



**2008
Application for
Reaffirmation of
Accreditation**

LASSEN COMMUNITY COLLEGE



**Approved by
the Governing Board
December 11, 2007**



From: LASSEN COMMUNITY COLLEGE
Name of Institution

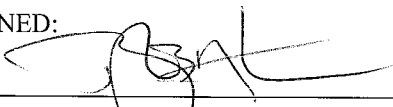
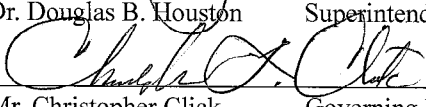
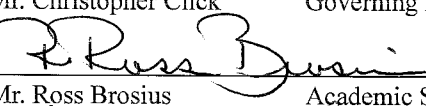
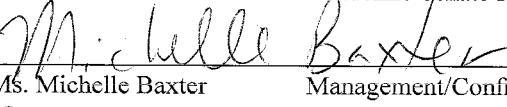
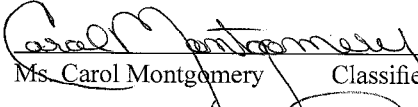
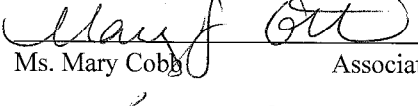
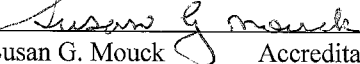
478-200 HIGHWAY 139/P.O. BOX 3000
Address

SUSANVILLE, CA 96130
City, State, Zip

This Application for Reaffirmation of Accreditation is submitted for the purpose of assisting in the determination of the institution's accreditation status.

We certify that there was broad participation by the campus community, and we believe the Application for Reaffirmation of Accreditation accurately reflects the nature and substance of the institution.

SIGNED:

	December 11, 2007	
Dr. Douglas B. Houston	Superintendent/President	Date
	December 11, 2007	
Mr. Christopher Click	Governing Board President	Date
	December 11, 2007	
Mr. Ross Brosius	Academic Senate President	Date
	December 11, 2007	
Ms. Michelle Baxter	Management/Confidential President	Date
	December 11, 2007	
Ms. Carol Montgomery	Classified President	Date
	December 11, 2007	
Ms. Mary Cobb	Associated Student Body President	Date
	December 11, 2007	
Ms. Susan G. Mouck	Accreditation Steering Committee Chair	Date

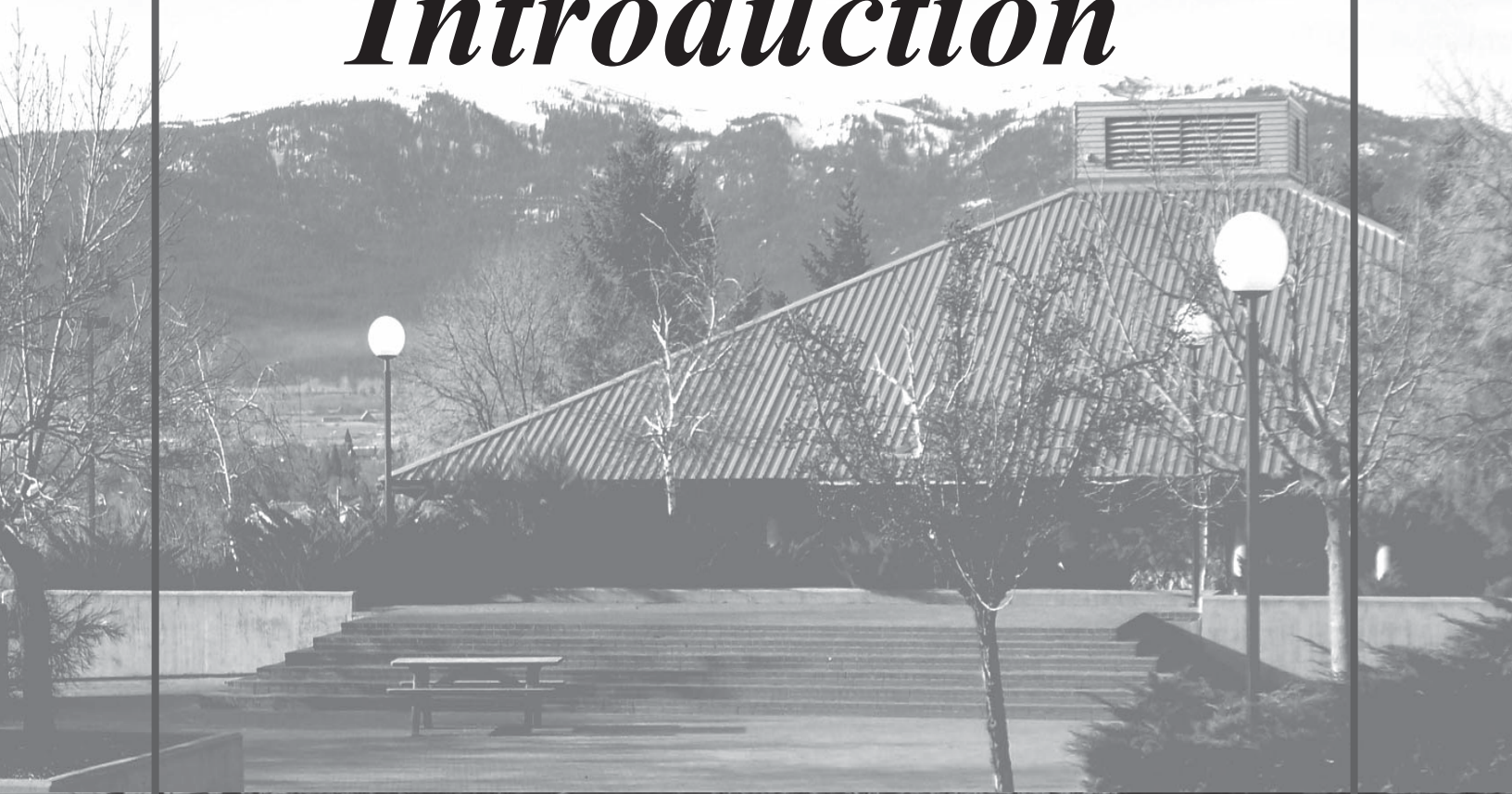
I.	Certification of Institutional Self-Study Report.....	1
II.	Table of Contents.....	2
III.	Description, History and Demographics of the Institution	4
IV.	Significant Changes Since the Last Comprehensive Site Visit.....	9
V.	Progress on Self-Identified Action Plans from 2002 Self-Study.....	14
VI.	Progress Assessing Student Learning Outcomes.....	16
VII.	Off-campus and Distance Learning.....	18
VIII.	External Independent Audit Information.....	19
IX.	Abstract of the Report.....	20
X.	Preparation of the Self-Study Report.....	23
XI.	Organization of the Institution.....	29
XII.	Certification of Compliance with Eligibility Requirements.....	33
XIII.	Response to Accrediting Commission Previous Recommendation's (2002 Action)	
	1. Response to Accrediting Commission	
	Recommendation 1.....	40
	2. Response to Accrediting Commission	
	Recommendation 2	41
	3. Response to Accrediting Commission	
	Recommendation 3	42
XIV.	Self- Study	
	1. Standard I: Institutional Mission and Effectiveness	44
	2. Standard II: Student Learning Program and Services	53
	3. Standard III: Resources	95
	4. Standard IV: Leadership and Governance.....	119

XV. Summary of Planning Agendas.....134

XVI. Documentation/References

- 1. Documentation for Standard I..... 139
- 2. Documentation for Standard II 139
- 3. Documentation for Standard III 141
- 4. Documentation for Standard IV 142

Introduction



Description, History and Demographics of the Institution

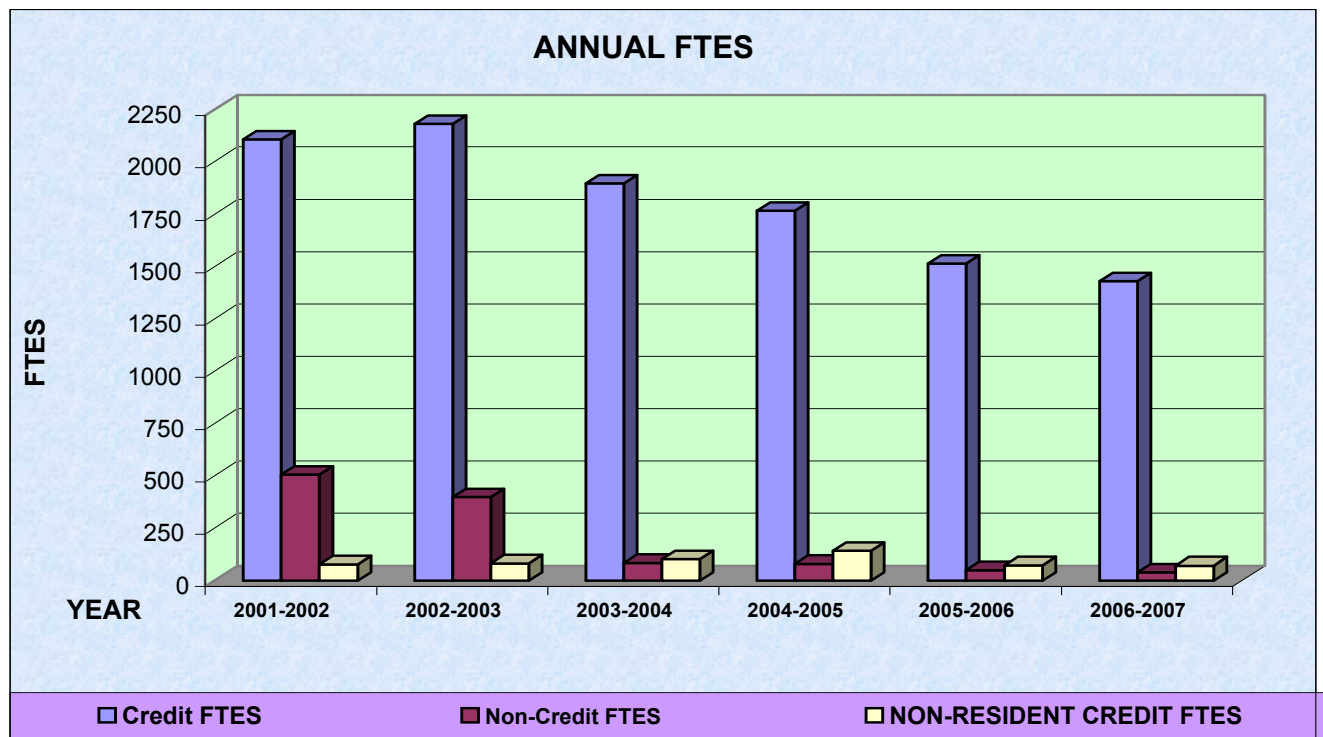
Lassen Community College was established May 4, 1925 as the Junior College Department of the Lassen Union High School District. The current era of the college began in July of 1969 with the establishment of the Lassen Community College District, having one college, Lassen Community College.

The college campus is located immediately north of Susanville on Highway 139 and consists of 184 acres, 17 main buildings, four relocatable buildings and seventeen outbuildings. The current campus was first occupied in February of 1972. In addition to classrooms, laboratories and offices, it has a dormitory with a capacity for 130 students, a library, cafeteria, computer rooms, a large gymnasium, a stable, barn, and rodeo arena, and outdoor recreation facilities including a ski hill.

Seven elected trustees govern the District. A student trustee with an advisory vote sits on the Governing Board and is elected by the students in the spring of each year. Regular Governing Board meetings are held at 5:30 p.m., the second Tuesday of each month with the second meeting scheduled on the fourth Tuesday as needed. The Superintendent/President is the chief executive officer of the District and secretary to the Governing Board.

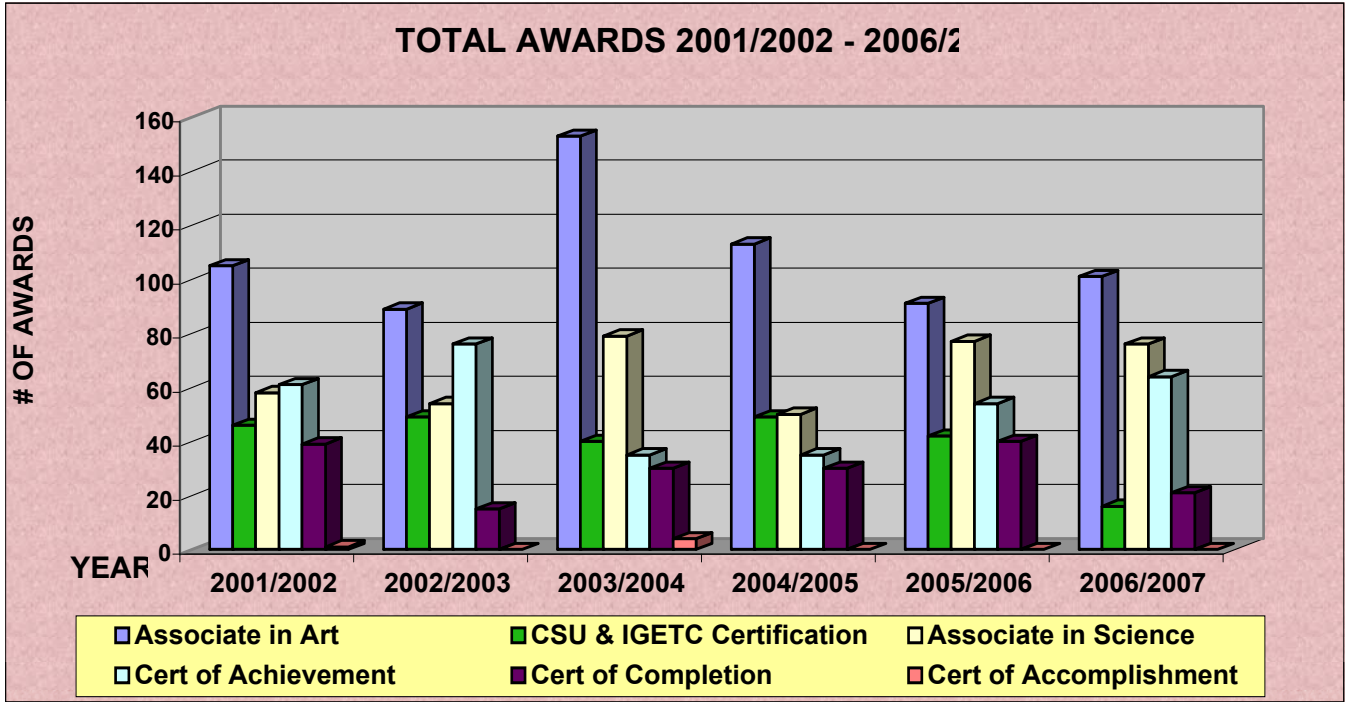
The District serves the Honey Lake Valley communities of Susanville, Janesville, and Herlong, and outreach areas including Alturas, Big Valley, and Westwood. Although Lassen Community College serves one of the larger geographic areas of the state, the population is relatively small. Credit Full-time Equivalent Students (FTES) over a five-year period between 2002 and 2007 have been as high as 2,180 in 2002-2003 and as low as 1,430 in 2006-2007. Enrollments have been consistently declining since 2003.

YEAR	RESIDENT CREDIT FTES	NON-CREDIT FTES	RESIDENT TOTAL FTES	NON-RESIDENT CREDIT FTES	TOTAL RESIDENT & NON-RESIDENT FTES
2006-2007	1430	38	1468	70.47	1538
2005-2006	1514	49	1563	72.28	1635
2004-2005	1767	79	1846	140.17	1986
2003-2004	1895	84	1979	99.34	2078
2002-2003	2180	396	2576	81.70	2658
2001-2002	2106	505	2611	76.85	2688



The college offers academic associate degrees in: Liberal Arts, Physical Education and University Studies (Art, Biological Science, Business, Mathematics/Physical Science, IGETC and CSU). The associate degrees offered in vocational specializations are Accounting, Administration of Justice, Agriculture Science and Technology, Automotive Technology, Childhood Development, Correctional Science, Drug and Alcohol Paraprofessional, Fire Technology, Firearms Repair, General Gunsmithing, Journalism, Human Services, Office Administrative Assistant, Vocational Nursing, and Welding Technology. In 2006-2007, 177 associate degrees and 64 certificates of achievement were awarded.

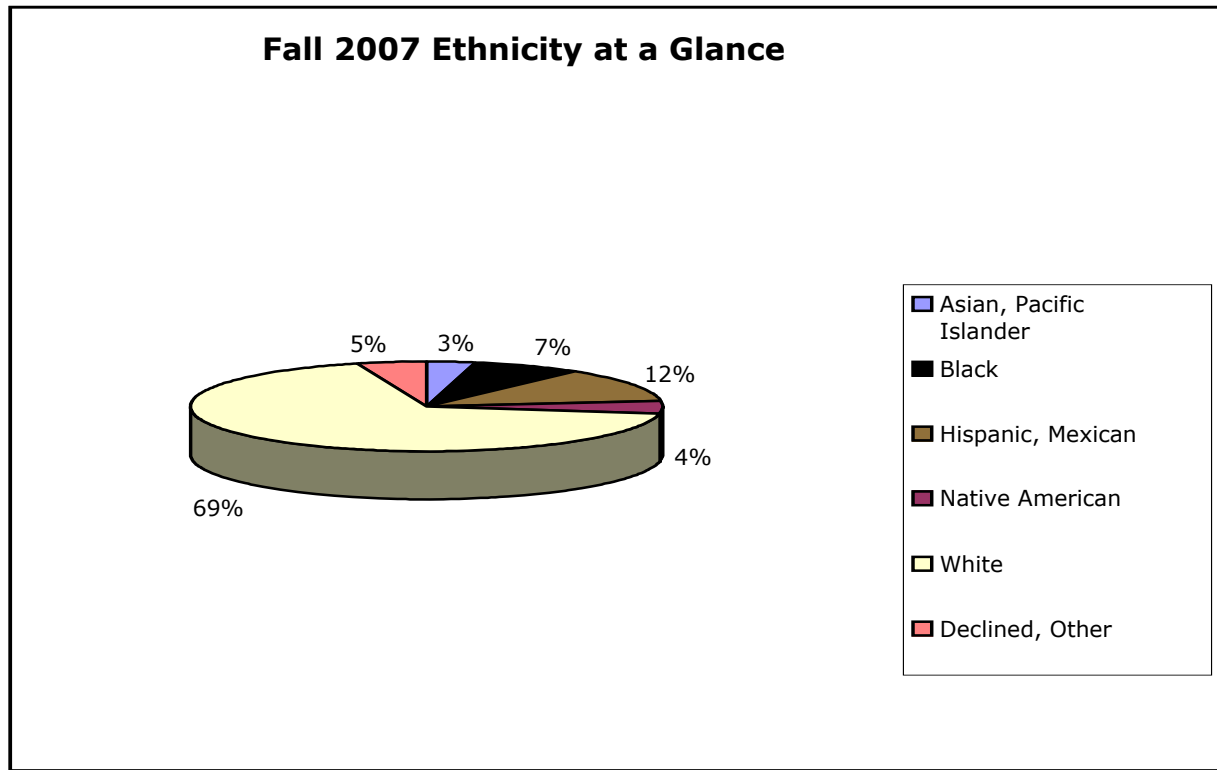
Award Type		2001/02	2002/03	2003/04	2004/05	2005/06	2006/07
	Award Count						
Associate in Art		105	89	153	113	91	101
CSU & IGETC Certification		46	49	40	49	42	16
Associate in Science		58	54	79	50	77	76
Cert of Achievement		61	76	35	35	54	64
Cert of Completion		39	15	30	30	40	21
Cert of Accomplishment		1	0	4	0	0	0
Total Award Count		310	283	341	277	304	278



Lassen Community College enrolled 655 full-time students and 1,252 part-time students in the fall 2007 semester. Forty-eight percent were female. Over the last five years the proportion of male student has been decreasing resulting in the number of male and female students nearing equality.

YEAR	Male	Female	Not Stated	Total
2006-2007	1684	1528	122	3334
2005-2006	1833	1912	62	3807
2004-2005	2826	2545	51	5422
2003-2004	3441	2719	71	6231
2002-2003	4882	3496	106	8484
2001-2002	5125	3627	128	8880

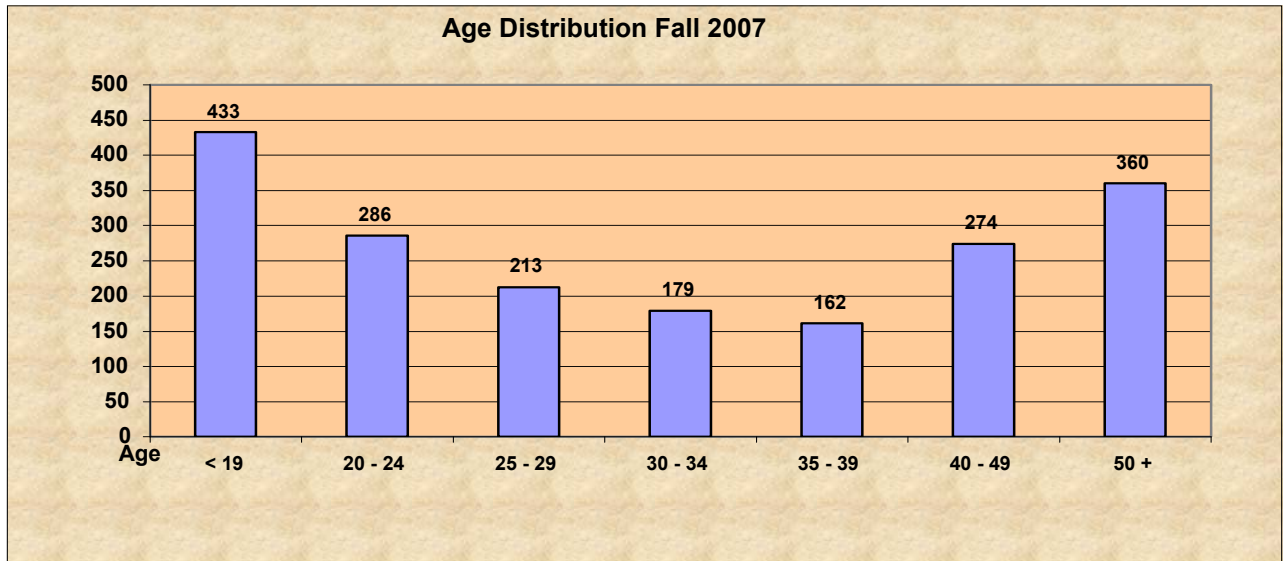
The ethnic groups represented in the student population were Asian/Pacific Islander 3.3 percent, Native American 4.3 percent, African American 7.4 percent, Hispanic/Latino 12 percent, White 69 percent.



The college has shown a gradual increase in African-American and Hispanic students with a correspondent decrease in white non-Hispanic students over the last five years.

Ethnicity	2001-		2002-		2003-		2004-		2005-		2006-	
	2002	%	2003	%	2004	%	2005	%	2006	%	2007	%
African-American	199	2%	139	2%	95	2%	120	2%	140	4%	181	5%
American Indian/Alaskan Native	311	4%	272	3%	213	3%	226	4%	155	4%	127	4%
Asian	111	1%	84	1%	61	1%	65	1%	39	1%	43	1%
Filipino	40	0%	32	0%	16	0%	26	0%	15	0%	16	0%
Hispanic	625	7%	586	7%	461	7%	451	8%	319	8%	331	10%
Other Non-White	128	1%	88	1%	42	1%	43	1%	32	1%	25	1%
Pacific Islander	86	1%	88	1%	70	1%	56	1%	55	1%	42	1%
Unknown/Non-Respondent	171	2%	93	1%	137	2%	199	4%	122	3%	174	5%
White Non-Hispanic	7209	81%	7102	84%	5136	82%	4236	78%	2930	77%	2395	72%
Total	8880		8484		6231		5422		3807		3334	

The age distribution showed 23 percent 19 years of age or under, 15 percent 20 to 24 years, 11 percent 25 to 29 years, 9 percent 30 to 34 years, 8.5 percent 35 to 39, 14 percent 40 to 49 years, and 19 percent 50 years of age and over.



Significant Developments Since the Last Comprehensive Site Visit:

Since the last comprehensive site visit in 2002, Lassen Community College has undergone many significant changes. These changes can be summarized in eight key areas: organization, personnel, student services, instructional services, institutional research, Chancellor's Office minimum conditions report, accreditation and financial resources.

Organization

Since the last comprehensive study site visit the college has made significant strides in important organizational areas. The college has refined its' mission, established a general education philosophy statement, and reorganized the administrative structure. Additionally the college has developed an integrated planning structure including; a *Strategic Master Plan, Educational Master Plan, Facilities Master Plan, Enrollment Management/Student Services Plan* and *Institutional Technology Plan* linked to the budget development process. Also important was the development of a *Shared Governance & Collegial Consultation Process Handbook*, which established a formal structure for shared decision-making at the college.

Personnel

The college has experienced one or more changes in each senior leadership position since the last comprehensive study site visit. In spring 2002 the institution employed six administrators (five educational and one classified) none of who currently retain their positions. The previous Superintendent/President remained at the college from July 2002-July 2007. The interim Superintendent/President hired August 14, 2007 will remain until the college finds a permanent replacement, which is expected by July 1, 2008. At the November 13, 2007 meeting, the Governing Board authorized submitting a request to the Chancellor's Office asking that the Board of Governors waive Title 5 regulations related to the recruitment requirements for the chief executive officer. The waiver would allow the district to hire the current interim President without the expense and interruption of the search process. The instructional office saw seven deans and/or associate deans including one interim dean from 2002-2007. The current Dean of Instructional Services was hired July 10, 2007. The hiring of an Associate Dean of Instructional Services was delayed for one year in order to retain one faculty position. The Associate Dean of Instructional Services position is scheduled to be filled for the 2008-2009 academic year. There have been two administrative services deans and three student services deans or associate deans during the same five year period. The previous Dean of Administrative Services hired on July 11, 2006 was replaced by an interim Dean of Administrative Services on August 28, 2007. The current Associate Dean of Student Services was hired October 24, 2006. One instructional dean position was eliminated in 2005-2006 and two part-time educational administrator positions not present in 2002 were developed and filled in that same year. During the same time period, the number of employees considered to be members of the management and confidential groups rose from eighteen to twenty-two. The college has experienced declines in numbers of classified employees and faculty consistent with declining enrollments and revenues. In 2002, the college employed seventy-two individuals as part of the classified unit. Sixteen classified positions were eliminated in spring 2003 to address an anticipated statewide revenue shortfall. The number of individuals within the classified unit employed fall 2007 was fifty-four.

In fall 2002, the college employed forty-eight full-time faculty members (thirty-eight instructional faculty and ten non-instructional faculty), the number dropped to thirty-four full-time

faculty, three faculty with partial loads (thirty-three instructional faculty and four non-instructional faculty) in fall 2007.

Student Services

At the time of the last self-study, the Student Services area had seven full-time employees working in counseling. There were three individuals being funded through categorical funds (DSPS and EOPS). There were also four individuals funded through districts funds, one general counselor assigned to careers counseling, one assigned to transfer center and articulation, one general counselor including Veterans Affairs and one general counselor unspecified. Effective fall 2007, there will be four individuals in counseling, one DSPS counselor, one EOPS counselor, one general counselor and one counselor split 50% EOPS and 50% matriculation.

The current Associate Dean of Student Services was hired in October 2006. Student Services departments, which previously were located at a variety of sites on campus were combined into a single “One Stop Student Services Center” effective September 2007. The OSSC will allow all students to access services varying from assessment, orientation, counseling, financial aid, registration to bill payment all within a single building.

Coordinated institutional recruitment/marketing activities, previously under the supervision of the office of instruction, were essentially eliminated in the spring 2003 layoffs. Limited specific area recruitment in physical education and vocational programs continued. Basic institutional recruitment/marketing activities are being brought back fall 2007 under the supervision of the Associate Dean of Student Services.

Instructional Services

The hiring of an instructional dean in fall 2005 and an associate instructional dean in spring 2006, with the support of three clerical personnel, provided a fully staffed instructional office for the first time in years. The addition of faculty department chairs in 2005-2006 provided an opportunity for significant progress over the next two years in the instructional area. A three-year comprehensive scheduling plan including both day and night class offerings was developed. Two-year advising plans for all degrees and certificates were developed and are currently being used in Counseling. The development of student learning outcomes at the institutional, program and course levels was identified as a high priority and moved forward on an expedited timeline. The complete restructuring and updating of the college catalog occurred. Concurrent with the college restructuring action to inactivate and revise degrees and certificates consistent with instructional program review recommendations. In addition, the development of a new Native American Studies program, new Fire Technology program and new Graphic Design Certificate of Completion moved forward. The Chancellor’s Office approved the Graphic Designed Certificate of Completion on August 17, 2007 and the new Fire Technology program offering an associate in science and certificate of achievement on October 17, 2007. The instructional office provided leadership in the development of the revised *Educational Master Plan*, *Faculty and Staff Development Plan* and *Student Equity Plan*. Due to the decision not to renew the contracts of both instructional deans the position vacancies were advertised spring 2007. The current Dean of Instructional Services was hired July 10, 2007. The hiring of the Associate Dean of Instructional Services has been delayed until 2008-2009.

Institutional Research

The college with the assistance of the Chancellor's Office and Fiscal Crisis and Management Assistance Team (FCMAT) is currently exploring funding for expanded institutional research capability. In the interim, the college is moving forward in the identification and compilation of institutional data necessary to initiate effective institutional research. The college is developing an *Annual Fact Book* to include relevant reliable institutional data from a variety of sources.

The five-year Strengthening Institutions (Title III) Grant received in 2003 will end in fall 2008. The funds from this grant have provided the college the opportunity to update the information management system utilizing Datatel (Colleague) software. This updated integrated software package is providing improved access to data necessary to make meaningful informed decisions. With all the major applications within Datatel Colleague operational as of fall 2007, the institution has turned its attention to the systematic extraction of data in support of institutional research (i.e., broadening the reporting scope to include an analytic focus in addition to the operational). Fall 2007, the college began the development of an *Annual Fact Book*, a standard suite of reports to be produced annually as the baseline for institutional decision-making. Report scope was outlined, and selected reports prototyped. A Data Research Group including a mix of data consumers/decision-makers and technical personnel was assembled to address the production of these baseline data. A number of data sources and methods are either currently being used or are available for future development.

At the May 8, 2007 meeting, the Governing Board approved the proposal to provide an Environmental Scan Study for Lassen Community College contingent on being awarded a Response for Application (RFA) Rural Opportunity Student Grant. Subsequently, the college was awarded the grant. The Environmental Scan Study will provide information about the internal and external forces, which will impact Lassen Community College over the next three to five years.

Chancellor's Office Minimum Conditions Review

Concerns expressed by individuals to the Chancellor's Office in summer 2004 initiated a series of investigations into a variety of minimum conditions violations. The Chancellor's Office concerns centered around attendance accounting, human resources issues concerning certification of faculty meeting minimum qualification and legality of the existing hiring process, curriculum issues including course repetitions, enrollment overlaps, course stacking, course advertising, enrollment restrictions, contracts for instruction outside of the district and lack of separation between foundation and district funds.

The college spent the last three years addressing minimum conditions concerns. The minimum qualifications certification for all full-time faculty was reviewed December 2004, and minimum qualifications certification for all part-time faculty was reviewed 2005-2006. A faculty database was established in the office of instruction to ensure that no faculty member was assigned to instruct in a class for which their minimum qualifications had not been reviewed. The format for reporting equivalency to the Governing Board was modified. The hiring policy was rewritten, approved by the Governing Board on February 23, 2007, and a schedule for advertising positions was developed. Several training workshops were conducted to train faculty on attendance accounting requirements. Procedures for special admit students were revised. The Curriculum/Academic Standards Committee reviewed every credit and non-credit course for repeatability, established new criteria for stacking

laboratory sections of courses and reviewed all stacked courses. Board policy and audit changes were initiated to clarify the financial arrangement between the district and foundation.

Ultimately the series of reports and decertification of FTES led to development and approval of a Resolution Agreement between the Lassen Community College District Governing Board and the Chancellor of the California Community Colleges in March 2006. The resolution agreement includes a repayment plan whereby future apportionments will be reduced over the next twelve years to adjust for previous overpayment of apportionment. The repayment of approximately 1.7 million dollars will impact the financial planning of the college for the next decade. A revised Resolution Agreement between Lassen Community College District Governing Board and the Chancellor of the California Community Colleges was approved in August 2007. The revised resolution agreement clarified the role of the appointed Special Trustee and the adjustments to the repayment schedule.

Accreditation

The Accreditation history of the college was uneven before the comprehensive study site visit in 2002 and has continued its course up to the time of this self-study. The college was placed on probation status in June of 1996. The faculty, staff and administration mounted a Herculean effort to address the four recommendations presented by the Accrediting Commission in their letter of June 24, 1996. Work groups with broad constituent representation were developed to address each of the recommendations. As a consequence of the significant progress made in a relatively short time, the Accrediting Commission removed the probationary status and placed the college on warning status in June 1997. The college continued to make marked progress on each of the recommendations, and the warning status was lifted with reaffirmation of accreditation in June 1999. Between June 1999 and the comprehensive study site visit of spring 2002, the college replaced the chief executive officer and all senior administrators. Following the comprehensive study site visit in 2002, the Accrediting Commission reaffirmed the accreditation of Lassen Community College in June 2002, and identified three recommendations that the college needed to address and requested that the college complete a progress report in March 2004. The Commission accepted the progress report in June 2004 and a focused midterm report in June 2005 and requested a progress report be submitted by March 2006, documenting progress on two of the original three recommendations identified in 2002. The Commission took action June 2006, subsequently placing the college on warning status and required a Special Visit, which occurred July 2006. The Commission letter identified a concern “that the institution appears to be pursuing a course of action that will place it in non-compliance with Eligibility Requirements”. Subsequently in August 2006, the Commission forwarded twenty-one specific recommendations provided by the special visiting team and requested a progress report by November 15, 2006. In January 2007, the Commission took action to accept the progress report, placed the college on probation status and requested a progress report by March 15, 2007 addressing seventeen remaining recommendations. A special visit occurred on May 3, 2007. In June 2007, the Commission accepted the progress report, special visit report and took action to continue the college on probation status and requested a progress report by October 15, 2007 addressing the remaining ten of the original twenty-one recommendations. The progress report submittal was followed by an evaluation team visit on October 29, 2007. The Accrediting Commission will take action in January 2008.

Financial Resources

The college invited a management review by California's Fiscal Crisis and Management Assistance Team (FCMAT) in 2005-2006. The report was published in January 2006.

Declining enrollments and correspondent declining revenues since 2003, along with the repayment plan for overpaid apportionment with the Chancellor's Office, has resulted in significant financial challenges for the institution. The District's revenue in 2002-2003 was approximately 15.8 million dollars while the projected revenue for 2006-2007 was 12.1 million dollars.

The Lassen Community College Foundation initially formed in 1977, has historically had little fiscal impact on the college. The foundation has expanded dramatically in the last five years. Annual foundation fund raising has significantly increased since 2002. The money available for scholarships rose from \$22,000 in 2002-2003 to \$135,000 in 2006-2007.

The college received a five-year Strengthening Institutions Program (Title III Grant for \$1,821,268.00 commencing in October 2003 and ending October 2008 designed to integrate critical services for institutional management and student success. The college has utilized the grant to update the information management system through the purchase of new hardware and Datatel (Colleague) integrated software. Funding has also been used for training and the hiring of additional information technology staff.

Progress on Self-Identified Action Plans from 2002 Self-Study:

Accomplishments:

- The college has twice redesigned the college mission statement, which is now an integral part of each institutional planning document.
- The college has evaluated and adopted revised versions of the *Instructional Program Review Policy and Procedures Handbook*, *Non-Instructional Program Review Policy and Procedures Handbook*, *Curriculum/Academic Standards Committee Handbook*, *Minimum Qualifications/Equivalency Handbook*, and *Applicant Screening & Selection Procedures*.
- The college has evaluated and revised the shared governance structure, which is clearly articulated in the *Shared Governance and Collegial Consultation Process Handbook*.
- The college has evaluated and revised the budget development and resource allocation process, which is clearly articulated in the *Institutional Planning and Budget Development Process Handbook*.
- The college has restructured the institutional planning process forming a Strategic Planning Committee, which develops the mission, value and vision statements along with the strategic goals for the college and a group of institutional planning committees (Academic Planning, Enrollment Management/Student Services Planning, Facilities Planning, Human Resource Planning and Institutional Technology) each developing a institutional master plan containing specific area goals and objectives.
- The college developed a philosophy of general education statement, which became a board policy and appears in the college catalog.
- Communication has significantly improved with the increased use of email. The Dean of Instructional Services distributes a weekly informational newsletter, the *Lassen Lowdown* and the President distributes a monthly update entitled *Updates & Musings*, both via email.
- The Accreditation Steering Committee continues to monitor and guide the institutional progress as it relates to accreditation standards.
- The Instructional Office has developed two-year student advising plans for each of the degrees and certificates offered by the college in order to facilitate educational planning.
- The Instructional Office revised the college catalog, improving the communication of degree and certificate requirements.
- The Instructional Office developed a three-year scheduling plan to improve the scheduling of courses providing the opportunity to complete degrees and certificate in two years through on-campus traditional instruction day and night and through a variety of distance education modalities.
- The initial *Annual Fact Book*, developed fall 2007, will be distributed in January 2008.
- The proposal to combine the Library, Learning Center and Media Center into a single Learning Resource Center is in the *Facilities Master Plan* and the necessary financial resources are being sought.
- The reclassification study was completed, although not all of the recommendations were implemented.

-
- Increased numbers of dedicated and professional faculty and staff have expanded their collegial participation in the shared governance structure in addition to their more typical job duties.
 - Buildings on campus were upgraded with new fire systems, emergency exit plans and other safety information.
 - A Director of Information Technology was hired and along with the Institutional Technology Committee is currently drafting the *Institutional Technology Plan*.

On-going Challenges:

- Availability of reliable quantitative institutional data, in order to provide for a culture of evidence in reaching important institutional planning decisions, continues to be a primary concern.
- Turn over in senior administrative positions continues to occur.
- Articulation of long-term planning objectives within the institutional planning documents continues to be a challenge.
- The adopted institutional planning and budget development processes are being utilized to identify essential tasks and allocate resources for staffing.

Progress in Assessing Student Learning Outcomes

Lassen Community College began its' student learning outcome (SLO) development and assessment work with attendance by faculty and administration at the California Assessment Institute in fall 2002. Small groups of faculty have attended a variety of assessment workshops from fall 2002 through fall 2007. Off-campus consultants and campus faculty have provided on-campus training.

In fall 2006, the department chairs and Curriculum/Academic Standards Committee took a leadership role in the development of institutional student learning outcomes. The department chairs and instructional administrators began functioning as the Student Learning Coordinating Committee. The Student Learning Coordinating Committee developed the Student Learning Outcome Development and Assessment Plan. The primary emphasis in 2006-2007 was the development of student learning outcomes at the various levels with initial assessment of course student learning outcome occurring fall 2007. The first assessment of a course student learning outcomes actually occurred in work experience during spring 2007. College employees understand that demonstrating student learning will become increasingly important as the college responds to ever more demanding accountability requirements.

Institutional Student Learning Outcomes

The Curriculum/Academic Standards Committee with broad-based feedback from the faculty through the department structure developed nine academic student learning outcomes early fall 2006. The Governing Board approved the institutional student learning outcomes on November 28, 2006.

Instructional Services

Faculty members worked together during the initial step of identifying student learning outcomes (SLOs) for their courses. This was especially true for colleagues in the same department, who held special meetings, both formal and informal, to discuss and agree upon key SLOs for their disciplines. The majority of faculty met either in groups or individually with the Student Learning Outcome Coordinator to discuss the development of SLOs. Late in fall 2006, the Curriculum/Academic Standards Committee formed a Student Learning Outcome Review Committee to assist in the development and approval process for SLOs. The Student Learning Outcome Coordinating Committee developed a Student Learning Outcome Assessment Plan Instrument to initiate dialogue and assist faculty in developing initial assessment plans. Early in fall 2007, all faculty were charged with the responsibility of developing an assessment plan for one student learning outcome in one course. The initial assessment efforts are to be evaluated early in spring 2008.

The Student Learning Outcome Coordinating Committee recommended that the initial assessment efforts be focused at the course. The absence of a centralized coordinated institutional research effort has placed the responsibility for initial assessment of student learning outcome in the hands of the faculty.

Concurrent with the development of course student learning outcomes, the majority of faculty also developed program student learning outcomes for each of the degrees and certificates within their program. The initiation of assessment of program student learning outcomes will follow the initial assessment of course student learning outcomes.

Recognizing the importance of measuring student learning, the Academic Senate revised the Instructional Program Review process in spring 2007 to include documentation of the development and assessment of student learning outcomes.

Student Services

Although the instructional services area has made greater progress to date in student learning development and assessment, the initial student learning outcomes in student services were developed spring 2007. As a result of several Student Services meetings the Student Services area adopted three student learning outcomes in April 2007. At approximately the same time the library also adopted three student learning outcomes. Discussions on initial assessment plans are occurring fall 2007.

Off-campus and Distance Learning

Lassen Community College offers an array of off-campus and distance learning options to meet the varied needs of students. The college uses a variety of methods to assure student of the high quality of instruction and services, irrespective of location or mode of delivery. Classes are offered at several off-campus locations: Alturas, Big Valley, Herlong, Reno and Westwood. Additionally, the college offers distance courses through online and correspondence delivery.

These programs have the following characteristics:

- Faculty teaching all distance courses meet the same standards as faculty teaching on the Lassen campus;
- All faculty are evaluated at all sites using the same faculty evaluation instrument;
- All off-campus sites have high speed connectivity (T-1 lines)
- College staff visiting off-campus sites including the correctional facilities, where the majority of correspondence instruction occurs, delivers financial aid, counseling, and other services. Online service is provided by telephone, web and email.

Assuring the quality of instruction, irrespective of location or mode of delivery, has been an area of focus for several years. The Academic Senate and the Curriculum/Academic Standards Committee have engaged in numerous discussions. An adhoc subcommittee of the Curriculum/Academic Standards Committee was formed in 2006-2007 specifically to address issues related to correspondence delivery. The committee engaged in dialogue with faculty and staff involved in the logistics of correspondence delivery. A *Correspondence Instruction Handbook* was developed as a result of the committees work. The Dean of Instructional Services has initiated a quality review of correspondence packets fall 2007.

The correspondence program has grown significantly since its inception with five pilot courses in spring 2005. With the rapid expansion of the program three substantive change requests were submitted to the Accrediting Commission in spring 2007 for associate degrees in Liberal Arts, Administration of Justice and Correctional Science. The substantive change request for the Liberal Arts degree was approved June 2007 and action on the other two degrees was deferred. The Administration of Justice and Correctional Science degrees primarily serve the needs of the local correctional officer population who find it very difficult to attend traditional classes. The availability of the Liberal Arts degree has allowed inmates to further their education, while incarcerated.

External Independent Audit Information:

Lassen Community College undergoes an annual financial audit performed by an external, independent Certified Public Accountant (CPA) or CPA firm. The audit is conducted in accordance with generally accepted accounting principles, which require 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 District's financial statements and accounting practices, evaluations on the adequacy of the systems and provisions affecting compliance with applicable federal and California laws and regulations, evaluations on the adequacy of the internal control structure, and recommendations on appropriate actions to correct any noted areas where internal control compliance, with applicable federal and state regulations, could be improved. The audit is made public and available to all District stakeholders' for review and comment. Internal controls and external audits ensure integrity in the use of federal grant monies.

Abstract of the Report

Institutional Commitment

Lassen Community College's mission statement makes clear that the institution is committed to providing high quality education and supporting student success.

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 as part of the established instructional program review process.

Further institutional commitment to student learning is apparent with the creation of an institutional Student Learning Outcome Coordinating Committee, which oversees the ongoing learning assessment effort.

Evaluation, Planning and Improvement

Lassen Community College is in the process of implementing a revised integrated planning structure. The strategic goals found in the collegially developed and Governing Board approved *Strategic Master Plan* guide institutional planning and resource allocation. The college evaluated and revitalized the budget development processes ensuring a more complete integration into the new governance structure and major planning components.

Student Learning Outcomes

Over the 2006-2007 academic year, the college invested enormous effort into the development of student learning outcomes for courses, degrees, certificates and the institution as a whole. The Curriculum/Academic Standards Committee and its Student Learning Outcome Review Subcommittee were especially productive with evaluating and approving student learning outcomes at various levels. The 2007-2008 college catalog was updated with institutional, degree and certificate student learning outcomes carefully formulated through faculty reflection and dialogue. The Work Experience faculty initiated the first effort at assessment of student learning outcomes during the instructional program review process in spring 2007. The Office of Instruction and Student Learning Outcome Coordinating Committee initiated a campus-wide course student learning outcome pilot assessment project in fall 2007. All instructional faculty developed and submitted to the Office of Instruction assessment plans for at least one student learning outcome in at least one course at the beginning of the semester. Completion of the assessment process is to occur prior to the beginning of the spring 2008 semester.

Student Services and the Library developed initial student learning outcomes as a result of thoughtful discussion during spring 2007.

Organization

The college has developed and is continuing to refine its' *Shared Governance & Collegial Consultation Process Handbook*. 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 Lassen Community College include the Associated Student Body (ASB), Administration, Management/Confidential employees, Faculty through the Academic Senate and Lassen Community College Faculty Association (LCFA), and the classified staff through the California School Employees Association (CSEA). The Consultation Council 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*, were realigned and reduced in number during fall 2007.

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.

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 all 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 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 are represented.

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

Statement of Self-Study Preparation

The Accreditation Response Steering Committee was formed in fall of 1996 to address the four recommendations from the Accrediting Commission when Lassen Community College was initially placed on probation. The committee is comprised of two (2) board members, three (3) administrators, three (3) manager/confidential employees, three (3) faculty, three (3) classified staff, and three (3) students.

When Lassen Community College was removed from warning status in June 1999, the Accreditation Response Steering Committee remained as a standing committee and was renamed the Accreditation Steering Committee. The committee subsequently became a standing committee responsible for monitoring and modifying the campus' plans for addressing accreditation issues in addition to the collegial development of responses to the Accrediting Commission.

During the spring 2006 semester, the Accreditation Liaison Officer, who served as the Accreditation Steering Committee Chair, conducted presentations explaining the self-study and reaffirmation of accreditation process to all LCC constituency groups on campus. In addition, Dr. Deborah Blue from the Accrediting Commission for Community and Junior Colleges conducted a six-hour training session for the college administration, the Self Study Subcommittee Chairs, members of the Academic Senate and members of the Accreditation Steering Committee. Also during the spring 2006 semester, the Accreditation Steering Committee adopted a two-year calendar to produce the 2008 Self-Study. This timeline steered the campus on a semester-by-semester course of action to successfully complete the self-study process.

The steering committee determined that each of the four standards subcommittees should be staffed with two co-chairs and membership, which included all constituent groups. The initial roster included a total of eighty-eight participants divided among the four standards, including six board members, three administrators, thirty-eight faculty, twelve management/confidential, and forty-six classified. Subsequently as individuals were hired or resigned, adjustments to the standards committees were made. The co-chairs assumed responsibility for guiding the entire standard team(s) in the study, research, and writing of the standard. From spring 2006 through spring 2007, these committees met regularly to study, research, and develop the written narrative for their assigned standard.

As one part of the process to develop the self-study, a staff and faculty survey was distributed at the Fall 2006 Convocation. Twenty-eight full-time faculty, nine part-time faculty, forty-one full-time staff, seven part-time staff and four administrators returned the surveys. Results of the survey were revealed to all standard sub-committees during the spring 2007. The same staff and faculty survey was redistributed in September 2007. Nineteen full-time faculty, five part-time faculty, twenty-two full-time staff, two part-time staff and five administrators returned the second round of surveys. The results of both surveys were distributed to the entire campus October 2007. In fall 2006 and 2007 an accreditation student survey was also distributed and tabulated, providing additional information for the self-study preparation.

During the summer 2007, an interim Accreditation Chair was designated to compile the initial drafts from the various standards committees into one complete document. In August 2007, the initial draft of the self-study was distributed to the entire campus. Early in fall 2007 each of the standard committees met to review and update the drafts of their sections.

The Accreditation Steering Committee meet weekly during fall 2007 to review the introduction section of the self-study in addition to the drafts of the four standards. Throughout fall 2007, updated drafts of the self-study were distributed to the entire campus community via email. The review draft of the self-study was distributed to all constituent groups for their review November 2007. The Governing Board reviewed the draft self-study on November 13, 2007. The Accreditation Steering Committee met during the month of November to accept and incorporate suggestions from the constituent groups. The final self-study document was adopted by the Accreditation Steering Committee on November 29, 2007 and the Governing Board on December 11, 2007.

Spring 2006 – Spring 2008
Self-study Development, Review and Approval Calendar

February 2006	ACCJC/WASC Self-study Workshop conducted by Dr. Deborah G. Blue, Vice-President of ACCJC
March 2006	Establish timeline and organize work groups
April 2006	Early Concerns/Early Survey Ideas
May 2006	Final List of Information to collect in fall/ submit final survey questions
September 2006- May 2007	Research/Draft/Discuss/Collect Evidence/ Survey conducted and compiled
May 2007	Drafts to Accreditation Chair
June 2007	Interim Accreditation Chair compiles drafts into single document
August 2007	Edit 1 st draft
August 23, 2007	Steering Committee Meeting to receive 1 st full draft
September 2007	Standards groups meet to review and update draft
October 4, 2007	Standards group feedback presented to Steering Committee
October 4/11, 2007	Steering Committee review of introduction fall 2007 Survey Results
October 18/25, 2007	Steering Committee review of standards
October 2007	Edit Final draft
November 1, 2007	Draft distributed to constituent groups
November 1-13, 2007	Constituent groups meet to give feedback to Steering Committee representative
November 13, 2007	1 st reading by Governing Board
November 15, 2007	Steering Committee Meeting – consideration of feedback from constituent groups
November 29, 2007	Steering Committee Meeting - adoption final document
December 11, 2007	2 nd reading and approval by Governing Board

December 2007	Final document to Printer
January 7, 2008	Final document online and hard/electronic copies to ACCJC
January 2007	Accreditation Steering Committee prepares update to self-study
February 2008	Campus prepares for Team Visit
March 10-13, 2008	Team Visit
June 2008	Action by the Accrediting Commission

Accreditation Steering Committee Membership

2005-2006 Academic Year

Carie Camacho – Accreditation
Steering Committee Chair

Shelley Baxter – m
Reina Branum - c
Bob Brower – f
Cathy Klaker – m
Dr. Homer Cissell– a
Roni Cheek - s
Rocky Deal –b
Lisa Gardiner - f
Dr. Karen Grosz– a
Tom Holybee –b
Phil Horner - c
Kathy Rhymes - f
Stepheny Stuart – c

2006-2007 Academic Year

Carie Camacho – Accreditation
Steering Committee Chair

Shelley Baxter –m
Reina Branum - c
Bob Brower – f
Dr. Homer Cissell– a
LuAnne Cobb – s
Rocky Deal –b
Ron Evans- m
Lisa Gardiner - f
Dr. Karen Grosz– a
Tom Holybee – b
Phil Horner - c
Carrie Nyman – f
Larry Perryman- a
Stepheny Stuart – c
Richard Swanson - f
Cary Templeton – a

2007-2008 Academic Year

Susan G. Mouck – Accreditation Steering Committee Chair

Shelley Baxter – m
Reina Branum - c
Bob Brower – f
Carie Camacho – f
Rocky Deal – b
Katherine Granfield - m
Tom Holybee –b
Phil Horner - c
Dr. Douglas Houston – a
Carrie Nyman - f
Abel Ramoz – s
Stepheny Stuart - c
Dr. Stephen Sylvester – a
Garrett Taylor - a
Cary Templeton – a
Christian Younger - s

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

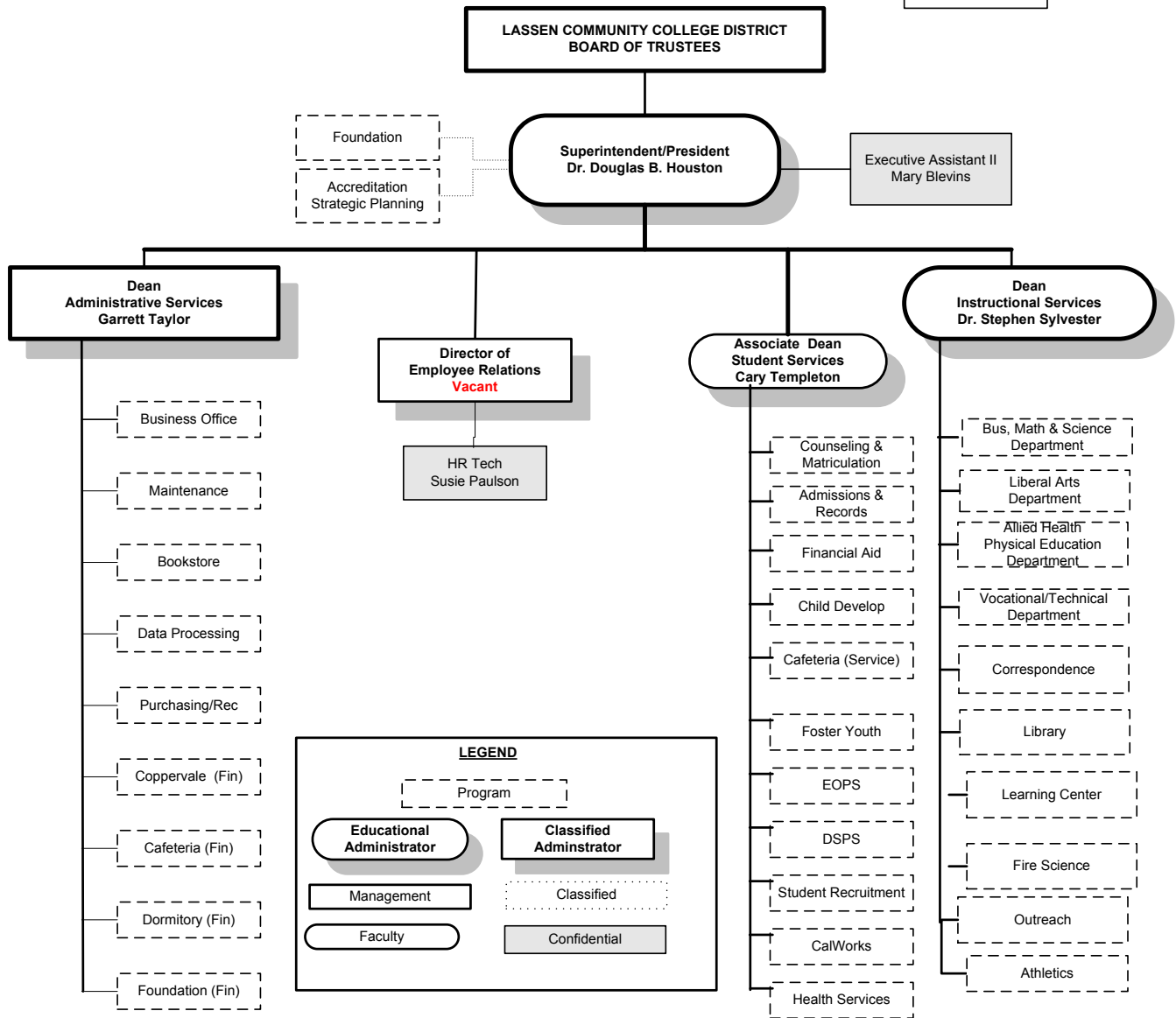
Composition of Self-Study Standard Preparation Groups – Fall 2007

Standard I	Standard II	Standard III	Standard IV
Reina Branum (c)	Cheryl Aschenbach (f)	Shelley Baxter (m/c)	Cindy Howe (f)
Richard Swanson (f)	Kathy Rhymes (f)		
Chris Alberico (m/c)	Steven Avila (m/c)	Brenda Bartholf (c)	Dan Anderson (f)
Colleen Baker (f)	Lori Barry (c)	Terry Bartley (m/c)	Mike Bartley (c)
Gale Baraby (c)	Karlee Beaver (c)	Carie Camacho (f)	Jennifer Bird (c)
Mary Blevins (m/c)	Sandy Beckwith (f)	Chris Click (b)	Denise Bosse (c)
Rex Branum (f)	Nancy Beterbide (f)	Jon Cross (c)	Bjorn Buer (c)
Robert Brower (f)	Tina Bishop (f)	Wendy Donohue (c)	Charli Chambers (f)
Rocky Deal (b)	Doc Blevins (b)	Karen Dolan (m/c)	Bernadette Chavez (f)
Yvonne Deering (m/c)	Ross Brosius (f)	Jay Dow (b)	Patrick Clancy (c)
Noelle Eckley (f)	Rosanna Brown (f)	Ron Evans (m/c)	Marshel Couso (m/c)
Kelton Freitas (m/c)	Mary Hasselwander (c)	Andrew Faircloth (f)	Betsy Elam (f)
Brenda Hoffman (c)	Phil Horner (c)	Carter Freeman (c)	Lisa Gardiner (f)
Tom Holybee (b)	Linda Kennedy (f)	Cecelia Frohrib (c)	Michael Giampaoli (f)
Diann Jackson (c)	Matt Levine (m/c)	Katherine Granfield (m/c)	Nancy Lounsbury (c)
Sandra Jonas (c)	KC Mesloh (c)	Janet Hartzell (c)	Robert Hill (b)
Rocky Kotaro (c)	Ed Mincher (f)	Ken Honea (c)	Douglas Houston (a)
Chris LaMarr (a)	Chris Mitchell (c)	John Jones (m/c)	Sue Kelley (c)
Jeff Lang (c)	Sue Mouck (f)	Ethan Keiley (c)	Tina McAndrew (c)
John Martin (f)	John Mulcahy (f)	Liona Maas (f)	Carol Montgomery (c)
Carla May (c)	Motare Ngiratmab (c)	Judy Mason (c)	Sue Murchisen (c)
Mary Murphy (m/c)	Jackson Ng (f)	Espie Plasencia (c)	Laurel Norman (c)
Brent Mumma (c)	Caryn Nobles (c)	Toni Poulsen (f)	Shelley Reinsel (c)
Mark Nareau (f)	Carrie Nyman (f)	Gail Pritchard (c)	Ray Richardson (c)
Robin Padgett (m/c)	Susie Paulson (m/c)	Vickie Ramsey (m/c)	Tena Rulofson (m/c)
Dale Roberts (c)	Bruce Sager (c)	Eric Rulofson (m/c)	Janna Sandal (c)
Robert Schofield (f)	Denise Stevenson (m/c)	Jacqueline Sims (c)	Ross Stevenson (f)
John Williams (c)	Stephen Sylvester (a)	Stephany Stewart (c)	Joshua Thompson (m/c)
Maria Valko (c)	Cary Templeton (a)	Elwise Tangelbad (c)	Sophia Wages (b)
Kam Vento (f)	Elaine Theobald (c)	Garrett Taylor (a)	Tami Wattenburg (c)
	Brian Wolf (f)	Brian Tobin (f)	Theresa Woodbury (c)
	George Yeltatzie (c)	Dave Trussel (a)	Glen Yonan (f)
		Norm Wilson (c)	

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

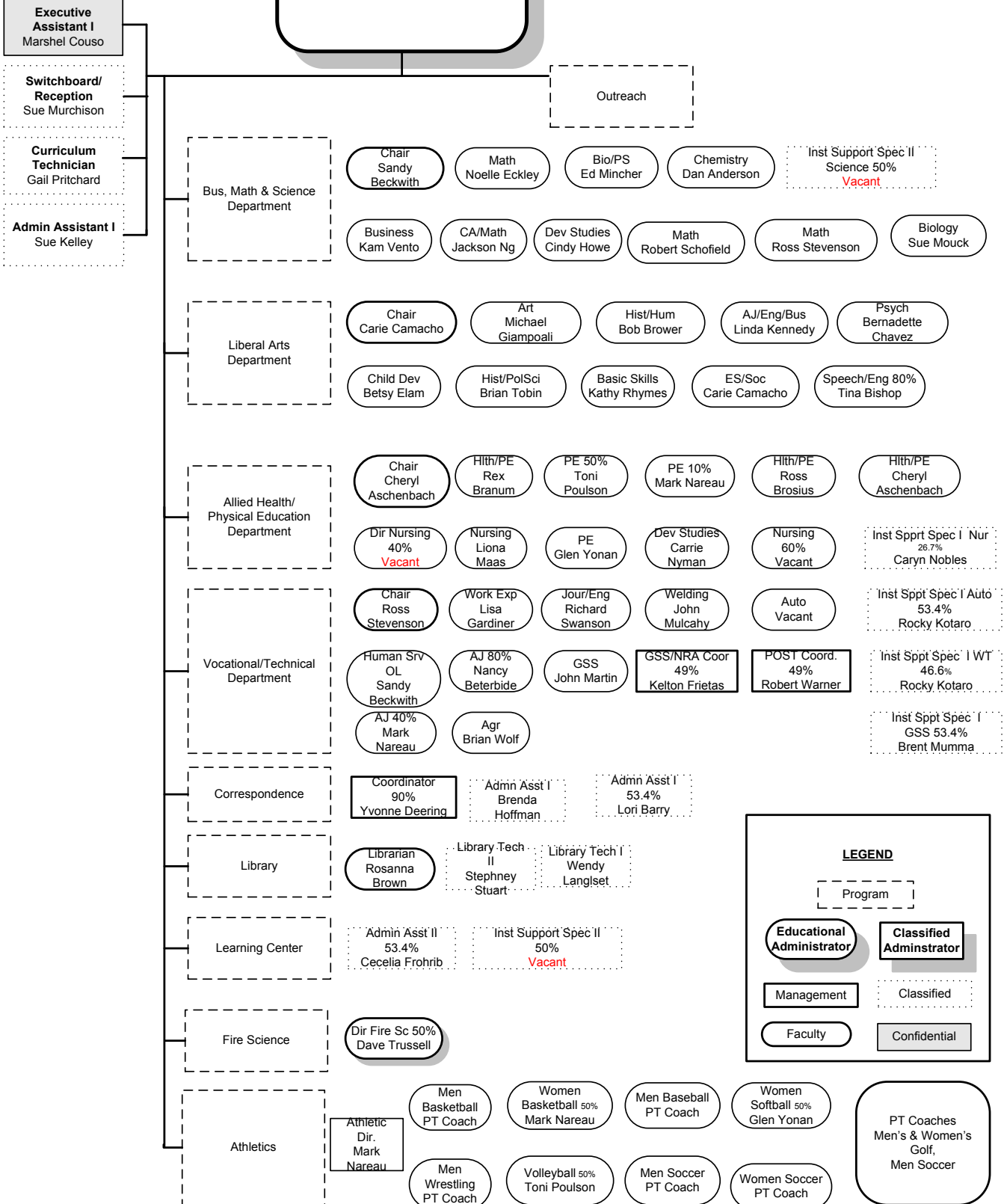
Organization of the Institution

Last Edited
11/19/07



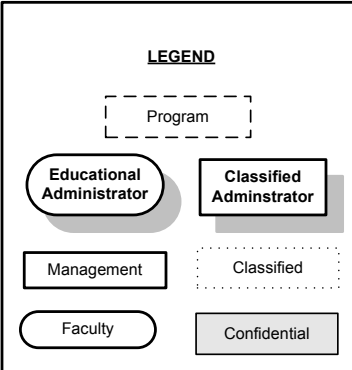
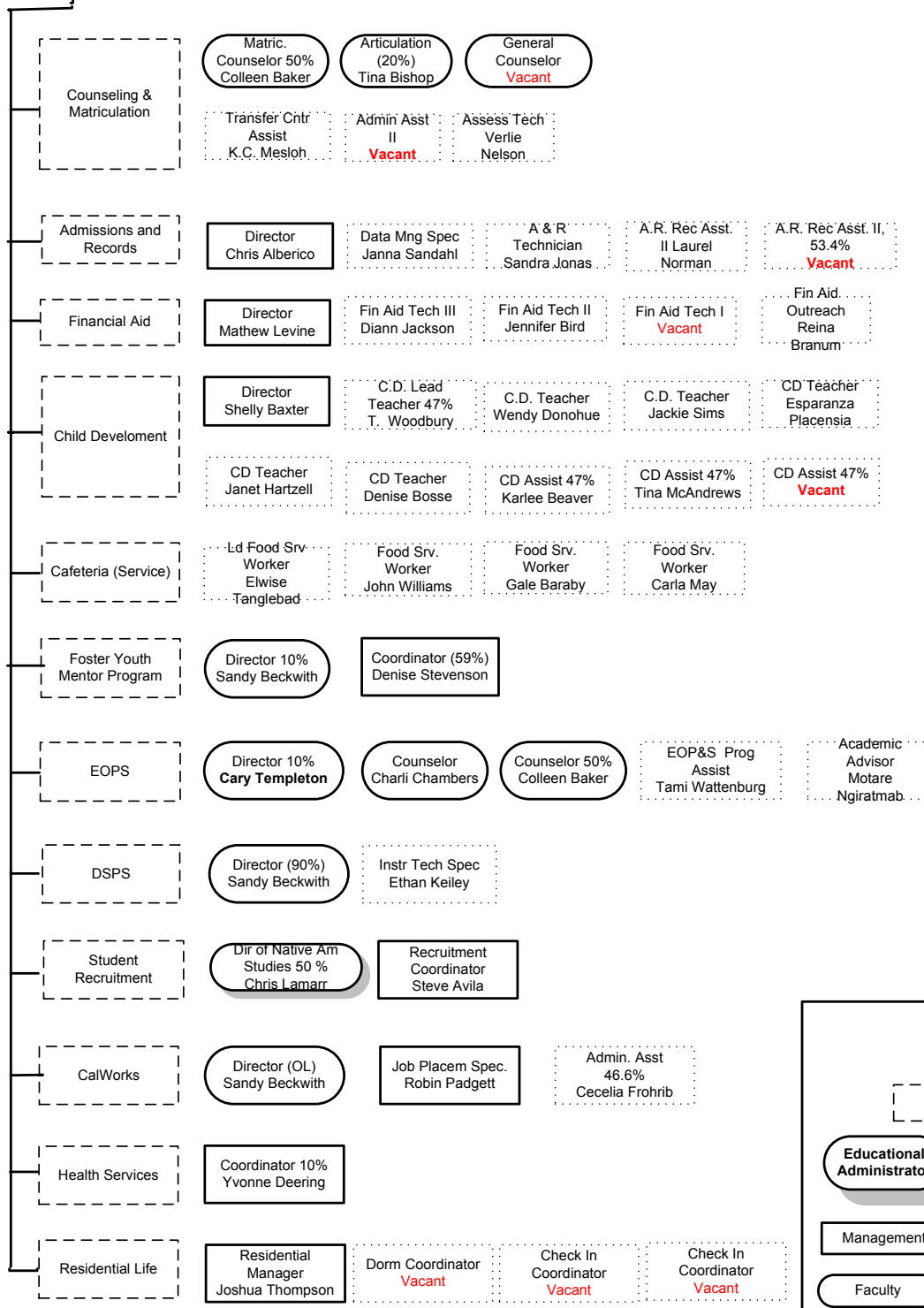
Last Edited
12/11/07

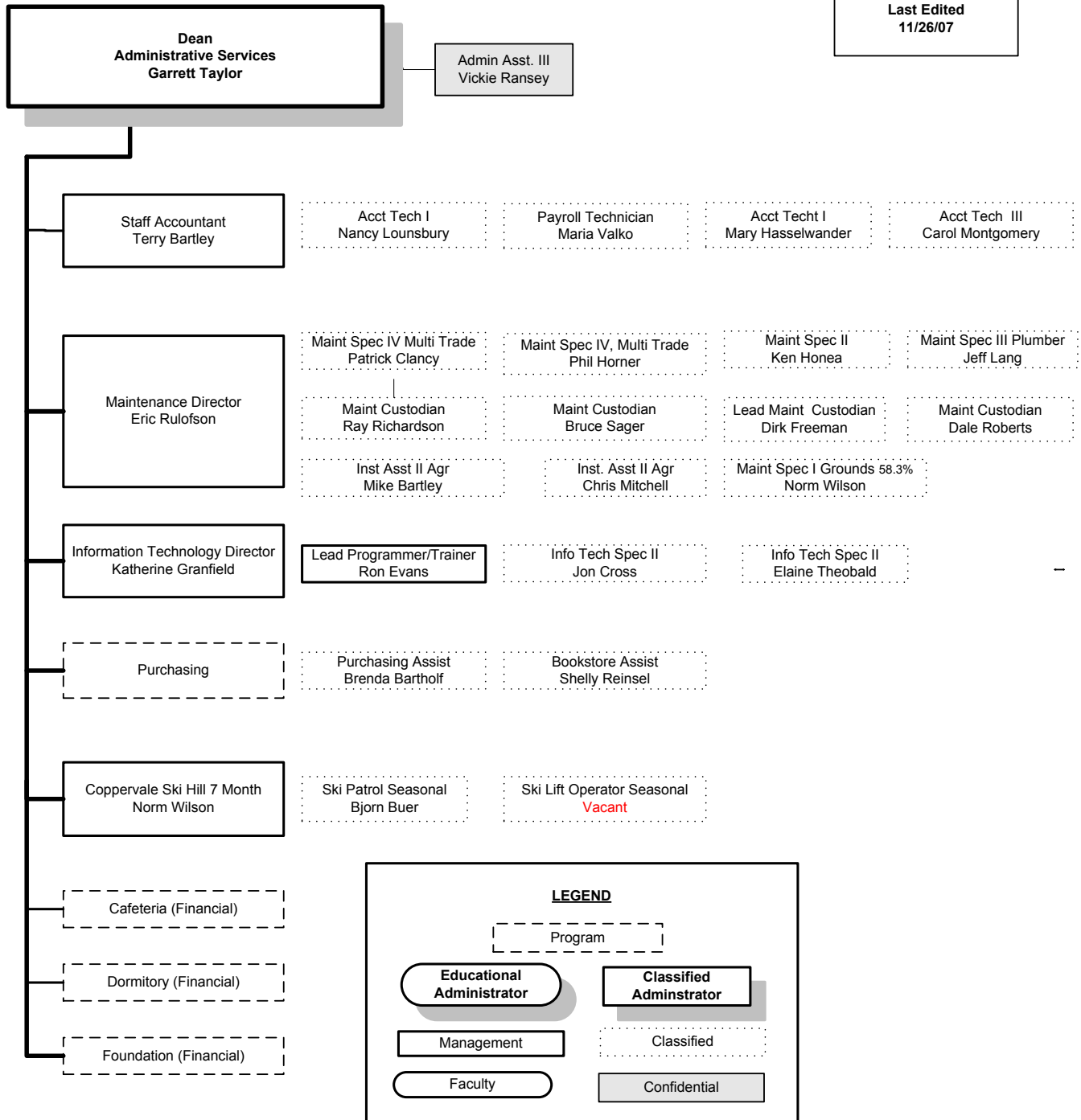
Dean of Instructional Services
Dr. Stephen Sylvester



Associate Dean Student Services
Cary Templeton

Executive Assistant I
Karen Dolan





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 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 college is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, 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.

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.”

Lassen Community College’s mission statement is clearly defined, adopted and published by the Governing Board of the Lassen Community College District. The current college mission statement most recently adopted by the Governing Board December 11, 2007, is outlined in Board Policy 1226. The mission statement appears in all significant college publications and is reviewed periodically.

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.”

Lassen Community College 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 1110.

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 previous Superintendent/President resigned on July 3, 2007 after serving as the chief executive officer of the college for five years. On August 14, 2007, the college employed an experienced California Community College administrator as their interim Superintendent/President for the 2007-2008 academic year. 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 healthy and well managed. The Lassen Community College District Governing Board is committed to following board policies [Board Policies 1230 and 1240] 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.

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 November 2007, the college maintains an administrative staff of five full-time administrators (four educational administrators and one classified administrator) and two part-time educational administrators with one vacancy (Associate Dean of Instructional Services). All administrators were hired through the college hiring procedures, with the exception of the interim Superintendent/President and Dean of Administrative Services. The interim administrators were appointed, when two senior administrators resigned within the same month. The interim appointments are intended to allow the college to continue to move forward while allowing sufficient time for a formal search process. All administrators have requisite administrative training, skills and experience to manage their units. The preparation and experience of administrative applicants is ensured thorough the *Lassen Community College Applicant Screening & Selection Procedures* as administered by the Office of Human Resources. All administrators are evaluated annually utilizing a set of performance objectives mutually determined by the CEO and the administrator.

6. Operational Status

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

Lassen Community College is “operational, with students actively pursuing its degree programs”. In 2006-2007, one hundred and seventy-seven associate degrees were awarded. 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 in Arts and Associate in Science degrees in addition to Certificates of Achievement and Completion. A substantial number of students receive degrees or certificates. In 2006-2007, Lassen Community College awarded one hundred and one Associate in Arts degrees, seventy-six Associate in Science degrees, sixty-four Certificates of Achievement and twenty-one Certificates of Completion.

8. Educational Programs

“The institution’s principle degree programs are congruent with its mission, are based on recognized higher education field(s) of study, are 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 Lassen Community College degrees, certificates and courses are listed in the catalog and on the college web site. The degrees and certificates are consistent with the college’s mission statement and strategic goals. Adherence to the mission is one component of the instructional program review and curriculum approval process. 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. Students can complete any one of twenty-three degree programs, each of which is two academic years in length.

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.”

Lassen Community College follows Title 5, Section 55002.5(a) and (b) in the manner it awards academic credits. 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 for thirty-six (36) degrees and certificates are identified in the appropriate sections of the college catalog. The assessment of the course student learning outcomes was initiated fall 2007 as the first step leading to the assessment of degree and certificate level student learning outcomes. All students completing a degree or certificate must meet the same requirements for that degree or certificate.

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 Philosophy and Criteria for Associate Degree and General Education is found in Board Policy 6500 and on page two of the college catalog. All general education requirements for an associate degree are outlined for students on page 30 of the college catalog. Additionally, the general education requirements for students transferring to the University of California or California State University systems, including the Intersegmental General Education Transfer requirements, are outlined specifically on pages 56 & 58 of the college catalog. General Education courses are monitored for rigor and quality through the instructional program review process involving the Curriculum/Academic Standards Committee and the Academic Senate.

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.”

Lassen Community College Board Policy 6800 ensures that faculty and students are free to examine and test all knowledge appropriate to their disciplines or are of major study. Intellectual freedom and independence is embraced and is part of the fabric of Lassen Community College. A statement of academic freedom is also found on page 4 of the college catalog.

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.”

The college had a core of thirty-three full-time tenure faculty and three faculty with partial contracts, who were qualified to conduct classes in their academic disciplines or provide non-instructional student services in fall 2007. The names and degrees of full-time faculty are listed in the *Lassen Community College Catalog* and on the college web site. All faculty meet minimum qualifications for all sections they teach or areas in which they provide non-instructional services. Faculty adherence to professional responsibilities are considered during evaluations and are discussed in the 4000 series of Board Policies and 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 student services consistent with its student characteristics and college's mission. Those services are fully outlined in the college catalog. These services support student learning and development consistent with its mission.

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.”

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 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, who 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. Budget planning is intended to support the goals and objectives identified in the college's institutional plans.

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.”

An independent certified public accounting firm audits all of the District's financial funds and processes 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, Lassen Community College also conducts their own fiscal analysis and monitors the financial funds using the Systems Office Fiscal Analysis Checklist. As of June 30, 2007, the District maintains an un-audited, unrestricted reserve of 16%.

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 reevaluation.”

The integrated planning process being implemented at Lassen Community College is diagrammed in the *Shared Governance & Collegial Consultation Process Handbook*. The *Strategic Master Plan* developed in conjunction with the *Educational Master Plan*, *Facilities Master Plan*, *Faculty and Staff Development Plan*, and draft *Institutional Technology Plan* is being used by college administrators and managers to help fulfill the college mission and to establish priorities that drive the budget development process. The goals and objectives generated through the instructional and non-instructional program review processes are incorporated into 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 redesigned *Lassen Community College Catalog* provides descriptions of the college's mission, institutional and program student learning outcomes, programs of study, admission requirements and procedure, rules and regulations, grading policies, degrees and certificates, cost and refund policies, grievance procedures, course challenge process, credentials of faculty, administration and staff, transfer information, student life activities, and other relevant information. Similar information is available through the fall and spring class schedules, and on 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-study 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 annual, midterm and progress reports.

Response to Accrediting Commission Previous Recommendation's (2002 Action)

Recommendation 1 – “That the board, in consultation with the college and community, consider adopting a more focused statement of mission which would more specifically define the students it intends to serve and the basis for allocation of resources to the various programs of the college, and

- ***Develop measures and timelines by which to measure its success in fulfilling that mission;***
- ***Focus on its mission statement to guide its policy development and policy revisions.”***

In fall 2002, an adhoc committee was formed to review and make recommendations for revision to the Lassen Community College Mission Statement. The committee consisted of two board members, two administrators, five faculty members, two management/confidential members and two classified members. The committee recommended a new mission statement that specifically defined the students would serve (transfer students, vocational students, basic skills students, and adult and special needs students) and identified criteria to evaluate success in each area. Once completed the draft was distributed campus wide for input. The Governing Board adopted the revised mission statement November 12, 2002. [Board Policy 1226]

The college will provide outstanding programs for all those pursuing higher education goals. These include degree and certificate programs in lower division arts and sciences and in vocational fields, basic skills instruction, support services that help students to succeed at the post-secondary level, adult non-credit education, and community service courses and programs. The college will serve the community, both on campus and in the outreach centers.

During the development of the *Strategic Master Plan* by the Strategic Planning Committee in 2006-2007, the mission statement was re-evaluated. The goals identified in 2002 were replaced with seven strategic goals in fall 2007.

Strategic Goals:

1. *To achieve fiscal stability.*
2. *To provide excellent education services to students.*
3. *To be a student-centered institution.*
4. *To maximize the utilization of resources.*
5. *To develop a positive community image.*
6. *To develop a culture of evidence.*
7. *To make professional/respectful interaction the norm.*

The adoption of the current mission statement by the Governing Board occurred December 11, 2007. Each of the institutions planning documents begins with a discussion of the college's mission statement and strategic goals.

The mission statement is published in the college catalog.

Recommendation 2 – “That the college coordinate and integrate its various planning processes and execute the plan which result from those processes, and

- ***Ensure ongoing systematic accountability as related to institutional integrity, effectiveness and quality;***
- ***Continue efforts to integrate data, analysis and evaluation into the program review and planning process to identify priorities for improvement that are used by the institution to prioritize recommendations for educational, financial, physical and human resources planning;***
- ***Provide the necessary resources to centralize research and evaluation efforts and develop a systematic plan for effectively disseminating information to the campus community and the public;***
- ***Continue efforts to reengineer and restructure a number of the college’s occupational programs through its EMP, program review and curriculum approval process; to implement elements of the planning document related to tracking and evaluating student learning outcomes in these programs; to promote the continued professional development of occupational faculty; and to identify opportunities for new course and/or certificate and/or program development that respond to changing or expanding community and student needs;***
- ***Proceed with the commendable initial efforts it has made to enhance its technology infrastructure college-wide, including implementing an ITV classroom linked to outreach centers, and developing some internet based offerings and enhancing computer lab facilities on the Susanville campus. In addition, the team urges that the College proceed with development of a comprehensive college-wide technology plan (for instruction, student services, support services, administrative services, etc.), integrating the technology plan into the overall Educational Master Planning process, and implementing technologies that support and enhance services to students and positive student learning outcomes;***
- ***Update and/or develop long-range plans, goals and budgets. As the EMP committee receives annual area priorities, it can determine if they are in alignment, thus ensuring that budget requests are also in alignment;***
- ***Develop and update long-range financial plans and goals***
- ***Establish a college-wide systematic process for budget development and allocation of all funds regardless of funding source, and integrate this process into the overall EMP process.”***

The Strategic Planning Committee was formed during the 2004-2005 academic year. During the first year, the committee participated in several training workshops presented by outside consultants. The charge of the Strategic Planning Committee was clarified during 2006-2007 academic year. The first *Strategic Master Plan* draft was developed at the end of spring 2007. The President’s Cabinet and Consultation Council reviewed the draft in late July and early August. The revised draft was distributed to the campus community on August 20, 2007 for comments and discussion. The same draft appeared on the August 28, 2007 Governing Board agenda for discussion. Following discussions on-campus and at the board meeting, the Governing Board accepted the *Strategic Master Plan* on September 25, 2007. The *Strategic Master Plan* includes a planning calendar for the development of program area long-range goals (three to five year) consistent with the seven strategic goals included in the *Strategic Master Plan* during spring 2008.

The college mission statement and strategic goals drive the development of institutional plans. The previously developed *Educational Master* and *Facilities Master Plans* are being revised and integrated with the *Human Resource and Institutional Technology Plans* in development.

Consistent with the *Educational Master Plan*, a new program in Fire Technology was developed during 2006-2007 and submitted to the Chancellor's Office for approval summer 2007. The formal notification of Chancellor's Office approval of the new Fire Technology program was received October 17, 2007.

The need to review and possibly revise the budget development process in light of changes in the institutional planning structure was addressed early in spring 2007 by the Consultation Council. Consistent with Title 5 regulation identifying the role of the Academic Senate in the development of budget and planning process the senate initiated budget development process discussion late in spring 2007. The senate documents were presented to the Consultation Council early fall 2007. The Academic Senate and Consultation Council formed a joint subcommittee in September 2007 to develop and present a single revised budget development proposal consistent with the modified planning structure. The joint subcommittee presented the proposed budget development process based on integrated planning to the Academic Senate and Consultation Council in October 2007. The revised *Institutional Planning and Budget Development Process Handbook* was adopted November 2007. The revised budget development process more clearly articulates the connection between on-going systematic evaluation through program review, integrated short-term and long-term institutional planning the adopted planning structure and budget development. Furthermore the resource allocation process utilizes the existing shared governance structure. One budget request forms is utilized for all funding sources and all funding requests: operational, facilities, human resources and equipment. The adopted process and budget request forms are being utilized in the development of the budget for the 2008-2009 academic year.

Recommendation 3 – “Recognizing that the institutional climate at Lassen Community College does not fully promote an atmosphere of trust or open communications, the team urges that

- ***Renewed efforts be made by the Governing Board and by senior administration, as well as all constituent groups, to promote a collegial environment that is positive in outlook, supportive of personnel, facilitates open dialogues and focuses on cooperative problem solving and consensus building;***
- ***All members of the college faculty and staff make every effort to work as a team in order to remove perceptions of inappropriate actions and activities by any member of the college community or board;***
- ***The Board take steps to model strong and positive relationships among and between all constituency groups, especially between and among themselves and between the Board and the Superintendent/President;***
- ***Faculty and staff and administration implement and abide by the processes to which they have agreed.”***

The Consultation Council, formed by the campus in fall 2005, was one step in addressing the institutional climate at Lassen Community College. During 2006-2007 the Consultation Council worked to develop the *Shared Governance & Collegial Consultation Process Handbook*, which was intended to delineate the responsibilities and reporting structures of the various campus groups in order to promote clearer lines of communication and a more collegial environment. Consultation Council was also intended to become a place where perceptions could be clarified and any oversights in the following

of agreed upon processes could be corrected. The functioning of Consultation Council and the atmosphere of meetings has dramatically improved over the last two years.

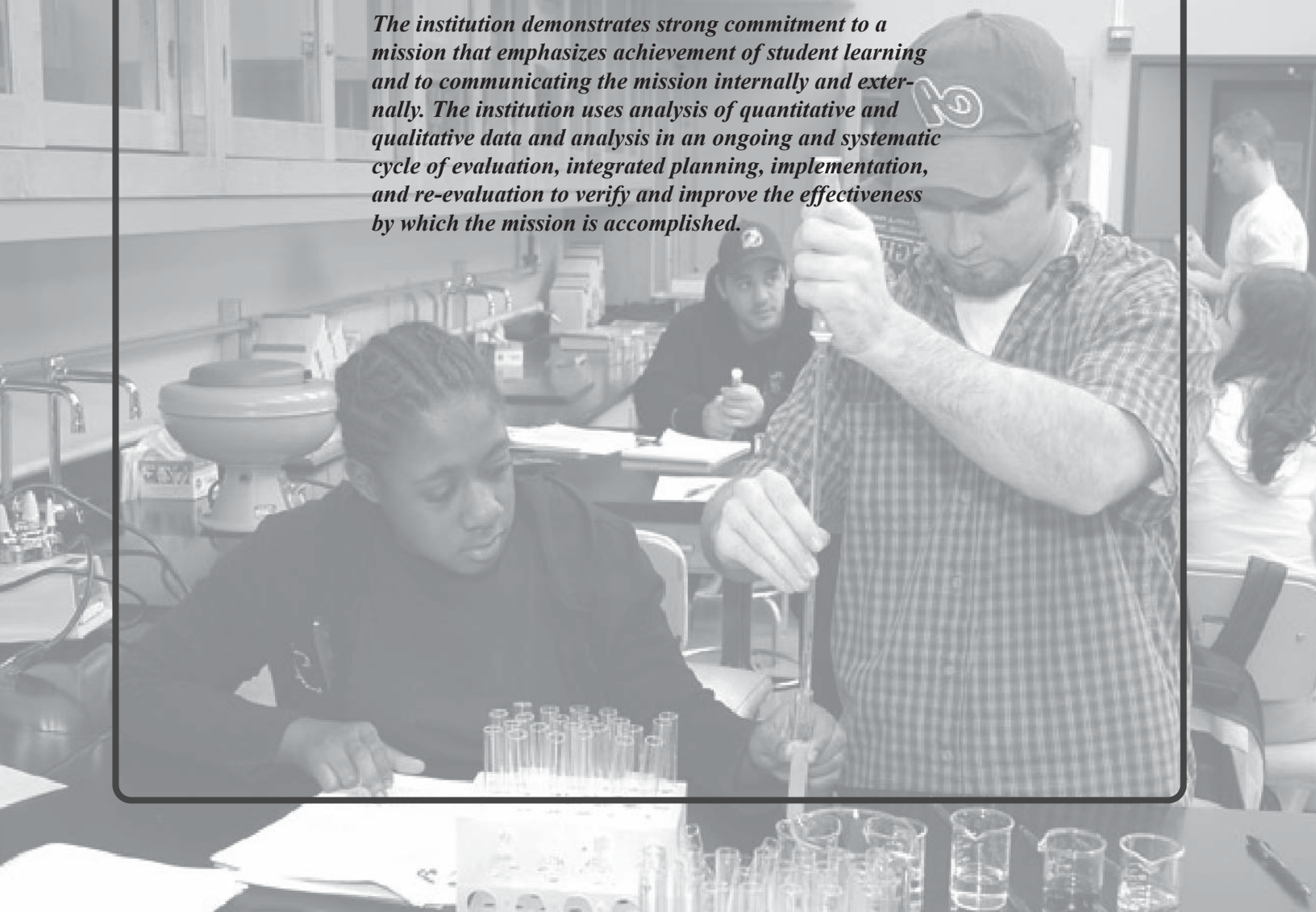
The college has initiated an on-going series of staff training opportunities. The Community College League of California and California Academic Senate provided a joint training session on May 1, 2007 to assist the college in developing a greater institutional understanding of California laws with respect to governance.

Two training workshops were provided by the Center for Peacemaking and Conflict Studies at Fresno Pacific University on March 15, 2007 and September 4, 2007. The workshop topics included “Working through the Challenges”, “Health Community; Healthy Communication”, and “Trust Building Strategies”.

A new Governing Board meeting agenda format was adopted in September 2007 to more accurately emulate the governance structure embodied in the adopted College Shared Governance & Collegial Consultation Process document. In addition the revised board agenda format demonstrates the Governing Board moving away from the role of attempting to manage routine college business and moving more consistently into an oversight and policy-making role.



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 analysis 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.

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 mission statement clearly identifies the college’s educational purposes as an institution of higher education:

The college will provide outstanding programs for all those pursuing higher education goals. These include degree and certificate programs in lower division arts and sciences and in vocational fields, basic skills instruction, support services that help students to succeed at the post-secondary level, adult non-credit education, and community service courses and programs. The college will serve the community, both on campus and in the outreach centers.

The mission statement also recognizes that some community college students may need support services in order to be successful in college level courses, and provides for those services. In stating that the college serves the community, not only on campus, but also in the outreach centers, the mission statement identifies the college’s target population, which is appropriate in representing individuals within the college service area. [1.1 - Board Policy 1226]

Lassen Community College offers twenty-three (23) degree and certificate programs and a variety of services in alignment with the mission statement commitment to provide “outstanding programs” and support services. The college provides both transfer and vocational degree and certificate opportunities to meet varied student needs. In addition, the college offers basic skills courses in English and mathematics to students who need additional

preparation before attempting college-level courses. Tutoring and a range of matriculation services are also available to students to assist them with planning their course of study.

Evaluation:

The Lassen Community College mission statement clearly articulates the institution’s educational purposes of offering basic skills as well as degree and certificate programs in transfer and vocational fields, the need for support services to facilitate student learning, and identifies the target population as the community the college serves, both on campus and at outreach sites within the service area.

Planning Agenda:

None

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

Descriptive Summary:

The Lassen Community College mission statement was revised following the last comprehensive visit and approved by the Governing Board on November 12, 2002. [1.1 - Board Policy 1226] The mission statement was subsequently reaffirmed in October 2004 and revised slightly December 2007. [1.2 - Governing Board minutes of November 12, 2002, October 12, 2004, and December 11, 2007 meetings] The mission statement appears in the *Strategic Master Plan*, college catalog, class schedule, and on the college web site, all of which are updated regularly. [1.3 - *Strategic Master Plan*, 1.4 - *Lassen Community College Catalog 2007-2008*, 1.5 - *Spring 2008 Class Schedule*, Lassen Community College Web Site]

Evaluation:

The college mission statement has Governing Board approval and is appropriately published.

Planning Agenda:

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:

Discussions on the need to review and revise the college mission statement occurred in Strategic Planning Committee and Consultation Council meetings during the 2006-2007 academic year. During spring 2007, the Strategic Planning Committee was identified as the appropriate participatory governance group to initiate the review process. The Strategic Planning Committee conducted a college value statement exercise at the Spring Convocation, March 15, 2007. [1.7 - Convocation Agenda Spring 2007] Subsequently, a variety of campus groups (various constituencies and academic departments) participated in a ranking exercise to prioritize the values of the institution. A revised Lassen Community College value statement was drafted by the Strategic Planning Committee summer 2007. In fall 2007, the Strategic Planning Committee recommended that the strategic goals adopted as part of the *Strategic Master Plan* on September 25, 2007 replace the goals aligned with the mission statement in Board Policy 1226. The revised board policy containing the mission statement was approved December 11, 2007. [1.8 - Value Statement Exercise, department and constituent group meeting minutes, 1.2 - Governing Board minutes - December 11, 2007]

Evaluation:

The college utilized a shared governance group identified by the Governing Board to revise the college mission statement in 2002. The existing campus organizational structure was utilized in 2006-2007 to again revise the college mission statement.

Planning Agenda:

None

I.A.4. "The institution's mission is central to institutional planning and decision making."

Descriptive Summary:

During the 2006-2007 academic year, the college developed and the Governing Board approved, an *Educational Master Plan*, a *Faculty and Staff Development Plan*, and a *Student Equity Plan*. [1.9 - Educational Master Plan, 1.10 -

Faculty and Staff Development Plan, 1.11 - *Student Equity Plan* In each case, the mission statement was a starting point for plan development and consequently is central to decision-making in those areas. The college mission and vision statement along with the newly adopted core values are central to the *Strategic Master Plan* adopted by the Governing Board on September 25, 2007.

Evaluation:

During the staff and faculty survey conducted in fall 2006, the majority of respondents stated that they were aware of the college mission statement (81%) and that the statement accurately reflected the purpose of the college (72%) and its commitment to learning (54%). However, the majority of respondents disagreed (74%) that the mission statement was being used to guide the institution in making decisions regarding planning and allocation of resources. [1.12 - Accreditation Self-study Staff & Faculty Survey Responses- fall 2006] In a subsequent staff and faculty survey conducted fall 2007, an increased percentage of respondents stated that they were aware of the college mission statement (95%) and that the statement accurately reflected the purpose of the college (91%) and its commitment to learning (92%). In addition, the second survey indicated that a majority of the respondents agreed (72%) that the mission statement was being used to guide the institution in making decisions regarding planning and allocation of resources. [1.13 - Accreditation Self-study Staff & Faculty Survey Responses - fall 2007]

Planning Agenda:

Communicate to the campus community the central role of the mission statement in planning, decision- making and in linking plans to resource allocation.

***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:

Historically, Lassen Community College faculty members have made a conscious effort to provide quality-learning opportunities and support services to promote student success. The Lassen Community College Curriculum/ Academic Standards Subcommittee of the Academic Senate and faculty at large demonstrated collegial dialogue about improvement in student learning through the work during the 2006-2007 academic year to develop course, program, general education, and institutional student learning outcomes.

By the end of the 2006-2007 academic year, the Governing Board had adopted a total of thirty-six (36) degree and certificate student learning outcomes or 72% of the fifty-three (53) degrees and certificates offered at Lassen Community College. In addition, the Governing Board adopted a total of three hundred and forty-five (345) course student learning outcomes or 56% of the course inventory of six hundred and twelve (612) courses. [1.14 - Curriculum/Academic Standards Committee Action Log 2006-2007]

During the spring 2007 semester, the Instructional Program Review (IPR) process was rewritten to clarify the development and initial steps of assessment of course student learning outcomes. [1.15 - *Instructional Program Review Policy and Procedures Handbook*] During that same semester, the development of an assessment plan for at least one student learning outcome by each instructor was discussed during departmental meetings. [1.16 - Student Learning

Outcome Development Plan, 1.17 - Student Learning Outcome Assessment Plan] Although the initial implementation of these plans was scheduled to begin in fall of 2007, Work Experience was the first program to assess student learning outcomes during spring 2007. [1.18 - *Work Experience Instructional Program Review*]

At its May 22, 2007 meeting, the Curriculum/ Academic Standards Committee approved student learning outcomes for the Library and Student Services. These are the first learning outcomes developed in learning support areas.

Student Services Student Learning Outcomes:

Upon the completion of a student’s educational experience at Lassen Community College, the student should be able to:

- 1. Demonstrate communication and technology competency skills through using Lassen Community College’s computer-based registration and information systems.*
- 2. Demonstrate progress toward their educational goals through the utilization of the support services at Lassen Community College (Counseling, Financial Aid, EOP&S, DSPS, Child Development Services, etc.).*
- 3. Demonstrate personal, social, and civic responsibility skills through participation in Lassen Community College activities and processes.*

Library Student Learning Outcomes:

Upon the completion of a student’s educational experience at Lassen Community College, the student should be able to:

- 1. Given an assignment to write a research paper, determine information needed using critical*

thinking skills, problem solving and appropriate tools effectively

2. *Formulate a search strategy to select pertinent information sources in the library, including books, published articles, databases, multi-media, and web sites.*

3. *Select appropriate information by using critical thinking skills and problem solving to analyze reliability, validity, authority, and point of view of information in pertinent sources.*

Lassen Community College department chairs engaged in collegial, self-reflective and on-going dialogue about the continuous improvement of student learning and institutional processes. The department chairs carried those discussions into the meetings they had on a regular basis with the faculty members in their respective departments. The ideas and thoughts stemming from the meetings were the impetus for the work that the faculty members performed in 2006-2007 to develop course and program, general education and institutional student learning outcomes. The collective thinking propelled development and completion of an *Educational Master Plan* beginning in 2005 and continuing through the 2007 academic year, culminating in Governing Board approval of the *Educational Master Plan* on March 27, 2007. [1.9 - *Educational Master Plan 2006-2007*, 1.19 - Department Chair meeting minutes, 2005-2007; 1.20 - Governing Board minutes of March 27, 2007]

The previously adopted resource allocation process was effectively utilized in 2006-2007 to allocate instructional equipment/library monies to instructional programs and the library. The requirement for consideration was documentation of the equipment needs in current instructional program reviews and program efforts towards development of student learning outcomes as demonstrated by adoption of some course and/or program SLO's by the Curriculum/Academic

Standards Committee. The department chairs and instructional deans utilized criteria based on enhancement of student learning to prioritize requests that met the minimum requirements.

Effective summer 2007, the college initiated the development of an *Annual Fact Book* to be prepared each August under the leadership of the Associate Dean of Student Services. [1.21 - *Annual Fact Book 2006-2007*] The fact book will include relevant reliable statistical data to assist the institution in making data-driven decisions.

A review process and forms to evaluate the *Shared Governance & Collegial Consultation Process Handbook* adopted in 2006-2007 occurred during fall 2007. [1.22 - *Shared Governance & Collegial Consultation Process Handbook 2006-2007 Review documents*, 1.23 - *Shared Governance & Collegial Consultation Process Handbook 2007-2008*] In addition, an evaluation of the progress made in the development of the integrated planning structure with recommendations to modify the existing plans also occurred fall 2007. In late spring 2007, the Academic Senate initiated a review of the budget allocation process. The Academic Senate and Consultation Council developed a joint subcommittee to review and make recommendations to improve the institutional planning and budget development process. The committee developed, and the parent groups subsequently approved, the *Institutional Planning and Budget Development Process Handbook* on November 14 and 15, 2007. [1.24 - *Institutional Planning and Budget Development Process Handbook 2007-2008*]

Evaluation:

The college has made significant strides in developing student learning outcomes at the course, program, and institutional level. The development of outcomes in learning support areas has begun to materialize as planned, and will continue during the 2007-2008 academic year, as the Library and Student Services outcomes can serve as models for other non-instructional areas of the college.

At the same time, the college identified and began assessment of course learning outcomes during the 2007-2008 academic year as a first step toward assessment of program learning outcomes.

Collegial dialogue about the continuous improvement of student learning and institutional processes is occurring between all of the constituent groups as demonstrated by the development of the *Shared Governance & Collegial Consultation Process Handbook* during 2006-2007 by the Consultation Council. The Governing Board formally accepted the *Shared Governance & Collegial Consultation Process Handbook* for 2006-2007 on April 24, 2007.

Collegial participatory consultation was again utilized during the evaluation and revision of the shared governance structure and updating of the *Shared Governance & Collegial Consultation Process Handbook* during fall 2007.

Planning Agenda:

Implement the adopted institutional planning structure to link student learning outcomes, program review, institutional planning and budget allocation. At the end of the first cycle, evaluate and modify as necessary to improve effectiveness.

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 Master Plan* adopted by the Governing Board on September 25, 2007 contains the institutional strategic goals. The *Strategic Master Plan* was distributed to the entire campus after its adoption. The institutional planning committees (Academic Planning, Enrollment Management/Student Services Planning, Facilities Planning, Human Resource

Planning and Institutional Technology) are developing measurable goals and objectives guided by the college mission statement and strategic goals.

Strategic Goals:

1. *To achieve fiscal stability.*
2. *To provide excellent education services to students.*
3. *To be a student-centered institution.*
4. *To maximize the utilization of resources.*
5. *To develop a positive community image.*
6. *To develop a culture of evidence.*
7. *To make professional/respectful interaction the norm.*

[1.25 - September 25, 2007, Strategic Planning Committee meeting minutes]

Evaluation:

The college redefined its goals with the adoption of strategic goals in fall 2007. The college continues to develop measurable college goals tied to the adopted strategic goals.

Planning Agenda:

Complete the development of goals and objectives within each of the institutional master plans tied to the strategic goals, evaluate the degree to which the goals have been met and articulate that progress to the campus community.

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:

In fall 2007, the Governing Board approved seven strategic goals as part of the *Strategic Master Plan*. The strategic goals will be

translated into measurable terms through the development of goals and objectives within the various institutional master plans. [1.3 - *Strategic Master Plan 2006-2007*]

The college engaged in a structured evaluation of the planning and budget development process fall 2007. The Consultation Council, the college's primary shared governance group, and the Academic Senate formed a joint subcommittee comprised of representatives from both groups to review and make recommendations on the existing planning and budget development process. The subcommittee produced a revised *Institutional Planning and Budget Development Process Handbook*, which was subsequently adopted by the parent groups, the Academic Senate on November 14, 2007 and Consultation Council on November 15, 2007. The adopted handbook will be used in the development of the 2008-2009 budget. [1.24 - *Institutional Planning and Budget Development Process Handbook 2007-2008*] The revised process clearly articulates the relationship between on-going evaluations through program review, the development of institutional plans and budget development. The process also includes a budget prioritization procedure utilizing the adopted shared governance structure to determine resource allocation.

In fall 2007, the college also initiated the development of an *Annual Fact Book*. The fact book will contain statistical data on student demographics, retention, persistence, graduation rates and other relevant information to assist with quantitative analyses and data driven decision-making. [1.21 - *Annual Fact Book 2006-2007*]

Evaluation:

With the development and institutional acceptance of measurable college goals, progress toward and the evaluation of that progress has begun. The utilization of the integrated planning and revised budget development process with resource allocation through the adopted shared governance structure will allow for implementation, and re-evaluation in a systemic cycle of evaluation.

Planning Agenda:

Complete the development of goals and objectives within each of the institutional master plans tied to the strategic goals, evaluate the degree to which the goals have been met and articulate that progress to the campus community.

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:

Development of the Lassen Community College *Strategic Master Plan*, *Educational Master Plan*, the *Faculty and Staff Development Plan* and the *Institutional Planning and Budget Development Process Handbook* demonstrate broad-based involvement in the planning process for those documents. Developed and shaped by a committee that included the department chairs, the *Educational Master Plan* was e-mailed to everyone on campus with requests for feedback. In addition, the *Educational Master Plan* was the topic of discussion at three Town Hall Meetings, on October 10, 11, and 12, 2006, to engage the entire campus community in discussions of the plan, and to allow for questions and suggestions. Feedback from students, faculty, staff, administrators, and a trustee was then incorporated into the plan that went to the Governing Board for approval on March 27, 2007.

The *Strategic Master Plan* was developed with broad-based participation through the activities of the Strategic Planning Committee. The Governing Board discussed the plan twice prior to its adoption on September 25, 2007.

A joint Consultation Council and Academic Senate subcommittee developed the *Institutional Planning and Budget Development Process Handbook*. The handbook was developed through evaluation and revision of the process and forms previously used in budget development. The proposed process handbook was returned to the Consultation Council and

Academic Senate to allow further opportunity for discussion prior to adoption. The handbook documenting the revised process was adopted November 14, 2007 by the Academic Senate and November 15, 2007 by Consultation Council. [1.24 - *Institutional Planning and Budget Development Process Handbook 2007-2008*]

Evaluation:

The college has made considerable progress toward the development of planning processes that are consistently broad-based, consistently offer opportunities for input by appropriate constituencies, and consistently allocate necessary resources to accomplish the goals of the various planning processes during 2006-2007. Examples are the development of the *Educational Master Plan, Facilities Master Plan, and Strategic Master Plan*. [1.9 - *Educational Master Plan*, 1.26 - *Facilities Master Plan*, 1.3 - *Strategic Master Plan*] The existing plans are being integrated with the *Strategic Master Plan*. The development of the 2008-2009 budget is tied to program review and the integrated plans. At that point, the college will determine whether its planning processes lead to improvement of institutional effectiveness. The progress towards increased dialogue and broad based participation is clearly demonstrated in the differences between the responses on the staff and faculty survey in fall 2006 as compared to fall 2007. In fall 2006, 53% of respondents disagreed that “the institution had developed processes by which continuous dialog regarding student learning and institutional processes take place” while in fall 2007, 87% of respondents agreed with the same statement. In fall 2006, 50% of respondents agreed with the statement “I participate in dialog aimed at improving institutional effectiveness” while in fall 2007, 88% of the respondents agreed with the same statement. [1.12, 1.13 - *Accreditation Self-study Staff & Faculty Survey Responses, fall 2006 & 2007*]

Planning Agenda:

Implement the adopted institutional planning structure to link student learning outcomes, program review, institutional planning and budget allocation. At the end of the first cycle evaluate and modify

as necessary to improve institutional effectiveness.

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

Descriptive Summary:

With the strategic goals and budget development process in place, the various institutional master plans are moving forward in the development of area goals and objectives. The college is positioned to begin meaningful assessment of the planning and budget development process. The Consultation Council is the primary shared governance group charged with college-wide communication and assessment of organization and process. The college is developing the *Annual Fact Book*, which will provide a mechanism to communicate institutional effectiveness to all constituencies. [1.21 - *Annual Fact Book 2006-2007*]

Evaluation:

The mechanism and vehicle for communicating assessment results are in place.

Planning Agenda:

Utilize the *Annual Fact Book* as the mechanism to document assessment results and communicate results to all constituencies utilizing the adopted shared governance structure.

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:

The college has made progress in its planning processes, with Governing Board approval of a *Strategic Master Plan, Educational Master Plan, a Faculty and Staff Development Plan, a Matriculation Plan, and a Student Equity Plan*. The *Enrollment Management/Student Services Plan, Institutional Technology Plan, and*

Facilities Master Plan are being developed through collegial consultation and should be presented to the Governing Board during 2007-2008 for adoption. With the *Strategic Master Plan* and the budget development process now in place, the integration of the other plans and the budget allocation process should move forward smoothly. [1.11 - *Student Equity Plan* - Governing Board minutes of May 22, 2007; 1.10 - *Faculty & Staff Development Plan* - Governing Board minutes of July 10, 2007; 1.9 - *Educational Master Plan* - Governing Board minutes of March 27, 2007, 1.3 - *Strategic Master Plan* – Governing Board minutes of September 25, 2007]

Evaluation:

Lassen Community College has in place an institutional planning and resource allocation process, and is moving to develop components to measure institutional effectiveness.

Planning Agenda:

Implement the adopted institutional planning structure to link student learning outcomes, program review, institutional planning and budget allocation. At the end of the first cycle evaluate and modify as necessary to improve institutional effectiveness.

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 seven times in the intervening years. Originally the review process allowed for the review of instructional programs on a six-year cycle. In the latest version of the instructional review process adopted by the Academic Senate March 5, 2007, the review process for transfer programs has been shortened to four-year cycles and the process for vocational

programs shortened to two-year cycles. [1.15 - *Instructional Program Review Policy and Procedures Handbook*] In the first section of the instructional program review documents, the program faculty are asked to evaluate the interrelationships between program student learning outcomes, the institutional student learning outcomes and the institutional mission statement.

One 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*. [1.28 - *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 delivery or correspondence delivery). [1.14 - *Curriculum/Academic Standard Committee Action Log*] 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 part-time faculty on campus and off-campus, the individual class syllabi are compared to the course outline of record to confirm course consistency. [1.29 - Faculty Evaluation Form]

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. Vocational programs have program advisory committees, which meet regularly to make recommendations on revisions and updating of program courses, certificates and degrees. [1.30 - Vocational Advisory Committee Minutes]

Systematic evaluation of non-instructional programs was initiated with the institutional adoption of a *Non-Instructional Program Review (NIPR) Policy and Procedure*

Handbook in 1997. [1.31 - Board Policy 2920 and *Non-Instructional Program Review Policy and Procedures Handbook*] The review timeline and process was evaluated during spring 2007. As a result of the review, a revised *Non-Instructional Program Review Policy and Procedures Handbook* was adopted. The revised process allows for the evaluation of all areas supervised by a specific administrator once every four years.

The Dean of Administrative Services is overseeing the initial non-instructional program review of his area utilizing the revised process.

Evaluation:

The instructional program review process has had intermittent success. [1.32 - Status of Instructional Program Reviews] Several programs have consistently completed the program review process on schedule. The process has resulted in changes to the curriculum, degrees, certificates, and scheduling of classes. Under some past administrators, the process has resulted in improved budget, facility, and staffing considerations as a consequence of documented needs within the program review documents. In other instances, the program reviews have been late, and the decisions concerning budget, facilities and staffing have been made independent of documentation. The linkage between completed IPRs and institutional decisions has improved in recent years, as demonstrated by the criteria utilized for the allocation of instructional equipment money during 2006-2007. The complete integration of program review, planning, and budget development will continue to improve as late program reviews are completed.

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 re-evaluate the appropriateness of various delivery methods for specific courses after a trial period.

Lassen Community College understands the need for systematic review of its evaluation mechanisms to measure institutional effectiveness in improvement of instructional programs, student support services, and library and other learning support services. During the last three academic years, the Office of Instruction has brought the IPRs back on schedule and has made a meaningful link between those reviews and the development and assessment of student learning outcomes as well as allocation of Instructional Equipment Funding.

The newly revised budget development process clearly requires justification for budgetary request through program review documents. This clear alignment of program review justification and budget allocation is expected to revitalize the program review process.

Planning Agenda:

Utilize the student learning outcome assessment process, program review process and integrated planning process, specifically the *Educational Master Plan*, to assure currency and effectiveness of the instructional programs and student support services.



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.

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.”

II.A.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.”

II.A.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:

Historically, Lassen Community College has been known for offering high quality instructional programs, at least one, Gunsmithing, is unique within the State of California.

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 revised seven times in the intervening years. Originally the review process allowed for the review of instructional programs on a six-year cycle. In the latest version of the instructional review process adopted by the Academic Senate March 5, 2007, the review

process for transfer programs has been shortened to four-year cycles and the process for vocational programs shortened to two-year cycles. [2.1 - *Instructional Program Review Policy and Procedures Handbook*] In the first section of the instructional program review documents, the program faculty are asked to evaluate the interrelationships between program student learning outcomes, the institutional student learning outcomes and the institutional mission statement.

One 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*. [2.2 - *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 delivery or correspondence delivery). [2.3, 2.4 - *Curriculum/Academic Standard Committee Action Log*] 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 part-time faculty on campus and off-campus, the individual class syllabi are compared to the course outline of record to confirm course consistency. [2.5 - *Faculty Evaluation Form*]

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. Vocational programs have program advisory groups, which meet regularly to make recommendations on revisions and updating of program courses, certificates and degrees. [2.6 - *Vocational Advisory Committee Minutes*]

Community interest surveys have been one method utilized to identify changing interests in the community. The Strategic Planning

Committee conducted the latest survey during spring 2006. [Lassen Community College Public Interest Survey and Results] The information gathered from the survey has been incorporated into the *Strategic Master Plan*. [2.9 - *Strategic Master Plan*]

Lassen Community College has also invited community groups to express interest in new programs and, in response, developed a Native American Studies program in fall 2005 to meet the needs of the Susanville Indian Rancheria located across the street from the college. The college listened to a group of firefighters from the local, state, and federal levels, who expressed an urgent need for a Fire Technology program. A Fire Technology degree program proposal was approved on June 1, 2007 by the North Far North Regional Consortium and by the Chancellor's Office on October 17, 2007. Community members, specifically several members of the Susanville Symphony, publicly expressed at several Governing Board meetings, an interest in the college offering an expanded music program. The Staffing Plan adopted July 31, 2007 includes the proposal to hire a part-time director in spring 2008 to initiate development of a transfer program in music.

The college utilizes an assessment process including placement testing, review of transcripts, and counselor interviews to determine students' education preparation. In addition, the college has begun to collect data on local demographics, as well as enrollment trends over a period of years as a means to identifying program growth and decline and take appropriate steps to advertise and recruit more aggressively. The Curriculum/Academic Standards Committee has also used data on enrollment and graduation trends to identify degree and certificate programs for inactivation, in recognition that they no longer meet local needs.

Evaluation:

The IPR process has had intermittent success. [2.10 - Status of Instructional Program Reviews] Several programs have consistently

completed the program review process on schedule. The process has resulted in changes to the curriculum, degrees, certificates, and scheduling of classes. Under some past administrators, the process has resulted in improved budget, facility and staffing considerations as a consequence of documented needs within the program review documents. Problems with late program reviews are being addressed. The linkage between completed IPRs and institutional decisions has improved in recent years.

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 re-evaluate the appropriateness of various delivery methods for specific courses after a trial period. [2.3, 2.4, 2.11 - *Curriculum/Academic Standards Committee Actions Logs* and minutes]

The college has made some strides in planning and using research data to support its decisions concerning development of new programs and inactivation of programs that no longer meet students' educational needs. Improved data for IPRs, along with continued analysis of demographic and program trends, help the college better understand and respond to the ebb and flow of program life spans.

Planning Agenda:

Utilize the student learning outcome assessment process, instructional program review process and integrated planning process, specifically the *Educational Master Plan*, to assure currency and effectiveness of the college's programs, degrees and certificates.

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:

The primary focus of the delivery of instruction at Lassen Community College has been traditional classroom lecture/ laboratory combinations. During the 1990s, several other delivery methods were investigated. The institution utilized video/ telecourse delivery for several years. The video/telecourses were gradually eliminated as a result of concerns about the technical quality of the programs. In addition, as a result of a Title III grant, faculty members developed several courses for online delivery, primarily in the areas of English, Mathematics, and Business/Computer Applications. Some of the courses are still being delivered online.

In fall 2004, the institution began to investigate the possibility of offering courses via correspondence delivery. Lassen Community College's close proximity to one federal and two state correctional facilities means that inmates and correctional officers are a significant potential student population. Both populations have situations that make attendance on campus difficult or impossible. The decision to begin the development of an associate degree delivered via correspondence was made in late 2004. The first five courses were piloted in spring 2005. Community interest, both inside and outside of the correctional facilities, was significant and the program rapidly expanded.

During the 2006-2007 academic year, an ad-hoc Correspondence Committee was formed by the Academic Senate to make recommendations for improvement of procedures related to the delivery of correspondence courses. Specifically, the college recognized the need for better service to the inmate student population, and for addressing academic standards concerns raised during the previous year. [2.12 - Ad-hoc Correspondence Committee Minutes] The committee, comprised of a diverse group of representatives including administrators, correspondence faculty, counselors, and classified employees working in registration, EOPS, and the correspondence office, developed a student services activities timeline [2.13 -

Student Services Correspondence Timeline] and faculty handbook. [2.14 - *Lassen Community College Correspondence Instruction Handbook 2007-2008*] The faculty handbook includes an evaluation form to be included in correspondence packets and completed by each correspondence student at the end of the course.

On campus, several "smart" classrooms were developed to allow faculty to deliver more technologically sophisticated instruction. Instructional equipment monies have been utilized in the last couple of years to upgrade classrooms.

Evaluation:

A few Lassen Community College faculty members have enthusiastically embraced the online delivery of instruction. These faculty members who have worked diligently to develop and deliver curriculum over the Internet have had their courses consistently well received by students. The delivery of courses via correspondence has received wider acceptance by the faculty. Twenty-six different faculty members taught thirty-four different courses via correspondence during spring 2007 semester.

Planning Agenda:

1. Evaluate the effectiveness of distance education (online and correspondence delivery methods) to ensure meeting student instructional needs.
2. Provide at least one "smart" classroom in each instructional building within the next several years.

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 college began its inquiry into student learning outcomes with the initial participation of the Accreditation Steering Committee Chair and Dean of Student Personnel Services in the California Assessment Institute held fall 1998, in

Monterey, California. [2.13 - Student Learning Outcome Development Timeline] Numerous individuals attended workshops and institutes throughout the state and on-campus over the next few years.

Concrete efforts to draft course student learning outcomes were initiated in spring 2006 with a Convocation activity, engaging faculty in drafting specific course student learning outcomes. The existing board policy, Board Policy 6320, requiring faculty to provide students and the Office of Instruction with a course syllabus by the third week of instruction was modified June 26, 2006, to provide for the inclusion of student learning outcomes. The instructional office required student learning outcomes as a component of course syllabi beginning fall 2006.

The instructional deans and department chairs began functioning as the Student Learning Outcome Coordinating Committee that same semester, fall 2006. A *Student Learning Outcome Development Plan* was developed early in the fall 2006 semester. [2.16 - Student Learning Outcome Development Plan] The initial dual focus was on the development of both institutional and course student learning outcomes. Discussions on institutional student learning outcomes occurred in Curriculum/Academic Standards Committee, Department Chairs and department meetings, culminating with the adoption of Academic Institutional Student Learning Outcomes by the Lassen Community College Governing Board on November 28, 2006. [2.11 - Curriculum/Academic Standards Committee, 2.17 - Department Chairs and 2.18 - Department Meeting Minutes]

During the fall 2006 semester, numerous workshops and one-on-one interactions occurred between the individual faculty and the Curriculum/Academic Standards Committee Chair, who was newly appointed as the Student Learning Outcome Coordinator. The development of student learning outcomes was tied to IPR and budget allocation, providing

strong faculty motivation to engage in productive activities.

Late in fall 2006, the Curriculum/Academic Standards Committee formed a Student Learning Outcome Review Subcommittee to assist in writing, critiquing, and standardizing the format of course and degree/certificate student learning outcomes prior to their review and adoption. [2.19 - SLO Review Committee Minutes] At about the same time, the instructional office implemented a course student learning outcome tracking system, which included student learning outcome development, student learning outcome approval, development of a student learning assessment plan, and initial assessment and evaluation. [2.20 - Student Learning Outcome Assessment Tracking System]

By the beginning of the spring 2007 semester, in addition to the adoption of Academic Institutional Student Learning Outcomes, the Governing Board had adopted program student learning outcomes for twenty programs and student learning outcomes for ninety-three courses. [2.3, 2.4 - Curriculum/Academic Standards Committee Action Log]

During the spring 2007 semester, the instructional program review process was rewritten to clarify the development and initial steps of assessment of course student learning outcomes. [2.1 - *Instructional Program Review Policy and Procedures Handbook*] The development of both course and program student learning outcomes continued throughout the semester. By the end of the 2006-2007 academic year, the Governing Board had adopted a total of thirty-six (36) degree and certificate student learning outcomes or 72% of the fifty (50) degree and certificate programs at Lassen Community College. In addition, the Governing Board adopted a total of three hundred and forty-five (345) course student learning outcomes or 56% of the course inventory of six hundred and twelve (612) courses. [2.3, 2.4 - *Curriculum/Academic Standards Committee Action Log*]

During that same semester, the development of an assessment plan for at least one student learning outcome by each instructor was extensively discussed in departmental meetings. [2.21 - *Student Learning Outcome Assessment Plan*] The initial implementation of these plans is scheduled to begin in fall of 2007 although the first assessment occurred in the Work Experience Program as part of the instructional program review process. [2.22 - *Work Experience IPR*]

Evaluation:

The institution has made significant progress on the implementation of instructional student learning outcomes at various levels. A development plan was approved and is being implemented. The institution needs to continue its progress in the development of program and course student learning outcomes. Completion of all program and the majority of course student learning outcomes is anticipated by June 2008. In late fall 2007 or early spring 2008, the institutional student learning outcomes and general education student learning outcomes for associate degrees are to be re-evaluated in light of initial efforts at assessment and the extensive discussions since their development in fall 2006.

Initial assessment of course student learning outcomes begins in fall 2007. The second round of assessment will occur along with the evaluation of the success of the initial efforts in spring 2008. Assessment of program and institutional student learning outcomes will flow from the assessment of course student learning outcomes.

Planning Agenda:

Utilize course assessment results, to integrate course student learning outcomes assessment into program and institutional level student learning assessment and use the results of that assessment to make needed modifications to improve student progress and accomplishment of those outcomes and communicate the results college-wide.

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:

Lassen Community College assures the quality and improvement of all instructional courses and programs through periodic instructional program reviews, 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. In fall 2006, the college established a Student Learning Outcome Coordinating committee comprised of instructional administrators and faculty to oversee and coordinate all institutional activities relevant to student learning outcomes.

The Lassen Community College Curriculum/Academic Standards Committee uses the *LCC Curriculum/ Academic Standards Committee Handbook, 4th Edition*, revised May 18, 2004, in determining whether a course or program meets the criteria for recognition as collegiate, developmental, pre-collegiate, continuing and community education, and contract or other special programs based on Title 5, Section 55002. [2.2 *Lassen Community College Curriculum/ Academic Standards Committee Handbook*]

Lassen Community College uses community need, enrollment demand, and survey

results to determine whether to offer collegiate, developmental, pre-collegiate, short-term training, community or continuing education courses, courses for international students, and contract or other special courses or programs. Currently, the college has courses and programs that fall into these various categories. Lassen Community College does not offer study abroad courses or programs.

Course and program quality are evaluated through instructional program reviews (IPRs). [2.1 - *Instructional Program Review Policy and Procedures Handbook*] The instructional program review process was revised by the Academic Senate in spring 2007 to provide for the submission of transfer programs every four years, while vocational program faculty submit program reviews every two years. The faculty driven revision also included the development and assessment of student learning outcomes as a component of program review.

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

1. Program Goals and Objectives
2. Curriculum
3. Student Outcomes (program impact on student success)
4. Personnel and Support Services
5. Facilities/Equipment
6. Budget
7. Summary and Prioritized Program Recommendations

During the 2005-2006 and 2006-2007 academic years, Lassen Community College made a concerted effort to spur the submission of IPRs from programs that had postponed submission in the past. At present, the college is almost back on track, with a number of programs submitting delinquent IPRs, and with the

majority of those programs scheduled for review during the past two years completing the IPRs on time. Faculty members have increasingly recognized the IPR and the vocational mini-review as a means to program improvement, including the acquisition of needed equipment to maintain the quality of instruction. The following vocational mini-reviews were completed in fall 2005:

Administration of Justice
Cosmetology
Agriculture
Gunsmithing
Automotive Technology
Human Services
Business
Journalism
Child Development
Power Generation Technology
Computer Science
Vocational Nursing
Correctional Science
Welding Technology

The following IPRs were completed in the 2005-2006 and 2006-2007 academic years:

Biological Science	Fall 2005
Mathematics	Fall 2006
Physical Education	Fall 2006
Work Experience	Spring 2007
Journalism	Fall 2006
Liberal Arts/Humanities	Fall 2006
Agriculture	Fall 2005 mini review
Automotive Technology	Fall 2005 mini review

The following IPRs are scheduled for completion in the 2007-2008 academic year:

Administration of Justice
Child Development
Agriculture
Correctional Science
Automotive Technology
Cosmetology
Business
Physical Science

The Curriculum/Academic Standards 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. During the 2006-2007 academic year, the Curriculum/Academic Standards Committee made numerous revisions in course description, course repetition, and program structure, as well as delivery mode, in a concerted effort to meet minimum conditions. In addition, the committee inactivated a number of courses and programs for low enrollment and low productivity, in recognition that those courses and programs no longer served the community.

Lassen Community College faculty members have headed the development of student learning outcomes and agreed that formal Governing Board approval of student learning outcomes will be a criterion for receipt of instructional equipment funding, as well as for any curriculum proposals or curriculum modifications. The development and implementation of student learning outcomes during the 2006-2007 academic year demonstrated faculty commitment to ensuring the integrity of the learning process, and some faculty members adjusted their instructional materials as a result of developing student learning outcomes.

As noted in section A.1.c. of this self-study report, the faculty members have made tremendous progress in the 2006-2007 academic year in designing course and program student learning outcomes. By the end of the spring 2007 semester, in addition to the adoption of Academic Institutional Student Learning Outcomes, the Governing Board adopted a total of thirty-six (36) degree and certificate student learning outcomes or 72% of the fifty (50) degrees and certificates at Lassen Community College and a total of three hundred and forty-

five (345) course student learning outcomes or 56% of the course inventory of six hundred and twelve (612) courses. [2.3, 2.4 - Curriculum/Academic Standards Committee Action Log and Governing Board minutes]

During the spring 2007 semester, the development of an assessment plan for at least one student learning outcome by each instructor was discussed during departmental meetings. [Student Learning Outcome Assessment Plan] The initial implementation of these plans is scheduled to begin in fall 2007.

The faculty union contract contains the negotiated evaluation process and agreed upon evaluation instruments. The faculty evaluation process allows for evaluation of quality of delivery of primary responsibilities (instruction, counseling, library service) as well as evaluation of the quality of performance in areas outside of primary responsibility such as program review, shared governance participation and although, not specifically stated, student learning outcome development. The administration and faculty union are currently negotiating the adoption of specific evaluation instruments addressing online and correspondence mode of delivery. The same evaluation process and instruments are utilized both on-campus and at outreach locations.

Vocational programs have Governing Board approved advisory committees, which meet on a regular basis to review program components and make recommendations for program quality improvement.

The Student Learning Outcome Coordinating Committee chaired by the Curriculum/Academic Standards Committee Chair, a faculty member, and comprised primarily of faculty, worked during 2006-2007 to move the college forward in the development of student learning outcomes. Early in fall 2006, the committee adopted a Student Learning Outcome Development Plan. The plan provided the framework for the development of course, program and institutional student learning outcomes and the proposal for initial assessment.

Evaluation:

Lassen Community College appropriately and effectively ensures the central role of faculty in establishing quality and improving instructional courses and programs through curriculum development, instructional program review, student learning outcome development and assessment and faculty union involvement in the evaluation process.

The faculty and staff have worked diligently during the past two years to conform to appropriate Education Codes and Title 5 regulations in terms of course and program delivery. In light of concerns about unevenness in standards used for correspondence courses, for example, the faculty formed a committee and prepared a *Correspondence Instruction Handbook* that details the standards expected of faculty who offer courses by that delivery mode. The correspondence handbook is now included in instructor materials and has resulted in a better understanding of the need for frequent and effective communication between the instructor and the student, as well as the need for attention to more comprehensive handouts, quizzes, and other materials because of the different mechanism for course delivery. [2.14 - *Lassen Community College Correspondence Instruction Handbook 2007-2008*, adopted by Academic Senate March 5, 2007]

In addition, the Academic Senate reviewed all correspondence delivery course syllabi and packets spring 2007 in order to assure that regular effective contact was scheduled to occur between the instructor and students.

The development of student learning outcomes has fostered a better understanding among faculty members of the difference between teaching and learning, and the need to focus on the learning process and outcomes.

Faculty members at Lassen Community College understand and have embraced the importance of course and program student learning outcomes. Thus, the college has made enormous strides in the past year. Currently, the

college has met the timelines set for course, program, and institutional learning outcome development. That bodes well for continued progress next year as the college seeks to identify student learning outcome assessment methods and then engages in the learning outcome assessment process.

The systematic evaluation of faculty has occurred on schedule. Appropriate modifications to the evaluation instruments are occurring to assure quality delivery of instruction in all modalities and the need to address student learning outcomes is occurring.

Planning Agenda:

Utilize course assessment results, to integrate course student learning outcomes assessment into program and institutional level student learning assessment and use the results of that assessment to make needed modifications to improve student progress and accomplishment of those outcomes and communicate the results college-wide.

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 have assumed primary responsibility for the development of measurable student learning outcomes for courses, certificates, degrees and the institution. The institutional student learning outcomes include both general education and vocational areas of focus. In addition, a consistent list of general education student learning outcomes was developed for all associate degrees. The Curriculum/Academic Standards Committee comprised primarily of faculty has taken action to adopt and forward to the Academic Senate, and

subsequently the Governing Board, all of these student learning outcomes.

Lassen Community College has a long history of advisory committee involvement in curriculum review. With the introduction of a Fire Technology program, for example, an advisory committee that includes local, state, and federal fire fighters has met several times during the 2006-2007 academic year to review course outline proposals and student learning outcomes. The Power Generation Technology Advisory Committee participated in the decision to inactivate the program and move it to the central valley, where power companies are located. The Dean of Instructional Services and Associate Dean of Instructional Services visited Shasta College in September, 2006, to discuss the potential for that college to take ownership of the program as a means to meeting the needs of the power companies in the Shasta College service area. During the spring 2007 semester, a group of Susanville Symphony members addressed the college Governing Board with their interest in having a music program at the college. Immediately following the meeting, the Dean of Instructional Services initiated meetings with the group, as a potential Music Advisory Committee to develop a proposal for a music program that could meet community needs.

The college has generated data within the last two years on program enrollment and graduation trends as a step in determining program viability and student demand. In addition, the Office of Instruction reviews IPRs and vocational program mini-reviews to identify program strengths and shortcomings in terms of meeting student needs.

With the development of course and program student learning outcome assessment methods and the implementation of that assessment process, the college will have a more comprehensive understanding of student progress and accomplishment of learning outcomes.

Evaluation:

Lassen Community College has made enormous progress in developing course and program student learning outcomes and will continue that process in the 2007-2008 academic year. At present, the college has only begun the development of assessment methods for learning outcomes. After that, the college will be able to use assessment results to identify how well the college has served students in attaining the stated student learning outcomes.

Planning Agenda:

Utilize course assessment results, to integrate course student learning outcomes assessment into program and institutional level student learning assessment and use the results of that assessment to make needed modifications to improve student progress and accomplishment of those outcomes and communicate the results college-wide.

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:

One of the initial goals of the newly instituted department chairs during the 2005-2006 academic year was the development of three-year scheduling plans for all degrees and certificates. [2.27 - Three-year Scheduling Plans 2007-2010] The scheduling plans along with two-year advising plans are available to counselors to assist in advising students in the sequencing of courses. [2.28 -Two-year Advising Plans] The annually revised scheduling plans should reduce the time to degree completion for students. The availability of the scheduling plans has greatly improved the development process to produce timely student-centered schedules.

The Curriculum/Academic Standards Committee and the Office of Instruction have reviewed all degree and certificate programs during the 2006-2007 academic year to ensure appropriate breadth, depth, rigor, sequencing, and

time to completion. At the same time, this degree and certificate program review process gave attention to modifications that will improve student progress and synthesis of learning. Adjustments to degree and certificate requirements were incorporated into the Lassen Community College Catalog for 2007-2008.

Evaluation:

Lassen Community College faculty members have worked with the Curriculum/Academic Standards Committee of the Academic Senate and with the Office of Instruction to ensure that all degree and certificate programs ensure appropriate breadth, depth, rigor, sequencing, and time to completion and make modifications that will improve student progress and synthesis of learning.

Planning Agenda:

Implement and modify as appropriate the three-year scheduling plan and two-year advising plans for all programs to improve sequencing and time to completion for students.

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:

The institution utilized video/telecourse and live-interactive television delivery for several years. The video/ telecourses were gradually eliminated as a result of concerns about the technical quality of the programs. Likewise, the live interactive television delivery was eliminated as a consequence of reoccurring technical difficulties. In addition, as a result of a Title III grant, faculty members developed several courses for online delivery, primarily in the areas of English, Mathematics, and Business/Computer Applications. Some of the courses are still being delivered online. Lassen Community College currently uses a variety of delivery modes, including on-campus, online, and correspondence, as a means to providing education to individuals who cannot physically come to the campus in pursuit of an education.

The college has recently investigated the possibility of re-implementing a live, interactive television connection with outreach sites as yet another means of providing education to students who cannot travel to campus.

In preparing materials for both online and correspondence delivery, faculty members have given attention to the different learning styles of students who choose that mode of delivery, and have revised their course materials appropriately. In on-campus classes, faculty members have incorporated varying degrees of web-based and PowerPoint materials as a means to further enhance students' learning experiences, with notes, quizzes, and supplemental materials available. These materials further meet the diverse learning styles of students. The Native American Studies Retention Center was developed in 2006-2007.

Evaluation:

The college uses on-campus, online, and correspondence modes of delivery to serve students with disabilities and students who, for a variety of reasons, cannot take courses at the Susanville campus or outreach sites. In addition, the college has recently investigated using live, interactive television connection with outreach sites as yet another means of providing education to students who cannot travel to campus. Faculty members on campus have incorporated varying degrees of web-based and PowerPoint materials as a means to further enhancing students' learning experiences. The Native American Studies Center has introduced learning communities as yet another way to enhance student learning and success.

Planning Agenda:

Provide faculty and staff development training in delivery modes, learning styles and diversity, revitalize the interactive television/teleconference classroom, and expand online offerings.

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:

Course and program review at Lassen Community College are integral components of the instructional program review (IPR) process, which occurs every four years for non-vocational programs and every two years for vocational programs. This process was revised in the 2006-2007 academic year to incorporate student learning outcomes development and assessment as components of the review process.

Evaluation:

The college does evaluate all courses and programs through a systematic instructional program review process, which is linked to institutional planning and periodically reviewed and updated.

Planning Agenda:

Utilize the student learning outcome assessment process, instructional program review process and integrated planning process, specifically the *Educational Master Plan*, to assure currency and effectiveness of the college’s programs, degrees and certificates.

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:

Lassen Community College has established a timeline for implementation and assessment of course and program student learning outcomes as a complement to the institutional program review (IPR) process to assure currency and measure achievement of stated outcomes at the course and program levels. As noted in sections A.1.c. and A.2.a. of this self-study report, the college has made significant progress in the development of learning outcomes and has begun the process of identifying assessment methods. During the

spring 2007 semester, the IPR Process was rewritten to clarify the development and initial steps of assessment of course student learning outcomes. [1.2 - *Instructional Program Review Policy and Procedures Handbook*] The development of both course and program student learning outcomes continued throughout the semester. By the end of the 2006-2007 academic year, the Governing Board had adopted a total of thirty-six (36) degree and certificate student learning outcomes or 72% of the fifty (50) degrees and certificates at Lassen Community College. In addition, the Governing Board adopted a total of three hundred and forty-five (345) course student learning outcomes or 56% of the course inventory of six hundred and twelve (612) courses. [2.3, 2.4 - *Curriculum/Academic Standards Committee Action Log*]

During that same semester, the development of an assessment plan for at least one student learning outcome by each instructor was discussed during departmental meetings. The initial implementation of these plans is scheduled to begin in fall 2007. Consultation Council has identified a flow chart showing the flow of information from student learning outcomes through the program review process to various planning documents, principally the *Educational Master Plan*. The implementation of the integrated flow of information is scheduled to begin 2007-2008.

Evaluation:

Lassen Community College has made considerable progress with the development of institutional, general education, program, and course learning outcomes. Faculty members are now developing assessment methods for course and program outcomes as a means to determining achievement of stated learning outcomes. In addition, the college revised the instructional program review (IPR) process to incorporate student learning outcomes and their assessment as a mandatory component. In addition, the timeline for transfer degree and certificate IPRs was shortened from once every six years to once every four years; the vocational IPR timeline was set at

every two years to meet minimum conditions requirements.

Planning Agenda:

Utilize the student learning outcome assessment process, instructional program review process and integrated planning process, specifically the *Educational Master Plan*, to assure currency and effectiveness of the college's programs, degrees and certificates.

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:

The mathematics department developed and piloted a departmental course examination.

Evaluation:

Problems arose with the implementation of the mathematics course final examination. The major problem involved scheduling all students in any given Mathematics course at a single final exam time. Currently, a single final examination time period is scheduled for all mathematics finals.

Planning Agenda:

Analyze the effectiveness of the Mathematics departmental course final examination(s) in measuring student learning and implement any appropriate changes.

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:

Lassen Community College issues credit to students based upon their successful completion of courses. The measurement of successful completion at the course is based on

student learning outcomes stated in the official course outline of record and the course syllabus. Credit for courses is then issued to students based on Board Policy 6210 in accordance with Title 5 regulations.

The faculty has identified course student learning outcomes for more than three hundred (300) credit courses. As described in sections A.1.c. and A.2.a. and A.2.f. of this self-study report, the college has begun to identify assessment methods for those course student learning outcomes and will continue the identification of assessment methods for course outcomes in the 2007-2008 academic year.

Evaluation:

Having developed course student learning outcomes for almost half the courses in the college course inventory, faculty members will complete that process in fall 2007 and begin identification and implementation of course learning outcome assessment. Each faculty member will assess one student learning outcome in one course, and student services will assess one student learning outcome in each department in fall 2007 to move the assessment process forward. In addition, the college will implement a revised IPR process that incorporates course and program (degree and certificate) student learning outcomes as part of the program review. With these components in place, the college will soon be able to determine that credit is awarded based on student achievement of the course's stated learning outcomes.

Planning Agenda:

Utilize course assessment results, to develop and implement assessment plans for the assessment of degree and certificate student learning outcomes.

II.A.2.i. "The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes."

Descriptive Summary:

Lassen Community College use student achievement as the basis for awarding degrees and certificates. Student learning outcomes are listed in the official course outline of record to identify the basis for successful completion of the course. Certificate and degree student learning outcomes are listed in the college catalog. Successful completion at the course student learning outcomes then provides the basis for successful completion at the certificate or degree student learning outcomes. 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 vocational programs, occupational certification exams may be regarded as valid measures of program student learning outcome achievement, examples include: Vocational Nursing and Welding Technology.

As noted in sections II.A.1.c, II.A.2.a, A.2.f, and II.A.2.h of this self-study report, Lassen Community College has developed and is following a timeline for the development and implementation of course and program student learning outcomes. [2.15 - Student Learning Outcomes Development Timeline]

Evaluation:

The college has aggressively pursued the development of student learning outcomes at both the course and program levels and has made significant progress in identifying outcomes. The initial implementation of these assessment plans is scheduled to begin in fall 2007, when the revised IPR process will also be implemented.

Planning Agenda:

Utilize course assessment results, to develop and implement assessment plans for the assessment of degree and certificate student learning outcomes.

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."

Descriptive Summary:

The Lassen Community College catalog includes the following faculty-developed statement of philosophy and criteria for courses that comprise the general education pattern taken from Board Policy 6500:

Philosophy and Criteria for Associate Degree and General Education

Lassen Community College offers a breadth of courses that are intended to prepare students to think and communicate clearly and effectively; to use mathematics; to understand the modes of inquiry in the major disciplines; to be aware of other cultures and times; to achieve insights gained through experience in thinking about ethical problems, and to develop the capacity for self-understanding. These courses will give students sufficient depth in a field of knowledge to contribute to lifetime interest as well as give the student the tools to navigate through complex life experiences.

General Education, including in the Associate Degree, is designed to introduce students to a variety of means to comprehend the modern world. This experience will assist students in their evaluation and appreciation of the physical environment, the culture, and the society in which they live.

The criteria used to determine inclusion in the Associate Degree and General Education offerings includes those classes that foster understanding and evaluation of the natural sciences, social and behavioral sciences, humanities, language and rationality, and physical health and activities. [Lassen Community College Catalog, 2007-2008]

This statement serves as the basis for determining which courses are included in the pattern of general education courses that students

must complete as part of every associate degree program.

During the 2006-2007 academic year, Lassen Community College developed student learning outcomes for general education, as listed below:

General Education Student Learning Outcomes for Associate Degrees

Upon completion of an Associate Degree, the student should be able to:

- 1. Demonstrate the ability to listen and engage in verbal communication by participating in discussions/debates and oral presentations. Demonstrate the ability to compose and create papers with correct grammar, spelling, punctuation, and appropriate language, style, and format, which conform to Modern Language Association style in in-text source citations and works-cited pages*
- 2. Demonstrate critical thinking skills by applying logic to the solution of a variety of problems.*
- 3. Apply the scientific method by formulating a hypothesis; researching the topic; determining appropriate tests; performing tests; collecting, analyzing, and presenting data; and finally proposing new questions about the topic.*
- 4. Systematically collect, organize, and present appropriate data from a variety of sources including independent research, written journals and the Internet. Assess the validity of the data and interpret it correctly.*
- 5. Analyze mathematical problems, determine the processes necessary to solve the problems, calculate solutions and test the correctness of the proposed solutions.*
- 6. Demonstrate an awareness of the scope and variety of works in the arts and humanities, and articulate the value of aesthetics and creativity.*
- 7. Analyze an individual's civic responsibilities within the context of the basic principles of American national, state, and local governments, contents of*

the U.S. Constitution and Amendments, and the electoral process

- 8. Identify and explain diverse cultural customs, beliefs, traditions, and lifestyles and interpret how biases, assumptions, and prejudices can impact multicultural interactions.*
- 9. Design and implement a life plan to enhance physical, mental, and emotional health.*
- 10. Effectively work in teams, managing time, tasks, and personality differences sharing results and analyses to arrive at a final collaborative product.*

The courses that comprise the Lassen Community College general education offerings are analyzed by faculty members in the disciplines and by members of the Curriculum/Academic Standards Committee to ensure that their student learning outcomes meet the expectations embodied in the General Education Student Learning Outcomes listed above. In this fashion, the college anticipates that analysis of student learning outcomes for general education will demonstrate student attainment of the expected outcomes. The assessment of course student learning outcomes will begin in the fall 2007 semester.

The development of General Education Student Learning Outcomes also provided an excellent opportunity for the college 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. As the General Education Student Learning Outcomes moved from the Curriculum/Academic Standards Committee to the Academic Senate to the Governing Board for approval, they received attention from the campus at large.

Lassen Community College Associate in Arts and Associate in Science transfer degrees include 40 units of general education, with a requirement that students attain a grade of "C" in at least 30 of those units.

Lassen Community College 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. Members of the Curriculum/Academic Standards Committee ensure that the course content and methodology 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.

Every new course outline at Lassen Community College must include student learning outcomes. For existing courses, faculty members have been encouraged to develop student learning outcomes, which were mandatory for receipt of instructional equipment funding in 2006-2007. Faculty members in the discipline collaborate in developing draft student learning outcomes for each course offered. The draft student learning outcomes then go to the Student Learning Outcomes Review Subcommittee of the Curriculum/Academic Standards Committee, both of which must approve the outcomes before they go to the Academic Senate and then the Governing Board for approval. These committees also examine the proposed learning outcomes for consistency with content and methodology. This process ensures that content and methodology for general education courses are appropriate to the stated student learning outcomes. In addition, this process ensures that content and methodology as well as student learning outcomes are included in every course outline of record.

Evaluation:

Faculty members at Lassen Community College have reviewed courses for adherence to minimum conditions, for inclusion of student learning outcomes consistent with content and methodology, and for appropriateness of each

course as part of the general education offerings. This review has resulted in changes to the course outlines of record to include learning outcomes and to change items to bring them into compliance with minimum conditions.

The department chairs began the discussion of general education student learning outcomes, which were adopted by the Governing Board, and at the same time discussed the need to ensure that the course outlines of record included outcomes appropriate to the content and methodology of the course. Working with the faculty members in their respective divisions, the chairs provided guidance and examples of acceptable student learning outcomes. The draft learning outcomes were then reviewed by the Student Learning Outcomes Review Subcommittee of the Curriculum/ Academic Standards Committee as the first step in the approval process. Members of the subcommittee then worked with individual faculty members to improve the structure and wording of the outcomes and so that they are appropriate to course methodology and content.

Planning Agenda:

Utilize course assessment results, to develop and implement assessment plans for the assessment of student learning outcomes for institutional general education student learning outcomes.

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:

The following student learning outcomes from Speech 1 (oral skills), English 1 (written communication), English 9 (critical analysis/logical thinking), and Ethnic Studies 1 (information competency), Computer Science 1 (computer literacy), Anthropology 1 and Math 40 (scientific and quantitative reasoning) identify

the criteria to determine if students have attained the general education goals set by the college. In addition, some of the outcomes overlap from one area to another, ensuring reinforcement of the need for skills that enable students to become lifelong learners and to prepare students as productive individuals.

Oral Skills – Student Learning Outcomes for Speech 1:

- *Given either an informative or persuasive speaking situation, the student will organize, outline, and deliver an appropriate extemporaneous speech. Included will be the correct utilization of sources, the development of well-founded and supported main ideas, rhetorical devices, transitions, and delivery techniques appropriate to the occasion.*
- *When reviewing a public speaking event, the student will critically discuss the elements present in any speaking situation. Included in this discussion will be an analysis of the communication process: the speaker's delivery, the message, and the reactions of the audience.*

Written Communication – Student Learning Outcomes for English 1:

- *Demonstrate the ability to comprehend and analyze a variety of readings through discussion, journal entries, in-class writings, formal out-of-class essays and reports, and literary reviews.*
- *Write essays applying patterns of development appropriate for expository writing, including personal narrative, comparison/contrast, and argumentation. These essays will conform to standard English grammar, spelling and punctuation rules.*
- *Given an assignment to write a 10 to 12-page research paper, the student will investigate a topic and write a well-organized and grammatically correct document,*

which conforms to MLA style in its in-text source citations and works-cited pages.

Critical Analysis/Logical Thinking – Student Learning Outcomes for English 9:

- *Given a written or verbal argument, the student will be able to critically evaluate the presentation, identifying the structure, validity and soundness of the argument, recognizing common fallacies of language and thought, and identifying any deliberate abuses and manipulations.*
- *In sequence of well-organized, grammatically correct essays, the student will demonstrate the effective use of analysis, synthesis, definition, refutation, interpretation, and advocacy of ideas.*

Information Competency – Student Learning Outcomes for Ethnic Studies 1:

- *Identify and explain diverse cultural customs, beliefs, traditions and lifestyles and interpret how biases, assumptions, and prejudices can impact multicultural interactions.*
- *Systematically collect, organize, and present appropriate data from a variety of sources including independent research, written journals and the Internet. Assess the validity of the data and interpret it correctly.*
- *Effectively work in teams, managing time, tasks, and personality differences sharing results and analysis to arrive at a final collaborative product.*

Computer Literacy – Student Learning Outcomes for Computer Science 1:

- *Perform basic computer operation functions.*
- *Produce documents, spreadsheets, database and presentations using Microsoft Office Suite.*
- *Select a computer with appropriate hardware and software specifications to meet an identified*

need utilizing the Internet.

**Scientific and Quantitative Reasoning –
Student Learning Outcomes for Anthropology
I:**

- *Given a set of problems or questions regarding the nature of scientific inquiry: distinguish science from non-science, identify specific parts of the scientific method; apply basic scientific methods to reach a conclusion; and place specific persons, events and broad ideas within their historical context.*
- *Given a set of problems, questions, or being presented with a specific fossil or artifact: apply basic methods of genetics, paleontology and taxonomy to solve a problem; evaluate and discuss potential interpretations of the data presented; identify important anatomical features or whole fossils and place them in proper taxonomic, geographic and chronological contexts.*

and Math 40

- *Apply techniques learned in algebra combined with basic concepts of statistics, including collecting data, displaying data, finding measures of center, variation and the standard normal distribution.*
- *Apply critical thinking to the testing of hypotheses, drawing inferences and arriving at conclusions based on data.*

Evaluation:

Lassen Community College has developed, and the Governing Board has approved, student learning outcomes in general education that identify the criteria to determine if students have skills in each of the following areas: oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical

analysis/logical thinking. In addition, some of the identified learning outcomes overlap from one area to another, ensuring reinforcement of the need for skills that enable students to become lifelong learners and to prepare students as productive individuals.

Planning Agenda:

Utilize course assessment results, to develop and implement assessment plans for the assessment of student learning outcomes for institutional general education student learning outcomes that pertain to skills in oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, and critical and analytic thinking.

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:

In response to the areas of the General Education Student Learning Outcomes that deal with aesthetic and historical awareness, assumption of civic and social responsibilities, diversity, ethics, and civility in working with others, Lassen Community College developed and the Governing Board adopted the following outcomes statements responsive to these general education breadth components:

- *Demonstrate an awareness of the scope and variety of works in the arts and humanities, and articulate the value of aesthetics and creativity.*
- *Analyze an individual’s civic responsibilities within the context of the basic principles of American national, state, and local governments, contents of the U.S. Constitution and Amendments, and the electoral process.*

- *Identify and explain diverse cultural customs, beliefs, traditions, and lifestyles and interpret how biases, assumptions, and prejudices can impact multicultural interactions.*
- *Design and implement a life plan to enhance physical, mental, and emotional health.*
- *Effectively work in teams, managing time, tasks, and personality differences sharing results and analyses to arrive at a final collaborative product.*

The college will first determine how effectively its general education courses succeed in providing students the basis for success in each of these areas. Beginning in fall 2007, every faculty member will identify one course and begin the assessment of learning outcomes. Courses such as Survey of Art History (Art 6), World History (HIST 14), Ethnic Studies (ES 1), Political Science (PLSC 1), Psychology (PSYCH 1), and Sociology (SOC 1) have learning outcomes designed to meet the overall General Education outcomes, as demonstrated below:

Aesthetic Awareness – Student Learning Outcomes for Art 6:

- *Use appropriate terminology in comparing and contrasting works of art of the various historical periods, styles, and cultures.*
- *Describe how works of art from the past reveal the cultures that produced them and how the works are relevant today.*
- *Describe the criteria used to judge works of art using the appropriate terminology.*

Historical Awareness – Student Learning Outcomes for History 14:

Given an in-class writing task based on an assigned reading, the student will compare and contrast the major world civilizations from the beginning to 1500, which identifies the major historical figures, major periods including prehistory, cultural ideas

and values, and the global connection between events.

Respect for Cultural Diversity – Student Learning Outcomes for Ethnic Studies 1:

- *Identify and explain diverse cultural customs, beliefs, traditions and lifestyles and interpret how biases, assumptions, and prejudices can impact multicultural interactions.*
- *Systematically collect, organize, and present appropriate data from a variety of sources including independent research, written journals and the Internet. Assess the validity of the data and interpret it correctly.*
- *Effectively work in teams, managing time, tasks, and personality differences sharing results and analysis to arrive at a final collaborative product.*

Political Responsibilities Locally, Nationally, and Globally – Student Learning Outcomes for Political Science 1:

- *In an in-class essay or exam, the student will demonstrate knowledge of the basic principles of American national, state and local governments, content of the U.S. Constitution and Amendments, functions of the three branches of government, political parties and the electoral process, major court decisions involving Constitutional protection, and components of U.S foreign policy.*
- *Given a current or historical political topic, the student will demonstrate the ability to research, using the Internet and other media, the background and implications of the issue, and write an organized and documented essay or paper, giving their findings and interpretations.*

Social Responsibilities Locally, Nationally, and Globally – Student Learning Outcomes for Sociology 1:

- *Effectively work in teams, managing time, tasks, and personality differences sharing results and analysis to arrive at a final collaborative product.*
- *Systematically collect, organize, and present appropriate data from a variety of sources including independent research, written journals and the Internet. Assess the validity of the data and interpret it correctly.*
- *Identify and explain basic concepts of sociology, research and theory.*

Civility and Interpersonal Skills I – Student Learning Outcomes for Psychology 1:

- *Describe how the perspective of behaviorism, humanistic, psychoanalytic, existential and social psychology would interrupt certain behaviors and what methods each perspective might use to change that behavior including the theoretical basis, description of causality, and treatment of regimes.*
- *Identify, describe, and investigate the influence of environment and culture on the development of individual behavior.*
- *Given various experiments in the field of Psychology, the student will demonstrate the ability to use the scientific methods to analyze the experiments methodology, and to list the generalized behavior.*
- *Identify and analyze the inter-relationship to the Mind and Body, Psycho-neuroimmunology, including the physiological and psychological aspects of behavior.*

Evaluation:

Faculty members at Lassen Community College have the framework in place for implementation of student learning outcomes in

the general education areas of aesthetic and historical awareness, assumption of civic and social responsibilities, diversity, ethics, and civility in working with others. Most general education course student learning outcomes are now in place. Beginning in fall 2007, every faculty member will identify one course and begin the assessment of learning outcomes. In this fashion, the process moves closer to an understanding of how well students achieve the identified outcomes.

Planning Agenda:

Utilize course assessment results, to develop and implement assessment plans for the assessment of student learning outcomes for institutional general education student learning outcomes that pertain to “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.”

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

Descriptive Summary:

The Curriculum/Academic Standards Committee ensures that all associate degree programs include an area of focused study or an interdisciplinary core.

Evaluation:

Associate degrees in vocational areas have historically had clear areas of focused study. The vocational associate in science degrees require concentration in one of the following majors: Accounting, Administration of Justice, Agriculture Science and Technology, Automotive Technology, Child Development, Correctional Science, Drug and Alcohol Paraprofessional, Fire Arms Repair, Fire Technology, Gunsmithing, Human Services, Journalism, Vocational Nursing, or Welding Technology. The college has been working over the last few years to develop

transfer degrees with more clearly defined specific areas of concentration. Examples include the associate degrees in University Studies (CSU): Art Major Concentration, Biological Science Major Preparation, Business Concentration and Mathematics/Physical Science Core Concentration. Three remaining associate degrees have Liberal Arts or General Education as their area of focus and need further refinement in the coming year.

Planning Agenda:

Clarify the specific areas of concentration within the Liberal Arts; General Education and IGETC University Studies associate degrees in order to meet the changes in Title 5 requirements.

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:

Many of the courses that lead to vocational and occupational certificates and degrees include learning outcomes that prepare students for the workplace. Students completing Lassen Community College vocational programs successfully demonstrate skills necessary for the vocation by passing state exams and certification.

Evaluation:

Students completing their education at Lassen Community College demonstrate high levels of professional competency. Students completing the Vocational Nursing program in 2005-2006 had a pass rate on the state board examination of 90%. Students graduating from the Welding Technology Program demonstrate competency through their performance. Employment information on vocation program graduates is measured by anecdotal accounts.

Planning Agenda:

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:

The college catalog provides students with information, which clearly describes degree and certificate programs in terms of their purpose, content, course requirements, and approved student learning outcomes. The program section of the 2007-2008 college catalog was completely redesigned to more clearly communicate important information to the students.

As per Board Policy 6320, faculty are required to submit to the Office of Instruction a syllabus for each course being taught prior to the end of the first week of instruction. The board policy was amended June 27, 2006 to require that student learning outcomes be included on the syllabus. During the 2006-2007 academic year, faculty members met to agree upon student learning outcomes in courses taught by different faculty, and the approved outcomes were then incorporated into the course outlines of record. At the beginning of every semester, faculty members provide students with their updated syllabi,

specifying learning outcomes and objectives consistent with those in the approved course outline.

College information about transfer policies is incorporated into the college catalog and is being included on the college web site, both of which have been revised and updated. California State University transfer degree requirement and general education breadth requirements are also outlined in the college catalog on page 56. Intersegmental General Education Transfer Curriculum (IGETC) requirements for students transferring to a California State University or a University of California Institution also appear in the college catalog on page 58. The Transfer Center located in the One Stop Student Center is available to provide information on articulation agreements and assist students with transferring. Articulation functions are currently handled by a 20% reassignment of a full-time faculty member. Lassen Community College has taken steps to ensure that course and program student learning outcomes will meet the expectations of four-year colleges and universities.

Evaluation:

The college provides students with clear and current information about the purpose and content of its degrees and certificates. Expected student learning outcomes are provided to students through the course syllabi. The Office of Instruction ensures that, at the beginning of each semester, every faculty member has a syllabus on file for each of his or her courses. The faculty evaluation process is a means of ensuring that course syllabi are consistent with student learning objectives specified in the institutionally approved course outlines.

College faculty and staff have made a concerted effort to update the college catalog and web site so that they are accurate and timely. Both the catalog and the web site have been updated to include accurate information about courses, programs, and policies, including transfer.

The maintenance of articulation agreements in a timely manner is extremely difficult given the very limited amount of time assigned to this function. The course and program articulation process helps facilitate student mobility without penalty.

Planning Agenda:

Complete and publish the *Faculty Handbook* to expressly state that student learning outcomes in course syllabi must be consistent with the course outline of record.

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 Curriculum/Academic Standards Committee strives to make changes in the curriculum while minimizing adverse affects on its students.

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

During the 2005-2006 and 2006-2007 academic years, for example, the college inactivated the Power Generation Technology (PGT) Program. Students were advised that the college would continue to offer the courses through the summer 2006 term to permit those in progress to complete degree or certificate requirements. The instructional deans also met

with several Shasta College instructional administrators to discuss possible transfer of the PGT Program to that area, where it will better meet local community needs. In addition, the college inactivated the Associate in Science and Certificate of Achievement in Computer Information Systems effective fall 2007. The inactivation had been anticipated for over a year. Initially a review of all students currently enrolled in the program was conducted in order to determine which classes were still needed for them to complete their program of study. At such time as the numbers of students became too small to justify offering the course, the primary instructor in the program agreed to offer the few remaining students the one or two remaining courses credit by examination. Thus allowing the students to complete the educational goals without financially impacting the college.

Evaluation:

The college has taken steps to ensure that students enrolled in degree or certificate programs that are being inactivated have the opportunity to complete the requirements for program completion in a timely manner with a minimum of disruption. The college uses several methods for student continuation and completion of the program: identification of courses still available on site, identification of courses available online from other institutions, identification of courses available at nearby institutions.

Planning Agenda:

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:

Lassen Community College provides clear, consistent, and accurate representations of itself to prospective and current students, the public, and its personnel. These statements appear in the college catalog, on the college web site and in handbooks and other publications.

Until the spring 2007 semester, the Governing Board’s Policy Subcommittee reviewed all Board Policies annually, encouraging various constituent groups to attend the subcommittee meetings and provide suggestions for revision. In spring 2007, however, the college received joint training in Effective Participatory Governance from Ian Walton, the President of the Academic Senate for California Community Colleges and the Scott Lay, CEO of the Community College League for California. That training made clear that board policy revisions should have local Academic Senate and constituent review and recommendations at the outset, before the trustees begin discussion of a policy. Thus, the procedure has changed, and policies go first to the constituent groups, and then to the Consultation Council for agreement among constituent groups. The resulting recommendations for board policy revision go from the Consultation Council to the President for inclusion on the Policy Subcommittee agenda of the Governing Board.

The college has discussed a review of its procedures, some of which are included as policy in the *Board Policy Manual*, and some not. One trustee noted at the May 8, 2007, meeting of the Governing Board that the college tried some years ago to remove procedures from policies, and, in the process, lost track of the procedures. Discussion at that meeting suggested a need to collect all existing procedures and begin a review and revision of those documents.

For the past two years, the college catalog has been reviewed and revised to represent numerous changes in curriculum as a result of the need to adhere to minimum conditions requirements and as a result of the inactivation of non-productive certificate and degree programs.

In addition, the college reviewed degree programs to ensure that they included appropriate general education breadth requirements, removing courses that had been modified and no longer met the standards for general education, and adding courses that had been articulated with the California State University or University of California systems.

Evaluation:

The college catalog, class schedule, and college website all represent the college with accuracy and consistency. Annual review of all of these key documents and information sources ensure currency of information.

Planning Agenda:

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:

Lassen Community College Board Policy identifies an Academic Freedom policy, which states that:

“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.” [2.24 - Board Policy 4116.1]

An academic freedom statement is also included in the *Lassen Community College Catalog* on page 4 and in the Lassen Community College Faculty Association Collective Bargaining Agreement. In addition, Board Policy 4116.2 constrains faculty members from imposing their political views or taking a stand on a political issue to support or oppose any issue or candidate. [2.24 – Board Policy 4116.2] It also constrains faculty members from making their personal life, including religious or political activities, an issue of concern in the classroom.

The Governing Board adopted *Student Athlete Handbook* on March 14, 2000, which clearly identifies expected rules of student conduct for athletes including academic honesty. [2.29 - *Student Athlete Handbook*]

The Lassen Community College Catalog and web page present policy information concerning student academic honesty.

Evaluation:

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

Planning Agenda:

Complete and publish the *Faculty Handbook* 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.

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

Descriptive Summary:

The Lassen Community College catalog includes both a description of the expectation for student academic honesty and the consequences for dishonesty:

Student Rules of Conduct

Standards of conduct are applicable to all members of the college community, visitors, and guests, and are designed to promote individual and group governance in accordance with dignity, decency, and maturity. In particular, such standards are directed toward social and living relationships pertinent to the college.

The following misconduct for which students are subject to college discipline applies at all times on campus and applies to any off-campus function sponsored or supervised by the college:

- 1. Dishonesty, such as cheating, plagiarism, or knowingly furnishing false information to the college.*
- 2. Forgery, alteration, or misuse of college documents, records or identification. Obstruction or disruption of teaching, research, administration, disciplinary proceedings, or other college activities, including its public service functions, or of other authorized activities. [2.23 - Lassen Community College Catalog 2007-2008]*

Lassen Community College enforces the provisions for academic honesty by empowering the Dean of Instructional Services to exercise general supervision over the academic conduct of students. Sanctions for students who fail to accept responsibility to abide by the Standards of Conduct are provided in the Lassen Community College Policy Book, Section 5380, and in compliance with the California Education Code. Those sanctions range from a warning to censure, conduct probation, restitution, interim suspension, and expulsion from the college. The Licensed Vocational Nursing Program identifies additional sanctions for nursing students who do not follow program standards of conduct. [2.23 -

Lassen Community College Catalog 2007-2008, Lassen Community College Policy Book, Section 5380; 2.26 - Lassen Community College Vocational Nursing Student Handbook]

Evaluation:

Sanctions for students who fail to accept responsibility to abide by the Standards of Conduct are provided in the Lassen Community College Policy Book, Section 5380, and in compliance with the California Education Code. Those sanctions range from a warning to censure, conduct probation, restitution, interim suspension, and expulsion from the college. The Dean of Instructional Services has twice dismissed students from the Licensed Vocational Nursing Program for failure to adhere to program standards.

Planning Agenda:

Complete and publish the *Faculty Handbook* in order to clearly communicate to all faculty clear expectations concerning communication with students about consequences of plagiarism and other forms of academic dishonesty.

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:

In addition to the academic freedom statement in Board Policy 4116.1, as stated in section II.A.7.a. of this self-study report, Lassen Community College publishes in the college catalog the following code of conduct expected of staff, faculty, administrators, and students:

"Standards of conduct are applicable to all members of the college community, visitors, and guests, and are designed to promote individual and group governance in accordance with dignity, decency, and maturity. In particular, such standards are directed toward social and living

relationships pertinent to the college.”
[2.23 - Lassen Community College
Catalog 2007-2008]

The academic freedom statement in Board Policy 4116.1 makes clear that the college does not seek to instill specific beliefs or worldviews.

Evaluation:

Lassen Community College informs staff, students, faculty, visitors, and administrators of the conduct expected of individuals on the college campus to promote individual and group governance in accordance with dignity, decency, and maturity. The college does not seek to instill specific beliefs or world-views.

Planning Agenda:

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.”

This part of the standard does not pertain to Lassen Community College.

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:

A commitment to serving students is well articulated in the mission. This commitment to serving students is best exemplified by the consolidation of the various student service functions into a One Stop Student Center, which occurred early fall 2007. The previously widely dispersed student services offices were moved to a single building. The One Stop Student Center on the Lassen Community College campus is open 8 a.m. to 4:30 p.m. daily with extended hours offered at the start of every semester. Services housed in the building and available during open hours are Financial Aid, Financial Aid Outreach, EOP&S, CARE, Counseling, Transfer Center, and Admissions and Records. While open, staff is available by office visit or phone call to all students served by Lassen Community College.

EOP&S serves students disadvantaged by social, economic, and language background. Funded by the State of California, the EOP&S program provides academic support services for financially and educationally disadvantaged students. These support functions include recruiting, counseling, special classes, tutoring, books, advocacy, child care, transition services, assistance with the completion of financial aid, registration, and admission procedures. To be eligible for EOP&S services, a student must meet the following criteria:

1. Be a California resident.
2. Be enrolled as a full-time student with 12 units or more per term, with the exceptions noted in Title 5, Section 56220.
3. Have fewer than 70 units of degree applicable college credits.
4. Qualify to receive a Board of Governors’ fee waiver under method A or B.
5. Be educationally disadvantaged.

EOP&S and Admissions and Records staff members work together with Correctional Institution Education Coordinators to provide student services for incarcerated inmates,

including BOG waivers, EOPS eligibility, counseling, educational plan development, book service, and registration.

A half-time Assessment Technician is available in the One Stop Student Services Center, with regular posted hours. When hours are changed to facilitate offsite assessment, advance notice is posted for students, and the campus community is made aware through e-mail. The Assessment Technician travels offsite to conduct assessments of incarcerated or outreach students within the college service area.

The Learning Center, on the second floor of the Creative Arts building, is one of the computer lab areas open to the general student population for educational purposes for any of their classes. A half-time Administrative Assistant coordinates the Tutoring Program in the Learning Center, assists students with the introduction to the computer lab, and provides clerical support for the Center. The Tutoring Program employs peer tutors who must be approved by the instructor of the course to be tutored. The instructor evaluates the prospective tutors on their own successful completion of the course work or knowledge of the subject and signs a tutor approval form. Prospective tutors are required to watch a training video that acquaints them with various learning styles they may encounter. The video also discusses procedural matters associated with the tutoring process. Additionally, the Tutor Coordinator provides individual orientation to the processes and paperwork to be completed by both tutors and tutees. Every semester tutors are evaluated by their tutees and the tutors themselves evaluate the Tutoring Program.

A Native American Studies Retention Center was brought into existence during the 2006-2007 academic year along with an outreach initiative for Native American students. This student service initiative was staffed in 2006-2007 with a half-time Native American outreach liaison and given space in the Creative Arts building. Furnishings and computer/copy

equipment were given by Temporary Assistance to Needy Families (TANF) funds to create a space where Native American students could connect with each other. Retention activities including peer mentoring, social events, a Native American Powwow, etc. were coordinated by the center. An additional 23 students from the local tribal population joined Lassen Community College during the 2006-2007 academic year. New transfer partnerships with UC Berkley, University of Nevada, Humboldt CSU, among others were established and during the 2007-2008 academic year. Lassen Community College students will be visiting some of these colleges to confirm their transfer plans. Over ninety students (approximately half Native American) have signed up for services in this retention center during the current academic year. Plans for increasing staff and expansion of retention and basic skills services are being finalized for implementation during the fall 2007.

An increasing number of services are available to students via the LCC website. The class schedule has been posted each of the past six semesters as a PDF document and now is posted as Web Advisor, a component of Datatel that allows students to search for specific classes, times, or instructors. During the 2006-2007 academic year, Student Services staff underwent training for the Student Services component of Datatel. Online registration was made available to students for the first time starting the Summer Session 2007.

The matriculation process directs new and continuing students through the following services; admissions, orientation, assessment, counseling/advisement, program and course planning, and post-enrollment follow-up. A revised *Matriculation Plan* to ensure compliance with all guidelines provided by the Chancellor's Office was presented and accepted by Governing Board on December 13, 2005. [2.30 - *Matriculation Plan*]

The Lassen Community College Child Development Center is open to students and community families with children 6 weeks to 5

years of age. The Center is accredited by the National Association for the Education of Young Children and provides a child-centered developmentally appropriate curriculum for all children in care. Open Monday through Friday from 7:45 a.m. until 5 p.m., these services give students greater access to pursuit of academic studies where they would otherwise be unable to attend college.

With reference to evaluating the quality of the services, the college conducts Non-Instructional Program Reviews (NIPRs) and uses the results to make changes as needed. Financial Aid, EOP&S, Admissions and Records, and Veterans Affairs undergo external audits to ensure that each department operates according to state and federal guidelines.

Evaluation:

The college has sought to meet the diverse needs of a changing student population. Providing student support services to all students regardless of location or method of instructional delivery is a challenge given the large geographic area served by Lassen Community College. The institution, however, is working hard to meet the needs of all students. Increased efforts from departments such as Admissions and Records, EOP&S and DSP&S, Financial Aid and Counseling have been focused on ensuring equity of services both on an off campus.

The coordination of student services for on-campus students is expected to improve with the opening of the One Stop Student Center in fall 2007.

The completion of the non-instructional program review cycle for the student services area under the revised procedures in 2008-2009 will allow for the integration of student services needs more clearly into institutional planning and resource allocation.

Planning Agenda:

Utilize the adopted planning structure to integrate the recommendations from the Non-Instructional Program Reviews (NIPRs) into institutional planning documents in order to provide equitable

student access to services on and off campus.

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:

Lassen Community College publishes a catalog that contains information concerning college name, address, phone number, and web address; college mission, vision and goals statements; course, program, and degree offerings; academic calendar and program length; academic freedom statement, financial aid availability, learning resources, administrator and faculty

names and degrees, Governing Board member names; admissions requirements, fees and financial obligations, available degrees and certificates and requirements for graduation and transfer to four-year colleges and universities; academic honesty, non-discrimination, acceptance of credits from other institutions, grievance and complaint procedures, sexual harassment policy and procedure, and refund of fees policies; locations or publications where other policies, such as Board Policies, may be found. [2.23 - *Lassen Community College Catalog 2007-2008*]

Evaluation:

With numerous revisions to courses and processes as a result of meeting minimum conditions requirements, the Lassen Community College Catalog has changed in the past couple of years to include required information that previously had been omitted and to ensure that courses adhered to minimum conditions repeatability limits and appropriate standards for alternate delivery methods. At the same time, the college inactivated 61 certificates and degrees because of low enrollment and success. Thus, the college has published a one-year catalog each of the past two years, in 2006-2007 and again in 2007-2008, in order to ensure that the resulting catalog was accurate, current, and in compliance with minimum conditions requirements and accreditation standards.

Planning Agenda:

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:

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.

Over the years, Lassen Community College has sent counselors and assessment personnel to outreach sites such as Alturas and Westwood to conduct assessment testing and provide educational plans to students at those locations. Prior to fall 2007, the college provided *SmartThinking*, an online tutoring service, as a means of providing tutoring services for students located at outreach sites.

When the correspondence program was launched in spring 2005, the college initiated onsite assessment/placement testing, as well as individual education plans for incarcerated students. The assessment technician makes regularly scheduled trips to each correctional facility, as do counselors to develop educational plans for incarcerated students.

Because some of the non-incarcerated correspondence students cannot come to campus for tutoring and other services, the college has sought to provide those services online. For incarcerated students without access to computers, individual faculty members embed the tutoring into course materials and use quizzes and timely feedback as a means to providing information for students who might need special assistance.

Evaluation:

Over time, the Lassen Community College student population has changed in demographics and student characteristics. The addition of correspondence delivery to serve incarcerated individuals in correctional facilities within the LCCD service area has further diversified the student population.

While the college strives to provide appropriate, comprehensive and reliable services to students, regardless of service location or delivery method, faculty and the instructional dean continue to explore best practices that will allow for continuous improvement of services.

Planning Agenda:

Utilize the adopted planning structure to integrate the recommendations from the Non-Instructional Program Reviews (NIPRs) into institutional planning documents in order to provide equitable student access to services on and off campus.

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:

The Associated Student Body (ASB) serves as the Lassen Community College student government. ASB provides students an opportunity for civic leadership and personal participation. Activities coordinated by ASB include a Welcome Back Bar-B-Q at the beginning of the academic year, a Talent Show, and participation in the California Community College Student Senate.

A variety of clubs and organizations are active on the Lassen Community College campus. The Gunsmithing Guild participated in the cleanup of the Highway 139 shooting range; the Native American Studies Program held the Michael Cochran Youth Basketball Tournament and coordinated the Susanville Indian Rancheria Powwow on the LCC campus; the Agriculture Club hosted a countywide Future Farmers of America Conference.

The Lassen Community College Beta Omicron Xi Chapter of Phi Theta Kappa was chartered on May 18, 2006. The mission of this national honor society is to

“ . . . recognize and encourage scholarship among two-year college students. To achieve this purpose, Phi Theta Kappa shall provide opportunity for the development of leadership and service, for an intellectual climate for exchange of ideas and ideals, for lively fellowship for scholars, and for

stimulation of interest in continuing academic excellence”. (2006-08 Resource Manual, “A Guide for Chapter and Regional Leaders”, Phi Theta Kappa International Honor Society)

All students with a grade point average of 3.5 or higher are invited to join this national honor society. During the 2006-2007 academic year, Phi Theta Kappa:

- Participated in its first community project and raised \$550 for the teen prevention program of the local Alcohol and Drug program
- Held a canned food/toy drive before the winter holidays
- Held two Blood Drives
- Developed a cookbook and sold it as a fundraiser
- Served as co-sponsors to bring the New York Times best seller author Ellen Hopkins to campus
- Participated in “Independent City” to help local teens prepare to be on their own
- Held a fundraiser for a non-profit organization that assists families of children birth to five years of age
- Established a college student Relay for Life team, for which the chapter has held three car washes to raise money for cancer research

An ASB Student Trustee serves as a student representative on the District Governing Board. The position has an advisory vote, and the student trustee has an opportunity to comment on all items as they are discussed and acted upon by the Governing Board. The student trustee must be enrolled at Lassen Community College at the time of election and throughout the term of office, with a minimum of five (5) semester units. The student trustee is elected annually by ASB members near the end of the spring semester during ASB elections.

Many other programs on campus encourage personal growth, civic responsibility, and participation in collaborative environments.

For example, the AmeriCorps Foster Youth Mentor program, the Journalism program, Peer tutoring, Work Experience, 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 classes, student art shows, and political science projects give students another venue for exploring their creative talents.

The new Associate Dean of Student Services is taking action to try and provide additional extracurricular activities to enhance intellectual, aesthetic, and personal development for its students. One example is the “Concerts on the Green” initiated summer 2007.

Evaluation:

The college is increasing its development of curricula programs that support the intellectual, aesthetic, and personal development of its students.

Although student life at the college has improved in recent years with improvements in the dorm and cafeteria, there is room for additional improvement. Visitors and newcomers to the campus frequently comment on the relatively small number of students they observe. Steps are being taken to provide more activities to encourage students and community members to become involved on campus.

Planning Agenda:

Assess student interest in order to increase student participation in college activities.

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:

In fall 2006, a full-time EOPS counselor was hired to complement the existing full-time DSPS counselor. In fall 2007, a full-time Matriculation/EOPS counselor and a full-time district funded general counselor were hired.

Several discussions have taken place with some very serious dialogue regarding the development of student learning outcomes (SLOs). The student services staff met in spring 2007 and developed three SLOs that apply to all Student Services:

Upon the completion of a student’s educational experience at Lassen Community College, the student should be able to:

- 1. Demonstrate communication and technology competency skills through using Lassen Community College’s computer based registration and information system.*
- 2. Demonstrate progress toward their educational goals through the utilization of the support services at Lassen Community College (Counseling, Financial Aid, EOPS, DSPS, Child Development Services, etc.).*
- 3. Demonstrate personal, social, and civic responsibility skills through participation in Lassen Community College activities and processes.*

Evaluation:

The institution evaluates counseling and/or academic advising through the non-instructional program review process, which was last completed in spring 2005. Also, student services’ evaluations are periodically distributed to students who evaluate all student services departments. Individual department meetings are scheduled to discuss the results of the evaluation and discussion takes place with regard to what is working and where improvement is needed. The student questionnaire included with the non-instructional program review process provides students the opportunity to address whether academic and/or personnel counseling facilitates

students' success or failure. Staffing adequacy within the counseling department should be re-evaluated as soon as possible.

In an effort to keep all counselors informed of changes in policies and procedures, a list serve has been established so that counselors can e-mail each other informing all counselors of pertinent changes that can affect students with regard to academic counseling. Periodic counselor meetings are also scheduled to discuss any serious issues or how to enhance counseling services.

The transfer center assistant compiles data on degrees and certificates awarded within each major each semester.

Planning Agenda:

1. Develop and implement an early alert program to identify students in need of counseling, tutoring, or other student support services which will result in a successful retention program.
2. Expand and refine the *Annual Fact Book* through the utilization of the new computer system, Datatel, to obtain more information on student data reports and data requirements for program review.

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:

Lassen Community College is a small rural college located in a remote area of northeastern California. 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.

Although the student population is small in its ethnic diversity, Lassen Community

College has made numerous efforts to acknowledge the ethnic diversity on campus. Historically, Lassen Community College has brought guest speakers to campus for Black History Week. The institution also celebrates Cinco De Mayo Day, bringing Hispanic dancers to campus and hosts a student/staff barbeque.

Each spring the college has an "International Dinner" to celebrate the diversity of cultures on campus. International students sell 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 also 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 2006, Palauan students attended the statewide California League of Community Colleges.

In the fall 2006, the college hired a coordinator for the development and implementation of a Native American Studies Program on campus. Program goals are to increase the number of Native American students on campus, and to promote retention and success, with the goal of increasing their transfer to four-year institutions and/or preparation for immediate employment. During fall 2006, the college co-sponsored with the Susanville Indian Rancheria a Native American Powwow, which was the second largest Powwow in Northern California. The November Powwow is becoming an annual cultural event for all of the north state. It is co-sponsored by the Susanville Indian Rancheria and Lassen Community College.

Evaluation:

While the college promotes the student activities noted above, it has been several years since the ASB has hosted a speaker for Black History Week, or Cinco De Mayo Day. This has been due partly to the absence of a full-time student services dean for the past three academic years. Historically, the EOPS program

coordinated and funded most of the diversity activities offered to students and staff.

During 2005-2006 and 2006-2007, the college staffed a committee concerned with student equity. The committee members provided input into the development of the *Student Equity Plan* approved by the Governing Board at its May 22, 2007 meeting.

The marketing and recruiting department was completely restructured and downsized during the last three years. What was once an independent marketing office is now coordinated by the Associate Dean of Student Services and outsourced with local printers, graphic artists, media consultants and printing service providers. During summer 2007, the college completed a search and hired a recruitment coordinator. The new recruitment coordinator works directly with the Associate Dean of Student Services to organize the diverse recruitment efforts of the college categorical outreach staff in EOP&S and Financial Aid Outreach, the Director of Native America Studies and with several others responsible for recruitment and marketing efforts (faculty, vocational program outreach, coaches, etc.). Also working directly with the Associate Dean of Student Services is a media/marketing consultant, who assists in community advancement and marketing tasks on a weekly basis. This media consultant produces weekly reports aired in the print and radio media serving Lassen County maintaining a college image consistent with the strategic goals of the institution.

The Native American Studies Program (NASP) has accomplished some positive results. The Native American population has increased on campus in recent semesters. In addition, the coordinator of the program attended two Indian Education Conferences where he made presentations regarding his efforts to bring this program to LCC. This resulted in several new partnerships:

1. After the NASP Director met with the Senior Director of External Relations

from the CSU Chancellor's Office, the Senior Director stated that he would come to Lassen Community College in fall 2007 to visit the LCC Native American Studies Program. He believes the LCC program has created the model for transferability of ethnic students throughout the state. He would like to study the LCC program and implement the same ideas throughout the state community college and CSU system.

2. After the NASP Director met with the Associate Dean and Student Recruitment Coordinator of the Natural Resources Department at UC Berkeley, the Dean suggested creating a partnership with the college and the Susanville Indian Rancheria to develop a Natural Resource Program at Lassen Community College and with the tribe. The plan is to connect UCB with the tribe.
3. After a meeting with the UCLA School of Law Tribal Learning Community and Education Exchange Program representatives of that program told the LLCC director that they would like to help LCC with distance learning programs regarding Indian Law. They would like to affect a cultural exchange.
4. The NASP coordinator met the President of the California Indian Education Association, the largest Indian Education organization in Southern California. The President of the California Indian Education Association took information to be shared with schools in Southern California.
5. In 2006-2007, there were five Native Americans on the LCC Women's Basketball Team. The NASP coordinator informed all the LCC athletic coaches that he met with the football coach at Spanish Springs, the girls' basketball coach at Reed High,

and the coordinator of the all Indian Basketball Tournaments in Reno for the last 20 years. They all stated they had lists of native athletes from Nevada ready for college.

6. On May 18, 2007, the Native American Studies Program at Lassen Community College hosted its 2nd Annual College Visit Day. The program provided entertainment, barbeque, and tours of the campus.
7. May 19th and 20th, 2007 the 3rd Annual Michael Cochran Basketball Tournament took place at Lassen High School and Lassen Community College. Scholarships were given to Lassen High graduates who plan to attend Lassen Community College. This tournament brought several hundred Native American visitors to the campus.

In spring 2006, a paid consultant came to the campus to provide a workshop on ethnic diversity. It was well attended by faculty, classified staff, and management. [2.31 - Flyer announcing Diversity Workshops]

Planning Agenda:

1. Coordinate with the Associate Dean of Student Services, EOPS, and ASB staff to support and coordinate more student activities that support cultural diversity on campus.
2. Develop an *Enrollment Management/Student Service Plan* (containing the *Student Equity Plan*), which includes ways to increase recruitment of culturally diverse populations to Lassen Community College.

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

Descriptive Summary:

All assessment instruments used to recommend placement into Lassen Community

College English, English as a Second Language (ESL), Reading and Mathematics courses are approved by the California Community College State Chancellor’s Office. To obtain this approval, the College ensures that all tests meet specific standards regarding content validity, criterion/consequential validity, reliability, bias, cut-score validity, and disproportionate impact. Lassen Community College sends validation studies for all new tests to the State Chancellor’s Office as required, and submits tests for re-approval every six years. The State Chancellor’s Office then forwards validation documentation to the Center for Educational Testing (CET) at the University of Kansas for psychometric review of validation data and the Center recommends approval or disapproval to a statewide review panel known as the CCCCCO Assessment Workgroup.

Evaluation:

Complementing the College’s open admissions process, the rigor of the test validation process conducted by the Center of Educational Testing at the University of Kansas for all System Office approved placement instruments effectively minimizes the potential for bias. The local data collection process for test validation requires that the College convene a diverse panel representative of the student population to review test items and instructions for possible cultural and/or linguistic bias. Test result data need to be collected for systematic review and disproportionate impact on groups based on gender, age, ethnicity, and disability.

Planning Agenda:

Convene a student panel to review assessment test and instructions for possible cultural and/or linguistic bias; implement appropriate changes.

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:

Lassen Community College maintains student records and strives to ensure that records are secure, confidential, and available into the future. The college routinely backs up all computerized student files in the new Datatel system on a daily basis and all Mainframe student files, which now date back ten (10) years, on a weekly basis. The college keeps separate computer files on two separate systems as a security measure. Individual offices in Student Services maintain hard copies of financial aid and other files as yet another measure of redundancy.

Information concerning policies for release of student records is published in the class schedule, which states

“All student records at Lassen Community College are kept in accordance with the provisions of the Family Education Rights and Privacy Act of 1974. Students may request access to those campus records, which personally identify them. The student may challenge the accuracy of the record or the appropriateness of its retention in the campus records. Student consent is needed for the release of records covered by the Act to outside parties (e.g., prospective employers) except for those agencies entitled to access under the provisions of the Act (e.g., campus officials, other schools, federal educational, and auditing officers); information contained in the directory (name, years attended, and honors), and requests in connection with the application or receipt of financial aid. These provisions apply to records received and used after November 19, 1974.

A student may request a copy of a record, which the student had requested or consented in writing to be released. Copies of the full text of the Family Educational Rights and Privacy Act of 1974 are available at the Student Services Building. Particular questions with

respect to a student’s prerogatives under the Family Educational Rights and Privacy Act of 1974 should be directed to the Director of Admissions and Records.” [Lassen Community College Class Schedule]

Information concerning disclosure of student records also appears in the college catalog, which states:

“The college has carefully considered policy as to the information that should be a part of a student’s permanent educational record on file in the Registrar’s Office, and as to the conditions of its disclosure.” [2.23 -Lassen Community College Catalog, 2007-2008, p. 16.]

Governing Board Policies 5300 and 5310 support these published statements. [Governing Board Policies, 5300 and 5310]

Employees strive to follow the policies concerning student right to privacy of student records.

Evaluation:

Lassen Community College 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). Students have ready access to the provisions for privacy, as it is included in each class schedule. Employees strive to follow the policies concerning privacy of student records.

Planning Agenda:

Provide training to staff and faculty to ensure compliance with the Family Educational Rights and Privacy Act (FERPA) policies.

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:

Lassen Community College uses the non-instructional program review process (NIPR) as a means to evaluating student support services for adequacy in meeting identified student needs. The NIPR is a cyclical review, occurring every four years. [2.33 - *Non-Instructional Program Review Policy and Procedures Handbook*]

The Student Services departments have agreed on the following SLOs for the 2007-2008 academic year:

Upon the completion of a student's educational experience at Lassen Community College, the student should be able to

- *Demonstrate communication and technology competency skills through using Lassen Community College's computer based registration and information system.*
- *Demonstrate progress toward their educational goals through the utilization of the support services at Lassen Community College (Counseling, Financial Aid, EOPS, DSPS, Child Development Services, etc.).*
- *Demonstrate personal, social, and civic responsibility skills through participation in Lassen Community College activities and processes.*

Evaluation:

The revised non-instructional program review cycle and process with the revised integrated planning and budget development process is expected to clarify the linkage between program review results and how the results are used to improve services to students and how they contribute to student learning outcomes.

In addition to the non-instructional program review cycle and processes, Lassen Community College is developing an *Annual Fact Book* of specialized reports on enrollment trends, demographic trends, academic evaluation reports, student service reports, financial reports, etc. [2.34 - *Annual Fact Book 2006-2007*] The

reports in this annual publication will become a solid basis for a dialogue of college priorities based on evidence. This book of institutional facts will inform the focus of both college planning and staff development activities. The development of this annually updated fact book will be coordinated by a "data management group" made up of representatives from the business office, student services, information technology, and academic/faculty leaders. Established and documented report protocols will be developed that outline the method and data elements, time frames, and processes needed to consistently reproduce each report in the *Annual Fact Book* ensuring reliable trend analysis. The reports in this *Annual Fact Book* will be used in both non-instructional and instructional program reviews, in committee planning processes and in priority setting during the annual budget building process.

Planning Agenda:

Expand and refine the *Annual Fact Book* through the utilization of the new computer system, Datatel, to obtain more information on student data reports and data requirements for program review.

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:

Lassen Community College has faculty, including a librarian and other learning support services professionals (LSPs). LSPs select and maintain educational equipment and materials (E&M).

The library has one full-time, eleven-month tenured librarian assisted by two classified employees. When work-study employees are available, they work in a variety of capacities. The librarian works with faculty to select both print and non-print materials and welcomes input from students, administrators, and staff members. [2.35 - Solicitations for Materials Purchase Requests] The librarian also selects materials on the basis of knowledge of the existing collection, of demands generated by specific classes, of resources available, and of the principles and practices of collection development, making special efforts to work with faculty in new or changing areas of the curriculum. [2.36 - Solicitations for Materials Purchase Requests: New Classes and Programs] The librarian works with the Educational Technology Committee, with faculty, and with staff to select and place educational equipment both in the library and in classrooms across campus. [2.37 - Educational Technology Committee Notes, 2006-2007; 2.17 - Department Chairs Minutes; 2.38 - Instructional Technology and Library Materials 2006-2007 Logs; 2.39 - Request for Installation of DVD/VCR Players fall 2007]

This combination of selection methods insures that the selected educational equipment and materials we have do support student

learning and enhance the achievement of the mission of the institution.

Evaluation:

According to the faculty and staff accreditation survey conducted in fall 2006, only 50% of full-time faculty agree or agree strongly that they know how to become involved in materials selection for the library. The same survey conducted in fall 2007 indicated that of those who responded with an opinion 93% agree or agree strongly that they know how to become involved in materials selection for the library. Of part-time faculty in 2006, 45% agree or agree strongly, but 55% either did not respond or marked that they did not know or it did not apply to them. The existing informal procedures for selection and evaluation of library materials and equipment have encouraged broad faculty awareness and participation.

The majority of students, faculty, and staff members generally agreed or agreed strongly with all positive statements about library materials and resources. The library’s collection development does effectively provide satisfactory support for student learning and the college’s mission. This result reflects the valuable expertise and commitment of the library’s staff members, whose approval rating ranges from 79% to 56% among the groups surveyed in fall 2006 and an overall approval rating of 92% in fall 2007.

Selection of the equipment is well suited to the Windows infrastructure of the campus so that students are able to transfer their skills from the Learning Center and the library to the classrooms and vice versa.

Planning Agenda:

To encourage broad faculty participation, develop formal procedures for selection and evaluation of library materials and equipment, and, through the institutional planning process, develop a combined, larger, more accessible Learning Resources Center.

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 Learning Center computer lab employs a small number of staff members who work directly with students who need technical and retrieval help. One full-time classified employee is divided, working half time as the Administrative Assistant II Tutor Coordinator and half time as the Cal Works Program Assistant. There is one faculty member, the instructor of record for Using the Computer and Microsoft Word for Composition, the Interdisciplinary Studies (IDS) 110 class - 3 hours/week (M-Th).

In the library, students, faculty and staff are kept informed about new developments in information technologies, especially new online reference resources, in a variety of ways, including emails, fliers, handouts, and word of mouth. [2.40 - Sample Emails, Fliers, Handouts] The librarian trains library classified staff members (two Library Technical Assistants) to use and to help the college community use new and existing resources. The librarian also keeps all instructors, including adjunct instructors, current on the availability and uses of learning resources.

The librarian conducts bibliographic instruction tours of the library for classes and for individual students and faculty members. [2.41 - Tours Report Forms, School Years 2005-2006, 2006-2007, 2007-2008] These tours are tailored to individual needs, whether traditional or non-traditional. The tours also include some discussion of the principles of information competency. The Library Technical Assistants (LTAs) do what they can to work with the students in the librarian's absence.

Instruction for students outside the library consists primarily of a self-paced How to Use the Library Card Catalog Tutorial and such directions as are available on the library's web pages. [2.42 - The Library Catalog Tutorial]

Evaluation:

66% of students in 2006 and 70% of the students in 2007 responding to the Accreditation Self-Study Survey agreed or agreed strongly that, "The college has qualified staff to help me use the Learning Center." [Accreditation Self Study Survey –Students, fall 2006 and 2007] Learning Center staff members work hard to meet student demand. Early discussions on the effective use of Basic Skills one-time funding for 2007-2008 have been targeted towards improving services in the Learning Center and the Native American Retention Center.

71% of students in 2006 and 60% of students in 2007 responding agreed or agreed strongly that, "Library staff members help me learn to get good information." [Accreditation Self Study Survey –Students, fall 2006 and 2007] The professional librarian and the Library Technical Assistants (LTAs) are skilled, knowledgeable, and enthusiastic, particularly about providing excellent library service, equipment, and materials to support student learning.

In fall 2006, only 42% felt that, "I am able to get the resources I need in the college library to complete my course assignments and research projects", while the number rose to 72% in fall 2007. [2.43 - Accreditation Self Study Student Survey Responses - fall 2006 and 2007]

Planning Agenda:

Develop a *Human Resource Plan* to assess the effective use of human resources through the evaluation of staffing recommendations from the other institutional planning documents such as program reviews, which is evaluated and updated annually.

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:

Library services are in the Humanities Building. All other learning resources services are in the Learning/Tutoring Center upstairs in the Creative Arts Building. The Facilities Planning Committee is advising the Director of Facilities in his application for funding for the development of a combined, larger, more accessible Learning Resources Center as recommended in previous planning documents. [2.44 - *Facilities Master Plan 2007-2008*; 2.45 - *Library Non-Instructional Program Review*] This Learning Resources Center would house all the functions now in the Learning/Tutoring Center, the Library, a Media Center, and, possibly, a Faculty Resource Center.

The Learning Center is open Monday-Thursday 8:00 A.M. to noon and 1:00 P.M. to 4:30 P.M. plus Friday 8:00 A.M. to noon.

The Learning/Tutoring Center offers peer tutoring, test proctoring, and computers. On these computers students can use a variety of resources: the Internet; math programs; and nursing programs. Students can also access their online math classes using FirstClass. The Learning/Tutoring Center is also a quiet place to study with comfortable tables and chairs.

The Creative Arts building elevator facilitates physical access to the Learning/Tutoring Center. The adaptive computers for the DSPS High Tech lab are available on the same floor as the Learning/Tutoring Center, together with help for their users.

The library is open from 8:00 A.M. to 8:00 P.M. Monday through Thursday and 8:00 A.M. to 4:00 P.M. on Friday. Hours during summer sessions are 8:00 A.M. to 6:00 P.M. Monday through Thursday and 8:00 A.M. to 4:00 P.M. on Friday.

The library's holdings of educational materials are on two floors in the Humanities Building. With over 23,000 books and 111 current periodical and newspaper subscriptions,

the Library relies heavily on print materials that support traditional learning styles and the needs of traditional students. In the library, there are also newer types of resources: microform periodicals and equipment; computerized cataloging and circulation; fax service for interlibrary loan and school business; and a public photocopier. Nine public access computers provide word processing and Internet access.

To meet student needs outside the library and off campus, the library relies heavily on the Internet. For all students, especially those off campus, the library provides a variety of resources over the Internet. [2.46 - Lassen Community College Library off Campus User Id's and Passwords for Online Research Resources September 5, 2007] These include the following: various reference databases on the Internet; a computerized catalog which includes about 90% of the print books; and two sets of electronic books, one of 13,975 titles, the other of 1,465 titles. In addition to being available outside the library and outside regular library hours, automated online databases can be accessed in a variety of methods through the use of assistive software.

Resources on the library's ground floor are more physically accessible than those on the second floor. Access to the second floor is by stairs or by an exterior ramp at the opposite end of the building and through a fire door. This arrangement presents a hardship for some students. An adjustable workstation on the ground floor with various types of assistive software improves access to most library resources. The library has a Magnisight machine for use by low vision patrons, two TV/VCR set-ups, and a CD player.

The library provides a variety of information, both printed and on library web pages, about available resources. [2.40 - Sample Emails, Fliers, Handouts] Students can do most of their research 24 hours a day 7 days a week using these online resources. Reference help and access to the physical book collection are available during regular library hours by telephone, fax, e-

mail, or other types of mail. Students in Susanville usually pick up their documents at the library.

Organized support for media materials and equipment is included in the college's new planning process.

Evaluation:

71% of the students responding to the Accreditation Self-Study Student Survey in fall 2006 strongly agreed or agreed that, "The Learning Center gives me the tutoring support I need to help me be successful in my classes", while in fall 2007 only 55% strongly agreed or agreed with the same statement. 66% of students responding in 2006 agreed or agreed strongly that, "The College has qualified staff to help me use the Learning Center." In fall 2007, 72% of students responding agree or agreed strongly with the same statement. [2.43 - Accreditation Self Study Students Survey Responses- fall 2006 and fall 2007] Learning Center staff members work hard to meet student demand. One-time funding from the state for Basic Skills in 2007-08 is being considered to increase staff, services and hours of operation.

The location, size, and accessibility of the Library need to be improved according to the *Facilities Master Plan*. [2.44 - *Facilities Master Plan 2007-2008*] The library's book holdings are improving, but some academic disciplines could be better represented. There are large gaps in topics required to support educational offerings. Gaps in the library's holdings are covered in part by inter-library borrowing. Comments in the Accreditation Self-Study Student Survey noted, "Materials in the library are sufficient, but are often unavailable." [2.43 - Accreditation Self Study Students Survey Responses –fall 2006 and fall 2007] Increasing demand for electronic library resources may be hard to meet because of lack of space for more computers.

The library is successfully using technological improvements to address space and budget limitations and to address the needs of

outreach students. The library's computerized card catalog provides acceptable access to information about most of the library's books, but needs to be updated and completed. The periodical collection is much improved due to subscriptions to online databases with full text. These online databases provide greatly improved resources in many subject areas. Telecommunications and Technology Infrastructure Program (TTIP) funds are stable enough to maintain subscriptions to these resources.

The library has also improved its support for students' nontraditional needs and learning styles through the use of these automated online databases. The databases can be accessed in a variety of helpful methods through the use of assistive software. The Library has adequate but aging adaptive equipment.

All computers have word processing, thus providing adequate support for most student assignments. However, student comments on the Accreditation Self-Study Survey indicate that the computers often do not work properly. [2.43 - Accreditation Self Study Students Survey Responses- fall 2006]

Planning Agenda:

Through the institutional planning process—the *Educational Master Plan* and the *Facilities Master Plan*, the college will effect prioritization and appropriate allocation of resources to update the existing technology and consider a new building.

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

Descriptive Summary:

The Educational Technology Committee has created an *Educational Technology Plan* (ETP). [2.47 - *Educational Technology Plan Draft* November 11, 2007] This plan has been accepted and is being integrated into the general campus-wide planning and budgeting procedure. [2.9 - *Strategic Master Plan 2006-2007*] Following this

plan, the library, in collaboration with faculty and staff is included in using Instructional Equipment and Library Materials grant monies to provide centralized purchasing and oversight of materials and equipment. [2.48 - Guidelines for Instructional Programs Reviews and Grant Funding; 2.49 - Instructional Equipment & Library Materials Block Grant[s] Fiscal Year 2006 - 2007 2/28/07 List and Explanation] The ETP also includes provision for repair, replacement, upgrade, and adding of equipment.

The next edition of the ETP will go on to address the needs of the Learning/Tutoring Center.

The library is able to monitor closely its equipment and materials because it has had consistent staffing. The librarian regularly participates in grant and other opportunities to provide operational equipment for student use, such as having the test installation of thin client computing. The librarian deals with problems directly or requests help from the appropriate college technical staff members. The Library and Learning Resources Center have security systems and alarmed doors to provide security. Library classified technical assistants make repairs to materials or add them to the binding workflow.

Maintenance and security also include upkeep of the physical areas housing library and other learning support services. Door locks and the fire alarm protect all areas. The maintenance department works hard to keep the facilities clean, maintained, and secure. In addition, the Facilities Planning Committee has completed a *Facilities Master Plan* that includes necessary plant maintenance and upgrades as well as the construction of a modernized Library and Learning Resources Center. [*Facilities Master Plan 2007-2008*]

Evaluation:

The *Educational Technology Plan* (ETP) and the general campus-wide planning and budgeting procedure have improved the College's ability to provide effective maintenance and security for its library and other

learning support services. [2.47 - *Educational Technology Plan* Draft November 11, 2007] Present unmet and future needs of the Learning/Tutoring Center are part of the ETP.

The college has excellent, dedicated technical and professional staff members and library support staff members are excellent- being skilled in repair methods for library materials – but insufficient for sustainability of changing technology.

Security of the physical plant is good. The age of the physical plant makes upkeep harder and more expensive. Plans for improvements are progressing well.

Planning Agenda:

Through the institutional planning process, provide effective maintenance and security for the college's library and other learning support services, including specific provision for additional technical and professional staff: plan for the creation of a centralized Learning Resources Center in order to consolidate staff and incorporate instructional media and other functions performed by the Library and the Learning/Tutoring Center.

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 library is the only area of learning resources that relies on other institutions or other sources for information and learning resources.

The library is served by the state-supported North State Cooperative Library System (NSCLS), which makes a van delivery once a week connecting the main campus with other libraries in northern California. The system provides a structure for interlibrary loans and shared library staff development programs. The arrangement is spelled out in the System's by-laws, with confirmation of membership on the NSCLS roster. [2.50 - By-Laws for the North State Cooperative Library System, 2.51 - System Information: Academic Affiliates http://www.nscls.org/system_information/academic_affiliates.php] The library director evaluates the scope, functionality, and reliability of NSCLS services by weekly observation, attendance at NSCLS Council of Chief Librarians meetings, and membership on NSCLS committees.

The library subscribes to several valuable online databases through the Council of Chief Librarians/Community College League of California/California State University Electronic Information Resources Purchasing Cooperative (CCLC). The purchasing power of this cooperative allows the library to provide students both on and off campus with more resources than we could otherwise afford. All purchases are thoroughly documented through agreements signed by the library director and the Dean of Administrative Services. CCLC requires all databases they offer to have reliable and stable access/connection to product and adequate response time. These products must be accessible to users with disabilities. [2.52 - Community College Library Consortium Master Renewal Order: fall 2007; 2.53 - Britannica Online Subscription Form; 2.54 - Program Subscription Announcement, Seventh netLibrary Shared eBook Collection (fall 2007)]

The library director uses several methods to evaluate scope, function, and reliability of services and subscriptions received through CCLC. The director monitors the Council of

Chief Librarians ccl-exec@manage.paccd.cc.ca.us listserv. The director uses, teaches, and observes students' use of the databases. She works with faculty members in the development of assignments using the databases, considering what databases to buy based on student needs. [2.55 - Resource Project, Linda Kennedy, English 1, fall 2007] The library director uses the trials and reviews detailed on the Council of Chief Librarians-California Community Colleges web site at <http://www.cclccc.org/>.

Evaluation:

Formal agreements with other institutions and sources of information are adequately documented. Library staff members regularly benefit from training programs sponsored by the North State Cooperative Library System (NSCLS). The NSCLS interlibrary loan program is a good service regularly used by students. Interlibrary loan and van deliveries are heavily used, providing ready access to materials students would not otherwise have. Because of funding technicalities, NSCLS services are diminishing but are still adequate enough to justify continued participation.

The online databases to which the library subscribes are excellent resources for students and staff both on and off campus. These databases provide accessible, easy use via the World Wide Web to more resources than we could otherwise afford. Reliability of content and availability is well assured.

Planning Agenda:

To consult formally and informally with faculty and students to evaluate cooperatively-acquired resources for reliability, accessibility, usability, and suitability so support the mission of the college, and to monitor cooperative purchasing opportunities to provide excellent online resources.

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 integral part of the total process of planning and budgeting at Lassen Community College. These reviews monitor the effectiveness of programs. All library and learning support services (LLSS) are evaluated using the Non- Instructional Program Review procedure on a new four-year rotation. [2.56 - *Non-Instructional Program Review Policy and Procedures Handbook*] The library was last reviewed in 2002. LLSS’s next evaluation is due in spring 2010. Interim updates keep program reviews current. [2.45 - *Library Non-Instructional Program Review*]

The library's collection and services also undergo ongoing evaluation via formal and informal student and faculty surveys, annual statistical reports, and the planning process. [2.57 - *Lassen College Library Non-Instructional Program Review Fall 2001 Student Satisfaction Questionnaire*; 2.58 - *Accreditation Self Study Staff & Faculty Survey Responses*; 2.47 - *Educational Technology Plan Draft November 11, 2007*; 2.44 - *Facilities Master Plan 2007-2008*; 2.59 - *Educational Master Plan 2006-2007*; 2.45 - *Library Non-Instructional Program Review*]

LLSS staff members constantly review their programs and research new technologies to update and improve service.

Program review insures that the library helps students meet learning outcomes by providing a collection of materials that supports academic success and by teaching information competency skills needed to achieve learning objectives [2.45 - *Library Non-Instructional Program Review*] The library is creating, implementing, and evaluating objectives to contribute to student and institutional success with student learning outcomes.

The evaluation and recommendation subsections from program reviews provide the basis for informed decision making on LLSS programs, personnel, facilities/equipment, and budget through the institutional planning and

budget processes. The program review process also provides an opportunity for staff actively to participate in growth and improvement both at the program level and at the level of the college as a whole.

Evaluation:

The improved institutional commitment to program reviews will benefit both the Library/Learning Support Services (LLSS) and the College. These reviews are effective vehicles for accountability. There is a strong link between recommendations in program reviews and the college’s planning and budgeting processes. The link makes it easier for LLSS to focus on and support the college mission. This link also functions smoothly to insure that appropriate action is taken on the recommendations for change outlined in the program reviews, as possible within general budget constraints.

The program review, planning, and budgeting processes are good for both the programs and the college because these processes keep programs’ efforts in line with institutional priorities, including student learning objectives. The programs benefit from both formal and informal reviews because the reviews lead to improved institutional understanding and support of LLSS program achievements and needs. The Library’s support for institutional, program, and course learning objectives needs improvement.

Planning Agenda:

Implement the adopted institutional planning structure to link student learning outcomes, program review, institutional planning and budget allocation. At the end of the first cycle evaluate and modify as necessary to improve institutional effectiveness.

LCC Campus Map

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.

- 1-15 Parking
- AD Administration
 - President
 - Vice President/Instruction
 - Dean of Administrative Services
 - Human Resources/ Affirmative Action
- AB1 Agriculture Bldg 1 - Pole Barn
- AB2 Agriculture Bldg 2 - East Arena Storage
- AB3 Agriculture Bldg 3 - West Arena Storage
- AB4 Agriculture Bldg 4 - Stallion Barn
- AB5 Agriculture Bldg 5 - Ag Maintenance Shed
- AB6 Agriculture Bldg 6 - Horse Shoeing Shed
- AP Agriculture Production Barn
- BS Bookstore
- CA Creative Arts
 - Art
 - Cougler Newsroom
 - Developmental Studies
 - Distance Learning
 - ESL (English as a Second Language)
 - Early Childhood Education Office
 - GED Office
 - High Tech Center
 - Journalism
 - Learning Disabilities
 - Medical Center
 - Photography
 - Public Information Office/Recruitment
 - Reading/Writing Lab
 - TV Studio
 - Tutorial

- CD Child Development Center
- DM Dormitory
 - Associated Student Body Office
 - Business Office
 - Health Services
 - Research & Grant Development
- GS Gun Smithing Shop
- HU Humanities/Library
 - Administration of Justice
 - Correctional Science
 - Evening Coordinator
 - Liberal Arts
 - Work Experience
- KB Kiln Bldg
- L Portable L Bldg
- M Portable M Bldg
- MR Maintenance and Receiving
- MS Math Science
- N Portable N Bldg
 - Conference Room (Board Room)
 - Agriculture classroom
- O Portable O Bldg
- PS1 Portable Storage 1
- PS2 Portable Storage 2
- RA Rodeo Arena
- SB1 Softball Bldg 1 West Dugout
- SB2 Softball Bldg 2 East Dugout
- SB3 Softball Storage Shed
- SI Science/Math
- SC Sports Center (Gym)
- SS Student Services
 - Career Center
 - Counseling
 - Dean of Student Service
 - Disabled Students Programs and Services
 - EOP&S
 - Financial Aid
 - Orientation
 - Registration
 - Transfer Career Center
 - Veteran's Office
- TR Trades Building
 - Automotive
 - Construction Trades
 - Power Generation Technology
 - Welding
- TS Track and Field Storage
- VT Vocational Technical Careers
 - Computer Information Systems
 - Business
 - Committing
 - Engineering/Drafting
 - Data Processing

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:

The college contracted with Jacobson, Betts, and Company in fall 2000 to complete a Classification and Compensation Study, including the development of new job descriptions for each classified position at the college. The Governing Board approved the implementation of the first two years of the Classification and Compensation Study on December 10, 2002. The job descriptions developed during that study have been in use with minor modifications since their adoption. When staff vacancies occur, positions are evaluated to determine the need to rehire and to examine needed skills against the existing position description. As a result, a modified position description may be developed and reviewed with the respective bargaining unit. Job descriptions for each institutional position are kept on file in the Office of Human Resources.

The procedures for the selection of classified, management, faculty and administrative staff are found in the revised *Applicant Screening & Selection Procedures*. [3.1 - *Applicant Screening & Selection Procedures*] The process to revise the selection procedures at Lassen Community College began with discussions between the Director of Employee Relations and representatives from the Academic Senate during summer 2006. Subsequently an ad-hoc committee, made up of constituency group representatives, reviewed and revised the employee selection procedure focusing on updates to bring the college in compliance with Equal Opportunity Employment standards. The Governing Board approved the updated procedures on February 23, 2007. [3.1 - *Applicant Screening & Selection Procedures*, 3.2 - Governing Board minutes]

Job openings are advertised widely, both in electronic and printed forms through:

- Newspaper Advertisements
- California Community College Registry (online)
- Human Resources mailings
- Lassen College Website
- Chronicle of Higher Education
- Other Education Journals

All job announcements clearly state minimum and desired qualifications. All Lassen Community College job descriptions include a summary of responsibility, specific duties, minimum and desired qualifications, and required skills, abilities, and knowledge.

The selection process involves both paper 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. All applicants are screened using the same criteria. During the paper screening process, the hiring committee reviews the application and other materials submitted and rates applicants against stated job announcement criteria. The paper 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 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.

Board Policy 4103 describes the minimum qualifications for hiring of instructional and non-instructional faculty. [3.3 - *Board Policy Manual*] The process and guidelines 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. [3.4 - *Lassen Community College Verification on Faculty To Meet Minimum Qualifications in Discipline of Instruction Resource Handbook – September 2007*] The process developed and recommended by the Academic Senate and adopted by the Governing Board provides for a primary role of subject area faculty in determining and recommending equivalency. The Minimum Qualifications/Equivalency Committee is a standing subcommittee of the Academic Senate given primary responsibility for 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 Instruction 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.

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.

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. Due to the lack of continuity and intermittent absence of leadership within the Office of Human Resources over the last few years,

consistent application of the agreed upon processes and thorough recruitment and advertisement of positions has suffered.

All full-time and part-time faculty meet or exceed the minimum qualifications established by the Board of Governors. The minimum qualifications of all full-time faculty were reviewed in December 2004 and minimum qualifications for all part-time faculty were reviewed 2005-2006. A few adjustments were made to teaching assignments as a result of this review. The office of instruction established a faculty minimum qualifications database to ensure that no faculty member was assigned to instruct in a class for which their minimum qualifications had not been reviewed. The form for reporting equivalencies to the Academic Senate, and subsequently the Governing Board, was revised in fall 2005 to ensure more accurate reporting of information.

With the large number of layoffs of classified employees within the last five years, review and revision of classified job descriptions may be appropriate.

Planning Agenda:

Use appropriate staff evaluation functions to review and revise classified job descriptions for accuracy and relationship to institutional mission and goals.

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:

Lassen Community College has evaluation processes in place for all employee classifications, including full and part-time 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 are evaluated once every three years, and contract faculty at least once each school year. [3.5 – *Lassen Community College Faculty Association (LCFA) Contract*] Part-time/hourly faculty are evaluated during the first semester of employment and every other semester until they receive two satisfactory evaluations. From that point forward, part-time/hourly faculty are evaluated at least once every six semesters. [3.6 - *Part-time Faculty Handbook -2006-2007*]

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.

Educational and classified administrators with the exception of the Superintendent/President are evaluated initially within six months and annually no later than January 1st of each academic year thereafter. [3.3 - Board Policies 2406 & 2407] 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.

Confidential employees are evaluated initially in their third, seventh and eleventh months of employment and annually thereafter. [3.3 -

Board Policy 4325] The evaluation uses a form designated by the district.

The College President is evaluated annually no later than June 15 of each academic year based upon performance objectives agreed on by the President and Governing Board by October 15 of each academic year. [3.3 -Board Policy 2405]

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. [3.7 - *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.

Evaluation:

Evaluation of the full-time faculty has been completed in accordance with the collective bargaining agreement. The evaluation forms for instructional and non-instructional faculty are currently being revised. Discussions concern inclusion of the incorporation of the development of student learning outcomes, as a criterion for evaluation and student evaluation forms for non-traditional instructional methodologies such as online and correspondence have occurred between the district and faculty union.

The Office of Instruction is in the process of assuring the currency of all part-time faculty evaluations. The process used in the evaluation of part-time faculty is the same as the process used to evaluate full-time faculty.

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

All supervisors were required to attend an evaluation training on the FRISK documentation method on April 18, 2007, to ensure that employee evaluations were appropriate, comprehensive, and useful not only for employee improvement but also in resolving complaints. [3.8 - FRISK training agenda]

The Governing Board at the Board Retreat on October 25, 2007, developed the annual performance objectives for the College President. The President will be evaluated by June 2008.

Planning Agenda:

1. Utilize the collective bargaining process to modify the evaluation process and forms to address changing performance expectations.
2. Develop procedures and forms consistent with board policy for the evaluation of confidential employees.

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:

During 2006-2007, the faculty of Lassen Community College aggressively developed student learning outcomes (SLOs) at the course, program and institutional level. Fifty-six percent of the college’s courses have been modified to include student learning outcomes. Instructional Program Reviews now include provisions for the assessment of course and program student learning outcomes. The Governing Board adopted institutional student learning outcomes on November 28, 2006. [3.10 - *Lassen Community College Catalog 2007-2008*, 3.11 - Institutional Student Learning Outcomes, 3.12 - Governing Board minutes – November 28, 2006]

Evaluation:

Outcome-oriented objectives and student learning outcomes are just beginning to become established in the campus culture. The formal inclusion of “*effectiveness in producing those student learning outcomes*” as a component of the faculty evaluation instrument is being negotiated. Initial conversations between the administration and the faculty union on the need to revise the faculty evaluation instrument occurred spring 2007 and further discussions are scheduled to occur fall 2007.

Planning Agenda:

Revise evaluation forms as appropriate to include a specific component to assess the effectiveness in producing stated student learning outcomes through appropriate bargaining unit negotiations.

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

Descriptive Summary:

The Governing Board established a Statement of Ethical Conduct in spring 1995, which is periodically reaffirmed. [3.3 -Board Policy 1225] The Governing Board endorses the adherence to, and accepts, as guiding policies, the statements of teaching profession and related organization/associations pertaining to Code of Ethics for the Education Profession and Administrator Ethics in Personnel Matters [3.3 - Board Policy 4116.3]

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.

Evaluation:

The *Codes of Ethic* were last reviewed and reaffirmed for the 2007-2008 academic year by each of the constituent groups during

fall 2007. [3.13 - Constituent Group *Code of Ethics* Statements]

In addition, the college has shown a commitment to ethical, professional behavior by developing and adopting strategic goal number seven: “*To make professional/respectful interaction the norm*”.

Planning Agenda:

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 2007, Lassen Community College employed five educational administrators, eighteen classified administrators (managers), five confidential employees, thirty-seven faculty (thirty-three full-time), and fifty-five classified employees. Of the thirty-three full-time faculty, twenty-nine served in the instructional area.

Evaluation:

The college has experienced significant declines in numbers of employees in each of the staffing categories, other than administration, consistent with declining enrollments and revenues. The decline in full-time faculty is entirely the result of resignations and retirement with the exception of one full-time faculty member reduced to a 55% load. The consequence of this method of full-time faculty reduction is the unequal distribution of the full-time faculty with too many faculty in areas such as physical education and two few faculty in areas such as English.

The college has struggled to meet the demand for English and Basic Skills English classes for the last two academic years because of the loss of two full-time faculty members to medical emergencies during the 2005-2006

academic year. Full-time faculty members qualified to teach various disciplines, including English, have been reassigned to cover some of the English and Basic Skills English courses in the class schedule. The full-time English Basic Skills instructor who was forced to take a medical leave in May of 2006 returned to campus in fall 2007 to teach two Basic Skills English courses, and will return to full-time teaching in spring 2008. The other full-time English position has been filled with a one-year contract, overloads and part-time faculty. A step to rebalance the distribution of faculty and provide for replacement of the full-time English position is anticipated in 2008-2009 with the reassignment of one Physical Education instructor to English upon completion of the masters program currently in progress.

Despite the decline in full-time faculty, the college continues to offer an array of basic skills, transfer and vocational courses. The variety of general education offerings in specific general education areas has declined, but the instructional deans and department chairs have made conscious efforts to provide students with both day and evening general education choices. The course offering in several transfer areas have been reduced to every other year instead of every year. The impact on students has been mitigated by the development of two-year advising plans and a three-year scheduling plan available to counselors to assist students in scheduling their classes. A number of vocational programs have been inactivated, but the college retains several strong vocational programs notably, Gunsmithing and Welding Technology.

Planning Agenda:

Develop a *Human Resource Plan* to assess the effective use of human resources through the evaluation of staffing recommendations from the other institutional planning documents such as program reviews, which is evaluated and updated annually.

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:

The procedures for the selection of classified, management, confidential, faculty and administrative staff was revised in spring 2007. The process to revise the selection procedures at Lassen Community College began with discussions between the Director of Employee Relations and representatives from the Academic Senate during summer 2006. Subsequently an ad-hoc committee, made up of constituency group representatives, reviewed and revised the employee selection procedure focusing on updates to bring the college in compliance with Equal Opportunity Employment standards. The Governing Board approved the updated procedures on February 23, 2007. [3.1 - *Applicant Screening & Selection Procedures*]

Copies of the selection procedures are on file and available from the Office of Human Resources.

Board policies concerning personnel are found in the 4000 series of the *Board Policy Manual*. [3.3 - *Board Policy Manual*] 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.

These policies are used when selecting and hiring all permanent college employees. They include provisions for fair and equitable treatment of position applicants.

Evaluation:

The revision of the selection procedures handbook was completed spring 2007. However, some aspects related to personnel administration were not included in the revision. A review of

existing board policies and updates to the board policies and/or current *Board Policy Manual* as needed is planned and will help make the revised manual more accurate. The Governing Board role in the development of a separate process to be utilized in the selection of the College President was not clearly distinguished from the selection process for other educational administrators.

The adopted selection procedures are consistently followed in the hiring of permanent college employees, but have on occasion been abbreviated in the hiring of short-term or temporary positions.

Planning Agenda:

Revise board policies as necessary for consistency with changes in Title 5 regulations and bargaining agreements, incorporated the policy changes into college procedures and consistently implement adopted procedures.

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 - Board Policies 4114.3 and 4315] The personnel files are maintained in locked cabinets within the Office of Human Resources. The cabinets are locked when the Human Resource staff are away.

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.

Planning Agenda:

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 it diverse personnel.”*

Descriptive Summary:

The Governing Board adopted the most recent *Faculty & Staff Diversity Plan* December 12, 2000. [3.14 - *Faculty & Staff Diversity Plan*] The Office of Human Resources is currently engaged in drafting an *Equal Employment Opportunity Plan* based on the Chancellors Office model plan. [3.15 – *Equal Employment Opportunity (EEO) Plan Draft*]

In spring 2007 the college developed a *Student Equity Plan* as a step towards creating an environment that celebrates and exhibits an awareness of and respect for diversity. The Governing Board adopted the plan on May 22, 2007. [3.16 - *Student Equity Plan 2006-2007*] The *Student Equity Plan* will be integrated with other college planning documents to address student equity issues.

Many Educational Opportunities Programs and Services (EOP&S) activities are designed to promote multiculturalism and diversity. The Director of the Native American Studies Program has developed and promoted several activities including two Native American Studies Program Annual College Visit Days three Annual Michael Cochran Basketball Tournaments and an annual Powwow.

In light of the growing diversity of the student population and the implementation of a Native American Studies Program, the college brought Dr. Susan Hornshaw, a paid consultant, to campus to lead a series of diversity trainings for student services employees on campus. Dr.

Hornshaw returned in fall 2006 to conduct additional training sessions for faculty and administration employees.

Sexual Harassment training sessions for all campus employees are presented annually. All employees must sign statements confirming that they completed the training.

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 (DSPS) Office.

Evaluation:

The Director of Employee Relations position is currently vacant. The Associate Dean of Student Services is currently responsible for oversight of institutionally commitment to equity and diversity.

Planning Agenda:

Complete development of a district equal employment opportunity plan and implement training of staff and faculty on components of the equal employment opportunity plan requirements.

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 on sexual harassment [3.3 - Board Policies 4011/5011], nondiscrimination [3.3 - Board Policies 4012/5012], and equal employment opportunity [3.17 - Governing Board minutes - December 19, 2006] in accordance with Title 5 and Education Code regulations. All employment procedures are written to promote equal opportunity for all persons.

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 the ongoing efforts to improve the diversity of applicant pools. The

approach includes advertising in publications, which target underrepresented groups.

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.

Planning Agenda:

Assess the college employment record relevant to equity and diversity over the last five years and incorporate the data into the *Annual Fact Book*.

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 administration, faculty, staff and students are treated with fairness and respect. Among these policies are nondiscrimination [3.3 - Board Policies 4012/5012], prohibition of harassment [3.3 - Board Policies 4011/5011] and nepotism. [3.3 - Board Policy 2005] *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.

Collective bargaining agreements contain a grievance procedure in the event that the terms of the agreement have been misapplied.

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.

Planning Agenda:

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:

In January 2007, Lassen Community College re-established the Faculty and Staff Development Committee with representatives of all constituent groups. The committee established a program of professional development opportunities for all campus employees. In response to accreditation recommendations, the committee scheduled a joint workshop facilitated by the Community College Leagues of California and the Academic Senate for California Community Colleges to provide information on effective participation in governance. The presentation, delivered May 1, 2007, was well received by campus groups, and the information became the basis for discussion in the Consultation Council concerning immediate implementation of shared governance provisions. [3.18 - Shared Governance Training Agenda – May 1, 2007]

Also in response to accreditation recommendations, the Faculty and Staff Development Committee scheduled Fresno Pacific University Center for Peacemaking and Conflict Resolution to deliver training in conflict resolution on March 15, 2007. The presentation titled “Working through the Challenges” provided guidelines for dealing with issues to minimize conflict and accomplish resolution. A subsequent training by the same presenter was held on September 4, 2007. The training topics were: “Healthy

Communities, Health Communication” and “Trust Building Strategies”. [3.19 - Spring and Fall 2007 Convocation Agendas]

Within severe budget constraints, faculty and staff are provided limited opportunities to attend conferences, workshops, and other professional development programs in order to maintain currency in their respective fields.

Evaluation:

The Faculty and Staff Development Committee has made very effective use of limited resources for employee training. Training for all employees on a number of workplace-related topics, conflict resolution, and participatory governance has already helped improve the professional working environment at the college. Further training opportunities are planned.

Student learning outcome (SLO) workshops were an important building block in the development of student learning outcomes throughout the college. Performance measures and learning outcomes are becoming part of the campus dialogue and culture. Further understanding and development of these essential institutional features is expected to occur rapidly.

Planning Agenda:

Utilize the Faculty and Staff Development Committee to assess individual and organizational needs for professional growth and ensure professional development activities are meeting the need of the college’s personnel.

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:

In January 2007, Lassen Community College re-established the Faculty and Staff Development Committee with representatives of all constituent groups. The committee established a program of professional development opportunities for all campus employees. [3.20 - Faculty and Staff Development Plan 2006-2007]

Evaluation:

Since the college had been without any significant professional development programs for a number of years, evaluations have not been addressed.

Planning Agenda:

Utilize the Faculty and Staff Development Committee to assess individual and organizational needs for professional growth and ensure professional development activities are meeting the need of the college's personnel.

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 Plan* is derived 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* or *Enrollment Management/Student Services Plan*. [3.21 - *Human Resource Plan*, 3.22 - *Educational Master Plan*, 3.23 - *Enrollment Management/Student Services Plan*] Planned facility or technology improvements requiring additional support staff are identified in the *Facility Master Plan* and *Institutional Technology Plan*. [3.24 - *Facility Master Plan*, 3.25 - *Institutional Technology Plan*]

Evaluation:

The college has been dealing with crisis management in terms of staffing levels for most of the last five years. Academic staff have been lost through retirements and resignations and have not been replaced. Significant reductions in classified staff to cover anticipated revenue shortfalls in 2003 have not been reinstated. The 2007 Staffing Plan while developed outside of the context of other planning documents on the campus provides a foundation for developing a *Human Resource Plan*. Program reviews are

valuable tools in identifying staffing needs in various areas.

Planning Agenda:

Develop a *Human Resource Plan* to assess the effective use of human resources through the evaluation of staffing recommendations from the other institutional planning documents such as program reviews, which is evaluated and updated annually.

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 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 to their use with the exception of the Nursing Program. The Nursing Program is housed in re-locatable building, which is scheduled for removal in 2012 through the Capital Outlay Program. 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 an all-weather track, 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 ski instruction and public recreation. The college leases a baseball field from the Susanville City Parks and Recreation District.

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.

Evaluation:

The college plans, builds, and maintains its physical resources in a manner that assures effective utilization and the continuing quality necessary to support college programs, activities, and services. Large Maintenance and building plans are found in the *Facility Master Plan*. [3.24 - *Facilities Master Plan 2007-2008*] Facility work is accomplished by specifying and maintaining the highest quality standards, using quality materials and skilled personnel. The college has made improvements in the selection of new program equipment and materials by involving stakeholders and experts in the design and selection 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. In spring 2007, the college submitted the first new Initial Project Proposal to the state in more than fifteen years. This Library Expansion Project was one of the first tasks of the restructured Facilities Planning Committee receiving consensus from the committee, the administration and the Governing Board.

Planning Agenda:

Utilize the program review process, *Facilities Master Plan*, and adopted resource allocation process to plan for short-term and long-term development

and maintenance of facilities both on and off campus.

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 Lassen Community College courses are offered on-site at the main Susanville campus. The college also offers offsite instruction in Alturas, Westwood, Big Valley, Herlong, Mono County, and Sparks, Nevada.

Evaluation:

At the main Susanville campus the physical resources are constructed and maintained to promote a healthful and safe learning environment.

At the offsite areas the college utilizes high schools, elementary schools, and businesses appropriate for offering instruction. The schools are constructed and maintained to assure access, safety, security, and a healthful learning and working environment. The businesses are required to meet the Occupational Health and Safety Administration code, the environmental health and safety code, and building codes.

Planning Agenda:

Utilize the program review process, *Facilities Master Plan*, and adopted resource allocation process to plan for short-term and long-term development and maintenance of facilities both on and off 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:

All major facility planning is brought to the Facility Planning Committee for consideration before inclusion in the *Facility Master Plan*. The committee considers all cost for the project, including the total cost of ownership and uses the institutions strategic goals as criteria when choosing which projects to go forward.

Evaluation:

Future needs and minimum standards of quality and grade of equipment, design and construction are the responsibility of the experts who are brought in to assist the *FMP*. The project stakeholders with the help of experts define the projects included in the *Facility Master Plan*.

Planning Agenda:

Utilize the program review process, *Facilities Master Plan*, and adopted resource allocation process to plan for short-term and long-term development and maintenance of facilities both on and off campus.

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 restructured Facilities Planning Committee is part of Lassen Community College’s newly re-designed planning and governance structure. The committee is responsible for generating the *Facilities Master Plan*. The *Facilities Master Plan* includes large facility construction, improvement and maintenance projects. The *Facilities Master Plan* feeds into and is guided by the *Strategic Master Plan*. All plans are developed through a collegial consultant process, which includes all constituency groups.

The restructured Facilities Planning Committee began meeting on a regular basis in spring 2007. The committee’s first task was to define its membership, level of decision-making power, and scope. The committee next proceeded to produce a *Facilities Master Plan*, which it forwarded for adoption to the administration in June 2007. The committee’s next task will be to produce a long-range site plan for future facility development.

Evaluation:

This committee is on task and proceeding forward. Processes are new and the committee is learning how to use them effectively.

Planning Agenda:

Utilize the program review process, *Facilities Master Plan*, and adopted resource allocation process to plan for short-term and long-term development and maintenance of facilities both on and off campus.

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:

Lassen Community College strives to use technology to achieve institutional goals for student success and provide a modern telecommunication infrastructure for college staff. The college has two technology committees charged with responsibility of addressing

institutional technology needs. The Institutional Technology Committee, comprised of members from each constituent group, develops the Institutional Technology Plan and meets to discuss and make recommendations regarding present and future technology needs. Many technology decisions are also based on Information Technology (IT) department personnel's advice and departmental or staff discussions. The Educational Technology Committee, a subcommittee of the Institutional Technology Committee comprised of the faculty and instructional support staff, meet to develop the *Educational Technology Plan* providing recommendations specifically related to instructional technology issues. [3.26 - *Educational Technology Plan 2007-2008 Draft*]

A non-instructional program review (NIPR) process is scheduled for Information Technology in the current year.

The college maintains a full spectrum of technology infrastructure and services, including central mail and domain servers, fiber network, fully-equipped desktops for all staff as well as student labs, configurable anti-virus and anti-spam services, and public Web pages. A new integrated administrative software suite is being implemented in a pioneering release, with functionality already live in all applications (HR, Finance, Student), including a Web self-service interface. (See III.C.1.d for fuller details.)

Evaluation:

The college has managed to provide a remarkably effective set of technologies for campus operations, during a time of decreasing resources and turnover in administration. Much credit is due to experienced and committed staff in IT, who have found ways to make existing systems work, while taking on new responsibilities. The service orientation in IT is strong. Nonetheless, formal planning and budget commitment to support those plans will be essential for the future health and development of the organization's capabilities.

Planning Agenda:

Execute the non-instructional program review process as required for the Information Technology function to feed the budget development process and utilize the Institutional *Technology* and *Educational Technology Plans* as part of institutional college planning in order to provide effective technology support for the institution including distance education.

III. C. 1. b. "The institution provides quality training in the effective application of its information technology to students and personnel."

Descriptive Summary:

Training for the Datatel implementation has been provided by consultants, both from Datatel and from the consulting team. The consultants have made onsite visits to train staff collectively in weekend gatherings, and individually in longer workweek stays. Additional document resources are available to and used by staff, including Datatel manuals, learning guides, and consultant workflow documentation. In addition, college staff have begun to compile their own training documents for the transfer of knowledge within and among departments. College staff have begun to participate in the CCC Datatel User Group, including the most recent July 11-12, 2007 conference at Hartnell College. Some staff have also made visits to sister campuses to see how the software is being implemented there.

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. In addition, the small campus, informal culture, and strong service orientation allow Information Technology staff to make frequent visits to users' offices, providing informal hands-on training and support on request.

Training for the Web Advisor rollout for students has been accomplished both through the Help Desk function and through student contacts with service points such as Counseling. A one-page flyer was developed and used for this

purpose, and was separately adapted for faculty and staff use. [3.27 - Web Advisor Training Flyers]

Training for IT personnel has been sparingly available, and more is identified for the coming year, in both Datatel and general infrastructure areas. In the absence (or scarcity) of sponsored learning opportunities, the Internet has also proven to be an excellent source for intelligence, 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.

Evaluation:

Funding and timing training for large software implementations is always problematic, and Lassen Community College's Datatel implementation is no exception. Not all users feel adequately prepared for the new system, and this gap is often being closed through peer training and trial and error (experience) rather than formal training opportunities. The strengths, numbers, and availability of the consulting team have also influenced the availability of training, with the Student implementation being relatively more challenged than its predecessors. IT staff attempt to stay a step ahead and fill the void where possible. Knowledge transfer is one of the biggest challenges of the coming year: from consulting team to college staff, from staff to consumers, and across personnel turnover.

Staff users have expressed frustration in surveys regarding training. Aside from Datatel, more efficient management of desktop resources (i.e. through central operating system upgrade management techniques) could free up IT staff time for more formal trainings in desktop tools to make staff more effective. The ongoing Faculty and Staff Development committee is an excellent opportunity and resource to partner with, and an IT staff member sits on this committee.

As noted, class space has already been reserved for the college desktop specialist to train on Windows/Active Directory management tools, and budget space has been identified for a similar training opportunity in the area of network management or security, for the college server specialist. Similarly, budget space has been identified on the Title III grant side for training for programmer/analysts. The college hopes to further utilize the Title III grant to support wider staff Datatel user participation in the 3CDUG conference.

Planning Agenda:

Implement integrated *Institutional Technology* and *Educational Technology Plans* to include ongoing fulfillment of training needs as a component of Total Cost of Ownership for hardware and software acquisitions.

III. C. 1. c. "The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs."

Descriptive Summary:

New server, operating system, network, and backup infrastructure were acquired as an essential part of the Datatel implementation and Title III grant, including Web, application, and database servers. Additional servers may be acquired in 2007-2008 to provide dedicated infrastructure for reporting from Datatel. The replacement of the aging HP3000 mainframe platform with an updated, vendor-supported platform was one of the significant goals of the project.

Replacement of existing central infrastructure elements – mail and domain servers, network hardware, phone system – remains on an as-needed basis. Non-Datatel central servers are currently aged 3-5 years. Administration is particularly aware of the age, capacity, and functionality issues of the current phone system, and is evaluating replacement within the next two years.

Desktop stock ages range from 1-10 years, with many machines in the 5-10 year range. Refresh planning for campus desktops is

referenced in both the Educational and Institutional Technology Plans, but no formal process or budget items currently exist to support such a plan. In a time of limited general fund resources, many new dollars come into the institution via categorical funding, so new hardware purchases tend to occur in categorical areas (e.g., DSPS, CalWorks, EOPS), and then flow to other areas as replaced. The information technology desktop specialist participates in the purchase and upgrade process for most campus computers, creating or reviewing purchase specifications and evaluating, upgrading, storing, and/or allocating surplus machines. Operating systems and software are kept current to industry standards via the Microsoft campus agreement. The new Vista operating system presents a challenge both in terms of hardware requirements and functionality, and like many sister institutions, Lassen is adopting a wait-and-see stance for the first half of 2007-2008.

Thin client desktops have been deployed in the library lab as part of a vendor beta test, beginning spring 2007. Evaluation is slated for fall 2007.

Evaluation:

Informal replacement mechanisms work remarkably well in a small institution, and information technology staff have done an excellent job of keeping older stock allocated and upgraded to keep staff reasonably effective. However, upgrade of existing desktop stock, and formalization of ongoing refresh, is one of the major challenges for the institution. The IT staff look to the technology planning process in 2007-2008 to address these issues in an integrated fashion. Thin clients may be an economical alternative to populate and manage some student labs, but likely won't be the answer for most staff desktops. Centralized desktop management for software deployment and asset inventory could help support refresh management.

The technology planning process should also address refresh for central systems.

Planning Agenda:

Implement integrated *Institutional Technology* and *Educational Technology Plans* to include an articulate hardware/software life cycle goals for desktops and central infrastructure.

III. C. 1. d. “The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.”

Descriptive Summary:

Lassen Community College maintains computer labs for student use, including a business/computer science lab, learning center, basic skills lab, and library lab. A staff/faculty training room is also equipped with computers and A/V. Every classroom has at least one network connection, providing access to campus infrastructure as well as Internet. Every classroom has A/V equipment, either through a ‘smart cart’ with monitor and projector, or via an installed projector.

Online courses have previously been offered via Blackboard, as hosted remotely at Butte College. The expiration of the supporting grant, and the escalating pricing of Blackboard, has precipitated a migration to the open-sourced Moodle product via contracted hosting.

College-wide communications are supported through the telephone system, campus network, email system, and campus Web pages. Telephone and network access are provided to the majority of staff and full-time faculty. Email is integrated with network access, as provided via the Microsoft Exchange server. The server centrally supports email and calendaring, enabling on and off-campus password-protected access. A contractor, with personal blacklist/whitelist management tools available, provides Spam filtering. New employees are added to a number of campus-wide email distribution lists according to their affiliation (Everyone, Administration,

Governing Board, President's Cabinet, Classified, Faculty, Management), 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 exist for academic purposes where physical cabling is difficult, but have not been widely distributed for student access.

A full suite of licensed desktop office software is installed on each computer, through the Microsoft Campus Agreement as well as other contracts. The suite includes the full set of Microsoft Office products, including MS Access, with Windows XP the current operating system standard. Macintosh operation systems are also supported, especially in areas where graphics are important, including the Journalism lab.

Campus web pages are hosted locally, and a new version of the Website was introduced in summer 2007. The college is in the process of identifying organizational structures to steer the ongoing maintenance and development of the site. Some centralized file sharing has been implemented for specific uses with appropriate accesses, but is not a campus-wide standard.

The Datatel Colleague administrative suite (Finance, HR, Student) is currently being implemented at Lassen Community College, as supported by a 5-year Title III grant through September 2008. The Finance and HR applications have been operational for over a year, while the Student application is live this year, beginning with registration for summer 2007. The implementation is supported by a consulting association of staff from two sister CCC institutions, functioning as independent contractors to Lassen. A Team Leads group consisting of key staff from the participating

areas has met since the spring in support of the implementation.

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 live now, and supported by a Help Desk function realized through email and phone service. Additional self-service functionality is to be added in the coming year. The college will eventually participate in CCC Apply, an online student application functionality. 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 are to be developed beginning in the current year. A Data Standards task force is already working on 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).

Resources and operations are supported by an institutional information technology (IT) staff currently numbering four, including a director, a programmer/analyst, an IT specialist administering servers and network, and an IT specialist administering desktops. An additional programmer/analyst is to be hired in 2007-2008, and some transfer of staff time may be allocated to support the Web functions. There is additionally one categorically funded technical position supporting the DSPTS lab, not under the jurisdiction of institutional information technology. Previously existing technical positions supporting instructional A/V and instructional labs within the Instruction area have all been cut, leaving no dedicated support for instructional technology; support tasks have devolved to other existing personnel.

Evaluation:

Instructional support is a weakness, and infrastructure will also require attention (see C.1.c above). Training of information technology personnel going forward will also be essential (see C.1.b above). The Datatel system is a welcome integration and modernization of the administrative computing function, and can address critical institutional issues, but will challenge the resources of the institution in order to effectively own, maintain, and upgrade. The transition to full campus responsibility for support in terms of budget, personnel, and knowledge is only partially accomplished. The system requires a level of integration among departments that has not previously existed, and this too is an organizational challenge. Nonetheless, staff at all levels are embracing these challenges.

Planning Agenda:

Implement the adopted institutional planning structure to link student learning outcomes, program review, institutional planning and budget allocation to address Datatel system needs. At the end of the first cycle evaluate and modify as necessary to improve institutional effectiveness.

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 shared governance process at Lassen College, as embodied in the Consultation Council, has adopted a planning model that integrates *Institutional and Educational Technology Plans*, among others, with the campus Strategic Plan. Two separate committees with overlapping membership have been formalized to produce those plans. Both committees have met over the course of the previous year (2006-2007) and produced drafts and/or components of their respective plans. Starting in fall 2007, the committees will be able to re-convene with their full-designated

representation and elaborate or finalize those plans.

Evaluation:

The formal technology planning process is just beginning, but the basis exists to create a definitive integrated technology plan for the campus. More explicit linkage between the Institutional and Educational Technology plans needs to be created, mirroring the organization’s need to establish a clear locus for educational technology support. Similarly, the campus needs to evolve in practice the mechanism for linkage between the technology plans and the *Strategic Master Plan*.

The campus needs to specifically engage Disaster Recovery/Business Continuity planning.

The planning process also provides an opportunity and highlights the need to formalize many information technology policies and procedures for consistency and accountability.

Planning Agenda:

1. Implement integrated *Institutional Technology* and *Educational Technology Plans* as part of the college planning and budget development process.
2. Develop Disaster Recovery/Business Continuity Plans.

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 relies upon its mission and goals as the foundation for financial planning.”

III. D. 1. a. “Financial planning is integrated with and supports all institutional planning.”

Descriptive Summary:

Lassen Community College is implementing an institutional planning and budget development process to integrate the strategic goals found in the *Strategic Master Plan* with budget development to support the college’s mission and goals. In the process, the *Strategic Master Plan* drives the development of the budget. [3.28 – *Strategic Master Plan – 2007-2008*]

Lassen Community College reviews the overall planning and budget development process for effectiveness on a yearly basis. Review and revision of the processes are the joint responsibility of the Academic Senate and Consultation Council.

Lassen Community College’s identified institutional planning process begins with Instructional and Non-Instructional Program Reviews. These reviews set program goals and identify needed financial resources at a unit level of operation. Program recommendations without budget impact are forward in a list format, while recommendations requiring resource allocation are forward on the budget enhancement request forms to all planning committees. The planning committees (Institutional/Educational Technology, Academic Planning, Facilities Planning, Human Resource Planning) use the information along with other data and campus input, to make institutional plans with measurable goals and objectives. The planning summaries of these documents are then used by the Strategic Planning Committee, along with external scan analysis of data, to set institutional strategic goals; which in turn influence the resource allocation.

Individual unit level budgetary request 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 Dean of Administrative Services for inclusion in the tentative budget. The tentative budget is forwarded to the President who makes a final recommendation to the Governing Board for adoption. [3.29 - *Institutional Planning and Budget Development Process Handbook 2007-2008*]

Evaluation:

The adopted budget development process was used in 2006-2007 to allocate the VATEA and Instructional Equipment/Library Materials Block Grant monies. The revised planning and budget development process as outlined in the “*Institutional Planning and Budget Development Process Handbook*” adopted fall 2007 will be used in the development of the budget for the 2008-2009 academic year. The integration of the college’s planning processes is expected to occur during fall 2007, although it is expected that it will take several years to refine the process. The budget development process will be evaluated and modified as necessary annual by the Academic Senate and Consultation Council.

Planning Agenda:

Implement the revised Institutional Planning and Budget Development Process during the 2007-2008 academic to ensure

the 2008-2009 adopted budget supports the institutional mission, goals, and planning agendas.

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. Lassen Community College 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 assessed and communicated to ensure that all constituent groups understand realistic resource availability. The majority of Lassen Community College’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 these constituent groups and the planning of unit level programs and services. Priorities and recommendations developed in this process serve to guide the college in its decisions and yearly resource allocations.

Evaluation:

Lassen Community College has a history of being reactive instead of proactive in its planning and budgeting processes. Misunderstanding of the accepted planning process has contributed to the absence of an institutional commitment to the planning and budget development process. In short, the development of the college budget has tended to occur independent of other institutional planning processes.

The college tries to live within its means but adopted a \$400,000 deficit budget in 2005-2006 and has adopted a 2007-2008 budget with a \$583,000 deficit. Efforts to reduce deficits have been made through operational expenditure reductions and cuts in staffing. Declining enrollments have hindered efforts to stabilize financially; however, the college has been fortunate to have adequate reserves to cover past operating deficits.

The college has not actively sought external funding through grants and partnerships other than a \$1.8 million Title III grant. It has, however, worked to establish new partnerships and work cooperatively with the college foundation on new initiatives. The District is currently developing a long-term partnership with the Susanville Rancheria for the Native American Studies Program and developing strategic partnerships with local and statewide fire science agencies.

Planning Agenda:

1. Implement the revised Institutional Planning and Budget Development Process during the 2007-2008 academic year to ensure institutional planning is based on a realistic assessment of resource availability and the development of financial resources.
2. Complete and publish a *Multi-Year Fiscal and Academic Recovery Plan* that assesses the Districts fiscal condition and communicates the Districts resource availability, development of financial resources, partnerships, and expenditure requirements.

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 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. Policies such as not to covering continuing costs such as salaries through onetime funds help preserve future financial stability. The District has also established a minimum reserve of 5% in the unrestricted General Fund to ensure adequate funds to meet any unexpected liabilities and future obligations that may occur. [3.30 - 2007-2008 District Budget]

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. However, with limited resources, increasing costs, and declines in enrollment, the college has had to implement budget reductions and layoffs to balance the budget in the short-term cycles. The declining enrollments have had a negative impact on the operational budgets as evidenced by the last two years operational deficits. Enrollments are the primary funding source of the District and are currently stabilizing with expected modest increases over the next few years. Lassen Community College has developed a three-year financial plan with deliberate operational deficits to support existing programs and services until enrollment management plans are in place to assure financial stability with enrollment growth.

The college has 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. Retiree health obligations are expected to have a minimal impact on future debt service requirements and are expected to be met through the annual budget with the projected enrollment growth being planned.

Planning Agenda:

Complete and publish a *Multi-Year Fiscal and Academic Recovery Plan* that considers the long-term financial priorities when making short-term financial plans to assure financial stability.

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:

Decisions regarding financial resource allocation are derived from the collaboration of all constituent groups under the revised budget planning process. The ability for all constituencies to participate in the budgeting process begins with program and service reviews and continues to be integrated into each prioritization level throughout the budgeting process.

Evaluation:

The college's planning processes is expected to be finalized during fall 2007 term and implementation of the budget planning and development process occur over the late fall and spring 2007-2008 terms. In light of the implementation of a new governance structure and revised budget development process, a complete cycle of the budget planning process will not take place until the 2008-2009 academic year. Communications regarding the new process and the opportunities to participate in the development of the budget will be disseminated campus wide.

Planning Agenda:

Implement the revised *Institutional Planning and Budget Development Process* during the 2007-2008 academic year to ensure the 2008-2009 adopted budget allows for all constituencies to have appropriate opportunities to participate in its development.

III. D. 2. “To assure the financial integrity of the institution and responsible use of financial resources, the financial management system 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, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.”

Descriptive Summary:

The financial portion of a new computerized integrated software system (Datatel) was implemented in January 2006. The new system provides better and timelier 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 Dean of Administrative Services 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 signatures. Review of appropriateness is achieved at each level.

An external independent auditor conducts an annual audit of the financial statements. 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 Comprehensive Annual Financial Report is made available to all institutional stakeholders for review annually. [3.31 - Comprehensive Annual Financial Report]

Evaluation:

The audit for 2005-2006 indicated the absence of a chief business officer for the spring 2006 semester as a material weakness. [3.32 - Audit 2005-2006] With the hiring of a Dean of Administrative Services in August 2006, this item was resolved.

The format of the annual budget has been revised to provide a foundation for more detail into the planned operations occurring through the budget planning and development process. The budget serves as the financial compass and fiscal control mechanism over the operational year. All occurring revenues and expenditures are in accordance with plans set within the budgeting process

Planning Agenda:

Refine the format of annual budget to communicate the strategic direction of the institution in terms of financial funding and publish the annual audit, the related findings, and the related responses in a timely manner to assure the institution of appropriate allocation and use of financial resources.

III. D. 2. b. “Appropriate financial information is provided throughout the institution.”

Descriptive Summary:

The institution implemented the financial portion of Datatel January 2006. Training occurred soon after the implementation to give budget managers and users access to the software. Instruction documents were created for users and widely distributed. Online requisitions for purchasing were implemented immediately and further training has occurred to show users how to create the new online processes. Budgets are verified at the time of creation and over spending of budgets are not allowed.

The institution has purchased a Financial Reporter (FRx) package to allow power users the

ability to design and import data for custom reporting. Training and documentation on the creation of reports contained within the “canned” reporting capabilities has occurred throughout the campus. Business office staff are available to either help in the creation or the actual creation of reports for individual users. Datatel does offer an online look up function that allows the user to drill into individual transactions to see more information than what had been previously available.

Monthly financial reports are compiled from the Datatel system and submitted to the Governing Board for acceptance. The information presented is made public for all institutional stakeholders to review.

Evaluation:

The revision of the annual budget format is serving the requested need for more information into the institutions financial position and helping reflect realistic financial resource availability. The monthly financial reports to the Governing Board are serving the need of timely shared information available to the campus community in addition to the community as a whole. Additional financial information is distributed to constituent groups when requested and/or needed including updates provided by external entities (Chancellor’s Office, Legislative Analyst’s Office, etc.) as they apply to the institution. Trainings related to the Datatel implementations are being completed and will continue to be available.

Planning Agenda:

None

III. D. 2. c. “The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.”

Descriptive Summary:

Due to efficient fiscal management and adequate reserves, the college has been able to manage declining enrollments. It currently maintains an unrestricted reserve of 5% and short-term borrowing is not contemplated.

The college participates in several joint powers agreements for insurance coverage and risk management. The Northern California Community Colleges SIA provides property and liability insurance as well as workers compensation coverage.

Evaluation:

The college has maintained sufficient reserves to mitigate the adverse impact of significant decrease in enrollments over the last five years.

Planning Agenda:

None

III. D. 2. d. “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 Dean 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.

As required by law, the college deposits most 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 Associate Dean of Student 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.

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 Lassen Community College Foundation is a non-profit organization that is a separate entity. 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.

Evaluation:

The college has multiple levels of oversight over expenditures. The mechanisms presently in place in the Datatel system appear to be working effectively. Due to the implementation of the new Datatel system, existing procedures need to be reviewed and revised.

Planning Agenda:

None

III. D. 2. e. "All financial resources, including those from auxiliary activities, fund-raising efforts, and grants are used with integrity in a

manner consistent with the mission and goals of the institution."

Descriptive Summary:

The district foundation has been active for the last four years to directly support the institution by providing scholarships to local area students to attend Lassen Community College. Full-time equivalent student (FTES) generation has been a major problem with Lassen Community College due mostly to the isolation of the area.

All financial resources received by the college are intended to help students achieve measurable student learning outcomes, 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 Dean of 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. There have been no negative findings recently by the external auditors.

Evaluation:

The college meets the standard.

Planning Agenda:

None

III. D. 2. f. "Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution."

Descriptive Summary:

The Superintendent/President and Deans of Instructional Services and 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.

Evaluation:

Contractual agreements are negotiated and executed in accordance with federal, state, and district policies and procedures. All contracts must be approved by the Governing Board to insure compliance with laws and regulations.

Planning Agenda:

None

III. D. 2. g. “The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.”

Descriptive Summary:

Annual audits help to point out areas of financial management that need to be addressed. The district looks at each recommendation and implements processes and procedures to insure integrity. Non-instructional program review is scheduled for fall 2007 with the financial management component and this model will help to also identify goals and objectives to further evaluate processes. [3.33 - Audit 2006-2007]

In terms of operational procedures related to the financial management of the college, the Dean of Administrative Services and the Business Services Office regularly evaluates the effectiveness of these processes and seeks to improve financial procedures to ensure that we are optimizing the allocation and utilization of college resources.

Lassen Community College 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.

Evaluation:

Changes have been made to improve processes related to financial operations of the college especially in light of the new Datatel system. Procurement/accounts payable practices and human resources/payroll practices have been significantly changed and improved.

Planning Agenda:

Continue to review, evaluate, and improve the operational procedures resulting from the implementation of the new Datatel system.

III. D. 3. “The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.”

Descriptive Summary:

The institutions primary program and service evaluation occurs during the Instructional and Non-Instructional Program Reviews. [3.34 - *Non Instructional Program Review Policy and Procedures Handbook*] 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.

Evaluation:

The procedures for Instructional and Non-Instructional Program Reviews, as found in the respective handbooks, were evaluated and revised during spring 2007. The non-instructional program review cycle was adjusted to once every four years and the instructional program review cycle for academic programs is now every four years while the cycle for vocational program reviews is every two years. With the clear alignment between program review and resource allocation as documented in the newly adopted “*Institutional*

Planning and Budget Development Process Handbook, the timely completion of program reviews in the future is expected.

Planning Agenda:

Communicate the program review schedule and importance of a regular systematic evaluation for institutional planning and budget development purposes.

LASSEN COMMUNITY COLLEGE
DISTRICT
BOARD OF TRUSTEES

Secretary to the Board
Superintendent/President
Dr. Douglas B. Houston

Chris Click
President

Sophia Wages
Vice President

Doc Blevins

Rocky Deal

Jay Dow

Bob Hill

Tom Holybee

Chris Younger
Student Trustee

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 chief administrator.

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:

Since the last accreditation visit, Lassen Community College leadership from all segments of the institution have worked together to develop a shared value statement, revised mission statement, institutional student learning outcomes and a collegial consultation process. Each communicates a clear commitment to student learning and participatory governance. In fall 2007, each of the campus constituent groups reaffirmed *Code of Ethics* statements. [4.1 - Constituent Groups *Code of Ethics* statements]

Lassen Community College’s governance structure encourages broad participation by representatives from various constituent groups (administration, management/confidential, faculty, classified staff and students). [4.2 - *Shared Governance & Collegial Consultation Process Handbook 2007-2008*] The majority of college committees have representatives from all groups. [4.3 - *Committee Assignments 2007-2008*] Many of the campus committee chairs are elected positions, which can be filled by any of the membership.

Specifically, Consultation Council and all planning committees are designed to provide the college with the opportunity to

receive creative, constructive ideas from individuals with widely varying perspectives. Lassen Community College is strengthening the articulated method for conveying to staff and faculty the responsibility to bring forth ideas for improvements.

Departments (instructional and non-instructional) hold regularly scheduled meetings in order to provide opportunities for employees regardless of their position to participate in improving the effectiveness of their department. [4.4 - Department Meeting Minutes]

In addition, staff and faculty are given opportunities to participate in various non-structured venues to bring forward ideas for institutional improvement such as convocation and open forums. [4.5 - Convocation agendas, 4.6 - Open Forum announcements]

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 improvement. Staff, faculty, and students have a multitude of venues available to them for communicating their ideas to the college leadership and for actively participating in goal setting and planning. As expressed in the faculty and staff survey conducted in fall 2006, the majority of faculty and staff participated in dialog aimed at improving institutional effectiveness, but felt that their input was not generally used in the decision-making process at the college. In fall 2006, only 25% of the faculty and staff respondents indicated strongly agree or agree with the statement, “I have a voice in the decision-making process through shared governance.” [4.7 - Accreditation Staff & Faculty Self-study Survey Responses —fall 2006, questions 2, 4 & 48] The same faculty and staff survey conducted during fall 2007 indicated a college-wide change in perception. In fall 2007, the vast majority of faculty and staff (90%) indicated strongly agree or agree with the statement “I have a voice in the decision-making process through

shared governance”. [4.7 - Accreditation Staff & Faculty Self-study Survey Responses —fall 2007, question 48]

Planning Agenda:

Use the evaluation process for the governance structure to determine whether faculty, staff, and student participation in governance, communication and professional relationships have improved.

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:

Lassen Community College has institutional policies and procedures describing the roles for each group of staff, faculty, administration, and students in college governance including planning and budget development. [4.8 - Board Policy 1250, 4.2 - Shared Governance & Collegial Consultation Process Handbook 2007-2008, and 4.9 - Institutional Planning and Budget Development Process Handbook 2007-2008] The administration utilizes the Consultation Council to receive ideas from other groups on campus and to assist in planning for the college. The Academic Senate represents the faculty on all issues related to academic and professional

matters. [4.8 - Board Policy 1250]

Recommendations on matters such as curriculum, instructional program review, student learning outcomes and faculty qualifications involving equivalency are forwarded to the Governing Board through the Academic Senate. Students are represented by the campus Associated Student Body and have a representative advisory voting member on the college Governing Board.

Evaluation:

The college has made significant strides in developing and initiating the implementation of structures and procedures for governance. The campus perceptions concerning opportunities to participate in the established shared governance structure have changed over the past year. In the fall 2006 survey, the faculty and staff indicated that they did not have a voice in the decision-making process through shared governance. Only 23% of the faculty and staff respondents in fall 2006 indicated that they strongly agreed or agreed with the statement, “My input has been requested in the efforts to improve the institution’s effectiveness”. [4.7 - Accreditation Staff & Faculty Self-study Survey Responses — fall 2006, question 4] In fall 2007, 90% of the respondents indicated agreement with the same statement. [4.7 - Accreditation Staff & Faculty Self-study Survey Responses — fall 2007, question 4] An illustrative example of the recent cooperation between the faculty and administration in institutional planning and budget development was the formation of a joint subcommittee by Consultation Council and the Academic Senate to evaluate and revise the budget development process. The Academic Senate on November 14, 2007 and Consultation Council on November 15, 2007 formally adopted the process.

Planning Agenda:

Use the evaluation process for the governance structure to determine whether faculty, staff, and student participation in governance, communication and professional relationships have improved.

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:

Lassen Community College 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 1250. [4.10 - *Academic Senate Constitution*, 4.2 - *Shared Governance and Collegial Consultation Handbook*, and 4.8 - Board Policy 1250] The Academic Senate meets bimonthly to discuss professional matters related to teaching and learning. The 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 Curriculum/Academic Standards Committee, a subcommittee of the Academic Senate, includes membership from all constituent groups with the majority being faculty. The Academic Senate accepts and forwards recommendations from the committee to the Governing Board via the *Curriculum/Academic Standards Committee Log* several times each semester. The Curriculum/Academic Standards Committee is a key governance body in the development and review of curriculum, degrees, and certificates in addition to student learning outcomes.

In fall 2006 the college formed the Student Learning Outcome Coordinating Committee comprised primarily of the instructional deans and faculty department chairs. The committee developed a *Student Learning Outcome Development Plan* and timeline. [4.11 - *Student Learning Outcome*

Development Plan] The committee also identified that the approval body on campus for student learning outcomes would be the Curriculum/Academic Standards Committee. The curriculum committee accepted and forwarded the institutional student learning outcomes, thirty-six (36) degree and certificate student learning outcomes for fifteen programs and three hundred and forty-five (345) course student learning outcomes in addition to the student learning outcomes for student services and the library during 2006-2007.

The evaluation of student learning programs and services occurs through the adopted instructional and non-instructional program review processes. The instructional program review process and non-instructional program review process for student services relies heavily on the expertise of faculty. Recommendations from the review process are forwarded to the appropriate dean and planning committees for consideration.

In September 2007, the new President initiated a restructured board agenda format and board meeting seating arrangement to clearly demonstrate the two direct communication pathways to the Governing Board through the Superintendent/President or through the Academic Senate President.

Evaluation:

The college’s policies and procedures empower the Academic Senate and faculty leaders as the advising body with regard to academic matters, including learning programs and services. Faculty play a primary role in the development and evaluation of instructional and non-instructional programs integrally involved in student learning.

Planning Agenda:

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:

Lassen Community College's governance structure specifies roles for staff, faculty, and students. [4.2 - *Shared Governance & Collegial Consultation Process Handbook* and 4.8 - Board Policy 1250] 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 - *Shared Governance & Collegial Consultation Process Handbook* – p. 12] The majority of campus meetings are open and any interested individual is welcome to attend.

Convocation, which has mandatory attendance for all staff and faculty, 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 monthly emails entitled *Updates & Musings* to better communicate with the entire campus community on institutional issues. [4.12 - *Updates & Musings*] The Dean of Instructional Services publishes a weekly email communiqué *Lassen Lowdown* informing the campus of news and upcoming events. [4.13 - *Lassen Lowdown*]

Important governance bodies such as President's Cabinet and Consultation Council meet weekly to promote ongoing regular dialogue on important institutional issues. [4.14 – President's Cabinet Meeting Minutes, 4.15 - Consultation Council Meeting Minutes] Open forums are scheduled to provide opportunity for discussion on items of special interest such as the *Educational Master Plan*, Staffing Plan or Budget.

The new Superintendent/President hosted two open forums in October 2007 providing prompt questions to encourage dialogue: 1) What are you most proud of at Lassen College? 2) What would you like to see

changed? 3) What do you think should be my priority this year? 4) Give me a prediction about the college for this year.

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 monthly to discuss issues of particular interest to their membership. [4.16 - Academic Senate Minutes, 4.17 - Management/Confidential Employee Meeting Minutes, 4.18 - Classified Employee Meeting Minutes]

The President has weekly meetings with the President of the Academic Senate and the President of the Associated Student Body.

Evaluation:

Effective two-way communication is an ongoing challenge. At Lassen Community College, the flow of information down from administration/management has generally been more effective than the flow of information up from students, staff and faculty to the decision-making individuals. The implementation of the shared governance structure is providing 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 accreditation survey responses in fall 2006 revealed that the majority of the faculty and staff did not believe that the administration, faculty and staff worked together in a professional manner to improve the institution. The majority also did not believe that policies and procedures are clearly defined and followed, nor that communication was open, honest and encouraged at all levels. [4.7 - Accreditation Staff & Faculty Self-study Survey Responses— fall 2006, questions 49, 50 & 51] In fall 2007, 92% of the respondents believe that the administration, faculty and staff work together in a professional manner to improve the institution. [4.7 - Accreditation Staff & Faculty Self-study Survey

Responses— fall 2007, questions 49] 60% of the faculty and staff respondents believe that policies and procedures are clearly defined and followed. [4.7 - Accreditation Staff & Faculty Self-study Survey Responses- fall 2007, question 50] 80% responded that communication was open, honest and encouraged at all levels. [4.7 - Accreditation Staff & Faculty Self-study Survey Responses- fall 2007, question 51]

Planning Agenda:

Use the evaluation process for the governance structure to determine whether faculty, staff, and student participation in governance, communication and professional relationships have improved.

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:

In March 2004, Lassen Community College completed a progress report, which was accepted by the Accrediting Commission. [4.19 - Progress Report – March 2004] In April 2005, the college completed a focused midterm report, which was accepted by the Accrediting Commission. [4.20 - Midterm Report- April 2005] In March 2006, the college completed a progress report, which was accepted by the Accrediting Commission. [4.21 - Progress Report - March 2006] In June 2006, the Accrediting Commission acted to place Lassen Community College on warning status and required a special visit. The special visit in July resulted in a letter from the Accrediting Commission in August 2006 directing the college to address twenty-one recommendations in a progress report due

November 15, 2006. Despite an extremely challenging timeline, the college staff worked diligently to answer each of the recommendations by the November 2006 deadline. [4.21 - Progress Report – November 2006] In January 2007, the Accrediting Commission accepted four of the college responses to the previous recommendations and placed the college on probation status, asking the college to respond to seventeen of the previous recommendations by March 15, 2007. In 37 days, the college completed the response to the seventeen recommendations including constituents group review and met the March 15, 2007, deadline. [4.22 - March 15, 2007 Progress Report] On May 3, 2007, the evaluation team visited the college and talked to each of the campus constituency groups. In June 2007, the Accrediting Commission accepted the March 15, 2007 progress report and continued the college on probation status, asking the college to respond to ten of the previous recommendations by October 15, 2007. [4.23 - October 15, 2007 Progress Report] On October 29, 2007, the evaluation team visited the college and met with individuals and governance groups.

Evaluation:

Despite some obvious setbacks to Lassen Community College’s accreditation status, the faculty and staff of Lassen Community College continue to work to address all recommendations forwarded by the Commission as well as completing requested reports and this self-study. Lassen Community College has fully cooperated with the Accrediting Commission, responding expeditiously and honestly to recommendations in each and every report.

Planning Agenda:

Include within new employee orientation, an introduction to the accreditation standards and process of institutional self-study.

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:

Evaluation of the college’s governance and decision-making structure is the responsibility of the Consultation Council. The Consultation Council is comprised of representative from each of the college’s constituent groups – administration, faculty, classified, management/confidential, and students. Consultation Council developed an initial evaluation process, timeline and set of evaluation forms for the shared governance structure and process. The initial evaluation occurred September 2007. The evaluation process included an opportunity for input from each of the constituent groups and college standing committees. The *Shared Governance and Collegial Consultation Handbook* containing the campus committee structure was updated following the evaluation. A revised *Shared Governance and Collegial Consultation Handbook* was distributed to each constituent group for their adoption and then to the campus community. The Consultation Council is also participating in conjunction with the Academic Senate and Governing Board in the review of the college’s board policies and procedures. The Consultation Council members are asked to seek input from the members of their respective constituent groups in an effort to bring broad insight and perspective to the decisions of this advisory group.

Evaluation:

The college has a governance committee designated to evaluate the governance structures of Lassen Community College. The Consultation Council is an active group with broad representation from all of the college’s key groups. Consultation Council agendas and actions are disseminated to all employees and the Associated Student Body.

Planning Agenda:

Publish Consultation Council agendas and minutes to the college web site.

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:

Lassen Community College District policies are reviewed and updated as necessary on an ongoing basis. Board policies 1110, 1206, 1226, 1560, and 3060 describe the board membership, goals and objectives, its mission, and financial stability. The policies for selecting and evaluating the chief executive officer are contained in Board Policies 1200 and 2405.

Board policies and administrative procedures provide for the governance of the district, and in complying with these prescriptions, the Governing Board ultimately acts as a whole and protects the institution from undue influence or pressure. With these policies and procedures, there is no opportunity for a minority of individuals to pressure the district’s operations since neither the policies nor the procedures are subject to change without intense scrutiny. [4.8 - Board Policies: 1210, 1220, and 1225] During the Board Retreat on October 23, 2007 facilitated by Cindra Smith of Community College League of California, the

Governing Board reaffirmed its commitment to act as a whole during the conduct of District business. [4.24 - Governing Board minutes October 23, 2007]

To ensure opportunities for community input, board policies contain requirements for opportunities for public participation at meetings of the Governing Board, including the adoption of the budget for the current year. [4.8 - Board Policies: 1300, 1360, 1370, 1400, 1520, 3100, and 3105]

Evaluation:

Following a joint participatory governance workshop conducted by the California League for Community Colleges and the state Academic Senate, the Governing Board plans to use a more participatory process for Board Policy revision. The Consultation Council will participate with appropriate constituent groups and the Governing Board in Board Policy review. The appropriate constituent groups will have the opportunity to review each Board Policy and make recommendations for its revision to Consultation Council. Consultation Council will make recommendations to the College President, who will communicate those recommendations to the Governing Board. The Governing Board will use these recommendations in making its final decision.

August 2007, the “Public Comment” agenda item was placed at the beginning of the Governing Board meeting, to ensure better public participation.

Planning Agenda:

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:

A commitment to institutional integrity, student success, and the effectiveness of the college’s instructional and learning programs is clearly articulated in Lassen Community College’s value statement, mission statement, *Board Policy Manual* and other important documents.

The Lassen Community College Mission Statement, as described in Board Policy 1226, places the college’s focus on students and their success.

“The college will provide outstanding programs for all those pursuing higher education goals. These include degree and certificate programs in lower division arts and sciences, and in vocational fields, basic skills instruction, support services that help students to succeed at the post-secondary level, adult non-credit education, and community service courses and programs.” [4.8 - Board Policies 2920 & 6150]

The Governing Board meets on the second Tuesday of each month for the purposes of reviewing goals of the college as well as receiving input to support the quality and improvement of the college’s student learning programs as reported by staff. [Governing Board agenda and minutes] The Governing Board approves all college curriculum changes, new courses, new program proposals and other recommendations related to learning outcomes. [4.8 - Board Policy 1250 and 4.25 - Institutional Student Learning Outcomes] The Governing Board acts to accept all Instructional and Non-Instructional Program Reviews as part of the institutional process to improve programs and identify and allocate appropriate resources.

Evaluation:

The Governing Board’s commitment to quality, integrity and effectiveness of learning programs is clearly articulated in the college’s value and mission statements, policies and procedures, and planning documents.

Planning Agenda:

None

IV.B.1.c. “The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.”

Descriptive Summary:

The Lassen Community College 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, staff and students as participative members in the development of policies and procedures for the college in Board Policy 1250. The Governing Board’s role and role of other constituents are also clearly defined in the *Shared Governance and Collegial Consultation Process Handbook*. All shared governance committees recognize the Governing Board’s ultimate responsibility and authority. The Governing Board is responsible for approving all contracts, budgets, and legal matters. The Governing Board’s role is delineated in policies 1200, 1210, 1230, 1250, and 3060. [4.8 –*Board Policy Manual*]

Each year the Dean of Administrative Services presents a proposed tentative budget to the Governing Board during the first board meeting in June. After the final state budget is adopted by the state legislature, the Governing Board invites the public to a hearing to review the proposed final budget at its September board meeting, before approving the annual budget. With a significant financial reserve the Governing Board demonstrates a commitment to financial integrity.

Evaluation:

The Governing Board relies on the President with input from appropriate administrators and participatory governance bodies for accurate information in order to

make informed decisions regarding educational quality. The college’s Governing Board clearly has ultimate decision-making authority for the college.

Planning Agenda:

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 Lassen Community College Governing Board established board policies and procedures are found in the *Governing Board Policy Manual*. The *Board Policy Manual* may be found in several locations; the college library, the President’s Office, each board member, and several administrative offices. The Lassen Community College Governing Board, according to law, consists of seven (7) voting members elected at large for terms of four (4) years, commencing on the 1st Friday in December. A non-voting student member (advisory vote recorded in the minutes) selected by the Associated Student Body shall be enrolled for at least five (5) semester units for a one year term, commencing June of every school year cites state policy. [4.8 - Board Policies 1110, 1120, 1130, 1150, ASB Charter Election Code Article II.1 (a)(b), E.C. §72023.5, EC §76063(a)] Board Policy 1140 provides the officers of the Governing Board and duties of each and further defines the duties of the Governing Board Secretary in accordance with Education Code §70902. [4.8 - Board Policies 1200, 1206, 1210, 1220, 1225, 1230, 1240]

Evaluation:

The *Board Policy Manual* contains published Governing Board by-laws and policies that specify Governing Board size, duties, responsibilities, structure, and operating procedures. Current hard copy versions of updated *Board Policy Manual* are available in Office of the President and the library.

Planning Agenda:

Replace all *Board Policy Manuals* with new, updated manuals and make an updated *Board Policy Manual* available on the college website.

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 Lassen Community College District Board “Legal Basis and Authority” is found in Board Policy 1000. The board policy sub-committee, consisting of three (3) board members has met monthly during the past four (4) years to review the entire *Board Policy Manual*. Hard copies of the manual will be made available in the upcoming months as well as posted on the Lassen Community College Website. Once completed, copies will be given to all concerned: administrative staff, academic senate, student representatives, bargaining unit representatives, board members, and a permanent copy will be located in the library. [4.8 – Board Policies: 1200, 1206, 1210, 1230, 1250, and Board Policy Subcommittee Minutes]

The Board also relies on the advice of legal counsel and the College President when needed in preparing language for board policy as well as relying primarily on the advice and judgment of the Academic Senate or reaching mutual agreement between all interested individuals and groups in matters affecting the college. [4.8 - Board Policies 1800 and 1250]

The Board Policy subcommittee reports to the Governing Board, at the Governing Board’s Annual Organizational Meeting, the status of the board policy review. Additionally, Board Policy Subcommittee may propose, if necessary, and at any time, to the Governing Board, any new policies or policy amendments. [4.8 – Board Policy 1800]

The subcommittee reviews policies that may need updating more often more frequently. Policies may be suspended for a specified purpose anytime by a vote of five (5) of the regular members of the Governing Board (excluding the student trustee), of which the vote will be taken by roll call and will be entered into the minutes of the meeting. Once the subcommittee reviews the policies, they are submitted to the full Governing Board for approval.

Evaluation:

The Governing Board follows its established policies and procedures and has a procedure by which these policies and procedures are reviewed and revised on an ongoing basis. The previous process, which was evaluated in spring 2007, was revised fall 2007 to be more inclusive of participatory governance.

Planning Agenda:

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:

The *Goals and Objectives of the Board*, policy 1206 addresses new board member development. The Governing Board President is working with the College President to assure that all board members receive adequate training for their elected positions. Such assistance may include providing written materials, invitations to attend board meetings, and conferences with the College President and the President of the Governing Board. On October 27, 2006 the Governing Board engaged in a dual board training session regarding boardmanship, board/CEO relations and board actions as they relate to accreditation. The two boards that attended were Lassen Community College and Lake Tahoe Community College. The presenters of the trainings were Bill McGinnis, current board member at Butte College and past California Community College Trustees President and Dr.

Barbara Beno, President of ACCJC. [4.24 - Governing Board Minutes October 27, 2006]

A workshop on “Participating Effectively in District and College Governance: The Law Regulations and Guidelines” was presented by President and Chief Executive Officer of the California League of Community Colleges, Scott Lay, and the President of the Academic Senate for California Community Colleges, Ian Walton, on May 1, 2007, at Lassen Community College Middleton Hall. Mandatory attendance was required for all college staff. All members of the Governing Board were in attendance and members of the community also attended.

Each incumbent trustee has attended at least one CCCT legislative conference in order to have a broader perspective of boardsmanship as well as the new trustee annual training conference held in Sacramento each year. The Governing Board is comprised of members who have served one or more terms in office and are very familiar with the college community. Trustees have copies of the “Brown Act”, “Trustee Handbook”, and a publication of the “Community College and League of California” that provides a general overview of the Community College’s systems, as well as utilizing the League’s website for additional resources.

Board Development/Training (Role of Governing Board and Role of College Superintendent/President) was the topic of a Board Retreat held on October 23, 2007 facilitated by Cindra Smith of Community College League of California. [4.24 - Governing Board minutes October 23, 2007]

Evaluation:

In regard to board development and new member orientation, it is recognized by some board members that there is not enough local orientation and opportunity for training as a group.

In regard to a mechanism for providing for continuity of board membership and

staggered terms of office, the Governing Board has completed this standard section.

Planning Agenda:

Provide an orientation to assist each new Governing Board member-elect to understand the Governing Board’s functions, policies and procedures upon the assumption of office.

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:

Board Policy 1205, “Board Evaluation”, speaks to the need to address performance, including areas “which are working well and those, which may need improvement”. The evaluation instrument’s primary focus is on the Governing Board in its operation as a body. It addresses twelve area goals from how the results will be presented, and how they will be used for goal setting, including several related to mission and goals and planning, and board education. The “Governing Board Goals and Objectives” indicate that the Governing Board will review the adopted *Code of Ethics* statement and evaluate Governing Board performance annually prior to the second meeting in October. [4.26 - Governing Board *Code of Ethics* statement] The results are published and made available at the following Governing Board meeting. [4.8 - Board Policies 1206, 1225, and 4.24 – Governing Board minutes] The Governing Board reported the results of its most recent self-evaluation at the November 13, 2007 board meeting. [4.24 – Governing Board Meeting minutes –November 13, 2007]

Evaluation:

The process for self-evaluation is clearly defined in board policy. This procedure is regularly implemented and followed. The revised board agenda format, effective September 2007, reinforces application of the *Code of Ethics*. Recent Governing Board meetings have demonstrated increased collegiality among all participants

Planning Agenda:

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 Governing Board has a published *Code of Ethics* that is signed by all board members. The preamble to the *Board Statement of Ethical Conduct* addresses a variety of ethical issues and district purposes. The policy specifies that trustees should avoid conflict of interest and recognize their level of authority and legal responsibilities. [4.8 – Board Policy 1225]

Evaluation:

The Governing Board’s *Code of Ethics*, is consistent with and implements policy and law. The Governing Board reaffirmed its *Code of Ethics* at the November 13, 2007 board meeting. [4.26 - Governing Board *Code of Ethics*, 4.24 - Governing Board meeting minutes –November 13, 2007]

Planning Agenda:

None

IV.B.1.i. “The governing board is informed about and participates in the accreditation process.”

Descriptive Summary:

The Governing Board is informed about and involved in the accreditation process through regular accreditation reports and updates by the administration and accreditation chair during board meetings. The Governing Board formally accepts all report (progress, interim, self-study) prior to forwarding to the Commission. The Governing Board receives copies of correspondence from the Commission. There are two board members appointed to the Accreditation Steering Committee. At least one board member served on each standards committee during the development of this self-study. Additionally board members were involved with the self-

study, both as sources of information, as well as in planning and oversight. [4.24 – Governing Board meeting minutes – October 9, 2007 & December 11, 2007]

Evaluation:

The Governing Board is informed and participates in the accreditation process. Trustees have gained insight into the accreditation process by serving on standard subcommittees and on the Accreditation Steering Committee and by approving final progress reports and the college’s self-studies.

Planning Agenda:

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:

The Governing Board has responsibility for selecting and evaluating the Lassen Community College President. The adopted hiring procedures specifically state, “*In the event of a vacancy in the position of Superintendent/President the Board may elect to follow these procedures or may adopt special procedures...*” [4.27 - Applicant Screening & Selection Procedures]

The evaluation of the President is described in Board Policy 2405. 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 [4.8 - Board Policy 2400] and performance objectives of the President no later than June 15 of each year.

The Board delegates full responsibility to the President to implement and administer board policies without Governing Board interference. [4.8 - Board Policy 1230] The role of the President as the individual conveying all communication and

recommendations from the college to the Governing Board is specified in Board Policy 1240. [4.8 - Board Policy 1240]

Evaluation:

Although board policy gives authority for the presidential search to the Governing Board, there is no set procedure for how the Governing Board will select the chief executive officer. When the College President submitted his resignation in July 2007, the Governing Board had to act quickly to establish a process for the presidential search. It might be beneficial for the board to write a guide to assist them with the next presidential search.

During the tenure of the previous President 2002-2007, the evaluation process for the President was not clearly or consistently documented and reported.

During the Board Retreat, October 23, 2007, the Governing Board and College President developed his performance objectives for 2007-2008.

Planning Agenda:

Assure timely completion and reporting of the Governing Board evaluation process of the President.

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:

During the tenure of the previous President the administrative structure underwent numerous changes. [4.2 - Shared

Governance & Collegial Consultation Process Handbook] The current organizational chart of October 2007 reflects the most current administrative structure. The President does oversee and evaluate the structure. From 2002-2007 the contracts of seven administrators and one manager were terminated or not renewed. An additional administrator left employment after 11 months, and one administrator died. That total of nine administrators equals the entire administrative staff here at Lassen Community College. During the same time period, several administrative positions remained vacant for extended periods of time. The majority of the faculty and staff did not believe that “The President plans, evaluates and supervises the administrative structure to reflect the purpose, size and complexity of the institution.” [4.7 - Accreditation Staff & Faculty Self-study Survey Responses– fall 2006, question 56] Since the new President arrived in August 2007, perceptions have changed. In the fall 2007 survey, 100% of the respondents expressing an opinion indicated that he does plan, evaluate and supervise the administrative structure to reflect the purpose, size and complexity of the institution. [4.7 - Accreditation Staff & Faculty Self-study Survey Responses– fall 2007, question 56] The adopted administrative structure reflects authority delegation by the President.

Evaluation:

The administrative position vacancies and temporary filling of those vacancies caused extreme disruptions in meeting the daily administrative needs of the college and lost the trust and confidence of college employees as well as the Accrediting Commission. [4.28 - Accrediting Commission letter dated January 31, 2007 - Recommendations 10 and 11]

The current President is addressing the issues of stability and training in senior administrative positions. The senior administrators have been encouraged to pursue available professional development activities. The interim Dean of Administrative Services, inexperienced in California community college budget development, has been provided an experienced mentor. The President has supported the adopted shared governance structure and delegated area

responsibility as indicated by identified “point individuals” for the implementation of the college’s recovery plan. [4.29 - Lassen Community College Corrective Action Matrix]

Planning Agenda:

Provide for the professional development of administrators and use the evaluation process to manage performance.

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:

The President communicates institutional values, goals and direction through his participation in numerous regularly scheduled campus meetings including; Open Forum [4.6 - Open Forum Announcements], convocation addresses [4.5 - Convocation Agendas], President’s Cabinet, Consultation Council [4.15 - Consultation Council Meeting Minutes], Strategic Planning [4.30 - Strategic Planning Committee Meeting Minutes], and Governing Board meetings. [4.24 - Governing Board meeting minutes] The President uses the media such as the Lassen County Times newspaper as a means of communication to the local community. [4.31 - Lassen County Times Articles]

The college is in the process of reorganizing the student services area in order to establish a more robust institutional research capacity. Initial efforts are evident in the development of the *Annual Fact Book*. The

Annual Fact Book will contain a variety of demographic, enrollment, FTE, and budget data to assist the institution and present to make informed data-driven decisions regarding institutional effectiveness. [4.32 - *Annual Fact Book 2006-2007*]

Evaluation:

While the previous President communicated on these topics through numerous venues, the Accreditation Self-Study Survey results indicate that a majority of respondents rated the President’s ability to communicate to the community, administration, staff, and students [4.7 - Accreditation Staff & Faculty Self-study Survey Responses –fall 2006 question 55] as ineffective. The faculty and staff impression of the current President’s ability to community is significantly different. In fall 2007, 100% of the respondents expressed opinion that the President communicated effectively. [4.7 - Accreditation Self-study Survey Responses –fall 2007, question 55] In addition, the faculty and staff have a negative assessment of the previous President’s ability to set values, goals, and priorities to improve educational programs. [4.7 - Accreditation Staff & Faculty Self-study Survey Responses– fall 2006, question 54] In fall 2007, 96% of the respondents expressing a positive assessment of the current President’s ability to set values, goals, and priorities to improve educational programs.

The President is expanding the college’s data collection capability to improve the use of data for analysis of institutional performance, student learning, institutional planning processes, and resource allocation processes.

Planning Agenda:

Expand and refine the *Annual Fact Book* through the utilization of the new computer system, Datatel, to obtain more information on student data reports and data requirements for program review.

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 consistent with institutional mission and policies.

The President educates himself about statutes and regulation by attending training workshops sponsored by the Community College League of California and the Association of Governing Board.

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.

Evaluation:

The college's shared governance structure processes ensure that board policies and procedures are consistent with the institutional mission based on input from a cross-section of college constituents.

Planning Agenda:

None

IV.B.2.d. "The president effectively controls budget and expenditures."

Descriptive Summary:

Despite declining enrollments and minimum conditions issues requiring repayment of apportionment overpayment, the previous President did control budget and expenditures. The budget was controlled largely through layoffs (seventeen classified staff), attrition (ten faculty), and budget reductions.

Evaluation:

The Governing Board invited the Fiscal Crisis and Management Assistance Team

(FCMAT) to come on campus to help the President with the budget, to help restore FTE funding that the Chancellor's Office had denied, and to determine if the college was indeed in fiscal crisis. The FCMAT report published in January 2006 determined that the college was not in fiscal crisis but rather the budget was being poorly managed. [4.33 - *Fiscal Crisis and Management Assistance Team (FCMAT) Report*]

Planning Agenda:

Evaluate budget development timeline, budget development and institutional planning processes used in developing the 2008-2009 budget and make appropriate adjustments to processes and timeline for the 2009-2010 academic year.

IV.B.2.e. "The president works and communicates effectively with the communities served by the institution."

Descriptive Summary:

The Lassen Community College District Governing Board, made up of representatives from each region served by LCCD, holds regular meetings in which the President participates. [4.24 – Governing Board minutes] The President has initiated effective communication with the communities served by the college. Progress continues to be made in this area including routine meetings with key community and business leaders, campus open houses, regularly scheduled luncheon meetings and routine communications through local media.

Evaluation:

Anecdotal feedback from numerous community leaders indicates that the communications are well received and reflect an increased community confidence in the college.

Planning Agenda:

Conduct focused research to determine whether the President's communications with served communities is effective.



*Summary of Planning
Agendas*



Summary of Planning Agendas

I.A. Mission

Communicate to the campus community the central role of the mission statement in planning, decision-making and in linking plans to resource allocation. (I.A.4.)

I.B. Improving Institutional Effectiveness

1. Implement the adopted institutional planning structure to link student learning outcomes, program review, institutional planning and budget allocation. At the end of the first cycle evaluate and modify as necessary to improve institutional effectiveness. (I.B.1., I.B.4., I.B.6., II.C.2. & III.C.1.d.)
2. Complete the development of goals and objectives within each of the institutional master plans tied to the strategic goals, evaluate the degree to which the goals have been met and articulate that progress to the campus community. (I.B.2. & I.B.3.)
3. Utilize the *Annual Fact Book* as the mechanism to document assessment results and communicate results to all constituencies utilizing the adopted shared governance structure. (I.B.5.)
4. Utilize the student learning outcome assessment process, program review process and integrated planning process, specifically the *Educational Master Plan*, to assure currency and effectiveness
 - a. of the instructional programs and student support services. (I.B.7)
 - b. of the college's programs, degrees and certificates. (II.A.1.a.)

II.A. Instructional Programs

1. Utilize the student learning outcome assessment process, instructional program review process and integrated planning process, specifically the *Educational Master Plan*, to assure currency and effectiveness of the college's programs, degrees and certificates. (II.A.1.a, II.A.2.e. & II.A.2.f.)
2. Evaluate the effectiveness of distance education (online and correspondence delivery methods) to ensure meeting student instructional needs. (II.A.1.b.)
3. Provide at least one "smart" classroom in each instructional building within the next several years. (II.A.1.b.)
4. Utilize course assessment results, to integrate course student learning outcomes assessment into program and institutional student learning assessment and use the results of that assessment to make needed modifications to improve student progress and accomplishment of those outcomes and communicate the results college-wide. (II.A.1.c. II.A.2.a. & II.A.2.b.)
5. Implement and modify as appropriate the three-year scheduling plan and two-year advising plans for all programs to improve sequencing and time to completion for students. (II.A.2.c.)
6. Provide faculty and staff development training in delivery modes, learning styles and diversity, revitalize the interactive television/teleconference classroom, and expand online offerings. (II.A.2.d.)
7. Analyze the effectiveness of the Mathematics departmental course final examination(s) in measuring student learning and implement any appropriate changes. (II.A.2.g.)
8. Utilize course assessment results, to develop and implement assessment plans for the assessment of
 - a. degree and certificate student learning outcomes. (II.A.2.h. & II.A.2.i.)
 - b. student learning outcomes for institutional general education student learning outcomes. (II.A.3.a, b, & c.)

9. Clarify the specific areas of concentration within the Liberal Arts; General Education and IGETC University Studies associate degrees in order to meet the changes in Title 5 requirements. (II.A.4.)

10. Complete and publish the *Faculty Handbook* to

- a. expressly state that student learning outcomes in course syllabi must be consistent with the course outline of record. (II.A.6.a.)
- b. 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. (II.A.7.a.)
- c. clearly communicate to all faculty clear expectations concerning communication with students about consequences of plagiarism and other forms of academic dishonesty. (II.A.7.b.)

II.B. Student Support Services

1. Utilize the adopted planning structure to integrate the recommendations from the Non-Instructional Program Reviews (NIPRs) into institutional planning documents in order to provide equitable student access to services on and off campus. (II.B.1. & II.B.3.a.)

2. Assess student interest in order to increase student participation in college activities. (II.B.3.b.)

3. Develop and implement an early alert program to identify students in need of counseling, tutoring, or other student support services which will result in a successful retention program. (II.B.3.c.)

4. Expand and refine the *Annual Fact Book* through the utilization of the new computer system, Datatel, to obtain more information on student data reports and data requirements for program review. (II.B.3.c., II.B.4. & IV.B.2.b.)

5. Coordinate with the Associate Dean of Student Services, EOPS, and ASB staff to support and coordinate more student activities that support cultural diversity on campus. (II.B.3.d.)

6. Develop an *Enrollment Management/Student Service Plan* (containing the *Student Equity Plan*), which includes ways to increase recruitment of culturally diverse populations to Lassen Community College. (II.B.3.d.)

7. Convene a student panel to review assessment test and instructions for possible cultural and/or linguistic bias; implement appropriate changes. (II.B.3.e.)

8. Provide training to staff and faculty to ensure compliance with the Family Educational Rights and Privacy Act (FERPA) policies. (II.B.3.f.)

II.C. Library and Learning Support Services

1. To encourage broad faculty participation, develop formal procedures for selection and evaluation of library materials and equipment, and, through the institutional planning process, develop a combined, larger, more accessible Learning Resources Center. (II.C.1.a.)

2. Develop a *Human Resource Plan* to assess the effective use of human resources through the evaluation of staffing recommendations from the other institutional planning documents such as program reviews, which is evaluated and updated annually. (III.A.2., III.A.6. & II.C.1.b.)

3. Through the institutional planning process—the *Educational Master Plan* and the *Facilities Master Plan*, the college will effect prioritization and appropriate allocation of resources to update the existing technology and consider a new building. (II.C.1.c.)

4. Through the institutional planning process, provide effective maintenance and security for the college's library and other learning support services, including specific provision for additional technical and professional staff: plan for the creation of a centralized Learning Resources Center in

order to consolidate staff and incorporate instructional media and other functions performed by the Library and the Learning/Tutoring Center. (II.C.1.d.)

5. To consult formally and informally with faculty and students to evaluate cooperatively-acquired resources for reliability, accessibility, usability, and suitability so support the mission of the college, and to monitor cooperative purchasing opportunities to provide excellent online resources. (II.C.1.e.)

6. Implement the adopted institutional planning structure to link student learning outcomes, program review, institutional planning and budget allocation. At the end of the first cycle evaluate and modify as necessary to improve institutional effectiveness. (I.B.1., I.B.4., I.B.6. & II.C.2.)

III. A. Human Resources

1. Use appropriate staff evaluation functions to review and revise classified job descriptions for accuracy and relationship to institutional mission and goals. (III.A.1.a.)

2. Utilize the collective bargaining process to modify the evaluation process and forms to address changing performance expectations. (III.A.1.b.)

3. Develop procedures and forms consistent with board policy for the evaluation of confidential employees. (III.A.1.b.)

4. Revise evaluation forms as appropriate to include a specific component to assess the effectiveness in producing stated student learning outcomes through appropriate bargaining unit negotiations. (III.A.1.c.)

5. Develop a *Human Resource Plan* to assess the effective use of human resources through the evaluation of staffing recommendations from the other institutional planning documents such as program reviews, which is evaluated and updated annually. (III.A.2., III.A.6. & II.C.1.b.)

6. Revise board policies as necessary for consistency with changes in Title 5 regulations and bargaining agreements, incorporated the policy changes into college procedures and consistently implement adopted procedures. (III.A.3.a.)

7. Complete development of a district equal employment opportunity plan and implement training of staff and faculty on components of the equal employment opportunity plan requirements. (III.A.4.a.)

8. Assess the college employment record relevant to equity and diversity over the last five years and incorporate the data into the *Annual Fact Book*. (III.A.4.b.)

9. Utilize the Faculty and Staff Development Committee to assess individual and organizational needs for professional growth and ensure professional development activities are meeting the need of the college's personnel. (III.A.5.a. & b.)

III. B. Physical Resources

Utilize the program review process, *Facilities Master Plan*, and adopted resource allocation process to plan for short-term and long-term development and maintenance of facilities both on and off campus. (III.B.1.a., III.B.1.b., III.B.2.a. & III.B.2.b.)

III. C. Technology Resources

1. Implement the non-instructional program review process as required for the Information Technology function to feed the budget development process and utilize the *Institutional Technology and Educational Technology Plans* as part of institutional college planning in order to provide effective technology support for the institution including distance education. (III.C.1.a.)

-
2. Implement integrated *Institutional Technology* and *Educational Technology Plans* as part of the college planning and budget development process (III.C.2.) to include:
 - a. ongoing fulfillment of training needs as a component of Total Cost of Ownership for hardware and software acquisitions. (III.C.1.b.)
 - b. an articulate hardware/software life cycle goals for desktops and central infrastructure. (III.C.1.c.)
 3. Implement the adopted institutional planning structure to link student learning outcomes, program review, institutional planning and budget allocation to address Datatel system needs. At the end of the first cycle evaluate and modify as necessary to improve institutional effectiveness. (I.B.1., I.B.4., I.B.6., II.C.2. & III.C.1.d.)
 4. Develop Disaster Recovery/Business Continuity Plans. (III.C.2.)

III. D. Financial Resources

1. Implement the revised Institutional Planning and Budget Development Process during the 2007-2008 academic to ensure the 2008-2009 adopted budget supports the institutional mission, goals, and planning agendas. (III.D.1.a.)
2. Implement the revised Institutional Planning and Budget Development Process during the 2007-2008 academic year to ensure
 - a. institutional planning is based on a realistic assessment of resource availability and the development of financial resources. (III.D.1.b.)
 - b. the 2008-2009 adopted budget allows for all constituencies to have appropriate opportunities to participate in its development. (III.D.1.d.)
3. Complete and publish a *Multi-Year Fiscal and Academic Recovery Plan* that
 - a. assesses the Districts fiscal condition and communicates the Districts resource availability, development of financial resources, partnerships, and expenditure requirements. (III.D.1.b.)
 - b. considers the long-term financial priorities when making short-term financial plans to assure financial stability. (III.D.1.c.)
4. Refine the format of annual budget to communicate the strategic direction of the institution in terms of financial funding and publish the annual audit, the related findings, and the related responses in a timely manner to assure the institution of appropriate allocation and use of financial resources. (III.D.2.a.)
5. Continue to review, evaluate, and improve the operational procedures resulting from the implementation of the new Datatel system. (III.D.2.g.)
6. Communicate the program review schedule and importance of a regular systematic evaluation for institutional planning and budget development purposes. (III.D.3.)

IV.A. Decision-Making Roles and Processes

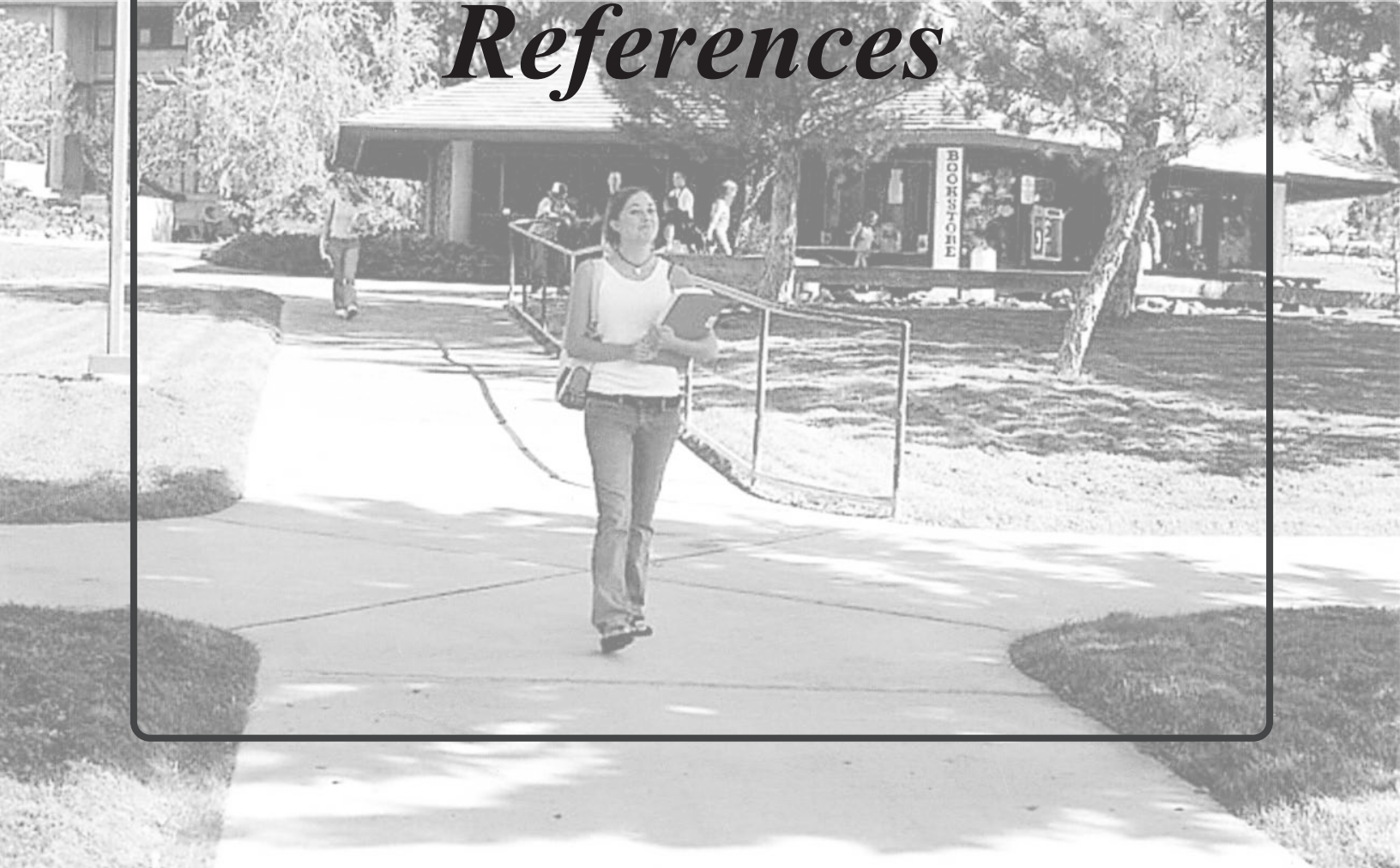
1. Use the evaluation process for the governance structure to determine whether faculty, staff, and student participation in governance, communication and professional relationships have improved. (IV.A.1., IV.A.2.a. & IV.A.3.)
2. Include in new employee orientation, an introduction to the accreditation standards and process of institutional self-study. (IV.A.4.)
3. Publish Consultation Council agendas and minutes to the college web site. (IV.A.5.)

IV. B. Board and Administrative Organization

1. Replace all *Board Policy Manuals* with new, updated manuals and make an updated *Board Policy Manual* available on the college website. (IV.B.1.d.)
2. Provide an orientation to assist each new Governing Board member-elect to understand the Governing Board's functions, policies and procedures upon the assumption of office. (IV.B.1.f.)
3. Assure timely completion and reporting of the Governing Board evaluation process of the President. (IV.B.1.j.)
4. Provide for the professional development of administrators and use the evaluation process to manage performance. (IV.B.2.a.)
5. Expand and refine the *Annual Fact Book* through the utilization of the new computer system, Datatel, to obtain more information on student data reports and data requirements for program review. (IV.B.2.b. & II.B.4.)
6. Evaluate budget development timeline, budget development and institutional planning processes used in developing the 2008-2009 budget and make appropriate adjustments to processes and timeline for the 2009-2010 academic year. (IV.B.2.d. & III.D.1.)
7. Conduct focused research to determine whether the President's communications with served communities is effective. (IV.B.2.e.)



***Documentation/
References***



Documentation/References

Documentation for Standard I

Lassen Community College Mission Statement [Board Policy 1226]
Governing Board minutes – November 12, 2002, October 12, 2004, December 11, 2007
Strategic Master Plan 2006-2007
Lassen Community College Catalog 2007-2008
Lassen Community College Spring 2008 Class Schedule
Board Policy Manual
Convocation Agenda Spring 2007
Value Statement Exercise
Educational Master Plan 2006-2007
Faculty and Staff Development Plan 2006-2007
Student Equity Plan
Accreditation 2008 Self-study Staff & Faculty Survey Responses– fall 2006
Accreditation 2008 Self-study Staff & Faculty Survey Responses– fall 2007
Curriculum/Academic Standards Committee Action Log 2006-2007
Instructional Program Review Policy and Procedures Handbook
Student Learning Outcome Development Plan
Student Learning Outcome Assessment Plan
Work Experience Instructional Program Review
Department Chair meeting minutes 2005-2007
Governing Board minutes 2006-2008
Annual Fact Book 2006-2007
Shared Governance & Collegial Consultation Process Handbook 2006-2007 Review documents
Shared Governance & Collegial Consultation Process Handbook 2007-2008
Institutional Planning and Budget Development Process Handbook 2007-2008
Strategic Planning Committee Minutes
Facilities Master Plan 2007-2008
Instructional Program Review Policy and Procedures Handbook
Lassen Community College Curriculum/Academic Standards Committee Handbook
Faculty Evaluation Forms
Vocational Advisory Committee Minutes
Non-Instructional Program Review Policy and Procedures Handbook
Status of Instructional Program Reviews

Documentation for Standard II

- 2.1 *Instructional Program Review Policy and Procedures Handbook*
- 2.2 *Lassen Community College Curriculum/Academic Standards Committee Handbook*
- 2.3 Curriculum/Academic Standards Committee Action Log 2006-2007
- 2.4 Curriculum/Academic Standards Committee Action Log 2007-2008
- 2.5 Faculty Evaluation Forms
- 2.6 Vocational Advisory Committee Minutes
- 2.7 Lassen Community College Public Interest Survey
- 2.8 Lassen Community College Public Interest Survey Results
- 2.9 *Strategic Master Plan 2007-2008*
- 2.10 Status of Instructional Program Reviews

-
- 2.11 Curriculum/Academic Standards Minutes
 - 2.12 Ad-hoc Correspondence Committee Minutes
 - 2.13 Student Services Correspondence Time Line
 - 2.14 *Lassen Community College Correspondence Instruction Handbook 2007-2008*
 - 2.15 Student Learning Outcome Development Timeline
 - 2.16 Student Learning Outcome Development Plan
 - 2.17 Department Chairs Meeting Minutes
 - 2.18 Department Meeting Minutes
 - 2.19 Student Learning Outcome Review Committee Minutes
 - 2.20 Student Learning Outcome Assessment Tracking System
 - 2.21 Student Learning Outcome Assessment Plan
 - 2.22 *Work Experience Instructional Program Review*
 - 2.23 *Lassen Community College Catalog 2007-2008*
 - 2.24 *Board Policy Manual*
 - 2.25 *Lassen Community College Curriculum/Academic Standards Handbook*
 - 2.26 *Lassen Community College Vocational Nursing Student Handbook*
 - 2.27 Three-year Scheduling Plans 2007-2010
 - 2.28 Two-year Advising Plans
 - 2.29 *Student Athlete Handbook*
 - 2.30 *Matriculation Plan*
 - 2.31 Flyer announcing Diversity Workshops
 - 2.32 *Lassen Community College Class Schedule –Spring 2008*
 - 2.33 *Non-Instructional Program Review Policy and Procedures Handbook*
 - 2.34 *Annual Fact Book 2006-2007*
 - 2.35 Solicitations for Materials Purchase Requests
 - 2.36 Solicitations for Materials Purchase Requests: New Classes and Programs
 - 2.37 Educational Technology Committee Notes, 2006-2007
 - 2.38 Instructional Technology and Library Materials 2006-2007 Logs
 - 2.39 Request for Installation of DVD/VCR Players fall 2007
 - 2.40 Sample Emails, Fliers, Handouts
 - 2.41 Tours Report Forms, School Years 2005-2006, 2006-2007, 2007-2008
 - 2.42 The Library Catalog Tutorial
 - 2.43 Accreditation 2008 Self Study Students Survey Responses – fall 2006 and fall 2007
 - 2.44 *Facilities Master Plan 2007-2008*
 - 2.45 *Library Non-Instructional Program Review*
 - 2.46 Lassen Community College Library off Campus Use ID's and Passwords for Online Research Resources September 5, 2007
 - 2.47 *Educational Technology Plan 2007-2008*, draft November 11, 2007
 - 2.48 Guidelines for Instructional Programs Reviews and Grant Funding
 - 2.49 Instructional Equipment & Library Materials Block Grant[s] Fiscal Year 2006 - 2007 2/28/07 List and Explanation
 - 2.50 By-Laws for the North State Cooperative Library System
 - 2.51 System Information: Academic Affiliates
 - 2.52 Community College Library Consortium Master Renewal Order: fall 2007
 - 2.53 Britannica Online Subscription Form
 - 2.54 Program Subscription Announcement, Seventh netLibrary Shared eBook Collection (fall 2007)
 - 2.55 Resource Project, Linda Kennedy, English 1, fall 2007

-
- 2.56 *Non-Instructional Program Review Policy and Procedures Handbook*
 - 2.57 Lassen College Library Non-Instructional Program Review Fall 2001 Student Satisfaction Questionnaire
 - 2.58 Accreditation 2008 Self Study Staff & Faculty Survey Responses- fall 2006 and fall 2007
 - 2.59 *Educational Master Plan 2006-2007*

Documentation for Standard III

- 3.1 *Applicant Screening & Selection Procedures*
- 3.2 Governing Board minutes – February 23, 2007
- 3.3 *Board Policy Manual*
- 3.4 *Lassen Community College Verification of Faculty to Meet Minimum Qualifications in Discipline of Instruction Resource Handbook –September 2007*
- 3.5 *Lassen Community College Faculty Association (LCFA) Contract*
- 3.6 *Part-time Faculty Handbook 2006-2007*
- 3.7 *California School Employees Association (CSEA) Contract*
- 3.8 FRISK Training Agenda
- 3.9 Governing Board minutes – October 25, 2007
- 3.10 *Lassen Community College Catalog 2007-2008*
- 3.11 *Institutional Student Learning Outcomes*
- 3.12 Governing Board minutes – November 28, 2006
- 3.13 Constituent Groups *Code of Ethics*
- 3.14 *Faculty & Staff Diversity Plan*
- 3.15 *Equal Employment Opportunity Plan Draft*
- 3.16 *Student Equity Plan 2006-2007*
- 3.17 Governing Board minutes - December 19, 2006
- 3.18 Shared Governance Training Agenda – May 1, 2007
- 3.19 Spring and Fall 2007 Convocation Agendas
- 3.20 *Faculty and Staff Development Plan 2006-2007*
- 3.21 *Human Resource Plan (Draft)*
- 3.22 *Educational Master Plan 2006-2007*
- 3.23 *Enrollment Management/Student Services Plan (Draft)*
- 3.24 *Facility Master Plan 2007-2008*
- 3.25 *Institutional Technology Plan 2007-2008 (Draft)*
- 3.26 *Educational Technology Plan 2007-2008 (Draft)*
- 3.27 Web Advisor Training Flyers
- 3.28 *Strategic Master Plan 2007-2008*
- 3.29 *Institutional Planning and Budget Development Process Handbook 2007-2008*
- 3.30 2007-2008 District Budget
- 3.31 Comprehensive Annual Financial Report
- 3.32 Audit 2005-2006
- 3.33 Audit 2006-2007
- 3.34 *Non-Instructional Program Review Policy and Procedures Handbook*

Documentation for Standard IV

- 4.1 Constituent Groups *Code of Ethics* statements
- 4.2 *Shared Governance & Collegial Consultation Process Handbook 2007-2008*
- 4.3 Committee Assignments 2007-2008
- 4.4 Department Meeting Minutes
- 4.5 2006- 2007 and 2007-2008 Convocation Agendas
- 4.6 Open Forum Announcements 2006-2007
- 4.7 Accreditation Staff and Faculty Self-Study Survey Responses - fall 2006 and fall 2007
- 4.8 *Board Policy Manual*
- 4.9 *Institutional Planning and Budget Development Process Handbook 2007-2008*
- 4.10 *Academic Senate Constitution*
- 4.11 *Student Learning Outcome Development Plan*
- 4.12 *Updates & Musings*
- 4.13 *Lassen Lowdown*
- 4.14 President's Cabinet Meeting Minutes
- 4.15 Consultation Council Meeting Minutes
- 4.16 Academic Senate Minutes
- 4.17 Management/Confidential Employee Meeting Minutes
- 4.18 Classified Meeting Minutes
- 4.19 Progress Report - March 2004
- 4.20 Focused Midterm Report – April 2005
- 4.21 Progress Report – November 2006
- 4.22 Progress Report – March 2007
- 4.23 Progress Report – October 2007
- 4.24 Governing Board minutes for the past year
- 4.25 Institutional Student Learning Outcomes
- 4.26 Governing Board *Code of Ethics* Statement
- 4.27 Accrediting Commission letter dated January 31, 2007, Recommendations 10 and 11
- 4.28 Lassen Community College Corrective Action Matrix
- 4.29 Strategic Planning Committee Minutes
- 4.30 Lassen County Times Articles
- 4.31 *Annual Fact Book 2006-2007*
- 4.32 *Fiscal Crisis and Management Assistance Team (FCMAT) Report*