Lassen Community College

Midterm Report

Approved by the Governing Board:
March 8, 2011

Submitted:
March 15, 2011
Lassen Community College
P.O. Box 3000
Susanville, CA 96130

To

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

Adopted by Consultation Council February 24, 2011

Certification of the Midterm Report

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

From:
        Lassen Community College
             Name of Institution

        478-200 Highway 139/P.O. Box 3000
                Address

        Susanville, Ca 96130
             City, State, Zip

This Midterm Report is submitted for the purpose of assisting in the determination of the institution's accreditation status.

The Midterm Report represents the work of many individuals. The College acknowledges the contributions of time and dedicated effort on the part of students, faculty, staff, administration, board and community.

We certify that there was broad participation by the campus community, and the Midterm Report reflects accurately the progress to date in meeting recommendations as required by the Accrediting Commission.

Signed:

		03/08/11
Dr. Douglas B. Houston	Superintendent/President	Date
Mrs. Sophia Wages	Governing Board President	03/08/11 Date
Ms. Cheryl Aschenbach	Academic Senate President	03/08/11 Date
Ms. Marshel Couso	Management/Confidential President	03/08/11 Date
Ms. Carol Montgomery	Classified President	03/08/11 Date
Ms. Toni Gomez	Associated Student Body President	03/08/11 Date
Ms. Susan G. Mouck	Accreditation Steering Committee Chair	03/08/11 Date

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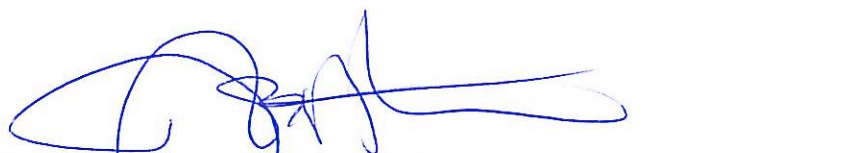# *Statement of Midterm Report Preparation*

The Lassen Community College campus and educational community has worked diligently to respond to the recommendations identified by the Accrediting Commission for Community and Junior Colleges (ACCJC) Western Association of Schools and Colleges in the visit of Spring 2008 as well as the institution's own planning agenda, the self-identified recommendations in the 2008 Self-Study.

During Summer 2010, the Accreditation Chair prepared a preliminary draft of the March 15, 2011 Midterm Report. This preliminary draft was updated with institutional activities during Fall 2010. The draft Midterm Report was presented to Consultation Council on December 16, 2010. Consultation Council members were assigned specific recommendations to review. The Accreditation Chair compiled the suggestions into a revised draft.

Consultation Council reviewed and accepted the revised draft on January 20, 2011. On January 22, 2011, the revised draft was distributed to the entire campus community by email and hard copy for their review and comments. The constituent groups (administration, faculty, management/confidential staff, classified staff, and students) held meetings between January 24th and February 17th to receive input and to suggest changes, deletions, and additions. The Governing Board reviewed and discussed the draft Midterm Report at its February 22, 2011 meeting.

Consultation Council met on February 24, 2011 to discuss the constituent groups input, incorporate changes and adopt the final draft forwarding to the Governing Board for approval. The Governing Board reviewed and approved the March 15, 2011 Midterm Report at its meeting on March 8, 2011.

The Midterm Report was sent ACCJC and added to the college website on March 9, 2011.

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Dr. Douglas B. Houston
Superintendent/President

Overview of Recent Accreditation History of Institution

Following the comprehensive self-study evaluation team site visit in 2002, the Accrediting Commission reaffirmed the accreditation of Lassen Community College in June 2002, 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 by March 2006 documenting progress on two of the 2002 recommendations.

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 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 the remaining seventeen recommendations. A special visit occurred May 3, 2007. In June 2007, the Commission accepted the progress and special visit reports and took action to continue the college on probation requesting a progress report by October 15, 2007, addressing the remaining ten of the original twenty-one recommendations. A special visit occurred on October 29, 2007.

In January 2008, 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, 2008, addressing the remaining seven of the original twenty-one recommendations. During the previous two years in addition addressing the specific recommendations provided by the Commission, the college had also completed the scheduled 2008 Application for Reaffirmation of Accreditation (self-study). The evaluation team visit occurred March 10-13, 2008.

In June 2008, The Commission reviewed the institutional self-study and the evaluation team report and took action to continue the college on probation status and requested a follow-up report by October 15, 2008, addressing the remaining five of the original twenty-one recommendations, while adding three additional recommendations. The evaluation team visit occurred October 16, 2008.

In January 2009, the Commission reviewed the follow-up report and the evaluation team report and took action to remove the college from probation, placed the college on warning status, and requested a follow-up report by March 15, 2009, addressing the remaining three (Institutional Planning and Decision-Making, Student Learning Outcomes, and Institutional Research) of the original twenty-one recommendations. The evaluation team visit occurred March 31, 2009. In June 2009, the Commission accepted the follow-up report and the evaluation team report and took action to continue the college on warning status, and requested a follow-up report by October 15, 2009, addressing the remaining two (Institutional Planning & Decision-Making and Student Learning Outcomes) of the original twenty-one recommendations. The evaluation team visit occurred November 6, 2009.

In January 2010, the Commission accepted the follow-up report, removed the college from warning status and reaffirmed accreditation. This mid-term report addresses the Commission's June 2008 recommendations and the institution's 2008 Self Study planning agenda.

Response to Accrediting Commission Recommendations – Action Letter Dated June 30, 2008

<u>Recommendation One (Previous Recommendation Nineteen from 2006 and Recommendation Two from 2002): Institutional Planning and Decision-Making</u>

"The college must implement and evaluate ongoing student learning outcomes and institutional planning processes, which should be based on data and research that results in a strategic plan and incorporate all other college planning documents, such as an educational master plan, a technology plan, and a facilities plan. These processes should guide future enrollment management decisions, resource allocation, and most importantly educational programs and services for the students and the community. The processes should be evaluated, using agreed upon criteria, on an annual basis to determine the effectiveness of the governance groups and leadership responsible for them as well as the success of the planned outcomes and actions stated in the plans. (Standards IA.4, IB.3, 4, 5, 6, &7; IIA.1c, IIA.2e, IIA.2f; IIIB.2a&2b, IIIC.1&2, IIID.1a-d, IIID.2a-g, IIID.3; IVA.3, IVA.5)"

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

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

On September 14, 2010, the Governing Board reaffirmed the institutional vision statement, mission statement, value statement and six strategic goals comprising the Strategic Plan for the college. [1.1 *Strategic Plan*, 1.2 Governing Board Minutes] The Governing Board action was the result of discussion during the third annual Governing Board Planning Retreat held on July 27, 2010. [1.2 Governing Board Minutes] Prior to each annual planning retreat, the Governing Board is provided with the updated Comprehensive Institutional Master Plan for the next five years and the Objectives and Strategies Evaluation Matrix for the previous year at their June meeting. [1.3 *2010-2015 Comprehensive Institutional Master Plan*, 1.4 Objectives and Strategies Evaluation Matrix 2009-2010, 1.2 Governing Board Minutes] The annual planning retreat also provides an opportunity to present environmental scan and survey data to the Governing Board. [1.2 Governing Board Minutes]

For the most recent year, the Consultation Council/Strategic Planning Committee adopted the updated integrated 2010-2015 Comprehensive Institutional Master Plan containing the Strategic Plan, Educational Master Plan, Institutional Technology Master Plan, Facilities Master Plan, and Human Resource Plan sections on April 29, 2010. [*1.3 2010-2015 Comprehensive Institutional Master Plan*, 1.5 Consultation Council Minutes] In addition, the Consultation Council/Strategic Planning Committee adopted the Objectives and Strategies Evaluation Matrix 2009-2010 on May 27, 2010. [1.4 Objectives and Strategies Evaluation Matrix 2009-2010, 1.5 Consultation Council Minutes] The evaluation matrix initiated in Fall 2008 is in the second year of

implementation. [1.6 Objectives and Strategies Evaluation Matrix 2008-2009] The Objectives and Strategies Evaluation Matrix renamed the Annual Action Plan is updated and presented to Consultation Council quarterly (October, January, March and May) and subsequently presented to the Governing Board each June. [1.7 2010-2011 Annual Action Plan – January Status Update]

Each of the master plans compiled within the Comprehensive Institutional Master Plan is developed utilizing recommendations obtained through program review and student learning outcome assessment processes. [*1.8 Program Review Recommendations for Use in Institutional Planning,*] The Office of Institutional Research annually provides updated data, to inform the program review process. [1.9 Report Server - Program Review Data http://dtrpt.lassen.cc.ca.us/reports]

Lassen Community College engaged in college-wide processes for the development, implementation, and assessment of student learning outcomes and their integration into the institutional planning and improvement process beginning Fall 2006 with the development and adoption of institutional-level, initial program-level and course-level student learning outcomes. The first assessment of student learning outcomes at the course-level began in Spring 2007. The assessment of course-level student learning outcomes has occurred each semester since with assessments in some courses much more consistent than in other courses.

The assessment of student learning outcomes was incorporated into the revised instructional program review process adopted by the Academic Senate in Spring 2007 and further clarified in the revised versions adopted October 2009 and November 2010. [1.10 *Instructional Program Review Policy and Procedure Handbook* 9th edition November 2010] The linkage of student learning outcome assessment with instructional program review formalized the link between student learning outcome assessment and institutional planning.   Instructional program review is the primary mechanism for integrating academic program planning and budget requests into the Educational Master Plan portion of the Comprehensive Institutional Master Plan and the budget allocation process respectively. [1.3 *2010-1015 Comprehensive Institutional Master Plan*, 1.11 *2011-2012 Institutional Planning and Budget Development Process Handbook]*

In a similar fashion, the assessment of student learning outcomes was incorporated into the revised non-instructional program review process adopted by the President's Cabinet in October 2009 and subsequently revised in June and November 2010. [1.12 *Non-instructional Program Review Policy and Procedure Handbook* 5th edition November 2010]

The budget allocation process described in the *Institutional Planning and Budget Development Process Handbook* was utilized by the campus community to develop the institutional budget for the last three years, 2008/2009 tentative budget adopted by the Governing Board June 10, 2008, 2009/2010 tentative budget adopted by the Governing Board June 9, 2009 and 2010-2011 tentative Budget adopted by the Governing Board June 8, 2010. [1.11 *2011-2012 Institutional Planning and Budget Development Handbook*, 1.5 Consultation Council Minutes, 1.2 Governing Board Minutes]   The process originally intended to develop and prioritize budget enhancement requests was modified and utilized for budget reduction in the development of the 2010-2011 budget. [1.5 Consultation Council Minutes]   Budget development utilizing the adopted process for the fourth consecutive year was initiated October 2010.

During May of each year (2008, 2009, 2010), the planning and budget development processes, found in the *Institutional Planning and Budget Development Process Handbook,* along with the shared governance structure and process, found in the *Shared Governance and Collegial*

Consultation Process Handbook, were evaluated. [1.13 Institutional Planning and Governance Evaluation Results]   The evaluation utilized evaluation instruments developed by Consultation Council and the Strategic Planning Committee. [1.14 Institutional Planning and Governance Evaluation Instruments]   The revised *Institutional Planning and Budget Development Process Handbook* describing the adopted integrated planning budget allocation process was adopted by the Academic Senate and Consultation Council and redistributed to the campus in August of each year. [1.12 *2011-2012 Institutional Planning and Budget Development Process Handbook*, 1.15 *Shared Governance and Collegial Consultation Process Handbook 2010/2011*]

Recommendation Two (Previous Recommendation Fourteen from 2006): Student Learning Outcomes

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

The Governing Board adopted institutional Academic Student Learning Outcomes on November 28, 2006. The institution resumed discussions concerning institutional student learning outcomes in the Curriculum/Academic Standards Committee, Academic Senate and Consultation Council during the 2008/2009 academic year. Consultation Council adopted revised Institutional Student Learning Outcomes with broader application, appropriate to non-instructional areas as well as instructional programs and courses on March 23, 2009. [2.1 Institutional Student Learning Outcomes adopted March 23, 2009]

The institution has adopted sixty-three degree and certificate student learning outcomes (100% of all degrees and certificates) for the eleven vocational programs offered by the college (Administration of Justice/Correctional Science, Agriculture, Automotive Technology, Business, Child Development, Fire Technology, Gunsmithing, Human Services, Journalism, Vocational Nursing and Welding) in addition to University Studies degrees in Administration of Justice, Agriculture Sciences, Allied Health, Art, Biological Science, Business Administration, Humanities, Mathematics/Physical Science, Natural Science, Physical Education, and Social Science and General Studies degrees in Natural Science, Physical Education, and Social Science). [2.2 Approved Degree and Certificate Student Learning Outcomes]   By June 1, 2010, the college had adopted course-level student learning outcomes for five hundred fifty-nine courses (100% of all active courses). [2.3 Approved Course-Level Student Learning Outcomes] All academic student-learning outcomes were developed by subject area faculty and approved by the Curriculum/Academic Standards Committee and Academic Senate.

Student learning outcomes for Student Services and the Library were adopted June 12, 2007. Student learning outcomes for Human Resource, Maintenance and Operation of Plant, Institutional Effectiveness, information Technology, Marketing/Community Relations, Resource Development/Competitive Grants, Enrollment Services (including Student Financial Aid, Admissions & Records, Student Accounts, Financial Aid Outreach), CalWorks/TANF, Counseling & Guidance (including Matriculation, Articulation/Transfer Center,

Assessment/Testing, Orientation and Early Alert), Disabled Students Programs and Services, Extended Opportunities Programs and Services, and Special Grant Programs were all adopted by the President's Cabinet June 22, 2010. The President's Cabinet adopted student-learning outcomes for the Distance Education program on September 28, 2010. [2.4 Approved Non-instructional Program Student Learning Outcomes]

The pilot semester for implementation of course-level student learning outcome assessment was Fall 2007, when each faculty member was requested to submit an assessment plan for one course-level student-learning outcome at the beginning of the semester and provide assessment results to the Office of Instruction at the end of the semester. Faculty have been asked to assess courses during each of the subsequent sessions. An overview of the assessment numbers is provided in the following table:

Session	Number of courses assessed	Percentage of courses with on-going assessment (2 or more sequential assessments)	Number of full-time faculty providing assessment results	Number of part-time faculty providing assessment results
Fall 2007	37 (14.7%)	NA	27 (79%)	4 (6%)
Spring 2008	46 (22%)	6 (3%)	20 (57%)	6 (7%)
Summer 2008	0	0	0	0
Fall 2008	68 (28%)	24 (10%)	19 (53%)	12 (17%)
Spring 2009	147 (47%)	44 (18%)	27 (77%)	31 (44%)
Summer 2009	51 (39%)	35 (27%)	16 (89%)	15 (38%)
Fall 2009	54 (20%)	30 (11%)	8 (24%)	11 (17%)
Spring 2010	40 (13%)	32(14%)	6 (18%)	7 (8%)
Summer 2010	7(6%)	7 (6%)	2 (11%)	2 (5%)
Fall 2010	66 (39%)	39 (15%)	18/32 (56%)	13/78 (17%)

[2.5 SLO Assessment Analysis – Fall 2007, 2.6 SLO Assessment Analysis – Spring 2008, 2.7 SLO Assessment Analysis – Fall 2008, 2.8 SLO Assessment Analysis – Spring 2009, 2.9 SLO Assessment Analysis – Summer 2009, 2.10 SLO Assessment Analysis – Fall 2009, 2.11 SLO Assessment Analysis – Spring 2010, 2.12 SLO Assessment Analysis – Summer 2010, 2.13 SLO Assessment Analysis – Fall 2010]

The Student Services area departments piloted assessment of non-instructional student learning outcomes Spring 2010. Subsequent assessments of non-instructional areas will begin the year following the acceptance of their initial non-instructional program review, which include adopted student learning outcomes. An annual report of the results of assessments of non-instructional student learning outcomes is due to President's Cabinet May of each academic year. [2.14 November 2010 - Annual Report on Assessment Results for Student Services Areas]

The assessment of student learning outcomes was incorporated into the revised instructional program review process adopted by the Academic Senate in Spring 2007. The linkage of student learning outcome assessment with instructional program review formalized the link between student learning outcome assessment and institutional planning. The review and revision of the instructional program review process, begun by the Academic Senate during Fall 2008, included discussion about how to best evaluate and incorporate student learning outcome assessment

results into program review. The Academic Senate adopted the revised instructional program review process May 11, 2009, which was subsequently revised and readopted November 16, 2010. [2.15 *Instructional Program Review Policy and Procedures Handbook 9th edition November 2010*] Instructional program review is the primary mechanism for integrating academic program planning and budget requests into the Educational Master Plan portion of the Comprehensive Institutional Master Plan and the budget allocation process respectively. [2.16 *Comprehensive Institutional Master Plan FY 10-15*, 2.17 *Institutional Planning and Budget Development Process Handbook FY 10/11*]

In a similar fashion, the assessment of student learning outcomes was incorporated into the revised non-instructional program review process adopted by the President's Cabinet in October 2009 and subsequently revised in June and November 2010. [2.15 *Non-instructional Program Review Policy and Procedure Handbook 5th edition November 2010*]

The Basic Skills Instructional Program Review accepted Fall 2009 and the Natural Science/Mathematics Instructional Program Review accepted Spring 2010 were the first instructional program reviews, which included discussion of changes to courses and a program as the results of the assessment of student learning. Subsequently, the instructional program reviews for Administration of Justice/Correctional Science, Agriculture, Business, Child Development, Physical Education and Vocational Nursing all accepted Fall 2010 included similar discussions. [2.18 Basic Skills IPR, 2.19 Natural Science/Mathematics IPR, 2.20 Administration of Justice/Correctional Science IPR, 2.21 Agriculture IPR, 2.22 Business IPR, 2.23 Child Development IPR, 2.24 Physical Education IPR, 2.25 Vocational Nursing IPR]

The non-instructional program reviews from the Student Services area, including CalWorks/TANF, Counseling & Guidance, Disabled Students Programs & Services, Extended Opportunities Programs & Services, Enrollment Services and Special Grant Programs (Foster Youth, Independent Living Program & Kinship Education) accepted by President's Cabinet September 8, 2009 all included student learning outcomes. [2.26 Student Services NIPRs; 2.27 President's Cabinet Minutes] The non-instructional program reviews for Auxiliary Services – Food Services, Marketing/Public Outreach, and Distance Education including discussions on student learning outcome assessment were all accepted in Fall 2010. [2.28 Auxiliary Services – Food Services NIPR, 2.29 Marketing/Public Outreach NIPR, 2.30 Distance Education NIPR]

The Student Services programs initiated the assessment of non-instructional student learning outcomes Spring 2010 and the results were presented to President's Cabinet November 2010. [2.32 November 2010 - Annual Report on Assessment Results for Student Services Areas] Subsequent, non-instructional student learning assessment results will be presented to Cabinet May of each year. The assessment of non-instructional student learning outcomes within a program commences the semester following the adoption of the non-instructional program review. [2.15 *Non-instructional Program Review Policy and Procedure Handbook 5th edition November 2010*]

The institution made considerable progress in its effort to develop and assess student learning outcomes in its instructional programs between 2007 -2009; however the foregoing table indicates a decline in participation during the 2009-2010 academic year. This is attributed to two causes: (1) a legal challenge to the institution's implementation of course-level student learning outcomes assessment by the Lassen College Faculty Association (LCFA); and (2) a leadership transition in the Office of Instruction that resulted in an interruption in institutional monitoring. The LCFA's unfair labor practice complaint was dismissed in April 2010 and the Office of

Instruction was reorganized to better monitor faculty participation. As a result, improved faculty participation can be seen in the 2010-2011 academic year (specifically Fall 2010).

The college has committed the resources to purchase and install WEAVE online software in Spring 2011. This technology will enable the college to integrate multi-level (course, program and institutional outcomes) web-hosted outcomes assessment with institutional planning. Training in the use of WEAVE online will be conducted during the Spring term and be rolled out for full implementation Fall 2011. Plans are being forged to pilot a classroom performance system that will capture assessment results in real time for inputting into WEAVE online. [2.33 2011-2016 Educational Master Plan]

Recommendation Three (Previous Recommendation Seventeen from 2006): Institutional Research

"The college must fully develop, implement, and evaluate its research capabilities (staff skills, data analysis/interpretation and use of data) assuring the college has the appropriate resources and staff to perform the necessary research, data collection, and analysis to meet all accreditation standards. The college needs to conduct research on programs and services, student achievement and learning outcomes, and institutional effectiveness, such that program reviews and stated learning outcomes can draw on this resource to improve the effectiveness of the college. The results of the research need to be used by the leadership and all governance groups in their deliberations, dialogue, and decision-making. (Standards IB.3, IB. 4,5,6,7; IIA.1a, IIA.2e, IIA.2f, IIB.3a-e, IIB.4, IIC.2; IVA.1-4)"

With the hire of the Director of Institutional Research October 12, 2009, the institution improved access to accurate timely numerical data on which to base informed decisions. Over the past year, the research agenda for the newly established Institutional Research office reflects a deliberate and mindful approach to assure timely and appropriate data availability. The strength of this approach lies in two areas: first, it responds to data specifically requested by the decision-makers at the college through the instructional program review process and second, builds upon the college's DataMart (Report Server) capacity. [3.1 *Instructional Program Review Policy and Procedures Handbook 9th edition November 2010, 3.2* http://dtrpt.lassen.cc.ca.us/reports] This capacity supports the daily extraction of system data and compilation of these data into a report format that can be downloaded in multiple formats for further analysis and interpretation at the course, program, department and institutional level.

With regard to program review, six new data reports containing data requested in the Instructional Program Review handbook were created and are housed in the Report Server. [3.1 *Instructional Program Review Policy and Procedures Handbook 9th edition November 2010, 3.2* http://dtrpt.lassen.cc.ca.us/reports] The data contained in these reports are extracted nightly from the Enterprise System production database (Datatel) giving information on course retention, student achievement and next term persistence for all courses and programs by term and academic year. The reports can be compiled to produce course and program level enrollment and success data trended over time. Program cost reports by academic year are also now available.

Ten additional reports on the Report Server further provide cohort tracking and student demographic information by program. Two of these reports (course modality and course review) allow comparisons between alternative course delivery methods (both online and

correspondence) as well as course success rates for day, evening or weekend sections. Persistence and academic award (degree/certificate) numbers are also now available by course and program. In this manner, student enrollment patterns and academic achievement can be tracked for the last eleven academic terms (three academic years: 2007-08, 2008-09, 2009-10 and summer and fall 2010).

Recognizing the linkage between data, planning and information services, the Director of Institutional Research position was restructured to the Executive Director of Research, Planning and Information Services in the March 2010 administrative reorganization. This reorganization supported three major initiatives:

- first, a systematic examination of the data collection and analysis capacity of the Institutional Research staff that led to an internal reorganization, additional training for IR staff members and the transfer of a Data Systems Analyst from Student Services to the Institutional Research office. This enhanced the department's ability to assure data quality, document key data input processes and provide training on critical data input functions to members of the Student Services staff.
- second, key decision-makers commissioned Institutional Research to complete a set of studies to examine program viability and sustainability (e.g., the *Athletic Program Cost Study* and the *Correspondence Program Study*) and serve as a basis for planning. One of these studies, *[the 2009-2010 Persistence Study]* was presented as part of the fall Convocation to assure all members of the campus community were aware of course retention and persistence data at the college. [3.3. *Athletic Program Cost Study*, 3.4.*Correspondence Program Study*, 3.5 *2009-2010 Persistence Study]*
- lastly, this supported a research emphasis on data-informed decisions in enrollment management and course scheduling planning functions in the Office of Instruction. This research, coupled with proactive scheduling with the Division Chairs, led to increased institutional productivity. A three-year trend analysis by course is providing information relevant to decisions regarding those courses most appropriate to transition from credit coursework to Community Service offerings.

This linkage also resulted in a modification to the planning and assessment schedule. The five-year Comprehensive Institutional Master Plan is based upon data-informed Instructional Program Reviews and/or Non-Instructional Program Reviews. *[3.6 Comprehensive Institutional Master Plan 2010-2015]* The Annual Action Plan for the first year of the five years is now extracted from the CIMP and published, *Lassen Community College Annual Action Plan 2010-2011*. [3.7 *Lassen Community College Annual Action Plan 2010-2011]* Beginning in September 2010, quarterly updates in Cabinet and Consultation Council assure that governance groups are aware of progress and measureable desired outcomes for each of the annual planning strategies. It is noteworthy that Consultation Council formally implemented an ORID (Objective, Reflective, Interpretive, Declarative) methodology for dialogue and discussion that embeds data collection and analysis as a required component in decision-making. [3.8 Consultation Council Minutes]

In Spring 2011, the Institutional Research office will install and pilot WEAVE Online. This is a powerful software application that guides and provides for the alignment of multiple processes, including student learning outcome assessment, planning, accreditation, budget allocation and institutional priorities. This implementation represents a logical next step in assessing student achievement, learning outcomes and institutional effectiveness.

Recommendation Four (Recommendation added 2008): Employee Evaluations

> *"The college must take steps to assure that evaluation processes of all personnel are current, and the evaluation processes seek to assess effectiveness of personnel and encourage improvement. Evaluation of faculty members must include, as a component of their evaluation, effectiveness in producing student learning outcomes. (Standard III.A.1.a &b)"*

All administrators, managers, confidential and staff, with the exception of one, who will be completed next cycle due to collective bargaining agreement restrictions, have current evaluations in their personnel files as of June 2010. Announcements reminding all supervisors of the annual evaluations of confidential, management and administrators during December were distributed November 5, 2010. [4.1 Evaluation Announcement]

The evaluations of the nine (9) full-time faculty scheduled to be evaluated Fall 2010, were all completed by the end of the semester, December 17, 2010. Twenty (20) part-time faculty have current evaluations effective January 31, 2011. The evaluations of an additional fifty(50) part-time faculty currently instructing for the college are to be completed prior to May 31, 2011.

Article 7.2.12 of the collective bargaining agreement obligates faculty to participate in and complete instructional program reviews. Student learning outcomes are included in the college's methodology for instructional program review. As the faculty evaluation process addresses participation in program review and assessment of student learning outcomes are embedded in the instructional program reviews, student-learning outcomes are a component of faculty evaluations. [4.2 LCFT Contract, 4.3 *Instructional Program Review Policy and Procedures Handbook 9th edition November 2010*]

Recommendation Five (Previous Recommendation Ten from 2006): Administrative Positions

> *"The college must fill all administrative/management vacancies as quickly as possible while consistently using established hiring policies and practices. (Standard IIIA.1a, IIIA.2)"*

With the assistance of the Special Trustee, the Governing Board appointed the current Superintendent/President as an interim in August 2007. Satisfied with their selection, the Board sought to stabilize the administrative leadership. A waiver of normal hiring practices was sought and granted by the California Community College Board of Governors. The Governing Board approved a three-year contract for the current Superintendent/President at its regularly scheduled board meeting February 12, 2008. [5.1 Governing Board Minutes] The Governing Board approved a new four-year contract for the same Superintendent/President at its regularly scheduled board meeting June 8, 2010. [5.1 Governing Board Minutes]

While the hiring of a permanent Superintendent/President was underway, efforts were also being made to fill the other top administrative positions with capable leaders within budgetary constraints.

On October 24, 2006, Lassen Community College hired the current Dean of Student Services utilizing the established hiring policies. [5.1 Governing Board Minutes] Originally filled as an Associate Dean of Student Services, the position was restructured through the addition of

institutional research responsibilities on December 11, 2007, and subsequently again restructured to its present state when a Director of Institutional Research was hired September 8, 2009. [5.1 Governing Board Minutes, 5.2 Organization Charts] Since his employment the current Dean of Student Services has attended ACCCA 101 as professional development and has served as a region one representative to the Chief Student Services Officers (CSSO) group.

The Director of Resource Development who administers the operations of the Foundation in addition to marketing and resource development for the District was hired January 13, 2008. [5.1 Governing Board Minutes, 5.2 Organization Charts] Since her employment the current Director of Resource Development has attended ACCCA 101 as professional development.

The position of Dean of Instructional Services underwent an orderly transition with the departure of the previous dean June 30, 2008 and the hiring of a new Vice President/Dean of Instructional Services on August 12, 2008. [5.1 Governing Board Minutes, 5.2 Organization Charts]

The position of Dean of Administrative Services was vacated shortly after the arrival of the current Superintendent/President. An interim replacement was appointed for the 2007-2008 academic year. A permanent Dean of Administrative Services was hired for 2008-2009 on December 9, 2008. [5.1 Governing Board Minutes] The position was again vacated June 30, 2009 and an interim was appointed for 2009-2010. The position of Dean of Administrative Services was eliminated in March 2010 as a result of an administrative reorganization redistributing the responsibilities among three executive directors. [5.1 Governing Board Minutes March 9, 2010]

A permanent Director of Human Resources was hired August 12, 2008. [5.1 Governing Board Minutes] With the action by the Governing Board on March 9, 2010, the position was restructured as an Executive Director of Human and Support Services. The new position includes oversight of maintenance in addition of human resources. [5.1 Governing Board Minutes, 5.2 Organization Charts] Since his employment he has served as the interim Dean of Administrative Services, overseeing business, HR, facilities, and IT for the 2009-2010 academic year until the restructuring in March 2010. He has attended ACCCA 101, Title IX, ACBO, and Collective Bargaining Training as professional development. He currently chairs the North 14 Human Resource Director's group.

The Director of Institutional Research position filled September 8, 2009 was restructured to the Executive Director of Research, Planning and Information Services in March 2010 administrative reorganization. The Executive Director of Research, Planning and Information Services assumed the additional duties of Interim Associate Dean of Instructional Services in September 2010. [5.1 Governing Board Minutes, 5.2 Organization Charts] Since her employment she has attended ACCCA ADMIN 201 for professional development.

A Comptroller position in the administrative services area was filled October 1, 2009. [5.1 Governing Board Minutes] The position was changed to an Executive Director of Fiscal and Auxiliary Services in the March 2010 administrative reorganization. [5.1 Governing Board Minutes, 5.2 Organization Charts] Since his employment he has attended ACCCA 101 and Collective Bargaining Training as professional development.

In addition to individual administrative training, Lassen Community College piloted a professional development program for confidential, management, and administrative staff in the spring of 2010. The program was titled Lassen College Leadership Development Program

(LCLDP) with the aim of strengthening the management team. LCLDP is a two-year program built on the framework of trust, credibility, integrity, and values. There are four modules of leadership, communication, work/life balance, and governance & planning in year one. Year two contains two modules of community & campus relations and personal/professional goals.

Recommendation Six (Previous Recommendation Fifteen from 2006): Faculty Staffing Plan

> *"The college must implement and assess the effectiveness of a staffing plan that will ensure full-time faculty members are proportionally distributed, based on a long-term plan, which results in an effective course schedule. Faculty must be assigned to a course schedule that will meet the demands of students, so that they can achieve their academic goals in a timely manner. (Standard IIIB.2a&b, IIIC.2, IIID.1, 2, 3)"*

The college's academic staffing plan is found as one component of the Education Master Plan integrated into the Comprehensive Institutional Master Plan. [*6.1 2010-2015 Comprehensive Institutional Master Plan*] The division chair structure was re-established Spring 2010 with primary responsibility to assist the instructional deans in developing and staffing course schedules which provided maximum opportunity student access and success. [6.2 Organizational Charts] The Executive Director of Research, Planning and Information Services meets with the Division Chairs regularly in order to provide the data on which to base improved course scheduling. [6.3 Division Chair Minutes] Instructional Program Reviews [6.4 accessible on the college website link entitled, District Documents] are regularly scheduled every four years for academic programs and every two years for career and technical programs. [6.5 *Instructional Program Review Policy and Procedures Handbook 9th edition November 2010*] Among other things, such program reviews inform institutional planning and budgeting by including recommendations regarding adequate staffing for the delivery of instruction. Ultimately, these staffing recommendations undergo a prioritization process and, as previously stated, are reflected in the Educational Master Plan. [6.6 2011-2016 *Educational Master Plan*]

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

Recommendation Seven (Recommendation added 2008): Financial Planning

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

On August 28, 2007 the Lassen Community College District (LCCD) Governing Board approved the *Revised 2007 Resolution Agreement* between the California Community Colleges Chancellor's Office and LCCD. This Agreement addressed both academic and fiscal planning. Additionally, the ACCJC "Special Visit Reports" issued to LCCD since 2006 and through June 2007 provide clear findings and recommendations regarding fiscal and academic planning and recovery.

In accordance with the requirements of the Resolution Agreement and the recommendations of the various Commission reports, the LCCD developed a detailed and sophisticated fiscal stability-planning document known as the *Multi-Year Fiscal and Academic Recovery Plan.* [7.1 *Multi-Year Fiscal and Academic Recovery Plan – February 2008]* This plan established baseline financial data at the program and institutional level that enabled the institution to evaluate its position and evaluate the objectives and action plans resulting from the goals established in the strategic planning process.

This financial planning document complies with the principles of sound fiscal management specified in Title 5 Section 58311 (Principles for Sound Fiscal Management) and includes the conditions reflected in Title 5 Section 58310 (District's Financial Condition). It also includes the regular reporting status to the State Chancellor and the LCCD Governing Board. The initial Multi-Year Fiscal and Academic Recovery Plan was adopted by the LCCD Governing Board on February 26, 2008 and submitted for review and approval of the State Chancellor's staff on February 29, 2008. The Governing Board reviewed and approved the plan at a Special meeting on September 23, 2008; a copy was submitted to the State Chancellor's Office in October 2008. Subsequently, the Governing Board reviewed and approved an updated plan on November 10, 2009. [7.2 *Multi-Year Fiscal and Academic Recovery Plan – September 2008, 7.3 Multi-Year Fiscal and Academic Recovery Plan – November 2009]*

LCCD recognized the critical role of financial planning in the success of its Strategic Plan. Educational initiatives (programs and services) are resourced in accordance with the priorities of the institution's strategic agenda. Traditional funded programs and services that no longer support the strategic direction are evaluated for continuance. The institution's program review and budget planning processes are the methodology whereby programs and services are empirically evaluated to demonstrate that progress is aligned with the Strategic Plan. [7.4 Institutional Planning and Budget Development Process Handbook 2011-2012, 7.5 *Instructional Program Review Policy and Procedures Handbook 9th edition November 2010*], 7.6 *Non-instructional Program Review Policy and Procedure Handbook 5th edition November 2010, 7.7 2010-2015 Comprehensive Institutional Master Plan*]

Recommendation Eight (Recommendation added 2008): Fiscal Stability

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

The LCCD Governing Board has the primary and ultimate responsibility for establishing policy and direction for fiscal and academic planning and for ensuring the college's fiscal stability. To implement this the Board delegates to the Superintendent/President the responsibility for oversight, enforcement and regular reporting. In turn, the Superintendent/President designates the responsibility for maintaining and monitoring the *Multi-Year Fiscal and Academic Recovery Plan* rests to the College's Chief Business Officer (Executive Director of Fiscal and Auxiliary Services), in consultation with the President's Cabinet. The fiscal recovery plan includes the State's Chancellor's Sound Fiscal Management Self-Assessment Checklist. This self-assessment is being used in part to measure how fiscal recovery impacts the educational programs of the institution and how it impacts student enrollment and retention.

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

The Governing Board adopted its Strategic Plan in September Fall 2007. It substantially revised the Strategic Plan in September 2008 and annually reviews the plan for progress and potential revision; the current plan was reviewed and reaffirmed on September 14, 2010. Likewise the college annually evaluates, revises and adopts its Institutional Planning and Budget Development Process and its integrated Comprehensive Institutional Master Plan. This has occurred annually for each of the last three years. The Academic Senate and Consultation Council adopted the current planning budget development handbook on August 19, 2010 and August 26, 2010, respectively. As the primary integrating tool for college planning, the Comprehensive Institutional Master Plan includes the academic portion of the Multi-Year Recovery Plan; the current version was adopted April 29, 2010. [8.4 *Institutional Planning and Budget Development Process Handbook 2011-2012*, 8.5 *2010-2015 Comprehensive Institutional Master Plan*]

Following the resolution of many of the issues identified in the initial Corrective Action Matrix, the institution recognized the value of this detailed quality improvement tool and sustained its use in institutional planning by renaming it the Sustained Improvement Matrix. This monitoring tool integrates recommendations from various sources including annual audit reports, the 2009 FCMAT Management Review and the 2008 Self Study planning agenda. It is reviewed and updated regularly at President's Cabinet meetings. [8.6 *President's Cabinet Minutes*, 8.7 *Sustained Improvement Matrix*]

To ensure sound financial management, sustainability and stability of the District the LCCD Governing Board has adopted a policy to keep two months operating expenses (roughly 14.9%) in reserve. This has been particularly necessary in light of the State's eroding public sector economy, which has resulted in revenue cuts and cash-flow delays and deferrals.

Adopted by Consultation Council February 24, 2011

Since November 2009, a monthly report of financial actions and assumptions has been the presented to the Governing Board in the form of monthly financial statements; in this first pilot effort, because of the manner in which the reports were developed, the reports lagged behind College financial activities by a full month. Starting in November 2009 the process was revised to ensure these statements reflected the immediate past month financial activities of the District. The Chief Business Officer delivers to the President a monthly cash flow analysis, income statement analysis by both program code and by object code and monthly warrant register who presents this information to the Governing Board at its regular monthly meetings. The Governing Board has also established regular Financial Committee meetings and Audit Committee meetings to regularly review the budget and audit activity of the District. [*8.3 Governing Board Minutes, 8.6 President's Cabinet Minutes*]

Update on Areas of 2008 Self-Study Planning Agenda

Progress on the recommendations identified in the 2008 Self-Study has been tracked utilizing the matrix found in appendix C. Of the original fifty-nine identified recommendations, thirty-seven or 63% have been indicated as completed.

Update on Substantive Change Approvals/Pending Proposals

The Substantive Change Proposal to offer an Associate in Arts degree in Liberal Arts more than fifty percent via correspondence mode of deliver was approved by ACCJC in June 2007. The proposal to offer an Associate in Art in Administration of Justice and an Associate in Science in Correctional Science both delivered more than fifty percent via correspondence was deferred at the same meeting.

As a consequence of changes to Title 5 Regulation governing associate degrees the AA in Liberal Arts was repackaged and renamed. The institution received a letter dated August 27, 2009, identifying that ACCJC recognized the repackaging and renaming of the previously approved AA in Liberal Arts becoming the CSU General Education Certificate of Achievement, IGETC Certificate of Achievement, AA in General Studies Emphasis in Social Sciences, AA in University Studies Emphasis in Social Sciences and AA in University Studies Emphasis in Humanities.

The Substantive Change Proposal to offer the Associate in Art in Administration of Justice and an Associate in Science in Correctional Science was resubmitted in Spring 2010 following the removal of the college from sanctions January 2010. The proposal was again deferred pending receipt of an addendum and a visit. The addendum was sent to the subcommittee on Substantive Change on September 17, 2010 and Dr. Susan Clifford, Vice-President, visited the campus on October 4, 2010. The committee took action at their meetings November 4-5, 2010 to approve the Substantive Change Proposal Addendum and Site Visit Report. The Substantive Change Proposal to offer an Associate in Arts degree in Administration of Justice and the Associate in Science degree in Correctional Science more than fifty percent via correspondence mode of delivery was ratified by ACCJC in January 2011.

Through the academic planning process, the institution continues to explore options to offer additional instructional programs through non-traditional modes of delivery, both correspondence and online delivery. Subsequent, Substantive Change Proposals will be developed and submitted to ACCJC as warranted.

Documentation by Recommendation

1.1   *Strategic Plan*
1.2   *Governing Board Minutes*
1.3   *2010-2015 Comprehensive Institutional Master Plan*
1.4   *Objectives and Strategies Evaluation Matrix 2009-2010*
1.5   *Consultation Council Minutes*
1.6   *Objectives and Strategies Evaluation Matrix 2008-2009*
1.7   *2010-2011 Annual Action Plan – January Status Update*
1.8   *Program Review Recommendations for Use in Institutional Planning*
1.9   *Report Server – Program Review Data*
1.10 *Instructional Program Review Policy and Procedure Handbook* 9th *edition November 2010*
1.11 *2011-2012 Institutional Planning and Budget Development Process Handbook*
1.12 *Non-instructional Program Review Policy and Procedure Handbook* 5th *edition November 2010*
1.13 *Institutional Planning and Governance Evaluation Results*
1.14 *Institutional Planning and Governance Evaluation Instruments*
1.15 *Shared Governance and Collegial Consultation Process Handbook 2010/2011*

2.1   *Institutional Student Learning Outcomes adopted March 23, 2010*
2.2   *Approved Degree and Certificate Student Learning Outcomes*
2.3   *Approved Course Student Learning Outcomes*
2.4   *Approved Non-instructional Student Learning Outcomes*
2.5   *SLO Assessment Analysis– Fall 2007*
2.6   *SLO Assessment Analysis– Spring 2008*
2.7   *SLO Assessment Analysis– Fall 2008*
2.8   *SLO Assessment Analysis– Spring 2009*
2.9   *SLO Assessment Analysis– Summer 2009*
2.10 *SLO Assessment Analysis– Fall 2009*
2.11 *SLO Assessment Analysis– Spring 2010*
2.12 *SLO Assessment Analysis– Summer 2010*
2.13 *SLO Assessment Analysis– Fall 2010*
2.14 *November 2010 Annual Report on Assessment Results for Student Services Areas*
2.15 *Instructional Program Review Policy and Procedures Handbook* 9th *edition November 2010*
2.16 *2010-2015 Comprehensive Institutional Master Plan*
2.17 *Institutional Planning and Budget Development Process Handbook 2011-2012*
2.18 *2009 Basic Skills IPR*
2.19 *2010 Natural Science/Mathematics IPR*
2.20 *2010 Administration of Justice/Correctional Science IPR*
2.21 *2010 Agriculture IPR*
2.22 *2010 Business IPR*
2.23 *2010 Child Development IPR*
2.24 *2010 Physical Education IPR*
2.25 *2010 Vocational Nursing IPR*

2.26   *2009 Student Services NIPRs*
2.27   *President's Cabinet Minutes*
2.28   *2010 Auxiliary Services – Food Services NIPR*
2.29   *2010 Marketing/Public Outreach NIPR*
2.30   *2010 Distance Education NIPR*
2.31   *2011-2016 Educational Master Plan*

3.1   *Instructional Program Review Policy and Procedures Handbook 9th edition November 2010*
3.2   *Report Server – Program Review Data* http://dtrpt.lassen.cc.ca.us/reports
3.3   *Athletic Cost Study*
3.4   *Correspondence Program Study*
3.5   *2009-2010 Persistence Study*
3.6   *2010-2015 Comprehensive Institutional Master Plan*
3.7   *Lassen Community College Annual Action Plan 2010-2011*
3.8   *Consultation Council Minutes*

4.1   *Evaluation Announcement*
4.2   *Lassen College Faculty Association (LCFA) Contract*
4.3   *Instructional Program Review Policy and Procedures Handbook 9th edition November 2010*

5.1   *Governing Board Minutes*
5.2   *Organizational Charts*

6.1   *2010-2015 Comprehensive Institutional Master Plan*
6.2   *Organizational Charts*
6.3   *Division Chair Minutes*
6.4   *Instructional Program Reviews (College Website link District Documents]*
6.5   *Instructional Program Review Policy and Procedures Handbook 9th edition November 2010*
6.6   *2011-2016 Educational Master Plan*

7.1   *Multi-Year Fiscal and Academic Recovery Plan – February 2008*
7.2   *Multi-Year Fiscal and Academic Recovery Plan – September 2008*
7.3   *Multi-Year Fiscal and Academic Recovery Plan – November 2009*
7.4   *Institutional Planning and Budget Development Process Handbook 2011-2012*
7.5   *Instructional Program Review Policy and Procedures Handbook 9th edition November 2010*
7.6   *Non-instructional Program Review Policy and Procedure Handbook 5th edition November 2010*
7.7   *2010-2015 Comprehensive Institutional Master Plan*

8.1   *Multi-Year Fiscal and Academic Recovery Plan – February 2008 and September 2008*
8.2   *Multi-Year Fiscal and Academic Recovery Plan – November 2010*
8.3   *Governing Board Minutes*
8.4   *Institutional Planning and Budget Development Process Handbook 2011-2012*
8.5   *2010-2015 Comprehensive Institutional Master Plan*
8.6   *President's Cabinet Minutes*
8.7   *Sustained Improvement Matrix – pending and completed*

Adopted by Consultation Council February 24, 2011

March 15, 2011 – Midterm Report
Development, Review and Approval Calendar

January 29, 2010   *Letter from ACCJC/WASC removing college from Sanctions*

December 16, 2010   *Consultation Council Meeting to receive preliminary draft*
                            Midterm Report

January 20, 2011   *Consultation Council Meeting*
                            Adoption of draft Midterm Report and distribution to campus for
                            review

January 24- February 17   *Constituent groups meet to give feedback to Consultation*
                            Council representatives

February 24, 2011   *Consultation Council Meeting*
                            Adoption of the Midterm Report

March 8, 2011   *Governing Board approval of Midterm Report*

2008 ACCREDITATION SELF-STUDY RECOMMENDATIONS:	
STANDARD ONE: MISSION AND INSTITUTIONAL EFFECTIVENESS	
I.A. Mission	**Status/Evidence**
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.)	Completed Revised mission statement adopted by Governing Board September 23, 2008. Mission statement in included in CIMP, Institutional Planning & Budget Development Handbook. Mission statement, vision statement and strategic goals re-affirmed by Governing Board October 13, 2009 and September 14, 2010. Mission statement along with strategic goals included in every Governing Board, Cabinet, Consultation Council, and Curriculum/Academic Standards Committee agenda. Mission statement and strategic goals also found in Faculty and Institutional Planning and Budget Development Handbooks.
I.B. Improving Institutional Effectiveness	**Status/Evidence**
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.)	Completed Institutional Planning & Budget Development Handbook adopted November 2007 2008-2009 CIMP including recommendations from program review adopted May 13, 2008 by Governing Board; 2009-2014 CIMP adopted by Consultation Council May 7, 2009 and reviewed by Governing Board June 9, 2009; 2010-2015 CIMP adopted by Consultation Council April 29 , 2010 and reviewed by Governing Board June 8, 2010. Revised NIPR Handbook linking SLO assessment and program review accepted by President's Cabinet September 29, 2009; Revised IPR Handbook linking SLO assessment and program review accepted by Academic Senate October 1, 2009. Updated and readopted November 16, 2010. Implementation of Process: Strategic goals and program recommendations in master plans utilized in budget allocation during 2008-2009 and 2009-2010 annual budget development cycles. The budget development process for 2010-2011 involved planning for budget reductions rather than enhancements, but was still guided by the strategic goals. Evaluation: Institutional planning and budget development process evaluated May 2008, May 2009 and May 2010

| 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.) | **Modification of Process:**
Revised Institutional Planning & Budget Development Handbook adopted August 2008, September 2009 and September 2010
Revised process utilized in the 2009-10 annual budget development cycle.
Revised process utilized in the 2010-11 annual budget development cycle.
Revised process being utilized in the 2011-12 annual budget development cycle.
Revised instructional program review timeline tied to planning cycle adopted by Academic Senate May 11, 2009 Updated November 16, 2010.
Revised non-instructional program review timeline tied to planning cycle and process incorporating student learning outcome assessment adopted by President's Cabinet October 6, 2009. NIPR Handbook revised and adopted June 1, 2010.   Updated November 23, 2010.

Completed
Strategic Goals adopted by Governing Board August 12, 2008
Updated institutional master plans with objectives and strategies tied to the strategic goals scheduled for adoption June 9, 2009
Implementation and evaluation spreadsheet to measure progress on objectives and strategies adopted by Consultation Council - January 29, 2009
First year status report on progress on short-term objectives and strategies reviewed accepted by Consultation Council May 21, 2009 and reviewed by the Governing Board June 9, 2009
Performance Indicators to measure progress towards adopted strategic goals discussed by Governing Board July 25, 2009
Key Performance Indicators with proposed initial targets discussed by Consultation Council September 24, 2009 and the Governing Board October 13, 2009.
Initial baseline data presented November 5, 2009
Updated institutional master plans with objectives and strategies tied to the strategic goals adopted by Consultation Council April 29, 2010.
Second year status report on progress on short-term objectives and strategies reviewed accepted by Consultation Council May 27, 2010 and reviewed by the Governing Board June 8, 2010.
First Quarterly Review of Progress on annual planning agenda for 2010-2011 presented to Consultation Council October 21, 2010 (attachment distributed to campus with minutes).
Second Quarterly Review of Progress on annual planning agenda for 2010-2011 presented to Consultation Council January 20, 2011 (attachment distributed to campus with minutes). |

	Status/Evidence
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.)	Completed Shared governance structure reviewed and updated September 23, 2008, September 3, 2009 and August 26, 2010. Regular review of enrollment data and other facts during President's Cabinet to measure effectiveness. Data driven reporting and revision of data regularly reviewed in President's Cabinet and Academic Planning Committee Instructional Program Review Data Reports on Report Server; updated Fact Book published by IR in March 2010 Key Performance Indicators (KPIs) report to assess Strategic Goal progress presented to Governing Board in December 2009 and updated at Governing Board retreat in Summer 2010
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.)	Initiated Academic Planning Committee developed academic objectives and strategies for implementation utilizing data from SLO assessment, IPRs and the adopted CIMP Fall 2008. Educational Master Plan incorporating developed objectives adopted as part of the 2009-2014 CIMP May 7, 2009 by Consultation Council and reviewed by the Governing Board June 9, 2009 Educational Master Plan incorporating developed objectives adopted as part of the 2010-2015 CIMP April 27, 2010 by Consultation Council and reviewed by the Governing Board June 8, 2010 Educational Master Plan incorporating developed objectives adopted as part of the 2011-2016 CIMP on January 20, 2011 by Consultation Council and reviewed by the Governing Board February 8, 2011.
STANDARD TWO: STUDENT LEARNING PROGRAMS AND SERVICES	
II.A. Instructional Programs	**Status/Evidence**
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.)	Initiated Academic Planning Committee developed academic objectives and strategies for implementation utilizing data from SLO assessment, IPRs and the adopted CIMP Fall 2008. Educational Master Plan incorporating developed objectives adopted as part of the 2009-2014 CIMP May 7, 2009 by Consultation Council and reviewed by the Governing Board June 9, 2009

	Academic Senate adopted revised Instructional Program Review Handbook including incorporation of student learning outcome assessment into the review process October 1, 2009. Updated November 16, 2010. Educational Master Plan incorporating developed objectives adopted as part of the 2010-2015 CIMP April 27, 2010 by Consultation Council and reviewed by the Governing Board June 8, 2010. Natural Science/Mathematics IPR -2010 including discussion of SLO Assessment results accepted by Consultation Council May 27, 2010. Auxiliary Services - Food Services NIPP - 2010 accepted by Consultation Council October 7, 2010. Administration of Justice/Correctional Science IPR - 2010 including discussion of SLO Assessment results accepted by Consultation Council October 21, 2010. Business IPR - 2010 including discussion of SLO Assessment results accepted by Consultation Council October 21, 2010. Child Development, Physical Education, Vocational Nursing IPRs accepted by Consultation Council December 2, 2010. Agriculture, IPR and Distance Education NIPR accepted by Consultation Council December 16, 2010. Recommendations from Natural Science/Mathematics, AJ/CORS, Agriculture, Business, Child Development, Physical Education, and Vocational Nursing IPRs forwarded to planning committees January 22, 2011. 2011-2016 EMP adopted by Academic Planning Committee on January 12, 2011 and accepted by Consultation Council January 20, 2011.
2. Evaluate the effectiveness of distance education (online and correspondence delivery methods) to ensure meeting student instructional needs. (II.A.1.b.)	Completed Evaluation of correspondence packets for Fall 2008 completed CIMP - Objectives 2.12 (3.3) Revised Correspondence Handbook for Instructors developed Fall 2009 Form for student evaluation of faculty delivering instruction through correspondence included in Faculty Contract adopted by the Governing Board February 9, 2010 Distance Education NIPR adopted by President's Cabinet December 7, 2010 and accepted by Consultation Council December 16, 2010. Analysis of student retention and success by instructional modality included in NIPR.
3. Provide at least one "smart" classroom in each instructional building within the next several years. (II.A.1.b.)	Initiated Instructional needs for technology and facilities considered as part of the integrated planning and budget development process, reflected in the 2011-2016 Educational Master Plan. Two "Smart Classrooms" currently outfitted, plan for remaining classrooms.

Adopted by Consultation Council February 24, 2011

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.)	Initiated Instructional faculty are aligning course level student learning outcome assessment with program and institutional student learning outcome assessment beginning Fall 2008. Assessment of program and course level student learning outcomes included within Natural Science/Mathematics IPR accepted May 27, 2010. Administration of Justice/Correctional Science IPR - 2010 including discussion of SLO Assessment results accepted by Consultation Council October 21, 2010. Business IPR - 2010 including discussion of SLO Assessment results accepted by Consultation Council October 21, 2010. Child Development, Physical Education, Vocational Nursing IPRs accepted by Consultation Council December 2, 2010. Agriculture, IPR and Distance Education NIPR accepted by Consultation Council December 16, 2010. Recommendations from Natural Science/Mathematics, AJ/CORS, Agriculture, Business, Child Development, Physical Education, and Vocational Nursing IPRs and Distance Education NIPR forwarded to planning committees January 22, 2011.
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.)	Completed Annual update during fall of each year to reflect Curriculum/Academic Standards Committee actions of the previous year Three-year scheduling plan and two-year advising plans updated Fall 2008, Fall 2009 and Fall 2010 Two-year advising plans found on the college website and in the Counseling Office
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.)	Initiated Additional online courses included in Spring 2009, Fall 2009, Spring 2010 and Fall 2010 class schedules Academic Senate initiated Faculty Roundtables Fall 2008 (topics Correspondence and Online Instruction)
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.)	Completed The mathematics instructors analyzed the departmental course final examination for Elementary Algebra (only course with a departmental final) and determined that the final was not sufficient for the rigor of the course. The departmental final has been discontinued pending the rewrite.

Adopted by Consultation Council February 24, 2011

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.)	Initiated Instructional faculty are aligning course level student learning outcome assessment with program and institutional student learning outcome assessment beginning Fall 2008 General education student learning outcomes assessed for appropriate general education courses (ES 1, PLC 1, etc.) Topic of general education SLOs revisited by Curriculum/Academic Standards Committee Spring 2009. Assessment of program and course level student learning outcomes included within Natural Science/Mathematics IPR accepted May 2010. Administration of Justice/Correctional Science IPR - 2010 including discussion of SLO Assessment results accepted by Consultation Council October 21, 2010. Business IPR - 2010 including discussion of SLO Assessment results accepted by Consultation Council October 21, 2010. Child Development, Physical Education, Vocational Nursing IPRs accepted by Consultation Council December 2, 2010. Agriculture, IPR and Distance Education NIPR accepted by Consultation Council December 16, 2010. Recommendations from Natural Science/Mathematics, AJ/CORS, Agriculture, Business, Child Development, Physical Education, and Vocational Nursing IPRs forwarded to planning committees January 22, 2011.
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.)	Completed Certificates of Achievement in CSU GE and IGETC approved Spring 2008. Revised associate degrees in Administration of Justice, Agriculture, Allied Health, Child Development, Humanities, Natural Science, and Social Science approved Fall 2008. Revised University Studies degree in Physical Education approved Spring 2009. Associate degrees in compliance with SB 1440 currently in development.

Adopted by Consultation Council February 24, 2011

	Status/Evidence
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.)	Completed Updated Faculty Handbook distributed June 2010 SLOs on syllabi - pg 9 Academic Freedom/Personal Conviction - pg 12 and Appendix G Plagiarism/Academic Dishonesty - pg 11 Annual review and update of Faculty Handbook by the Office of Instruction Faculty Handbook on college website

II.B. Student Support Services

	Status/Evidence
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.)	Completed NIPR recommendations being integrated into the budget and priorities process annually. Student Services NIPRs accepted by President's Cabinet September 8, 2009 and Consultation Council. Maintenance & Operations NIPR accepted by Cabinet September 22, 2009 and Consultation Council. Revised NIPR Handbook linking SLO assessment and program review accepted by President's Cabinet September 29, 2009 Revised NIPR Handbook accepted by President's Cabinet June 1, 2010. Recommendations from 2009 NIPRs incorporated in the "Program Review Recommendations for Institutional Planning" January 2010. Recommendations from Auxiliary Services – Food Services, Marketing/Public Outreach, and Distance Education NIPRs forwarded to planning committees January 22, 2011. Recommendation institutionalized in adopted planning and budget allocation processes.
2. Assess student interest in order to increase student participation in college activities. (II.B.3.b.)	Completed Provided enhanced ASB Student Survey in Spring 2008. Increased student activities available to all students in Spring 08 and Fall 08 Annual ASB Student Survey completed Spring 2009

Adopted by Consultation Council February 24, 2011

Goal	Status / Progress
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.)	Initiated Provided enhanced student orientation programming, work-study orientation, and student educational planning. Basic Skills committee and plan is monitoring effective strategies and basic skills needs in English, Math and Reading Incorporated into institutional planning 2009-2014 CIMP Ongoing strategy in 2010-2015 CIMP
4. Expand and refine the Annual Fact Book through the utilization of the 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.)	Completed Annual Fact Book reorganized and published March 2010 Instructional Program Review Data Reports available on Report Server December 2009 and updated by term – reports for eleven terms available "QuickFacts" brochure published by IR in March 2010 FY 09/10 Established research agenda for decision support Growing access to usage of reports on the report server. Regular review of data in President's Cabinet.
5. Coordinate with the 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.)	Completed Increased outreach to Native American and Latino communities in 2008-09. Cinco De Mayo On Campus celebration annualized beginning Spring 2008 Expanded role of Student Ambassadors in planning cultural diversity activities in 2009-10. ASB in 2009-10, revived student interest in having a Hispanic Club now called LUZ. This club has sponsored several events celebrating Mexican Independence day in the fall of 2010 as well as assisting in the planning for Cinco De Mayo in spring 2010 and is again working with EOPS and Student Services for planning activities in May of 2011. This club is working with the Dean of Student Services and college outreach to provide connections with Hispanic families in the area.
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.)	Initiated The Student Services Plan is informed by the Educational Master Plan. The 2011-2016 Educational Master Plan was adopted by Academic Planning Committee on January 12, 2011 and accepted Consultation Council January 20, 2011. During Spring 2011, the Student Services planning committee is rewriting the 2009-15 Student Services Plan providing better integration with the January 20, 2011 adopted Educational Master Plan. Student Equity Plan still needs to be assessed/updated.

Adopted by Consultation Council February 24, 2011

	Status/Evidence
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.)	Initiated Implementing a Consequential Validity Study for the college assessment test in Fall 2008 Validity study continues throughout FY 09/10 looking for possible bias. The results of this study will be reviewed by counseling faculty in the Student Services area during Spring 2011.
8. Provide training to staff and faculty to ensure compliance with the Family Educational Rights and Privacy Act (FERPA) policies. (II.B.3.f.))	Initiated FERPA policy reviewed on 10.4.08 with student services staff and in President's Cabinet. On going review assigned to A&R Reviewing Board Policy based on FERPA

II.C. Library and Learning Support Services

	Status/Evidence
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.)	Initiated Recommendation institutionalized in adopted planning and budget allocation processes.
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.)	Initiated Human Resource Plan (Staffing Plan) one component of 2009-2014 CIMP adopted by Consultation Council May 7, 2009 and reviewed by the Governing Board June 9, 2009; Staffing Priorities recommended by Consultation Council April 30, 2009 based on program review and planning recommendations Staffing plan (instructional) incorporated into Education Master Plan as part of 2010-2015 CIMP adopted by Consultation Council April 27, 2010. Human Resource Plan one component of 2010-2015 CIMP adopted by Consultation Council April 27, 2010. 2011-2016 Educational Master Plan adopted by Academic Planning Committee on January 12, 2011 and accepted by Consultation Council January 20, 2011 informs the Human Resource Plan, in development
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.)	Completed After consideration, a decision was made not to pursue a new building for the Library. Recommendation institutionalized in adopted planning and budget allocation processes NIPR – Library scheduled for Spring 2012

	Status/Evidence
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.)	Completed The 2011-2016 Educational Master Plan and Facilities Master Plan call for the consolidation of space and staff into one Library/Learning Resource Center by Fall 2011. Other changes are anticipated as a result of the Library Non-instructional Program Review scheduled for Spring 2012. The tutoring program in the Learning Resource Center has been strengthened by the addition of an Instructional Support Specialist who along with the Director of the Learning Center offers a wide variety of Study Skills workshops aimed at improving student success. Recommendation institutionalized in adopted planning and budget allocation processes
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.)	Completed Recommendation institutionalized in adopted planning and budget allocation processes NIPR – Library scheduled for Spring 2012
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.)	Completed Recommendation institutionalized in adopted planning and budget allocation processes NIPR – Library scheduled for Spring 2012 Initial progress on planning objectives evaluation completed May 2009 Revised NIPR Handbook linking SLO assessment and program review accepted by President's Cabinet September 29, 2009 Revised NIPR Handbook accepted by President's Cabinet June 1, 2010. Revised November 23, 2010

STANDARD THREE: RESOURCES

III.A. Human Resources

	Status/Evidence
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.)	Initiated Director of Human Resources review of evaluation status and instruments Fall 2008
2. Utilize the collective bargaining process to modify the evaluation process and forms to address changing performance expectations. (III.A.1.b.)	Initiated Director of Human Resources review of evaluation status and instruments Fall 2008 Agreement between LCFA and District revising evaluation instruments adopted by the Governing Board February 9, 2010

Description	Status
3. Develop procedures and forms consistent with board policy for the evaluation of confidential employees. (III.A.1.b.)	**Initiated** Director of Human Resources review of evaluation status and instruments Fall 2008 Management/confidential employees and district meet regularly
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.)	**Completed** Faculty evaluation includes participation in instructional program review and student learning outcome assessment addressed during program review.
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.)	**Initiated** Human Resource Plan (Staffing Plan) one component of 2009-2014 CIMP adopted by Consultation Council May 7, 2009 and reviewed by the Governing Board June 9, 2009; Staffing Priorities recommended by Consultation Council April 30, 2009 based on program review and planning recommendations Human Resource Plan one component of 2010-2015 CIMP adopted by Consultation Council April 27, 2010. 2011-2016 Educational Master Plan adopted by Academic Planning Committee on January 12, 2011 and accepted by Consultation Council January 20, 2011 informs the Human Resource Plan, in development
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.)	**Initiated** Implementing CCLC Policy Service Board Policy Structure to be completed during FY 10-11
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.)	**Completed** EEO Plan Recommendation for adoption from Consultation Council March 12, 2009 Accepted by Governing Board July 14, 2009
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.)	**Completed** Data included in Annual Fact Book published March 2010

Adopted by Consultation Council February 24, 2011

	Status/Evidence
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.)	Initiated Human Resource Committee meeting annually to develop the Human Resource Plan with Faculty and Staff Development component in conjunction with other institutional planning documents

III.B. Physical Resources

	Status/Evidence
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.)	Completed Facilities Planning Committee meets regularly Updated Facilities Master Plan scheduled for adoption Spring 2009. 2009-2010 budget currently in development including facilities requests Resource allocation determined by the integrated planning and budget development process (facilities included) Maintenance & Operations NIPR accepted by Cabinet September 22, 2009 Updated Facilities Master Plan adopted April 27, 2010. 2011-2016 Educational Master Plan adopted by Academic Planning Committee on January 12, 2011 and accepted by Consultation Council January 20, 2011 informs the Facilities Plan, in development. Recommendation institutionalized in adopted planning and budget allocation processes.

Adopted by Consultation Council February 24, 2011

III.C. Technology Resources	Status/Evidence
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.)	Completed Non-instructional Program Review for Institutional Technology completed Spring 2008 Updated Institutional Technology Plan adoption May 7, 2009 as one component of 2009-2014 CIMP. Updated Institutional Technology Plan adoption April 27, 2010 as one component of 2010-2015 CIMP. Information Technology NIPR due May 2011 Updated Institutional Technology Plan in development Recommendation institutionalized in adopted planning and budget allocation process
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.)	Completed 2008-2009 budget developed utilizing the adopted Institutional Planning and Budget Development Process 2009-2010 budget developed utilizing the adopted Institutional Planning and Budget Development Process Institutional prioritization of budget requests occurred April 30, 2009. 2010-2011 budget developed utilizing the adopted Institutional Planning and Budget Development Process despite the need for a planned 5% reduction in expenditures instead of enhancement. 2010-2011 Budget adopted by the Governing Board October 12, 2010. 2011-2012 budget development process initiated October 2010. Recommendation institutionalized in adopted planning and budget allocation process

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.)	Completed Institutional Planning & Budget Development Handbook adopted November 2007 CIMP including recommendations from program review adopted May 13, 2008 by Governing Board Process Institutional planning and budget development process evaluated May 2008 Revised Institutional Planning & Budget Development Handbook adopted August 2008 Non-instructional Program Review for Institutional Technology completed Spring 2008 Updated Institutional Technology Plan adoption May 7, 2009 as one component of 2009-2014 CIMP. Updated Institutional Technology Plan adoption April 27, 2010 as one component of 2010-2015 CIMP. Resource allocation determined by the integrated planning and budget development process (institutional technology included) Revised Institutional Planning & Budget Development Handbook adopted September 29, 2009 and August 26, 2010
4. Develop Disaster Recovery/Business Continuity Plans. (III.C.2.)	Initiated Components of Disaster Recovery planning implemented in Fall 2010 with additional components scheduled Spring 2011. Disaster Recovery Plan draft review and approval scheduled for June 2011.

Adopted by Consultation Council February 24, 2011

III.D. Financial Resources	Status/Evidence
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.)	Completed Institutional Planning & Budget Development Handbook adopted November 2007 CIMP including recommendations from program review adopted May 13, 2008 by Governing Board Process Institutional planning and budget development process evaluated May 2008, May 2009, and May 2010 Revised Institutional Planning & Budget Development Handbook adopted August 2008 2008-2009 budget developed utilizing the Institutional Planning and Budget Development Process Implementation and evaluation spreadsheet on progress towards objectives and strategies adopted by Consultation Council - January 29, 2009 First Annual status report on progress on short-term objectives and strategies adopted by Consultation Council May 21, 2009 and reviewed by the Governing Board June 9, 2009 2009-2010 budget developed utilizing the revised Institutional Planning and Budget Development Process tied to strategic goals, objectives and strategies identified in the 2009-2014 CIMP Second year status report on progress on short-term objectives and strategies reviewed accepted by Consultation Council May 27, 2010 and reviewed by the Governing Board June 8, 2010. 2010-2011 budget developed utilizing the revised Institutional Planning and Budget Development Process tied to strategic goals, objectives and strategies identified in the 2010-2015 CIMP Revised Institutional Planning & Budget Development Handbook adopted September 2009 and August 26, 2010. First Quarterly Review of Progress on third year annual plan conducted by Consultation Council October 21, 2010. Second Quarterly Review of Progress on third year annual plan conducted by Consultation Council January 20, 2011. Recommendation institutionalized in adopted planning, budget allocation and evaluation process

Adopted by Consultation Council February 24, 2011

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.)	Completed Institutional Planning & Budget Development Handbook adopted November 2007 CIMP including recommendations from program review adopted May 13, 2008 by Governing Board Process Institutional planning and budget development process evaluated May 2008 and May 2009 Revised Institutional Planning & Budget Development Handbook adopted August 2008 2008-2009 budget developed utilizing the Institutional Planning and Budget Development Process Revised handbook adopted August 2008 Implementation and evaluation spreadsheet on progress towards objectives and strategies adopted by Consultation Council - January 29, 2009 First Annual status report on progress on short-term objectives and strategies adopted by Consultation Council May 21, 2009 and reviewed by the Governing Board June 9, 2009 2009-2010 budget developed utilizing the revised Institutional Planning and Budget Development Process tied to strategic goals, objectives and strategies identified in the 2009-2014 CIMP Second year status report on progress on short-term objectives and strategies reviewed accepted by Consultation Council May 27, 2010 and reviewed by the Governing Board June 8, 2010. 2010-2011 budget developed utilizing the revised Institutional Planning and Budget Development Process tied to strategic goals, objectives and strategies identified in the 2010-2015 CIMP Revised Institutional Planning & Budget Development Handbook adopted September 2009 and 2010 First Quarterly Review of Progress on third year annual plan conducted by Consultation Council October 21, 2010. Second Quarterly Review of Progress on third year annual plan conducted by Consultation Council January 20, 2011. Recommendation institutionalized in adopted planning, budget allocation and evaluation process

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.)	Completed Multi-Year Fiscal and Academic Recovery Plan adopted February 26, 2008 Revised Plan approved September 23, 2008 On-going assessment of the district's fiscal condition Status reports to President's Cabinet and campus community (budget forums and Consultation Council minutes) Multi-Year Recovery Plan reviewed and updated – adopted by the Governing Board November 10, 2009
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.)	Completed Final Budget for 2008-2009 approved by the Governing Board September 23, 2008 2007-2008 annual audit published December 31, 2008 Financial section incorporated into CIMP On-going assessment of the district's fiscal condition Status reports to President's Cabinet and campus community On-going updates of Corrective Action Matrix reviewed by President's Cabinet 2009-2010 budget developed utilizing the revised Institutional Planning and Budget Development Process tied to strategic goals, objectives and strategies identified in the 2009-2014 CIMP Final Budget for 2009-2010 approved by the Governing Board October 13, 2009 Revised 2009-2010 Budget adopted by the Governing Board February 9, 2010 Annual Audit presented to the Governing Board February 9, 2010 Final Budget for 2010-2011 approved by the Governing Board October 12, 2010 Annual Audit presented to the Governing Board January 11, 2011

5. Continue to review, evaluate, and improve the operational procedures resulting from the implementation of the Datatel system. (III.D.2.g.)	Initiated Datatel Users Group formed in Spring 2010 charged with creating a prioritized list of operational procedures requiring process review as a result of the Datatel implementation.
6. Communicate the program review schedule and importance of a regular systematic evaluation for institutional planning and budget development purposes. (III.D.3.)	Completed Instructional Program Review Orientation held August 14, 2008 Regular discussions of instructional program review process at Academic Senate, Division Chairs and Division Meetings Revised timeline for instructional program review adopted by the Academic Senate May 11, 2009 Non-instructional program reviews scheduled for 2010 announced at Consultation Council on October 8, 2009. Instructional program reviews scheduled for 2010 announced at Consultation Council on October 15, 2009. Orientation for 2009-2010 instructional program reviews held January 21, 2010 Non-instructional program reviews scheduled for 2011 announced at Consultation Council on October 7, 2010. Instructional program reviews scheduled for 2011 announced at Consultation Council on October 21, 2010. Announcement of upcoming program reviews each October

Adopted by Consultation Council February 24, 2011

STANDARD FOUR: LEADERSHIP AND GOVERNANCE

IV.A. Decision-Making Roles and Processes

	Status/Evidence
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.)	Completed Shared governance document evaluated May 2008, May 2009, May 2010 Revised document adopted September 23, 2008, September 3, 2009, and August 26, 2010 Recommendation institutionalized in adopted evaluation process Annual Evaluation of the shared governance process each May
2. Include in new employee orientation, an introduction to the accreditation standards and process of institutional self-study. (IV.A.4.)	Initiated HR/Staff Development Committee gathering information on existing new employee orientation programs offered by Community Colleges.
3. Publish Consultation Council agendas and minutes to the college web site. (IV.A.5.)	Completed Consultation Council/Strategic Planning Committee agendas and minutes emailed to everyone distribution list on email and published on the college website

IV. B. Board and Administrative Organization	Status/Evidence
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.)	**Completed** Updated Board Policies posted to the college website
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.)	**Completed** Orientation for newly elected board members was provided December 12, 20, and 21, 2008. Attendance for new Trustees at Effective Trustees Workshop January 2009; January 27, 2009 Ethics and Sexual Harassment Budget Training Workshop for all Trustees; March 2009 orientation session for three new Trustees; July 2009 Budget Training Workshop for Trustees; August 2009 Final Orientation session for three newest Trustees; November 2010 Orientation for newly elected Trustee; January 2011 Orientation for newly appointed provisional Trustee; Attendance at Effective Trustees Workshop for new Trustee January 2011; President provides orientation for each new board member President provides annual board training on boardsmanship
3. Assure timely completion and reporting of the Governing Board evaluation process of the President. (IV.B.1.j.)	**Completed** Annual evaluation of the President completed June 10, 2008. Interim evaluation of the President completed September 9, 2008 Annual evaluation of the President completed February 2009 Annual mid-term evaluation of the President completed June 2010 Annual final evaluation of the President completed January 11, 1011 Schedule for evaluation of President in process of being moved from mid-year to completion by end of the year.
4. Provide for the professional development of administrators and use the evaluation process to manage performance. (IV.B.2.a.)	**Completed** Evaluations of all administrators are current effective Fall 2008, Fall 2009, Fall 2010 On-going annual evaluation of all college administrators The Lassen College Leadership Development Program (LCLDP) was initiated in Spring 2010. The program was developed with the aim of strengthening the management team. LCLDP is a two-year program built on the framework of trust, credibility, integrity, and values. There are four modules of leadership, communication, work/life balance, and governance & planning in year one. Year two contains two modules of community & campus relations and personal/professional goals.

Adopted by Consultation Council February 24, 2011

5. Expand and refine the Annual Fact Book through the utilization of the computer system, Datatel, to obtain more information on student data reports and data requirements for program review.	Completed Annual Fact Book reorganized and published March 2010 Instructional Program Review Data Reports available on Report Server December 2009 and updated by term – reports for eleven terms available "QuickFacts" brochure published by IR in March 2010
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.)	Completed Timeline for 2009-2010 revised as a consequence of evaluation conducted in May 2008 Recommendation institutionalized through the adopted evaluation process and timeline. Annual evaluation of the planning and budget development process each May. No changes in timeline 2009, 2010 and 2011.
7. Conduct focused research to determine whether the President's communications with served communities is effective. (IV.B.2.e.)	Completed As a result of the President's communication with local leaders in education, an Education Collaboration Summit was held Spring 2010. At the completion of the Summit each attendee completed a survey. The results from that survey led to an Educational Symposium held fall 2010. Each of these events was geared towards improving communication among the countywide educational communities and has resulted in several key initiatives. The Educational Collaborative is meeting regularly.

Adopted by Consultation Council February 24, 2011