

Non-Instructional Program Review

Incarcerated Education

Academic Year: 2023-2024

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Accepted by LCC Cabinet: March 6, 2024

Accepted by Consultation Council: March 11, 2024

Accepted by Governing Board: April 9, 2024

Executive Summary

From summer 2022 through summer 2023, we have awarded 243 degrees and certificates to our incarcerated student population with many students earning multiple degrees of local and transfer degrees. We held graduations at our local facility, High Desert State Prison, for all yards. In fall 2023 twenty-eight Lassen College students attended the most recent graduation at High Desert State Prison.

In fall 2023 semester, we opened correspondence courses to students housed at the Lassen County Jail.

We have expanded our study strategies lab and math support lab to all High Desert State Prison yards with multiple sections for our students, so that we can provide additional support. In addition, we hired a permanent Instructional Support Specialist III to support our students in their in-person classes.

We have expanded our in-person programming to FCI Herlong since summer 2023 semester.

Beginning spring 2023 semester we expanded our lending library to Central California Women's Facility (CCWF), so that textbooks are provided to all students.

We have been able to add to our course offerings such as ASL 1 in order for students to earn IGETC Certification.

We have expanded our counseling services to students both in-person and virtual, where students are able to speak to our designated counselor during designated in-person counseling visits and video appointments. The counselor has provided in-person counseling to our local students, California State Prison - Corcoran and Substance Abuse Treatment Facility in Corcoran, and Central California Women's Facility in Chowchilla, while video appointments have reached to RJ Donovan in San Diego.

In spring 2024 CDCR offered us to pilot 1 correspondence canvas course at 2 institutions. We chose English-1 at High Desert State Prison B-Yard and Central California Women's Facility.

SECTION 1: Program Overview

INCARCERATED EDUCATION NIPR 2023-2024

The Incarcerated Education program offers coursework that contributes to the successful completion of the following degrees and certificates:

- General Studies: Social Science A.A. (2009 – present)
- University Studies (Fall 2020 - present)
- Psychology ADT (Fall 2019 - present)
- CSU General Education Certificate of Achievement
- IGETC Certificate of Achievement
- Fire Technology A.S.
- Certificate of Achievement Fire Technology
- Liberal Arts AA (2007 – 2010)
- Entrepreneurship Certificate (2016-18)
- Business ADT (Fall 2017-May 2022)

This population of students receive instruction through both correspondence and face-to-face (F2F) modalities. The incarcerated students reside in primarily California Department of Corrections and Rehabilitation (CDCR) facilities in California. We also serve a local federal institution in Herlong, CA (FCI-Herlong), that on occasion, will result in a student transferring out of state to complete their degree. The incarcerated students have no access to the campus and no access to resource materials typically available to traditional on-campus and community students.

LCC Incarcerated Education program provides instruction to an average of 800 students in 31 state prisons, 4 federal correctional institutions and the Lassen County Adult Detention Facility (LCADF) each academic year. This is a decrease from approximately 52 state and community institutions reported in the last NIPR. We can attribute the decrease in institutions served by changing legislation that has allowed for the early release of inmates and the closure of some state institutions.

In spring 2016, Lassen Community College was awarded the Inmate Education Pilot Program Grant. The Inmate Education Pilot Program began at High Desert State Prison (HDSP) A yard and California Correctional Center (CCC) with the Entrepreneurship Certificate and Business Associates Degree for Transfer delivered F2F in the institutions. We concluded the grant in 2018 and merged the F2F program with our current correspondence operation. As a result, the LCC Correspondence Education NIPR was renamed the Incarcerated Education NIPR. However, because the name of the program-Incarcerated Education-carries with it a variety of negative connotations, many California Community Colleges have transitioned to the program name of Rising Scholars. We at Lassen Community College intend to do the same.

The program has grown to offer F2F instruction at HDSP on A, C, and D yards, and just recently, B yard. CCC had initially planned to cease operations on June 2022, however, this did not happen until June 2023, and therefore, all students currently being served will no longer be included in our headcount and as a result the CCC Antelope fire camp is now under HDSP. Since the writing of the last NIPR, we have intermittently served the Lassen County Adult Detention Facility with CARS classes and an automotive class. In fall 2023 we began providing correspondence courses to students housed at LCADF.

With the assistance of the initial The Inmate Education Pilot Program Grant, we were able to secure textbooks for HDSP and CCC. Since the end of the initial grant, we received reimbursement through the Incarcerated Students Reentry Grants for additional textbook purchases. Since 2018, we have spent an average of \$40,000 annually on textbooks for our lending libraries at seven institutions, including our F2F instruction at HDSP and CCC thereby removing barriers for students. Currently, we receive textbook reimbursement through the Rising Scholars Network. When possible, faculty have opted to utilize Open Educational Resource textbooks that are more cost effective for the college to produce for the lending libraries. Additionally, local F2F students have received supply support from EOPS. DSPS is provided to all students depending on the criteria and eligibility given by the department.

Incarcerated correspondence enrollments are supported at up to 30 different locations between CDCR and FCI each academic year. The Director of Incarcerated Education and the Correspondence Technician support initiating the proctoring of midterm and final exams along with twice a year new student enrollment. The Instructional Support Specialist III supports F2F instruction at HDSP and FCI-Herlong.

Improving equity of access for female incarcerated students to mitigate disproportionate impact in Incarcerated Education is an ongoing concern. Communications between additional Women's facilities and the Correspondence office have been initiated and recent discussions have emerged to indicate possible new partnerships that will address equity issues related to the number of females served through correspondence instruction. It should be noted that there are fewer female institutions so fewer opportunities exist. While the percentage is low, it has improved from 2% to 8% as of Fall 2022.

In spring 2022, the incarcerated education program welcomed the Central California Women's Facility as part of the ongoing correspondence education. With the closure of CCC were able to open a new lending library to CCWF, providing all required textbooks for all correspondence courses.

During this NIPR cycle, Lassen Community College received a \$382,500 Rising Scholars 2.0 Track 1 Grant. This grant began in January 2022 and is effective through June 2025. The purpose of this grant is to improve services to incarcerated students. The grant is currently used to fund the following items:

1. Academic counselor salaries and benefits
2. Instructor professional development
3. Faculty lead for scheduling classes at prisons and jails
4. Supplies and materials
5. Fire Science Certificates for students
6. Employee travel to serve students at outlying institutions
7. Grant management

Program Headcount

Due to the closure of one of our local state prisons, California Correctional Center, our enrollment declined significantly. However, in spring 2022 we were able to welcome the Central California Women's Facility into the program, which continues to grow each semester.

Program Headcount by Student Demographic	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Program-Level				
NIPR Headcount Overall	1637	984	762	762
Gender				
Female	45 3%	24 2%	7 10%	61 8%
Male	1592 97%	960 98%	755 99%	701 92%
Ethnicity-Race-Ancestry				
American Indian or AK Native	37 2%	21 2%	15 2%	22 3%
Asian	91 6%	62 6%	45 6%	38 5%
Black or African American	410 25%	253 26%	191 25%	188 25%
Filipino	17 1%	5 1%	4 1%	6 1%
Hispanic or Latinx	550 34%	313 32%	274 36%	303 40%
Pacific Islander	21 1%	15 2%	11 1%	12 2%
Unreported	29 2%	2 <1%	9 1%	15 2%
White	482 29%	292 30%	213 28%	178 23%
Age Group				
17 and Under	4 <1%	0 0%	6 1%	0 0%
18 to 24	246 15%	107 11%	58 8%	41 5%
25 to 49	1258 77%	773 79%	588 77%	625 82%
50 and Over	122 8%	99 10%	108 14%	96 13%
Unknown	7 <1%	5 1%	2 <1%	0 0%

Program Objectives

The Incarcerated Education Program currently offers education through both correspondence and face-to-face modalities. We are working with CDCR to introduce online instruction using Canvas inside the institutions. This meets our strategic goal of providing an array of rigorous academic programs delivered via a variety of modalities that promote student learning.

Student success is also met by assigning an incarcerated counselor and offering support services that include EOP&S, DSPS, and tutoring. Additionally, classes and degrees offered meet transferable requirements in an effort to build educational opportunities while serving a diverse student base in an effort to build intellectual growth, human perspective and economic potential. We will continue to pursue equitable educational offerings by reaching out to female incarcerated institutions.

Evaluate Changes

Since the last NIPR, in spring 2022 we lost over 300 FTES due to the closure of the California Correctional Center (CCC). Fortunately, in spring 2022 we welcomed the Central California Women's Facility (CCWF) into the program. All course textbooks were sent to CCWF making it our new lending library beginning spring 2023.

In fall 2023 semester, we opened correspondence courses to students housed at the Lassen County Jail.

We have expanded our study strategies lab and math support lab to all High Desert State Prison yards with multiple sections for our students, so that we can provide additional support. In addition, we hired a permanent Instructional Support Specialist III to support our students in their in-person classes.

We have expanded our in-person programming to FCI Herlong since summer 2023 semester.

We have been able to add to our course offerings such as ASL 1 in order for students to earn IGETC Certification.

We have expanded our counseling services to students both in-person and virtual, where students are able to speak to our designated counselor during designated in-person counseling visits and video appointments. The counselor has provided in-person counseling to our local students, California State Prison - Corcoran and Substance Abuse Treatment Facility in Corcoran, and Central California Women's Facility in Chowchilla, while video appointments have reached to RJ Donovan in San Diego.

Degrees and Certificates

Degree and Certificates	Summer 2022	Fall 2022	Spring 2023	Summer 2023
Lassen College Degrees Awarded	26	92	55	24
Lassen College Certificates Awarded	3	20	20	3
Degree or Certificate Program				
General Studies: Social Science AA	21	31	27	16
University Studies: Social Science AA	3	19	10	2
Psychology for Transfer AA	0	11	8	0
CSU General Education Certificate of Achievement	3	20	7	2
IGETC Certificate of Achievement	0	0	13	1

Administrative Unit Outcomes

AUO assessment is important to maintain and improve an effective learning experience for LCC students. Evaluating AUO results regularly is helpful for evaluating the success and limitations of the program as well as identifying emerging program needs. There is a link between AUO assessment results, AUO improvement plans and review of budget requests. Regular program assessment will drive program improvement. These records are maintained in the P Drive by the Institutional Researcher.

*Annually, employees are required to submit AUO assessment results.

Strategic Goal	A U O	ASSESSMENT MEASURE /TARGET
2, 4	Distribute mid-terms and finals for all correspondence courses to all coordinators at least one week prior to exam dates.	Measure: Student Roster Data mailing date Target: 90% of all mid-terms and finals distributed on time. Baseline: Academic Year 2021-2022 AUO Data Source: Spreadsheet created by Correspondence staff stored on P-drive
2, 4	Distribute printed course packets for all correspondence courses to all institutions a minimum of one week prior to semester start.	Measure: Student Roster Data mailing date Target: 70% of all printed course packets distributed on time. Baseline: Academic Year 2021-2022 AUO Data Source: Spreadsheet created by Correspondence staff stored on P-drive
2, 4	Respond to Student Inquiry Forms or forward to the correct department (Counseling, Financial Aid, Admissions and Records, etc.) within 5 business days of receipts.	Measure: Tracking Data Target: 70% of all Student Inquiry Forms responded to within 5 business days of receipt. Baseline: Academic Year 2021-2022 AUO Data Source: Spreadsheet created by Correspondence staff stored on P-drive

- In the summer 2022 semester, a total of 1148 course packets were printed and successfully distributed on time, achieving a 100% fulfillment rate and surpassing the goals set at 70%. In the same semester, a total of 873 final exams were printed and successfully distributed on time, achieving a 100% fulfillment rate and surpassing the goals set at 90%
- In the fall 2022 semester, a total of 1592 course packets were printed and successfully distributed on time, achieving a 100% fulfillment rate and surpassing the goals set at 70%. In the same semester, a total of 464 midterms and 1317 final exams were printed and successfully distributed on time, achieving a 100% fulfillment rate and surpassing the goals set at 90%
- In the spring 2023 semester, a total of 1873 course packets were printed and successfully distributed on time, achieving a 100% fulfillment rate and surpassing the goals set at 70%. In the same semester, a total of 541 midterms and 1653 final exams were printed and successfully distributed on time, achieving a 100% fulfillment rate and surpassing the goals set at 90%
- In the summer 2023 semester, a total of 966 course packets were printed and successfully distributed on time, achieving a 100% fulfillment rate and surpassing the goals set at 70%. In the same semester, a total of 559 final exams were printed and successfully distributed on time, achieving a 100% fulfillment rate and surpassing the goals set at 90%
- In the fall 2023 semester, a total of 1765 course packets were printed and successfully distributed on time, achieving a 100% fulfillment rate and surpassing the goals set at 70%. In the same semester, a total of 531 midterms and 1565 final exams were printed and successfully distributed on time, achieving a 100% fulfillment rate and surpassing the goals set at 90%

- Academic year 2022 – 2023 the incarcerated education department received 135 student inquiries. The department responded to 132 student inquiries within 5 business days achieving 97.78% fulfillment rate and surpassing our goals set at 70%

Achievement

We achieved 100% on our AUOs 1 and 2. And 97.78% on AUO 3

Equity

We met our goals for both timeliness and number of packets. Everyone who received a packet got the packet on time. We responded to student inquiries in a timely manner.

External Compliance

No compliance requirement by the correctional institutions

Program Planning and Communication Strategies

Communication for program planning is completed through group meetings, email, written correspondence and/or phone calls. We make sure to contact CDCR staff when packets are on the way. We discuss scheduling in weekly division chair meetings with follow up through email. Counseling meetings are also conducted weekly to ensure updated information is disseminated to the appropriate counselor. Program faculty are involved in various campus committees to ensure advocacy for the incarcerated student population.

Program Planning Analysis Summary

We met our AUOs in their entirety and we will continue to meet our AUOs in the future.

SECTION 2: Human Resource Planning

Workload and Staffing Assessment

Year	F/T Staff	P/T Staff
Previous Year	Director and Correspondence Technician (Hired 11/29/2021), Incarcerated education Counselor	N/A Staff
Current Year	Director, Correspondence Technician, Incarcerated education counselor and the Instructional Support Specialist III (Hired 04/12/2023)	N/A Staff
Next 2 Years	Director, Correspondence Technician, Instructional Support Specialist III, (2) Full-Time Incarcerated Education Counselor	N/A Staff

- Reassign the Correspondence Coordinator to a Director of Incarcerated Education as the duties have been absorbed by this position. Completed August 1, 2021
- Hire additional Full-Time Incarcerated Education Counselor. This office supports education delivery for over 813 students throughout 31 California Department of Corrections and Rehabilitation (CDCR) institutions, 4 Federal Correctional Institutions, and the Lassen County Adult Detention Facility and is in immediate need of additional personnel. This is a unique student population that needs additional support for their educational goals. See supplement number 1.
- Because of the changing nature of student schedule and demand, we need to hire an Administrative Assistant II for additional support of the Correspondence Technician and newly proposed Director Position.

Professional Development

- The Rising Scholars Network has been instrumental in supporting faculty, counselors, staff, and administrators with webinars, workshops, and information related to justice-impacted students (incarcerated and formerly incarcerated). Due to COVID-19, professional development has been delivered online and continues at the time of this report. However, two Rising Scholars professional developments were held in person in November 2022 and April 2023. Participation in the network has enabled us to collaborate with other California Community Colleges sharing ideas and methods on how to better our program and support the success of our justice-involved students.
- Additionally, Academic Senate continues to offer trainings for faculty instructing justice-impacted students.
- Monthly meetings with Correspondence faculty became valuable during COVID-19 as a way to mitigate issues around grading, packet timeliness, access to students, improvement of course packets etc. See supplement number 2.
- Canvas training for faculty support as CDCR transitions correspondence courses to online modality.

SECTION 3: Infrastructure Planning

Facilities

- Describe and evaluate the Lassen Community College facilities available to the program.
 - The Incarcerated Education Office is housed in a portable building originally designed for the Childcare Development Center at LCC. A parking lot in the front of the building allows faculty to conveniently pick-up and drop-off mail from students. The office is open Monday-Friday 8:00-4:30 p.m. The building includes a drop mail slot for after hours and weekend drop-offs when the office is closed.
 - The building includes a centralized room with long tables to facilitate packet production and mail distribution. There are also two small rooms currently being utilized to store textbooks including a desk for the incarcerated counselor and the instructional support specialist III. Adjacent to the open area there are two small rooms, one that serves as a mailbox repository for faculty members and the other for the two high-volume black and white copy machines. There is one bathroom located in the far left corner.
- Describe and evaluate additional facilities utilized off-campus by the program
 - The Face-to-Face program utilizes classrooms at HDSP and up until Fall 2022 at CCC. Classrooms are outfitted with a projector and white board for presentations.
 - In summer 2023, FCI Herlong began Face-to-Face instruction. Classrooms are outfitted with white board and a television.

- Describe any facilities needs identified by internal or external analysis
 - Current facilities are adequate and no identified needs.
- Justify any proposed modifications or additions to existing facilities that would better serve the program planned for the program review cycle.
 - N/A

Equipment

- Describe and evaluate equipment and equipment support provided for instruction and instructional support
 - Continue to budget Scantron purchases to meet the loan requirement for the Scantron Score TM (serial# 9051924) machine.
 - Replace office computers/workstations. We had to replace two towers and 1 Dell laptop.
 - Renew copier lease at 48-month term, but with a replacement high-volume color copier (not received). As of March 2022, the two high-volume black and white copiers are now on a new contract term with the Forest Office Equipment.
 - An electronic time clock was purchased for receiving incoming assignments during November 2012. This is a one-time purchase with no warranties.
 - A digital scale obtained March 2015 to ensure appropriate postal weight for shipping. This was a one-time purchase without warranties.
 - The correspondence office has one direct line and also receives toll free calls.
 - 62 HP ProBook 650 and 3 charging carts located at HDSP and CCC were returned.

Technology

- Describe and evaluate technology and technology support provided for instruction and instructional support.
- Justify any proposed modifications or additions to existing technology that would better serve the program planned for the next four years.

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome
1, 2, 3, 4	Replace all (4) office Computers/workstations	2021-2022	\$8,000	Completed March 2022
1, 2, 3, 4	Replace leased Copier with high- volume color model	2021-2022	\$25,000 Did not receive	Increased printing capacity to better serve student/program needs

SECTION 4: Program Planning

Progress update on previous action plans:

The previous Incarcerated Education NIPR 2021 listed three action plans. Two of the three action plans were not met in the implementation time frame for Fall 2022.

1. Work with Academic Services to support and create processes for Canvas delivery inside the institutions.
 - Canvas shells were not created until Fall 2023. Laptops at HDSP were not issued to students to support canvas delivery.
2. Implement permanent textbook budget
 - 2021-2022 \$40,000 annual textbook cost has not been implemented
3. Work with Academic Planning to ensure there are a sufficient number of sections available to students to complete their degree.
 - Deans and Division Chairs met the action plan.

Action Plan	Progress Detail	Outcomes
Work with Academic Services to support and create processes for Canvas delivery inside the institutions.	This is in the hands of CDCR. Computer and Canvas rollout has been slower than expected.	Increased student opportunity for education
Implement permanent textbook budget	\$40,000 annual. Every 7 years textbooks are updated and will have to be purchased	Stabilize costs for the program
Work with Academic Planning to ensure there are a sufficient number of sections available to students to complete their degree.	With stabilization in Academic services significant progress has been made	Degree completions

Strengths, Weaknesses, Opportunities, Threats (SWOT) Analysis

- List the strengths of the program, the weaknesses of the program, the opportunities of the program, and the threats to the program.

Strengths	Full office staff Meeting our AUOs on-time Tutoring now available at HDSP
Weaknesses	Need more instructional faculty Additional Incarcerated Education Counselor Training current instructors on Canvas
Opportunities	Correspondence classes on Canvas CDCR will provide laptops to all students
Threats	CDCR institution closures The uncertainties of the transition from correspondence courses to Canvas, mail will decrease from 100% to 20%, a threat to office staff job responsibilities Potential loss of long-term instructional correspondence faculty with no experience with Canvas

Program Action Plan

LCC Mission

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

Action Plan	Progress Detail	Outcomes
Work with Academic Services to support and create processes for Canvas delivery inside the institutions.	Ongoing	Increased student opportunity for education
Train staff to build correspondence Canvas shells for long-term instructional faculty	Ongoing	Keep current correspondence faculty employed
Hire additional Full-Time Incarcerated Education Counselor	\$100,000 - \$150,000	See supplement 1

- How do the action plans align with the mission of the college?
 - The Incarcerated Program currently offers education through both correspondence and face-to-face modalities. We are working with CDCR to introduce online instruction using Canvas inside the institutions. This meets our strategic goal of providing an array of rigorous academic programs delivered via a variety of modalities that promote student learning. Student success is also met by assigning an incarcerated counselor and offering support services that include EOP&S, DSPS and some tutoring. Additionally, classes and degrees offered meet transferable requirements in an effort to build educational opportunities while serving a diverse student base in an effort to build intellectual growth, human perspective and economic potential.
- What strategic goals do the action plans support?
 - (2) Learning Opportunities. (4) Student Success
- What AUOs do the action plans support?
 - (2) Learning Opportunities. (4) Student Success
- What specific evidence (e.g., AUOs, data) support the action plans?
 - Our strengths of having full-time office staff helps meet our AUOs.
- Based on the action plans what resources are needed?
 - N/A
- What are the expected outcomes of the action plans?
 - Build educational opportunities while serving a diverse student base in an effort to build intellectual growth, human perspective and economic potential.
- What is the total cost of bringing the action plan to life?
 - \$100,000 - \$150,000 Counselor

SECTION 5: Prioritized Budget Analysis

Based on the action plans and other information in this NIPR, prioritize the budget requests. See next page for table.

Budget Items: Prioritized	Supporting Evidence	Expected Outcome	Resource(s) to Achieve the Action Plan	Resource Category	Estimated Cost	Expense Type	Priority Ranking
Hire additional Full-Time Incarcerated Education Counselor	See supplement 1	See supplement 1		Personnel	\$100,000 - \$150,000	Ongoing	1
Hire an Administrative Assistant II for additional support of the Correspondence Technician and newly proposed Director Position		Timely preparation and delivery of student education materials	Current staffing	Personnel		Ongoing	3
Create budget for student textbooks.		Supports textbooks at 7 lending libraries.	We rely upon the administration and business office to supply this funding.	Personnel	\$40,000	Ongoing	2

Justification for Additional Counselor for Incarcerated Education**Author: Jennifer Lawler; Date: January 9, 2024**

Lassen Community College enrolled a head count of 813 students in their incarcerated education program for spring 2024 semester with registration starting at 840 students. Enrollment has been steadily increasing for each semester. Fall 2023 semester head count was 790 students by the end of the term. Spring 2023 semester head count was 736 by the end of the term. It should be noted that registration of students is more than end-of-term head-count as students drop classes before the semester starts due to financial issues, transfers to other facilities, personal reasons, and extenuating circumstances beyond their control.

According to the American School Counselor Association (ASCA) and National Association for College Admission Counseling (NACAC), the student to counselor ratio should be 250:1. The Academic Senate of California Community Colleges recommends counselor to student ratio of 1:370. The incarcerated program by itself substantially exceeds both recommended ratios. The ratio of students currently incarcerated to counselor is from 736:1 to 790:1.

Many of our students are first-generation college students and are disproportionately impacted in addition to their incarceration status. Students need assistance on educational planning, advising for degree and transfer attainment, connection to resources, navigating higher education and the nuances pertaining to education while incarcerated, career counseling, and emotional support related to their academic journey.

The system-impacted students currently incarcerated need additional support from counseling. Counseling provides a myriad of support services for students through various modalities such as in-person contact, synchronous online communication, phone communication, written correspondence, and approved third-party communication on the student's behalf. Because communication with students can be limited in quantity, it is important to ensure that students receive appropriate follow up that is both timely and comprehensive.

Consistent communication with the student is imperative to ensure that students build trust and have an accurate understanding of their education progress. Holistic services are important in order for students to academically succeed. Being mindful of the wrap-around services needed and student's limited access to resources that non-incarcerated students may have, an additional counselor is needed to facilitate the expected quality of counseling for students.

According to our MOU with CDCR, the college is responsible to ensure all students have an accurate education plan. Students commonly enroll in multiple colleges simultaneously; therefore, obtaining updated transcripts requires additional time and efforts by an individual. Once unofficial and/or official transcripts are obtained, evaluations are needed and update of education planning and follow up to the student is imperative. Counseling provides services such as research on the student's behalf in regards to transferring to another college, continuing upon release and/or while incarcerated, career information, and community resources.

In addition to academic counseling, counseling faculty responsibilities to the student and college include career counseling, personal counseling, outreach, advocacy, participation in college governance, program review and research, training and development, and when necessary, crisis intervention with appropriate resources and collaboration. To continue to provide the high quality of service to our students and grow the program, an additional counselor is needed.

Faculty Meetings Held by Administrators: Colleen Baker, Michell Williams, Chad Lewis

Date	Topics Covered
9/8/21	Accreditation visit and Updates, SLO Plans and Assessments, Census and Important Dates, Attendance and Grades, Adjunct Instructor Timecard, Next Faculty Meeting Dates
10/13/21	Spring 2022 Schedule, Attendance Rosters on Report Server, Tracking Letters from Students, Correspondence Packet Tips, Adjunct Instructor Timecards, Next Faculty Meeting Dates
11/10/21	Senator Dahle and Chancellor Gonzales Upcoming visit, HDSP B Yard Closure, Grade Deadline Extension, Drop Student through Starfish, Next faculty Meeting Dates
12/8/21	Cannot Find the Agenda
1/12/22	LCC Changes in Staff, Student Services, Admissions and Records, Important Dates, LCC Accreditation Report, Degrees and Courses, Faculty Training Incentive, Contact Your Dean
3/16/22	Changes to LCC Curriculum (AB 705), Changes at HDSP, Correspondence Office News, Grade Changes, Clear Rosters of Inactive Students, Next Faculty Meeting Dates
4/40/22	Cannot Find the Agenda
5/18/22	Incarcerated Student Successes, DEIA Implementation in Evaluations, Changes at HDSP and CCC, SLO Assessment Results Update, Grade Submission Online, Thank You
8/12/22	LCC Changes in Staff, Student Services, Admissions and Records, Important Dates, LCC Accreditation Report, Degrees and Courses, Faculty Training Incentive, Contact Your Dean
1/26/23	LCC Changes in Staff, LCC Faculty Contacts, Student Services, Admissions and Records, Important Dates, SLO Assessment Changes, LCC Accreditation Report, Degrees and Courses, Faculty Training Incentive, Next Meeting Information
2/27/23	LCC Changes in Staff, Student Contacts, Student Attendance Records, Student Attendance Concerns, New Faculty Resources Webpage
4/24/23	Seeking New Faculty Members, Syllabus Checklist, Contacting Students, SLO Assessment Results, SLO+ Platform, Next Meeting Information
5/15/23	Incarcerated Student Successes, DEIA Implementation in Evaluations Update, Changes at HDSP and CCC, SLO Assessment Results Update, Grade Submission Online, Thank You
8/10/23	New LCC Portal, Deans and Leadership Staff, LCC Faculty Contacts, Student Services and Admissions and Records, Important Dates, SLO Assessment Changes, LCC Accreditation Report, Exciting News, Faculty Training Incentive, Next Meeting Information
9/7/23	Faculty Evaluation Process Changes (DEIA), OWLs, Questions and Answers
10/5/23	Student Contracts, Attendance Calculations, Dropping Students, Q&A
11/6/23	Mid-semester Check-in, Dropping Students, Troubleshooting
12/7/23	Final Check-in, SLO Assessments, Syllabus Creation, Contacting Students
1/12/24	LCC Division Chairs, LCC Faculty Contracts, Admissions and Records, Important Dates, Census through Self-service, Early Alert through ConexEd, Faculty Training Incentive, Next Meeting Information