lassencollege.edu/about-us/institutional-research/effectiveness>)*]

### **Self-Evaluation:**

LCC effectively ensures the central role of faculty in establishing quality and improving instructional courses and programs through curriculum development, instructional program review, and SLO development and assessment.

New measures are in place to ensure the timely submission of program reviews. These measures include but are not limited to: the move to a streamlined electronic template for annual updates in WEAVE and clear delineation of the individual(s) responsible for the completion of each program review by the instructional dean. Progress on completion of program reviews is being tracked during President's Cabinet as one item on the "task log." [2.43 *President's Cabinet minutes*; 2.44 *President's Cabinet "Task Log"*]

### **Actionable Improvement Plans:**

None

*II.A.2.b. “The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable Student Learning Outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.”*

**Descriptive Summary:**

The faculty has primary responsibility for the development of measurable SLOs for courses, certificates, and degrees. The subject area faculty, through the established process, has developed SLOs for the areas of focus for degrees and certificates. The Curriculum/Academic Standards Committee comprised primarily of faculty developed the General Education SLOs. [2.45 Approved General Education Student Learning Outcomes; 2.32 Approved Degree and Certificate SLOs; 2.6 Curriculum/Academic Standards Committee minutes]

LCC has a long history of advisory committee involvement in curriculum review and program development. For example, during the development of the relatively new Digital Graphic Design program, which was approved in 2012, the advisory committee included a variety of potential local employers who met several times to review course outlines, proposals and proposed SLOs. The Governing Board approves CTE advisory committees for two-year terms and the committees generally meet twice a year, once each semester. During the advisory committee meetings, program faculty share recommendations for changes to curriculum and expected SLOs and receive feedback from the committee members. [2.9 BoardDocs-Governing Board minutes; 2.46 Career Technical Education Program Advisory Committee Rosters; 2.11 Career Technical Education Program Advisory Committee minutes]

Since fall 2012, the assessment of SLOs has occurred each semester utilizing WEAVE. [2.37 WEAVE] The effective utilization of this online tool to inform decision-making has improved each semester.

**Self-Evaluation:**

LCC relies heavily on faculty expertise in the development and assessment of SLOs. In the case of CTE programs, industry experts serving on advisory committees provide added expertise during the development and revision of expected SLOs. With the implementation of on-going assessment of SLOs utilizing WEAVE, the College has documentation of regularly assessing student learning progress.

**Actionable Improvement Plans:**

None

*II.A.2.c. “High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.”*

**Descriptive Summary:**

Every fall, the division chairs review the three-year scheduling plan and companion two-year advising plans for consistency and accuracy with any changes, which might have occurred due to proposed changes in scheduling of classes contained within IPRs completed the previous academic year. The three-year scheduling plan is a scheduling tool utilized by the division chairs and instructional dean to assure that courses are offered consistent with the plan to allow students to complete their educational goals of degrees or certificates within a two-year timeframe. [2.47 Three-year Scheduling Plan 2012-2015] The two-year advising plans are intended to inform counselors and students of the planned scheduling and sequencing of classes within a program to again allow completion of their educational objective within two years. [2.48 Two-year Advising Plans] The move to increased online services, such as Degree-Audit with online Education Plans, funded through the *Strengthening Institutions (Title III) Grant* should provide additional information about student scheduling needs and influence the scheduling process in the future.

The Curriculum/Academic Standards Committee and the Office of Academic Services, through the IPR process, review all degree and certificate academic programs every four years and CTE programs every two years to ensure appropriate breadth, depth, rigor, sequencing, and time to completion. [2.2 2012 *Instructional Program Review Policy and Procedures Handbook, 10<sup>th</sup> edition*] At the same time, the degree and certificate program review process gives attention to modifications that will improve student progress and synthesis of learning. Adjustments to degree and certificate requirements are annually incorporated into the updated LCC Catalog. [2.49 2013-2014 *LCC Catalog*]

**Self-Evaluation:**

All programs are characterized by high quality instruction within courses of appropriate breadth, depth, and rigor. The availability of the institutional scheduling plan has greatly improved the development process to produce student-centered schedules, which allow completion of programs within two years.

**Actionable Improvement Plans:**

None

*II.A.2.d. “The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.”*





### **Descriptive Summary:**

LCC uses online, hybrid, and correspondence modes of delivery to serve students who, for a variety of reasons, cannot take courses at the Susanville campus.

As a result of the *Strengthening Institutions (Title III) Grant* awarded in fall 2011, an online cohort was formed with the intent of offering increased numbers of high quality courses through online instruction. As members of the cohort, faculty members attend regular meetings and trainings as well as develop an online course to be scheduled the subsequent semester. Mentoring for online faculty is taking place to disseminate best practices for the various learning modalities. Faculty, classified staff, management/confidential employees and administrators take part in dialogue about appropriate learning methodologies that are needed to address the diverse needs and various learning styles of students. Each cohort faculty member is responsible for showcasing his or her online class to other faculty and interested staff. Online showcases of various pedagogical enhancements in virtual learning occurred fall 2012 and spring 2013. Showcases of best practices in correspondence instruction took place in summer and fall 2013. [2.28 *Professional Development Calendar*]

In preparing materials for online, hybrid and correspondence delivery, faculty members have given attention to the different learning styles of students who choose each mode of delivery, and have revised their course materials appropriately to maximize the possibilities provided by each of the different modes of delivery. In on-campus classes, faculty members have incorporated varying degrees of web-based resources, PowerPoint, and other technology-enhanced methodologies as a means to further enhance students' learning experiences. These varying methodologies further meet the diverse learning styles of students.

### **Self-Evaluation:**

Through the resources provided by the *Title III Grant*, the College is well positioned in regards to technology available to instructors and training of instructional faculty to be successful in the delivery of course materials. For example, all full-time faculty are issued laptop computers and adjunct faculty have the opportunity to check out laptops from the Training, Education, and Collaboration Center (TECC).

Opportunities for training in use of alternate delivery modes and teaching methodologies directed towards specific learning styles were provided through an expanded professional development calendar initiated during the 2012-2013 academic year. [2.28 *Professional Development Calendar*]

### **Actionable Improvement Plans:**

None



*II.A.2.e. “The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.”*

**Descriptive Summary:**

The systematic evaluation of instructional programs was initiated with the institutional adoption of an IPR process in 1991. The initial review process has been revised nine times in the intervening years. The Academic Senate adopted the tenth version of the instructional review process in August 2012, which identifies that transfer programs will complete a comprehensive review on a four-year cycle and CTE programs will complete their comprehensive review on a two-year cycle. Additionally, instructional programs now formally submit an annual update to the IPR each May. [2.2- 2012 Instructional Program Review Policy and Procedures Handbook, 10<sup>th</sup> edition; 2.4 Sample Complete Program Reviews, Executive Summaries and Annual Updates on LCC website]

One component of the IPR process is the review of the curriculum for the program. Consequently, all course outlines of records are reviewed and updated at least once every four years. The SLOs for each course, included on the course outline of record, are reviewed and updated as part of the curriculum review. [2.50 Sample Course Outlines of Record]

The results of departmental and course data trends (i.e. course offerings, FTES, enrollment), performance data (success, retention, awards) and student learning outcomes are evaluated during the program review process to improve instructional programs, ensure currency, and provide recommendations to improve teaching and learning strategies.

The program review process has been used to identify programs, which do not meet the expectations for relevance, appropriateness or currency resulting in the recommendation for inactivation. Most recently the Journalism program was inactivated in fall 2012 as a result of the Global shift from print media to web-based Journalism. [2.4 Sample Complete Program Reviews, Executive Summaries and Annual Updates on LCC website-2011 Journalism IPR]

**Self-Evaluation:**

LCC evaluates all courses and programs through a systematic IPR process, with recommendations forwarded to institutional integrated planning. The program review process is periodically reviewed and updated.

**Actionable Improvement Plans:**

None

*II.A.2.f. “The institution engages in on-going, systematic evaluation and integrated planning to assure currency and measure achievement of its stated Student Learning Outcomes for courses, certificates, programs including general and vocational education, and degrees.”*

**Descriptive Summary:**

LCC has established an on-going integrated planning model incorporating program review based on student learning outcome (SLO) assessments as a mechanism for making informed decisions about courses, CTE and academic degrees including the general education component and certificates. LCC developed and adopted course, degree, certificate and institutional SLOs.

Prior to fall 2012, assessment results and tracking of completion of assessments were all done with paper copies. [2.36 Six-column SLO Assessment forms] The hard copy results were stored in binders and as pdf files within the Office of Academic Services, making access to and meaningful use of results difficult.

The implementation of WEAVE during the 2012-2013 academic year facilitated institutional access to assessment results of student learning at various levels. SLOs are assessed for all courses each session that the courses are offered. The course SLOs are linked through associations to general education, degree, certificate and institutional SLOs allowing simultaneous assessment. The establishment of linkages was completed during a Convocation activity on September 3, 2013. [2.38 Fall 2013 Convocation agenda; 2.37 WEAVE; 2.33 SLO Association Forms] SLO assessment results are included in program reviews and then integrated into planning and resource allocation.

**Self-Evaluation:**

LCC is at the high “Proficiency” level on ACCJC’s Rubric for Evaluating Institutional Effectiveness–Student Learning Outcomes. The College has ongoing SLO assessment and dialogue on results. The SLO assessment results and department level dialogue on recommendations are included in comprehensive IPRs and annual updates. The comprehensive IPRs and annual updates guide planning, resource allocation as well as assessment of effectiveness of institutional decisions. All information is available to the campus community through access to WEAVE and IPRs distributed with Consultation Council minutes and published on the LCC website.

**Actionable Improvement Plans:**

Expand the utilization of WEAVE as the mechanism to better integrate student learning outcome assessment, program review, integrated planning and data driven decisions, allowing the College to achieve sustainable continuous quality improvement level of the Rubric for Evaluating Institutional Effectiveness in Student Learning Outcomes.



*II.A.2.g. “If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.”*

**Descriptive Summary:**

There are currently no departments at LCC offering departmental examinations.

**Self-Evaluation:**

None

**Actionable Improvement Plans:**

None

*II.A.2.h. “The institution awards credit based on student achievement of the course’s stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.”*

**Descriptive Summary:**

LCC awards credit to students based upon their successful completion of courses. The measurement of successful completion of the course is based directly on the achievement of a course’s objectives and SLOs. The learning outcomes are a key component of the official course outline of record, which is written by faculty with expertise in the subject matter and approved by the faculty-led Curriculum/Academic Standards Committee. [2.50 Sample Course Outlines of Record] The SLOs can also be found on the course syllabus issued to every student at the beginning of the course. Each instructor creates assignments to measure proficiency or attainment of a course’s learning outcomes. Instructors modify teaching strategies as a result of the assessment of the results from those assignments. Credit is based on the student’s proficiency at assigned tasks.

The College awards appropriate course credit based on the Carnegie unit. A lecture class requires the equivalent of one academic hour (50 minutes) of instruction plus two hours of out-of-class work per week for each semester unit conferred. Laboratory classes require three academic hours (150 minutes) per week for each semester unit conferred. [2.39 BoardDocs–Board Policy/Administrative Procedure 4020–Programs, Curriculum and Course Development]

**Self-Evaluation:**

Credit for courses is awarded based upon student achievement. Units of credit awarded reflect accepted norms in higher education.

### **Actionable Improvement Plans:**

None

*II.A.2.i. “The institution awards degrees and certificates based on student achievement of a program’s stated learning outcomes.”*

### **Descriptive Summary:**

LCC uses student achievement as the basis for awarding degrees and certificates. SLOs are established and listed in the official course outline of record for all courses leading to degrees and certificates. [2.50 Sample Course Outline of Record] Certificate and degree SLOs have been developed and are listed in LCC catalog. [2.49 2013-2014 LCC Catalog]

Additionally, general education SLOs have been identified for each of the general education areas. [2.45 Approved General Education SLOs; 2.37 WEAVE; 2.49 2013-2014 LCC Catalog] Successful completion of the course SLOs provides the basis for successful completion of the certificate or degree SLOs. Certificates and degrees are only issued upon the student’s successful completion of all required courses within any given degree or certificate. In the case of some CTE programs, occupational certification exams may be regarded as valid measures of program student learning outcome achievement, examples include: Vocational Nursing and Welding Technology.

### **Self-Evaluation:**

All associate degrees and certificates offered by LCC have adopted SLOs. All courses within programs have adopted SLOs. Certificates are awarded based upon the completion of core and elective courses and their stated SLOs. Degrees are awarded based upon the completion of core, electives and appropriate general education courses and their stated SLOs.

### **Actionable Improvement Plans:**

None

*II.A.3. “The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.”*

*General Education has comprehensive learning outcomes for the students who complete it, including the following:*



*II.A.3.a. An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.*

**Descriptive Summary:**

The general education component of associate degrees at LCC is based on the statement of *Philosophy and Criteria of Associate Degree and General Education* clearly stated in Board Policy and in the *College catalog*. [2.39 BoardDocs–Board Policy 4025-Philosophy and Criteria for Associate Degree and General Education]

During the 2006-2007 academic year, LCC developed SLOs for general education. Following lengthy discussion at the Curriculum/Academic Standards Committee meetings during spring 2012, the general education SLOs were revised and readopted May 22, 2012. The discussions included consideration of the expectations for courses meeting California State University General Education (CSU GE) areas requirements, Intersegmental General Education Transfer Curriculum (IGETC) requirements as well as the locally determined associate degree general education areas. [2.6 Lassen Community College Curriculum/Academic Standards Committee minutes; 2.45 Approved General Education SLOs; 2.49 2013-2014 LCC Catalog]

The discussion leading to the revision of the general education SLOs provided an excellent opportunity for LCC to engage in discussion of how courses that meet the general education requirements for graduation provide the needed breadth of learning across the disciplines that comprise general education.

LCC faculty members trained in the discipline determine the basic content and methodology of traditional areas of knowledge in general education courses. The content and methodology are then incorporated into a draft course outline that must secure Curriculum/Academic Standards Committee and Academic Senate approval. The Governing Board through acceptance of the Curriculum/Academic Standards Committee action log subsequently affirms all Curriculum/Academic Standards Committee actions. The Curriculum/Academic Standards Committee ensures that the course content and methodology for delivery are appropriate. If committee members have any questions, they invite the faculty member who initiated the course proposal to a Curriculum/Academic Standards Committee meeting to explain how the content and methodology were determined.

The Curriculum/Academic Standards Committee reviews the proposed course SLOs against the general education SLOs. In this fashion, LCC anticipates that specific courses within a general education area will each meet the general education student learning outcome expectations of that area.



**Self-Evaluation:**

LCC has in place a process utilizing an examination of SLOs as the mechanism to determine the appropriateness of placing a specific course within a general education area.

**Actionable Improvement Plans:**

None

*II.A.3.b. “A capability to be a productive individual and life long learner; skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.”*

**Descriptive Summary:**

In addition to the adopted General Education Outcomes, the College has articulated the expectations of a well-educated individual in the adopted Institutional SLOs that were developed through thoughtful dialogue. The expectations included communication skills, critical thinking skills, life long learning and personal/interpersonal responsibility. The Institutional SLOs are included in the *Strategic Plan* adopted annually by the Governing Board in August. [2.1 *Strategic Plan*]

The assessment of attainment of the Institutional SLOs is linked to course level assessment through the associations established in WEAVE. During the fall 2013 Convocation, faculty, classified staff and management/confidential staff met to discuss and affirm the alignment of Institutional SLOs with course-level student learning outcomes and administrative unit outcomes allowing for the utilization of the capabilities of WEAVE to aggregate Institutional SLO performance. [2.37 WEAVE; 2.38 Fall 2013 Convocation agenda; 2.33 SLO Association Forms] A student perception assessment of progress on the adopted Institutional SLOs was included in the Noel-Levitz Student Satisfaction Inventory conducted spring 2012. The College added ten expectation statements to the survey, each statement assessed one of the Institutional SLOs. Students expressed satisfaction in having achieved two of LCC’s Institutional SLOs: Communication and Critical Thinking. [2.14 Noel-Levitz Student Satisfaction Inventory]

**Self-Evaluation:**

The College meets the standard.

**Actionable Improvement Plans:**

None



*II.A.3.c. “A recognition of what it means to be an ethical human being and effective citizen; qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.”*

### **Descriptive Summary:**

LCC has adopted an Institutional Student Learning Outcome that defines and addresses individual responsibility:

*Personal/Interpersonal Responsibility: Ability to develop and apply strategies to set realistic goals for personal, educational, career, and community development; ability to apply standards of personal and professional integrity; ability to cooperate with others in a collaborative environment for accomplishment of goals; ability to interact successfully with other cultures.*

This outcome is embedded in course content throughout all programs. Specific examples include, but are not limited to, CTE programs such as: Agriculture, Automotive Technology, Business, Child Development, Digital Graphic Design, Fire Technology, Gunsmithing, Human Services, Nursing, and Welding Technology. These particular programs have ethical components built into their curriculum due to their global nature of servicing the general public, patients, clients, customers, and families.

LCC is host to the Associated Student Body (ASB) and the Future Business Leaders of America/Phi Beta Lambda (FBLA/PBL), Phi Theta Kappa organizations that deliver ongoing civic, political, and social responsibilities to its student members, community, state, and nation. A newly formed Arts/Design club recognizes a code of ethics in its bylaws, and is aesthetically educating an entirely different population of students.

In addition, LCC recognizes cultural diversity, historical, and aesthetic sensitivity through various campus wide, free, celebrations such as those for Black History Month, Women’s History Month, and Cinco de Mayo. LCC is looking at expanding the list of events to best represent the ever-changing student populations. Plans in 2013-2014 include four Heritage month celebrations: Hispanic Heritage–September, Native American Heritage–November, Black Heritage–February and Asian/Pacific Islander Heritage–May. [2.34 2013-2018 *Comprehensive Institutional Master Plan*] The Annual LCC Student Art Show and Reception reflects cultural and social diversity of students, while the Special Athletics and Activities Club hosts events for the disabled and has paired with the Athletic Department to provide events for the community.

### **Self-Evaluation:**

LCC continues to include and build on events that recognize ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity;





and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.

**Actionable Improvement Plans:**

None

*II.A.4. “ All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.”*

**Descriptive Summary:**

During the development of new degrees, the subject area faculty and members of the Curriculum/Academic Standards Committee engage in discussions concerning the core courses and restricted electives, which are appropriate for a specific degree. In the cases of new CTE degrees, recommendations from advisory committees comprised of representatives from the industry are considered during the discussions. [1.6 Curriculum/Academic Standard Committee minutes] The core requirements for the degree address the primary area of focused study. In the case of the newly mandated transfer degrees, the areas of focus have been negotiated between the community colleges and state universities at the state level. [2.49 2013-2014 LCC Catalog]

**Self-Evaluation:**

All degrees offered by LCC have core requirements.

**Actionable Improvement Plans:**

None

*II.A.5. “Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.”*

**Descriptive Summary:**

The courses that lead to CTE certificates and degrees include learning outcomes that demonstrate professional competencies for the workplace. Student’s technical and professional competencies in CTE programs are measured through skill tests, written tests, and demonstrations. CTE students enrolled in Work Experience courses apply classroom knowledge in work settings and enhance their connection to the world of work through daily work-based learning activities, resume development and networking. Students may also demonstrate skills necessary for the career technical field by successfully passing state exams and certifications. Students completing the Vocational Nursing program in 2012 had a pass rate on the state board examination of 87 percent. Students completing many Fire Technology courses receive CalFire certifications and re-

certifications, Gunsmithing offers a NRA certificate and the Welding Technology program prepares students to take welding qualification tests. [2.52 State Nursing Board Pass Rates]

### **Self-Evaluation:**

Students completing their education at LCC demonstrate high levels of professional competency. The high level of competency is based on a students' successful completion of licenses and certifications applicable to their CTE field.

### **Actionable Improvement Plans:**

None

*II.A.6. "The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected Student Learning Outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution's officially approved course outline."*

*II.A.6.a. "The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission."*

### **Descriptive Summary:**

LCC provides students with transfer and course information, which clearly describes degree and certificate programs in terms of their purpose, content, course requirements, credit available, and approved SLOs through the catalog, website, course outlines of record and course syllabi. [2.49 2013-2014 LCC Catalog; 2.50 Sample Course Outlines of Record on LCC Website; 2.53 Sample Syllabi]

Instructional faculty are required to provide syllabi to students and the Office of Academic Services by the end of the first week of instruction. [2.38 BoardDocs-Board Policy/Administrative Procedure-Syllabi; 2.54 Fall 2013 Academic Services-Syllabi Tracking Sheet] Congruency between the class syllabus and official Course Outline of Record is validated during the faculty evaluation process. [2.10 Lassen Community College Faculty Association (LCFA)/Lassen Community College District (LCCD) Contract]

The LCC Transfer Center is available to provide hands-on information on articulation agreements and assist students with transferring between educational institutions.



Information about transfer policies is incorporated into *College catalog* and is included on the LCC website, both of which are regularly revised and updated.

LCC offers ten associate degrees for transfer to the California State University System: Administration of Justice, Art History, Business Administration, Early Childhood Education, English, Geology, History, Psychology, Sociology, and Studio Art (an eleventh degree in Anthropology is pending approval). California State University Transfer degree requirement and general education requirements are again outlined in the LCC catalog and online. Intersegmental General Education Transfer Curriculum (IGETC) requirements for students transferring to one of the University of California campuses also appear in College catalog. [2.49 2013-2014 LCC Catalog]

While developing the associate degrees for transfer, courses included in the degree had to be approved through the State's new C-ID system. The subject area faculty with assistance from the articulation officer developed new courses and revised existing courses to meet the requirement for C-ID approval.

Articulation functions are currently handled by a 20 percent assignment of a full-time academic counselor. Through this process LCC has taken steps to ensure that course and program SLOs will meet the expectations of four-year colleges and universities.

LCC also articulates with local and regional high schools by offering a Transitions Pathway Program for Career Technical Education. The program allows students at the high school level to earn college credit through various articulated LCC programs. The program enables students to build a career pathway early in their education process. Site coordinators, faculty, and the LCC Transfer Center's academic counselors work closely with the high school's counselors and faculty to assure tight articulation and provide program awareness to students. [2.55 2013-2014 Lassen Community College CTE Transitions Grant]

### **Self-Evaluation:**

LCC has in place and implements the process of maintaining up-to-date information to students about the transfer process, courses, programs available, and assists students in an educational plan or pathway. LCC continues to articulate with various levels of educational institutions to assure smooth student mobility, educational growth, and transfer. LCC continues to develop associate degrees for transfer as the transfer model curriculum becomes available through the Chancellor's Office. Students receive syllabi consistent with the course outlines of record for the class in which they are enrolled during the first week of instruction.

### **Actionable Improvement Plans:**

None

*II.A.6.b. “When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.”*

**Descriptive Summary:**

Program elimination or program requirement changes occur through the Curriculum/Academic Standards Committee actions generally resulting from program review. The most recent example occurred with the Journalism program in 2011. [2.4 Sample Complete Program Reviews, Executive Summaries, and Annual Updates on LCC website-2011 Journalism IPR] The Curriculum/Academic Standards Committee strives to make changes in the curriculum while minimizing adverse effects on students.

LCC recognizes the necessity for ensuring that students currently enrolled in degree or certificate programs have the opportunity to complete their studies and earn a degree or certificate. LCC uses several methods for student continuation and completion of the program: identification of courses still available on site, identification of courses available online or from other institutions.

**Self-Evaluation:**

LCC has taken steps to ensure that students enrolled in degree or certificate programs that are or have been inactivated have the opportunity to complete the requirements for program completion in a timely manner with a minimum of disruption.

**Actionable Improvement Plans:**

None

*II.A.6.c. “The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.”*

**Descriptive Summary:**

LCC provides clear, consistent, and accurate representations of itself to prospective and current students, the public, and its personnel. Information appears in LCC catalog, on LCC website, on BoardDocs and in handbooks and other publications. [2.39 BoardDocs-Governing Board Policies and Administrative Procedures; 2.49 2013-2014 LCC Catalog; 2.56 LCC Website]

LCC catalog is reviewed and revised annually. During the IPR process, program faculty in conjunction with the articulation officer and the Curriculum/Academic Standards Committee review degrees to ensure that they included appropriate general education breadth requirements, removing courses that have been modified and no longer meet the standards for general education, and adding courses that had been articulated with the California State University or University of California systems.

LCC has an on-going process to discuss and review its procedures and policies. Suggestions for revision are taken to Consultation Council, which upon request forwards the policies to constituent groups. Consultation Council considers suggestions from the constituent groups. Consultation Council forwards the resulting recommendations for board policy revision to the President for inclusion on the Policy Subcommittee agenda of the Governing Board. Consultation Council considers and adopts changes to administrative procedures.

The Academic Senate reviews and regularly updates handbooks containing the procedures, which fall under its purview. Examples include: the *Institutional Planning and Budget Development Handbook* revised each August, Minimum Qualifications Handbook updated annually, and the *Curriculum/Academic Standards Committee Handbook* and *Instructional Program Review Policy and Procedures Handbook* revised periodically. Additionally, the Academic Senate annually reviews and updates informational handbooks such as the *Faculty Handbook*, *Handbook for Correspondence Instructors*, *Handbook for Online Instructors*. Current and previous editions of all handbooks are published on the College website. [2.35 2014-2015 *Institutional Planning and Budget Development Process Handbook*; 2.57 *Lassen Community College Verification of Faculty to Meet Minimum Qualifications in Discipline of Instruction Resource Handbook*, 2.2 2012 *Instructional Program Review Policy and Procedures Handbook* 10<sup>th</sup> edition; 2.40 2013 *Faculty Handbook*; 2.22 *Handbook for Correspondence Instructors*; 2.26 *Handbook for Online Instructors*]

### **Self-Evaluation:**

LCC catalog, class schedule, College website and BoardDocs all publicly represent LCC with accuracy and consistency. Annual or periodic review of all of these key documents and information sources ensure currency of information.

### **Actionable Improvement Plans:**

None

***II.A.7. “In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or world views. These policies make clear the institution’s commitment to the free pursuit and dissemination of knowledge.”***

*II.A.7.a. “Faculty distinguishes between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.”*

**Descriptive Summary:**

The LCC District Governing Board recognizes that academic freedom is necessary to the pursuit of truth and supports the principles of academic freedom enunciated in the American Association of University Professors (AAUP) and the Association of American Colleges and Universities ethics statement. The Academic Senate of LCC adopted the AAUP 1940 Statement of Principles on Academic Freedom and the 1987 AAUP Statement on Professional Ethics.

*The teacher must be free to think and express ideas, free to select and employ materials and methods of instruction, free from undue pressures of authority, and free to act within the teachers’ professional group. Such freedom should be used judiciously and prudently to the end that it promotes the free exercise of intelligence and student learning.*

*Academic freedom is not an absolute. It must be exercised within the law and the basic ethical responsibilities of the teaching profession. Those responsibilities include:*

- 1. An understanding of our democratic tradition and its methods.*
- 2. A concern for the welfare, growth, maturity, and development of students.*
- 3. The method of scholarship.*

[2.39 BoardDocs-Board Policy 4030–Academic Freedom]

An academic freedom statement is also included in the *LCC Catalog*. [2.49 2013-2014 *LCC Catalog*] Additional information regarding Academic Freedom at LCC is available in the contract between Lassen Community College Faculty Association (LCFA) and Lassen Community College District (LCCD) and the Faculty Handbook. [2.10 *LCFA/LCCD Contract*; 2.40 2013 *Faculty Handbook*]

A completed *Faculty Handbook* was approved by the Academic Senate and published in order to clearly communicate to all faculty clear expectations concerning the distinction between academic freedom and the line between personal conviction and professionally accepted views in a discipline. The Academic Senate updated the Faculty Handbook on May 21, 2013. [2.40 2013 *Faculty Handbook*]

**Self-Evaluation:**

Statements on academic freedom are publicly stated. LCC has taken steps to identify for faculty members the fine line between personal conviction and professionally accepted views in a discipline.

## Actionable Improvement Plans:

None

*II.A.7.b. “The institution establishes and publishes clear expectations concerning student academic honesty and consequences for dishonesty.”*

## Descriptive Summary:

The Governing Board adopted Board Policy 5500–Standards of Conduct on March 13, 2012 based on the recommendation forwarded by the Consultation Council/Strategic Planning Committee on November 8, 2011. The essential points of the policy are included in the 2013-2014 LCC Catalog on page 20. [2.39 BoardDocs-Governing Board Policies; 2.49 2013-2014 *LCC Catalog*]

The *Student Athlete Handbook*, which clearly identifies expected rules of student conduct for athletes including academic honesty, was revised early fall 2013 [2.58 *Student Athlete Handbook*]

In 2010, the Academic Senate crafted an *LCC Honor Code* to provide information about academic integrity to students as well as to provide a framework for monitoring academic integrity. The *LCC Honor Code* is included on the back of all correspondence contracts; correspondence students must initial to affirm receipt of the Honor Code. Additionally, many faculty members include the *Honor Code* with their syllabus provided to students at the beginning of classes. [2.59 *LCC Honor Code*]

The LCC Catalog and website present policy information concerning student academic honesty. A *Faculty Handbook* was approved by the Academic Senate and published in order to clearly communicate to all faculty members clear expectations concerning communication with students about consequences of plagiarism and other forms of academic dishonesty. [2.49 2013-2014 *LCC Catalog*; 2.40 2013 *Faculty Handbook*]

Sanctions for students who fail to accept responsibility to abide by the Standards of Conduct are provided in the LCC Board Policies, Chapter 5, and in compliance with the California Education Code. [2.39 BoardDocs-Governing Board Policies] Those sanctions range from a warning to censure, conduct probation, restitution, interim suspension, and expulsion from LCC.

## Self-Evaluation:

Statements on student responsibility relevant to academic honesty and the consequences of dishonesty are publicly stated and reviewed with students as part of the syllabus at the beginning of each semester.



**Actionable Improvement Plans:**

None

*II.A.7.c. “Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.”*

**Descriptive Summary:**

This standard is non-applicable to LCC. The academic freedom statement in Board Policy 4030 makes clear that LCC does not seek to instill specific beliefs or worldviews. [2.39 BoardDocs-Board Policy 4030–Academic Freedom]

**Self-Evaluation:**

None

**Actionable Improvement Plans:**

None

*II.A.8. “Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.”*

LCC does not operate a campus outside of the United States of America.





## ***II.B. Student Support Services***

***“The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.”***

***II.B.1. The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance the achievement of the mission of the institution.***

### **Descriptive Summary:**

LCC assures the delivery of quality programs and services that support student learning and the mission of the College regardless of the location or means of delivery through a systematic cycle of regularly scheduled program reviews including SLOs assessment and improvements. The catalog, outreach brochures, and website serve to inform, recruit and provide access for diverse students, and provide accurate information about the College’s programs and services. [2.49 2013-2014 LCC Catalog; 2.60 Outreach Brochures; 2.56 LCC Website] Students have opportunities to participate in student satisfaction surveys and in meetings as a means of expressing opinions, concerns, and suggestions for improving services to students. [2.14 Noel Levitz Student Satisfaction Inventory; 2.61 Town Hall Results]

LCC has continued since 2007 to support students by offering the One-Stop-Shop for Student Services. Extended Opportunities Programs and Services (EOP&S), including the Cooperative Agencies Resources Education (CARE) Program, Admissions and Records, Financial Aid, Counseling, Transfer Center, and Veteran services are housed in one building to limit any confusion and better serve students. In December 2011, the institution included the Assessment Office, currently staffed with a full-time position, in the One-Stop-Shop coordination of services. LCC’s One-Stop-Shop is open from 8 am to 4:30 pm with extended hours available at the beginning of each semester. For those students who do not live locally, student support services are accessible by phone, fax, and email. In 2011-2012, the New Student Orientation was put on the College website to accommodate students who do not live in the area. [2.65 LCC Website] Beginning fall 2012, counselors began using email to register international students earlier than in previous years. On August 17, 2013, an all-day new student orientation was provided including special sessions for both athletes and international students. [2.62 New Student Orientation agenda] In 2013-2014, a New Student Orientation correspondence packet was developed for students registering entirely for courses delivered by correspondence. [2.63 New Student Orientation Correspondence Packet]



The LCC website provides student access to the WebAdvisor program. [2.56 *LCC Website*] This program allows students to create an account and access unofficial transcripts, financial aid account information, and register for classes. Effective August 2013 OpenCCCAApply provided students with the opportunity to apply online. Additional online services including Degree-Audit and online Education Plans are scheduled to be available spring 2014.

In addition, the website provides information on student service programs located under the “Admissions” title and under the “Student Services” links. Students have access to advising plans for each degree/certificate on the website. LCC provides computers for student access to the website outside the Financial Aid/Admissions Offices and in the Counseling Office in addition to computers available in the Library and Learning Center. [2.56 *LCC Website*]

The Counseling Office works diligently to increase participation in established programs and to implement new programs. LCC has increased the outreach services to the local high schools in hopes of increasing participation in the Reg-to-Go program. In the Reg-to-Go program, LCC and local high schools work closely with high school seniors to encourage them to register as full-time college students for the fall semester after they graduate. The high school students receive a presentation by a LCC counselor about the Reg-to-Go process and available programs, degrees, and certificates. Interested students complete the college application. The Financial Aid Office offers “Cash for College” nights to assist the parents and students in completing the Federal Application for Financial Student Aid (FAFSA) application. Then LCC’s assessment technician travels to the schools to administer the assessment to those students who express interest in attending LCC. Once the assessment scores are compiled LCC invites the high school seniors, and parents, to an event on the day registration opens for fall semester. LCC employees assist in the registration process, offer a separate orientation for parents and students, and provide a question and answer period with ASB students.

The LCC counselors provide classroom presentations advertising Transfer Center activities including but not limited to field trips to CSU Chico and UNR, assistance with completing admissions applications for other educational institutions, College Day, and the importance of completing educational plans. The same information is provided by email to students in hopes of not excluding anyone who may have been absent and missed the presentations.

Spring 2012, the EOP&S counselor was moved from the general counseling office to the EOP&S Office in order to better serve the EOP&S students. The EOP&S Office now houses a counselor, academic advisor, and program assistant.

LCC had a total of 44 International students for the start of fall 2012. The students were registered within the first week of the semester due to improved online services. The College had a total of 15 International students for the start of spring 2013 and 43 International students for the start of fall 2013.

## **Self-Evaluation:**

LCC, serving students over a large geographic region, provides a variety of services supporting students and assisting them to achieve their educational goals.

Spring 2012, the institution distributed the Noel-Levitz Student Satisfaction Inventory. The institutional strengths that were identified in the survey were approachable academic advisors, readily available tutoring, academic advisors are knowledgeable about transfer requirements. Other strengths mentioned were the employees concern for individuals and the effective registration process. [2.14 Noel-Levitz Student Satisfaction Inventory]

The Noel-Levitz Student Survey Satisfaction Inventory also identified some weaknesses. The reported weakness were lack of internships, getting the “run around,” students being unaware of how to file complaints, timing of financial aid awards, and not knowing how to apply for graduation. [2.14 Noel-Levitz Student Satisfactions Inventory]

Many of the weakness noted in the Noel-Levitz Student Satisfaction Inventory have been addressed. In fall 2011, financial aid disbursed 30 percent of the student’s award prior to the start of the semester based on enrollment at the time. The catalog available online explains student rights and grievance procedures. [2.49 2013-2014 LCC Catalog] The Petition to Graduate form is available to students in the Counseling Office and on the website; however communication concerning the time for submission remains a challenge.

## **Actionable Improvement Plans:**

1. Administer the Noel Levitz Student Satisfaction Inventory on a biannual basis to measure improvements and support the data driven decision-making process.

*II.B.2. “The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:*

### *A. General Information*

- *Official Name, Address(es), Telephone Number(s), and Web Site Address of the Institution*
- *Educational Mission*
- *Course, Program, and Degree Offerings*
- *Academic Calendar and Program Length*
- *Academic Freedom Statement*
- *Available Student Financial Aid*
- *Available Learning Resources*
- *Names and Degrees of Administrators and Faculty*
- *Names of Governing Board Members*



## ***B. Requirements***

- *Admissions*
- *Student Fees and Other Financial Obligations*
- *Degree, Certificates, Graduation and Transfer*

## ***C. Major Policies Affecting Students***

- *Academic Regulations, including Academic Honesty*
- *Nondiscrimination*
- *Acceptance of Transfer Credits*
- *Grievance and Complaint Procedures*
- *Sexual Harassment*
- *Refund of Fees*

## ***D. Locations or publications where other policies may be found”***

### **Descriptive Summary:**

LCC publishes an annual catalog online with a limited number of hard copies available for purchase in the bookstore. The catalog includes institutional information such as: official college name, address, phone number, web address, accreditation status, college vision, mission, value, strategic goals and institutional SLOs. Additionally, the catalog includes general information, such as the academic calendar, enrollment process, financial aid availability, refund of fees policies, acceptance of credits from other institutions, graduation requirements, degree, certificate and course descriptions, academic freedom statement, learning resources, as well as administrator and faculty names and degrees. Sections advising students of their rights and responsibilities in addition to statements on academic honesty, non-discrimination, grievance and complaint procedures, and sexual harassment policy are included. [2.49 2013-2014 LCC Catalog]

During the development of each new catalog, representatives from various Student Services departments review and update sections related to their areas of responsibility in order to assure information accuracy. Corrections are submitted to the Curriculum Technician, who compiles the various sections.

All course, degree and certificate changes are taken from the actions of Curriculum/Academic Standards Committee as recorded in the annual action log, [2.6 Curriculum/Academic Standard’s Committee minutes; 2.7 Curriculum/Academic Standard’s Committee Action Log] Accuracy is assured through review by the Curriculum/Academic Standard’s Committee Chair, Division Chairs and the Transfer Center Assistant.

The Human Resources Office provides updated information regarding employees for inclusion in the catalog.



A final review of the completed draft document by the curriculum chair and instructional dean occurs before the document is sent to print and placed on the website.

**Self-Evaluation:**

The LCC catalog is the primary source of information on programs, policies and procedures for students. The College publishes a one-year catalog in order to make every effort to assure that the resulting catalog is accurate, current and meets the expectations of the standard.

**Actionable Improvement Plans:**

None

*II.B.3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.*

*II.B.3.a. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.*

**Descriptive Summary:**

Data on the LCC student population is provided in the *Fact Book* and *Student Equity Plan* both found on the LCC website. [2.64 2013 *Fact Book*, 2.65 *Student Equity Plan*] The various plans relating to student services, including student equity have been integrated into the *Student Services Master Plan*. The *Student Services Master Plan* also includes planning as it relates to Extended Opportunities Programs and Services (EOP&S) and Disabled Student Programs and Services (DSP&S). [2.66 2013-2018 *Student Services Master Plan*]

Many Educational Opportunities Programs and Services (EOP&S) activities are designed to promote multiculturalism and diversity.

Most of the campus facilities comply with the American with Disabilities Act (ADA). Technologies to assist disabled students have been installed in the Library, Learning Center and are available in the Disabled Student Programs and Services (DSP&S) Office.

In recognition that students need a full array of learning support services and programs, the College offers new student orientations, assessment and placement services, library tours, tutoring services, individual education plans so that students can accomplish their educational goals, as well as EOP&S and DSP&S programs to meet student needs.

The correspondence program, launched in spring 2005, is the only delivery method for reaching some students, specifically the incarcerated population. The College provides onsite assessment/placement testing at the correctional institutions housing the

incarcerated student population. One counselor is assigned primary responsibility for working with the incarcerated student population. Generally, all enrollment services and counseling is completed by mail, although occasionally the counselor will visit the local correctional institutions. Effective fall 2013, the College added a correspondence packet orientation for all students enrolling only in correspondence classes. [2.63 Correspondence Orientation Packet]

The College is utilizing the *Strengthening Institutions (Title III) Grant* to expand online services to students. WebAdvisor allows students to register online. E-transcripts allows for online transcripts. OpenCCCAppl allowing students to apply online became available fall 2013. Soon students will have the ability to complete education plans and perform degree audits online. [2.27 *Strengthening Institutions (Title III) Grant*; 2.56 *LCC Website*]

Since 2011, a counselor, a financial aid technician, and an assessment technician have provided services, such as presentations, assessment/placement testing, and “Cash for College” to outlying high schools. The team travels to Westwood, Herlong, Modoc, and Big Valley. In spring 2013, Surprise Valley Jr./Sr. High was added to the list of outlying high schools being visited regularly.

The “Reg-to-Go” program has streamlined the steps necessary to enroll in LCC and increased accessibility. Reg-to-Go is a day for first time freshman to come on campus and attend a face-to-face orientation, meet with counselors, register for classes, and schedule an educational plan appointment.

In summer 2013, an Outreach Coordinator position was added in response to a recommendation included in the *Student Services Master Plan* and prioritized by the Consultation Council/Strategic Planning Committee during the budget allocation process occurring in March 2013. In order to strengthen student recruitment and retention the Outreach Coordinator established the following initiatives for 2013-2014: 1) Build, support and grow campus awareness, 2) Ensure recruitment and orientation information is relevant and accurate, 3) Connect with feeder schools to promote college readiness, and 4) Advise international and out-of-state students, helping them to transition to college life socially and academically. The initiatives will be assessed through outcomes assessment and baseline data comparisons.

In August 2013, the College added an all day orientation the weekend prior to the beginning of the fall semester specifically directed towards international students, student athletes and first time freshman. In fall 2013, an orientation packet for students receiving all of their instruction via correspondence was developed and implemented. [2.62 August 17, 2013 Orientation Agenda; 2.63 Correspondence Orientation Packet]

### **Self-Evaluation:**

The LCC student population has changed to include not just immediate area students, but students who may be incarcerated, or out-of-state or international.

The College provides diverse options for enrollment services including online student orientation, pen and pencil proctored assessment tests, online registration, and phone or mail in services for correspondence courses. The College provides excellent support services for students who are in the immediate vicinity of the College and is working toward providing equally outstanding support for students who are unable to access the campus. The College is revising and updating the current online orientation to make it more comprehensive and interactive. By fall 2014, LCC will provide an online educational plan system so students can determine which classes are needed to complete a degree. This new system will be accessible to students on and off campus through their WebAdvisor account.

Since the Outreach Coordinator position is new, it is too early to evaluate the effectiveness of the position. The implemented efforts, such as the new student orientation, the use of social media, attending college fairs, and direct communication with families overseas via Skype, seem to be well received by students. The Outreach Coordinator will work closely with the Office of Institutional Effectiveness to gather baseline data and a more formal evaluation will occur spring 2014. During the interim, adjustments will be based on the student feedback.

#### **Actionable Improvement Plans:**

Explore innovative support services for students utilizing online and correspondence modalities of student support services delivery

*II.B.3.b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.*

#### **Descriptive Summary:**

Student life environment at the College improved with the recent remodeling of the bookstore, cafeteria and Learning Center. Visitors and newcomers to the campus frequently remark on the welcoming environment, friendly and helpful employees as well as aesthetically pleasing campus grounds.

The College strives to provide an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students. One example is encouraging participation in a variety of active student organizations. The Associated Student Body (ASB) approves all clubs and organizations. Clubs that are or have been available on campus include: Agriculture Guild, Associated Student Body, CARE Club, Christian Club, Dorm Club, Friends of Foster Club, Future Business Leaders of America-Phi Beta Lambda, Gunsmithing Guild, International Club, Intramural sports, Latino Club, Lesbian Gay Bisexual Transgender (LGBT) Club, MIC Club, Native American Club, Phi Theta Kappa, and Special Athletes and Activities Club. [2.66 Associated Student Body minutes]



Many other programs on campus encourage personal growth, civic responsibility, and participation in collaborative environments. For example, peer tutoring, Work Experience, California Work Opportunity and Responsibility to Kids Act (CalWORKs), Work Study, and Federal Work Study all provide opportunities for students to interact with the community, engage in service learning, and gain a better appreciation for the role of education in the community.

Many class offerings encourage students to explore intellectual and aesthetic development. Art, digital graphic design, automotive technology, gunsmithing, and welding technology classes require projects that give students venues for exploring their creative talents. Annual student art shows provide an opportunity to display and observe student creativity.

**Self-Evaluation:**

The College promotes programs that support the intellectual, aesthetic, and personal development of its students.

**Actionable Improvement Plans:**

None

*II.B.3.c. “The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.”*

**Descriptive Summary:**

The NIPR process is utilized to evaluate and make recommendations for all student services areas including Counseling and Extended Opportunity Programs and Services (EOP&S). [2.4 Sample Complete Program Reviews, Executive Summaries and Annual Updates on LCC website]

The 2013 Counseling NIPR noted a reduction from four full-time counselors in 2011-2012 to three full-time counselors in 2013-2014. The fourth counselor position remains unfilled primarily as a result of the reduction in Disabled Students Programs and Services (DSP&S) special class reimbursement combined with the move to instructional faculty by the previous DSP&S Counselor. The counselor positions are currently divided so that one counselor serves as the EOP&S Counselor/Director and assists with incarcerated students, one counselor serves as the articulation officer/general counselor and the third counselor functions as a general counselor including incarcerated students. An adjunct counselor currently counsels veterans.

The EOPS counselor/director is located with the EOP&S program assistant and EOP&S academic advisor in an area set aside specifically to serve EOP&S students. The other



two counselors are located adjacent to the Transfer Center in close proximity to the counseling administrative assistant and transfer center technician.

A common concern in previous IPRs was lack of privacy in the counseling offices. The concern and need for action was recognized in the planning and budget allocation process. The lack of privacy was remedied with the installation of full instead of partial walls between counseling offices.

In order to remain current, all EOP&S staff attends the statewide conferences in October and May of each year. The articulation officer participates in articulation conferences.

The Counseling staff meets weekly to review changes to academic programs, campus policies, and discuss student issues, recommending changes to counseling processes or to other campus areas where appropriate. [2.68 Counseling department meeting minutes]

Recommendations from program reviews ultimately make their way into one of the master plans. The majority of recommendations from Counseling and EOP&S are included in the *Student Services Master Plan*. [2.66 2013-2018 Student Services Master Plan] One such recommendation is the need for an early alert program to support student development and success.

Students also participated in the Noel-Levitz Student Satisfaction Inventory in spring 2012. Two of the ten statements receiving indications of highest student satisfaction related directly to counseling: “My academic advisor is approachable” and “My academic advisory is knowledgeable about the transfer requirements of other schools.” In comparing LCC satisfaction scores to other community, junior and technical colleges LCC scores on the advising/counseling scale were essentially identical to other schools. [2.14 Noel Levitz Student Satisfaction Inventory]

### **Self-Evaluation:**

The College evaluates and makes appropriate modifications to counseling/advising functions through established institutional processes.

### **Actionable Improvement Plans:**

None

*II.B.3.d. “The institution designs and maintains appropriate programs, practices and services that support and enhance student understanding and appreciation of diversity.”*

### **Descriptive Summary:**

LCC is a small rural college located in a remote area of northeastern California. Many students are from the Lassen County area. The 2010, census reports Lassen County with

a total population of 34,895 roughly divided between males and females. The majority of the population (66 percent) identify as white non-Hispanic followed by Hispanic at 18 percent and African American at 9 percent. The city of Susanville, in close proximity to the College, has a population of 17, 974, with the majority of the population being males at 73 percent. The fall 2012 headcount showed 64 percent of students were male which reflects similarity to the city population. Similar to the county population, the majority of students were white non-Hispanic at 59 percent followed by Hispanic at 17 percent and African American at 12 percent. The unequal gender distribution is considered to be the result of three correctional institutions in close proximity to the City with exclusively male inmate populations. [2.64 2013 LCC Fact Book]

Some freshman students find the area too isolated from larger cities and decide to transfer to other colleges. The diversity of students on campus is small in comparison to other community colleges located in urban areas.

Interestingly, while the community of Susanville proper is not racially diverse there is a strong presence of international students at the college level due to active recruitment of students with diverse backgrounds and experiences. This is especially true with the recruitment of international student athletes.

Although the student population is small in its ethnic diversity, LCC has made numerous efforts to acknowledge the ethnic diversity on campus. Historically, LCC has brought guest speakers to campus for Black History Month. Most recently in February 2013, the College celebrated Black History Month with a free “Soul” luncheon in the cafeteria followed by an evening of speakers and music including a performance by Louis Price, former lead singer for the Temptations. Yearly, the College celebrates Cinco de Mayo Day, bringing Hispanic dancers or other cultural events to campus and hosting an all-campus luncheon. The College has also partnered with the Lassen County Arts Council to bring a variety of ethnically diverse musicians to campus as part of the Summer Nights on the Green and the Acoustic Café concert series.

In past semesters during spring semester, the College had an “International Dinner” to celebrate the diversity of cultures on campus. International students sold tickets to the dinner as a fundraiser for their club. This money allows students to take trips outside of the Susanville area to benefit from and appreciate the diversity of cultures in California.

Over the years, the College has had a significant population of Micronesian students. They, on several occasions, have dressed in the attire of their homeland and performed on campus the various dances of their islands.

In spring 2013, the College engaged in dialogue aimed at developing a more coordinated plan for the regular recognition of culturally different groups from the global community. Four cultural heritage month celebrations for 2013-2014 are being planned: Hispanic Heritage–September, Native American Heritage–November, Black Heritage–February and Asian/Pacific Island Heritage–May. [2.34 *Comprehensive Institutional Master Plan*] The community has demonstrated significant support for the cultural activities held on-

campus through participation and contributions. Local business, including restaurants and grocery stores, donated food and drinks contributing to the success of the activities.

Summer 2013, the College hired an Outreach Coordinator with the specific intent to increase and better serve a diverse student population. [2.34 *Comprehensive Institutional Master Plan*]

### **Self-Evaluation:**

Despite the fiscal difficulties in the State of California, the College has endeavored to provide financial support and plan activities, which promote diversity and provide bridges to understanding.

### **Actionable Improvement Plans:**

None

*II.B.3.e. “The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.”*

### **Descriptive Summary:**

Per Title 5 Student Success and Support Services (formerly matriculation) regulations, LCC continues to use California Community College State Chancellor’s Office approved assessment instruments to recommend placement into English, English as a Second Language (ESL), Reading and Mathematics courses. By obtaining this approval, the College ensures that there is no disproportionate impact on any populations, that all tests meet specific standards regarding content validity, criterion/consequential validity, reliability, bias, and cut score validity. The College participates in validation studies for all new tests to the State Chancellor’s Office as required, and submits tests for approval every six years. The State Chancellor’s Office then forwards validation documentation to the Center for Education Testing (CET) at the University of Kansas for psychometric review of validation data and the Center recommends approval to CCCCCO Assessment Workgroup, a statewide review panel.

The rigor of the test validation process conducted by the Center of Educational Testing (CET) at the University of Kansas for all System Office approved placement instruments effectively minimizes the potential for bias and complements the College’s open enrollment/admissions process. Evaluations for cultural bias are conducted at the state level, according to Section 55524 “Standards, Policies and Procedures for the Evaluation of Assessment Instruments Used in the California Community Colleges” guide. LCC uses only Chancellor Office approved testing instruments. The cut scores for the COMPASS English, Writing and Math were validated in 2008.



At this writing, LCC is actively participating in ACT's COMPASS Validity Study, collecting data that will assist in evaluating the assessment and course placement process. These studies ensure that the testing instruments continue to meet California Community College Student Success/Matriculation requirements.

LCC's Admissions policies are in accordance with California Education Code, California Code of Regulations Title 5 and Board Policy and Procedure. [2.39 BoardDocs – Board Policy/Procedures]

**Self-Evaluation:**

The College meets this standard.

**Actionable Improvement Plans:**

None

*II.B.3.f. “The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the forms in which those files are maintained. The institution publishes and follows established policies for release of student records.”*

**Descriptive Summary:**

LCC maintains student records and strives to ensure that records are secure, confidential, and available into the future. The College backs up all computerized student files in the Datatel system on a daily basis. All archives of student records are stored on a local recovery appliance and also in a backup/recovery “Cloud” solution to provide redundancy of the information. Individual offices in Student Services maintain hard copies of financial aid and other files as yet another measure of security.

Governing Board Policy and Administrative Procedure 5040 address the confidentiality and release of student records. [2.39 BoardDocs-Board Policy/Administrative Procedure 5040–Student Records, Directory Information and Privacy] Information based on the adopted policy and procedure is published in the LCC Catalog. [2.49 2013-2014 LCC Catalog]

LCC has codified the student right to privacy with reference to student records and information, as mandated by the Family Educational Rights and Privacy Act (FERPA). Employees strive to follow the policies concerning privacy of student records.

Training for employees to ensure compliance with the FERPA policies is part of the Professional Development Plan. During August 2013, a one-hour FERPA training was held on site. A counselor provided an overview followed by participants completing an online training developed by Kennan Safe Colleges. [2.28 Professional Development Calendar]

**Self-Evaluation:**

Periodic review of physical space and environmental conditions for physical records in addition to digital records space occurs as part of the ongoing planning and evaluation processes of the College.

**Actionable Improvement Plans:**

None

*II.B.4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.*

**Descriptive Summary:**

The NIPR process including the assessment of student learning/administrative unit outcomes and student satisfaction surveys are utilized to identify students' needs and evaluate satisfaction of support services provided at LCC. Program reviews are required every four years with annual updates each May. [2.69 2012 Non-Instructional Program Review Policy and Procedure Handbook, 7th edition, 2.4 Sample Complete Program Reviews, Executive Summaries and Annual Updates on LCC website] The Noel Levitz Student Satisfaction Inventory conducted in spring 2012 was also used to inform program review. [2.14 Noel Levitz Student Satisfaction Inventory] Assessment results for student learning/administrative unit outcomes are entered into WEAVE prior to May of each year. [2.37 WEAVE Student Services Areas Outcome Results]

The various student services departments have completed at least two cycles of NIPRs evaluating, analyzing and revising services provided based on outcomes and planning resulting from the review process. The collective efforts of the NIPR process within student services fed into the development of an all-inclusive *Student Services Master Plan* for 2013-2018. [2.66 2013-2018 Student Services Master Plan]

**Self-Evaluation:**

The outcome assessment, program review, planning and budget development processes continues to evolve and mature with a well-defined connection between review results, how they are used to revise services and improve outcomes.

**Actionable Improvement Plans:**

Expand the utilization of WEAVE as the mechanism to house and align student learning/administrative unit outcome assessment, program review, integrated planning and data driven decisions, allowing the College to achieve sustainable continuous quality



improvement level of the Rubric for Evaluating Institutional Effectiveness in Student Learning Outcomes.

### ***II. C. Library and Learning Support Services***

***Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.***

***II.C.1. "The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery."***

***II.C.1.a. "Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution."***

### **Descriptive Summary:**

LCC supports the quality of its instructional programs by providing learning support services in three primary areas: Library, Learning Center and the Training, Education, and Collaboration Center (TECC). The Library and Learning Center both directly support student learning, while the TECC provides indirect support to student learning by providing professional development for college employees. All learning support services are under the supervision of the Executive Vice-President of Academic Services.

The Library and TECC are located at opposite ends of the Humanities building, while the Learning Center is located on the second floor of the Creative Arts building.

Library personnel, including an adjunct eleven-month librarian assisted by two full-time classified employees, maintain the Library's print, audio/visual, and electronic holdings while performing the daily operational and instructive tasks. The Library's holdings, located on two floors, contain over 23,000 items cataloged, including books, twenty-nine current periodical and newspaper subscriptions, audio/visual materials, and educational equipment that support multiple learning styles and student learning. Additionally the Library maintains various back periodical issues on microfiche/film and in print back holdings, access to approximately forty databases (this number fluctuates as funding permits) and over 18,000-catalogued e-book titles. Main duties of staff include acquisition, cataloging, recordkeeping, overseeing of circulation, the completion of both

state and federal surveys, website maintenance, and bibliographic instruction. When work-study employees are available, they assist in a variety of capacities.

The librarian attains and removes materials according to the curriculum, student needs, the existing collection, demands generated by specific classes, funding available, and according to a formal selection development policy and general practices. [2.38 BoardDoc-Administrative Procedure 4040-Library and Other Instructional Support Services] The librarian works with faculty in the acquisition process and welcomes input from students, administrators, managers, confidential, and classified staff members.

The Learning Center, as the only primary computer lab on campus for students, provides resources such as free computer access and tutoring services to enable students to achieve their individual academic and CTE goals. In addition to access to eighteen computer stations and tutoring, the Learning Center provides students with knowledgeable staff to answer questions, Internet access, Wi-Fi access, and printing services. Peer tutors are available to each student at no cost to the student for two hours per subject per week. Tutors undergo training that includes helping the student build self-esteem and confidence. Located within the Learning Center is an area designated for Basic Skills Workshops and other workshops that are put on by College employees.

Two full-time classified staff manages the day-to-day operations of the Learning Center and work on a variety of special projects. While the Learning Assistance Coordinator faculty position is currently vacant, English and Basic Skills faculty spend between 15-20 hours per week in the Learning Center helping students to sharpen their academic skills and improve their ability to successfully participate in assigned course work.

The TECC, developed through a *Strengthening Institutions (Title III) Grant*, opened in spring 2012. [2.27 *Title III Grant Application*] The Center was created to support the need for additional professional development opportunities resulting from the conversion of classrooms to smart classrooms (a *Title III Grant* initiative) and the increase in the number of faculty teaching online courses. The TECC offers faculty and other staff a dedicated venue for professional development. All professional development activities now take place in the TECC unless there is a compelling need to hold training in an alternate location.

The TECC is outfitted with the same classroom technology available in all of the smart classrooms on campus: short-throw projector, interactive whiteboard and stylus, document camera, speakers, and laptop docking station on the lectern. Windows workstations (two of which include webcams & speakers), one iMac, and two docking stations (for faculty laptops) complete with monitor, keyboard and mouse are available for hands-on training sessions. A conference room webcam allows us to participate in live webinars and meetings. Camtasia & Snagit software, in addition to a video camera and wireless microphone, make recording lectures and training videos possible. [2.70 TECC Physical Description]

Training topics that support student learning include the documentation of SLOs in WEAVE, use of Moodle, the learning management system, online teaching, classroom technology, active learning, flipped classrooms, pedagogy/andragogy, learning styles, plagiarism and more. Other trainings available in the TECC include the use of various components of Microsoft Office (the campus standard) and Adobe Acrobat and LiveCycle for form creation. [2.28 2012-2013 Professional Development Trainings]

An Information Technology Specialist II oversees TECC. This specialist plans and schedules workshops, maintains training records and equipment, and provides some of the trainings. In addition, the specialist makes recommendations in the purchasing and upgrades of software and equipment. Campus input is received through program review and planning documents as well as from individuals.

**Self-Evaluation:**

The Accreditation Self-Evaluation Staff Survey conducted in May of each of the last three years indicate that only about half of the respondents agree that faculty were effectively involved in the selection of library materials or that students are able to get the resources that they need from the Library. Faculty data was not separated from other categories of employees. The existing procedures for selection and evaluation of library materials have encouraged staff awareness. The percentage is expected to increase as the forthcoming website will contain information on how staff can participate in the selection of library materials.

Table 29: Faculty Involvement with the Library Self-Evaluation Staff Survey

Questions 14 & 16	2011	2012	2013
My students are able to get the resources they need in the College library to complete course assignments and research projects.	48.8%	55.1%	42.9%
Faculty are effectively involved in the selection of library materials.	19.5%	57.1%	46.6%

[2.71 Data retrieved from Accreditation Self-Evaluation Staff Survey]

In the Accreditation Self-Evaluation Survey Student Results conducted in spring 2011, the majority of students agreed that they were able to acquire the necessary library resources to complete their “course assignments and research projects,” that the “quality” of library materials was adequate to meet their “educational needs,” and that the “institution provides adequate equipment, materials.” The combination of selection methods insures that the selected educational equipment and materials support student learning and enhance the achievement of the mission of the institution.



Table 30: Library Resource Utilization Self-Evaluation Student Survey

Questions 7 & 9	2011
I am able to get the resources I need in the college library to complete my course assignments and research projects.	78%
The quality of the library materials is adequate to meet my educational needs.	65%
The institution provides adequate equipment, materials, etc. for my needs.	77%

[2.72 Data retrieved from Accreditation Self-Evaluation Student Survey]

Throughout the past five years, the Learning Center has experienced significant changes. In fall 2009, the Learning Center began to receive additional support from Academic Services; and over the succeeding four years the Center saw various positive staffing, remodeling, and technological improvements. In the academic year 2008-2009, there were no full-time personnel assigned to the Learning Center. As a result, the Center reduced and even altogether discontinued many of the traditional services offered to students. Even though the Center experienced staffing fluctuations between 2011 and 2013, the Center is now staffed with two full-time Instructional Support Specialists. In fall 2011, the Assessment Testing Office relocated to the Student Services Building. Prior to this the Learning Center and Assessment Testing shared the same space. With the relocation came a complete renovation of the Learning Center. The College purchased and equipped the Center with new paint, carpet, furniture, computers, and printers along with a smart board and an area specifically designed for student-centered workshops. The increased space allowed for new large group study sessions and classes. The Learning Center now not only offers students traditional services, such as tutoring and full-time access to computers, printers, and Wi-Fi, but the Center was able to expand and implement free basic computer classes designed for re-entry students and basic skills workshops. [2.4 Complete Program Reviews, Executive Summaries and Annual Updates on LCC website-2012 Learning Center NIPR]

The Learning Center’s renovation allowed students a more productive place to study, learn, and spend their time outside of class. The new computers and furniture were well received by the students, and the current staff members are dedicated to finding new ways to serve students. With two full time Instructional Support Specialists, the Learning Center has been able to provide the services that it traditionally implemented as well as expand to new services for students.

The TECC is adequately staffed and equipped for now, but will respond to the feedback provided by program reviews, planning documents, evaluation forms and surveys. During its first year of operation, 119 workshops were offered; 823 participants signed into the TECC workshops representing 166 unduplicated employees; training hours totaled 1079.25; and twenty-eight college employees presented trainings. The TECC has also become a favored spot for departmental, division, and other committee meetings. [2.28 2012-2013 Professional Development Trainings]

### **Actionable Improvement Plans:**

Implement the web-based system in order to more effectively involve faculty in the selection of library materials.

*II.C.1.b. “The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.”*

### **Descriptive Summary:**

The Lassen Community College Library staff work to help students develop the information competency skills outlined by the American Library Association which require students to be able to “effectively” access, evaluate, and use necessary academic information resources while understanding the legal and ethical issues that accompany their use. [2.73 American Library Association. 2012. “Information Literacy Defined.” Information Literacy Competency Standards for Higher Education. Association of College and Research Libraries. Retrieved 5 Sept. 2012, from <http://www.ala.org/acrl/standardsards/informationliteracycompetency#ildef>. ]

The Library’s student learning outcomes (SLOs) approved by the Governing Board in June 2007 and modified in September 2013, incorporate these standards and help staff provide instruction through a variety of means including: tours and orientations in the Library, Learning Center, or classrooms; systematic awareness workshops for faculty; resources found on the website; and trainings to help library staff better develop their skills. During class orientations, the librarian teaches students how to evaluate sources and locate necessary and appropriate information to assist with immediate assignments. Currently this takes place face-to-face, but future plans could bring orientations to students using real-time online streaming. Ongoing individual reference transactions can be conducted face-to-face, over email, over the phone, or indirectly through the Distance Learning Office. The Library’s website includes an invitation for students to email their reference needs and provides material to assist students with the research process. Library staff record all reference inquiries and their resolutions; the information is used each semester to track student learning outcomes. The librarian uses flex days and trainings in the TECC to give overviews of library services and educate instructors on issues such as plagiarism and copyright laws. The librarian holds impromptu meetings with staff, including student workers, to inform or discuss challenges affecting the Library, library services, and students, and to bring about collective awareness about the services available to students.

The Learning Center staff provides the support that students need to find qualified tutors, assists in proofreading, and facilitates group study sessions. When needed, the instructional support specialists provide one-on-one tutoring with students.

College employees offer a variety of Basic Skills Workshops each semester. The workshop topics covered include: stress management, studying for finals, avoiding



plagiarism, sexually transmitted disease awareness, healthy eating, math anxiety, and many other topics. Each semester the Learning Center presents four to sixteen workshops that usually last about one hour each. These workshops are put on by various employees and occasionally outside groups that have expertise in the topics being presented.

The TECC does not directly serve students; however, by offering faculty and staff the training they require, the TECC indirectly assists students in developing information competency skills. Specifically, the college librarian provides professional development workshops addressing library services and the topic of plagiarism. Additional trainings offered an introduction to Turnitin, plagiarism prevention software. [2.70 2012-2013 Professional Development Trainings]

**Self-Evaluation:**

The Library continues to introduce College students, potential students, and students of other education institutions to the Library, its collections, and academic information retrieval standards as shown in the following table:

Table 31: Number of Students Participating in Library Orientations

2008-2009	2009-2010	2010-2011	2011-2012
284	199	201	393

[2.74 Data retrieved from annual submissions to the Association of College & Research Libraries]

Beginning in fall 2012, the librarian began to assess instruction and record the student learning outcome results. Collaborating with faculty members, the librarian was able to review research papers and essays from those who participated in library orientations or were the means of assistance provided via the Distance Learning Office. The data collected has enabled the librarian to modify and improve library support services for students.

The Learning Center implemented a new system to track usage. This system, called Accademia, was piloted during summer and fall 2012. Official tracking of student use utilizing the new system began spring 2013. For spring 2013 data was retrieved and showed that a total of 538 logins were recorded in Accademia for students that utilized the Learning Center from January 2, 2013-May 24, 2013. Of those 538 logins, 297 were unduplicated visitors. The six categories that students can designate as they log in to Accademia in the Learning Center are Classroom Meeting, Computer Lab, General Study, Proctoring Services, Tutoring, and Work Shops. Total Visits that occurred to the Learning Center during the spring semester were 3,653 visits with 1955 of those visits being for general computer usage, 913 visits were for general study, 531 visits were for tutoring, 142 visits were for a classroom meeting, 97 visits were for workshops, and 15 visits were for proctoring services. The total usage in terms of hours for the semester was 6,115.27 hours, with the average student remaining in the Learning Center for one hour and thirty-four minutes at a time. [2.75 spring 2013 Accademia Attendance Summary

Report] With the implementation of Accudemia, the Learning Center will be able to track each semester data to better plan and implement changes and programs to serve students at LCC

The TECC will continue to offer library services and plagiarism workshops. Other training needs related to student information competency will be collected with the use of an annual survey to be developed and implemented in spring 2014. Workshop participants are provided the opportunity to suggest future topics when they complete their post-workshop evaluation form. [2.76 TECC Workshop Evaluation Form 2013-2014]

### **Actionable Improvement Plans:**

None

*II.C.1.c. “The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.”*

### **Descriptive Summary:**

The Library, located at the east end of the Humanities building, is open from 8:00 am to 8:00 pm Monday through Thursday and 8:00 am to 4:00 pm on Fridays during fall and spring semesters. The Library stays open in the summer until 6:00 pm Monday through Thursday and 4:00 pm on Fridays. Reference help is available during regular business hours whether in person, over the phone, via email, or indirectly through the Correspondence Office. Students and instructors can also conduct research 24/7 on or off-campus through the Library’s digital collections. As of January 2012, the Library acquired an additional statewide purchase of EBSCO host databases through the Council of Chief Librarians (CCLC), which significantly increased the scope and quality of the Library’s digital collections.

The Library provides students with disabilities and other impairments a Magnisight reader, a keyboard with Braille and large print lettering, and an adaptive computer workstation. Patrons can easily enhance the images on their computer screens for better viewing. Unfortunately, not all of the DVDs and VHS films have closed-captioning. If hearing impaired or other impaired students need to view a closed captioned video for an assignment, listen to a book on audio, or even read a book in Braille, the Library is more than willing to borrow these materials through inter-library loan or the State Library, produce the funds for purchasing the items, or request permission to convert sections of a book’s text into Braille (the Learning Disability Lab, maintains a conversion Braille machine for campus use). The Humanities building still does not have an elevator, but staff members have retrieved books located on the Library’s second level for students unable to ascend the stairs. The librarian has also mailed print resources to a student unable to travel to the campus.

Included in the Library's services are reference services for those students who receive their instruction and assignments through the Correspondence Office. In accordance with copyright laws, correspondence students have access to copies of chapters or pages from books and journal articles. Whatever copying does not fit within the United States fair use policy or the California State University Policies for copying of materials, the librarian works with publishers to obtain permissions from the publishers. All information provided is taken directly from library resources and given to the Distance Learning Office and the instructors for further review.

The Learning Center is located on the east end of the second floor of the Creative Arts building. The Creative Arts building houses the only elevator on campus, thus allowing all students, including those with disabilities, convenient access to the Learning Center and its services. The Learning Center is currently opened Monday-Friday from 8:00 a.m. to 4:30 p.m.

The TECC exists to train employees so they can better serve student needs; students do not have direct access to the equipment and services provided in the TECC. In addition to offering scheduled trainings, the TECC is available for division and departmental meetings, which ultimately enhance student success. The TECC is open Monday through Friday from 8 a.m. to 4:30 p.m. Some workshops were offered in the evening; however, there was no participation. For those personnel who are unable to come to the TECC, assistance is provided by the IT Specialist II via phone or e-mail. A growing library of training resources is available on the TECC webpage which is accessible from the College website. Software and equipment, purchased in summer 2013, will allow capture of lectures and TECC workshops thus serving the needs of those unable to participate on campus due to scheduling conflicts or distance.

### **Self-Evaluation:**

The College provides excellent library services for students receiving instruction via traditional, online and correspondence delivery. The learning support services for students in the immediate vicinity of the College provided in the Learning Center are also excellent, and the College is working toward providing equally outstanding learning support for students who are unable to access the campus.

In the Accreditation Self-Evaluation Survey, Student Results in spring 2011, the majority of students surveyed responded that they were able to access library services when they needed them; this answer refers back to the 24/7 availability of library digital resources. More than 75 percent stated that the "institution provides adequate equipment, materials" for their needs; this reflects back to both the Library and Learning Center. Therefore according to this sampling, nearly 75 percent of the students are able to acquire the necessary services and use library technology needed. Evaluating library services for online students or correspondence students poses a challenge; the success of answering phone and email reference questions let library staff know how well they are serving off-campus students. In the survey conducted prior to the remodeling and move of

assessment, the majority of students were satisfied with the availability and support provided by the Learning Center.

Table 32: Library Service Access Self-Evaluation Student Survey

Questions 3, 7, 8 & 11	2011
I am able to get the resources I need in the college library to complete my course assignments and research projects.	78%
The institution provides adequate equipment, materials, etc. for my needs.	77%
The Learning Center provides me the support I need be successful in my classes.	75%
The Learning Center is accessible when needed	64%

[2.72 Data retrieved from Accreditation Self-Evaluation Student Survey]

The TECC provides ample opportunities for faculty and other staff to participate in professional development activities and in collegial collaboration. Training opportunities are advertised via e-mail and posted on the TECC page of the College website. The training schedule is also posted on the wall outside of the TECC in HU-102.

**Actionable Improvement Plans:**

None

*II.C.1.d. “The institution provides effective maintenance and security for its library and other learning support services.”*

**Descriptive Summary:**

The institution prioritizes the upkeep of the physical areas housing library and other learning support services. The institution inspects annually the fire emergency alarms and extinguishers to insure that they are in working order. The institution also holds fire drills and intruder drills. Library and learning support services staff participate in these drills and practice procedures to insure that students are able to evacuate buildings safely or congregate in safely secured areas.

Door locks along with emergency exit door alarms, re-installed and activated in the Library as of June 2012, protect the collection and students. The Library’s main entrance is guarded with security gates, which notify staff when secured materials with sensitized magnetic sensors find their way without notice into backpacks. An updated version of the Material Safety Data Sheet binder, created during spring 2012, comprises a record for each chemical housed in the Library. Staff members keep the binder under the circulation counter, and the maintenance department maintains an additional copy.

The Learning Center is effectively maintained, and adequate security is provided. The recent remodel of the Learning Center resulted from implementation of plans within the

*Facilities Master Plan. [2.77 Facilities Master Plan]* New carpet and paint give the Learning Center an entirely new look and feel.

An alarm system for the Learning Center helps to provide security for the records, equipment, and furniture located within. In summer 2012, the Learning Center added a new measure of security for the computers called Accudemia. Accudemia tracks the usage of computers to improve tutoring services. The previous tracking system was not as effective. As students enter the Learning Center, they must login using their student-ID and logout when they leave. This helps keep track of who comes in and out and creates a sense of accountability to the students for what they do while using the resources in the Learning Center.

Custodians and maintenance staff maintain security for the facilities and keep the Library, Learning Center, and the TECC clean. Custodians provide security for staff and the centers after hours. If students or employees need someone to accompany them at night to their car, custodians are available for this service. Custodians empty the trash daily and the carpet is vacuumed periodically. Along with custodial, area staff and student workers keep the Library clean by wiping down the tables and dusting the bookshelves. IT personnel provide systematic cleaning of equipment for all three centers.

All facilities including the Library, Learning Center and the TECC are kept locked except when employees are present or responsible individuals have authorized use of the facility.

**Self-Evaluation:**

Security in the Library, Learning Center and TECC has proven adequate. The adding of Accudemia in the Learning Center has provided more security for the computers and for increased accountability during normal hours of operation. The maintenance and custodial staff work diligently to keep all of the facilities clean and operational.

According to the Accreditation Self-Evaluation Surveys the majority of students and staff consider the campus, which includes the Library and Learning Center, and TECC safe environments.

Table 33: Safety Self-Evaluation Student Survey

Question 12	2011
The campus is a safe environment.	89%

[2.72 Data retrieved from Accreditation Self-Evaluation Student Survey]

Table 34: Safety Self-Evaluation Staff Survey

Question 21	2011	2012	2013
The campus is a safe environment.	67.5%	83.4%	82.9%

[2.71 Data retrieved from Accreditation Self-Evaluation Staff Survey]

**Actionable Improvement Plans:**

None

*II.C.1.e. “When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution’s intended purposes, are easily accessible, and used. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.”*

### **Descriptive Summary:**

The librarian is a member of the Council of Chief Librarians for the California Community College’s League (CCLC). This league assures the Library a number of research databases free of charge and offers other research databases at reduced group pricings. The Library staff documents all purchases, transactions, and agreements with CCLC, and the Library Director and Vice-President of Administrative Services sign off on all agreements and purchases. Every year Library staff members track database usage, which is evidence of their reliability. Additionally, CCLC provides the librarian with statewide and regional trainings and with listserv capability for its members, thus maintaining a statewide venue of communication for implementing programs and disseminating information within the California’s community colleges.

The Library maintains membership with the NorthNet Library System and the North State Cooperative Library System which allow the librarian to network with other librarians and provide reciprocal lending agreements between Northern Californian public and campus libraries. The LCC Library participates in inter-library loans with these participating libraries and other statewide colleges, universities, and public libraries. Each inter-library loan is documented and contractual agreements exist. The Library maintains all inter-library loan requests up to ten years back.

EBSCO supplies the majority of the Library’s print periodical collection; the National Archive Publishing Company supplies those archived on microfiche; and the Library purchases the Lassen County Times through Feather Publishing Co., Inc. A few of the periodicals and magazines have been given to the institution as gifts. The Library Corporation (TLC) currently provides the College Library with its Library.Solution automated services, catalog, data/web server, and circulation system. [2.78 TLC Contract] Library staff record and maintain all agreements, purchases, and transaction with these vendors. The librarian and the Vice-President of Academic Services approve of all contracts between TLC and the College.

The Library proctors tests free of charge for other educational institutions. These arrangements are not evaluated, but the Library Director documents agreements between LCC and those participating institutions.



LCC employees delivered much of the professional development offered in the TECC. During 2012-2013, LCC employees provided seventy-seven percent of the professional development activities. The remaining topics required the use of an outside trainer. An “On Course” student success workshop was offered in April 2013. Medical Billing Technologies, Inc. trained key employees to process qualified claims under the Medi-Cal Administrative Activities (MAA) program. Local agencies provided workshops to inform employees of services available to students. The Department of Human Resources managed any required professional services contracts.

The TECC supplements the live workshops offered in HU102 with online training available from a variety of sources. Microsoft Office training is provided through membership in the Microsoft IT Academy, an optional component of the college’s Microsoft Campus Agreement. Many online trainings are available free of charge to education. Keenan & Associates, the insurance carrier for the College, offers a variety of trainings through their Safe Colleges program. Through the CCC Student Mental Health Program, LCC was able to offer Kognito Interactive *At-Risk for Faculty & Staff* and *Veterans on Campus*.

This Section is not applicable to the Learning Center.

**Self-Evaluation:**

Yearly usage of statistics and listserv inquiries provide the librarian with adequate data to determine the reliability of vendors and justify the allocation of funds. The Council of Chief Librarians for the California Community College’s League is currently the best source for databases. Not only is the Library able to receive discount pricings, but also more importantly students are using these resources.

Table 35: Database Usage

Type	2011-2012
Queries	7,803
Full text items and/or articles requested	2,101

Data retrieved from Association of College and Research Libraries (ACRL) Statistical Reports

The Library staff are pleased with the automation, catalog, report, and circulation services offered by The Library Corporation (TLC). The circulation records indicated that students are utilizing TLC’s services.

Table 36: Circulation Records-Excluding Course Reserves

2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
2,085	1,836	2,716	2,702	2,913

Data retrieved from Association of College and Research Libraries (ACRL) Statistical Reports

Inter-library loan and periodical usage has declined within the last few years as more information has become readily available online and through the databases. Out of the 18 requests made in 2011-2012, 14 (or 78 percent) were successfully received. In 2010-2011 three requests were made and one request, or 33 percent, was successfully received. Between 2012-2013 and 2013-2014 staffing levels improved, thus inter-library loan services have improved. Interlibrary loan records are available at the Library. EBSCO supplies the Library with the majority of its print periodical collection. The Library pays EBSCO once a year with one invoice and so far EBSCO has been a reliable service. Although instructors request print periodicals, today's students acquire their articles mainly online, and gradually personnel are witnessing the decline in the print periodical usage. Another challenge is that patrons are not necessarily informing staff when they refer to the print periodical collection. More than likely the Library will gradually discontinue some of its issues in the next coming years.

All professional development available through the TECC, either live or online, provided by LCC employees or by outside entities, is subject to the workshop evaluation process. The feedback received is used to determine the effectiveness and reliability of the training in supporting instructional programs and services for students. For the period July 1, 2012 through June 30, 2013, the average rating on the question: "How would you rate the usefulness of the content?" was 4.7 out of 5. [2.79 TECC Workshop Evaluation Form 2012-13; 2.76 TECC Workshop Evaluation Form 2013-14] A post-workshop survey of presenters' satisfaction with the TECC facility, equipment, and assistance provided was used beginning in August 2013. [2.80 TECC Presenter Satisfaction Survey Form 2013-14]

#### **Actionable Improvement Plans:**

None

***II.C.2. "The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement."***

#### **Descriptive Summary:**

Program review is an essential component of the evaluation of all services on campus. NIPRs are on a four-year cycle.

The last Library NIPR was submitted fall 2012. [2.4 Complete Program Review and Executive Summaries on the LCC website-2012 Library NIPR] The Library's NIPR details the strengths and weaknesses of its services, specifies requests for purchases, and ensures that the librarian helps students meet necessary literacy competency standards for academic achievement. The librarian documents recommendations for changes in collection, staffing, and/or technology/software through the program review process. [2.4

Complete Program Reviews, Executive Summaries and Annual Updates on LCC website-2012 Library NIPR] Subsequently, the recommendations for staffing are forwarded to the Human Resource Planning Committee for inclusion in the *Human Resource Master Plan*; recommendations for technology/software upgrades are conveyed to the Institutional Technology Planning Committee for inclusion in the *Institutional Technology Master Plan*, and facility recommendations to the Facilities Planning Committee for inclusion in the *Facilities Master Plan*. [2.82 2013-2018 Human Resource Master Plan; 2.83 2013-2018 Institutional Technology Master Plan; 2.77 2013-2018 Facilities Master Plan]

The Library's collection and services undergo ongoing evaluation. During 2012-2013 and 2013-2014, Library staff conducted a comprehensive collection inventory to evaluate in-house usage, the strength of the collection, and to find and correct miscataloged items. Library services are evaluated via formal and informal student surveys, faculty surveys and emails, and the annual or statistical reports submitted to the Association of College and Research Libraries and other state and national educational associations. The librarian uses these reports regarding expenditures, collection usage, circulation, instruction, staffing and salaries, and gate count to identify areas that need attention and for the allocation of funds.

Fall 2012 marked the first time Library SLOs were entered into the WEAVE application. The last assessments were completed in 2010. The librarian utilized student learning outcome assessments as the bases for changes to library literacy exercises, the structure of orientations, and the tests/assessments given to determine retention of information. As of summer 2012, Library staff members record all reference inquiries, transactions, and resolutions in order to track student learning beyond formal orientations. These two methods prove adequate and necessary in refining library instruction.

In spring 2012, the Learning Center completed its NIPR. This review used data from a variety of different sources to evaluate the services provided in the Learning Center. Data was collected from computer usage hours, student evaluations of tutoring and Learning Center services, and evaluations completed at the end of each Basic Skills or Learning Center workshop. Campus wide student surveys have been used, as well, to gauge the success of services provided in the Learning Center and across all of the LCC. [2.4 Complete Program Review and Executive Summaries on the LCC website-2012 Learning Center (Collaboratory) NIPR] The program recommendations were subsequently captured within institutional planning documents, and budget requests were prioritized during the budget development process.

Usage of the TECC is carefully documented. Participants are required to sign in for each training session and to complete a post-workshop evaluation. The data is compiled and used to determine the effectiveness of each workshop and each presenter. Suggested training topics are considered in the workshop development process. Evaluation information is shared with the presenters. [2.36 WEAVE-TECC AUOs; 2.80 TECC Workshop Evaluation Form 2012-2013; 2.76 TECC Workshop Evaluation Form 2013-

14; 2.81 TECC Evaluation Summary Template 2012-2013; 2.80 TECC Presenter Satisfaction Survey Form 2013-2014]

College employees are regularly surveyed regarding training needs and training times. [2.84 TECC Survey-Training Needs Assessment June 2012; 2.85 TECC Survey-Training Times for SP13 Nov 2012; 2.86 TECC Survey-Classified Professional Development May 2013] Every effort is made to incorporate the information received into the professional development planning process. Input also comes from the Human Resources/ Professional Development Planning Committee (of which the IT Specialist II is a member), particularly from the Flex subcommittee.

### **Self-Evaluation:**

The surveys and evaluation forms completed by students in the Learning Center directly provide evidence of the contribution of learning support services to the achievement of SLOs. The student responses provide the raw data needed to assess the SLOs and see if the targets were met. The raw data is analyzed as it is entered into WEAVE, during the preparation of the program review and annual update documents.

Circulation records and usage statistics and other statistical information collected about the Library and its services provide the necessary means to evaluate whether the Library is succeeding in the contribution to student learning. Student learning outcome results also provide the librarian with the necessary data to evaluate and improve teaching techniques on information competency skills.

Evaluations completed after every workshop in the TECC reveal great satisfaction with the content and presentation of the targeted information. This feedback provides evidence that workshop participants are getting the training they need to support the achievement of SLOs. The revised post-workshop evaluation form for 2013-2014 has been simplified; provides the data necessary to adequately report on the Administrative Unit Outcomes (AUOs) for the TECC; and specifically requests the recommendation of future training topics. [2.37 WEAVE-TECC AUOs; 2.76 TECC Workshop Evaluation Form 2013-2014]

### **Actionable Improvement Plans:**

None



**LASSEN COMMUNITY COLLEGE**  
**Standard III**  
**Resources**

Self Evaluation Report of Educational Quality and Institutional Effectiveness

# Standard III Resources

*The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.*

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### III. A. Human Resources

*“The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.”*

**III. A. 1.** *“The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.”*

**III. A. 1.a.** *“Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalency has been established.”*

#### **Descriptive Summary:**

Lassen Community College (LCC) assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services. To support key programs and services, the College relies on its integrated planning and budget development process to determine staffing needs. The College requires general minimum qualification for staff and discipline-specific minimum qualifications requirements for faculty as established by the Board of Governors.

Criteria, qualifications, and procedures for the selection of personnel are clearly and publicly stated. [3.1 *Selection and Hiring Manual*; 3.2 *LCC Website*] The procedures for the selection of classified, management, administrative staff and faculty are found in Administrative Procedure and the current *Selection and Hiring Manual*. [3.1 *Selection and Hiring Manual*; 3.3 BoardDocs-Administrative Procedure 7120-Recruitment and Hiring] The process to revise the selection procedures at LCC involved lengthy discussions occurring during President’s Cabinet, Academic Senate and Consultation Council. The Governing Board, in selection of the Superintendent/President, utilizes a



separate procedure. [3.3 BoardDocs-Board Policy 2431-Superintendent/President Selection]

Job announcements include information on areas of responsibility, specific duties, minimum and desired qualifications, required skills, abilities, knowledge, timelines, policies related to Equal Employment Opportunity, American's with Disabilities, and other institutional state, and federal regulations. [3.4 Sample Job Announcements] Job announcements are published on the employment page of the College website. [3.2 *LCC Website*] Human Resources, when funding permits, disseminate job announcements in electronic and/or printed forms through newspaper advertisements, California Community College Registry (online), Chronicle of Higher Education, other educational journals, and direct mailings.

The selection process involves both initial screening and oral interviews. Representatives from constituent groups participate in screening committees to recommend finalists to the President or his designee. Each constituent group recommends representative(s) as needed to serve on these committees. The committee establishes paper-screening criteria based on the job announcement. [3.1 *Selection and Hiring Manual*] In 2010, the College implemented NeoGov, a hosted online application process. All employment applications are submitted online. The complete applications are reviewed online for minimum qualifications. The application materials of all applicants meeting minimum qualifications are then released to screening committee members for online review. [3.5 NeoGov] All applicants are screened using the same criteria. During the initial screening process, the hiring committee reviews the application and other materials submitted and rates applicants against stated job announcement criteria. The initial screening rankings are used to identify applicants for the interview process. This process may include written assignments and oral presentations.

In addition, the committee develops interview questions and written assignments when appropriate. A typical interview question may ask candidates to describe how they might contribute to the College mission, or describe significant accomplishments in their recent positions to promote student success. All candidates for a position are asked the same questions and given the same written assignments.

As stated in each job announcement, faculty applications are evaluated taking into account the breadth and depth of relevant education, experience, skills, knowledge and abilities.

The Board of Governors adopted minimum qualifications for hiring of faculty are found in board policy. [3.3 BoardDocs-Administrative Procedure 7211-Faculty Service Areas, Minimum Qualifications and Equivalencies] The process for assessing the minimum qualifications of faculty is identified in the *Lassen Community College Verification on Faculty To Meet Minimum Qualifications in Discipline of Instruction Resource Handbook*, which is updated annually. [3.6 *Lassen Community College Verification on Faculty To Meet Minimum Qualifications in Discipline of Instruction Resource Handbook–August 2013*] The process developed by the Academic Senate and adopted



by the Governing Board provides for the primary role of subject area faculty in determining and recommending equivalency. The Academic Senate functions as the Minimum Qualifications/Equivalency Committee ensuring consistent and fair application of the equivalency guidelines to all applicants requesting equivalency review. As part of the minimum qualifications process, the Office of Academic Services verifies the degrees of applicants if the institution offering the degree is in question. Applicants with degrees from non-US institutions are required to submit transcripts that have been translated and certified for comparability to degrees offered by U.S. institutions.

More than one half of the individuals serving on faculty selection committees are faculty. Teaching demonstrations are used, wherein samples of lecture/activities are presented during the interview process, for all teaching faculty. The teaching demonstration assists the screening committee to better evaluate the candidate's potential classroom effectiveness.

Interview committees recommend up to three qualified applicants for final interview. Before a job offer is made to successful candidates, reference checking is completed to verify the accuracy of information submitted in the application and the interview process.

#### **Self-Evaluation:**

Hiring processes are in compliance with Title 5, the Education Code, and California Labor Law. The Office of Human Resources, in consultation with area deans, reviews and revises the application package to be submitted by job applicants.

All full-time and adjunct faculty meet or exceed the minimum qualifications established by the Board of Governors. The Office of Academic Services maintains a faculty minimum qualifications database to ensure that no faculty member is assigned to instruct in a class for which their minimum qualifications had not been reviewed.

The District has struggled with obtaining representatives from all constituent groups to serve on many selection committees. It has been particularly challenging to obtain faculty appointees from the Academic Senate during the summer months. In the future, the District plans to ask the Academic Senate for a list of potential faculty to serve on summer selection committees prior to the end of the spring semester.

As expressed in the staff survey conducted during May of the last three years, an increasing number of respondents indicated confidence in job description accuracy by their response to the statement: "Job descriptions accurately reflect position, duties, responsibilities and authority." The perception of inaccurate job descriptions has been an ongoing problem. Although progress has been made, additional work needs to be done to assure the accuracy of all job descriptions and to communicate effectively the expected duties and responsibilities of each position.

Table 38: Job Description Accuracy Self-Evaluation Staff Survey

Question 28	2011	2012	2013
Job descriptions accurately reflect position, duties, responsibilities and authority.	43.6%	54.2%	58.8%

[3.7 Data retrieved from Accreditation Self-Evaluation Staff Survey]

**Actionable Improvement Plans:**

Systematically review and update job descriptions to assure that they accurately reflect position duties, responsibilities and authority.

*III. A. 1. b. “The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.”*

**Descriptive Summary:**

LCC has evaluation processes in place for all employee classifications, including full-time and adjunct faculty, classified employees, managers, confidential employees, and administrators.

For faculty, the evaluation process, including the composition of the evaluation teams, is described in the collective bargaining agreement. A self-evaluation is included in the process, primarily to improve instruction through the conscientious and thoughtful examination of accomplishments, plans, goals, strengths, and weaknesses. Regular tenured faculty members are evaluated once every three years, and contract faculty at least once each school year. [3.8 Lassen Community College Faculty Association (LCFA)/Lassen Community College District (LCCD) Contract] Adjunct faculty members are evaluated during the first semester of employment and every third semester following the initial evaluation. The evaluation forms for instructional and non-instructional faculty were revised in February 2013. [3.8 LCFA/LCCD Contract]

It is the responsibility of the appropriate administrator to ensure that the faculty evaluation activities and follow-up are formal, timely, and documented. All faculty evaluations may include formal recognition of areas of exemplary performance or suggestions for improvements. In the case of non-tenured faculty members, the evaluation serves as the basis for contract renewal recommendations to the Academic Senate and subsequently to the Governing Board. [3.9 Academic Senate minutes; 3.10 BoardDocs-Governing Board minutes]

Educational and classified administrators with the exception of the Superintendent/President are evaluated initially within six months and annually no later

than March 1<sup>st</sup> of each academic year thereafter. [3.3 BoardDocs-Administrative Procedure 7150-Evaluation] Administrator evaluations based on the duties set forth in the job description are prepared by the immediate supervisor and include a self-evaluation. The evaluation may include input from peers, service users, or other employees.

The College President is evaluated annually no later than December 15 of each academic year based upon performance objectives agreed upon by the President and Governing Board by October 15 of each academic year. [3.3 BoardDocs-Administrative Procedure 2435–Evaluation of Superintendent/President]

Confidential employees are evaluated within six months of initial employment and annually no later than March 1 thereafter. [3.3 BoardDocs-Administrative Procedure 7150-Evaluation] The evaluation uses a form designated by the District.

Regular classified employees are evaluated annually no later than the May 31 by their immediate supervisor as described in the collective bargaining agreement between CSEA and the District. [3.11 *California School Employees Association (CSEA) Contract*] All classified employees are evaluated using the performance evaluation form in the collective bargaining agreement. The mutually agreed criteria include quality and quantity of work, initiative, dependability and relationships with others. All criteria are directly related to the effectiveness of employees in completing assigned duties. The opportunity for establishing mutually agreed upon goals and follow-up on progress on previously agreed upon goals is provided.

Actions taken following evaluations are documented in the individual’s personnel file.

### **Self-Evaluation:**

Evaluations of faculty are completed in accordance with the collective bargaining agreement. The Office of Academic Services assures the currency of all faculty evaluations. During the 2012-2013 academic year, twenty-one full-time and seventy-nine adjunct faculty were evaluated. Faculty members are evaluated for all modalities in which they were instructing: traditional, online and/or correspondence instruction. The process used in the evaluation of adjunct faculty is similar to the process used to evaluate full-time faculty.

The evaluation of administrators, managers, confidential and classified employees has been completed regularly as scheduled.

Signed completed evaluation forms, along with performance improvement plans when warranted, can be found in each employee’s personnel file.

The Governing Board at the Board Retreat on October 23, 2012, developed the initial annual performance objectives with the current president. The initial performance evaluation of the Superintendent/President was completed March 12, 2013. The first

annual evaluation of the current Superintendent/President was completed August 13, 2013. [3.10 BoardDocs-Governing Board minutes]

**Actionable Improvement Plans:**

None

**III. A. 1. c.** *“Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.”*

**Descriptive Summary:**

The *Lassen Community College Faculty Association (LCFA) Contract* approved by the Governing Board on July 10, 2012 and reaffirmed on November 12, 2013 identifies in Article 7.2.16, faculty are required to participate in student learning outcome (SLO) assessment to include the:

- Preparation and submission of an SLO Assessment Plan for each class within one week of the first meeting of class
- Implementation
- Submittal of SLO Assessment Results (hard copy or electronic) no later than the eighth day following the last day of finals.

[3.8 – *LCFA/LCCD Contract*; 3.10 BoardDocs-Governing Board minutes]

**Self-Evaluation:**

The College meets this standard.

**Actionable Improvement Plans:**

None

**III. A. 1. d.** *“The institution upholds a written code of professional ethics for all of its personnel.”*

**Descriptive Summary:**

The Governing Board adopted board policy on an Institutional Code of Ethics on December 6, 2011. [3.3 BoardDocs-Board Policy 3050-Institutional Code of Ethics] Consultation Council adopted the companion administrative procedure on March 22, 2012. [3.3 BoardDocs-Administrative Procedure 3050-Institutional Code of Ethics; 3.12 Consultation Council minutes] The procedure defines ethics and articulates expectations for ethical behavior. The Governing Board established a Statement of Ethical Conduct in spring 1995, which is annually reaffirmed. [3.3 BoardDocs-Board Policy 2715-Code of



Ethics/Standards of Practice] In addition, the *Strategic Plan*, reviewed, revised and readopted each year includes a value statement. [3.13 *Strategic Plan*]

*Codes of Ethics* for each of the campus constituent groups (administration, board, faculty, management and classified employees) were developed in 1996. The *Codes of Ethics* include a commitment by all employees to abide by expected professional behavior.

**Self-Evaluation:**

The *Codes of Ethics* were last reviewed and reaffirmed for the 2013-2014 academic year by each of the constituent groups with exception of the classified employees during fall 2013. [3.14-Constituent Group *Code of Ethics* Statements; 3.2 LCC Website]

**Actionable Improvement Plans:**

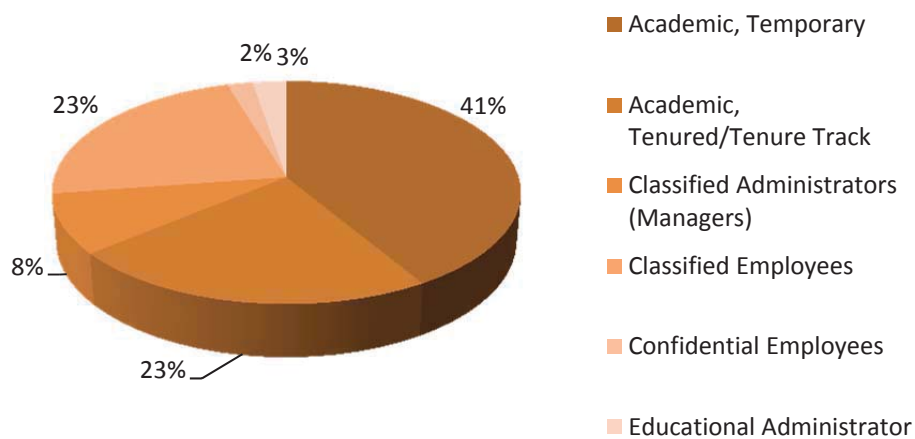
None

**III. A. 2.** *“The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution’s mission and purposes.”*

**Descriptive Summary:**

In fall 2013, LCC employed four educational administrators, thirteen classified administrators (managers), three confidential employees, thirty-four full-time and sixty-two adjunct faculty, and forty-five classified employees. Of the thirty-four full-time faculty, thirty-one served in the instructional area.

Figure 9 LCC Employees



Data Retrieved from the LCC Datatel

## **Self-Evaluation:**

Since the last self-evaluation significant progress has been made hiring additional faculty and reassigning existing faculty to areas of greatest need. The previously overstaffed physical education department has been reduced down to two full-time faculty, one assigned to coaching with reassigned time as the assistant athletic director and the other having the majority of his load in health classes. Previous full-time physical education instructors are now assigned full-time in English and History. Additional faculty have been hired in counseling bringing the full-time counseling faculty to three. For the first time in recent years during the 2013-2014 academic year, all administrative positions identified on the organizational charts are filled. Permanent personnel hired using the established procedures fill all positions with the exception of the Dean of Student Services position currently filled by an interim. The Dean of Student Services position was advertised fall 2013.

## **Actionable Improvement Plans:**

None

**III. A. 3.** *“The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.”*

**III. A. 3. a.** *“The institution establishes and adheres to written policies ensuring fairness in all employment procedures.”*

## **Descriptive Summary:**

During the last four years, the College has reviewed and updated all of its board policies. During the review process, the previously combined policies and procedures were separated. Board policies concerning personnel are found in Chapter 7. [3.3 BoardDocs-Board Policy] Much of the language in the personnel policies and procedures is also part of the collective bargaining agreements between the District and the bargaining units. If the agreements are inconsistent with existing policies, the agreement becomes the controlling document. [3.8 LCFA/LCCD Contract; 3.11 California School Employees Association (CSEA) Contract]

Specifically, the College developed AP 7120–Recruitment and Hiring adopted by Consultation Council on May 20, 2013 and AP 3420–Equal Employment Opportunity adopted by Consultation Council on August 5, 2013. [3.3 BoardDocs–Board Policy 7120–Recruitment and Hiring; 3.3 BoardDocs–Administrative Procedure 3420–Equal Employment Opportunity] The Academic Senate on May 22, 2012 and the Governing Board on July 10, 2012 accepted the revised *Selection and Hiring Manual* constructed from relevant administrative procedures. [3.1 *Selection and Hiring Manual*]



The appropriate policies, administrative procedures and hiring manual are used when selecting and hiring all permanent college employees. The documents include provisions for fair and equitable treatment of position applicants. Copies of the selection procedures are found on the website and available from the Office of Human Resources. All board policies and administrative procedures can be accessed on BoardDocs linked to the College website.

An Equal Employment Opportunity Officer serves on the selection committee for each position and upon completion of the process certifies that the selection process has followed the procedures of the Equal Employment Opportunity Act and the District selection procedures.

**Self-Evaluation:**

The adopted selection procedures are consistently followed in the hiring of permanent college employees. As a small rural community college a major challenge has been the time required to achieve an adequate applicant pool. Positions are advertised, “until filled” with initial review dates indicated in the announcements. Another challenge has been to staff the selection committees with representatives from all of the appropriate constituent groups. The solicitation of appointees is occurring earlier in the process in order to address this problem.

**Actionable Improvement Plans:**

None

**III. A. 3. b.** *“The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.”*

**Descriptive Summary:**

All personnel files are considered confidential and are only available to the employee and persons authorized by the employee or the Superintendent/President. All materials in the personnel files are available to the employee for inspection at an off-duty time in the presence of an administrator or record custodian. [3.3 BoardDocs-Administrative Procedures 7145-Personnel Files] The personnel files are maintained in locked cabinets within the Office of Human Resources. The cabinets are locked whenever the Human Resource staff members are away.

**Self-Evaluation:**

Sufficient safeguards are in place to protect the personnel files and ensure privacy. Access is restricted in accordance with law. Security of the files is maintained at all times, and the records are stored in fireproof filing cabinets.

### **Actionable Improvement Plans:**

None

**III. A. 4.** *“The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.”*

**III. A. 4. a.** *“The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.”*

### **Descriptive Summary:**

The Governing Board adopted Board Policy 3410-Nondiscrimination on December 6, 2011 and Board Policy 7100–Commitment to Diversity on September 13, 2011. [3.3 BoardDocs-Board Policy 3410-Nondiscrimination; Board Policy 7100-Commitment to Diversity; Board Policy 3430–Prohibition of Harassment] The College has integrated all of the plans relating to staffing into the *Human Resource Master Plan*. Professional Development including training on diversity is found in the Professional Development Plan, one component of the *Human Resource Master Plan*. [3.15 *Human Resource Master Plan*] The Human Resource Director in consultation with the Human Resource Planning Committee updated the *Equal Employment Opportunity (EEO) Plan* in spring 2013. The Governing Board adopted the revised *EEO Plan* on August 13, 2013. [3.16 *2013 EEO Plan*; 3.10 BoardDocs-Governing Board minutes]

Diversity was added to the College Values Statement in a summer 2012 revision of the *LCC District Strategic Plan*. [3.13 *Strategic Plan*] A renewed commitment to celebrating diversity was initiated with the addition of the objective in the *Comprehensive Institutional Master Plan* to provide a minimum of four cultural awareness celebrations focusing on Cultural Heritage Months (Hispanic Heritage–September, Native American Heritage–November, Black Heritage–February, and Asian American/Pacific Island Heritage–May) during the current academic year. [3.17 *2013-2018 Comprehensive Institutional Master Plan*]

The Human Resources Director is currently responsible for oversight of institutional commitment to equity and diversity.

### **Self-Evaluation:**

The College has reaffirmed its commitment to supporting diversity over the last two years.

### **Actionable Improvement Plans:**

None



**III. A. 4. b. “The institution regularly assesses its record in employment equity and diversity consistent with its mission.”**

**Descriptive Summary:**

The Governing Board has adopted policies providing protection against harassment and discrimination. [3.3 BoardDocs–Board Policy 3430–Prohibition of Harassment; Board Policy 3410–Nondiscrimination] Policy and procedures are in place supporting equal employment opportunity in accordance with Title 5 and Education Code regulations. [3.3 BoardDocs–Board Policy 3420–Equal Employment Opportunity] All employment procedures are written to promote equal opportunity for all persons. The Governing Board adopted the revised Equal Opportunity Plan, which includes an analysis of the diversity of college employees, August 13, 2013. [3.16 2013 EEO Plan; 3.10 BoardDocs–Governing Board minutes]

The Office of Human Resources is aware of the importance of having a diverse staff and faculty. A more widespread approach to recruiting is part of ongoing efforts to improve the diversity of applicant pools. The approach includes advertising in publications, which target underrepresented groups. Each interview committee assures the inclusion of at least one question focusing on applicant sensitivity to diversity during the process for filling every position at the College. [3.18 Sample Interview Questions] The assessment of employment equity and diversity occurs while the *EEO Plan* is being reviewed and updated. The last analysis of employment equity occurred summer 2013.

**Self-Evaluation:**

The College adheres to equal opportunity for all applicants by its consistent application of established policies and procedures for all vacancies. In addition, the College continues to seek diversity in its workforce while identifying the best-qualified individuals based on required qualifications given in the job descriptions.

The EEO Plan adopted August 2013 indicates that the gender breakdown of the current workforce of regular employees is 41 percent male and 59 percent female. Twelve percent of the regular employee population identified that they belong to a monitored ethnic group. Nineteen percent of the adjunct faculty indicated that they are members of a monitored ethnic group. Zero percent of the current regular employees have identified that they have a disability.

**Actionable Improvement Plans:**

None

**III. A. 4. c. “The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.”**

### **Descriptive Summary:**

Policies and procedures have been developed to ensure that administrators, faculty, classified staff, management/confidential staff and students are treated with fairness and respect. Among these are polices against discrimination, harassment, and nepotism. [3.3 BoardDocs–Board Policy 3410-Nondiscrimination; Board Policy 3430–Prohibition of Harassment; Board Policy 7310-Nepotism]

*Codes of Ethics* have been established for board members and all employee groups, and standards of conduct also exist for students. In addition, due process procedures are in place to ensure fairness to both employees and students if disciplinary actions are taken. [3.3 BoardDocs–Board Policy 2715-Code of Ethics/Standards of Practice; 3.14 Constituent Group Code of Ethics Statements]

Collective bargaining agreements contain grievance procedures in the event that the terms of the agreement have been misapplied. [3.8 *LCFA/LCCD Contract*; 3.11 *CSEA Contract*]

### **Self-Evaluation:**

The established policies help create a professional working and learning environment. The *Code of Ethics* for board members and employees and the standards of conduct for students outline expected behavior. All constituent groups actively participated in the development of their own *Code of Ethics*, helping to ensure its acceptance by the employees.

### **Actionable Improvement Plans:**

None

**III. A. 5.** *“The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.”*

**III. A. 5. a.** *“The institution plans professional development activities to meet the needs of its personnel.”*

### **Descriptive Summary:**

During the 2012-2013 academic year, the College recommitted to providing regular meaningful opportunities for professional development for all employees. Using funds made available from the *Strengthening Institutions (Title III) Grant* the College established and staffed the Training, Education, and Collaboration Center (TECC) in spring 2012. [3.19 *Strengthening Institutions (Title III) Grant*] The TECC has created an atmosphere of comfort and ease; all employees are welcome to attend training or to use the computer bank as a resource for district related projects. Beginning fall 2012, TECC



staff began developing and publishing a monthly training calendar. The TECC staff along with the Flex Coordinator revitalized the flex opportunities for faculty in coordination with other training events. Funding from the Title III Grant was utilized to provide additional training faculty opportunities. Twenty-two full- and part-time faculty and three instructional support staff participated in an “On Course one-day Training” Lassen College on April 30, 2013, and seven full-time faculty members were sent to the On Course National Conference April 25-27, 2013 in Southern California.

As further evidence of the renewed commitment to professional development, faculty and staff were provided opportunities to attend a variety of conferences off campus. English faculty participated in training for the “Accelerated English” program through the California Acceleration Project sponsored by California Community College Success Network, faculty from Automotive and Welding Technology attended a vocational leadership workshops facilitated by Academic Senate for California Community Colleges. EOPS staff attended both fall and spring conferences. Two individuals were sent to a grant-writing workshop and one administrator attended Admin 101.

**Self-Evaluation:**

College employees are regularly surveyed regarding training needs and training times. [3.20 TECC Survey-Training Needs Assessment June 2012; 3.21 TECC Survey- Training Times for spring 2013-Nov 2012; 3.22 TECC Survey-Classified Professional Development May 2013]

During TECC’s first year of operation, 119 workshops were offered; 823 participants signed into the workshops representing 166 unduplicated employees; training hours totaled 1079.25; twenty-eight college employees presented trainings. The TECC has become a favored spot for departmental, division, and other committee meetings. [3.23 2012-2013 Professional Development Trainings]

As expressed in the staff survey conducted during May of the last three years, an increasing number of respondents indicated improved opportunities for professional development in their response to the statement: “The institution provides all personnel with appropriate opportunities for continued professional development.”

Table 39: Opportunity for Professional Development Self-Evaluation Staff Survey

Question 33	May 2011	May 2012	May 2013
The institution provides all personnel with appropriate opportunities for continued professional development.	35.1%	51.2%	66.7%

[3.7 Data retrieved from Accreditation Self-Evaluation Staff Survey]

**Actionable Improvement Plans:**

None

**III. A. 5. b.** *“With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.”*

**Descriptive Summary:**

The Human Resource Planning Committee with representatives of all constituent groups is responsible for the development of the Professional Development Plan. The implementation of the plan is the responsibility of the Human Resources Manager in collaboration with the faculty Flex Coordinator and the Information Technology Specialist II in TECC. [3.24 2013-2014 Professional Development Plan] With the revitalization of the Professional Development Calendar implemented during 2012-2013, the Information Technology Specialist II in the TECC assumed responsibility for tracking participation and tabulating evaluation instruments for all professional activities.

**Self-Evaluation:**

The institution is committed to sustained quality improvement in the area of professional development. Capitalizing on the opportunities provided by the *Strengthening Institutions (Title III) Grant*, the participants are evaluating all professional activities and improvements are being implemented based upon the evaluations. Evaluations completed after every workshop reveal great satisfaction with the content and presentation of the targeted information.

**Actionable Improvement Plans:**

None

**III. A. 6.** *“Human resource planning is integrated with institutional planning. The institution systematically assess the effective use of human resources and uses the results of the evaluation as basis for improvement.”*

**Descriptive Summary:**

The *Human Resource Master Plan* is partially compiled from other institutional planning documents. Institutional staffing needs based on student demand and growth of instructional and student services programs are identified in the *Educational Master Plan* and *Student Services Master Plan*. [3.15 2013-2018 Human Resource Master Plan, 3.25 2013-2018 Educational Master Plan, 3.26 2013-2018 Student Services Master Plan] Planned facility or technology improvements requiring additional support staff are identified in the *Facility Master Plan* and *Institutional Technology Master Plan*. [3.27 2013-2018 Facility Master Plan, 3.28 2013-2018 Institutional Technology Master Plan] The five master plans are incorporated into the *Comprehensive Institutional Master Plan* in May of each year. [3.17 2013-2018 Comprehensive Institutional Master Plan]



## **Self-Evaluation:**

Despite financial challenges within the state over the last few years, the institutional planning process has continued to evolve and improve. During the 2012-2013 academic year, each of the master plans included staffing requests, which were prioritized by Consultation Council spring 2013 and the final prioritized list is included in the *2013-2018 Human Resource Master Plan*. [3.15 *2013-2018 Human Resource Master Plan*] Several of the positions were filled for the 2013-2014 academic year. [3.29 2013-2014 Organizational Charts] The Academic Senate and Director of Institutional Effectiveness are currently engaged in dialogue surrounding mechanisms to modify the annual IPR update template in order to better capture the impact of funded decisions on institutional effectiveness. [3.9 Academic Senate minutes–August 27, 2013; 3.65 Annual Update Template]

## **Actionable Improvement Plans:**

None

### **III. B. Physical Resources**

*“Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.”*

**III. B. 1.** *“The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.”*

**III. B. 1. a.** *“The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.”*

## **Descriptive Summary:**

The main campus consists of 248,195 square feet of useable space divided among seventeen buildings, four re-locatable buildings and seventeen outbuildings located on 184 acres. All programs and services are housed in buildings designed for, or appropriate for their use. In addition to classrooms, laboratories and offices, it has a dormitory with a capacity for 130 students, a library, cafeteria, computer rooms, and a large gymnasium. The main campus maintains a softball facility, thirty animal horse stables, an agricultural production facility and a complete rodeo arena. The College has a lease to operate the Coppervale Ski Hill, fifteen miles west of town. That facility is used for both community service ski instruction and public recreation. The College leases a baseball field from the Susanville City Parks and Recreation District. The College also leases a building from the local high school used to house the Public Safety Training Center. The Public Safety Training Center provides classrooms and office space for the Fire Technology, Vocational Nursing, Certified Nursing Assistant, Emergency Medical Technician and



proposed programs in Police Officers Standards and Training (POST) and Emergency Medical Services (EMS).

The integrated planning model combined with the participatory governance structure at LCC facilitates communication, discussion, and decision-making with all constituents able to provide input into the campus-wide facility needs. The Facilities Planning Committee plans for site renovations as well as scheduled maintenance projects and considers best practices in incorporating recommendations from programs reviews. [3.27 2013-2018 Facility Master Plan; 3.30 Facilities Planning Committee minutes]

During the last two academic years, the College took advantage of the opportunity afforded by the awarding a *Strengthening Institutions (Title III) Grant* in fall 2011 to renovate many rooms across the campus. [3.19 *Strengthening Institutions (Title III) Grant*] Prior to the installation of Eno Board technology in each of twenty-three classrooms, the rooms were cleaned and painted using District funds. With the relocation of the bookstore to the student union, the student union was remodeled, painted and new furniture purchased. The previous bookstore building was converted to a newly remodeled District Board Room. The Learning Center was painted and new furniture purchased. The *Title III Grant* provided for the development of the TECC, an instructional support and technology-training center, with furniture plus new technology including Eno Board and computers.

### **Self-Evaluation:**

The College plans, builds, and maintains its aging physical resources in a manner that assures effective utilization and the continuing quality necessary to support college programs, activities, and services. Maintenance and site improvement plans are found in the *Facility Master Plan*, specifying and maintaining the highest quality standards, using quality materials and skilled personnel, to accomplish facility work. [3.27 2013-2018 *Facilities Master Plan*] The College has made improvements in the selection of new program equipment and materials by involving stakeholders and experts in the design and budget allocation process. The College promotes the purchase of high quality equipment and materials and encourages the use of the proper grade of items to assure low future costs and longer life. A funding request to remodel the Humanities building including a Library Expansion Project has been submitted to the State each year since 2007. However, to date, no funding has been received to initiate this project. In fact, State and local funding has been decreased, so no new projects have been completed. Time lined projects in the *Facilities Master Plan* have been routinely forwarded to the next year's plan due to lack of funding.

Input from Consultation Council (the shared governance body) discussions has resulted in several practical and concrete results. Discussions initiated by the Associate Student Body representatives resulted in improved signage indicating no smoking areas. Discussions surrounding the need to annually set aside financial resources to systematically upgrade various components of the aging facilities resulted in the excess

revenues of approximately \$200,000 generated in 2011-2012 and added to the ending fund balance used to initiate an upgrading process in spring 2013.

### **Actionable Improvement Plans:**

Strengthen the budget allocation process regarding cycles within the integrated planning process to annually support the repair, replacement and purchase of new campus facilities and equipment.

**III. B. 1. b.** *“The institution assures that physical resources at all locations where it offers courses, programs and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.”*

### **Descriptive Summary:**

The majority of LCC courses are offered on-site at the main Susanville campus. The College also offers offsite CTE instruction at Public Safety Training Center (formerly Credence High School) and offers classes at the Senior Center in Susanville. Campus security and safety are outlined in the *Facilities Master Plan, Injury, Illness Prevention Plan*, and Administrative Procedures. [3.27 2013-2018 *Facilities Master Plan*; 3.31 *Injury, Illness Prevention Plan*; 3.3 BoardDocs–Administrative Procedure 3500-Campus Safety; Administrative Procedure 3510-Workplace Violence Plan; Administrative Procedure 3515-Reporting Crimes] The Susanville campus has an ingress/egress safety issue. There is only one entrance/exit. This problem has been identified and discussions are moving forward for a secondary access road. Currently under an emergency situation, a temporary secondary access road would be available within sixty (60) minutes.

The maintenance of the healthful learning and working environment is primarily the responsibility of the Maintenance and Operations department. The Director of Facilities is responsible for the physical plant. The Maintenance and Operations staff consists of four maintenance specialists, two part-time (twenty hours a week) agricultural instructional assistants, one five-month grounds maintenance person, one full-time classified custodial lead person, and three full-time custodians.

An adhoc Safety Committee was formed in spring 2013 to address safety concerns on campus. The committee’s charge is to investigate incident reports and other data, evaluate current safety problems, and make recommendations to minimize future safety issues. Any facility safety issues needing repair are communicated to Maintenance and Operations, who then takes steps to repair or replace equipment based on available funds.

In addition, the District has established an *Emergency Response Plan*. Initial Emergency Response training occurred during Convocation fall 2012. Subsequently, campus training occurred spring 2013 with a series of fire and shooter on campus (lockdown) drills. Fall 2013 Convocation provided an opportunity for a follow-up presentation on

Lockdown Procedures by the Susanville Police Department. [3.32 *Emergency Response Plan*; 3.33 *fall 2012 & fall 2013 Convocation agendas*]

For security, the College has begun installation of key card entry to specific buildings and classrooms. Eventually, all buildings and classrooms will be converted.

**Self-Evaluation:**

At the main Susanville campus, the physical resources are constructed and maintained intending to promote a healthful and safe learning environment. The administration is pursuing various options for the development of a permanent secondary access road to the main campus.

According to the Accreditation Self-Evaluation Surveys the majority of students and staff feel that the campus is a safe environment.

Table 40: Safety Self-Evaluation Student Survey

Question 12	2011
The campus is a safe environment.	89%

[3.34 Data retrieved from Accreditation Self-Evaluation Student Survey]

Table 41: Safety Self-Evaluation Staff Survey

Question 21	2011	2012	2013
The campus is a safe environment.	67.5%	83.4%	82.9%

[3.35 Data retrieved from Accreditation Self-Evaluation Staff Survey]

At the offsite areas, the College utilizes spaces appropriate for offering instruction. The Public Safety Training Center and the Senior Center are constructed and maintained to assure access, safety, security, and a healthful learning and working environment. The buildings are required to meet the Occupational Health and Safety Administration code, the environmental health and safety code, and building codes.

**Actionable Improvement Plans:**

Pursue the construction of a secondary access road for the main campus.

**III. B. 2.** *“To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.”*

**III. B. 2. a.** *“Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.”*



### **Descriptive Summary:**

The College's mission, vision and strategic goals are imbedded in the *Strategic Plan*, which guides institutional planning including facilities planning. [3.13 *Strategic Plan*] Faculty and other staff in each instructional and non-instructional area are asked to assess their existing equipment and project program development needs as part of program review. Student learning/administrative unit outcomes are generated by the end-users whether in the classroom or from a service function. The end-users identify equipment and facility needs for desired outcomes as part of the assessment during program review.

The budget allocation process is used to identify priorities for equipment purchases; however, in the event of equipment breaking before scheduled replacement, the list of priorities may change.

To address total cost of ownership, a detailed condition assessment was completed documenting the current useful life, estimated repair cost, and replacement cost of all major District facilities and related equipment. [3.36 *Space Inventory Report*]

The Facilities Planning Committee responsible for the development of the *Facility Master Plan* also annually reviews the campus space inventory report. The institution incorporates space utilization data and equipment condition as criteria in scheduling classes and laboratories. [3.36 *Space Inventory Report*]

The District's long-range capital plans to support institutional improvement goals are contained within the *Facility Master Plan*. The *Facility Master Plan* includes the current five-year Capital Construction Plan, the five-year Scheduled Maintenance Plan, program review recommendations, and the long-range facilities plan. [3.27 *2013-2018 Facility Master Plan*]

### **Self-Evaluation:**

The institution assures the feasibility and effectiveness of its physical resources in supporting institutional programs and services through daily, monthly, quarterly, and yearly evaluations. Facility and equipment needs are communicated through program review recommendations, direct contact, and written work requests.

### **Actionable Improvement Plans:**

None

**III. B. 2. b. “Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.”**

### **Descriptive Summary:**

The *Facility Master Plan* is guided by the *Educational Master Plan* and recommendations derived from program review. [3.25 2013-2018 *Educational Master Plan*] The *Facility Master Plan* along with the other master plans is incorporated into the *Comprehensive Institutional Master Plan* during May. [3.27 2013-2018 *Facilities Master Plan*; 3.17 2013-2018 *Comprehensive Institutional Master Plan*]

Individual disciplines and departments routinely assess the effective use of the facilities and equipment in their areas. The findings and needs are then documented in their respective program reviews. Frequently, the requests exceed the financial resources within the maintenance and operations budget.

The state of physical resources is further analyzed as one component of the Maintenance and Operations NIPR completed every four years. [3.37 Sample Complete Program Reviews, Executive Summaries and Annual Updates on LCC website-2013 Maintenance and Operations NIPR]

### **Self-Evaluation:**

Physical resource planning is well integrated with other areas of institutional planning.

### **Actionable Improvement Plans:**

None

### **III. C. Technology Resources**

*“Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.”*

**III. C. 1.** *“The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.”*

**III. C. 1. a.** *“Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.”*

### **Descriptive Summary:**

LCC uses technology to achieve institutional goals for student success and provide a modern telecommunication infrastructure for college employees. The College has a technology committee charged with responsibility of addressing institutional technology needs. The Institutional Technology Planning Committee (ITPC),



comprised of members from each constituent group, develops the *Institutional Technology Master Plan* and meets to discuss and make recommendations regarding present and future technology needs. [3.28 *2013-2018 Institutional Technology Master Plan*; 3.35 Institutional Technology Planning Committee minutes] Many technology decisions are based on Information Technology (IT) department personnel's advice and departmental or staff discussions.

The Information Technology NIPR was completed in 2011. [3.37 Sample Complete Program Reviews, Executive Summaries and Annual Updates on LCC website-2011 Information Technology NIPR]

The College maintains a full spectrum of technology infrastructure and services, including domain servers, fiber network, VOIP phone system with Auto Attendant, fax over IP, fully equipped desktops for all employees as well as student labs, configurable anti-virus services, and public Web pages. A wireless network is available in approximately 75 percent of the campus. Five additional access points are ready to be installed in the Trades Building, Sports Complex, Creative Arts and Math/Science buildings. Strategically placed workgroup printers handle most of the printing, scan to e-mail, and faxing needs. Many of the district and departmental forms are now available on the College website and can be completed, signed, and submitted electronically. Lassen County Office of Education (LCOE) currently hosts the College's Microsoft Exchange e-mail and provides spam filtering. The Datatel Colleague administrative suite (Finance, HR, Student) is in use at LCC.

The technology infrastructure also includes the backup of critical institutional data. LCC utilizes a backup solution by EVault to backup critical institutional data, such as the Colleague student information system. All backed up data is encrypted with an AES 256 standard before it is uploaded to EVault's cloud storage hosted by EVault.com. The backup allows LCC to be able to recover data in the event of a disaster.

A *Strengthening Institutions (Title III) Grant* provided the funding to create the TECC, which officially opened in June 2012, but was in limited use as early as March 2012. The Center is used for professional development workshops, mandatory trainings, evaluation of new technology and software, employee orientations, departmental and institutional committee meetings. [3.19 *Strengthening Institutions (Title III) Grant*; 3.23 2012-2013 Record of TECC Trainings]

WEAVE, an online application integrating assessment, program review and institutional planning, (also purchased through the *Title III Grant*) is used by all instructional and administrative units to input findings to quantifiable outcome measures, link each to the College's strategic goals, link each to Institutional Student Learning Outcomes (SLOs) and generate annual reports. Acquisition, development and training for the software took place during spring and summer 2012. [3.39 WEAVE; 3.23 TECC Training Schedule] Faculty entered their course-level SLOs measures, targets, findings, and action plans into WEAVE for the first time during fall 2012. Entry of administrative unit data for non-instructional areas began spring 2013.

*Accudemia* attendance tracking software was purchased in spring 2012, piloted in the Learning Center over the summer and fall 2012, and was used during spring 2013 semester for tracking student computer lab usage in the Learning Center. The goal is to use *Accudemia* to track all positive attendance classes. [3.40 *Accudemia* Attendance Records]

OpenCCCApply was implemented in fall 2013. The College is in the process of implementing Degree-Audit a software package purchased several years ago.

BoardDocs Pro, an eGovernance solution was purchased in summer 2011. [3.3 BoardDocs] It has proven to be a cost-effective means of providing agendas to the public and has eliminated the need to drive board packets to Board members in remote areas of the District. It is the repository for board policies, administrative procedures, board agendas and minutes archives. Training for the Trustees was held at a September 2011 workshop. BoardDocs was first used to conduct a board meeting in November 2011

### **Self-Evaluation:**

The College has provided an effective set of technologies for campus operations during a time of decreasing resources. Much credit is due to experienced and committed staff in IT, who found ways to make existing systems work as the current campus technology was developed. The service orientation in IT is strong. Continued formal planning and budget commitment to support the current infrastructure and necessary upgrades will be essential for the operation and effectiveness of the organization. All technology projects should estimate the total cost of ownership to include items such as new/additional data ports, power outlets, heating/cooling, and security.

### **Actionable Improvement Plans:**

Provide estimated total cost of ownership including such items as new/additional data ports, power outlets, heating/cooling, and security for technology projects as part of the decision-making process.

**III. C. 1. b. *“The institution provides quality training in the effective application of its information technology to students and personnel.”***

### **Descriptive Summary:**

The Information Technology department has historically provided technology training in the form of written documentation via e-mail and on the website, occasional workshops and informal hands-on training; however, the TECC has now taken over the bulk of the District technology training. During its first year of operation, 119 workshops were offered; 823 participants signed into the TECC workshops representing 166 unduplicated



employees; training hours totaled 1079.25; twenty-eight college employees presented trainings. A monthly calendar of trainings scheduled in the TECC is provided via e-mail and is also posted on the College website and outside the TECC in HU-102. [3.23 TECC Trainings 2012-2013]

Usage of the TECC is carefully documented. Participants are required to sign in for each training session and to complete a post-workshop evaluation. The data is compiled and used to determine the effectiveness of each workshop and each presenter. Suggested training topics are considered in the workshop development process. Evaluation information is shared with the presenters. [3.39 WEAVE-TECC AUOs; 3.41 TECC Workshop Evaluation Form 2012-2013; 3.42 TECC Workshop Evaluation Form 2013-2014; 3.43 TECC Evaluation Summary Template 2012-2013; 3.44 TECC Presenter Satisfaction Survey Form 2013-2014]

Every effort is made to incorporate the information received into the professional development planning process. Input also comes from the Human Resources/Professional Development Planning Committee (of which the IT Specialist II is a member), particularly from the Flex subcommittee.

Datatel training resources are available to and used by staff; including Datatel manuals, learning guides, and consultant workflow documentation. In addition, College staff have compiled their own training documents for the transfer of knowledge within and among departments.

For Microsoft desktop software, end-users can self-serve Microsoft-sponsored online training via an e-Learning function offered through the campus software agreement. This resource has been publicized to staff via email and in trainings held in the TECC. In addition, the small campus, informal culture, and strong service orientation allow IT staff to make visits to users' offices, providing informal hands-on training and support on request.

Online documentation for WebAdvisor is available at the WebAdvisor portal on the College homepage. Additional assistance can be obtained by contacting the Help Desk. Students needing help while on campus are directed to the bank of computers located outside the Financial Aid office where staff are willing to provide individual assistance. Students also receive training in the Learning Center. [3.45 August 31, 2013 WebAdvisor Training Announcement]

Training for IT personnel is generally accomplished through online courses. Training time is purchased in bulk once a year and then used by the IT specialists for the topics of most importance. In the absence of sponsored learning opportunities, the Internet proves to be an excellent source for information, whether via online journals, webinars and conferences, or simple searching for information and discussion on selected topics. Also, many of the contracting vendors (e.g., network, server, and phone support) have done a relatively good job of providing training to college IT personnel.

**Self-Evaluation:**

The Human Resources Planning/Professional Development Committee and the ITPC provide valuable input for the development of a training schedule that meets the needs of all areas of the campus as well as satisfies legally mandated training obligations.

The 2012-2013 TECC workshop evaluation form included the question: “Were your personal learning goals for the course met?” The responses to the question were almost uniformly “yes”.

In the Accreditation Self-Evaluation Staff Survey, a question on the assessment of training needs was included, but not a question on meeting training needs. Over the three years during which the survey was conducted a notable increase in positive responses occurred. In response to the statement: “The institution assesses the need for information technology training for students, faculty, and staff.”

Table 42: Assessment for IT Self-Evaluation Staff Survey

Question 23	2011	2012	2013
The institution assesses the need for information technology training for students, faculty, and staff.	47.0%	84.7%	88.7%

[3.7 Data retrieved from Accreditation Self-Evaluation Staff Survey]

**Actionable Improvement Plans:**

None

**III. C. 1. c. “The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.”**

**Descriptive Summary:**

Colleague servers were replaced with new hardware, operating systems, applications and services through the Datacenter Refresh and Datatel Migration Project between 2010 and 2012. The servers in LCC’s Datacenter are scheduled for annual review for capability, compatibility, and stability. All physical servers are under review to determine eligibility for virtualization in order to provide redundancy and protection to the system and its resources, also to reduce power and cooling needs in the Datacenter, which will increase energy efficiency.

In fall 2011, the District replaced the aging analog phone system with a digital Voice Over IP (VOIP) system by Cisco. The new system allows the Information Technology Department to resolve issues and manage the system without reliance on outside support, reducing downtime and expenses.

During summer/fall 2011, all employee computers were either upgraded or replaced. The result is that all computers now use the same operating system and the same version of all standard software. The hardware is standardized to a few select models making support more streamlined. This was a monumental accomplishment and a first according to the collective campus memory. Laptops were provided for the full-time faculty and are available for check out by adjunct faculty. Upgraded laptops were repurposed for use in Governing Board meetings.

Refresh planning for campus desktops is addressed in the ITMP. A refresh plan was developed during the 2013-2014 year. Phase I, replacing 33 percent of the technology, is scheduled for implementation 2014-2015 with an additional 33 percent being replaced in each of the two succeeding years. The IT Department establishes standards and specifications for all computer equipment. The Director of Information Technology approves all technology purchases. IT staff evaluate technology equipment as needed for the purpose of upgrading, reallocating, storing, or the surplus of technology equipment. Operating systems and software are kept current to industry standards via the Microsoft & Adobe campus agreements. The new computers and accessories were acquired through a three-year lease with Dell Financial Services. The new VOIP phone system was acquired through a five-year lease with Key Government Finance. Leasing has allowed us to spread out the cost of the upgrade over several years and also gives us the option of purchasing the equipment or replacing it at the end of the lease. This may well be the vehicle for keeping the technology current.

#### **Self-Evaluation:**

The refresh plan for all hardware and software on campus is addressed in *Institutional Technology Master Plan* and incorporated into the *Comprehensive Institutional Master Plan* is scheduled to begin 2014-2015 academic year.

#### **Actionable Improvement Plans:**

None

**III. C. 1. d. “*The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.*”**

#### **Descriptive Summary:**

LCC maintains computer labs for student use including a Learning Center/Basic Skills lab, Learning Disabilities lab, Library lab, Math lab, Business lab and CalWORKs lab. The *Strengthening Institutions (Title III) Grant* provided the funding to upgrade twenty-three classrooms with the latest technology: short-throw projector, interactive whiteboard with speakers, document camera, and lectern with laptop docking station; a few classrooms also have VHS/DVD combo players. The TECC utilizes this standard classroom technology for workshops and meetings and offers a twelve-station lab for



hands-on trainings as well as wireless network access for mobile devices. [3.19 *Strengthening Institutions (Title III) Grant*]

The open-sources Moodle course management system (CMS) supports online courses. On-campus instructors are beginning to use this CMS for web-enhancement of their courses and for communications with their students. [3.46 Moodle]

College-wide communications are supported through the telephone system, campus network, email, system, and college website. Telephone and network access are provided to all employees housed on-campus. E-mail is hosted by Lassen County Office of Education (LCOE) and provides on and off-campus password-protected access. LCOE also provides spam filtering. New employees are added to a number of campus-wide e-mail distribution lists according to their affiliation (Everyone, Administration, Governing Board, President's Cabinet, Classified, Faculty, Management/Confidential), and these and other custom lists are widely used to communicate across campus. Anti-virus software is provided via a central server, with updates acquired and pushed out centrally.

The campus backbone is fiber. Wireless access points are available for student use while an employee wireless network with full access to campus services is in development.

A full suite of licensed desktop office software is installed on each computer through the Microsoft Campus Agreement & Adobe Campus Agreement. The Microsoft Campus Agreement includes the latest version of Microsoft Office Pro products and Microsoft Windows for desktops/laptops. The Adobe Campus Agreement includes the Adobe Creative Suites, Design Premium & Web Premium. Macintosh operating systems are also supported for the Microsoft Office and Adobe Creative Suites.

Campus web pages are hosted locally, and a new version of the website was introduced in spring 2012. The College is in the process of identifying organizational structures to steer the ongoing maintenance and development of the site. Recently purchased content management software will simplify this process.

The Datatel system provides a Web interface for customer self-service, including student registration and account management, faculty roster viewing, and staff benefit viewing. This interface is supported by a Help Desk function realized through email and phone service. Additional self-service functionality is available for WebAdvisor. The College implemented OpenCCCApply, an online student application, in fall 2013. The Datatel system makes possible integrated data management—a single unified repository for person demographics and records—and offers the basis for sophisticated reporting. Full reporting capabilities are not inherent in the system, and continue to be developed. A Data Standards task force oversees data cleanup and data entry practices. The ultimate goal is to assure a consistent body of data accessible through certified, but flexible, reporting tools, supporting effective operations,



mandated reporting, and business intelligence (e.g., enrollment management, program evaluation, effective management of receivables).

Current students can take care of many of their needs online. Examples include registration, new student orientation, loan counseling, electronic signing and submission of promissory notes. Several computers are available for this purpose in the Student Services building. Admissions & Records is now able to electronically send and receive student transcripts with the use of e-Transcript.

Resources and operations are supported by an information technology staff currently numbering four, including a Director of Information Technology (programmer), two IT specialists administering servers and network as well as assuming webmaster duties, and an IT specialist administering desktops who also supports classroom technology.

The use of specialized software such as Bomgar and Spiceworks enables the small IT staff to efficiently manage hardware and software across the campus. The deployment of group policies and the use of an imaging server also help to streamline the process.

**Self-Evaluation:**

Recent improvements in the technology infrastructure have enabled the College to more effectively support its programs and services. The challenge will be to keep the technology current given the state budget situation.

As expressed in the staff survey conducted during May of the last three years, a significant number of respondents indicated confidence that technology resources support the development, maintenance, and enhancement of its programs and services by their positive response to the statement: “The institution determines that technology needs in program and service areas are met.” The significant jump between 2011 and 2012 is likely tied to the progress made as a result of the *Title III Grant*.

Table 43: Technology Needs Met Self-Evaluation Staff Survey

Question 25	2011	2012	2013
The institution determines that technology needs in program and service areas are met.	43.3%	77%	69.3%

[3.7 Data retrieved from Accreditation Self-Evaluation Staff Survey]

**Actionable Improvement Plans:**

1. Expand the self-service capability of WebAdvisor so that students and employees are able to make better use of WebAdvisor.
2. Evaluate and address the perception as to whether program and services technology needs are being met.

**III. C. 2. “Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.”**

**Descriptive Summary:**

The participatory governance process at LCC, as embodied in the Consultation Council/Strategic Planning Committee, has adopted a planning model that integrates the *Institutional Technology Master Plan* among other master planning documents, into the *Comprehensive Institutional Master Plan*. [3.28 2013-2018 *Institutional Technology Master Plan*; 3.17 2013-2018 *Comprehensive Institutional Master Plan*] One member of the IT staff sits on the Institutional Technology Planning Committee and acts as a liaison between the technology planning committee and the IT department.

**Self-Evaluation:**

The planning process provides an opportunity to highlight the need to formalize many information technology policies and procedures for consistency and accountability. Data backup procedures are in place for critical data and Backup and Disaster Recovery/Business Continuity plans are being reviewed, modified, and documented.

As expressed in the staff survey conducted during May of the last three years, a significant number of respondents indicated confidence that technology decisions are tied to institutional planning by their response to the statement: “The institution ensures that technology decisions are developed from institutional needs and plans for improvement.”

Table 44: Technology Decision Self-Evaluation Staff Survey

Question 24	2011	2012	2013
The institution ensures that technology decisions are developed from institutional needs and plans for improvement.	68.8%	90.8%	84.9%

[3.7 Data retrieved from Accreditation Self-Evaluation Staff Survey]

**Actionable Improvement Plans:**

None

### III. D. Financial Resources

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

**III. D. 1.** *“The institution’s mission and goals are the foundation for financial planning.”*

**III. D. 1. a.** *“Financial planning is integrated with and supports all institutional planning.”*

#### **Descriptive Summary:**

LCC has implemented an integrated planning and budget development process initiated by the *Strategic Plan* containing the strategic goals and mission statement. [3.13 *Strategic Plan*; 3.47 *Integrated Planning Process Flowchart*; 3.48 *2014-2015 Institutional Planning and Budget Development Process Handbook*] In this integrated process, the College mission and strategic goals drive the development of the budget.

The College reviews the overall planning and budget development process for effectiveness on a yearly basis each May. [3.48 *2014-2015 Institutional Planning and Budget Development Process Handbook*; 3.50 *2007 Annual Evaluation Results*; 2008 *Annual Evaluation Results*; 2009 *Annual Evaluation Results*; 2010 *Annual Evaluation Results*; 2011 *Annual Evaluation Results*; 2012 *Annual Evaluation Results*; 2013 *Annual Evaluation Results*] Review and revision of the processes, although the responsibility of the Academic Senate, has been jointly conducted by the Academic Senate and the Consultation Council for each of the last several years. [3.12 *Consultation Council minutes*; 3.9 *Academic Senate minutes*]

The College’s identified institutional planning process begins with student learning and administrative unit outcome assessment analysis as part of the IPR and NIPR process. [3.47 *Integrated Planning Process Flowchart*; 3.50 *2012 Instructional Program Review Policy and Procedure Handbook 10<sup>th</sup> edition*; 3.51 *2012 Non-instructional Program Review Policy and Procedure Handbook 7<sup>th</sup> edition*] The program reviews set program goals and identify needed financial resources at the unit level of operation. Program recommendations, including recommendations requiring resource allocation, are forwarded on the adopted forms to the appropriate planning committee. The planning committees (Academic Planning, Student Services Planning, Institutional Technology, Facilities Planning, Human Resource Planning) use the information along with other data and campus input, to develop master plans with strategies to meet measurable objectives connected to the adopted strategic goals. The Strategic Planning Committee uses the

master plans along with external scan analysis of data to prioritize institutional strategies; which in turn influence the resource allocation. [3.12 Consultation Council minutes]

Individual unit level budgetary requests are discussed and prioritized at area department meetings. The prioritized budgetary requests are forwarded to the area dean. The collaboration that takes place between the unit levels and the area administrative dean level helps define the resource allocation direction given the objectives of area strategic planning and the finite resources at hand.

The prioritized recommendations of the area administrative dean will then be forwarded to the Consultation Council for institution-wide prioritization. The institutional prioritization level seeks to ensure the congruence of resource allocation to the overall mission and strategic direction of the institution. The Consultation Council's prioritization will then be open for review and discussion among all constituent groups in an Open Forum where appeals can be made for resource allocation reconsideration. The institutional resources allocation list is redistributed to the campus community. The prioritized list with expected expenditure level for the next academic year is forwarded to the Vice-President of Administrative Services for inclusion in the tentative budget. [3.52 2013-2014 Budget Prioritizations Spreadsheets] The tentative budget is forwarded to the President who makes a final recommendation to the Governing Board for adoption.

#### **Self-Evaluation:**

The adopted budget development process linked to program review and integrated planning has been used successfully since its adoption in fall 2007 and implementation during the 2008-2009 academic year. The process has been refined each year since. The budget development process has been evaluated and modified annually by the Academic Senate and Consultation Council.

#### **Actionable Improvement Plans:**

None

**III. D. 1. b. *“Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.”***

#### **Descriptive Summary:**

The College is fiscally prudent with its resources and is managing its funds aggressively. LCC develops its annual operating budget through a budgeting process to determine the expenditure requirements under the established strategic direction and integrative planning processes. Yearly budget parameters and assumptions are evaluated and communicated to ensure that all constituent groups understand realistic resource availability. [3.12 Consultation Council minutes; 3.48 *2014-2015 Institutional Planning and Budget Development Process Handbook*] The majority of LCC's financial resources come from



state apportionment which is enrollment driven. Each spring apportionment allocation is estimated and expenditures are developed based on collective bargaining negotiations, step and column increases, benefit costs, utility rate increases, staff retirements and vacancies, and other operational needs. The budgeting and planning process ensures broad and effective participation by constituent groups and the planning at the unit level of programs and services. Priorities and recommendations developed in this process serve to guide the College in its decisions and yearly resource allocations.

### **Self-Evaluation:**

The adopted planning and budgeting processes have allowed the College to be proactive rather than reactive. Due to the increased pressure of budget cuts because of the State's fiscal crisis, the District has used the process to effectively project revenues, while using the process to not only look at enhancements, but also plan for budget cuts.

Since 2009-2010, the District has presented a balanced budget to the Governing Board each year for adoption. Through regular meetings of the Governing Board Finance Committee, a commitment has been made to work with the Board in maintaining financial stability. This goal has been successful partially due to the consistency of administration. The current Chief Business Officer has been in his position for the last four years. The administrative continuity has established consistent application of financial policy and budgeting with the Board, Auditors and employees.

The College has actively sought external funding through grants. In 2010-2011 the District received a \$2,000,000 *Strengthening Institutions (Title III) Grant* directed towards improvement of institutional/instructional technology. [3.19 *Strengthening Institutions (Title III) Grant*] In order to further the District's grant seeking potential, a new grant writing team was formed early in fall 2013. The Director of Institutional Effectiveness and the Dean of Student Services, both members of the grant writing team, were sent to grant writing workshops. The grant writing team is a strategy to pursue enhanced fiscal resources to support the instructional agenda as well as upgrade the aging facility infrastructure. The District has applied for and annually received the CTE Perkins IC and CTE Transitions grants, which have greatly benefitted several CTE programs. [3.53 CTE Perkins and CTE Transitions Grants]

### **Actionable Improvement Plans:**

None.

**III. D. 1. c.** *“When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.”*



## **Descriptive Summary:**

The Governing Board has adopted budget principles, priorities, and guidelines to help ensure the District is operating transparently, guide short-range and long-term budget planning and effectively communicate the financial position of the District to all constituent groups. In the development of the adopted District budget, all current and long-term obligations are identified and resources allocated according to district-wide priorities. The District continues to budget \$162,047.00 annually to fulfill the obligation for repayment identified in the Resolution Agreement between the District and the Chancellor's Office. The obligation ends in the 2017-2018 academic year. [3.54 2007 Resolution Agreement] The District has established a minimum reserve of 15 percent in the unrestricted General Fund to ensure adequate funds to meet any unexpected liabilities and future obligations that may occur. [3.3 BoardDocs–Board Policy 6200–Budget Preparation; 3.10 BoardDocs-Governing Board minutes]

The Business Office regularly provides updates and reviews cash flow projection at Consultation Council and President's Cabinet. [3.12 Consultation Council minutes; 3.10 President's Cabinet minutes] The cash deferrals imposed on the College by the State have forced the College to borrow funds in order to cover operational costs. Participating in the mid-year Tax Revenue Anticipation Notes (TRANS) was required in 2012-2013 year to sustain adequate cash flow when the state used cash deferrals and other sources of funding to reduce actual disbursements of apportionment at a much greater rate. By closely monitoring the actions of the State and spending patterns, the College was able to maintain its commitment to providing services to students as well as meeting its financial obligations.

Long-range planning for items such as scheduled maintenance, computer upgrades and construction projects are reviewed on an annual basis through the program review and integrated planning processes.

## **Self-Evaluation:**

The annual budget planning and development process addresses the on-going obligations of the College and seeks to capture short-range financial plans in addition to ensuring long-term financial priorities are not lost. The District has been able to use one-time funds to support the instructional mission as well as upgrade the aging infrastructure. With enrollments reaching the District Cap, the negative impact of operational budgets has stabilized. Enrollments are the primary funding source of the District and are currently experiencing a downward pressure. The District has identified this trend and is proactively addressing the issues to continue the stabilized enrollment of the last several years. With data analysis, the District was able to recognize where the areas of decline occurred and to put in place plans to adjust and work toward stabilization.

The College has a few long-term liabilities that include debt payments on its residence hall and repayments to the State of California through a *2007 Resolution Agreement* between the District and the State Chancellor's Office. [3.54 *2007 Resolution Agreement*]

Retiree health obligations are expected to have a minimal impact on future debt service requirements and are being met through the annual budget with the stabilized enrollment growth. The LCC Governing Board took action to stop offering retiree health benefits to employees hired after June 30, 1988. Unfunded liabilities to the District have been substantially reduced because of this action. [3.55 2013 Actuarial Study]

### **Actionable Improvement Plans:**

Focus efforts on an enrollment stabilization plan.

*III. D. 1. d. “The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.”*

### **Descriptive Summary:**

The process for institutional planning and budget development is clearly articulated in the *Institutional Planning and Budget Development Process Handbook* published early each fall. [3.48 2014-2015 Institutional Planning and Budget Development Process Handbook] The handbook is distributed each fall with Consultation Council Minutes and published on the website. [3.12 Consultation Council minutes] Decisions regarding financial resource allocation are derived from the collaboration of all constituent groups under the adopted budget planning process. The ability for all constituencies to participate in the budgeting process begins with student learning and administrative unit outcome assessment analysis as part of the program review process and continues to be integrated into each prioritization level throughout the budgeting process.

The budget development process occurs each year when requests from the program reviews and annual updates from the previous May are prioritized first at the unit and then dean level. The Consultation Council/Strategic Planning Committee integrates the prioritized lists from each administrative area into one prioritized list in early spring. As the revenue stream allows the top priorities are included in the tentative budget adopted by the Governing Board in June. Subsequently, adjustments occur prior to the adoption of the final budget by the Governing Board in September. [3.12 Consultation Council minutes-March 18, 2013; 3.52 2013-2014 Budget Prioritizations Spreadsheets; 3.56 2013-2014 Adopted Budget; 3.10 BoardDocs Governing Board minutes-September 10, 2013]

### **Self-Evaluation:**

The College during each of the last seven years has utilized the adopted integrated planning and budget development processes to develop the *Comprehensive Institutional Master Plan* and the proposed budget. The annual evaluation of the planning procedures conducted each May resulted in minor modifications, which were implemented for the subsequent year. Significant numbers of campus staff agree that the process works, produces appropriate plans and is tied to budget development. Only

about half of the respondents to the survey were familiar with the handbook describing the planning process. Although the established budget development process provides for participation by all constituent groups, the perception by a significant number is that they are not included.

Table 45: Planning and Budget Development Self-Evaluation Staff Survey

Questions 8, 11, 12 & 13	2011	2012	2013
The planning process being used works and produces appropriate plans.	61.9%	81.3%	66.2%
I am familiar with the handbook for institutional planning and budget development.	54.7%	59.1%	52.2%
I had an opportunity to participate in the budget development process.	42.8%	43.7%	41.4%
The institutional planning process is tied to the budget development process.	61.9%	67.3%	56.3%

[3.7 Data retrieved from Accreditation Self-Evaluation Staff Survey]

**Actionable Improvement Plans:**

Revise the survey providing for comments immediately after each question asking respondents to provide suggestions for improvement particularly if they responded in the negative to a question.

*III. D. 2. “To assure the financial integrity of the institution and responsible use of financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.”*

*III. D. 2. a. “Financial documents, including the budget and independent audit, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.*

**Descriptive Summary:**

Datatel has been fully implemented since 2007. Datatel provides improved timely financial information, allowing department managers to monitor their budgets online. Fiscal controls are in place requiring appropriate account numbers and sufficient funds before invoices can be processed. Proposed requisitions are electronically checked against actual balances to prevent overspending. The Comptroller approves all budget transfers and expenditure corrections. All expenditures, including purchasing of supplies, hiring of personnel, capital outlay and contract services, must be approved through a sequence of authorized administrative signatures. Review of appropriateness is achieved at each level.



An external independent auditor conducts an annual audit of the financial statements. [3.57 Annual Financial Audits] The audit is conducted in accordance with generally accepted accounting principles, which require that the auditors obtain reasonable assurance that the financial statements are free of material misstatement and present fairly, in all material respects, the financial position of the District. The audit includes examining evidence supporting the accuracy of the College's financial statements and accounting practices. The College sent out a Request for Proposal (RFP) in March 2012 to a list of qualified Certified Public Accountant (CPA) firms. A three-year contract was awarded for the 2011-2012 Audit year with a two-year option extension. [3.10 BoardDocs-Governing Board minutes]

**Self-Evaluation:**

The financial reports of the College accurately reflect fiscal activities. The 2012-2013 external auditors gave the College's audit an unqualified opinion noting no significant instances of material noncompliance.

**Actionable Improvement Plans:**

None

*III. D. 2. b. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.”*

**Descriptive Summary:**

The budget and fiscal conditions are communicated to the Governing Board on a regular basis. [3.10 BoardDocs–Governing Board minutes] Audit results are presented to the Governing Board by the auditors each year at the end of the audit [3.57 Annual Financial Audits] The independent auditors give a presentation to the Governing Board where they review their recommendations and suggest any actions that may need to be taken. Recommendations are addressed upon receipt of the Audit Report in collaboration with appropriate departmental managers and staff. The *Comprehensive Annual Financial Report* is made available to all institutional stakeholders for review annually. [3.58 2012-2013 *Comprehensive Annual Financial Report*] The previous two Audit Reports revealed no major non-compliance issues to state or federal laws.

**Self-Evaluation:**

Information to support financial planning and management is provided at Consultation Council, President's Cabinet, and Governing Board meetings. Ongoing fiscal training for all constituent groups, managers, administrators and Governing Board members is needed to increase fiscal awareness and keep individuals informed on fiscal issues.

### **Actionable Improvement Plans:**

Provide additional fiscal training to constituent groups, managers, administrators and Governing Board members to increase the District's fiscal awareness.

**III. D. 2. c. *“Appropriate financial information is provided throughout the institution in a timely manner.”***

### **Descriptive Summary:**

Datatel was implemented in 2007. Since that time, District employees and financial staff have worked to improve the data input into the system, so that better financial information can be provided in a timely manner.

Monthly financial reports are compiled from the Datatel system and submitted to the Governing Board on a current monthly basis for acceptance. The Governing Board also receives a detailed Warrant Register for their approval. The information presented is made public for all institutional stakeholders to review. [3.10 BoardDocs-Governing Board minutes; 3.12 Consultation Council minutes]

Additional information is provided throughout the fiscal year from various other groups that help frame the fiscal status of the District. This information comes from the Chancellor's Office, Legislative Analyst's Office and the Community College League. This data is extremely important to the fiscal cycle of the District.

### **Self-Evaluation:**

Ongoing financial information is made available on a monthly basis as well as updates to the constituent groups when the Chancellor's Office or other outside agencies provide items of interest that might affect the fiscal operations of the District.

### **Actionable Improvement Plans:**

None

**III. D. 2. d. *“All financial resources, including short and long term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants are used with integrity in a manner consistent with the intended purpose of the funding source.”***

### **Descriptive Summary:**

The Lassen Community College (LCC) Foundation has been active for the last nine years to directly support the institution by providing scholarships to local area students to attend LCC. Full-time equivalent student (FTES) generation has been a major problem with LCC due mostly to the isolation of the area. The Foundation issuance of these local

scholarships helps mitigate the problem of area isolation. [3.59 LCC Foundation minutes; 3.60 2013 Foundation Scholarship Recipients]

All financial resources received by the College are intended to help students achieve measurable SLOs, including those that are institutional and those that are specific to individual academic programs.

The responsibility for coordination, administration, and compliance for grants, auxiliary activities, and categorically funded programs is overseen by program managers with the assistance of the Vice-Presidents of Academic and Administrative Services.

As a function of the annual audit, the auditors disclose any reportable conditions, material weaknesses, and instances of non-compliance with program requirements. [3.57 Annual Financial Audits]

**Self-Evaluation:**

The College utilizes various mechanisms to provide oversight of the use of financial resources helping to ensure that those financial resources are used with integrity. Checks and balances are in place to ensure that funds are both raised and allocated appropriately. There have been no negative findings recently by the external auditors. The College only applies for grants consistent with its core mission and goals. Any grants received are utilized to enhance the success of the institution and align with long- and short-term priorities. The Vice-President of Administrative Services assures that acceptance of grants does not negatively impact the institution financially.

**Actionable Improvement Plans:**

None

*III. D. 2. e. “The institution’s internal control systems are evaluated and assessed for validity and effectiveness and the results of this assessment are used for improvement.”*

**Descriptive Summary:**

External auditors evaluate the internal control systems of the College every year. Audit findings contained in the management comment section provide the College with an external view of possible additional controls to put in place. [3.57 Annual Financial Audits] The College evaluates the audit findings and makes every effort to implement recommendations. NIPRs for each area provide an additional opportunity to further analyze internal controls and seek areas for improvement. [3.37 Sample Complete Program Reviews and Executive Summaries on LCC website]



**Self-Evaluation:**

The clean audits received by the College demonstrate the integrity of its financial management practices.

**Actionable Improvement Plans:**

None

*III. D. 3. The institution has policies and procedures to ensure sound financial practices and financial stability.*

*III. D. 3. a. "The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and develops contingency plans to meet financial emergencies and unforeseen occurrences."*

**Descriptive Summary:**

Strong fiscal management and planning have been necessary to weather the State's fiscal crisis. The District currently maintains an unrestricted reserve of 15 percent. Short-term borrowing has been a necessity due to cash flow issues created at the State level. Districts are being asked to operate on reserves and short-term borrowing due to large deferrals and State budget shortfalls.

The College participates in several joint powers agreements for insurance coverage and risk management. The Northern California Community Colleges School Innovations Association (SIA) provides property and liability insurance as well as workers compensation coverage. The cash deferrals imposed on the College by the State have forced the College to borrow funds in order to cover operational costs. The College has borrowed through Tax Revenue Anticipation Notes (TRANs).

**Self-Evaluation:**

The College has maintained sufficient reserves and borrowing resources to mitigate the adverse impact of a significant decline in timing of payments and cash flow from the State. Due to the interest paid on short-term borrowing, the State's cash flow issues have cost individual districts. With the passage of Prop 30 deferrals have been reduced but not yet eliminated. Constant review and short-term borrowing will continue to be warranted.

**Actionable Improvement Plans:**

None



*III. D. 3. b. “The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.”*

**Descriptive Summary:**

Internal policies and procedures are in place to maintain comprehensive financial records of all transactions. The Vice-President of Administrative Services has primary responsibility to manage and control the financial resources of the College. Each department manager is responsible for the integrity of the financial transactions for their areas of responsibility.

Department managers have computer access to financial information on the Datatel system and can run reports for their areas of responsibility. They also have online approval capability to accept or deny all purchase requisitions for their areas. All accounts are monitored through monthly financial reports and managers are held responsible for their areas of responsibility. [3.61 Datatel]

As required by law, the College deposits all of its revenues with the County Treasurer who invests the funds conservatively in accordance with the County’s investment policy.

Financial aid enables economically deprived students to achieve their educational goals. The responsibility of financial aid is under the supervision of the Vice-President of Administrative Services and day-to-day supervision is delegated to the Director of Financial Aid. External auditors perform an annual audit of the financial aid programs. In addition, the California Student Aid Commission for Fiscal Management of State Grants and Loan Programs performs an audit every four years. These audits indicate no instances of material non-compliance. [3.57 Annual Financial Audits]

All grants and categorically funded programs are managed by program directors in accordance with specific guidelines. External audits confirm that the College complies with all funding requirements.

The LCC Foundation is a non-profit organization that is a separate entity from the College. The College President and Foundation Board members are responsible for approving all of the foundation’s activities to ensure that they are operating in compliance with the pertinent laws and regulations. Auxiliary programs follow the same process for approval of expenditures requiring the Vice-President of Administrative Services to be the final approver.

**Self-Evaluation:**

The College has multiple levels of oversight over expenditures. The mechanisms presently in place in the Datatel system are working effectively.

**Actionable Improvement Plans:**

None

*III. D. 3. c. “The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations.”*

**Descriptive Summary:**

The College has limited long-term health benefit liabilities. Retiree health benefits are manageable and are funded annually as part of the budget. The College sets aside funds in the annual budget to cover attorney fees associated with current litigation matters. In order to ensure both short- and long-term solvency, the College issues Tax Revenue Anticipation Notes (TRANS). The College cash flow is tracked regularly and resources are set aside to repay the obligations appropriately.

**Self-Evaluation:**

In planning for the year’s upcoming budget projections, the College takes into account and plans accordingly for obligations such as retiree benefits, vacation liabilities and step increases.

**Actionable Improvement Plans:**

None

*III. D. 3. d. “The actuarial plan to determine Other Post-Employment Benefits (OPEB) is prepared, as required by appropriate accounting standards.”*

**Descriptive Summary:**

The District is required to obtain actuarial valuation of its retiree health insurance program under Government Accounting Standards Board (GASB) 43 and 45 not less frequently than once every three years. To accomplish these objectives the District performed the actuarial valuation as of September 1, 2012. The amount of the actuarial liability for District paid retiree benefits is \$798,744. This represents the present value of all benefits to be paid by the District for its current and future retirees. [3.55 2013 Actuarial Study]

**Self-Evaluation:**

Currently, retiree health benefits are manageable and are funded annually as part of the budget.



**Actionable Improvement Plans:**

None

*III. D. 3. e. “On an annual basis, the institution assesses and allocates funds for repayment of any locally incurred debt instruments that can affect the financial condition of the institution.”*

**Descriptive Summary:**

Due to the state-imposed cash deferrals, the College was forced to purchase two Tax Revenue Anticipation Notes (TRANs) in 2012-1013. A similar situation is anticipated for the 2013-2014 academic year. The College cash flow is tracked regularly and resources are set aside to repay the obligations appropriately. The District has a Dormitory Bond that is paid annually. The amount of debt remaining is \$179,000. The annual payment of \$31,800 is covered through Residential Hall revenue income. [3.57 Annual Financial Audits]

**Self-Evaluation:**

The College has effectively monitored its cash flow and repaid its financial obligations in a timely manner.

**Actionable Improvement Plans:**

None

*III. D. 3. f. “Institutions monitor and manage student loan default rates, revenue streams, and assets to ensure compliance with federal requirements.”*

**Descriptive Summary:**

The latest official three-year Cohort Default Rate determined by the U.S. Department of Education for borrowers at LCC was 37.7 percent for the 2009 fiscal year. This would be the second year since the implementation of the three-year Cohort Default Rate measure that the College has exceeded the threshold of 30 percent. As a small rural community college serving a unique population the College has historically had low participation in the Federal Stafford Loan Programs. The College anticipates filing a Low Participation Rate Index Appeal in order to maintain eligibility. The loan participation rate for the first year available to appeal was calculated at 8.7 percent, which would result in an acceptable Low Participation Rate Index Appeal. The Financial Aid Office reviews and revises aspects of the Federal Stafford Loan Entrance Interview annually to help the student population be informed and borrow wisely and has expanded its use of professional judgment to identify applicants at risk of defaulting.



The Financial Aid Office is audited annually for A-133 and periodically audited by external entities. [3.57 Annual Financial Audits]

**Self-Evaluation:**

There have been no significant audit findings during the review based on the OMB Circular A-133 Single Audit Act." A review conducted by Educational Credit Management Corporation (ECMC) on behalf of Edfund resulted in minor findings that have since been corrected through process revision and training. The Director of Financial Aid works to ensure that the College is compliant in processing federal and state student assistance.

**Actionable Improvement Plans:**

None

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

**Descriptive Summary:**

The Superintendent/President, Executive Vice-President of Academic Services and the Vice-President of Administrative Services have authority to represent the College and execute contracts arising from the purchasing function. Policies and procedures define bidding and expenditure limits of purchasing and contractual activities. The College has developed standard contracts that incorporate clauses insuring control over the term and outcome of executed contracts.

All contracts are in place to assist the College with meeting its mission and strategic goals. The College has several types of contractual agreements:

1. Affiliated agreements, which are used to establish educational experiences between the College and other entities [i.e. CalFire, Forest Service, Federal Correctional Institution- Herlong, Farm Worker Institute Of Education And Leadership Development (FIELD)] [3.62 Instructional Contracts]
2. Maintenance agreements, including computer software, computer hardware and copy machines.
3. Construction services, which are contracts related to providing the College with technology installation and remodeling on the property.
4. Leasing agreements, such as those for photocopiers.
5. Consulting services, such as those for legal and auditing services.





College employees work with the vendors in advance to assure that all terms of the contract are fulfilled. Contracts are forwarded to the Business Office to be reviewed for acceptable standards and quality, as well as consistency with the College's mission and strategic goals. The contracts are presented to the Governing Board for approval. Once approved the contracts are signed by the Superintendent/President or the Vice-President of Administrative Services and fully executed.

**Self-Evaluation:**

All contracts are reviewed by the administration for appropriateness and to ensure that the integrity of the institution is maintained. The Governing Board must approve all contracts. All contracts that fall over the materiality limit are also reviewed during the annual audit. No significant audit issues have been observed.

**Actionable Improvement Plans:**

None

*III. D. 3. h. "The institution regularly evaluates its financial management practices and the results of the evaluation are used to improve internal control structures."*

**Descriptive Summary:**

Annual audits help to point out areas of financial management that need to be addressed. [3.57 Annual Financial Audits] The District looks at each recommendation and implements processes and procedures to insure integrity. NIPRs are also used to help identify goals and objectives to further evaluate processes and procedures.

In terms of operational procedures related to the financial management of the College, the Vice-President of Administrative Services and the Business Services Office regularly evaluate the effectiveness of these processes and seeks to improve financial procedures to ensure that the College is optimizing the allocation and utilization of College resources.

LCC must undergo an annual financial and compliance audit in accordance with Education Code 84040. All funds of the College are included in the audit engagement. The external auditors review the fairness of the financial statement presentation, internal controls, financial practices, and compliance with laws, regulations, and College policies. The Governing Board reviews the audit report at a public meeting and copies of the audit are made available to the public and various local, state, and federal agencies. [3.10 Governing Board minutes]

### **Self-Evaluation:**

Changes continue to be made to improve processes related to financial operations of the College. Procurement/accounts payable/accounts receivable practices and human resources/payroll practices have been significantly changed and improved.

### **Actionable Improvement Plans:**

None

*III. D. 4. “Financial resource planning is integrated with institutional planning. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement of the institution.”*

### **Descriptive Summary:**

The institution’s primary evaluation of programs and services occurs during program reviews. These program reviews systematically assess their unit level financial resource needs and evaluate the appropriateness of budget enhancements under the strategic goals and objectives set in institutional plans. The program reviews are integrated into the budget planning process for further evaluation and used as a basis for program and service improvement.

The procedures for IPRs and NIPRs, as found in the respective handbooks, were last evaluated and revised during fall 2012. [3.50 2012 Instructional Program Review Policy and Procedure Handbook 10<sup>th</sup> edition; 3.51 2012 Non-Instructional Program Review Policy and Procedure Handbook 7<sup>th</sup> edition] The comprehensive NIPR cycle is once every four years and the comprehensive IPR cycle for academic programs is four years while the cycle for CTE program reviews is every two years. In addition to the comprehensive review every two or four years, all programs submit program review annual updates. The Annual Updates provide the mechanism for making budget allocation requests during the years between the comprehensive program reviews. The clear alignment between program review and resource allocation is documented in the adopted “*Institutional Planning and Budget Development Process Handbook.*” [3.48 2014-2015 Institutional Planning and Budget Development Process Handbook]

The *Action Plan Evaluation Matrix* is utilized to document the institutional progress on implementation of adopted strategies including those requiring financial resources. The link between strategies and institutional effectiveness was strengthened in the 2013-2014 academic year through the addition to the matrix of a column documenting outcomes derived from each strategy. [3.63 2013-2014 Action Plan Evaluation Matrix–October Status Update]

In order to improve the systematic assessment of the effective use of financial resources, the College modified the Program Review Annual Update Template to include analysis

of the program outcomes resulting from the budget allocation(s) during the previous cycle. The Program Review Annual Update will be entered into WEAVE effective the 2013-2014 academic year. [3.64 Program Review Annual Update Template; 3.39 WEAVE]

**Self-Evaluation:**

Financial resource planning is integrated with institutional planning. Decisions relating to budget enhancements are based on recommendations derived from program reviews. Documentation of assessment of the financial decisions effectiveness is not as consistently collected and published as the implementation of the budget development process. Modifications to the *Action Plan Evaluation Matrix* and Program review Annual Update are expected to close the cycle between budget allocation and institutional effectiveness.

**Actionable Improvement Plans:**

Strengthen the mechanisms for analyzing and documenting the impact of financial decisions on institutional effectiveness.



**LASSEN COMMUNITY COLLEGE**  
**Standard IV**  
**Leadership and Governance**

Self Evaluation Report of Educational Quality and Institutional Effectiveness

# Standard IV

## Leadership and Governance

*The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.*

### Self-Evaluation Team Members

**Cheryl Aschenbach, Chair IVA**

*Faculty, English  
(Academic Senate President)*

**James Barnett**

*Adjunct Faculty, Psychology*

**Terry Bartley**

*Manager, Comptroller*

**Shelly Baxter**

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**Kim Clain**

*Classified, A & R Tech*

**Justin Deal**

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**Dr. Marlon Hall, Chair IVB**

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**Phil Horner**

*Classified, Maintenance Spec*

**Shawn Hubbard**

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**Diann Jackson**

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**Jacob Williams**

*Faculty, English*

**Glen Yonan**

*Faculty, Asst Athletic Director*

#### ***IV.A. Decision-Making Roles and Processes***

***“The Institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.”***

***IV.A.1. “Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.”***

#### **Descriptive Summary:**

Lassen Community College (LCC) embraces participatory governance through the development of structures and processes, which encourage participation from all constituent groups, functional units, and individuals. All segments of the campus community worked together to develop a vision, mission statement, strategic goals, values, Institutional SLOs, and a collegial consultation process. The campus community continues to work together to evaluate and revise processes and products as appropriate.

Each of the constituent groups developed its own *Code of Ethics* statement. The statements are annually reviewed and reaffirmed. The most recent reaffirmation occurred early fall 2013 for all constituent groups with the exception of the classified employees. [4.1 Constituent Groups’ *Code of Ethics* Statements]

LCC’s governance structure encourages broad participation by representatives from various constituent groups (administration, faculty, classified staff, management/confidential staff, and students). [4.2 2013-2014 *Shared Governance & Collegial Consultation Process Handbook*] The majority of the College committees have representatives from all groups. [4.3 2013-2014 Committee Assignments] Many of the campus committee chairs are elected from the membership of the committee and can be filled by a representative from any constituent group.

The College has emphasized the importance to all campus employees of coming forward with ideas for campus improvements through formal committee participation as well as informally through discussion at periodically scheduled open forums. Specifically, Consultation Council and all planning committees are designed to provide the College with the opportunity to receive creative and constructive ideas from individuals with widely varying perspectives. Departments (instructional and non-instructional) hold regularly scheduled meetings in order to provide employees the opportunity to participate in the improvement of their department. [4.4 Department Meeting minutes] In addition, employees are given opportunities to participate in various non-structured activities to bring forth ideas for institutional effectiveness such as convocation, open forums, and student town hall meetings. [4.5 Convocation agendas and town hall announcements]



## Self-Evaluation:

Formal and informal structures are available for employees and students from all levels of the organization to participate in district decision-making. The *Shared Governance & Collegial Consultation Process Handbook* articulates the means by which employees participate in decision-making and bring forth ideas for improvements. Since a multitude of venues are available, employees and students are able to communicate their ideas to the College leadership and actively participate in goal setting and planning.

As expressed in the staff survey conducted during May of the last three years, the majority of staff participated in dialogue aimed at improving institutional effectiveness, but fewer felt that they had a voice in decision-making.

Although all constituent groups have reaffirmed their *Code of Ethics* statements the staff survey indicated either a lack of awareness or confidence in the statement “The institution upholds written codes of professional ethics.”

Perception of the value placed on effective leadership significantly improved between 2011 and 2012 and remained relatively high in 2013.

Table 46: Leadership Effectiveness Self-Evaluation Staff Survey

Question 3, 29, 37 & 41	2011	2012	2013
I participate in dialog and processes aimed at improving institutional effectiveness (planning, program review and assessment of student learning).	75.6%	85.8%	72.2%
The institution upholds written codes of professional ethics.	57.5%	75%	67.7%
I have a voice in the decision-making process through shared governance.	53.9%	65.9%	56.7%
The college values effective leadership throughout the institution.	46.1%	84.5%	76.1%

[4.6 Data retrieved from Accreditation Self-Evaluation Staff Survey]

## Actionable Improvement Plans:

Investigate and address the perception that individuals lack a voice in institutional decision-making.

***IV.A.2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.”***

***IV.A.2.a. “Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional***

*policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.”*

### **Descriptive Summary:**

LCC has a clearly defined participatory governance process that includes all constituencies (students, faculty, classified staff, management/confidential staff and administrators). The College provides opportunities for input from all stakeholders throughout the decision-making process. The role of each of the constituent groups within the participatory governance process is articulated in the *Shared Governance and Collegial Consultation Process Handbook* consistent with adopted board policy and administrative procedures. [4.2 *2013-2014 Shared Governance and Collegial Consultation Process Handbook*; 4.7 BoardDocs-Board Policy/Administrative Procedure 2510-Participation in Local Decision-Making]

Consultation Council/Strategic Planning Committee is the primary vehicle for constituent group participation in both the governance and planning of the College. The membership includes key leaders from all constituent groups throughout the campus community. Broader constituent group participation is engendered by the planning structure whereby different planning committees develop the five master plans, which are ultimately combined to form the *Comprehensive Institutional Master Plan* subsequently adopted by Consultation Council/Strategic Planning Committee and presented to the Governing Board. [4.8 *2014-2015 Institutional Planning and Budget Development Process Handbook*; 4.9 *2013-2018 Comprehensive Institutional Master Plan*; 4.10 BoardDocs-Governing Board minutes-June 11, 2013]

The Academic Senate represents the faculty on all issues related to academic and professional matters. Title 5 grants the primary responsibility for making recommendations in the areas of curriculum and academic standards to the Academic Senate. [4.2 *2013-2014 Shared Governance and Collegial Consultation Process Handbook*; 4.7 BoardDocs-Board Policy/Administrative Procedure 2510-Participation in Local Decision-Making] The monthly Governing Board meetings include a standing report agenda item from the Academic Senate President. [4.10 BoardDocs-Governing Board minutes] The Academic Senate President serves as a standing member of Consultation Council. [4.2 *2013-2014 Shared Governance and Collegial Consultation Process Handbook*]

The *California School Employees Association (CSEA)* represents the classified employees. The CSEA membership meets once a month to discuss issues of interest to their group. The CSEA leadership appoints classified representatives to appropriate shared governance and hiring committees. [4.2 *2013-2014 Shared Governance and Collegial Consultation Process Handbook*]

The management/confidential employees are members of a less formal group, which interacts with the college leadership through a “meet and confer” arrangement. The





group annually elects officers. The management/confidential employee leadership appoints management/confidential representatives to appropriate shared governance and hiring committees. [4.2 2013-2014 Shared Governance and Collegial Consultation Process Handbook]

Students are represented by the campus Associated Student Body and have a representative advisory voting member on the College Governing Board. [4.10 BoardDocs-Governing Board minutes] The Associated Student Body appoints student representatives to the majority of campus committees. [4.2 2013-2014 Shared Governance and Collegial Consultation Process Handbook; 4.3 2013-2014 Committee Assignments]

**Self-Evaluation:**

The College has written policy, procedures and adopted handbooks, which clearly articulate all roles in participatory governance and the integrated planning process. Consultation Council/Strategic Planning Committee makes recommendations on all policies, adopts administrative procedures and the various master plans, and prioritizes budget allocation requests providing a substantial voice in institutional decisions for its member representatives from the administration, classified, management/confidential, faculty and student constituent groups.

There is a relatively broad understanding of the governance structure and individual roles within that structure as indicated by the positive responses to the statement: “I understand the role of my constituent group in shared governance.”

Table 47: Role in Shared Governance Self-Evaluation Staff Survey

Question 36	2011	2012	2013
I understand the role of my constituent group in shared governance.	75%	66.7%	67.2%

[4.6 Data retrieved from Accreditation Self-Evaluation Staff Survey]

**Actionable Improvement Plans:**

None

*IV.A.2.b. “The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrations for recommendations about student learning programs and services.”*

## **Descriptive Summary:**

LCC relies on the Academic Senate and faculty leaders for recommendations regarding learning programs and services. The Academic Senate and faculty leader roles are clearly defined in several documents, including the *Academic Senate Constitution and Bylaws*, *Shared Governance and Collegial Consultation Handbook*, and Board Policy/Administrative Procedure 2510. [4.11 *Academic Senate Constitution*; 4.2 *2013-2014 Shared Governance and Collegial Consultation Handbook*; 4.7 BoardDocs-Board Policy/Administrative Procedure 2510–Participation in Local Decision-Making] The Academic Senate meets bimonthly to discuss professional matters related to teaching and learning. The Academic Senate is comprised of six voting members elected by the full-time faculty. Any member of the faculty is welcome to attend as a non-voting member and has the right to speak on any issue. The Academic Senate additionally serves as the College’s Minimum Qualification/Equivalency Review Committee. The Minimum Qualification/Equivalency Chair, a faculty stipend position, reviews all applications for faculty positions for minimum qualifications. Certification for applicants meeting the adopted minimum qualifications is completed and signed. For applicants needing equivalency review, the approval process involving subject area faculty review is followed prior to bringing the applicant’s paperwork to the Academic Senate. [4.12 *Verification of Faculty to Meet Minimum Qualification/Equivalency in the Discipline of Instruction Resource Handbook*]

The Curriculum/Academic Standards Committee, a subcommittee of the Academic Senate, includes membership from constituent groups with the majority being faculty. The Academic Senate accepts and forwards recommendations from the committee to the Governing Board via monthly actions and the *Curriculum/Academic Standards Committee Log* at the end of each semester. The Curriculum/Academic Standards Committee is a key body in the development, review and adoption of courses, degrees, and certificates. [4.13 *Curriculum/Academic Standards Committee Log*; 4.14 *Curriculum/Academic Standards Committee minutes*]

Divisions Chairs, currently four faculty leaders, meet weekly with the Dean of Instructional Services to make operational recommendations for academic programs and to implement recommendations in the *Educational Master Plan*. The Academic Planning Committee comprised of faculty leaders along with constituent group representatives who work in Academic Services or counseling plays a crucial role in providing direction to academic programs and services through development of the *Educational Master Plan*.

The evaluation of student learning programs and services occurs through the adopted instructional (IPR) and non-instructional program review (NIPR) processes. The IPR and NIPR processes for student services rely heavily on the expertise of faculty. The IPR process was developed and has been revised ten times through the actions of the Academic Senate. [4.15 *2012 Instructional Program Review Policy and Procedure Handbook 10<sup>th</sup> edition*] The NIPR process, while developed and revised through administrative action, has been modeled on the IPR process for consistency. [4.16 *2012 Non-instructional Program Review Policy and Procedure Handbook 7<sup>th</sup> edition*]

Recommendations from the review process are forwarded to the appropriate dean and planning committees for consideration.

**Self-Evaluation:**

The College’s policies and procedures empower the Academic Senate and faculty leaders with primary responsibility for recommendations regarding academic matters, including student learning programs and services.

**Actionable Improvement Plans:**

None

*IV.A.3 “Through established governance structures, processes, and practices the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussions of ideas and effective communication among the institution’s constituencies.”*

**Descriptive Summary:**

LCC’s governance structure specifies roles for administration, classified staff, management/confidential staff, faculty, and students. [4.2 2013-2014 *Shared Governance and Collegial Consultation Process Handbook*; 4.7 BoardDocs-Board Policy/Administrative Procedure 2510-Participation in Local Decision-Making] All campus employees have the opportunity to participate in the established governance structure. Students have seats on the majority of campus committees, but do not often have the time to attend the committee meetings. [4.2 2013-2014 *Shared Governance and Collegial Consultation Process Handbook*] The majority of campus meetings are open and any interested individual is welcome to attend.

Convocation, which is mandatory for all full-time personnel and welcomes all other personnel, is one consistent opportunity occurring twice a year to provide broad college-wide communication.

Campus e-mail is a rapid method of communicating current information. On his arrival, the new Superintendent/President initiated weekly emails titled *The Week That Was* to better communicate with the entire campus community on institutional issues. [4.17 “*The Week That Was*”]

Important governance bodies such as Consultation Council/Strategic Planning Committee and Academic Senate meet regularly to promote ongoing dialogue on important institutional issues. [4.18 Academic Senate minutes, 4.19 Consultation Council Meeting Minutes]

The Consultation Council/Strategic Planning Committee meets weekly to discuss a variety of topics ranging from brief informational items to in-depth discussions leading to

important recommendations relating to changes to the College mission, strategic goals, board policies, administrative procedures, institutional planning and budget prioritization. The Academic Senate meets bimonthly to discuss and make recommendations on academic and professional matters. Many departments/areas hold regularly scheduled meetings to provide opportunities for dialogue. The management/confidential group, classified union, and faculty union meet as needed to discuss issues of particular interest to their membership. [4.18 Academic Senate minutes, 4.20 Management/Confidential Employee Meeting minutes]

The President has regular meetings with administrative, faculty, and student leaders.

**Self-Evaluation:**

Effective two-way communication is an ongoing challenge. At LCC, the flow of information down from administration/management has generally been more effective than the flow of information up from students, classified staff and faculty to the decision-making individuals. The implementation of the shared governance structure has provided a vehicle for the flow of information from the constituents to the administration. The use of e-mail to communicate large quantities of information is generally effective providing current information to interested individuals.

The majority of respondents to the Accreditation Self-Evaluation Staff Survey indicated a perception of collegial interaction by their agreement with the statement: “The faculty, administration and staff work together to improve the institution in a professional manner.”

Improvement in communication efforts is still warranted as indicated by the responses to the Accreditation Self-Evaluation Staff Survey statement: “Communication is open, honest, and encouraged at all levels.”

Table 48: Collegial Interaction Self-Evaluation Staff Survey

Question 38 & 38	2011	2012	2013
The faculty, administration and staff work together to improve the institution in a professional manner	61.5%	73.4%	61.6%
Communication is open, honest, and encouraged at all levels.	45%	68.9%	53.7%

[4.6 Data retrieved from Accreditation Self-Evaluation Staff Survey]

The shared governance process at the College suffered a set-back in late summer 2013, when the classified employee leadership rescinded the appointments of classified representatives to all campus committees and informed the administration that classified representatives would not be appointed to selection committees pending resolution of bargaining unit issues. Consultation Council/Strategic Planning Committee, the primary governance and planning committee on campus, decided to proceed with their normal agenda. Every effort was made to assure a quorum (representatives from four of the five constituent groups) for each of the scheduled meetings. The classified leadership did not

take a public position on the participation of classified employees in the accreditation process. It should be noted that many classified employees chose to continue to participate and played a significant role in the completion of this document. Upon resolution of the bargaining unit issues in mid-October, the classified union leadership reaffirmed the appointment of representatives to the various shared governance committees.

#### **Actionable Improvement Plans:**

1. Improve effective two-way communication between the administration and campus community.
2. Strengthen understanding of the role of constituent group representatives in the participatory governance process through training and dialogue.

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

#### **Descriptive Summary:**

LCC advocates and demonstrates honesty and integrity in its relationships with the Chancellor’s Office, the Commission on Athletics, National Intercollegiate Rodeo Association, the Accrediting Commission for Community and Junior Colleges (ACCJC) and other external agencies.

The College continues to meet the expectations of the Multi-year Fiscal and Academic Recovery Plan and Resolution Agreement negotiated between the College and Chancellor’s Office in 2009. [4.21 Multi-year Fiscal and Academic Recovery Plan] Financial reports, such as the 311 and 320, are submitted in a timely manner to the Chancellor’s Office.

The College complies with the rules and regulation governing athletic competitions as adopted by both the Commission on Athletics and National Intercollegiate Rodeo Association.

The College complies with the Accrediting Commission standards, policies, and guidelines for public disclosure. In fall 2011, representatives from the campus participated in the ACCJC training on the accreditation process in preparation for writing the College’s self-evaluation. The training served to further individual understanding of the expectations of the commission, as well as assisting the College in preparing for the

self-evaluation and for the evaluation team visit. Teams of faculty and administrators have also attended ACCJC training on institutional planning and SLOs.

Students, classified staff, management/confidential staff, faculty and administrators have participated in the development of the *2014 Self Evaluation Report of Educational Quality and Institutional Effectiveness*. The Governing Board has been regularly apprised of the progress of the preparations for the accreditation team's visit via reports and updates at board meetings.

The College received substantive change approval to offer Associate in Arts degrees in Administration of Justice and Associate in Science degrees in Correctional Science via more than 50 percent correspondence delivery January 2011 and approval to offer ten degrees and four certificates via more than 50 percent online delivery January 2013. [4.22 January 2011 Report on Commission Actions; 4.23 January 2013 Report on Commission Actions] The College began the development of a Substantive Change proposal to receive ACCJC approval for the new Public Safety Training Center, an off-campus facility, in October 2013. [4.24 Substantive Change Proposal Draft- Public Safety Training Center]

#### **Self-Evaluation:**

LCC has demonstrated honesty and integrity in its relationship with outside agencies. The College has fully cooperated with the Accrediting Commission, responding expeditiously and honestly to recommendations in each and every report.

#### **Actionable Improvement Plans:**

None

*IV.A.5. "The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the result of these evaluations and uses them as the basis for improvement."*

#### **Descriptive Summary:**

The process for the evaluation of the College's governance and decision-making structure is the responsibility of the Consultation Council/Strategic Planning Committee. The Consultation Council/Strategic Planning Committee is comprised of representatives from each of the College's constituent groups (administration, faculty, classified staff, management/confidential staff, and students). Consultation Council developed an evaluation process, timeline and set of evaluation forms for the shared governance structure and process. The evaluation has occurred annually since 2007. [4.25 *2007 Annual Evaluation Results; 2008 Annual Evaluation Results; 2009 Annual Evaluation Results; 2010 Annual Evaluation Results; 2011 Annual Evaluation Results; 2012 Annual Evaluation Results; 2013 Annual Evaluation Results*; 4.26 College Website] The evaluation process includes an opportunity for input from each of the constituent groups,



college planning committees and individuals. The annual evaluation process of governance occurs at the same time as the evaluation of the planning process, therefore it is articulated in the *Institutional Planning and Budget Development Process Handbook* [4.8 2014-2015 *Institutional Planning and Budget Development Process Handbook*] Following the evaluation the results are discussed and recommendations accepted in Consultation Council. The outcomes of the evaluations are disseminated with Consultation Council minutes and the combined evaluation results are published to the website. [4.19 Consultation Council minutes; 4.26 College Website] The *Shared Governance and Collegial Consultation Handbook* containing the campus committee structure and *Planning and Budget Development Process Handbook* containing the planning process is updated each year following the evaluation. Revised handbooks are distributed each fall to the campus community. [4.2 *Shared Governance and Collegial Consultation Handbook*; 4.8 2014-2015 *Institutional Planning and Budget Development Process Handbook*]

### **Self-Evaluation:**

The College has an established evaluation process, which has been consistently implemented annually each of the last seven years. The results of the annual evaluation process are distributed to the campus community via email and are readily available to the campus community and public on the College website.

### **Actionable Improvement Plans:**

None

## **IV. B. Board and Administrative Organization**

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

*IV.B.1 “The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.”*

*IV.B.1.a. “The governing body is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.”*



**Descriptive Summary:**

The LCCD Governing Board has oversight responsibility for LCC. The Board is elected by the public and is responsible for ensuring the quality and effectiveness of student learning programs and services and the financial stability of the College. The Board is responsible for establishing and reviewing all district policies, and regularly receives reports from administrators on the effectiveness of programs and financial stability of the College.

As a publicly owned institution, no board members are owners of the institution and current employees are prohibited from serving as board members. [4.7 BoardDocs-Board Policy 2010-Board Membership] Policy and procedures are in place to avoid board member conflict of interest. On an annual basis, all trustees sign the California 700 statement of economic interest confirming that they do not have an economic interest in the district affairs. [4.7 BoardDocs-Board Policy 2710-Conflict of Interest; Administrative Procedures 2710/2712-Conflict of Interest/Conflict of Interest Code]

The Governing Board functions as an independent policy-making body and acts collectively to make decisions for the College. Decisions made by the Board can only be changed by subsequent board action. The current Board does not act outside of its policy-making role and is not involved in the day-to-day management of the College. Discussions and decisions by the Governing Board emphasize its intent to act in the public’s best interest. Following discussions, the Board formulates their decisions acting as a whole. [4.10 BoardDocs-Governing Board minutes] Board members are actively involved in the community and attend many college and civic events.

In compliance with the Brown Act, all meetings are open to the public. In order to facilitate public input, a time is set aside for public comments at each meeting. [4.7 BoardDocs-Board Policy 2345-Public Participation at Board Meetings]

**Self-Evaluation:**

A majority of those who responded to the statement: “The Governing Board effectively represents the public interest” in the Accreditation Self-Evaluation Staff Survey, indicated agreement.

Table 49: Board’s Reflection of Public Interest Self-Evaluation Staff Survey

Question 46	2011	2012	2013
The Governing Board effectively represents the public interest.	67.8%	77.4%	72.7%

[4.6 Data retrieved from Accreditation Self-Evaluation Staff Survey]

In the Board self-evaluation reported to the public on June 11, 2013, seven out of seven board members rated themselves as very good for the statement: “The board fulfills its policy role and refrains from attempting to manage employee work.” [4.10 BoardDocs-Governing Board minutes]



### **Actionable Improvement Plans:**

None

*IV.B.1.b. “The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.”*

### **Descriptive Summary:**

The LCC Governing Board, acting on recommendations developed through the participatory governance process, annually reviews, revises as necessary, and adopts the College mission statement as part of the *Strategic Plan*. [4.7 BoardDocs-Board Policy 1200-Mission; 4.28 *Strategic Plan*] Consistent with the mission statement, the Board establishes policies that support quality, integrity and improvement of student learning programs and services. Through discussions, the Board demonstrates responsible concern for the quality of academic and student support programs, and provides appropriate oversight to ensure fiscal stability. [4.10 BoardDocs-Governing Board Minutes] Board policy addresses such issues as program, curriculum, and course development. [4.7 BoardDocs-Board Policy 4020-Program, Curriculum, and Course Development] Additionally, the Board approves all new courses and programs through monthly action. Separately, at the conclusion of each semester the Board accepts the curriculum action log documenting all actions taken by Curriculum/Academic Standards Committee. [4.13 *2012-2013 Curriculum/Academic Standards Annual Action Log*]

All policies adopted by the Governing Board and administrative procedures adopted by Consultation Council are available to the public on the College website. [4.7 BoardDocs linked to the College Website]

### **Self-Evaluation:**

The Governing Board’s commitment to quality, integrity and effectiveness of student learning programs and services is clearly articulated in the adopted value and mission statements, policies, Institutional SLOs and planning documents.

### **Actionable Improvement Plans:**

None

*IV.B.1.c. “The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.”*

### **Descriptive Summary:**

The LCC Governing Board has decision-making authority for the College in the areas assigned to it by state and federal laws and regulations. The Governing Board acknowledges its responsibilities for educational quality, legal matters, and financial integrity through its actions at each meeting. The Governing Board also acknowledges the importance of enabling input and participation from various constituents of the institution. To this end, the Governing Board outlines the role of the Academic Senate, classified staff, management/confidential staff and students as participative members in the development of policies for the College in Board Policy 2510. [4.7 BoardDocs-Board Policy 2510–Participation in Local Decision-Making] The Governing Board’s role and role of other constituents are clearly defined in the *Shared Governance and Collegial Consultation Process Handbook*. [4.2 2013-2014 *Shared Governance and Collegial Consultation Process Handbook*] The Governing Board is responsible for approving all contracts, budgets, and legal matters. The responsibilities of the Governing Board are delineated in Board Policy 2200. [4.7 BoardDocs-Board Policy 2200–Board Duties and Responsibilities]

The Governing Board relies on the President, with input from appropriate administrators and participatory governance bodies, and the Academic Senate for accurate information in order to make informed decisions regarding educational quality.

The financial integrity of the District is ensured through board review of monthly financial reports and adoption of the tentative and final budgets. [4.10 BoardDocs-Governing Board minutes, 4.28 2013-2014 Adopted Budget] A financial audit is conducted and presented to the Board each year, providing an additional measure of financial integrity. [4.29 Annual Financial Audits] With an administrative procedure indicating a significant financial reserve, the Governing Board further demonstrates a commitment to financial integrity. [4.7 BoardDocs–Administrative Procedure 6305-Reserves; 4.28 2013-2014 Adopted Budget]

### **Self-Evaluation:**

The Governing Board exercises its informed decision-making responsibility to assure educational quality, resolve legal matters, and maintain financial integrity within the framework of collegial participatory governance.

### **Actionable Improvement Plans:**

None

***IV.B.1.d. “The institution of the governing board publishes the board bylaws and policies specifying the board’s size, duties, responsibilities, structure, and operating procedures.”***

### **Descriptive Summary:**

The LCC Governing Board established board policies are found in BoardDocs linked to the College website. [4.7 BoardDocs] The Governing Board consists of seven (7) voting members elected by the voters of the District to represent the area in which they reside. The five areas include: (1) Susanville Elementary School District (three members); (2) Westwood Unified School District; (3) Big Valley Joint Unified School District; (4) Herlong, Long Valley, Schaffer Union, Madeline, Surprise Valley; and (5) Ravendale Elementary School District and Johnstonville, Janesville Union and Richmond Elementary School District. The terms of office are for four (4) years, commencing in December at the first regular meeting following the election. [4.7 BoardDocs-Board Policies 2010/2100 – Board Membership/Board Election] The Associated Student Body elects an advisory voting student trustee each year. [4.7 BoardDocs-Board Policies 2015/2105–Student Trustee/Election of Student Trustee, 4.30 ASB Charter Election Code Article II.1 (a)(b)] The primary duties of the Board are to select, appoint and annually evaluate the Superintendent/President and to adopt and periodically review policies, which govern the District. [4.7 BoardDocs-Board Policy 2200–Board Duties and Responsibilities]

Monthly board meetings are held on the second Tuesday in the boardroom at LCC, with retreats or workshops held on the fourth Tuesday quarterly.

### **Self-Evaluation:**

The board policies including policies that specify Governing Board size, duties, responsibilities, structure, and operating procedures are available in BoardDocs.

### **Actionable Improvement Plans:**

None

*IV.B.1.e. “The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.”*

### **Descriptive Summary:**

The minutes of the LCC District Governing Board meetings indicate that the Board acts in a manner consistent with its policies. The agendas and minutes are public and accessible through BoardDocs linked to the College website. [4.10 BoardDocs-Governing Board minutes]

The District participates in the Community College League of California model policy subscription service to ensure that policies are consistent and up-to-date with best practices in community colleges. The Governing Board and campus participatory governance entities have been engaged in a systematic review of all board policies over

the past four years. The review was initiated in 2009 using the Community College League of California model. The review process focusing on the separation of policy and procedure as well as validating compliance with local, state, and federal regulations was completed fall 2013. [4.10 BoardDocs-Governing Board minutes; 4.19 Consultation Council minutes; 4.7 BoardDocs-Board Policies/Administrative Procedures] Upon the completion of the alignment of board policies with the Community College League of California model in fall 2013, a policy review calendar was established. [4.31 President's Cabinet minutes]

The Governing Board approves and adopts policies that are appropriate for the organization and operation of the College. The Superintendent/President or other entities recommend new policies or revisions to existing policies to Consultation Council. Through Consultation Council faculty, management/confidential staff, classified staff, and students may comment on or recommend changes to the policy proposal. When appropriate, policy proposals are referred to constituent groups or administrators for further research and suggestions. Consultation Council forwards all new or revised policy changes as recommendations to the Board policy sub-committee. Subsequently, recommendations appear on the regular board agendas for two meetings before action is taken, allowing for comment by board members as well as faculty, management/confidential staff, classified staff, students, and the community. As provided in the California Education Code and Title 5 of the California Code of Regulations, the Academic Senate retains the option to take recommendations directly to the Board for consideration.

#### **Self-Evaluation:**

The Governing Board uses the district policies as a foundation for actions. A thorough review of policies and procedures occurred over the last several years. An ongoing calendar for the systematic review of board policies has been established. Recommendations developed through the participatory governance process are considered and generally accepted by the Governing Board. Revisions to the board policies occur, as needed utilizing the established process.

#### **Actionable Improvement Plans:**

None

*IV.B.1.f. "The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office."*

#### **Descriptive Summary:**

A policy for board development and new member orientation is in place. The policy states that the Board will engage in study sessions, be provided access to reading



materials, and support conference attendance and other activities that foster Board member education. [4.7 BoardDocs-Board Policy 2740–Board Education]

Board members are provided the opportunity and encouraged to attend statewide, as well as national conferences on trusteeship. Conferences hosted by the Community College League of California (CCLC) and Association for Community College Trustees (ACCT) are most frequently attended.

Board retreats and study sessions are held throughout the year providing opportunities for further development of board members on a variety of topics.

Staggered terms of office for board members ensure continuity on the Governing Board. [4.7 BoardDocs-Board Policy 2100–Board Elections] Annual Board reorganization and election of officers occurs in December of each year. [4.7 BoardDocs-Board Policy 2305–Annual Organizational Meeting]

The terms of office vary from nineteen years for the most senior board member to one year for the most junior board member. The average length of service on the LCC District Governing Board is just under seven years.

**Self-Evaluation:**

The members of the Governing Board engage in annual retreats and study sessions and are encouraged to participate in conferences and training activities designed for their professional development. In the Board self-evaluation reported to the public on June 11, 2013, indicated that the majority of the board members felt the needs for additional trustee development activities and new member orientations.

Table 50: Board Member Review: Comprehensive Orientation

Question	2013
Board members participate in trustee development activities; new members receive a comprehensive orientation to board roles and the district.”	5/7 (71%) needs improvement

[4.10 Retrieved from BoardDocs-Governing Board minutes – June 11, 2013]

The mix of senior and junior board members on the Governing Board provides for continuity and fresh perspective.

**Actionable Improvement Plans:**

Increase new member orientations and professional development activities for members of the Governing Board.

*IV.B.1.g. “The governing board’s self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies and bylaws.”*

### **Descriptive Summary:**

The LCC District Governing Board is committed to assessing its own performance as a board in order to identify its strengths and weaknesses. The Governing Board's self-evaluation process for assessing board performance is clearly defined in board policy. The Board revises or reaffirms the Board Self-Evaluation instrument annually. The evaluation instrument completed by each board member is submitted to the Board President. A summary of the evaluation results are presented and discussed at a Board session scheduled for that purpose. The results are used to identify accomplishments in the past year and goals for the following year. [4.7 BoardDocs-Board Policy 2745–Board Self-Evaluation]

The self-evaluation was discussed and completed at a regular board retreat held on April 23, 2013. The results were presented to the public at the June 11, 2013 board meeting. [4.10 BoardDocs-Governing Board minutes]

### **Self-Evaluation:**

The Governing Board of the LCC District has established a self-evaluation process for assessing Board performance which is clearly defined and published in BoardDocs linked to the College website. The process has been consistently implemented over the last several years.

### **Actionable Improvement Plans:**

None

**IV.B.1.h. *“The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.”***

### **Descriptive Summary:**

The LCC District Governing Board has a Code of Ethics/Standards of Practice outlined in policy and published on the College website. The policy articulates expectation for the behavior of members of the Board. Additionally, the policy includes an oath addressing nine specific points of ethical board member conduct. [4.7 BoardDocs-Board Policy 2715–Code of Ethics/Standards of Practice]

Specific steps to be taken should a violation of the board policy occur are included. Initially, the President of the Board discusses the violation with the board member in order to seek a resolution. If resolution of the issue does not occur, the President of the Board may appoint a two-member adhoc committee to investigate and make further recommendations for courses of action to the Board. [4.7 BoardDocs-Board Policy 2715-Code of Ethics/Standards of Practice]

**Self-Evaluation:**

The Board has a code of ethics that includes a clearly defined policy for dealing with unethical behavior by members of the Governing Board.

Approximately half of the respondents to the Accreditation Self-Evaluation Staff Survey indicated their perception that: “The Governing Board adheres to its written Code of Ethics.” The analysis of the result from the accreditation survey led to the identification that information on why respondents replied as they did was not solicited. In subsequent surveys following each question, the College will ask for comments to clarify the reason for negative responses.

Table 51: Governing Board and Code of Ethics Self-Evaluation Staff Survey

Question 47	2011	2012	2013
The Governing Board adheres to its written Code of Ethics	46.1%	53.5%	52.2%

[4.6 Data retrieved from Accreditation Self-Evaluation Staff Survey]

**Actionable Improvement Plans:**

Revise the survey providing for comments immediately after each question asking respondents to provide suggestions for improvement particularly if they responded in the negative to a question.

*IV.B.1.i. “The governing board is informed about and participates in the accreditation process.”*

**Descriptive Summary:**

Board policy is in place to ensure that the Governing Board is informed of and involved with the accreditation process. [4.7 BoardDocs-Board Policy 3200-Accreditation] The Superintendent/President ensures that the District complies with the accreditation process and standards of the Accrediting Commission of Community and Junior Colleges. The Superintendent/President provides the Governing Board with periodic updates on the progress of the development of self-evaluations, midterm, or follow-up reports and meeting recommendations from previous visiting teams. The Governing Board reviews and approves the College’s “Self Evaluation Report of Educational Quality and Institutional Effectiveness” document prior to the accreditation visit. [4.10 BoardDocs-Governing Board minutes]

**Self-Evaluation:**

The Governing Board is informed and participates in the accreditation process.

## Actionable Improvement Plans:

None

*IV.B.1.j. “The governing board has the responsibility for selecting and evaluating the college CEO (most often known as the Superintendent/President). The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the college.”*

## Descriptive Summary:

Board policy articulates the Governing Board responsibility for selecting and evaluating the Superintendent/President. [4.7 BoardDocs-Board Policy 2431–Superintendent/President Selection] The process for the selection of the Superintendent/President is outlined in Board adopted administrative procedure. The procedure allows the Governing Board to assign the task to the Human Resources department or a consulting firm. The Governing Board is to be involved in every step of the process including: initial planning meeting, review and adopt brochure, review and adopt criteria for screening committee, determine which candidates to interview, conduct initial and final interviews, and select the Superintendent/President. [4.7 BoardDocs–Administrative Procedure 2431–Superintendent/President Selection]

The Board conducts an annual performance evaluation of the Superintendent/President. Performance objectives are to be developed in writing and mutually agreed upon annually no later than October 15. The Governing Board is to complete the written evaluation based on the job description and performance objectives of the President no later than December 15 of each year. [4.7 BoardDocs-Administrative Procedure 2435–Evaluation of Superintendent/President]

Board Policy and Administrative Procedure 2430 delineate authority granted to the Superintendent/President for administering the policies adopted by the Governing Board. The administrative procedure articulates the Superintendent/President’s responsibility to provide leadership of campus level discussion and the shared governance process, to lead decision making at the college level which directly affects the operation of the College, and to establish and maintain a climate which encourages open discussion and communication across all levels on the campus. [4.7 BoardDocs-Board Policy/Administrative Procedure 2430–Delegation of Authority to Superintendent/President]

## Self-Evaluation:

The Governing Board selects and evaluates the performance of the Superintendent/President. The current Superintendent/President was hired July 1, 2012. The mid-year performance evaluation was completed, at the March 12, 2013 Board





meeting and the annual evaluation was completed at the September 10, 2013 meeting. [4.10 BoardDocs-Governing Board minutes]

### **Actionable Improvement Plans:**

None

**IV.B.2.** *“The president has primary responsibility for the quality of the institution he or she leads. He or she provides effective leadership in planning, organizing, budgeting, selecting, and developing personnel, and assessing institutional effectiveness.”*

*IV.B.2.a. “The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution’s purposes, size, and complexity. He delegates authority to administrators and others consistent with their responsibilities, as appropriate.”*

### **Descriptive Summary:**

The current President upon his arrival implemented a modified version of the administrative structure, which had been in discussion for several years. Instructional services and student services were combined under the leadership of the Executive Vice President of Academic Services housed in the previous instructional office renamed the Office of Academic Services. The former Dean of Administrative Services position was elevated to a Vice-President. The new administrative structure was fully staffed for the first time on July 1, 2013. The organizational charts dated fall 2013 reflect the current administrative structure at this writing. [4.32 Organizational Charts]

Through the President’s leadership in President’s Executive Cabinet, the expectations for the direction of the College, performance, accountability, and sound decision-making are set. The President presides over weekly meetings of the Executive Cabinet (comprised of administrators) and the expanded President’s Cabinet (adding key managers and the accreditation chair). The President’s Cabinet meetings provide opportunities for evaluating progress on institutional initiatives by means of a regularly updated “task log.” [4.31 President’s Cabinet minutes]

Additionally, the President meets weekly with the Executive Vice-President of Academic Services to discuss issues and solve problems that arise at LCC. He meets bi-weekly with the Executive VP of Academics and Dean of Instructional Services on issues concerning instruction and in a separate meeting with the Executive Vice-President of Academics and Dean of Student Services on issues concerning student support services at LCC. The President meets bi-weekly with the Vice-President of Administrative Services to discuss college operations.

Further, the President meets regularly with campus leaders including the Academic Senate President, faculty and classified union Presidents, Associated Student Body President and Accreditation Chair. He also participates regularly in Consultation

Council, the participatory governance, planning, and accreditation self-evaluation coordinating group at LCC. [4.19 Consultation Council minutes]

**Self-Evaluation:**

In the Accreditation Self-Evaluation Staff Survey conducted in May of each of the last three years the majority of those who responded to the statement: “The President plans, evaluates, and supervises the administrative structure of the College to reflect purpose, size, and complexity of the institution” indicated agreement. The individual serving as the President was different for each of the survey years.

Table 52: President’s Approach to Structure Assessment Self-Evaluation Staff Survey

Question 45	2011	2012	2013
The President plans, evaluates, and supervises the administrative structure of the college to reflect purpose, size, and complexity of the institution.	71.4%	68.7%	80.5%

[4.6 Data retrieved from Accreditation Self-Evaluation Staff Survey]

**Actionable Improvement Plans:**

None

**IV.B.2.b.** *“The president guides institutional improvement of the teaching and learning environment by establishing a collegial process that sets values, goals, and priorities; ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions; ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and establishing procedures to evaluate overall institutional planning and implementation efforts.”*

**Descriptive Summary:**

LCC established integrated planning and shared governance structures and processes, prior to the last accreditation visit. The collegial processes in place are used to set values, goals, and priorities for the institution. The President guides the continuous improvement of the teaching and learning environment at the College through these established mechanisms. The new President has supported the recognized processes through his regular participation in Consultation Council/Strategic Planning. [4.19 Consultation Council minutes]

The new President set the tone for his presidency with his address at his first Convocation highlighting three important documents that focus on ways to improve student learning, specifically: “They Never Told Me What to Expect, so I Didn’t Know What to Do,” a CCRC Working Paper No. 47; “Advancing Student Success in the California Community Colleges,” compiled by the California Community Colleges Student Success Task Force;

and “Reclaiming the American Dream: Community Colleges and the Nation’s Future” from the American Association of Community Colleges. The three documents all deal with adapting the culture of the campus to support student learning with clear expectations and data to promote student success. [4.5 Fall 2012 Convocation and Town Hall Notes]

The President uses open forums and student town hall meetings to increase the collaborative dialogue among students, faculty, management/confidential staff, classified staff, administrators, and community. Open forums and student town hall meetings result in the administration hearing issues and concerns about improving college programs and services. [4.5 Fall 2012 Convocation and Town Hall Notes]

Recognizing the need for high quality research and analysis promoting decision-based planning and advancing student learning, the President strongly advocated for the hiring of the Director of Institutional Effectiveness in spring 2013.

**Self-Evaluation:**

Under the leadership of the current President, the College has continued to move forward refining, improving and utilizing the collegial consultation, integrated planning, and evaluation mechanisms.

The Accreditation Self-Evaluation Staff Survey conducted in May of each of the last three years indicated that a majority of those who responded to the statement: “The president facilitates the setting of values, goals, and to improve the college’s educational programs” agreed with the statement. The individual serving as the President was different for each of the survey years.

Table 53: Presidential Improvement Processes Self-Evaluation Staff Survey

Question 43	2011	2012	2013
The president facilitates the setting of values, goals, and to improve the college’s educational programs.	75.7%	74.2%	80.8%

[4.6 Data retrieved from Accreditation Self-Evaluation Staff Survey]

**Actionable Improvement Plans:**

None

*IV.B.2.c. “The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.*

**Descriptive Summary:**

The President has responsibility for oversight of legal requirements and Governing Board policies. He is also responsible for assuring that institutional practices are in line with institutional mission and policies. [4.7 BoardDocs–Board Policies 2430 and 2433]

The President educates himself about statutes and regulation by attending training workshops sponsored by the Community College League of California. Subsequently, he assures that policies and procedures are consistent with the institutional mission through his participation in the College’s collegial consultation process. Consultation Council, with input from a cross-section of college constituents, recommends new and revised policies to the Governing Board and adopts administrative procedures.

State statutes and regulations are referenced throughout the College’s policies and procedures. This is an effective reminder to all employees of the important rules and regulations that govern community college operations.

**Self-Evaluation:**

The President assures the implementation of statutes, regulations, board policies, and administrative procedure. The President and other administrators constantly refer to the relevant statutes, board policies and administrative procedures when making important decisions at the College.

**Actionable Improvement Plans:**

None

***IV.B.2.d. “The president effectively controls budget and expenditures.”*****Descriptive Summary:**

The President effectively controls the budget and expenditure of the College through the budget development process tied to the integrated planning process. Because the budget development process is tied to institutional planning, which in turn is tied to program review based on assessment of student learning and administrative unit outcomes assessment, the budget is responsive to current educational needs of the community. [4.8 *2014-2015 Institutional Planning and Budget Development Process Handbook*] The President meets weekly with the Vice-President of Administrative Services to discuss budget-related issues that are internal to the District and external issues that are the result of the current State financial situation. The President continues to monitor expenditures closely.

### **Self-Evaluation:**

Although there has been no new funding for general fund categories, the College has continued to conduct the budget planning process using recommendations derived from program review. The process was used in developing the 2013-2014 Budget providing for the replacement of existing positions and reallocating funds to provide for new services. In light of declining enrollments in the 2011-2013 years and the resulting decline in state apportionment, effective expenditure control will be particularly important in 2013-2014.

### **Actionable Improvement Plans:**

None

**IV.B.2.e. “The president works and communicates effectively with the communities served by the institution.”**

### **Descriptive Summary:**

The President uses diverse methods of communication and interaction within the community that the College serves including the *Lassen County Times* newspaper, the radio network and Sierra radio network, and Student Town Hall Meetings. The President is involved in various community, civic, governing, educational and social groups such as the Susanville Rotary Club, Lassen County Chamber of Commerce, the Regional Directors of Lassen County, Lassen Peaks, Administrative Advisory Council of School Superintendents, Lassen County Arts Council, Swimming Pool Advisory Committee, and the Lassen County Economic Development Commission as a means of communication and involvement within the college service area.

The President strives to have the College serve as the cultural and educational “hub” of the community. The College serves as host to many community diversity events and the President speaks at various school districts in the College service area.

During African-American History Month, the College hosted a “Soul Food Luncheon” and in the evening a special program on-campus featuring Louis Price, former lead singer of the Temptations. In April, the College sponsored the Women’s Appreciation Luncheon in recognition of the accomplishments of women in the college community.

The President has travelled throughout the service area to the various elementary and high school districts speaking on the “Closing the Achievement Gap” initiative. The purpose of this initiative is to form partnerships and learning communities between LCC English and math faculty with the K-12 teachers in the service area in order to develop a college-going culture.

**Self-Evaluation:**

Anecdotal feedback from numerous community leaders indicates that the President’s communications are well received and reflect an increased community confidence in the College.

In the Accreditation Self-Evaluation Staff Survey conducted in May of each of the last three years the majority of those who responded agreed with the statement: “The president communicates effectively to the community, administration, staff and students.” The individual serving as the President was different for each of the survey years.

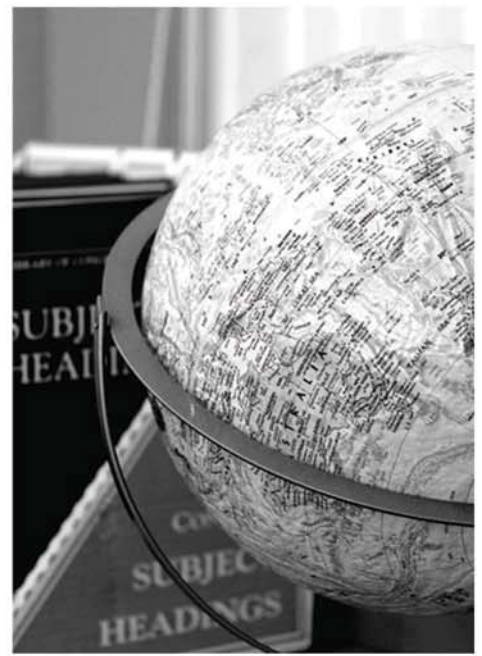
Table 54: Presidential Communications Self-Evaluation Staff Survey

<b>Question 44</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>
The President communicates effectively to the community, administration, staff, and students.	67.8%	61.7%	88.4%

[4.6 Data retrieved from Accreditation Self-Evaluation Staff Survey]

**Actionable Improvement Plans:**

None



# LASSEN COMMUNITY COLLEGE Summary of Recommendations

Self Evaluation Report of Educational Quality and Institutional Effectiveness

## Summary of Actionable Improvement Plans

### I.A. Mission

None

### I.B. Improving Institutional Effectiveness

1. Explore ways to engage the Associate Student Body to recognize the advantages and develop the desire for strong student participation in all of the College's governance and planning processes. [I.B.1., I.B.4.]
2. Enhance efforts to publicize the integrated planning process and encourage participation. [I.B.4.]
3. Strengthen the post budget request assessment process to better determine the impact of the data driven decision. [I.B.4.]

### II.A. Instructional Programs

1. Increase number of courses offered via online instruction and decrease the number of course offered via correspondence in order to best serve the needs of current and future students. [II.A.1.b.]
2. Expand the utilization of WEAVE as the mechanism to house and align student learning outcome assessment, program review, integrated planning and data driven decisions, allowing the College to achieve sustainable continuous quality improvement level of the Rubric for Evaluating Institutional Effectiveness in Student Learning Outcomes. [II.A.1.c., II.A.2.f.]

### II.B. Student Support Services

1. Administer the Noel Levitz Student Satisfaction Inventory on a biannual basis to measure improvements and support the data driven decision-making process. [II.B.1., II.B.3.a.]
2. Explore innovative support services for students utilizing online and correspondence modalities of student support services delivery. [II.B.3.a.]
3. Expand the utilization of WEAVE as the mechanism to house and align student learning/administrative unit outcome assessment, program review, integrated planning and data driven decisions, allowing the College to achieve sustainable continuous quality improvement level of the Rubric for Evaluating Institutional Effectiveness in Student Learning Outcomes. [II.B.4.]





## **II.C. Library and Learning Support Services**

Implement the web-based system in order to more effectively involve faculty in the selection of library materials. [II.C.1.a.]

## **III. A. Human Resources**

Systematically review and update job descriptions to assure that they accurately reflect position duties, responsibilities and authority. [III.A.1.a.]

## **III. B. Physical Resources**

1. Strengthen the budget allocation process regarding cycles within the integrated planning process to annually support the repair, replacement and purchase of new campus facilities and equipment. [III.B.1.a.]
2. Pursue the construction of a secondary access road for the main campus. [III.B.1.b.]

## **III. C. Technology Resources**

3. Provide estimated total cost of ownership including such items as new/additional data ports, power outlets, heating/cooling, and security for technology projects as part of the decision-making process. [III.C.1.a.]
4. Expand the self-service capability of WebAdvisor so that students and employees are able to make better use of WebAdvisor. [III.C.1.d.]
5. Evaluate and address the perception as to whether program and services technology needs are being met. [III.C.1.d.]

## **III. D. Financial Resources**

1. Focus efforts on an enrollment stabilization plan. [III.D.1.c.]
2. Revise the survey providing for comments immediately after each question asking respondents to provide suggestions for improvement particularly if they responded in the negative to a question. [III.D.1.d.]
3. Provide additional fiscal training to constituent groups, managers, administrators and Governing Board members to increase the District's fiscal awareness. [III.D.2.a.]
4. Strengthen the mechanisms for analyzing and documenting the impact of financial decisions on institutional effectiveness. [III.D.4.]



#### **IV.A. Decision-Making Roles and Processes**

1. Investigate and address the perception that individuals lack a voice in institutional decision-making. [IV.A.1.]
2. Improve effective two-way communication between the administration and campus community. [IV.A.3.]
3. Strengthen understanding of the role of constituent group representatives in the participatory governance process through training and dialogue. [IV.A.3.]

#### **IV. B. Board and Administrative Organization**

1. Increase new member orientations and professional development activities for members of the Governing Board. [IV.B.1.f.]
2. Revise the survey providing for comments immediately after each question asking respondents to provide suggestions for improvement particularly if they responded in the negative to a question. [IV.B.1.h.]

## Glossary of Acronyms and Abbreviations

AA	Associate in Arts
AA-T	Associate in Arts for Transfer
AAUP	American Association of University Professors
ACCJC	Accrediting Commission for Community and Junior Colleges
ACCT	Association of Community College Trustees
ACRL	Association of College and Research Libraries
ADA	Americans with Disabilities Act
AP	Administrative Procedure
APC	Academic Planning/Institutional Effectiveness Committee
AS	Associate in Science
AS-T	Associate in Science for Transfer
ASB	Associated Student Body
ASSIST	California online student-transfer information system
AUO	Administrative Unit Outcome
BP	Board Policy
CalWorks	California Work Opportunity and Responsibility to Kids
CARE	Cooperative Agencies Resources for Education
CCCCO	California Community College Chancellor's Office
CCL	Council of Chief Librarians for CA Community Colleges
CCLC	Community College League of California
CCLC	Community College Library Consortium
CEO	Chief Executive Officer
CET	Center of Education Testing
CIMP	Comprehensive Institutional Master Plan
CIO	Chief Instructional Officer
CMS	Course Management System
COR	Course Outline of Record
CPA	Certified Public Accountant
CSEA	California School Employee Association
CSU	California State University
CSU GE	California State University General Education
CTE	Career and Technical Education
DE	Distance Education
DSPS	Disabled Student Programs and Services
ECMC	Education Credit Management Corporation
EEO	Equal Employment Opportunity
EMP	Educational Master Plan
EOPS	Extended Opportunities Programs and Services
ESL	English as a Second Language
FA	Financial Aid
FERPA	Family Educational Rights and Privacy Act
FIELD	Farm Worker Institute Of Education And Leadership Development

FMP	Facilities Master Plan
FPC	Facilities Planning Committee
FTES	Full Time Equivalent Student
FWS	Federal Work Study
GPA	Grade Point Average
HR	Human Resources
HMP	Human Resources Master Plan
HRPC	Human Resources Planning Committee
IGETC	Intersegmental General Education Transfer Curriculum
IPR	Instructional Program Review
ISLO	Institutional Student Learning Outcome
IT	Information Technology
ITMP	Institutional Technology Master Plan
ITPC	Institutional Technology Planning Committee
KPI	Key Performance Indicator
LCC	Lassen Community College
LCCD	Lassen Community College District
LCFA	Lassen College Faculty Association
LCOE	Lassen County Office of Education
MAA	Medi-Cal Administrative Activities program
M&O	Maintenance and Operations
MOU	Memorandum of Understanding
MQ	Minimum Qualifications
NIPR	Non-instructional Program Review
PCAH	CCCCO's Program and Course Approval Handbook
PSLO	Program Student Learning Outcome
RP	Research and Planning Group
SLO	Student Learning Outcome
SLOA	Student Learning Outcome Assessment
SP	Strategic Plan
SSMP	Student Services Master Plan
SSPC	Student Services Planning/Student Success Committee
TECC	Training, Education, and Collaboration Center
TLC	The Library Corporation
TMC	Transfer Model Curriculum
TRAN	Temporary Revenue Anticipation Note
UC	University of California
VA	Veterans Administration
VN	Vocational Nursing
WEAVE	Online Application for integration of student learning assessment and planning

## Documentation/References

### Documentation for Response to Accrediting Commission Previous Recommendations (2008 Action)

#### Recommendation #1

- 1.1 *Strategic Plan*
- 1.2 BoardDocs-Governing Board minutes – September 23, 2008, October 13, 2009, October 12, 2010, October 11, 2011, August 14, 2012, September 10, 2013, June 11, 2013, July 23, 2013 and August 13, 2013
- 1.3 *2013-2018 Comprehensive Institutional Master Plan*
- 1.4 2012-2013 Action Plan Evaluation Matrix
- 1.5 Governing Board Planning Retreat Documents
- 1.6 Consultation Council minutes
- 1.7 2013-2014 Action Plan Evaluation Matrix–October Status Update
- 1.8 Sample Program Review Data 2013-2014 Mathematics
- 1.9 *2012 Instructional Program Review Policy and Procedure Handbook 10<sup>th</sup> edition*
- 1.10 *2014-2015 Institutional Planning and Budget Development Process Handbook*
- 1.11 *Non-instructional Program Review Policy and Procedure Handbook 7th edition*
- 1.12 Institutional Planning and Governance Evaluation Results
- 1.13 *2013-2014 Shared Governance and Collegial Consultation Process Handbook*

#### Recommendation #2

- 2.1 Institutional Student Learning Outcomes adopted March 23, 2009
- 2.2 Strategic Goals
- 2.3 BoardDocs-Governing Board minutes- July 10, 2012; August 13, 2013
- 2.4 Consultation Council minutes – May 6, 2013
- 2.5 Approved Degree and Certificate Student Learning Outcomes
- 2.6 Approved Course-Level Student Learning Outcomes
- 2.7 Approved Non-instructional Program Student Learning Outcomes
- 2.8 *2012 Instructional Program Review Policy and Procedure Handbook 10<sup>th</sup> edition*
- 2.9 *Non-instructional Program Review Policy and Procedure Handbook 7th edition*
- 2.10 *LCFA/LCCD Contract*
- 2.11 2012-2013 Professional Development Training
- 2.12 WEAVE
- 2.13 Student Learning Outcome Handbook
- 2.14 Curriculum/Academic Standards Committee minutes-September 17, 2013
- 2.15 Fall 2013 Convocation agenda



### **Recommendation #3**

- 3.1 *2012 Instructional Program Review Policy and Procedures Handbook 10<sup>th</sup> edition*
- 3.2 <http://dtrpt.lassen.cc.ca.us/reports>
- 3.3 Consultation Council minutes-August 5, 2013
- 3.4 *Student Transcript-Enhanced Placement Study (STEPS)*
- 3.5 Project 530
- 3.6 Student Success Matrix
- 3.7 TrendWatch
- 3.8 FTES Projection Model
- 3.9 Online Request Form
- 3.10 *Outside the Box: Notes from Institutional Effectiveness*

### **Recommendation #4**

- 4.1 Evaluation Announcement
- 4.2 *2011-2014 LCFA/LCCD Contract*
- 4.3 *2012 Instructional Program Review Policy and Procedures Handbook 10<sup>th</sup> edition*

### **Recommendation #5**

- 5.1 BoardDocs – Governing Board minutes
- 5.2 Organization Charts

### **Recommendation #6**

- 6.1 *2013-2018 Comprehensive Institutional Master Plan*
- 6.2 Organizational Charts
- 6.3 Division Chair minutes
- 6.4 Complete Program Reviews and Executive Summaries on LCC website
- 6.5 *2012 Instructional Program Review Policy and Procedures Handbook 10<sup>th</sup> edition*
- 6.6 *2013-2018 Educational Master Plan*

### **Recommendation #7**

- 7.1 *Strategic Plan*
- 7.2 *2014-2015 Institutional Planning and Budget Development Process Handbook*
- 7.3 Academic Senate minutes-July 23, 2013

- 7.4 2012 *Instructional Program Review Policy and Procedures Handbook 10<sup>th</sup> edition*
- 7.5 *Non-instructional Program Review Policy and Procedure Handbook 7th edition*
- 7.6 *2013-2018 Comprehensive Institutional Master Plan*
- 7.7 2012-2013 Action Plan Evaluation Matrix
- 7.8 President's Cabinet minutes

### **Recommendation #8**

- 8.1 *Multi-Year Fiscal and Academic Recovery Plan-February 2008 and September 2008*
- 8.2 *Multi-Year Fiscal and Academic Recovery Plan-November 2009*
- 8.3 BoardDocs-Governing Board minutes
- 8.4 *Corrective Action Matrix*
- 8.5 President's Cabinet minutes
- 8.6 *Sustained Improvement Matrix*
- 8.7 *2014-2015 Institutional Planning and Budget Development Process Handbook*
- 8.8 *2013-2018 Comprehensive Institutional Master Plan*
- 8.9 *2012-2013 Comprehensive Institutional Master Plan Action Plan Annual Evaluation Matrix*
- 8.10 *Accreditation Matrix*
- 8.11 *Task Log*
- 8.12 BoardDocs-Board Policy 6200–Budget Preparation

### **Documentation for Standard I**

- 1.1 BoardDocs-Board Policy 1200-LCC Mission Statement
- 1.2 *Strategic Plan*
- 1.3 *2013-2014 LCC Catalog*
- 1.4 BoardDocs-Governing Board minutes
- 1.5 President's Cabinet agendas
- 1.6 Curriculum/Academic Standards Committee agendas
- 1.7 LCC Website
- 1.8 *2013-2018 Comprehensive Institutional Master Plan*
- 1.9 *2013-2014 CIMP Action Plan Annual Evaluation Matrix –October Update*
- 1.10 Accreditation Self-Evaluation Staff Survey
- 1.11 Consultation Council minutes
- 1.12 *2007 Annual Evaluation Results; 2008 Annual Evaluation Results; 2009 Annual Evaluation Results; 2010 Annual Evaluation Results; 2011 Annual Evaluation Results; 2012 Annual Evaluation Results; 2013 Annual Evaluation Results*
- 1.13 Academic Senate minutes



- 1.14 *2014-2015 Institutional Planning and Budget Development Process Handbook*
- 1.15 Career Technical Education Advisory Committee minutes
- 1.16 Student Services Management minutes
- 1.17 President's Cabinet minutes
- 1.18 Curriculum/Academic Standards Committee minutes
- 1.19 Academic Planning Committee minutes
- 1.20 Facilities Planning Committee minutes
- 1.21 Human Resource Planning Committee minutes
- 1.22 Institutional Technology Planning Committee minutes
- 1.23 Student Services Planning Committee minutes
- 1.24 Professional Development Calendar
- 1.25 Convocation agendas
- 1.26 Town Hall Notes
- 1.27 "Closing the Achievement Gap" Notes
- 1.28 *2008-2009 CIMP Annual Evaluation Matrix; 2009-2010 CIMP Annual Evaluation Matrix; 2010-2011 CIMP Annual Evaluation s Matrix; 2011-2012 CIMP Annual Evaluation Matrix; 2012-2013 CIMP Annual Evaluation Matrix*
- 1.29 *Key Performance Indicator Annual Reports*
- 1.30 President/Administrative Area Goals
- 1.31 *2007-2008 Annual Fact Book; 2008-2009 Annual Fact Book; 2009-2010 Annual Fact Book; 2010-2011 Annual Fact Book; 2011-2012 Annual Fact Book; 2012-2013 Annual Fact Book*
- 1.32 *Evaluation Instrument*
- 1.33 *2013-2014 Shared Governance and Collegial Consultation Handbook*
- 1.34 2013-2014 Budget Allocation Spreadsheets
- 1.35 WEAVE
- 1.36 *Previous Institutional Planning and Budget Development Process Handbook 2009-2010, Institutional Planning and Budget Development Process Handbook 2010-2011, Institutional Planning and Budget Development Process Handbook 2011-2012, Institutional Planning and Budget Development Process Handbook 2012-2013, Institutional Planning and Budget Development Process Handbook 2013-2014*
- 1.37 *2012 Instructional Program Review Policy and Procedures Handbook, 10<sup>th</sup> edition*
- 1.38 *2012 Non-Instructional Program Review Policy and Procedures Handbook, 7<sup>th</sup> edition*
- 1.39 *Curriculum/Academic Standards Committee Handbook*
- 1.40 *2012 Noel-Levitz Institutional Priorities Survey*
- 1.41 *2012 Noel-Levitz Student Satisfaction Inventory*

## **Documentation for Standard II**

- 2.1 *Strategic Plan*
- 2.2 *2012 Instructional Program Review Policy and Procedures Handbook 10<sup>th</sup>*





- edition*
- 2.3 Sample Program Review data
  - 2.4 Sample Complete Program Reviews, Executive Summaries, and Annual Updates on LCC website
  - 2.5 *Lassen Community College Curriculum/Academic Standards Committee Handbook*
  - 2.6 Curriculum/Academic Standard Committee minutes
  - 2.7 *Curriculum/Academic Standard Committee Action Log*
  - 2.8 Academic Senate minutes
  - 2.9 BoardDocs – Governing Board minutes
  - 2.10 *Lassen Community College Faculty Association (LCFA)/Lassen Community College District (LCCD) Contract*
  - 2.11 Career Technical Education Program Advisory Committees minutes
  - 2.12 *Economic Impact Study*
  - 2.13 Noel Levitz Institutional Priorities Survey
  - 2.14 Noel Levitz Student Satisfaction Inventory
  - 2.15 Chancellor’s Office Approval Letters
  - 2.16 May 2013 Degrees and Certificate Awards
  - 2.17 Status of Program Reviews
  - 2.18 LCC Course Schedule
  - 2.19 Substantive Change Proposal Approval Letter–June 2007
  - 2.20 Substantive Change Proposal Approval Letter–August 2009
  - 2.21 Substantive Change Proposal Approval Letter-January 2011
  - 2.22 *Handbook for Correspondence Instructors*
  - 2.23 2012 Correspondence Packet Study
  - 2.24 2013 Correspondence Fast Facts
  - 2.25 Substantive Change Proposal Approval Letter-January 2013
  - 2.26 *Handbook for Online Instructors*
  - 2.27 *Strengthening Institutions (Title III) Grant*
  - 2.28 *Professional Development Calendar*
  - 2.29 “Flipping the Switch,” Ed Tech Magazine – summer 2012
  - 2.30 “How Lassen College Flipped Instruction,” Ed Tech Video-summer 2012
  - 2.31 CDW•G report
  - 2.32 Approved Degree and Certificate SLOs
  - 2.33 Approved Course-Level SLOs
  - 2.34 2013-2018 *Comprehensive Institutional Master Plan*
  - 2.35 *2014-2015 Institutional Planning and Budget Development Process Handbook*
  - 2.36 Six-column SLO Assessment forms
  - 2.37 WEAVE
  - 2.38 Fall 2013 Convocation agenda
  - 2.39 BoardDocs-Board Policy 4023–Syllabi
  - 2.40 *2013 Faculty Handbook*
  - 2.41 *Institutional Effectiveness Calendar*
  - 2.42 Institutional Effectiveness Team minutes
  - 2.43 President’s Cabinet minutes



- 2.44 President’s Cabinet “Task Log”
- 2.45 Approved General Education Student Learning Outcomes
- 2.46 Career Technical Education Program Advisory Committee Rosters
- 2.47 Three-year Instructional Scheduling Plan 2012-2015
- 2.48 Two-year Advising Plans
- 2.49 *2013-2014 LCC Catalog*
- 2.50 Sample Course Outlines of Record on LCC Website
- 2.51 Sample Student Learning Outcome Association Forms
- 2.52 State Nursing Board Pass Rates
- 2.53 Sample Syllabi
- 2.54 Fall 2013 Academic Services – Syllabi Tracking Sheet
- 2.55 *2013-2014 Lassen Community College CTE Transitions Grant*
- 2.56 *Lassen Community College Website*
- 2.57 *Lassen Community College Verification of Faculty to Meet Minimum Qualifications in Discipline of Instruction Resource Handbook*
- 2.58 *Student Athlete Handbook*
- 2.59 *LCC Honor Code*
- 2.60 *Outreach Brochures*
- 2.61 Town Hall Results
- 2.62 August 17, 2013 Student Orientation Agenda
- 2.63 New Student Orientation Correspondence Packet
- 2.64 *2013 LCC Fact Book*
- 2.65 *Student Equity Plan*
- 2.66 *2013-2018 Student Services Master Plan*
- 2.67 Associated Student Body minutes
- 2.68 Counseling Department Meeting minutes
- 2.69 *2012 Non-Instructional Program Review Policy and Procedure Handbook, 7th edition*
- 2.70 TECC Physical Description
- 2.71 Accreditation Self-Evaluation Staff Survey
- 2.72 Accreditation Self-Evaluation Student Survey
- 2.73 American Library Association. 2012. “Information Literacy Defined.” Information Literacy Competency Standards for Higher Education. Association of College & Research Libraries.
- 2.74 Association of College and Research Libraries (ACRL) Statistical Reports
- 2.75 Spring 2013 Accudemia Attendance Summary Report
- 2.76 TECC Workshop Evaluation Form–2013-2014
- 2.77 *2013-2018 Facilities Master Plan*
- 2.78 Library Corporation (TLC) Contract
- 2.79 TECC Workshop Evaluation Form –2012-2013
- 2.80 TECC Presenter Satisfaction Survey Form 2013-2014
- 2.81 TECC Evaluation Summary Template 2012-2013
- 2.82 *2013-2018 Human Resource Master Plan*
- 2.83 *2013-2018 Institutional Technology Master Plan*
- 2.84 TECC Survey-Training Needs Assessment June 2012
- 2.85 TECC Survey-Training Times for SP13 November 2012



2.86 TECC Survey-Classified Professional Development May 2013

**Documentation for Standard III**

- 3.1 *Selection and Hiring Manual*
- 3.2 *LCC Website*
- 3.3 BoardDocs-Board Policies/Administrative Procedures
- 3.4 Sample Job Announcements
- 3.5 NeoGov
- 3.6 *Lassen Community College Verification on Faculty To Meet Minimum Qualifications in Discipline of Instruction Resource Handbook*
- 3.7 Accreditation Self-Evaluation Staff Survey
- 3.8 *Lassen Community College Faculty Association (LCFA)/Lassen Community College District (LCCD) Contract*
- 3.9 Academic Senate minutes
- 3.10 BoardDocs-Governing Board minutes
- 3.11 *California School Employees Association (CSEA) Contract*
- 3.12 Consultation Council minutes
- 3.13 *Strategic Plan*
- 3.14 Constituent Group *Code of Ethics* Statements
- 3.15 *2013-2018 Human Resource Master Plan*
- 3.16 *2013 Equal Employment Opportunity Plan*
- 3.17 *2013-2018 Comprehensive Institutional Master Plan*
- 3.18 Sample Interview Questions
- 3.19 *Strengthening Institutions (Title III) Grant*
- 3.20 TECC Survey-Training Needs Assessment June 2012
- 3.21 TECC Survey- Training Times for spring 2013-Nov 2012
- 3.22 TECC Survey-Classified Professional Development May 2013
- 3.23 *2012-2013 Record of TECC Trainings*
- 3.24 *2013-2014 Professional Development Plan*
- 3.25 *2013-2018 Educational Master Plan*
- 3.26 *2013-2018 Student Services Master Plan*
- 3.27 *2013-2018 Facility Master Plan*
- 3.28 *2013-2018 Institutional Technology Master Plan*
- 3.29 2013-2014 Organizational Charts
- 3.30 Facilities Planning Committee minutes
- 3.31 *Injury, Illness Prevention Plan*
- 3.32 *Emergency Response Plan*
- 3.33 *Fall 2012 & Fall 2013 Convocation agendas*
- 3.34 Accreditation Self-Evaluation Student Survey
- 3.35 Accreditation Self-Evaluation Staff Survey
- 3.36 *Space Inventory Report*
- 3.37 Sample Complete Program Reviews and Executive Summaries on LCC Website
- 3.38 Institutional Technology Planning Committee minutes
- 3.39 WEAVE



- 3.40 *Accudemia Attendance Records*
- 3.41 *TECC Workshop Evaluation Form 2012-2013*
- 3.42 *TECC Workshop Evaluation Form 2013-2014*
- 3.43 *TECC Evaluation Summary Template 2012-2013*
- 3.44 *TECC Presenter Satisfaction Survey Form 2013-2014*
- 3.45 *August 31, 2013 WebAdvisor Training Announcement*
- 3.46 *Moodle*
- 3.47 *Integrated Planning Process Flowchart*
- 3.48 *2014-2015 Institutional Planning and Budget Development Process Handbook*
- 3.49 *2007 Annual Evaluation Results; 2008 Annual Evaluation Results; 2009 Annual Evaluation Results; 2010 Annual Evaluation Results; 2011 Annual Evaluation Results; 2012 Annual Evaluation Results; 2013 Annual Evaluation Results*
- 3.50 *2012 Instructional Program Review Policy and Procedure Handbook 10<sup>th</sup> edition*
- 3.51 *2012 Non-Instructional Program Review Policy and Procedure Handbook 7<sup>th</sup> edition*
- 3.52 *2013-2014 Budget Prioritizations Spreadsheets*
- 3.53 *CTE Perkins and CTE Transitions Grants*
- 3.54 *2007 Resolution Agreement*
- 3.55 *2013 Actuarial Study*
- 3.56 *2013-2014 Adopted Budget*
- 3.57 *Annual Financial Audits*
- 3.58 *2012-2013 Comprehensive Annual Financial Report*
- 3.59 *2013 LCC Foundation minutes*
- 3.60 *2013 Foundation Scholarship Recipients*
- 3.61 *Datatel*
- 3.62 *Instructional Contracts – CalFire, US Forest Service, FIELD*
- 3.63 *2013-2014 Action Plan Evaluation Matrix–October Status Update*
- 3.64 *Program Review Annual Update Template*

#### **Documentation for Standard IV**

- 4.1 *Constituent Groups’ Code of Ethics Statements*
- 4.2 *2013-2014 Shared Governance & Collegial Consultation Process Handbook*
- 4.3 *2013-2014 Committee Assignments*
- 4.4 *Department Meeting minutes*
- 4.5 *Convocation agendas and town hall announcements*
- 4.6 *Accreditation Self-Evaluation Staff Survey*
- 4.7 *BoardDocs-Board Policy/Administrative Procedure*
- 4.8 *2014-2015 Institutional Planning and Budget Development Process Handbook*
- 4.9 *2013-2018 Comprehensive Institutional Master Plan*
- 4.10 *BoardDocs-Governing Board minutes*



- 4.11 *Academic Senate Constitution*
- 4.12 *Verification of Faculty to Meet Minimum Qualification/Equivalency in the Discipline of Instruction Resource Handbook*
- 4.13 *Curriculum/Academic Standards Committee Log*
- 4.14 *Curriculum/Academic Standards Committee minutes*
- 4.15 *2012 Instructional Program Review Policy and Procedure Handbook 10<sup>th</sup> edition*
- 4.16 *2012 Non-instructional Program Review Policy and Procedure Handbook 7<sup>th</sup> edition*
- 4.17 *“The Week That Was”*
- 4.18 *Academic Senate minutes*
- 4.19 *Consultation Council Meeting minutes*
- 4.20 *Management/Confidential Employee Meeting minutes*
- 4.21 *Multi-year Fiscal and Academic Recovery Plan*
- 4.22 *January 2011 Report on Commission Actions*
- 4.23 *January 2013 Report on Commission Actions*
- 4.24 *Substantive Change Proposal Draft- Public Safety Training Center*
- 4.25 *2007 Annual Evaluation Results; 2008 Annual Evaluation Results; 2009 Annual Evaluation Results; 2010 Annual Evaluation Results; 2011 Annual Evaluation Results; 2012 Annual Evaluation Results; 2013 Annual Evaluation Results*
- 4.26 *College Website*
- 4.27 *Strategic Plan*
- 4.28 *2013-2014 Final Budget*
- 4.29 *Annual Financial Audits*
- 4.30 *Associated Student Body Charter*
- 4.31 *President’s Cabinet minutes*
- 4.32 *Organizational Charts*





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