

Consultation Council/Strategic Planning Committee Minutes  
December 16, 2010

Present

Sandy Beckwith (Lead Counselor –faculty)  
Dr. Irving Berkowitz (Dean of Instruction)  
David Burris (Exec Director-HR)  
Kayleigh Carabajal (Exec Director-IR)  
Phil Horner (classified)

Dr. Doug Houston (President)  
Jeff Lang (classified)  
Sue Mouck (Accreditation Liaison -faculty)  
Suzanne Garcia Trujillo (ASB)

Absent

Cheryl Aschenbach (AS-faculty)  
Terry Bartley (management)  
Shelly Baxter (management)  
Carie Camacho (Div Chair -faculty)  
Monica Cochran (Public Relations)  
Dave Clausen (Exec Director –Fiscal Services)

Toni Gomez (ASB)  
Logan Merchant (Chair/IT Planning)  
Carol Montgomery (classified)  
Cary Templeton (Dean of Student Services)  
Eric Rulofson (Chair/ Facilities Planning)  
Brian Wolf (Div Chair –faculty)

Guest

Ross Stevenson (faculty)

With a quorum present, the meeting began at 2:45 pm.

**Consultation Council:**

**1. Review of January 11, 2011 Governing Board Agenda (Information)**

Dr. Houston identified that the January board agenda was again light. Items include three Memorandums of Understanding between the District and faculty union, Audit Report, and Quarterly Update on Accreditation.

**2. Initial Draft of Accreditation Midterm Report due March 15, 2011 - (Consultation)**

Sue Mouck provided the initial presentation of the draft Accreditation Midterm Report due March 15, 2011. She identified that the report would be approved by the Governing Board at their March 8, 2011 meeting following constituent group review during the month of February. She requested that all corrections and additions be provided to her prior to Consultation Council acceptance of the draft document in January for distribution to the constituent groups for their review. (attached)

**3. Personnel Update (Information) - Administration**

David Burris identified that finalists had been selected for the Library Director and Library Technician positions. The Athletic Director applications are being screened. The Accounting Technician selection committee is developing questions. The selection committee for the Instructional Specialist in Correspondence is meeting Friday, December 17. In response a question about the timeline for completion of the hiring of the two positions with finalists selected, it was determined that final interviews should occur the first week in January to allow for the successful candidates name to be placed on the January board agenda.

**Strategic Planning:**

**1. Agriculture IPR (Information)**

Consultation Council accepted the 2010 Agriculture IPR as presented by consensus. (Executive Summary attached)

**2. Distance Education NIPR (Information)**

Jeff Lang identified that he was much more impressed with executive summary for this program review than he had been with the last few brought to Consultation Council. He liked the inclusion of more explanation and data in the narrative. It was suggested that providing good models to the authors of program review documents would improve the quality of the product. Dr. Houston reminded the committee that this was the first year for executive summaries and many authors are uncertain of how to write the summary. Shortly all of the program documents will be made available to the campus

community in electronic format. Consultation Council accepted the 2010 Distance Education NIPR as presented by consensus. (Executive Summary attached)

**3. Draft 2011-2016 Educational Master Plan (Consultation)**

The draft 2011-2016 EMP is being provided at this time in order to offer a foundation for the other planning committee to begin their work. The EMP will be finalized by the Academic Planning Committee early in the spring and returned for adoption January 2011. Dr. Berkowitz reviewed the academic activities planned for 2011-2012. Ross Stevenson offered the suggestion that several of the items mentioned in the performance measures column appeared to be more mechanisms for implementation rather than performance measures /evidence. (current draft attached)

**Other:**

**1. Next Consultation Council Meeting date – January 13, 2011**

2. Ross Stevenson asked about the previous discussion on the Cougar Works Program that indicated that the program was \$32,000 overspent for this academic year. Dr. Houston responded that Cabinet has been discussing the program addressing three points: 1) An analysis of how the problem developed this year, 2) suggestions on how to address the problem (find the money to cover the overage), and 3) the policies to prevent the situation from developing in the future. A report address those three areas will come to Consultation Council in January. Mr. Stevenson responded that those were also his concerns.
3. Ross Stevenson followed up with the concern that money needs to be spent on the aging physical plant. As the buildings age more money is needed each year just to keep the buildings operational. Dr. Houston agreed that expenditure of moneys within the budget need to be thoughtfully considered with attention to opportunities and challenges as they arise.
4. Dr. Houston identified that the Fiscal Outlook in the State is getting direr. The first look at the proposed budget for next year will occur with the initial proposal by Governor Elect Brown on January 10, 2011. It appears that mid-year cuts this spring are unlikely, but the budget deficit will need to be addresses in next years budget. The Consultation Council meeting on January 13, 2011 will provide the campus its first opportunity to discuss the Governor's initial proposal. Some difficult decisions may be ahead for the campus.

The meeting adjourned at 2:54pm

**Future Agendas:**

1. **Community Services NIPR (Information) - January 13, 2011-Drs. Irving Berkowitz & Kayleigh Carabajal**
2. **Student Work Study Allocation (Information) – January 13, 2011- Dave Clausen/Cary Templeton**
3. **Draft Accreditation Midterm-Report due March 15, 2011 - (Consultation) - January 20, 2011- Sue Mouck**
4. **Acceptance of Draft 2011-2016 Educational Master Plan (Consultation) - January 20, 2011– Dr. Berkowitz**
5. **Human Resource NIPR (Information) – January 20, 2011– David Burris**
6. **Fiscal Operations NIPR (Information) – January 20, 2011- Dave Clausen**
7. **Auxiliary Services (Bookstore) NIPR (Information) – January 20, 2011– Dave Clausen**
8. **Civility – Students and Staff (Consultation) – January 20, 2011- Dr. Houston**
9. **Second Quarterly Update on Progress on Annual Action Plans 2010-2011 – January 20, 2011- Planning Committee Chairs**
10. **Campus Emergency Notification System (Consultation) - January 20, 2011- Dr. Kayleigh Carabajal/Eric Rulofson**
11. **Review of February 8, 2011 Governing Board Agenda (Information) - January 27, 2011Dr. Houston**
12. **Student Work Study Allocation (Information) – December 16, 2010- Dave Clausen/Cary Templeton**
13. **Second Quarterly Update on Progress on Annual Action Plans 2010-2011 – January 20, 2011- Planning Committee Chairs**
14. **Campus Emergency Notification System (Consultation) - January 20, 2011- Dr. Kayleigh Carabajal/Eric Rulofson**

# Lassen Community College

## Midterm Report



Approved by the Governing Board:  
March 8, 2011

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

To

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

**Certification of the Midterm Report**

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

**From:** Lassen Community College  
Name of Institution  
478-200 Highway 139/P.O. Box 3000  
Address  
Susanville, Ca 96130  
City, State, Zip

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

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

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

**Signed:**

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

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## Statement of Midterm Report Preparation

The campus educational community has worked diligently on the recommendations identified by the Accrediting Commission for Community and Junior Colleges (ACCJC) Western Association of Schools and Colleges in the visit of Spring 2008. In addition, the campus has also worked on the self-identified recommendations in the 2008 Self-Study.

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

Consultation Council reviewed and accepted the revised draft on January 20, 2011. On January 21, 2011, the revised draft was distributed to the entire campus community by email and hard copy for their review and comments. The constituent groups (administration, faculty, management/confidential staff, classified staff, and students) held meetings between January 24<sup>th</sup> and February 11<sup>th</sup> to receive input and to collectively agree upon any suggested changes, deletions, and additions to the draft Follow-up Report. The Governing Board discussion of the draft Midterm Report occurred at their February 8, 2011 meeting.

Consultation Council met on February 24, 2011 to discuss the constituent groups input and incorporated changes to the draft at that time. At the same meeting the Consultation Council adopted the final draft and approved it for forwarding to the Governing Board. The Governing Board reviewed and adopted the March 15, 2011 Midterm Report at the Board Meeting on March 8, 2011.

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

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Dr. Douglas B. Houston  
Superintendent/President

## *Overview of Recent Accreditation History of Institution*

Following the comprehensive self-study evaluation team site visit in 2002, the Accrediting Commission reaffirmed the accreditation of Lassen Community College in June 2002, identified three recommendations that the college needed to address and requested that the college complete a progress report in March 2004. The Commission accepted the progress report in June 2004 and a focused midterm report in June 2005 and requested a progress report be submitted by March 2006 documenting progress on two of the original recommendations identified in 2002. The Commission took action June 2006, subsequently placing the college on warning status and required a Special Visit, which occurred July 2006. The Commission letter identified a concern “that the institution appears to be pursuing a course of action that will place it in non-compliance with Eligibility Requirements”. Subsequently in August 2006, the Commission forwarded twenty-one specific recommendations provided by the special visiting team and requested a progress report by November 15, 2006. In January 2007, the Commission took action to accept the progress report, placed the college on probation status and requested a progress report by March 15, 2007, addressing the remaining seventeen recommendations. A special visit occurred May 3, 2007. In June 2007, the Commission accepted the progress report, special visit report and took action to continue the college on probation status and requested a progress report by October 15, 2007, addressing the remaining ten of the original twenty-one recommendations from 2006. A special visit occurred on October 29, 2007. In January 2008, the Commission accepted the progress report, special visit report and took action to continue the college on probation status and requested a progress report by October 15, 2008, addressing the remaining seven of the original twenty-one recommendations. During the previous two years in addition addressing the specific recommendations provided by the Commission, the college had also completed the scheduled 2008 Application for Reaffirmation of Accreditation (self-study). The evaluation team visit occurred March 10-13, 2008. In June 2008, The Commission reviewed the institutional self-study and the evaluation team report and took action to continue the college on probation status and requested a follow-up report by October 15, 2008, addressing the remaining five of the original twenty-one recommendations, while adding three additional recommendations. The evaluation team visit occurred October 16, 2008. In January 2009, the Commission reviewed the follow-up report and the evaluation team report and took action to remove the college from probation, placed the college on warning status, and requested a follow-up report by March 15, 2009, addressing the remaining three (Institutional Planning and Decision-Making, Student Learning Outcomes, and Institutional Research) of the original twenty-one recommendations. The evaluation team visit occurred March 31, 2009. In June 2009, the Commission accepted the follow-up report and the evaluation team report and took action to continue the college on warning status, and requested a follow-up report by October 15, 2009, addressing the remaining two (Institutional Planning & Decision-Making and Student Learning Outcomes) of the original twenty-one recommendations. The evaluation team visit occurred November 6, 2009. In January 2010, the Commission accepted the follow-up report, removed the college from warning status, and reaffirmed accreditation of the college. This mid-term report addresses the eight recommendations forwarded by the Commission in June 2008 as a result of the comprehensive self-study and evaluation team visit.

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

**Recommendation One (Previous Recommendation Nineteen from 2006 and Recommendation Two from 2002): Institutional Planning and Decision-Making**

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

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

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

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

For the most recent year, the Consultation Council/Strategic Planning Committee adopted the updated integrated 2010-2015 Comprehensive Institutional Master Plan containing the Strategic Plan, Educational Master Plan, Institutional Technology Master Plan, Facilities Master Plan, and Human Resource Plan sections on April 29, 2010. [1.3 *2010-2015 Comprehensive Institutional Master Plan*, 1.5 Consultation Council Minutes] In addition, the Consultation Council/Strategic Planning Committee adopted the Objectives and Strategies Evaluation Matrix 2009-2010 on May 27, 2010. [1.4 Objectives and Strategies Evaluation Matrix 2009-2010, 1.5 Consultation Council Minutes] The evaluation matrix initiated in Fall 2008 is in the second year of implementation. [1.6 Objectives and Strategies Evaluation Matrix 2008-2009] **The Objectives**



and Strategies Evaluation Matrix renamed the Annual Action Plan updated and presented to Consultation Council quarterly (October, January, March and May) and subsequently presented to the Governing Board each June was incorporated into the Sustained Improvement Matrix effective Fall 2010 in order to consolidate coordination of on-going evaluation activities. [1.7 2010-2011 Annual Action Plan – January Update]

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The non-instructional program reviews from the Student Services area, including CalWorks/TANF, Counseling & Guidance, Disabled Students Programs & Services, Extended Opportunities Programs & Services, Enrollment Services and Special Grant Programs (Foster Youth, Independent Living Program & Kinship Education) accepted by President's Cabinet September 8, 2009 all included student learning outcomes. [2.26 Student Services NIPRs; 2.27 President's Cabinet Minutes] The non-instructional program reviews for Auxiliary Services – Food Services, Marketing/Public Outreach, Distance Education, Community Service including discussions on student learning outcome assessment were all accepted in Fall 2010. [2.28 Auxiliary Services – Food Services NIPR, 2.29 Marketing/Public Outreach NIPR, 2.30 Distance Education NIPR, 2.31 Community Service NIPR]

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

While the institution made considerable progress in its effort to develop and assess student learning outcomes in its instructional programs between 2007 -2010, the foregoing table reveals disappointing results during the past year. The apparent decline in the number of courses assessed as well as the number of full and part-time faculty participating in assessment is largely attributable to two principal causes. First, a protracted albeit unsuccessful legal challenge to the

institution's implementation of course-level student learning outcomes assessment by the Lassen College Faculty Association (LCFA) significantly impeded the institution's progress on SLO's. Secondly, the Office of Instruction could have been more diligent in educating part-time faculty regarding the nature and purpose of SLO's, alternative assessment models and methods and submission and use of assessment results for purposes of instructional improvement. With the dismissal of LCFA's unfair labor practice the path should be clear to make continued progress on SLO's.

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

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

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

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

With regard to program review, six new data reports containing requested data were created and are housed in the Report Server. The data contained in these reports are extracted nightly from the Enterprise System production database (Datatel) giving information on course retention, student achievement and next term persistence for all courses and programs by term and academic year. Program cost reports by academic year are also now available.

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

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

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

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

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

#### **Recommendation Four (Recommendation added 2008): Employee Evaluations**

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

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

The evaluations of the eight (8) full-time faculty scheduled to be evaluated Fall 2010, were all completed by December 17, 2010. The evaluations for twenty-two (22) of the part-time faculty currently instructing for the college were up to date effective December 17, 2010. [4.2 Human Resources Internal Memo] The evaluations of an additional fifty-six (56) part-time faculty currently instructing for the college will be completed prior to May 31, 2011.

Article 7.2.12 of the collective bargaining agreement obligates faculty to participate in and complete instructional program reviews. Student learning outcomes are included in the college's methodology for instructional program review. As the faculty evaluation process addresses participation in program review and assessment of student learning outcomes are embedded in the instructional program reviews, student learning outcomes are a component of faculty evaluations. [4.3 LCFT Contract, 4.4 *Instructional Program Review Policy and Procedures Handbook 9<sup>th</sup> edition November 2010*]

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

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

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

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

On October 24, 2006, Lassen Community College hired the current Dean of Student Services utilizing the established hiring policies. [5.1 Governing Board Minutes] Originally filled as an Associate Dean of Student Services, the position was restructured through the addition of institutional research responsibilities on December 11, 2007, and subsequently again restructured to its present state when a Director of Institutional Research was hired September 8, 2009. [5.1 Governing Board Minutes, 5.2 Organization Charts] Since his employment the current Dean of Student Services has attended ACCCA 101 as professional development and has served as a region one representative to the Chief Student Services Officers (CSSO) group.

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

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

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

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

The Director of Institutional Research position filled September 8, 2009 was restructured to the Executive Director of Research, Planning and Information Services in March 2010 administrative reorganization. The Executive Director of Research, Planning and Information Services assumed the additional duties of Interim Associate Dean of Instructional Services in September 2010. [5.1 Governing Board Minutes, 5.2 Organization Charts] Since her employment she has attended ACCCA 101, and ACCCA 201 for professional development.

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

In addition to individual administrative training, Lassen Community College piloted a professional development program for confidential, management, and administrative staff in the spring of 2010. The program was titled Lassen College Leadership Development Program (LCLDP) with the aim of strengthening the management team. LCLDP is a two-year program built on the framework of trust, credibility, integrity, and values. There are four modules of leadership, communication, work/life balance, and governance & planning in year one. Year two contains two modules of community & campus relations and personal/professional goals.



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

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

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

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

### **Recommendation Seven (Recommendation added 2008): Financial Planning**

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

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

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

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

LCCD is cognizant that an institution's successful implementation of its Strategic Plan is dependent on its successful financial planning. As such, the educational initiatives (programs and services) deemed to be sustainable will be funded. Some traditional funded programs and services that no longer support the strategic direction will be evaluated for continuance. The institution's program review and budget planning processes provide a method whereby programs and services must continually demonstrate through data driven evaluative performance that progress is reflected in meeting the Strategic Plan. [7.4 *Institutional Planning and Budget Development Process Handbook 2011-2012*, 7.5 *Instructional Program Review Policy and Procedures Handbook*, 7.6 *Non-instructional Program Review Policy and Procedures Handbook*, 7.7 *2010-2015 Comprehensive Institutional Master Plan*]

To aide in the sound financial management, sustainability and stability of the District the LCCD Governing Board adopted a policy to keep two months operating expenses in reserve.

### **Recommendation Eight (Recommendation added 2008): Fiscal Stability**

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

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

The Governing Board adopted the initial *Multi-Year Fiscal and Academic Recovery Plan* on February 26, 2008. Subsequently, the Governing Board on September 23, 2008 and November 10, 2009 adopted revisions to the initial plan. [8.1 *Multi-Year Fiscal and Academic Recovery Plan- February 2008*, 8.2 *Multi-Year Fiscal and Academic Recovery Plan- September 2008*, 8.3 *Multi-Year Fiscal and Academic Recovery Plan- November 2009*, 8.4 *Governing Board Minutes*]

The Governing Board has adopted a Strategic Plan annually since Fall 2007, with the most recent plan adopted September 14, 2010. Likewise the college has evaluated, revised and adopted the Institutional Planning and Budget Development Process and integrated Comprehensive Institutional Master Plan each of the last three years. The Academic Senate and Consultation Council adopted the current planning budget development handbook on August 19, 2010 and August 26, 2010, respectively. The current Comprehensive Institutional Master Plan containing the institutionalize academic portion of the Multi-Year Recovery Plan was adopted April 29, 2010. [8.5 *Institutional Planning and Budget Development Process Handbook 2011-2012*, 8.6 *2010-2015 Comprehensive Institutional Master Plan*]

Following the resolution of many of the issues identified in the initial Corrective Action Matrix, the document was renamed the Sustained Improvement Matrix. This monitoring tool is reviewed and updated regularly at President's Cabinet meetings. [8.7 *President's Cabinet Minutes*, 8.8 *Sustained Improvement Matrix*]

Since November of 2009, an ongoing step to monitor performance of financial actions and assumptions has been the presentation of monthly financial statements to the Governing Board. These statements reflect the prior month financial activities of the District. The Chief Business Officer delivers to the President a Cash flow analysis, income statement analysis by both program code and by object code and monthly warrant register. After review the President passes this information onto the board. The District has also established regular Financial Committee meetings and Audit Committee meetings to keep the Committee's informed as to the financial activity and audit activity of the District. [8.4 *Governing Board Minutes*, 8.7 *President's Cabinet Minutes*]

### *Update on Areas of 2008 Self-Study Planning Agenda*

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

### *Update on Substantive Change Approvals/Pending Proposals*

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

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

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

## *Documentation by Recommendation*

- 1.1** *Strategic Plan*
- 1.2** *Governing Board Minutes*
- 1.3** *2010-2015 Comprehensive Institutional Master Plan*
- 1.4** *Objectives and Strategies Evaluation Matrix 2009-2010*
- 1.5** *Consultation Council Minutes*
- 1.6** *Objectives and Strategies Evaluation Matrix 2008-2009*
- 1.7** *2010-2011 Annual Action Plan – January Update*
- 1.8** *Program Review Recommendations for Use in Institutional Planning*
- 1.9** *Report Server – Program Review Data*
- 1.10** *Instructional Program Review Policy and Procedure Handbook 9<sup>th</sup> edition November 2010*
- 1.11** *2011-2012 Institutional Planning and Budget Development Process Handbook*
- 1.12** *Non-instructional Program Review Policy and Procedure Handbook 5<sup>th</sup> edition November 2010*
- 1.13** *Institutional Planning and Governance Evaluation Results*
- 1.14** *Institutional Planning and Governance Evaluation Instruments*
- 1.15** *Shared Governance and Collegial Consultation Process Handbook 2010/2011*
  
- 2.1** *Institutional Student Learning Outcomes adopted March 23, 2010*
- 2.2** *Approved Degree and Certificate Student Learning Outcomes*
- 2.3** *Approved Course Student Learning Outcomes*
- 2.4** *Approved Non-instructional Student Learning Outcomes*
- 2.5** *SLO Assessment Analysis– Fall 2007*
- 2.6** *SLO Assessment Analysis– Spring 2008*
- 2.7** *SLO Assessment Analysis– Fall 2008*
- 2.8** *SLO Assessment Analysis– Spring 2009*
- 2.9** *SLO Assessment Analysis– Summer 2009*
- 2.10** *SLO Assessment Analysis– Fall 2009*
- 2.11** *SLO Assessment Analysis– Spring 2010*
- 2.12** *SLO Assessment Analysis– Summer 2010*
- 2.13** *SLO Assessment Analysis– Fall 2010*
- 2.14** *November 2010 Annual Report on Assessment Results for Student Services Areas*
- 2.15** *Instructional Program Review Policy and Procedures Handbook 9<sup>th</sup> edition November 2010*
- 2.16** *2010-2015 Comprehensive Institutional Master Plan*
- 2.17** *Institutional Planning and Budget Development Process Handbook 2011-2012*
- 2.18** *2009 Basic Skills IPR*
- 2.19** *2010 Natural Science/Mathematics IPR*
- 2.20** *2010 Administration of Justice/Correctional Science IPR*
- 2.21** *2010 Agriculture IPR*
- 2.22** *2010 Business IPR*
- 2.23** *2010 Child Development IPR*
- 2.24** *2010 Physical Education IPR*
- 2.25** *2010 Vocational Nursing IPR*

- 2.26 *2009 Student Services NIPRs*
- 2.27 *President's Cabinet Minutes*
- 2.28 *2010 Auxiliary Services – Food Services NIPR*
- 2.29 *2010 Marketing/Public Outreach NIPR*
- 2.30 *2010 Distance Education NIPR*
- 2.31 *2010 Community Service NIPR*
- 2.32 *2011-2016 Educational Master Plan*
  
- 3.1 *Instructional Program Review Policy and Procedures Handbook 9<sup>th</sup> edition November 2010*
- 3.2 *Report Server – Program Review Data*
- 3.3 *Athletic Cost Study*
- 3.4 *Correspondence Program Study*
- 3.5 *2009-2010 Persistence Study*
- 3.6 *2010-2015 Comprehensive Institutional Master Plan*
- 3.7 *Lassen Community College Annual Action Plan 2010-2011*
  
- 4.1 *Human Resource Office Staff Evaluation Status Report June 2010*
- 4.2 *Evaluation Announcement*
- 4.3 *Human Resources Internal Memo*
- 4.4 *Lassen College Faculty Association (LCFA) Contract*
- 4.5 *Instructional Program Review Policy and Procedures Handbook 9<sup>th</sup> edition November 2010*
  
- 5.1 *Governing Board Minutes*
- 5.2 *Organizational Charts*
  
- 6.1 *2010-2015 Comprehensive Institutional Master Plan*
- 6.2 *Organizational Charts*
- 6.3 *Division Chair Minutes*
- 6.4 *Instructional Program Reviews (College Website link District Documents]*
- 6.5 *Instructional Program Review Policy and Procedures Handbook 9<sup>th</sup> edition November 2010*
- 6.6 *2011-2016 Educational Master Plan*
  
- 7.1 *Multi-Year Fiscal and Academic Recovery Plan – February 2008*
- 7.2 *Multi-Year Fiscal and Academic Recovery Plan – September 2008*
- 7.3 *Multi-Year Fiscal and Academic Recovery Plan – November 2009*
- 7.4 *Institutional Planning and Budget Development Process Handbook 2011-2012*
- 7.5 *Instructional Program Review Policy and Procedures Handbook 9<sup>th</sup> edition November 2010*
- 7.6 *Non-instructional Program Review Policy and Procedure Handbook 4<sup>th</sup> edition June 2010*
- 7.7 *2010-2015 Comprehensive Institutional Master Plan*
  
- 8.1 *Multi-Year Fiscal and Academic Recovery Plan – February 2008*
- 8.2 *Multi-Year Fiscal and Academic Recovery Plan – September 2008*
- 8.3 *Multi-Year Fiscal and Academic Recovery Plan – November 2010*
- 8.4 *Governing Board Minutes*
- 8.5 *Institutional Planning and Budget Development Process Handbook 2011-2012*

- 8.6** *2010-2015 Comprehensive Institutional Master Plan*
- 8.7** *President's Cabinet Minutes*
- 8.8** *Sustained Improvement Matrix – pending and completed*

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

<b><i>January 29, 2010</i></b>	<b><i>Letter from ACCJC/WASC removing college from Sanctions</i></b>
<b><i>December 16, 2010</i></b>	<b><i>Consultation Council Meeting to receive preliminary draft Midterm Report</i></b>
<b><i>January 20, 2011</i></b>	<b><i>Consultation Council Meeting Adoption of draft Midterm Report and distribution to campus for review</i></b>
<b><i>January 24- February 11</i></b>	<b><i>Constituent groups meet to give feedback to Consultation Council representatives</i></b>
<b><i>February 24, 2011</i></b>	<b><i>Consultation Council Meeting Adoption of the Midterm Report</i></b>
<b><i>March 8, 2011</i></b>	<b><i>Governing Board approval of Midterm Report</i></b>





<b>2008 ACCREDITATION SELF-STUDY RECOMMENDATIONS:</b>	
<b>STANDARD ONE: MISSION AND INSTITUTIONAL EFFECTIVENESS</b>	
<b>I.A. Mission</b>	<b>Status/Evidence</b>
Communicate to the campus community the central role of the mission statement in planning, decision- making and in linking plans to resource allocation. (I.A.4.)	<p><b>Completed</b>  Revised mission statement adopted by Governing Board <b>September 23, 2008</b>. Mission statement in included in CIMP, Institutional Planning &amp; Budget Development Handbook. Mission statement, vision statement and strategic goals re-affirmed by Governing Board <b>October 13, 2009</b> and <b>September 14, 2010</b>.  Mission statement along with strategic goals included in every Governing Board, Cabinet, Consultation Council, and Curriculum/Academic Standards Committee agenda. Mission statement and strategic goals also found in Faculty and Institutional Planning and Budget Development Handbooks.</p>
<b>I.B. Improving Institutional Effectiveness</b>	<b>Status/Evidence</b>
1. Implement the adopted institutional planning structure to link student learning outcomes, program review, institutional planning and budget allocation. At the end of the first cycle evaluate and modify as necessary to improve institutional effectiveness. (I.B.1., I.B.4., I.B.6., II.C.2. & III.C.1.d.)	<p><b>Completed</b>  Institutional Planning &amp; Budget Development Handbook adopted November 2007  2008-2009 CIMP including recommendations from program review adopted <b>May 13, 2008</b> by Governing Board; 2009-2014 CIMP adopted by Consultation Council <b>May 7, 2009</b> and reviewed by Governing Board <b>June 9, 2009</b>; 2010-2015 CIMP adopted by Consultation Council <b>April 29 , 2010</b> and reviewed by Governing Board <b>June 8, 2010</b>.  Revised NIPR Handbook linking SLO assessment and program review accepted by President’s Cabinet <b>September 29, 2009</b>;  Revised IPR Handbook linking SLO assessment and program review accepted by Academic Senate <b>October 1, 2009</b>. Updated and readopted <b>November 16, 2010</b>.  <b>Implementation of Process:</b>  Strategic goals and program recommendations in master plans utilized in budget allocation during 2008-09 and 2009-2010 annual budget development cycles. The budget development process for 2010-2011 involved planning for budget reductions rather than enhancements, but was still guided by the strategic goals.  <b>Evaluation:</b>  Institutional planning and budget development process evaluated May 2008, May 2009 and May 2010</p>

	<p><b>Modification of Process:</b>  Revised Institutional Planning &amp; Budget Development Handbook adopted August 2008, September 2009 and <b>September 2010</b>  Revised process utilized in the 2009-10 annual budget development cycle.  Revised process utilized in the 2010-11 annual budget development cycle.  Revised process being utilized in the 2011-12 annual budget development cycle.  Revised instructional program review timeline tied to planning cycle adopted by Academic Senate <b>May 11, 2009</b> Updated <b>November 16, 2010</b>.  Revised non-instructional program review timeline tied to planning cycle and process incorporating student learning outcome assessment adopted by President's Cabinet October 6, 2009. NIPR Handbook revised and adopted <b>June 1, 2010</b>. Updated <b>November 23, 2010</b>.</p>
<p>2. Complete the development of goals and objectives within each of the institutional master plans tied to the strategic goals, evaluate the degree to which the goals have been met and articulate that progress to the campus community. (I.B.2. &amp; I.B.3.)</p>	<p><b>Nearing Completion</b>  Strategic Goals adopted by Governing Board <b>August 12, 2008</b>  Updated institutional master plans with objectives and strategies tied to the strategic goals scheduled for adoption <b>June 9, 2009</b>  Implementation and evaluation spreadsheet to measure progress on objectives and strategies adopted by Consultation Council - <b>January 29, 2009</b>  First year status report on progress on short-term objectives and strategies reviewed accepted by Consultation Council <b>May 21, 2009</b> and reviewed by the Governing Board <b>June 9, 2009</b>  Performance Indicators to measure progress towards adopted strategic goals discussed by Governing Board <b>July 25, 2009</b>  Key Performance Indicators with proposed initial targets discussed by Consultation Council <b>September 24, 2009</b> and the Governing Board <b>October 13, 2009</b>.  Initial baseline data presented <b>November 5, 2009</b>  Updated institutional master plans with objectives and strategies tied to the strategic goals adopted by Consultation Council <b>April 29, 2010</b>.  Second year status report on progress on short-term objectives and strategies reviewed accepted by Consultation Council <b>May 27, 2010</b> and reviewed by the Governing Board <b>June 8, 2010</b>.  First Quarterly Review of Progress on annual planning agenda for 2010-2011 presented to Consultation Council <b>October 21, 2010</b> (attachment distributed to campus with minutes).  <b>Second Quarterly Review of Progress on annual planning agenda for 2010-2011 presented to Consultation Council <b>January 20, 2011</b> (attachment distributed to campus with minutes).</b></p>

<p>3. Utilize the Annual Fact Book as the mechanism to document assessment results and communicate results to all constituencies utilizing the adopted shared governance structure. (I.B.5.)</p>	<p><b>Completed</b>  Shared governance structure reviewed and updated <b>September 23, 2008, September 3, 2009</b> and <b>August 26, 2010</b>.  Regular review of enrollment data and other facts during President's Cabinet to measure effectiveness.  Data driven reporting and revision of data regularly reviewed in President's Cabinet and Academic Planning Committee  Program Review Dataset on Report Server; updated "Quick" Fact Book published by IR in Dec 2009  A project to develop Key Performance Indicators (KPIs) to assess Strategic Goal progress, is underway – first publication will be in Spring 2010.</p>
<p>4. Utilize the student learning outcome assessment process, program review process and integrated planning process, specifically the Educational Master Plan, to assure currency and effectiveness  a. of the instructional programs and student support services. (I.B.7)  b. of the college's programs, degrees and certificates. (II.A.1.a.)</p>	<p><b>Initiated</b>  Academic Planning Committee developed academic objectives and strategies for implementation utilizing data from SLO assessment, IPRs and the adopted CIMP Fall 2008. Educational Master Plan incorporating developed objectives adopted as part of the 2009-2014 CIMP <b>May 7, 2009</b> by Consultation Council and reviewed by the Governing Board <b>June 9, 2009</b>  Educational Master Plan incorporating developed objectives adopted as part of the 2010-2015 CIMP <b>April 27, 2010</b> by Consultation Council and reviewed by the Governing Board <b>June 8, 2010</b>  Educational Master Plan incorporating developed objectives adopted as part of the 2011-2016 CIMP <b>December 16, 2010</b> by Consultation Council</p>
<p><b>STANDARD TWO: STUDENT LEARNING PROGRAMS AND SERVICES</b></p>	
<p><b>II.A. Instructional Programs</b></p>	<p><b>Status/Evidence</b></p>
<p>1. Utilize the student learning outcome assessment process, instructional program review process and integrated planning process, specifically the Educational Master Plan, to assure currency and effectiveness of the college's programs, degrees and certificates. (II.A.1.a, II.A.2.e. &amp; II.A.2.f.)</p>	<p><b>Initiated</b>  Academic Planning Committee developed academic objectives and strategies for implementation utilizing data from SLO assessment, IPRs and the adopted CIMP Fall 2008. Educational Master Plan incorporating developed objectives adopted as part of the 2009-2014 CIMP <b>May 7, 2009</b> by Consultation Council and reviewed by the Governing Board <b>June 9, 2009</b></p>

	<p>Academic Senate adopted revised Instructional Program Review Handbook including incorporation of student learning outcome assessment into the review process <b>October 1, 2009</b>. Updated <b>November 16, 2010</b>. Educational Master Plan incorporating developed objectives adopted as part of the 2010-2015 CIMP <b>April 27, 2010</b> by Consultation Council and reviewed by the Governing Board <b>June 8, 2010</b>. Natural Science/Mathematics IPR -2010 including discussion of SLO Assessment results accepted by Consultation Council <b>May 27, 2010</b>. Auxiliary Services - Food Services NIPP - 2010 accepted by Consultation Council <b>October 7, 2010</b>. Administration of Justice/Correctional Science IPR - 2010 including discussion of SLO Assessment results accepted by Consultation Council <b>October 21, 2010</b>. Business IPR - 2010 including discussion of SLO Assessment results accepted by Consultation Council <b>October 21, 2010</b>. Recommendations from Natural Science/Mathematics, AJ/CORS, Business IPRs forwarded to planning committees <b>October 26, 2010</b>.</p>
<p>2. Evaluate the effectiveness of distance education (online and correspondence delivery methods) to ensure meeting student instructional needs. (II.A.1.b.)</p>	<p><b>Completed</b>  Evaluation of correspondence packets for Fall 2008 completed  CIMP - Objectives 2.12 (3.3)  Revised Correspondence Handbook for Instructors developed Fall 2009  Form for student evaluation of faculty delivering instruction through correspondence included in Faculty Contract adopted by the Governing Board <b>February 9, 2010</b>  Distance Education NIPR adopted by President's Cabinet <b>December 7, 2010</b> and accepted by Consultation Council <b>December 16, 2010</b>. Analysis of student retention and success by instructional modality included in NIPR.  Distance Education Plan in development <b>Spring 2011</b></p>
<p>3. Provide at least one “smart” classroom in each instructional building within the next several years. (II.A.1.b.)</p>	<p><b>Completed</b>  Instructional needs for technology and facilities considered as part of the integrated planning and budget development process  Recommendation institutionalized in adopted planning and budget allocation process  Title III Grant application Spring 2010 – re-submittal scheduled for Spring 2011</p>

<p>4. Utilize course assessment results, to integrate course student learning outcomes assessment into program and institutional student learning assessment and use the results of that assessment to make needed modifications to improve student progress and accomplishment of those outcomes and communicate the results college-wide. (II.A.1.c. II.A.2.a. &amp; II.A.2.b.)</p>	<p><b>Initiated</b>  Instructional faculty are aligning course level student learning outcome assessment with program and institutional student learning outcome assessment beginning <b>Fall 2008</b>. Assessment of program and course level student learning outcomes included within Natural Science/Mathematics IPR accepted <b>May 27, 2010</b>. Administration of Justice/Correctional Science IPR - 2010 including discussion of SLO Assessment results accepted by Consultation Council <b>October 21, 2010</b>. Business IPR - 2010 including discussion of SLO Assessment results accepted by Consultation Council <b>October 21, 2010</b>. Recommendations from Natural Science/Mathematics, AJ/CORS, Business IPRs and Food Services NIPR forwarded to planning committees <b>October 26, 2010</b>.</p>
<p>5. Implement and modify as appropriate the three-year scheduling plan and two-year advising plans for all programs to improve sequencing and time to completion for students. (II.A.2.c.)</p>	<p><b>Completed</b>  Annual update during fall of each year to reflect Curriculum/Academic Standards Committee actions of the previous year  Three-year scheduling plan and two-year advising plans updated Fall 2008, Fall 2009 and <b>Fall 2010</b>  Two-year advising plans found on the college website</p>
<p>6. Provide faculty and staff development training in delivery modes, learning styles and diversity, revitalize the interactive television/teleconference classroom, and expand online offerings. (II.A.2.d.)</p>	<p><b>Initiated</b>  Additional online courses in development expected for the Spring 2009 class schedule  Academic Senate initiated Faculty Roundtables Fall 2008 (topics Correspondence and Online Instruction)</p>
<p>7. Analyze the effectiveness of the Mathematics departmental course final examination(s) in measuring student learning and implement any appropriate changes. (II.A.2.g.)</p>	<p><b>Completed</b>  The mathematics instructors analyzed the departmental final examination for Elementary Algebra (only course with a departmental final) and determined that the final was not sufficient for the rigor of the course. The departmental final has been discontinued pending the rewrite.</p>

<p>8. Utilize course assessment results, to develop and implement assessment plans for the assessment of</p> <p>a. degree and certificate student learning outcomes. (II.A.2.h. &amp; II.A.2.i.)</p> <p>b. student learning outcomes for institutional general education student learning outcomes. (II.A.3.a, b, &amp; c.)</p>	<p><b>Initiated</b></p> <p>Instructional faculty are aligning course level student learning outcome assessment with program and institutional student learning outcome assessment beginning Fall 2008</p> <p>General education student learning outcomes assessed for appropriate general education courses (ES 1, PLC 1, etc.)</p> <p>Topic of general education SLOs revisited by Curriculum/Academic Standards Committee <b>Spring 2009.</b></p> <p>Assessment of program and course level student learning outcomes included within Natural Science/Mathematics IPR accepted <b>May 2010.</b> Administration of Justice/Correctional Science IPR - 2010 including discussion of SLO Assessment results accepted by Consultation Council <b>October 21, 2010.</b> Business IPR - 2010 including discussion of SLO Assessment results accepted by Consultation Council <b>October 21, 2010.</b> Recommendations from Natural Science/Mathematics, AJ/CORS, Business IPRs and Food Services NIPR forwarded to planning <b>committees October 26, 2010.</b></p>
<p>9. Clarify the specific areas of concentration within the Liberal Arts; General Education and IGETC University Studies associate degrees in order to meet the changes in Title 5 requirements. (II.A.4.)</p>	<p><b>Completed</b></p> <p>Certificates of Achievement in CSU GE and IGETC approved Spring 2008. Revised associate degrees in Administration of Justice, Agriculture, Allied Health, Child Development, Humanities, Natural Science, and Social Science approved <b>Fall 2008.</b> Revised University Studies degree in Physical Education approved <b>Spring 2009.</b></p>
<p>10. Complete and publish the Faculty Handbook to</p> <p>a. expressly state that student learning outcomes in course syllabi must be consistent with the course outline of record. (II.A.6.a.)</p> <p>b. clearly communicate to all faculty clear expectations concerning the distinction between academic freedom and the line between personal conviction and professionally accepted views in a discipline. (II.A.7.a.)</p> <p>c. clearly communicate to all faculty clear expectations concerning communication with students about consequences of plagiarism and other forms of academic dishonesty. (II.A.7.b.)</p>	<p><b>Completed</b></p> <p>Updated Faculty Handbook distributed <b>June 2010</b></p> <p>SLOs on syllabi - pg 9</p> <p>Academic Freedom/Personal Conviction - pg 12 and Appendix G</p> <p>Plagiarism/Academic Dishonesty - pg 11</p> <p>Annual review and update of Faculty Handbook by the Office of Instruction</p> <p>Faculty Handbook on college website</p>
<p><b>II.B. Student Support Services</b></p>	<p><b>Status/Evidence</b></p>

<p>1. Utilize the adopted planning structure to integrate the recommendations from the Non-Instructional Program Reviews (NIPRs) into institutional planning documents in order to provide equitable student access to services on and off campus. (II.B.1. &amp; II.B.3.a.)</p>	<p><b>Completed</b>  NIPR recommendations being integrated into the budget and priorities process annually.  Student Services NIPRs accepted by President's Cabinet <b>September 8, 2009</b> and Consultation Council.  Maintenance &amp; Operations NIPR accepted by Cabinet <b>September 22, 2009</b> and Consultation Council.  Revised NIPR Handbook linking SLO assessment and program review accepted by President's Cabinet <b>September 29, 2009</b>  Revised NIPR Handbook accepted by President's Cabinet <b>June 1, 2010</b>.  Recommendations from 2009 NIPRs incorporated in the "Program Review Recommendations for Institutional Planning" <b>January 2010</b>.  Recommendations from Auxiliary Services – Food Services, Marketing/Public Outreach, Distance Education and Community Services NIPRs forwarded to planning committees <b>December 16, 2010</b>.  Recommendation institutionalized in adopted planning and budget allocation processes.</p>
<p>2. Assess student interest in order to increase student participation in college activities. (II.B.3.b.)</p>	<p><b>Completed</b>  Provided enhanced ASB Student Survey in <b>Spring 2008</b>.  Increased student activities available to all students in Spring 08 and Fall 08  Annual ASB Student Survey completed <b>Spring 2009</b></p>
<p>3. Develop and implement an early alert program to identify students in need of counseling, tutoring, or other student support services which will result in a successful retention program. (II.B.3.c.)</p>	<p><b>Initiated</b>  Provided enhanced student orientation programming, work-study orientation, and student educational planning.  Basic Skills committee and plan is monitoring effective strategies and basic skills needs in English, Math and Reading  Incorporated into institutional planning 2009-2014 CIMP  Ongoing strategy in 2010-2015 CIMP</p>
<p>4. Expand and refine the Annual Fact Book through the utilization of the new computer system, Datatel, to obtain more information on student data reports and data requirements for program review. (II.B.3.c, II.B.4. &amp; IV.B.2.b.)</p>	<p><b>Completed</b> <i>Rewrite with Kayleigh</i>  Annual Fact Book replaced with Data Mart, an user intuitive analytic interface providing direct access and scenario-building capability with data periodically and automatically updated FY 08/09  Established research agenda for both decision support and the scholarship of learning.  Growing usage of reports on the report server.  Regular review of data in President's Cabinet.</p>



<p>5. Coordinate with the Dean of Student Services, EOPS, and ASB staff to support and coordinate more student activities that support cultural diversity on campus. (II.B.3.d.)</p>	<p><b>Initiated</b>  Increasing outreach to Native American and Latino communities.  Cinco De Mayo On Campus celebration annualized beginning Spring 2008  Expand role of Student Ambassadors in planning cultural diversity activities; Coordinate with OOI for curricular activities?</p>
<p>6. Develop an Enrollment Management/Student Service Plan (containing the Student Equity Plan), which includes ways to increase recruitment of culturally diverse populations to Lassen Community College. (II.B.3.d.)</p>	<p><b>Initiated</b>  The Student Services Plan informed by the Educational Master Plan. 2022-2016 Educational Master Plan adopted by Consultation Council <b>December 16, 2010</b>.  Increasing Student Equity Plan needs to be assessed/updated</p>
<p>7. Convene a student panel to review assessment test and instructions for possible cultural and/or linguistic bias; implement appropriate changes. (II.B.3.e.)</p>	<p><b>Initiated</b>  Implementing a Consequential Validity Study for the college assessment test in Fall 2008  Validity study continues throughout FY 08/09 looking for possible bias</p>
<p>8. Provide training to staff and faculty to ensure compliance with the Family Educational Rights and Privacy Act (FERPA) policies. (II.B.3.f.))</p>	<p><b>Completed</b>  <b>FERPA policy reviewed on 10.4.08 with student services staff and in President's Cabinet.</b>  <b>On going review assigned to A&amp;R</b>  <b>Reviewing Board Policy based on FERPA</b></p>
<p><b>II.C. Library and Learning Support Services</b></p>	<p><b>Status/Evidence</b></p>
<p>1. To encourage broad faculty participation, develop formal procedures for selection and evaluation of library materials and equipment, and, through the institutional planning process, develop a combined, larger, more accessible Learning Resources Center. (II.C.1.a.)</p>	<p><b>Partially met</b>  <b>Recommendation institutionalized in adopted planning and budget allocation processes.</b></p>
<p>2. Develop a Human Resource Plan to assess the effective use of human resources through the evaluation of staffing recommendations from the other institutional planning documents such as program reviews, which is evaluated and updated annually. (III.A.2. III.A.6. &amp; II.C.1.b.)</p>	<p><b>Partially met</b>  Human Resource Plan (Staffing Plan) one component of 2009-2014 CIMP adopted by Consultation Council <b>May 7, 2009</b> and reviewed by the Governing Board <b>June 9, 2009</b>;  Staffing Priorities recommended by Consultation Council <b>April 30, 2009</b> based on program review and planning recommendations  Staffing plan (instructional) incorporated into Education Master Plan as part of 2010-2015 CIMP adopted by Consultation Council <b>April 27, 2010</b>.  Human Resource Plan one component of 2010-2015 CIMP adopted by Consultation Council <b>April 27, 2010</b>.  2011-2016 Educational Master Plan adopted by Consultation Council <b>December 16, 2010</b> informs the Human Resource Plan, in development</p>

<p>3. Through the institutional planning process—the Educational Master Plan and the Facilities Master Plan, the college will effect prioritization and appropriate allocation of resources to update the existing technology and consider a new building. (II.C.1.c.)</p>	<p><b>Completed</b>  Recommendation institutionalized in adopted planning and budget allocation processes  NIPR – Library scheduled for Spring 2012</p>
<p>4. Through the institutional planning process, provide effective maintenance and security for the college’s library and other learning support services, including specific provision for additional technical and professional staff: plan for the creation of a centralized Learning Resources Center in order to consolidate staff and incorporate instructional media and other functions performed by the Library and the Learning/Tutoring Center. (II.C.1.d.)</p>	<p><b>Completed</b>  Recommendation institutionalized in adopted planning and budget allocation processes  NIPR – Library scheduled for Spring 2012</p>
<p>5. To consult formally and informally with faculty and students to evaluate cooperatively-acquired resources for reliability, accessibility, usability, and suitability so support the mission of the college, and to monitor cooperative purchasing opportunities to provide excellent online resources. (II.C.1.e.)</p>	<p><b>Completed</b>  Recommendation institutionalized in adopted planning and budget allocation processes  NIPR – Library scheduled for Spring 2012</p>
<p>6. Implement the adopted institutional planning structure to link student learning outcomes, program review, institutional planning and budget allocation. At the end of the first cycle evaluate and modify as necessary to improve institutional effectiveness. (I.B.1. I.B.4. I.B.6. &amp; II.C.2.)</p>	<p><b>Completed</b>  Recommendation institutionalized in adopted planning and budget allocation processes  NIPR – Library scheduled for Spring 2012  Initial progress on planning objectives evaluation completed <b>May 2009</b>  Revised NIPR Handbook linking SLO assessment and program review accepted by President’s Cabinet <b>September 29, 2009</b>  Revised NIPR Handbook accepted by President's Cabinet <b>June 1, 2010</b>. Revised <b>November 23, 2010</b></p>
<p><b>STANDARD THREE: RESOURCES</b></p>	
<p><b>III.A. Human Resources</b></p>	<p><b>Status/Evidence</b></p>
<p>1. Use appropriate staff evaluation functions to review and revise classified job descriptions for accuracy and relationship to institutional mission and goals. (III.A.1.a.)</p>	<p><b>Partially met</b>  Director of Human Resources review of evaluation status and instruments Fall 2008  CSEA and district engaged in negotiations</p>

<p>2. Utilize the collective bargaining process to modify the evaluation process and forms to address changing performance expectations. (III.A.1.b.)</p>	<p><b>Partially met</b>  Director of Human Resources review of evaluation status and instruments Fall 2008  Agreement between LCFA and District revising evaluation instruments adopted by the Governing Board <b>February 9, 2010</b>  CSEA and district engaged in negotiations</p>
<p>3. Develop procedures and forms consistent with board policy for the evaluation of confidential employees. (III.A.1.b.)</p>	<p><b>Partially met</b>  Director of Human Resources review of evaluation status and instruments Fall 2008  Management/confidential employees and district meet regularly</p>
<p>4. Revise evaluation forms as appropriate to include a specific component to assess the effectiveness in producing stated student learning outcomes through appropriate bargaining unit negotiations. (III.A.1.c.)</p>	<p><b>Completed</b>  Faculty evaluation includes participation in instructional program review and student learning outcome assessment addressed during program review.</p>
<p>5. Develop a Human Resource Plan to assess the effective use of human resources through the evaluation of staffing recommendations from the other institutional planning documents such as program reviews, which is evaluated and updated annually. (III.A.2. III.A.6. &amp; II.C.1.b.)</p>	<p><b>Partially met</b>  Human Resource Plan (Staffing Plan) one component of 2009-2014 CIMP adopted by Consultation Council <b>May 7, 2009</b> and reviewed by the Governing Board <b>June 9, 2009</b>;  Staffing Priorities recommended by Consultation Council <b>April 30, 2009</b> based on program review and planning recommendations  Human Resource Plan one component of 2010-2015 CIMP adopted by Consultation Council <b>April 27, 2010</b>.  2011-2016 Educational Master Plan adopted by Consultation Council <b>December 16, 2010</b> informs the Human Resource Plan, in development</p>
<p>6. Revise board policies as necessary for consistency with changes in Title 5 regulations and bargaining agreements, incorporated the policy changes into college procedures and consistently implement adopted procedures. (III.A.3.a.)</p>	<p><b>In progress</b>  Implementing CCLC Policy Service Board Policy Structure to be completed during FY 10-11</p>
<p>7. Complete development of a district equal employment opportunity plan and implement training of staff and faculty on components of the equal employment opportunity plan requirements. (III.A.4.a.)</p>	<p><b>Completed</b>  EEO Plan Recommendation for adoption from Consultation Council <b>March 12, 2009</b>  Accepted by Governing Board <b>July 14, 2009</b></p>
<p>8. Assess the college employment record relevant to equity and diversity over the last five years and incorporate the data into the Annual Fact Book. (III.A.4.b.)</p>	<p><b>Completed</b>  Human Resource Committee meeting  Data included in Annual Fact Book</p>

<p>9. Utilize the Faculty and Staff Development Committee to assess individual and organizational needs for professional growth and ensure professional development activities are meeting the need of the college's personnel. (III.A.5.a. &amp; b.)</p>	<p><b>Partially met</b> Human Resource Committee meeting annually to develop the Human Resource Plan with Faculty and Staff Development component in conjunction with other institutional planning documents</p>
<p><b>III.B. Physical Resources</b></p>	<p><b>Status/Evidence</b></p>
<p>Utilize the program review process, Facilities Master Plan, and adopted resource allocation process to plan for short-term and long-term development and maintenance of facilities both on and off campus. (III.B.1.a., III.B.1.b., III.B.2.a. &amp; III.B.2.b.)</p>	<p><b>Completed</b> Facilities Planning Committee meets regularly Updated Facilities Master Plan scheduled for adoption Spring 2009. 2009-2010 budget currently in development including facilities requests Resource allocation determined by the integrated planning and budget development process (facilities included) Maintenance &amp; Operations NIPR accepted by Cabinet <b>September 22, 2009</b> Updated Facilities Master Plan adopted <b>April 27, 2010</b>. <b>Recommendation institutionalized in adopted planning and budget allocation processes.</b></p>
<p><b>III.C. Technology Resources</b></p>	<p><b>Status/Evidence</b></p>
<p>1. Implement the non-instructional program review process as required for the Information Technology function to feed the budget development process and utilize the Institutional Technology and Educational Technology Plans as part of institutional college planning in order to provide effective technology support for the institution including distance education. (III.C.1.a.)</p>	<p><b>Completed</b> Non-instructional Program Review for Institutional Technology completed Spring 2008 Updated Institutional Technology Plan adoption <b>May 7, 2009</b> as one component of 2009-2014 CIMP. Updated Institutional Technology Plan adoption <b>April 27, 2010</b> as one component of 2010-2015 CIMP. Updated Institutional Technology Plan in development <b>Recommendation institutionalized in adopted planning and budget allocation process</b></p>
<p>2. Implement the revised Institutional Planning and Budget Development Process during the 2007-2008 academic year to ensure a. institutional planning is based on a realistic assessment of resource availability and the development of financial resources. (III.D.1.b.) b. the 2008-2009 adopted budget allows for all constituencies to have appropriate opportunities to participate in its development. (III.D.1.d.)</p>	<p><b>Completed</b> 2008-2009 budget developed utilizing the adopted Institutional Planning and Budget Development Process 2009-2010 budget developed utilizing the adopted Institutional Planning and Budget Development Process Institutional prioritization of budget requests occurred <b>April 30, 2009</b>. 2010-2011 budget developed utilizing the adopted Institutional Planning and Budget Development Process despite the need for a planned 5% reduction in expenditures instead of enhancement. 2010-2011 Budget adopted by the Governing Board <b>October 12, 2010</b>. 2011-2012 budget development process initiated October 2010. <b>Recommendation institutionalized in adopted planning and budget allocation process</b></p>

<p>3. Implement the adopted institutional planning structure to link student learning outcomes, program review, institutional planning and budget allocation to address Datatel system needs. At the end of the first cycle evaluate and modify as necessary to improve institutional effectiveness. (I.B.1., I.B.4., I.B.6., II.C.2. &amp; III.C.1.d.)</p>	<p><b>Completed</b>  Institutional Planning &amp; Budget Development Handbook adopted November 2007  CIMP including recommendations from program review adopted <b>May 13, 2008</b> by Governing Board Process  Institutional planning and budget development process evaluated May 2008  Revised Institutional Planning &amp; Budget Development Handbook adopted August 2008  Non-instructional Program Review for Institutional Technology completed <b>Spring 2008</b>  Updated Institutional Technology Plan adoption <b>May 7, 2009</b> as one component of 2009-2014 CIMP.  Updated Institutional Technology Plan adoption <b>April 27, 2010</b> as one component of 2010-2015 CIMP.  Resource allocation determined by the integrated planning and budget development process (institutional technology included)  Revised Institutional Planning &amp; Budget Development Handbook adopted <b>September 29, 2009</b> and <b>August 26, 2010</b></p>
<p>4. Develop Disaster Recovery/Business Continuity Plans. (III.C.2.)</p>	<p><b>Initiated</b>  The Dean of Administrative Services and Director of Maintenance with an adhoc shared governance committee are preparing draft plans for adoption <b>Spring 2009</b>.</p>
<p><b>III.D. Financial Resources</b></p>	<p><b>Status/Evidence</b></p>

<p>1. Implement the revised Institutional Planning and Budget Development Process during the 2007-2008 academic to ensure the 2008-2009 adopted budget supports the institutional mission, goals, and planning agendas. (III.D.1.a.)</p>	<p><b>Completed</b>  Institutional Planning &amp; Budget Development Handbook adopted November 2007  CIMP including recommendations from program review adopted <b>May 13, 2008</b> by Governing Board Process  Institutional planning and budget development process evaluated May 2008, May 2009, and May 2010  Revised Institutional Planning &amp; Budget Development Handbook adopted August 2008  2008-2009 budget developed utilizing the Institutional Planning and Budget Development Process Implementation and evaluation spreadsheet on progress towards objectives and strategies adopted by Consultation Council - <b>January 29, 2009</b>  First Annual status report on progress on short-term objectives and strategies adopted by Consultation Council <b>May 21, 2009</b> and reviewed by the Governing Board <b>June 9, 2009</b>  2009-2010 budget developed utilizing the revised Institutional Planning and Budget Development Process tied to strategic goals, objectives and strategies identified in the 2009-2014 CIMP  Second year status report on progress on short-term objectives and strategies reviewed accepted by Consultation Council <b>May 27, 2010</b> and reviewed by the Governing Board <b>June 8, 2010</b>.  2010-2011 budget developed utilizing the revised Institutional Planning and Budget Development Process tied to strategic goals, objectives and strategies identified in the 2010-2015 CIMP  Revised Institutional Planning &amp; Budget Development Handbook adopted <b>September 2009</b> and <b>August 26, 2010</b>.  First Quarterly Review of Progress on third year annual plan conducted by Consultation Council <b>October 21, 2010</b>.  Second Quarterly Review of Progress on third year annual plan conducted by Consultation Council <b>January 20, 2011</b>.  Recommendation institutionalized in adopted planning, budget allocation and evaluation process</p>
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<p>2. Implement the revised Institutional Planning and Budget Development Process during the 2007-2008 academic year to ensure</p> <p>a. institutional planning is based on a realistic assessment of resource availability and the development of financial resources. (III.D.1.b.)</p> <p>b. the 2008-2009 adopted budget allows for all constituencies to have appropriate opportunities to participate in its development. (III.D.1.d.)</p>	<p><b>Completed</b></p> <p>Institutional Planning &amp; Budget Development Handbook adopted November 2007</p> <p>CIMP including recommendations from program review adopted <b>May 13, 2008</b> by Governing Board Process</p> <p>Institutional planning and budget development process evaluated May 2008 and May 2009</p> <p>Revised Institutional Planning &amp; Budget Development Handbook adopted August 2008</p> <p>2008-2009 budget developed utilizing the Institutional Planning and Budget Development Process</p> <p>Revised handbook adopted August 2008</p> <p>Implementation and evaluation spreadsheet on progress towards objectives and strategies adopted by Consultation Council - January 29, 2009</p> <p>First Annual status report on progress on short-term objectives and strategies adopted by Consultation Council <b>May 21, 2009</b> and reviewed by the Governing Board <b>June 9, 2009</b></p> <p>2009-2010 budget developed utilizing the revised Institutional Planning and Budget Development Process tied to strategic goals, objectives and strategies identified in the 2009-2014 CIMP</p> <p>Second year status report on progress on short-term objectives and strategies reviewed accepted by Consultation Council <b>May 27, 2010</b> and reviewed by the Governing Board <b>June 8, 2010.</b></p> <p>2010-2011 budget developed utilizing the revised Institutional Planning and Budget Development Process tied to strategic goals, objectives and strategies identified in the 2010-2015 CIMP</p> <p>Revised Institutional Planning &amp; Budget Development Handbook adopted <b>September 2009 and 2010</b></p> <p>First Quarterly Review of Progress on third year annual plan conducted by Consultation Council <b>October 21, 2010.</b></p> <p>Second Quarterly Review of Progress on third year annual plan conducted by Consultation Council <b>January 20, 2011.</b></p> <p><b>Recommendation institutionalized in adopted planning, budget allocation and evaluation process</b></p>
<p>3. Complete and publish a Multi-Year Fiscal and Academic Recovery Plan that</p> <p>a. assesses the Districts fiscal condition and communicates the Districts resource availability, development of financial resources, partnerships, and expenditure requirements. (III.D.1.b.)</p> <p>b. considers the long-term financial priorities when making short-term financial plans to assure financial stability. (III.D.1.c.)</p>	<p><b>Completed</b></p> <p>Multi-Year Fiscal and Academic Recovery Plan adopted February 26, 2008</p> <p>Revised Plan approved <b>September 23, 2008</b></p> <p>On-going assessment of the district's fiscal condition</p> <p>Status reports to President's Cabinet and campus community(budget forums and Consultation Council minutes)</p> <p>Multi-Year Recovery Plan reviewed and updated – adopted by the Governing Board <b>November 10, 2009</b></p>

<p>4. Refine the format of annual budget to communicate the strategic direction of the institution in terms of financial funding and publish the annual audit, the related findings, and the related responses in a timely manner to assure the institution of appropriate allocation and use of financial resources. (III.D.2.a.)</p>	<p><b>Completed</b>  Final Budget for 2008-2009 approved by the Governing Board <b>September 23, 2008</b>  2007-2008 annual audit published <b>December 31, 2008</b>  Financial section incorporated into CIMP  On-going assessment of the district's fiscal condition  Status reports to President's Cabinet and campus community  On-going updates of Corrective Action Matrix reviewed by President's Cabinet  2009-2010 budget developed utilizing the revised Institutional Planning and Budget Development Process tied to strategic goals, objectives and strategies identified in the 2009-2014 CIMP  Final Budget for 2009-2010 approved by the Governing Board <b>October 13, 2009</b>  Revised 2009-2010 Budget adopted by the Governing Board <b>February 9, 2010</b>  Annual Audit presented to the Governing Board <b>February 9, 2010</b>  Final Budget for 2010-2011 approved by the Governing Board <b>October 12, 2010</b></p>
<p>5. Continue to review, evaluate, and improve the operational procedures resulting from the implementation of the new Datatel system. (III.D.2.g.)</p>	<p><b>Partially met</b>  Status reports to President's Cabinet and campus community</p>



<p>6. Communicate the program review schedule and importance of a regular systematic evaluation for institutional planning and budget development purposes. (III.D.3.)</p>	<p><b>Completed</b>  Instructional Program Review Orientation held <b>August 14, 2008</b>  Regular discussions of instructional program review process at Academic Senate, Division Chairs and Division Meetings  Revised timeline for instructional program review adopted by the Academic Senate May 11, 2009  Non-instructional program reviews scheduled for 2010 announced at Consultation Council on <b>October 8, 2009.</b>  Instructional program reviews scheduled for 2010 announced at Consultation Council on <b>October 15, 2009.</b>  Orientation for 2009-2010 instructional program reviews held <b>January 21, 2010</b>  Non-instructional program reviews scheduled for 2011 announced at Consultation Council on <b>October 7, 2010.</b>  Instructional program reviews scheduled for 2011 announced at Consultation Council on <b>October 21, 2010.</b></p>
<p><b>STANDARD FOUR: LEADERSHIP AND GOVERNANCE</b></p>	
<p><b>IV.A. Decision-Making Roles and Processes</b></p>	<p><b>Status/Evidence</b></p>
<p>1. Use the evaluation process for the governance structure to determine whether faculty, staff, and student participation in governance, communication and professional relationships have improved. (IV.A.1.IV.A.2.a. &amp; IV.A.3.)</p>	<p><b>Completed</b>  Shared governance document evaluated May 2008, May 2009, May 2010  Revised document adopted <b>September 23, 2008, September 3, 2009, and August 26, 2010</b>  <b>Recommendation institutionalized in adopted evaluation process</b>  <b>Annual Evaluation of the shared governance process each May</b></p>
<p>2. Include in new employee orientation, an introduction to the accreditation standards and process of institutional self-study. (IV.A.4.)</p>	<p><b>Initiated</b>  HR/Staff Development Committee gathering information on existing new employee orientation programs offered by Community Colleges.</p>

3. Publish Consultation Council agendas and minutes to the college web site. (IV.A.5.)	<b>Completed</b> Consultation Council/Strategic Planning Committee agendas and minutes emailed to everyone distribution list on email and published on the college website
<b>IV. B. Board and Administrative Organization</b>	<b>Status/Evidence</b>
1. Replace all Board Policy Manuals with new, updated manuals and make an updated Board Policy Manual available on the college website. (IV.B.1.d.)	<b>Completed</b> Updated Board Policies posted to the college website
2. Provide an orientation to assist each new Governing Board member-elect to understand the Governing Board's functions, policies and procedures upon the assumption of office. (IV.B.1.f.)	<b>Completed</b> Orientation for newly elected board members was provided Fall 2008. President provides orientation for each new board member President provides annual board training on boardsmanship

<p>3. Assure timely completion and reporting of the Governing Board evaluation process of the President. (IV.B.1.j.)</p>	<p><b>Completed</b> Annual evaluation of President completed <b>June 10, 2008</b>.  Interim evaluation completed <b>September 9, 2008</b>  Annual evaluation of President completed <b>February 2009</b>  Annual evaluation of President completed <b>June 2010</b>  On-going annual evaluation of the college president</p>
<p>4. Provide for the professional development of administrators and use the evaluation process to manage performance. (IV.B.2.a.)</p>	<p><b>Completed</b>  Evaluations of all administrators are current effective <b>Fall 2008, Fall 2009, Fall 2010</b>  On-going annual evaluation of all college administrators  <b>Lassen College Leadership Development</b></p>
<p>5. Expand and refine the Annual Fact Book through the utilization of the new computer system, Datatel, to obtain more information on student data reports and data requirements for program review.</p>	<p><b>Completed</b>  Program Review Dataset on Report Server  Updated “Quick” Fact Book published by IR in <b>Spring 2010</b></p>
<p>6. Evaluate budget development timeline, budget development and institutional planning processes used in developing the 2008-2009 budget and make appropriate adjustments to processes and timeline for the 2009-2010 academic year. (IV.B.2.d. &amp; III.D.1.)</p>	<p><b>Completed</b>  Timeline for 2009-2010 revised as a consequence of evaluation conducted in May 2008  <b>Recommendation institutionalized through the adopted evaluation process and timeline.</b>  <b>Annual evaluation of the planning and budget development process each May.</b>  <b>No changes in timeline 2009, 2010 and 2011.</b></p>
<p>7. Conduct focused research to determine whether the President’s communications with served communities is effective. (IV.B.2.e.)</p>	<p><b>Completed</b>  <b>Check with Monica</b></p>

**AGRICULTURE**  
**2009-2010 INSTRUCTIONAL PROGRAM REVIEW**  
**EXECUTIVE SUMMARY AND PRIORITIZED RECOMMENDATIONS**

Lassen College Agriculture department is stabilizing. It has been a challenge with the changing of administration and agriculture staff; it finally feels like there is a consistent direction for the college and the agriculture department. This has created a more positive attitude about our program in the surrounding high school vocational departments. The real challenge for the program is there are not enough students in our local area to fill our classes. With out support in recruitment it is a struggle for enough students in our agriculture department. After completing the program review, I feel that the program is covering the basic necessities for lower division core classes for the agriculture student. The agriculture program also has some rare technologies, for a community college. The students that go through our program are being very successful as they transfer to the university or move into a career. In my analysis the biggest hole in the agriculture and rodeo program is recruitment. It doesn't matter if Lassen College is the best program in the country, if the prospective students don't know about us they are not going to come. This void has been addressed by the administration and the Agriculture faculty and a recruiting plan is going to be in place for the spring. The plan is basically getting the staff and students into the high school vocational classrooms

The following recommendations are important to the agriculture program. It would be nice to have new and fancy equipment and there are a few items that need to be replaced. Most of the recommendations have been prioritized based on how it will effect student retention and recruitment.

**Facilities Recommendations:**

Facilities always need to be improved: The following is a list of items that would help the program to expand and prosper.

- 1. Water truck for arena**
- 2. Horse trailer**
- 3. One ton pick up (replacement)**
- 7. Indoor arena for rodeo practice and horses classes**
8. Safety fence around perimeter of agr facilities (pipe)
9. Completion of pipe corrals around arena and surrounding area
10. Landscaping of agriculture facilities
  - Installation of sprinkler system for lawn area and arena
  - Plant trees and plants in livestock area
11. Horse purchases for horsemanship program
12. Additional tack rooms for students
13. Wash Rack area
14. Bleachers for spectators and clinics
15. Cryopreservative
16. Heater for green house

The above items are all items that would make the facilities and the program better. However the bolded items would make the biggest improvements. A few items on the list need to be considered and planned for as the cost is very prohibitive.

**Staffing Recommendation:**

5. Additional hours or another part time employee needs to be hired to fill the void that was created with the dismissal of our second part time agriculture support staff two years ago.
6. Add back full-time faculty position eliminated in 2006 as enrollments increase

**Budget Recommendation:**

17. Increase the budget when the capacity of forty rodeo students is reached

**Curriculum Recommendation:**

4. Consider addition of courses in veterinary science

**Tracking Recommendations:**

18. Track student learning outcome assessment results in order to evaluate the effectiveness of the program
19. Track completion of degrees, transfer and job placement of students.

**2010 Distance Education**  
**Non- Instructional Program Review**  
**Executive Summary/Abstract**

The Distance Education program is currently comprised of two delivery modalities: Correspondence and Internet-based online delivery. The college offers no coursework via Interactive Television (ITV) but has the capacity to do so in the future. This review includes information regarding both delivery methods currently employed and includes recommendations for future ITV course delivery.

The Distance Education program is an important component of FTE generation at the college, accounting for 33% in AY 2009-2010. While online delivery constituted one-tenth of that amount, there is clearly a large potential for growth in Internet-based courses.

The Distance Education program offers coursework that contributes to the successful completion of either the CSU General Education Certificate of Achievement or the IGETC Certificate of Achievement. ACCJC approved offering the Associate of Arts degree more than fifty percent (50%) via correspondence delivery in June 2007. The college is currently seeking approval for the correspondence delivery of the Associate in Arts Degree in Administration of Justice and Associate of Science Degree in Correctional Science designed to meet the needs of law enforcement personnel.

As stated in the Substantive Change Addendum submitted to ACCJC in September, 2010 by the College's Accreditation Liaison Officer, "Following ACCJC's 2007 approval, the institution moved to strengthen the instructional and support services provided to distance education students. Two primary populations of students receiving instruction via correspondence have been identified: community students and incarcerated students. The community students may be at a geographic distance having limited or no access to the campus, but having full access to resources such as libraries and the internet or local having complete access to campus services, but unable to avail themselves of traditional on-campus instruction due to constraints imposed by physical limitations, jobs, or other factors limiting the ability to regularly participate in on-campus classes. The incarcerated students reside in correctional facilities primarily located in California, although some have been transferred out of State. The incarcerated students have no access to the campus and no access to resource materials typically available to traditional on-campus and community correspondence students".

Because LCC Distance Education serves both incarcerated and community student populations, the program has a three-fold objective:

1. To provide access to geographically constrained students and those unable to attend regularly scheduled on-campus courses;
2. To provide core curriculum necessary to meet the needs of students planning to attain a degree at Lassen or extend their studies at a four-year institution

3. To assure continuity between basic skills, pre-collegiate, and collegiate curriculum, basic skills courses in English and Mathematics are included as components of this program.

The course, program and institutional level student learning outcomes for those courses and programs delivered via Distance Education modalities are the same as those included within the program. To that end, the four Distance Education Student Learning Outcomes are:

1. Students enrolled in courses via distance learning modalities (i.e., Internet-based or Correspondence) will achieve Institutional Student Learning Outcomes greater than or equal to those achieved in face-to-face classrooms (See Appendix A).
2. Students enrolled in courses via distance learning modalities (i.e., Internet-based or Correspondence) will achieve Student Learning Outcomes greater than or equal to those achieved in face-to-face classrooms (See Appendix B).
3. Students enrolled in courses via distance learning modalities (i.e., Internet-based or Correspondence) will exhibit course retention, course success and persistence rates greater than or equal to students enrolled in face-to-face sections (See Appendix C).
4. Students enrolled in courses via distance learning modalities (i.e., Internet-based or Correspondence) will report satisfaction with student services and instructional resources greater than or equal to students enrolled in face-to-face classrooms (See Appendix E).

## **B. Prioritized Recommendations from Sections 1-6**

### **Planning and Assessment**

1. Create a Distance Education Plan in alignment with the Educational Master Plan to inform the spring 2011 development of the Comprehensive Institutional Master Plan to include correspondence, online and ITV delivery.
2. Prepare for a gradual transition from correspondence course delivery to online course delivery for community distance education students and ITV delivery for community and outreach students.
3. Track student retention, success, and persistence data and assure the use of these data in ongoing program improvement.
4. Schedule core courses according to the two-year Academic Plan in order to provide students with the opportunity to complete coursework toward certificates and degrees via distance education modalities.
5. Identify best practices for correspondence and online course delivery. Pilot appropriate projects to implement these best practices in courses and assess impact on success rates.
6. Assess the relationship between student late assignment submissions and lack of success in distance education courses and identify the primary factors contributing to late assignment submissions.
7. Review the curricular offerings in distance education to determine the variety of courses that best meet the needs of students within the existing constraints of available qualified instructors.
8. Assess completion and transfer rates for all students enrolled in distance education courses.
9. Track budgets separately for all Distance Education courses to determine ratio of expenses to FTES.
10. Utilize fiscal impact in educational planning for Distance Education program growth

11. Consider and adopt an appropriate software package for managing student learning outcome assessments at course, program and institutional levels.

## **Training**

12. Faculty training is a priority. Fund and/or implement professional development activities for faculty both on and off-campus.
13. Implement online faculty training for all off-campus faculty teaching at a distance.
14. Implement professional development aimed at increasing the number of and support for online and ITV instructors.

## **Operational Procedures**

15. Enhance and improve workflow processes in the Distance Education Office to assure timely and meaningful feedback to students.
16. Schedule appropriate late-start and/or late finish courses to serve the needs of students inmates with institutional constraints that prevent them from successfully enrolling in and completing traditional seventeen-week sessions.
17. Centralize support functions for correspondence, online and ITV students and faculty in the Distance Education Office.
18. Assess the feasibility of reconfiguring the current office space to assure an inviting space for students and faculty.
19. Assess the feasibility of moving the Distance Education Office to a more centralized location through the Space Utilization Study scheduled to occur in 2010-2011.
20. Purchase/upgrade computers for increased technology/software demands.
21. Redirect the contact phone number for the Distance Education Office.
22. Revisit the copier service contract.

## **Staffing**

23. Assure appropriate staffing levels in the Distance Education Office to include a Distance Education Coordinator and an Instructional Support Specialist I.
24. Fund a part-time position for ITV support to include a Help Desk function for online students requiring technical support.

## **Student Support**

25. Encourage students to fully utilize the support services offered via the Instructional Support Specialist.
26. Develop a protocol and implement an ongoing systematic assessment of each course, program, and institutional level and general education student learning outcomes to assure the achievement of these SLOs are similar for students in face-to-face and distance education courses.



# Educational Master Plan

## **I. INTRODUCTION**

From its establishment in 1925, Lassen Community College has provided a balance of educational program offerings. Beginning in 1935 with the Forest Technology program, the college has developed and revised a mix of academic and vocational programs appropriate to the mission of California Community Colleges. Originally built as one of the state's "small but necessary" campuses, the college successfully provides comprehensive educational programs in spite of its small size.

The college is committed to providing quality education offerings that meet the diverse needs of its student population. The college currently offers thirty (30) associate degrees, eighteen (18) certificates of achievement, and eleven (11) certificates of accomplishment within sixteen (16) credit programs. Additionally, the college provides basic skills instruction in writing, reading and mathematics. The Curriculum/Academic Standards Committee, a subcommittee of the Academic Senate, is responsible for insuring the integrity and quality of Lassen Community College curriculum and programs.

The college offers academic associate degrees in: Natural Science, Physical Education, Social Science and University Studies (Administration of Justice, Agriculture, Allied Health, Art, Biological Science, Business, Child Development, Humanities, Mathematics/Physical Science, Natural Science and Social Science). The associate degrees offered in vocational specializations are Accounting, Administration of Justice, Agriculture Science and Technology, Automotive Technology, Childhood Development, Correctional Science, Drug and Alcohol Paraprofessional, Fire Technology, Firearms Repair, General Gunsmithing, Journalism, Human Services, Office Administrative Assistant, Vocational Nursing, and Welding Technology. In 2009-2010, 153 associate degrees, 104 certificates of achievement and 31 certificates of accomplishment were awarded.

## **II. ACADEMIC PLANNING COMMITTEE**

The Academic Planning Committee comprised of division chairs, the lead counselor, the instructional dean and associate dean, the dean of student services and the office of instruction executive assistant is charged with the responsibility of addressing instructional planning needs for the college. The committee develops the Educational Master Plan and meets to discuss and make recommendations regarding present and future needs to sustain academic excellence.

Guided by the mission statement and strategic goals approved by the Governing Board, the Educational Master Plan drives and informs all other institutional planning and budgeting processes and priorities. The Academic Planning Committee relies on recommendations from instructional program reviews to inform the development of the Educational Master Plan. Instructional program review is the principal mechanism by which, academic program planning and budget priorities are integrated into the Educational Master Plan. The 2011 -2016 plan is derived from recommendations found in the following instructional program reviews: 2004 –Human Services, 2004-Fine Arts- Music; 2007-Work Experience; 2007– Liberal Arts; 2008-Fine Arts- Art; 2008-Automotive Technology; 2009 –Basic Skills; 2009-Developmental Studies; 2009-Fire Technology, 2009-Gunsmithing, 2009-

Journalism, 2009-Welding Technology; 2010 –Natural Science/Mathematics; 2010- Physical Education; 2010- Administration of Justice/Correctional Science; 2010-Agriculture, 2010-Business; 2010-Child Development and 2010-Licensed Vocational Nursing. Additionally information from the 2002 Library/Learning Resources Non-instructional Program Review is included.

The Educational Master Plan consists of five Annual Action Plans covering each Academic Year from 2011-2012 to 2015-2016. The Annual Action Plans are reviewed and updated annually in the fall term. The five-year plan is presented by the Academic Planning Committee to Consultation Council for approval prior to informing the development of the Facilities, Institutional Technology, Human Resources and Student Services Master Plans in the subsequent spring term.

#### **ACADEMIC PLANNING COMMITTEE MEMBERSHIP:**

The following individuals served as members of the 2011-2016 Academic Planning Committee:

Sandy Beckwith - Division Chair, Mathematics/Science/Business

Irving Berkowitz, Vice-President/Dean of Instructional Services

Tina Bishop - Lead Counselor

Carie Camacho - Division Chair, Liberal Arts

Kayleigh Carabajal, Associate Dean of Instructional Services

Brian Wolf - Division Chair, Career/Technical/Health/Physical Education

Cary Templeton, Dean of Student Service

Marshel Couso - Office of Instruction Executive Assistant I (management)

Brian Gosney – Representative from the Curriculum/Academic Standards Committee (Counselor)

### III. 2011-2016 ACADEMIC EXPECTATIONS AND STANDARDS

#### **Expectation 1: Student Success**

Standards:

- Student Learning Outcome Assessment at the level of courses, certificates, degrees, general education areas and institution
- Student Attainment of Educational Goal

#### **Expectation 2: Academic Excellence**

Standards:

- Up-to-Date Curricular Content
- Highly Qualified Faculty
- Full-time/Part-time Faculty Ratio 75/25
- Innovative Technology-Enhanced Instruction

#### **Expectation 3: Enrollment Stability**

Standards:

- Enrollment Target – CAP plus funded growth plus 2% (1803 FTEs)
- Future FTES targets to be tied to clear, consensually valid criteria (e.g. student success, transfer by design, etc.) institutional vision, and a diverse, efficient, sustainable and mission-centric portfolio of classes

#### **Expectation 4: Mixture of Delivery Modalities**

Standards:

- Expanded Variety of Distance Education
- Gradual Replacement of Correspondence Delivery with other Modalities
- Mixture of Delivery Formats (evening, day, short-term format)
- Transitioning of selected apportionment supported enrichment classes to self-sustaining community service offerings



#### IV. EDUCATIONAL ACTION PLANS:

The Educational Action Plan for 2011-2012 consists of seven major emphases or foci:

2011-2012 – 7 Strategies						
Goal	Objective TBD	Strategy Description	Desired Outcome	Timeline	Responsible Party(s)	Performance Measures/ Evidence
4		<b>Instructional Technology:</b> <ul style="list-style-type: none"> <li>Equip instructional spaces with state of the art technology, converting them as appropriate into “smart” technology rich classrooms and building upon campus-wide wireless capability</li> <li>Equip a <i>Center of Learning and Teaching</i> that will support ongoing faculty training in the use of instructional technology aimed at optimizing the student learning experience</li> </ul>	To maximize the integration of technology into every seam and stitch of the fabric, pedagogy and classrooms at Lassen College	2012SU	Vice-President/Dean of Instructional Services, Associate Dean, Faculty Flex Coordinator, Director of Facilities	<ul style="list-style-type: none"> <li>Equipped <i>Center for Learning and Teaching</i></li> <li>Equipped student computer lab/ classroom</li> <li>Six equipped “Smart” classrooms</li> <li>25% of faculty participate in professional development activities related to instructional technology</li> </ul>
1,2		<b>Transfer by Design:</b> <ul style="list-style-type: none"> <li>Strengthen the Basic Skills program by expanding the number of qualified Basic Skills instructors as well as expanding faculty skills in teaching developmental students</li> <li>Assure Basic Skills and General Education course offerings reflect the needs of students desiring to transfer to a four year college through</li> <li>Assure effective and data-informed course scheduling that builds upon articulation agreements and promotes seamless transfer to four-year colleges and builds upon articulation agreements</li> <li>Market “Transfer by Design” internally and in outreach efforts to the community</li> </ul>	To become the college of choice in the far north of California for those students intending to complete their developmental and general education courses for transfer to a four year college	2012SU	Vice-President/Dean of Instructional Services, Associate Dean, Faculty Flex Coordinator, Basic Skills Coordinator, Lead Counselor, Division Chairs	<ul style="list-style-type: none"> <li>Hiring of faculty in the disciplines of History, English and the Physical Sciences</li> <li>Expanded pool of qualified Basic Skills instructors</li> <li>15% of faculty participate in professional development activities related to teaching skills aimed at developmental education</li> </ul>
1		<b>Assessment of Student Learning:</b> Faculty who have implemented course changes as a consequence of assessment results will have evaluated the impact of those changes	To achieve proficiency of Student Learning Outcomes at the course, program and institutional levels.	2011FA	Vice-President/Dean of Instructional Services, Associate Dean	<ul style="list-style-type: none"> <li>Report showing assessment results of changes implemented due to previous assessment results</li> <li>50% of faculty participate in professional development activities aimed at using results of SLO assessments to improve teaching and learning and using</li> </ul>

						WEAVEOnline and Classroom Performance Systems
2		<p><b>Lassen Educational Collaborative:</b></p> <ul style="list-style-type: none"> <li>Development of a Lassen Academy that enables selected cohorts of high school students to concurrently complete their high school diploma and a transferable Associate of Arts degree (Social Sciences and/or Natural Science)</li> <li>Sponsorship of an annual College and Career Day</li> </ul>	To strengthen local/regional collaborative relationship between Lassen College and secondary schools in planning, program and resource development	2011FA 2012SP	Vice-President/Dean of Instructional Services, Associate Dean, Lead Counselor, Curriculum Committee Chair, Assessment Coordinator	<ul style="list-style-type: none"> <li>Documented and implemented alignment of: <ul style="list-style-type: none"> <li>matriculation activities (e.g., assessment and counseling)</li> <li>and curriculum (i.e., curriculum map)-2011FA</li> </ul> </li> <li>Successful implementation of College and Career Day (2012SP)</li> </ul>
2		<p><b>Strengthening/Enhancing Existing Programs:</b></p> <ul style="list-style-type: none"> <li>Conduct a study to determine the future viability of the LVN program and/or upgrade to an RN program. If deemed viable, pursue development of RN program</li> <li>Based upon IPRs, feasibility analyses and/or regional interest and support, prioritize the viability of strengthening the following programs: <ul style="list-style-type: none"> <li>Agri Business</li> <li>Automotive Technology</li> <li>Human Services</li> <li>Logistics and Materials Handling</li> <li>Small Business Management</li> </ul> </li> </ul>	To concentrate on the strengthening and/or expansion of those career and technical programs with demonstrable growth potential	2011FA 2012SP 2012SU	Vice-President/Dean of Instructional Services, Division Chairs, Associate Dean of Instructional Services	<ul style="list-style-type: none"> <li>Recommendation for spring 2012 LVN class completed by August 2011</li> <li>If LVN to RN viable, complete comparison between LVN degree and core requirements for RN and prepare curricular changes by 2012SU</li> <li>Re-locate Nursing program to more suitable space on campus</li> <li>Prioritized list of enhancements completed 2012SP</li> </ul>
1		<p><b>Community Service Programs:</b> Analyze enrollment patterns that justify the transition of existing credit-bearing, apportionment supported courses to community service offerings and implement transition in 2011-2012 course schedule</p>	To develop a robust menu of opportunities and services aimed at meeting the educational needs of life-long learners	2012SU	Vice-President/Dean of Instructional Services, Associate Dean of Instructional Services, Division Chairs	<ul style="list-style-type: none"> <li>Completed enrollment pattern analysis</li> <li>2011-2012 one-year schedule that reflects recommendations from analysis</li> </ul>
3		<p><b>Distance Education Plan:</b> Develop a Distance Education Plan to include:</p> <ul style="list-style-type: none"> <li>the development and Implementation of consistent standards and practices for faculty engaging in alternate modes of delivery instruction (correspondence, online and ITV)</li> <li>and the provision for training on interactive TV delivery methods to be delivered in the Center for Learning and Teaching and during faculty training (flex) days for the purpose of increasing offerings in future semesters</li> </ul>	To create a Distance Education Plan to guide decisions regarding a desirable balance of course offerings across available modalities assuring best practice in delivery, assessment and responsiveness to regional educational needs.	2012SP	Vice-President/Dean of Instructional Services, Division Chairs, Associate Dean	<ul style="list-style-type: none"> <li>Vetted and approved Distance Education Plan</li> <li>25% of faculty participate in professional development activities aimed at enhancing "teaching at a distance" skills</li> </ul>

### 2012-2013 - 7 Strategies

Goal	Objective	Strategy Description	Desired Outcome	Timeline	Responsible Party(s)	Performance Measures
1		<b>Instructional Technology:</b> <ul style="list-style-type: none"> <li>Equip instructional spaces with state of the art technology, converting them as appropriate into “smart” technology rich classrooms and building upon campus-wide wireless capability</li> <li>Provide ongoing faculty training in the use of instructional technology aimed at optimizing the student learning experience</li> </ul>	To maximize the integration of technology into every seam and stitch of the fabric, pedagogy and classrooms at Lassen College	2013SU	Vice-President/Dean of Instructional Services, Associate Dean, Faculty Flex Coordinator, Director of Facilities	<ul style="list-style-type: none"> <li>Ten equipped “Smart” classrooms</li> <li>25% of faculty participate in professional development activities related to instructional technology</li> </ul>
2		<b>Strengthening/Enhancing Existing Programs:</b> <ul style="list-style-type: none"> <li>Based upon IPRs, feasibility analyses and/or regional interest and support, strengthen the program(s) prioritized in 2012SP. Program(s) may include: <ul style="list-style-type: none"> <li>AgriBusiness</li> <li>Automotive Technology</li> <li>Human Services</li> <li>Logistics and Materials Handling</li> <li>Small Business Management</li> </ul> </li> </ul>	To concentrate on the strengthening and/or expansion of those career and technical programs with demonstrable growth potential	2012FA 2013SP 2013SU	Vice-President/Dean of Instructional Services, Division Chairs, Associate Dean of Instructional Services	Implemented existing program enhancements
2		<b>New Program Development:</b> <ul style="list-style-type: none"> <li>In partnership with BLM/USFS/CalFire conduct a feasibility study for a Resource Management program</li> </ul>	To develop and implement curricula that is responsive to changing student learning needs and to changing economic workforce development needs	2013SP	Vice-President/Dean of Instructional Services, Division Chairs, Director of Fire Technology, Exec. Director of Research, Planning, and Information Services	<ul style="list-style-type: none"> <li>Feasibility Study completed for Resource Management</li> <li>If feasible, new program development protocol implemented</li> </ul>
1		<b>Assessment of Student Learning:</b> Faculty who have implemented course changes as a consequence of assessment results will have evaluated the impact of those changes	To demonstrate proficiency of Student Learning Outcomes at the course, program and institutional levels	2012FA	Vice-President/Dean of Instructional Services, Associate Dean	<ul style="list-style-type: none"> <li>Demonstrated proficiency achievement</li> <li>50% of faculty participate in training on WEAVEOnline and Classroom Performance Systems to capture SLOs</li> </ul>

1		<p><b>Contract Education Programs:</b></p> <ul style="list-style-type: none"> <li>• Conduct workforce development surveys that form the basis of an annual contract education/professional development schedule</li> <li>• Complete Contract Education IPR</li> </ul>	To develop a robust menu of opportunities and services aimed at meeting the educational needs of life-long learners	2013SU	Vice-President/Dean of Instructional Services, Associate Dean of Instructional Services, Division Chairs	<ul style="list-style-type: none"> <li>• Completed regional workforce development surveys</li> <li>• 2013-2014 schedule that reflects recommendations from surveys and IPR</li> </ul>
3		<p><b>Outreach Areas:</b> Conduct a feasibility study to determine educational program needs and college capacity to meet those needs for the outreach areas (Alturas, Bieber, Herlong, Westwood, etc.)</p>	To reach out to and support the educational needs of students in outreach areas	2012FA	Vice-President/Dean of Instructional Services, Exec. Director of Research, Planning and Information Services	<ul style="list-style-type: none"> <li>• Completed feasibility study</li> </ul>
4		<p><b>Community Service Programs:</b> Determine the feasibility of developing community service curriculum with consideration to recommendations from the Non-Instructional Program Review:</p> <ul style="list-style-type: none"> <li>• with particular attention to Fine Arts</li> <li>• and considering an expanded menu of community service classes in the areas of taxation, business, creative and technical writing, grant-writing, and resource development, first-aid, art and fitness</li> </ul>	To develop a robust menu of opportunities and services aimed at meeting the educational needs of life-long learners	2013SU	Vice-President/Dean of Instructional Services, Associate Dean of Instructional Services, Division Chairs	<ul style="list-style-type: none"> <li>• Community service needs assessment completed</li> <li>• Survey of “regional expertise”</li> <li>• Comprehensive infrastructure to support expanded community service offerings</li> </ul>



**2013-2014 – 6 Strategies**

Goal	Objective	Strategy Description	Desired Outcome	Timeline	Responsible Party(s)	Performance Measures
1		<b>Instructional Technology:</b> <ul style="list-style-type: none"> <li>Equip instructional spaces with state of the art technology, converting them as appropriate into “smart” technology rich classrooms and building upon campus-wide wireless capability</li> <li>Provide ongoing faculty training in the use of instructional technology aimed at optimizing the student learning experience</li> </ul>	To maximize the integration of technology into every seam and stitch of the fabric, pedagogy and classrooms at Lassen College	2014SU	Vice-President/Dean of Instructional Services, Associate Dean, Faculty Flex Coordinator, Director of Facilities	<ul style="list-style-type: none"> <li>Ten equipped “Smart” classrooms</li> <li>25% of faculty participate in professional development activities related to instructional technology</li> </ul>
2		<b>Strengthening/Enhancing Existing Programs:</b> <ul style="list-style-type: none"> <li>Based upon current IPRs, feasibility analyses and/or regional interest and support, strengthen the program(s) prioritized in 2013SP. Programs may include Graphic Design</li> </ul>	To concentrate on the strengthening and/or expansion of those career and technical programs with demonstrable growth potential	2014SU	Vice-President/Dean of Instructional Services, Division Chairs, Associate Dean of Instructional Services	Implemented existing program enhancements
2		<b>New Program Development:</b> Conduct a feasibility study: <ul style="list-style-type: none"> <li>to reinstate Construction Technology program</li> <li>for an expanded Agriculture program to include Vet-Tech and Plant Science</li> </ul>	To develop and implement curricula that is responsive to changing student learning needs and to changing economic workforce development needs	2014SP	Vice-President/Dean of Instructional Services, Division Chairs, Agriculture Division Chair, Exec. Director of Research, Planning, and Information Services	<ul style="list-style-type: none"> <li>Feasibility studies completed for expanded Agriculture program and Construction Technology</li> <li>If feasible, new program development protocol implemented</li> </ul>
3		<b>Outreach Areas:</b> If feasible, offer educational offerings in outreach areas (Alturas, Bieber, Herlong, Westwood, etc.)	To reach out to and support the educational needs of students in outreach areas	2013FA	Vice-President/Dean of Instructional Services, Division Chairs, Exec. Director of Research, Planning and Information Services	<ul style="list-style-type: none"> <li>Outreach area offerings included in course schedules</li> </ul>
4		<b>Community Service Programs:</b> Initiate a Community Lecture Series	To develop a robust menu of opportunities and services aimed at meeting the educational needs of life-long learners	2013FA	Vice-President/Dean of Instructional Services, Associate Dean of Instructional Services, Division Chairs	<ul style="list-style-type: none"> <li>Survey of “regional lecturers”</li> <li>Production of a Lecture Series Publication</li> </ul>

2		<b>Contract Education Programs:</b> <ul style="list-style-type: none"> <li>Complete an assessment of the training needs of government workers at the city and county level for inclusion in the Contract Education Plan</li> <li>Complete Contract Education Plan</li> </ul>	To develop and implement curricula that is responsive to changing student learning needs and to changing economic workforce development needs	2013FA	Vice-President/Dean of Instructional Services, Director of Institutional Research	<ul style="list-style-type: none"> <li>Completed needs assessment</li> <li>Completed, vetted and approved Contract Education Plan</li> <li>Infrastructure in place to support expanded Contract Education offerings</li> </ul>
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### 2014-2015 – 2 Strategies

Goal	Objective	Strategy Description	Desired Outcome	Timeline	Responsible Party(s)	Performance Measures
2		<b>Strengthening/Enhancing Existing Programs:</b> <ul style="list-style-type: none"> <li>Based upon current IPRs, feasibility analyses and/or regional interest and support, strengthen the program(s) prioritized in 2014SP.</li> </ul>	To concentrate on the strengthening and/or expansion of those career and technical programs with demonstrable growth potential	2015SU	Vice-President/Dean of Instructional Services, Division Chairs, Associate Dean of Instructional Services	Implemented existing program enhancements
2		<b>New Program Development:</b> Conduct a feasibility study for an expanded Allied Health program to include Dental Hygiene	To develop and implement curricula that is responsive to changing student learning needs and to changing economic workforce development needs	2015SP	Vice-President/Dean of Instructional Services, Division Chairs, Health Division Chair, Exec. Director of Research, Planning, and Information Services	<ul style="list-style-type: none"> <li>Feasibility study completed for expanded Allied Health program</li> <li>If feasible, new program development protocol implemented</li> </ul>

### 2015-2016 – 2 Strategies

Goal	Objective	Strategy Description	Desired Outcome	Timeline	Responsible Party(s)	Performance Measures
2		<b>Strengthening/Enhancing Existing Programs:</b> <ul style="list-style-type: none"> <li>Based upon current IPRs, feasibility analyses and/or regional interest and support, strengthen the program(s) prioritized in 2015SP.</li> </ul>	To concentrate on the strengthening and/or expansion of those career and technical programs with demonstrable growth potential	2016SU	Vice-President/Dean of Instructional Services, Division Chairs, Associate Dean of Instructional Services	Implemented existing program enhancements
2		<b>New Program Development:</b> Conduct a feasibility study for an expanded Allied Health program to include Pharmacy Tech	To develop and implement curricula that is responsive to changing student learning needs and to changing economic workforce development needs	2016SP	Vice-President/Dean of Instructional Services, Division Chairs, Health Division Chair, Exec. Director of Research, Planning, and Information Services	<ul style="list-style-type: none"> <li>Feasibility study completed for expanded Allied Health program</li> <li>If feasible, new program development protocol implemented</li> </ul>

