



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

Standard II

Student Learning Programs and Services

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

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II.A. Instructional Programs

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

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

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

Descriptive Summary:

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

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

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



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

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

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

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



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

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

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

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

Self-Evaluation:

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

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



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

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

Actionable Improvement Plans:

None

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

Descriptive Summary:

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

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

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



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

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

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

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

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



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

Table 28: Online Course Offerings

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

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

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

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

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

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

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

Self-Evaluation:

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

Actionable Improvement Plans:

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

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

Descriptive Summary:

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

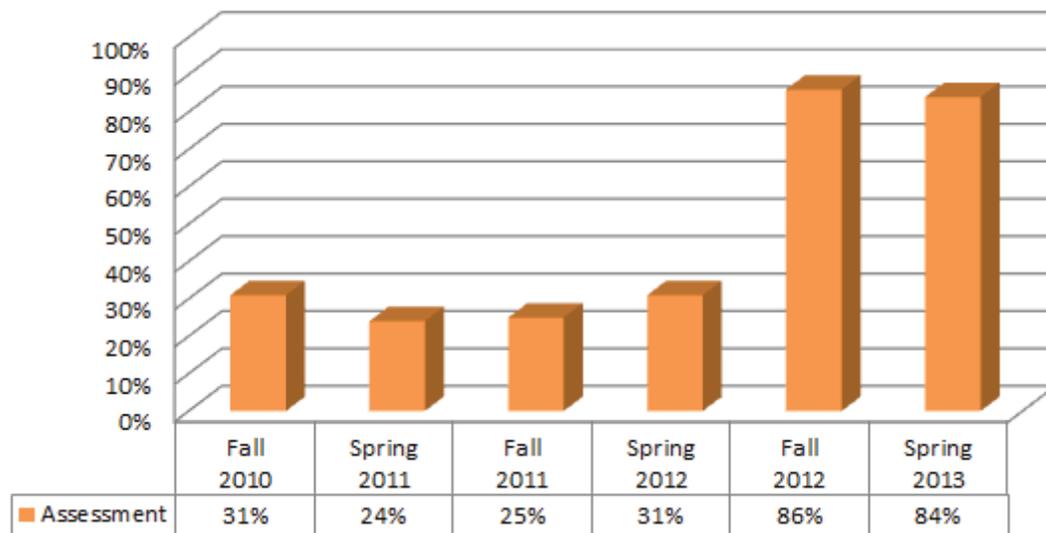
LCC has adopted Program Student Learning Outcomes (PSLOs) for sixty-seven degrees and certificates (100 percent of all degrees and certificates) including the eleven CTE programs offered by LCC (Administration of Justice/Correctional Science, Agriculture,



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

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

Figure 8 SLOs Assessed



Data retrieved from WEAVE

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

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

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

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

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

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

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

Self-Evaluation:

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

Actionable Improvement Plans:

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

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

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

Descriptive Summary:

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

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



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

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

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

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

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

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

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

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

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

Self-Evaluation:

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

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

Actionable Improvement Plans:

None

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

Descriptive Summary:

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

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

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

Self-Evaluation:

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

Actionable Improvement Plans:

None

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

Descriptive Summary:

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

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

Self-Evaluation:

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

Actionable Improvement Plans:

None

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



Descriptive Summary:

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

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

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

Self-Evaluation:

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

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

Actionable Improvement Plans:

None



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

Descriptive Summary:

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

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

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

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

Self-Evaluation:

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

Actionable Improvement Plans:

None

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

Descriptive Summary:

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

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

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

Self-Evaluation:

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

Actionable Improvement Plans:

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



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

Descriptive Summary:

There are currently no departments at LCC offering departmental examinations.

Self-Evaluation:

None

Actionable Improvement Plans:

None

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

Descriptive Summary:

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

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

Self-Evaluation:

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

Actionable Improvement Plans:

None

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

Descriptive Summary:

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

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

Self-Evaluation:

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

Actionable Improvement Plans:

None

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

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



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

Descriptive Summary:

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

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

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

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

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



Self-Evaluation:

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

Actionable Improvement Plans:

None

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

Descriptive Summary:

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

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

Self-Evaluation:

The College meets the standard.

Actionable Improvement Plans:

None

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

Descriptive Summary:

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

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

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

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

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

Self-Evaluation:

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



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

Actionable Improvement Plans:

None

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

Descriptive Summary:

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

Self-Evaluation:

All degrees offered by LCC have core requirements.

Actionable Improvement Plans:

None

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

Descriptive Summary:

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

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

Self-Evaluation:

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

Actionable Improvement Plans:

None

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

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

Descriptive Summary:

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

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

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

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

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

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

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

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

Self-Evaluation:

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

Actionable Improvement Plans:

None

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

Descriptive Summary:

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

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

Self-Evaluation:

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

Actionable Improvement Plans:

None

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

Descriptive Summary:

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



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

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

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

Self-Evaluation:

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

Actionable Improvement Plans:

None

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

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

Descriptive Summary:

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

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

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

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

[2.39 BoardDocs-Board Policy 4030–Academic Freedom]

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

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

Self-Evaluation:

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

Actionable Improvement Plans:

None

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

Descriptive Summary:

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

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

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

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

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

Self-Evaluation:

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



Actionable Improvement Plans:

None

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

Descriptive Summary:

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

Self-Evaluation:

None

Actionable Improvement Plans:

None

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

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



II.B. Student Support Services

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

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

Descriptive Summary:

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

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



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

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

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

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

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

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

Self-Evaluation:

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

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

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

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

Actionable Improvement Plans:

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

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

A. General Information

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



B. Requirements

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

C. Major Policies Affecting Students

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

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

Descriptive Summary:

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

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

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

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



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

Self-Evaluation:

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

Actionable Improvement Plans:

None

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

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

Descriptive Summary:

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

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

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

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

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

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

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

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

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

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

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

Self-Evaluation:

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

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

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

Actionable Improvement Plans:

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

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

Descriptive Summary:

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

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



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

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

Self-Evaluation:

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

Actionable Improvement Plans:

None

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

Descriptive Summary:

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

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

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



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

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

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

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

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

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

Self-Evaluation:

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

Actionable Improvement Plans:

None

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

Descriptive Summary:

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

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

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

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

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

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

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

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

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

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

Self-Evaluation:

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

Actionable Improvement Plans:

None

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

Descriptive Summary:

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

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

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

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

Self-Evaluation:

The College meets this standard.

Actionable Improvement Plans:

None

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

Descriptive Summary:

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

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

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

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

Self-Evaluation:

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

Actionable Improvement Plans:

None

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

Descriptive Summary:

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

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

Self-Evaluation:

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

Actionable Improvement Plans:

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



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

II. C. Library and Learning Support Services

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

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

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

Descriptive Summary:

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

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

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

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

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

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

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

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

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

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

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

Self-Evaluation:

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

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

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

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

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

Table 30: Library Resource Utilization Self-Evaluation Student Survey

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

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

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

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

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

Actionable Improvement Plans:

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

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

Descriptive Summary:

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

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

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

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

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

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

Self-Evaluation:

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

Table 31: Number of Students Participating in Library Orientations

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

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

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

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

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

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

Actionable Improvement Plans:

None

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

Descriptive Summary:

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

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

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

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

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

Self-Evaluation:

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

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

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

Table 32: Library Service Access Self-Evaluation Student Survey

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

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

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

Actionable Improvement Plans:

None

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

Descriptive Summary:

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

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

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

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

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

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

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

Self-Evaluation:

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

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

Table 33: Safety Self-Evaluation Student Survey

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

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

Table 34: Safety Self-Evaluation Staff Survey

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

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

Actionable Improvement Plans:

None

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

Descriptive Summary:

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

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

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

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

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

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

This Section is not applicable to the Learning Center.

Self-Evaluation:

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

Table 35: Database Usage

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

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

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

Table 36: Circulation Records-Excluding Course Reserves

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

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

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

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

Actionable Improvement Plans:

None

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

Descriptive Summary:

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

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

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

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

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

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

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

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

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

Self-Evaluation:

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

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

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

Actionable Improvement Plans:

None