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Consultation Council/Strategic Planning Committee Minutes
February 9, 2012

Present

Cheryl Aschenbach (AS/Div Chair-faculty)	Carie Camacho (Div Chair -faculty)
Colleen Baker (Div Chair-faculty)	Dave Clausen (Dean of Admin Services)
Terry Bartley (management)	Sue Mouck (Accreditation Liaison -faculty)
Shelly Baxter (management)	Eric Rulofson (Chair/ Facilities Planning)
Sandy Beckwith (Lead Counselor – faculty)	Bill Studt (Interim President)
Jennifer Bird (classified)	Cary Templeton (Dean of Student Services)
Kayleigh Carabajal (Dean of Academic Services)	

Absent

Shawn Hubbard (ASB)	Carol Montgomery (classified)
Jeff Lang (classified)	Ross Stevenson (Div Chair -faculty) –class conflict
Logan Merchant (Chair/IT Planning)	

Guests

None

With a quorum present, the meeting began at 1:04 pm.

Consultation Council:

1. Review of Governing Board Agenda for February 14, 2011

Mr. Studt asked Cary Templeton to comment on the item on the Personnel Consent Agenda. Mr. Templeton stated that he had been considering early retirement with a move into consultant work. He had determined that he needed broader experience at larger institutions to be an attractive candidate as a consultant. He is resigning his position here to pursue that broader experience during the next few years in preparation for his retirement. He expressed his gratitude for the opportunities he has had during his stay here.

Mr. Studt reminded the group of items on the board agenda: Dorm fee reduction, redistricting, contract faculty, consultation firm concerning the demolition of the Co-Generation Plant, He also indicated that the board will consider a retirement incentive for faculty, which would provide retiring faculty with \$15,000.00 if they submit letters prior to March 15, 2012.

Sandy Beckwith expressed the concern from counseling that the short timeframe between the summer session and fall semester would cause problems in recording grades in sufficient time to determine prerequisites and allow students to enroll in the next course. The prerequisite concern should be considered during academic calendar development.

2. Recommendation to forward Chapter 5 Board Policies to the Governing Board and adopt Administrative Procedures for Chapter 5 (Consultation)

Consultation Council recommended the following board policies to the Governing Board for consideration: BP 5010 – Admissions and Concurrent Enrollment, BP 5131 - Instructional Material Fees, and BP 5050 – Matriculation. Additionally, Consultation Council adopted the following administrative procedures contingent on board approval of the companion board policies: AP – Admission, AP 5050- Matriculations; AP 5520 – Student Discipline Procedures With this action all of the board policies for Chapter 5 have been reviewed and only two additional administrative procedures remain.

3. Personnel Update (Information) – Administration

Provided with the board agenda discussion above.

Strategic Planning:

1. Presentation of Projected Revenues and Expenditures for 2012-2013 (Information)

Dave Clausen distributed a handout indicating a 10% reduction scenario for the coming year.

2010/2011 District Funded Budget	\$12,995,667
Target Reduction	<u>-10.0%</u>
Target budget reduction 201/2013	(1,299,467)
Reduction carryover from 2011/2012 – 5%	649,733
Net Reduction for 2012/2013	<u>(649,733)</u>
Net Revenue Budget	\$11,695,200

In 2011/2012 the college set a budget reduction of 5%. This is still in place. For 2012/2013 to be conservative we need to look at an addition 3% to 5%. The amount depends on the November 2012 election and if the tax increases pass. If the tax increases pass, holding at the 5% reduction will be just right. If the tax increases do not pass, the college would need 8% to 10% total. Those cuts could be made in the second semester (spring 2013) as they would be workload reduction and we would need to reduce sections.

2. 2011-2013 Action Plan Evaluation Matrix – Status January 2012 (Information)

The January update of the annual plan evaluation matrix was presented. Eric Rulofson asked if the carryover plans from the Facilities Master Plan had been included. The answer was unknown. Mr. Rulofson will meet with Dave Clausen to reconcile the plans.

3. 2012-2017 Student Services Master Plan (Consultation)

The 2012-2017 Student Services Master Plan was moved forward for inclusion in the Comprehensive Institutional Master Plan.

4. 2012 Governance NIPR Draft (Consultation)

No additional comments were provided. The non-instructional program review will move forward in the acceptance process.

Other:

Eric Rulofson advised the group that the Gym floor will be resurface between April 2 and April 21. Insurance will cover the cost of resurfacing, which has not occurred since 1995. The floor finish will be modernized with a mat finish on top of new graphics and lines. Cheryl Aschenbach expressed the concern that if the weather did not allow for out of doors activities the unavailability of the gym would impact instruction. Dr. Carabajal indicated that other venues are being sought.

Information:

Next Meetings: February 23, 2012 & March 8, 2012

The meeting adjourned at 1:45 pm

Future Agendas:

1. 2012-2017 Facilities Master Plan (Consultation) - February 23, 2012 – Eric Rulofson
2. 2012-2017 Human Resources Master Plan (Consultation) - February 23, 2012 – Bill Sudt
3. Institutional Prioritization of Budget Requests from Administrative Areas (Consultation) – February 23, 2012 – Dave Clausen
4. Recommendation to Adopt Administrative Procedures for Chapter 3 (Consultation) – unknown - Dr. Carabajal
5. 2010 Administrative Services (Duplicating, Purchasing, Logistics, Fiscal Services) NIPR (Information) – unknown - Dave Clausen
6. Revised KPI's for 2011-2012 (Consultation) – unknown -- Dr. Kayleigh Carabajal
7. 2011 Social Science IPR (Information) –unknown– Cheryl Aschenbach

- 8. 2011 Gunsmithing IPR (Information) – unknown – Cheryl Aschenbach**
- 9. 2011 Journalism IPR (Information) – unknown– Cheryl Aschenbach**
- 10. Selection and Hiring Manual (Consultation) – unknown**
- 11. 2011 Instructional Services (Learning Center) NIPR (Information) – unknown- Colleen Baker**

Accepted by Consultation Council of 2/9/12

BP 5010 ADMISSIONS AND CONCURRENT ENROLLMENT

References:

Education Code Sections 5903 (no longer exists), 48800.5, 66270, 70901, 72011, 76000, 76001, and 76002, and 84810.5;

Labor Code Section 3077;

Note: *Current Lassen College Policy 5100 (above) appears to contain all of the critical elements necessary. The following language is included simply as alternative language to review and consider as deemed appropriate.*

The District shall admit students who meet one of the following requirements and who are capable of profiting from the instruction offered:

- Any person over the age of 18 and possessing a high school diploma or its equivalent.
- Other persons who are over the age of 18 years and who, in the judgment of the Superintendent/President or his/her designee are capable of profiting from the instruction offered. Such persons shall be admitted as provisional students, and thereafter shall be required to comply with the District's rules and regulations regarding scholastic achievement and other standards to be met by provisional or probationary students as a condition to being readmitted in any succeeding semester.
- Persons who are apprentices as defined in Labor Code Section 3077.

Note: *Admission of high school and younger students is not mandated by law. However, if the District wishes to do so and there is agreement with the school district(s), this board policy should identify students who may be admitted (generally by age or grade level) and the status (special part-time [Education Code Section 48800], or special full time [Education Code Section 48800.5]).*

The District may also include a statement regarding summer school attendance. Examples of such policy statements are listed below.

If Board of Trustees admits special part-time or full-time students, the District must comply with the requirements of Education Code Section 76001(b) regarding findings and reasons for denying any such request by pupils who are identifies as highly gifted. Language is included below. Apportionment for the concurrent enrollment of high school students can only be claimed if the enrollment meets the criteria of Education Code Section 76002. Language is included below.

Admission

Any student whose age or class level is equal to grades [**Nine through Twelve**] is eligible to attend as a special part-time student for advanced scholastic or career/technical courses.

Any student whose age or class level is equal to grades [**Nine through Twelve**] is eligible to attend as a special full-time student.

Any student enrolled in [**Ninth Grade**] may attend summer session.
The Superintendent/President shall establish procedures regarding ability to benefit and admission of high school and younger students.

Denial of Requests for Admission

If the Board of Trustees denies a request for special full time or part time enrollment by a pupil who is identified as highly gifted, the Board will record its findings and the reason for denying the request in writing within 60 days.

The written recommendation and denial shall be issued at the next regularly scheduled Board meeting that occurs at least 30 days after the pupil submits the request to the District.

The Superintendent/President shall establish procedures regarding evaluation of requests for special full time or part time enrollment by a pupil who is identified as highly gifted.

Claims for State Apportionment for Concurrent Enrollment

Claims for state apportionment submitted by the District based on enrollment of high school pupils shall satisfy the criteria established by statute and any applicable regulations of the Board of Governors.

The Superintendent/President shall establish procedures regarding compliance with statutory and regulatory criteria for concurrent enrollment.

~~**Note:** Nonresident students, including international students, are addressed in BP 5020 titled Nonresident Tuition. The District is not required to admit nonresident students, and thus is not required to admit international students. However, if the District admits nonresident students, it should not exclude international students as a matter of policy based on that status alone, because the District has no authority to discriminate on the basis of national origin.~~

NOTE: The **red type** signifies **legally required** language recommended from the Community College League and legal counsel (Liebert Cassidy Whitmore). The wording in **black ink** is from current Lassen College Policy 5100 titled Admission Requirements adopted on 3/17/87 and revised on 11/10/98, 12/14/04, and 10/11/05.

Date Adopted:

(Replaces current Lassen College Policy 5100)

**Proposed Lassen Community College District
Procedure**

CCLC No. 5010

Student Services

Accepted by Consultation Council of 2/9/12

AP 5010 ADMISSIONS

Reference: **Education Code Section 76000**

The Chief Admissions Officer, under the direction of the Chief Student Services Officer is responsible for District admission, residency, and concurrent enrollment admission procedures. The Lassen Community College District does not restrict admission to residents of the District, nor does it restrict the privilege of District residents to attend

any other community college. Nonresident students are accepted on the same basis as California resident students, except that State law requires a tuition charge.

California state law mandates that every student who applies for admission must provide residency information to determine the student's residency classification for tuition purposes.
(AP 5015)

Age and/or High School Graduation Requirement: In general, all full-time students must have earned a high school diploma, a *State Certificate of Proficiency*, or the equivalent; or be 18 years of age and meet Federal "Ability to Benefit" requirements. In general, all part-time students must have earned a high school diploma, a *State Certificate of Proficiency*, or the equivalent; or be 18 years of age.

Concurrent Enrollment of High School Students: Students who are under 18 years of age who have not earned a high school diploma, a *State Certificate of Proficiency*, or the equivalent will only be admitted in accordance with the "concurrent enrollment" procedures. (AP 5011)

Foreign students must obtain a special application that will be mailed upon request from the Admissions Office. (AP 5012)

Applicants may apply for college admission by completing a paper *Registration Application*. Admission, residency, and concurrent enrollment procedures are listed in detail in the District Catalog.

Office of Primary Responsibility: *Admissions Office/Chief Student Services Officer*
NOTE: The red type signifies legally required language recommended from the Community College League and legal counsel (Liebert Cassidy Whitmore). The information in blue type is additional language to consider including in this procedure.

Date Approved:

(This is a new procedure recommended by the CC League and the League's legal counsel)

Proposed Lassen Community College District Policy CCLC No. 5031

Student Services

Accepted by Consultation Council of 2/9/12

BP 5031 INSTRUCTIONAL MATERIALS FEES

References: Title 5 Sections 59400-59408

Lassen Community College District may charge students instructional materials fees for materials which are of continuing value to the student outside the classroom and the materials are not "solely or exclusively available from the District".

These fees shall be approved by the Governing Board.

NOTE: The language in **black ink** is current Lassen College Policy 3310 titled *Instructional Materials Fees* adopted (as 6060) on 5/5/87 and revised on 10/28/97. The CC League does not have template language for a policy on *Instructional Materials Fees* – only template language for a procedure – see AP 5031.

Date Adopted:

(Replaces current Lassen College Policy 3310)

BP 5050 MATRICULATION

References:

Education Code Sections 78210 et seq.;

Title 5 Sections 55500 et seq.

The District shall provide matriculation services to students for the purpose of furthering equality of educational opportunity and academic success. The purpose of matriculation is to bring the student and the District into agreement regarding the student's educational goal through the District's established programs, policies, and requirements.

The Superintendent/President shall establish procedures to assure implementation of matriculation services that comply with the Title 5 regulations.

NOTE: The **red type** signifies **legally required** language recommended from the Community College League and legal counsel (Liebert Cassidy Whitmore).

Date Adopted:

(This is a new policy recommended by the CC League and the League's legal counsel)

Student Services

Accepted by Consultation Council of 2/9/12

AP 5050 MATRICULATION

References: Education Code Sections 78210 et seq.; Title 5 Sections 55500 et seq.
Matriculation brings the student and the District into agreement regarding the student's educational goal through the District's established programs, policies, and requirements. The agreement is implemented by means of the student educational plan.

Each student, in entering into an educational plan, will do all of the following:

- express at least a broad educational intent upon admission,
- declare a specific goal no later than the term after which the student completes 15 semester units of degree applicable credit coursework,
- diligently attend class and complete assigned coursework,
- complete courses and maintain progress toward an educational goal, and
- cooperate in the development of the student educational plan.

Matriculation services include, but are not limited to, all of the following:

- Processing of the application for admission;
- Orientation and pre-orientation services designed to provide to students, on a timely basis, information concerning campus procedures, academic expectations, financial assistance, and any other appropriate matters; and
- Assessment and counseling upon enrollment, which shall include, but not be limited to, all of the following:
 - Administration of assessment instruments to determine student competency in computational and language skills;
 - Assistance to students in the identification of aptitudes, interests and educational objectives, including, but not limited to, associate of arts degrees, transfer for baccalaureate degrees, and career/technical certificates and licenses;
 - Evaluation of student study and learning skills;
 - Referral to specialized support services as needed, including, but not limited to, local, state, and federal financial assistance; health services; campus employment placement services; extended opportunity programs and services; campus child care services programs that teach English as a second language; and disabled student services;
 - Advisement concerning course selection; and
 - Post-enrollment evaluation of each student's progress, and required advisement or counseling for students who are enrolled in remedial courses, who have not declared an educational objective as required, or who are on academic probation.

The District shall not use any assessment instrument except one specifically authorized by the Board of Governors of the California Community Colleges.

Lassen Community College recognizes the importance of providing adequate student services to ensure student success. To be in compliance with Title V regulations:

- A. The District will ensure that no matriculation practice subjects any person to unlawful discrimination. Title V, Section 55521 (f) (a) (b)
- B. The District will take steps to ensure that the matriculation process is efficient so that students are not discouraged from participating in college programs. Title V Section 55530
- C. The District will develop a matriculation plan through consultation with representatives of Academic Senate, students and staff. Title V, Section 55510 (b)
- D. Each course pre – or co-requisite will be established for at least one of the following reasons: 1) required or authorized by statute or regulation; 2) the prerequisite assures that the student has the skills or knowledge without which success in the subsequent course (or specific course within a program) is highly unlikely; 3) the co-requisite assures that the student will acquire the skills or knowledge without which success in the subsequent course (or specific course within a program) is highly unlikely; or 4) necessary to protect the health and safety of the student or others. Title V, Section 55201 (c) (1-4)
- E. The District will adopt clear written policies that define student responsibilities and the consequences of failing to fulfill such responsibilities. Title V, Section 55530 (d)
- F. All computational and communication pre- and co-requisites will be established on a course-by-course basis. Title V, Section 55202 (c)
- G. The District will ensure that no exit test outside of a course is required to satisfy a pre-requisite or co-requisite. Title V, 55202 (f)
- H. Each course outline of record will contain specific content and other required information and will be made available to the instructor. Title V, Sections 55002 (a)(3), 55002 (b)(3)
- I. Records of all student complaints of alleged violation of matriculation regulatory provisions will be retained for at least three years after the complaint has been resolved. Title V, Section 55534 (a)
- J. The Board will adopt policy on limitations on number of units or selected courses in which students on probationary or dismissal status may enroll, or require that they follow a prescribed educational plan. Title V, 58106 (b) (5)

- K. Board-adopted policies will identify limitations on enrollment. Title V, Section 58106 (a), (b)
- L. The District will ensure that there are sufficient numbers of co-requisite sections to accommodate students or that the requirement is waived for individual students for whom space is not available. Title V, Section 55201 (e)
- M. Board-adopted policy will specify the basis and process for a student to challenge the application of a pre- or co-requisite. Title V, Section 55201 (b) (4) and (f)
- N. Board-adopted policies and procedures related to pre- and co-requisites and advisories will be included in the college's matriculation plan. Title V, Section 55510 (a)(6)
- O. The District policy will ensure open enrollment (subject to meeting pre- and/or co-requisites); policy is in catalog, schedule of classes, and on file with the state Chancellor. Title V, Sections 51006 (b) and 58106 (a)
- P. The District will permit students, whenever possible, to avoid additional testing by submitting scores on recently taken tests which correlate with those used by the district. Title V, Section 55530 (c)
- Q. No portion of the District's assessment will be used to exclude students from admission to the college. AB 3, 78213 (b)(3); Title V, Section 55521 (d)

Office of Primary Responsibility: *Counseling/Chief Student Services Officer*

NOTE: The **red type** signifies **legally required** language recommended from the Community College League and legal counsel (Liebert Cassidy Whitmore). The wording in **black ink** is from current Lassen College Policy 5700 titled Matriculation adopted on 5/16/89 and revised on 2/21/95, 1/10/98, and 6/27/06. The information in **blue type** is additional language to consider including in this procedure.

Date Approved:

(Replaces current Lassen College Policy 5700)

AP 5520 STUDENT DISCIPLINE PROCEDURES

References: Education Code Sections 66300, 72122, and 76030-76035; Penal Code Sections 245, 502, and 626.4

The purpose of this procedure is to provide a prompt and equitable means to address violations of the Standards of Student Conduct, which guarantees to the student or students involved the due process rights guaranteed them by state and federal constitutional protections. This procedure will be used in a fair and equitable manner and not for purposes of retaliation. It is not intended to substitute for criminal or civil proceedings that may be initiated by other agencies. This procedure is about discipline, which is initiated by the District.

These Administrative Procedures are specifically not intended to infringe in any way on the rights of students to engage in free expression as protected by the state and federal constitutions, and by Education Code Section 76120, and will not be used to punish expression that is protected.

❖ **From current Lassen College Policy 5381 titled Student Discipline**

The Dean of Student Services shall exercise general supervision over the conduct of students, as outlined in Board Policy 5380. Any college administrator may warn or suspend a student when circumstances warrant such action. In all cases involving suspension or a request to expel, a copy of the report shall be forwarded to the Superintendent/President.

Although an instructor may instruct a student to leave the classroom for disruptive behavior on any occasion, the instructor may not expel a student permanently from a class without following the disciplinary procedures outlined in this section.

DEFINITIONS:

District -- The Lassen Community College District

Student -- Any person currently enrolled as a student at any college or in any program offered by the District

Instructor -- Any academic employee of the District in whose class a student subject to discipline is enrolled, or counselor who is providing or has provided services to the student, or other academic employee who has responsibility for the student's educational program

Administrator – Dean level employee or above and/or their management designee

Appropriate Administrator – The appropriate administrator is in almost all cases the Chief Student Services Officer unless the reason for discipline is related to grading or accusations of faculty fraud, mistake, bad faith, or incompetency at which time the appropriate administrator will be the Chief Instructional Officer.

Day -- Days during which the District is in session and regular classes are held, excluding Saturdays and Sundays.

Although the seriousness of the case will dictate the action to be taken, the types of disciplinary actions which may be taken are as follows:

Warning: Notice to the student that continuation or repetition of specified conduct may be cause for other disciplinary action.

Censure: Written reprimand for violation of specified regulations.

Conduct Probation: Exclusion from participation in designated privileges or extracurricular college activities or use of specified campus facilities for a designated period of time.

Restitution: Reimbursement for damage to or misappropriation of property. Reimbursement may take the form of appropriate service to repair or otherwise compensate for damages.

Short-term Suspension -- Exclusion of the student by the Superintendent/President for good cause from one or more classes for a period of up to ten consecutive days of instruction

Long-term Suspension -- Exclusion of the student by the Superintendent/President for good cause from one or more classes for the remainder of the school term, or from all classes and activities of the college for one or more terms.

Expulsion -- Exclusion of the student by the Board of Trustees from all colleges in the District for one or more terms.

REMOVAL FROM CLASS (Education Code Section 76032)

Any instructor may order a student removed from his or her class for the day of the removal and the next class meeting. The instructor shall immediately report the removal to the Superintendent/President, the Chief Instructional Officer and the **[Chief Student Services Officer]**. The **[Chief Student Services Officer]** shall arrange for a conference between the student and the instructor regarding the removal. If the instructor or the student requests, the **[Chief Student Services Officer]** shall attend the conference. The student shall not be returned to the class during the period of the removal without the concurrence of the instructor. Nothing herein will prevent the **[Chief Student Services Officer]** from recommending further disciplinary procedures in accordance with these procedures based on the facts which led to the removal.

Written or verbal reprimand -- An admonition to the student to cease and desist from conduct determined to violate the Standards of Student Conduct. Written reprimands may become part of a student's permanent record at the District. A record of the fact that a verbal reprimand has been given may become part of a student's record at the college for a period of up to one year.

WITHDRAWAL OF CONSENT TO REMAIN ON CAMPUS

The **[Chief Student Services Officer]** may notify any person for whom there is a reasonable belief that the person has willfully disrupted the orderly operation of the campus that consent to remain on campus has been withdrawn. If the person is on campus at the time, he/she must promptly leave or be escorted off campus. If consent is withdrawn by the **[Chief Student Services Officer]** a written report must be promptly made to the Superintendent/ President.

The person from whom consent has been withdrawn may submit a written request for a hearing on the withdrawal within the period of the withdrawal. The request shall be granted not later than seven days from the date of receipt of the request. The hearing will be conducted in accordance with the provisions of this procedure relating to interim suspensions.

In no case shall consent be withdrawn for longer than **[30 days]** from the date upon which consent was initially withdrawn.

Any person as to whom consent to remain on campus has been withdrawn who knowingly reenters the campus during the period in which consent has been withdrawn, except to come for a meeting or hearing, is subject to arrest. (Penal Code Section 626.4)

A. Types of Dormitory Disciplinary Action

The Chief Student Services Officer exercises supervision over the conduct of students living in college-operated residence hall. In addition to the disciplinary action described below, students responsible for the theft, damage, or vandalism acts will be required to make restitution.

The types of disciplinary action will depend on the severity of the misconduct, and may include any or all of the following:

1. Warning – Written notice to the student that continuation or repetition of specified conduct may be the cause for further disciplinary action. The notice may be given by the Associate Chief Student Services Officer, or designee.
2. Letter of Reprimand – from the Associate Chief Student Services Officer. Written notice to the student stating that the behavior is unsatisfactory.
3. Suspension of Campus Privileges - Written notice from the Associate Chief Student Services Officer which: restricts a student's participation in campus-sponsored activities and use of recreational facilities; and excludes the student from visiting the residence hall.
4. Exclusion from the Dormitory – Written notice from the Associate Chief Student Services Officer permanently excluding a student from the residence hall. The student must vacate the premises within 48 hours of the receipt of this notice. After that time any possessions remaining in the dormitory will be stored. Students excluded from the dormitory may not visit the dormitory.

SHORT-TERM SUSPENSIONS, LONG-TERM SUSPENSIONS, AND EXPULSIONS:

❖ From current Lassen College Policy 5360 titled Suspension of Students

Education Code Section 76030 authorizes the Governing Board, the Superintendent/President or designee, or an instructor may **remove from class** a student for good cause. If such **removal from class** is imposed by an instructor, it shall

be for no more than two class periods and shall be reported immediately in writing to the Chief Student Services Office for appropriate action.

The Superintendent/President, the Chief Student Services Officer, or the Chief Instructional Officer shall, upon the suspension or expulsion of any student, notify the appropriate law enforcement authorities of the county or city in which the school is situated of any acts of the student which may be in violation of Section 245 of the Penal Code.

At the student's request, a hearing may be conducted. A final appeal to the Governing Board is available to the student.

No student shall be removed, suspended or expelled unless the conduct for which the student is disciplined is related to college activity or college attendance or pursuant to Penal Code Section 502 or other laws specifically authorizing such.

Before any disciplinary action to suspend or expel is taken against a student, the following procedures will apply:

- **Notice** -- The **[Appropriate Administrator]** will provide the student with written notice of the conduct warranting the discipline. The written notice will include the following:
 - the specific section of the Standards of Student Conduct that the student is accused of violating.
 - a short statement of the facts supporting the accusation.
 - the right of the student to meet with the appropriate administrator or designee to discuss the accusation, or to respond in writing.
 - the nature of the discipline that is being considered.
- **Time limits** -- The notice must be provided to the student within **[15 days]** of the date on which the conduct took place; in the case of continuous, repeated or ongoing conduct, the notice must be provided within **[15 days]** of the date on which conduct occurred which led to the decision to take disciplinary action.
- **Meeting** -- If the student chooses to meet with the **[Appropriate Administrator]**, the meeting must occur no sooner than **[one day]** after the notice is provided. At the meeting, the student must again be told the facts leading to the accusation, and must be given an opportunity to respond verbally or in writing to the accusation.

Short-term Suspension -- Within **[five days]** after the meeting described above, the Superintendent/President shall, pursuant to a recommendation from the **[Appropriate Administrator]**, decide whether to impose a short-term suspension, whether to impose some lesser disciplinary action, or whether to end the matter. Written notice of the Superintendent/President decision shall be provided to the student. The notice will include the length of time of the suspension, or the nature of the lesser disciplinary action. The Superintendent/President's decision on a short-term suspension shall be final.

Long-term Suspension -- Within **[five days]** after the meeting described above, the Superintendent/President shall, pursuant to a recommendation from the **[Appropriate Administrator]**, decide whether to impose a long-term suspension. Written notice of the Superintendent/President decision shall be provided to the student. The notice will include the right of the student to request a formal hearing before a long-term suspension is imposed and a copy of this policy describing the procedures for a hearing.

Expulsion -- Within **[five days]** days after the meeting described above, the Superintendent/President shall, pursuant to a recommendation from the **[Appropriate Administrator]**, decide whether to recommend expulsion to the Board of Trustees. Written notice of the Superintendent/President's decision shall be provided to the student. The notice will include the right of the student to request a formal hearing before expulsion is imposed, and a copy of this policy describing the procedures for a hearing.

HEARING PROCEDURES

Request for Hearing

Within **[30 days]** days after receipt of the Superintendent/President's decision regarding a long-term suspension or expulsion, the student may request a formal hearing. The request must be made in writing to the Superintendent/President or designee.

Schedule of Hearing

The formal hearing shall be held within **[ten days]** days after a formal request for hearing is received.

Hearing Panel

The hearing panel for any disciplinary action shall be composed of **[Three Instructional Faculty Members for instructional issues, and One Faculty, One Student, One Classified Member and One Manager/Confidential Employee for all other issues.]**

Hearing Committee representatives will be chosen by constituency groups as part of the governance process. As part of the regular representative appointment process each constituency group will appoint 5 possible representatives. The Superintendent/President shall appoint the hearing panel from the names on these lists. However, no administrator, faculty member or student who has any personal involvement in the matter to be decided, who is a necessary witness, or who could not otherwise act in a neutral manner shall serve on a hearing panel.

Hearing Panel Chair

The Superintendent/President shall appoint one member of the panel to serve as the chair. The decision of the hearing panel chair shall be final on all matters relating to the conduct of the hearing unless there is a vote by the other members of the panel to the contrary.

Conduct of the Hearing

1. Hearing Procedures
 - a. Informal Resolution

Reasonable efforts should be made to resolve the matter informally. After an informal discussion the student may decide to waive a right to the hearing and

accept a sanction, with respect to discipline as recommended by the Superintendent/President or designee. The student may accept the sanction without admitting the student engaged in the conduct charged. Should the student not accept the sanction, the matter shall proceed to hearing.

b. Hearing Conducted by Campus Disciplinary Committee

The student may be represented by an advisor. The student shall not be represented by an attorney unless, in the judgment of the hearing panel, complex legal issues are involved. If the student wishes to be represented by an attorney, a request must be presented not less than five days prior to the date of the hearing. If the student is permitted to be represented by an attorney, the District representative may request legal assistance. The hearing panel may also request legal assistance; any legal advisor provided to the panel may sit with it in an advisory capacity to provide legal counsel but shall not be a member of the panel nor vote with it. The student may waive the student right to be represented by an attorney.

The District representative and the student may call witnesses and introduce oral and written testimony relevant to the issues of the matter.

Unless the hearing panel determines to proceed otherwise, the District representative and the student shall each be permitted to make an opening statement. Thereafter, the District representative shall make the first presentation, followed by the student. The District representative may present rebuttal evidence after the student completes his/her evidence. The burden shall be on the District representative to prove by substantial of evidence that the facts alleged are true.

The student may represent himself/herself, and may also have the right to be represented by a person of his/her choice (an advisor).

c. Time Limits Applicable to Hearings

The hearing shall ordinarily be convened within ten (10) school days after the date the written notice of disciplinary action was mailed or given to the student. The committee will conclude the hearing within two (2) school days and will then present a recommendation of the action to the college Superintendent/President.

d. Authority of Committee

The committee shall:

- i. Make all rulings on matters relating to the conduct of the hearing, including matters regarding admission of evidence.
- ii. Maintain an orderly hearing and permit no person to be subjected to abusive treatment. The committee may eject or exclude anyone who refuses to be orderly.

e. Evidence

The hearing need not be conducted according to technical rules relating to evidence and witnesses. Any relevant evidence shall be admitted if it is the sort of evidence on which responsible persons are accustomed to rely in the conduct of serious affairs, regardless of the existence of any common law or statutory rule which might make improper the admission of such evidence over objection in civil actions.

Only evidence received at the hearing shall be considered by the hearing officer or disciplinary action committee.

f. Conduct of Hearing

The members of the hearing panel shall be provided with a copy of the accusation against the student and any written response provided by the student three days before the hearing begins. Both the student and the student's advisor and the college representative shall be entitled to present relevant evidence and to question witnesses presented by the other.

The student shall not be required to give self-incriminating evidence and no inference of guilt shall be drawn by reason of not giving evidence on this ground. In the event the student chooses to offer any testimony at the hearing, however, the student shall no longer have this privilege.

Hearings shall be closed and confidential unless the student requests that it be open to the public. Any such request must be made no less than [three days] prior to the date of the hearing.

In a closed hearing, witnesses shall not be present at the hearing when not testifying, unless all parties and the panel agree to the contrary.

g. Decision

Following presentation of evidence the committee shall privately consider the evidence with all other persons excluded and shall prepare a written report to the Superintendent/President or designee. The report, which shall ordinarily be submitted to the Superintendent/President or designee within two (2) working days of the termination of the hearing, shall contain the following:

- i. A summary of the facts as found by the committee, and a determination that the student did or did not commit the acts charged.
- ii. A finding that the act did or did not constitute one of the causes for discipline.
- iii. A recommendation of discipline, if any.
- iv. Such further reports that the committee may consider appropriate and relevant to the issue.
- v. The decision shall be based only on the record of the hearing, and not on matter outside of that record. The record consists of the original accusation, the written response, if any, of the student, and the oral and written evidence produced at the hearing.

h. Recording of the Hearing

The hearing shall be recorded by the District either by tape recording or stenographic recording, and shall be the only recording made.
No witness who refuses to be recorded may be permitted to give testimony.
In the event the recording is by tape recording, the hearing panel chair shall, at the beginning of the hearing, ask each person present to identify themselves by name, and thereafter shall ask witnesses to identify themselves by name. Tape recording shall remain in the custody of the District at all times, unless released to a professional transcribing service.
The student may request a copy of the tape recording.

All testimony shall be taken under oath; the oath shall be administered by the hearing panel chair. Written statements of witnesses under penalty of perjury shall not be used unless the witness is unavailable to testify. A witness who refuses to be tape recorded is not unavailable.

The policy of confidentiality shall not preclude the college from taking any action following appropriate procedures against any person of entity on the basis of evidence developed at the hearing.

SUPERINTENDENT/PRESIDENT'S DECISION

2. Decision of the Superintendent/President or Designee

The Superintendent/President or designee shall review the report of the hearing officer or Committee, and its recommendations, if any. The Superintendent/President or designee may accept the sanction recommended by the committee; may adopt a lesser sanction; or may, if necessary, refer the matter back to the hearing officer or committee for further findings on specified issues; or, after a review of the record, may adopt a more severe sanction. The Superintendent/President or designee shall normally render the decision within three (3) working days of the receipt of the recommendation of the committee

The student shall be provided a written copy of the Superintendent/President decision. The report of the hearing officer or committee shall be made available to the student upon request.

If the college Superintendent/President determines that a student should be expelled, the student may accept the sanction or may appeal that decision through the Superintendent/President to the Governing Board.

If the student accepts the sanction, the Superintendent/President shall refer the matter to the Board for final decision.

Unless the Board determines otherwise, the Board's review of the matter shall be limited to the record on file and no other evidence may be submitted for consideration.

3. Procedures After Disciplinary Action

At the conclusion of any disciplinary matter pursuant to this Article, a report in summary of the matter shall be filed with the Superintendent/President.

The Board of Trustees shall consider any recommendation from the Superintendent/President for expulsion at the next regularly scheduled meeting of the Board of Trustees after receipt of the recommended decision.

The Board of Trustees shall consider an expulsion recommendation in closed session, unless the student has requested that the matter be considered in a public meeting in accordance with these procedures. (Education Code Section 72122)

The student shall be notified in writing, by registered, or certified mail or by personal service, at least three days prior to the meeting, of the date, time, and place of the Board's meeting.

The student may, within forty-eight hours after receipt of the notice, request that the hearing be held as a public meeting.

Even if a student has requested that the Board of Trustees consider an expulsion recommendation in a public meeting, the Board will hold any discussion that might be in conflict with the right to privacy of any student other than the student requesting the public meeting in closed session.

The Board of Trustees may accept, modify, or reject the findings, decisions, and recommendations of the Superintendent/President and/or the hearing panel. If the Board of Trustees modifies or rejects the decision, the Board shall review the record of the hearing, and shall prepare a new written decision which contains specific factual findings and conclusions. The decision of the Board shall be final.

The final action of the Board of Trustees on the expulsion shall be taken at a public meeting, and the result of the action shall be a public record of the District.

The Governing Board will consider readmission of any former student expelled pursuant to the Board Policy upon the presentation of evidence to the Associate Chief Student Services Officer to substantiate the student's ability to profit from instruction.

IMMEDIATE INTERIM SUSPENSION (Education Code Section 66017)

The Superintendent/President may order immediate suspension of a student where he/she concludes that immediate suspension is required to protect lives or property and to ensure the maintenance of order. In cases where an interim suspension has been ordered, the time limits contained in these procedures shall not apply, and all hearing rights, including the right to a formal hearing where a long-term suspension or expulsion is recommended, will be afforded to the student within ten days.

TIME LIMITS

Any times specified in these procedures may be shortened or lengthened if there is mutual concurrence by all parties.

Office of Primary Responsibility: *Office of the Chief Student Services Officer*

NOTE: The **red type** signifies **legally required** language recommended from the Community College League and legal counsel (Liebert Cassidy Whitmore). The wording in **black ink** is from current Lassen College Policy 5360 titled Suspension of Students adopted on 9/20/76 and revised on 3/17/87, 11/10/98, and 6/27/06; Policy 5365 titled Long-Term Suspensions and Expulsions adopted on 5/16/89 and revised on 11/10/98 and 6/27/06; Policy 5370 titled Expulsion/Readmission adopted on 9/20/76 and revised on 3/17/87, 11/10/98, and 6/27/06; Policy 5381 titled Student Discipline adopted on 9/20/76 and revised on 3/17/87, 11/10/98, and 6/27/06; and Policy 5382 titled Dormitory Rules of Conduct and Discipline adopted

on 2/7/89 and revised on 11/10/98 and 6/27/06. The information in **blue type** is additional language to consider including in this procedure.

Date Approved:

*(Replaces current Lassen College Policies
5360, 5365, 5370, 5381, and 5382)*

2011-2013 LCC 2-year COM.P.ACT Action Plan 19 Strategies - 6 require dual reporting	Status October 31, 2011	Status January, 2012	Status May, 2012	Resources	Desired Outcome	
<p>EMP (6)</p>	<p>Transfer by Design:</p> <ul style="list-style-type: none"> Assure basic skills, general education and career and technical education course offerings reflect the needs of students desiring to transfer to a four-year college or enter a career Strengthen the Basic Skills program by establishing the Basic Skills Collaboratory and expanding the number of qualified Basic Skills instructors as well as enhancing faculty skills in teaching developmental students Assure effective and data-informed course scheduling that builds upon articulation agreements and promotes seamless and timely completion of educational goals Market "Transfer by Design" internally and in outreach efforts to the community (Also SSMP) 	<p>EMP:</p> <ul style="list-style-type: none"> Initiated: Academic leadership is engaged in a formal analysis of the three component core mission course offerings. The results of that study will guide the staffing plan proposed for AY 2012-2013 Not yet begun: Assessment Center move must occur before Collaboratory is established Initiated: Academic leadership is engaged in a formal analysis of course scheduling that reflects offerings and staffing gaps <p>SSMP:</p> <ul style="list-style-type: none"> Initiated: This strategy was supported by the development of fact sheets and their dissemination during the fall college fairs. Counselors establish education plans seeking to effectively help students develop a strategy for transfer. 	<p>EMP:</p> <ul style="list-style-type: none"> Initiated: The analysis continues with special emphasis on "gatekeeper" courses – those courses with high enrollment and lower success rates. The results of this ongoing study will guide the staffing plan and student success interventions proposed for AY 2012-2013 Initiated: The Assessment Center move is completed. Renovations (i.e., painting, carpeting and furnishings) in the Collaboratory location are underway Initiated: Academic leadership is engaged in an ongoing formal analysis of course scheduling that reflects offerings and staffing gaps Initiated: This strategy was supported by the LCC transfer center sponsored trips to CSU Chico and UNR with LCC Students and staff. 		<ul style="list-style-type: none"> District resources – staff time for institutional research Collaboratory requires carpeting, painting, walls and 18 computers. Computers will be purchased with Basic Skills funds District resources – staff time for institutional research This strategy was resourced from existing district funds in student services. During the spring marketing dollars will be needed to update the fact sheets. 	
<p>EMP</p>	<p>Assessment of Student Learning:</p> <ul style="list-style-type: none"> Faculty, who have implemented course changes as a consequence of assessment results for student learning outcomes, will have evaluated the impact of changes 	<ul style="list-style-type: none"> Initiated: Faculty results are being compiled in Academic Services. Results will be used to inform Assessment dialogs scheduled to begin in Spring 2012. 	<ul style="list-style-type: none"> Initiated: Faculty results are being compiled in Academic Services. Results will be used to inform Assessment dialogs scheduled to begin in Spring 2012. 		<ul style="list-style-type: none"> District resources - however, staff time problematic given current staffing levels 	
<p>EMP</p>	<p>Maximizing the Student Experience:</p> <ul style="list-style-type: none"> Encourage and support increased faculty/student, student/student interactions outside of the classroom Employ communications strategies in order to inform and engage students in the life of the college Convert traditional/print Library to virtual, paperless, digital library that better meets students' needs 	<ul style="list-style-type: none"> Directional Change: For first two activities - District resources focused on maximizing the student experience through classroom refresh, installation of instructional technology and professional development Not yet begun: Adjunct Librarian hired, anticipate initiating activity in late spring 2012 	<ul style="list-style-type: none"> Directional Change: For first two activities - District resources focused on maximizing the student experience through classroom refresh, installation of instructional technology and professional development Initiated: Part-time Librarian hired, anticipate activity proposal in late spring 2012. Activity will continue into AY 2012-2013 		<ul style="list-style-type: none"> No longer applicable No longer applicable Virtual Library requires construction of student group rooms, computer carols and purchasing 18 computers 	

<p>EMP</p>	<p>Lassen Educational Collaborative:</p> <ul style="list-style-type: none"> Complete the development of Lassen Pathways, that enables high school students to concurrently complete their high school diploma and transferable general education coursework Implement an annual College and Career Day (Also SSMP) 	<p>EMP:</p> <ul style="list-style-type: none"> Completed: High School students can now enroll in the Lassen Pathway <p>SSMP:</p> <ul style="list-style-type: none"> Initiated: This strategy was supported during the fall when the President's office and Student Services staff met twice to discuss outreach efforts County wide. In addition the counseling department hosted and ran a countywide college fair program where the junior class at local high schools was targeted for attendance. 	<ul style="list-style-type: none"> Completed (and Expanding Focus): Lassen Union High School students can now enroll in the Lassen Pathway. The college is currently working with Modoc and Westwood High Schools to offer these Pathway courses online (delivery at computer lab locations in the high schools) Initiated: This strategy was supported in the fall with a 7th grade focused countywide career day event. Planning for an 8th grade visit program to LCC is underway and will occur during March 2012. 		<ul style="list-style-type: none"> District resources - LCC Counselor worked with LUHS Counselors to design Lassen Pathways. District resources will be used to compensate Moodle Site administrator, Mentor and faculty for course development. Title III resources will provide professional development funding for instructors teaching Pathway courses online. This strategy was supported and resourced from existing district funds. 	
<p>EMP</p>	<p>Strengthening/Enhancing Existing Programs:</p> <ul style="list-style-type: none"> Determine the future of Allied Health programs at the college, including the development of an RN Bridge Based upon instructional program reviews, feasibility analyses and/or regional interest and support, prioritize the viability of strengthening the following programs: Agri Business, Automotive Technology, Human Services, Logistics and Materials Handling and Small Business Management 	<ul style="list-style-type: none"> Initiated: Comprehensive retool of the current Vocational nursing program is occurring including alternate facility, new equipment and curricular redesign. The addition of a CNA program is underway Initiated: Academic leadership recommends a focus on Automotive Technology and Welding. Following a feasibility analysis, Logistics and Handling is removed from consideration 	<ul style="list-style-type: none"> Initiated: Vocational Nursing facility relocated to Credence High School location. New equipment ordered. CAN program is under review by the state board 		<ul style="list-style-type: none"> District resources used to increase staffing for ISS to half/time. CTE Grant funds and LCC Foundation support used to purchase new equipment. Further requirements include ~\$90,000 in equipment purchases. Staffing requirements include a PT CNA Director and a FT Allied Health/Nursing Program Director. Expansion of Automotive technology and welding will require additional funds as indicated in the 2012-2013 EMP. 	
<p>EMP</p>	<p>Community Service Programs:</p> <ul style="list-style-type: none"> Analyze enrollment patterns that justify the transition of existing credit, apportionment supported courses to community service classes and begin to implement the transition in 2011-2012 course schedule Create a structure within the college that will oversee the development of a robust community service program Implement the plan/develop community service class schedule 	<ul style="list-style-type: none"> Initiated: Academic leadership is engaged in a formal analysis of enrollment patterns and credit course offerings 	<ul style="list-style-type: none"> Initiated: Academic leadership is engaged in a formal analysis of enrollment patterns and credit course offerings. For program growth an internal structure to oversee the program must be developed. For additional information, see 2011 Community Service NIPR 		<ul style="list-style-type: none"> All three activities will require staff position for the implementation of a robust Community Service program 	

<p>SSMP (5)</p>	<p>Program Review:</p> <ul style="list-style-type: none"> Complete the third assessment cycle for Non-Instructional student learning outcomes for all program areas 	<ul style="list-style-type: none"> Initiated: SLO's from student service areas were reviewed during the fall in preparation for data gathering and review during the spring 2012 term. 	<p>Initiated: SLO data gathering continues.</p>		<ul style="list-style-type: none"> This strategy was supported and resourced from existing district funds. 	
<p>SSMP</p>	<p>Early Alert:</p> <ul style="list-style-type: none"> Using research to evaluate the effectiveness of the Early Alert Interventions verify that they helped LCC to improve student success in Course/Certificate/Degree completion rates by 10% 	<ul style="list-style-type: none"> Change of Direction: This strategy is undergoing a strategy change. During the 2010-11 year objections to faculty support for Early Alert work was registered by the LCFA union in negotiations. The use and pay for faculty time involved in early alert is under review. 	<p>New Development: A pilot project in EOPS has field tested a Datatel review process coupled with electronic ed plan development. Students are reporting that they better understand the impacts of their decisions to take classes over or out of sequence. Datatel reporting is used to early identify students who make changes to their ed plan and counselors provide intrusive counseling based on this information. This model is being considered for wider implementation.</p>			
<p>SSMP</p>	<p>Student Services Success Strategies:</p> <ul style="list-style-type: none"> Implement a set of success oriented strategies that tailor counseling, orientation, first year experiences and work study experiences to each student's needs 	<ul style="list-style-type: none"> Initiated: Over the past two terms Student Services has been piloting and building an electronic application, education plan and progress report system as part of the EOPS service model. These academic support and advising services help students internalize their educational planning. The EOPS advisor monitors the student's progress via Datatel report server data and guides the faculty counselor toward student needs as identified in these reports. Pilot project now considered for larger scale future implementation. 	<p>Initiated: The EOPS pilot project continues to show positive results. Discussions for larger scale implementation are progressing.</p>		<ul style="list-style-type: none"> This strategy was supported and resourced from existing categorical and district funds. 	
<p>SSMP</p>	<p>Student Services Technology:</p> <ul style="list-style-type: none"> Improve technology services in Admissions and Records, Financial Aid and Counseling (Also ITMP) 	<p>SSMP:</p> <ul style="list-style-type: none"> Initiated: This was initiated during the fall term as a team of IR and Student Services staff began work on CCCApply. In addition upgrades in LCC infrastructure will make Web Access technology services possible in the Spring of 2012. <p>ITMP:</p> <ul style="list-style-type: none"> Initiated: IS engaged a consultant to implement CCCApply. The CCCApply team is meeting and on schedule for roll-out in December 	<p>Initiated: Moves in the student services area in the fall upgraded all computers in assessment, established a dedicated space for a Career Café and upgraded the student ID card processing systems. New computers for student orientation were used in the area in front of Financial Aid leading up to the start of the spring semester.</p> <p>ITMP:</p> <p>Not Yet Complete: The CCCApply team continues to meet. Schedule for roll-out is now estimated late March</p>		<ul style="list-style-type: none"> This strategy was supported and resourced from existing district funds and supported by outside technical consultants. District funds license renewal for CCCApply, Consultant fees necessary to configure the site 	
<p>SSMP</p>	<p>Student Services Research:</p> <ul style="list-style-type: none"> Define an annual data-gathering regimen for student services. 	<ul style="list-style-type: none"> Initiated: The first section of Matriculation data was provided during this time frame. It is being used to inform Matriculation planning. 	<p>Initiated: A potential matriculation repository of data from past terms is being tested. Datatel report server data is being imported into a 9 term longitudinal Matriculation Data Base prototype and is being reviewed by student service managers for feasibility of design.</p>		<ul style="list-style-type: none"> This strategy was supported and resourced from existing district funds 	

<p>ITMP (2)</p>	<p>Instructional Technology:</p> <ul style="list-style-type: none"> Equip eight of instructional spaces with state of the art technology, to include two additional computer labs and converting classrooms as appropriate into “smart” technology rich classrooms and building upon campus-wide wireless capability (Also FMP) 	<p>ITMP:</p> <ul style="list-style-type: none"> Initiated: Equipment purchased and partially installed. One flex day training for faculty occurred. No classrooms are fully functional. One room is functioning as a computer lab; the second room is not yet identified. <p>FMP:</p> <ul style="list-style-type: none"> Not yet complete: This project is ¼ complete. Expected completion by December 2011. 	<p>ITMP:</p> <ul style="list-style-type: none"> Completed: Equipment purchased and installed. Full day of faculty training on smart classrooms will occur in late February. 		<ul style="list-style-type: none"> This project was resourced from VTEA funds for equipment and District savings from the 2010-2011 budget year for the infrastructure work 	
<p>ITMP</p>	<p>Institutional Infrastructure;</p> <ul style="list-style-type: none"> Define and implement ongoing refresh plan for desktops, servers (priority, frequency, funding) Upgrade voice communications (VOIP phone system) Maximize capacity in Datatel (eCommerce, web-time entry) Evaluate the wireless technology project Assure a vital Web presence (Portal implementation) 	<ul style="list-style-type: none"> Not yet begun Initiated: Phone sets delivered. Implementation cannot occur until Frontier completes PRI Not yet begun <ul style="list-style-type: none"> Not yet begun Initiated: Website redesign is underway with re-launch scheduled to occur in mid-November. 	<ul style="list-style-type: none"> Not yet begun Completed: Phone system implemented. Feedback forum conducted Not Yet Complete: IS continues to work with external consultant on eCommerce. Project closely tied to WebAdvisor relaunch Not yet begun Not Yet Complete: Website redesign continues, static pages currently being edited with re-launch scheduled to occur in February 			
<p>FMP (3)</p>	<p>ADA Compliance:</p> <ul style="list-style-type: none"> Fill the deep cracks in the Gym parking area in order to meet ADA compliance. 	<p>Completed</p>			<ul style="list-style-type: none"> This project was resourced from existing District facilities budget. 	
<p>FMP</p>	<p>Emergency Mass Communication System:</p> <ul style="list-style-type: none"> Complete the purchase and installation of an Emergency Mass Communication System (EMCS) 	<ul style="list-style-type: none"> Initiated – Complete by 11/30/2011 			<ul style="list-style-type: none"> This project was resourced from existing District facilities budget and existing monies set aside for the EMCS. 	
<p>FMP</p>	<p>Leveraging Existing Facilities:</p> <ul style="list-style-type: none"> Identify location and equip: Basic Skills Collaboratory, Center for Excellence in Learning and Teaching, Student Center, Student Services Welcome Center, Board Room (Also ITMP) 	<p>FMP:</p> <ul style="list-style-type: none"> Initiated – Complete by 12/31/2011 <p>ITMP:</p> <p>Initiated: Location for the Center identified</p>	<p>ITMP:</p> <p>Not yet complete: Furnishings for the Center identified but not yet ordered</p>		<ul style="list-style-type: none"> This project was resourced from existing District facilities budget and District savings from the 2010-2011 budget year Equipment for the Collaboratory will be purchased using Basic Skills budget. Equipment for Teaching Center will be purchased with Title III funds 	

HRMP (3)	Training: <ul style="list-style-type: none"> Provide for training on delivery methods in the Center for Excellence in Learning and Teaching 	<ul style="list-style-type: none"> Initiated: Location is identified but waiting for the Center to be configured. Training will be scheduled upon completion of the Center. 	Not yet complete: The Center is 60% complete at this time		<ul style="list-style-type: none"> Short-Term staffing funding; Funding for painting, carpeting, wiring, Smartboard and computers 	Assessment of initial training and additional training needs
HRMP	Administrative Procedures: <ul style="list-style-type: none"> Publish Classified Handbook 	<ul style="list-style-type: none"> Not yet complete: / 06-30-2012 			Existing Personnel	Distribution to Faculty & Staff - Spring
HRMP	Academic Support Staffing: <ul style="list-style-type: none"> Increase staffing for Basic Skills instruction and instructional support (Also EMP) 	HRMP: and EMP: <ul style="list-style-type: none"> Initiated: ISS-Basic Skills hired 11-08-2012; English Instructor to be hired 	Completed: English Instructor hired 1-12-2012		Funded	Staffing Level completed

Rank (Consultation Council Priority Recommendation)	Short List of 10 Action Items supporting the achievement of strategies listed above (Completion in 2011-12)	Status October, 2011	Status January, 2012	Status May, 2012
1 (2)	Convert MS 125 to Math/Science Computer Lab	Complete		
2 (3)	Install Classroom Technology in eight classrooms	Initiated – Complete by 11/30/2011	Complete	
3 (4)	Convert classroom to Teaching Center	Initiated – Complete by 12/31/2011	Not Yet Complete	
4 (5)	Convert cafeteria to Student Center	Complete		
5 (6)	Furnish Basic Skills Collaboratory	Initiated – Complete by 12/31/2011	Not Yet Complete	
6	Install VOIP Phone System	Initiated – Complete by 11/30/2011	Complete	
7	Install Emergency Notification System	Initiated – Complete by 11/30/2011	Not yet Complete – need training materials developed	
8	Relaunch WebAdvisor (attendance accounting, online grade entry)	Initiated – Complete by 12/31/2011	Not yet Complete (eCommerce must be completed first)	
9	Implement CCCApply	Initiated – Complete by 12/31/2011	Not Yet Complete – anticipate late March	
10	Implement Point of Sale System	Complete – Needs refining	Complete	

Explanations:

1. Resources: Please address how progress on the strategy was resourced: e.g., existing personnel/funds, additional funds, short-term staffing. Is the progress sustainable? If yes, are additional resources needed?
2. Desired Outcome: How will you measure the achievement of this strategy on June 30, 2013? To what level will you achieve this outcome?
3. Status:
 - Not yet begun
 - Completed – strategy achieved to the level intended
 - Initiated – strategy begun and in early stages
 - Not Yet Complete – strategy in progress on pace for completion as planned or with new completion date as indicated
 - Directional Change – strategy no longer feasible with explanation provided

Lassen Community College
Student Services Master Plan
2012-2017--Final Committee Review 2.2.12

I. INTRODUCTION

The Student Services Master Plan highlights the services needed to maximize the student experience through a variety of key student support services. The Educational Master Plan initiatives in capacity building, program development and outreach implementation have specific handshaking necessities and implications for the Student Services Master Plan. The responsibility for the development of the Student Services Master Plan was reviewed by the Student Services Management group and then also reviewed by the Student Services Planning Committee. The plan was then forwarded to the Consultation Council for inclusion in the Comprehensive Institutional Master Plan.

Student Services Vision: Lassen Community College will provide comprehensive services leading students to success as whole persons.

Student Services Emphasis: Lassen Community College seeks to help students develop as whole persons with a balanced approach to human growth in four areas:

- Mental- Quality and challenging academics leading to academic growth and solid vocational preparation
- Physical- Choosing healthy ways of living, physical health and fitness programming, active campus student life offering a variety of activities catering to students interests and abilities
- Intrapersonal- Introspective self-assessment and counseling using a variety of themes and non-credit workshops aimed at assisting the student to choose both academic areas of study and career pathways commensurate with their personal strengths, talents, personality traits, values, intelligence types (both emotional and mental), interests, etc.
- Interpersonal- Skills based on healthy ways of interacting with others delivered through non-credit workshops and special speaker seminars, intrusive student life interventions, student discipline based on solid conflict management and peace making strategies.

Key Components for Student Support Services

- Matriculation
 - Registration Support Services
 - Assessment and Advising
 - Orientation
 - Academic Support Services/Supplemental Instruction/Tutoring
 - Early Warning and Retention Alert Systems
- Counseling and Guidance
- Workstudy, CalWORKs and Work Experience Referral
- Articulation
- Transfer Readiness
- Programs for Targeted Populations

- Disabled Students Programs and Services
- CalWORKS
- Extended Opportunities Programs and Services/CARE
- Child Development Center
- Kinship Care
- Foster Youth
- Veterans
- Admissions and Records
 - Admissions
 - Athletic Eligibility
 - Records and Attendance Accounting
 - System Analysis
 - Transcript Evaluations
- Financial Aid
 - Aid Processing and FAFSA processing
 - Loan Processing
 - VA Benefits
 - Federal Work Study Processing
 - Scholarship Processing
- Student Affairs, Leadership and Governance
 - Associated Student Body
 - Club Leadership including a growing club program for international students
 - Student Leadership Development
 - Student life and Activities
- Residential Services
- Student Recognition Programming
 - Phi Theta Kappa National Honor Society
 - Annual Student Achievement Awards
 - Honors Lists (Deans, VP, Presidents)
- Outreach Services
 - College and Career Fairs
 - Pre K-12 School Relations
 - Advertising for registration
 - Reg To Go program Coordination

- County Fair Coordination
- Acoustic Café and Summer Nights on the Green
- Health Services
- Probation and Academic Disqualification Advising Services

II. STUDENT SERVICES PLANNING COMMITTEE

The following individuals served as members of the 2011-12 Student Services Planning Committee:

- Cary Templeton, Dean of Student Services
- Tena Rulofson – Management
- Andy Faircloth- Faculty
- Ross Brosius– Faculty
- Sara Michels – Faculty
- Tom Rogers– Faculty
- Kristina Zavala– Student
- Karen Clancy – CSEA
- Janna Sandahl – CSEA

III. 2012-2017 integration with the Educational Master Plan

Capacity Building—While the instructional programs engineer the delivery of curriculum using innovative delivery systems the student services must also be engineered to deliver services using innovative and relevant technology. The college will build in both instruction and student services its capacity to maximize the student experience utilizing the power of technology.

Program Development—Student services will partner with new academic endeavors and programs of study to maximize the services needed for students to get advising, educational planning, counseling, assessment, registration services and financial aid. Students taking courses in blended delivery programs will need different patterns of access to student services. Impacted academic programs will need different patterns of enrollment advising and wait listing.

Outreach Implementation—The addition of classes offered via contract education, continuing education and community education will require student services to rethink its normal delivery of student services. Expanded opportunities for alternate delivery methods will expand the reach to outlying areas. The increase in on-line courses will expand the geographic reach of the campus while requiring student services to improve our communication with students via an effective electronic interface. The expansion of diversity via more targeted international student recruitment will require student services to become more accommodating to students with strong cultural and language differences as well as providing showcases for the cultural traditions brought by students with more diversity.

The Institutional Approach

- Academics, advising, counseling, and student life will be focused on whole person student development focusing on student success both in and out of classroom. LCC will have a commitment to strengths based counseling and advising.
- An institutional commitment to student learning. Additional integration with the learning center, the basic skills collaboratory, faculty, tutoring, retention support services, early alert notification of student duress, student achievement and satisfaction survey information gathered for assessment purposes.
- An institutional understanding of the force field student success model with a commitment to reduce barriers to student success throughout the institution.
- An institutional commitment to use technology effectively in all forms of student services including registration, orientation, academic advising, financial aid processing and notification, grading and attendance accounting, payment of fees and providing a student friendly web portal to access student records.

STUDENT SERVICES ACTION PLAN

Student Services Plan 2012-2013						
Goal	Objective	Strategy Description	Desired Outcome	Timeline	Responsible Party(s)	Performance Measures COMMENTS
3	3.7	Objective 3.7. Assess and implement steps to increase student access and the actual awarding of financial aid	Review all students who do not apply for financial aid and develop departmental strategies to increase the number of students who apply for financial aid. Goal: 90% of eligible LCC students are actually applying.	Spring 2013	Director of Financial Aid	<p>Summer 2011 consulting and FA awarding review is guiding FA decisions regarding disbursement of FA. For both the fall and spring terms of the 2011-12 year advance payments of partial Pell funds prior to school starting was accomplished.</p> <p>Outreach activities for financial aid need to be reviewed to get more students to apply.</p> <p>Reports that identify students who have not applied for FA were developed in 11-12 and will be used to increase effectiveness of awarding in 12-13.</p>
3		Update the Student Equity Plan	Complete a comprehensive data review of student access to Lassen	Summer 2013	Dean of Student Services Chief Instructional Officer	The Chancellor's office in 11-12 is reviewing the requirements for

			College updating the last plan with current data and making appropriate changes if any group is found to have their access to a LCC college education being limited/restricted			submission and updating of the Student Equity Plan.
5		Annually review the staffing, facility and student service programs making recommendations for departmental changes to improve LCC's service to students	Annually review and utilize position openings as opportunities to improve student services over the next 24 months	Spring 2013	Dean of Student Services	
5		Review the comprehensive automation projects list annually.	Based on this annual review confirm the automation projects student services will seek to implement over the next 24 months.	Summer 2013	Dean of Student Services, Student Services Management Group	Carry forward a list of projects from last year for review. automated drop for non-payment. Move to 2012-13. enrollment verification. Move to 2012-13
		Improve technology services in Admissions and Records, Financial Aid and Counseling: <ul style="list-style-type: none"> • Scanning technology for student records • Improved communication for FASFA information • Document imaging • Degree Audit • Ecommunications in all Student Services departments 	To improve efficiency and effectiveness	Summer 2013	Dean of Student Services Admissions and Records Financial Aid Counseling Department	

		<p>Prepare for increase in international recruitment and address the Student Life NIPR recommendation to more adequately staff and program for student affairs.</p> <p>Utilize existing management in Student Services to improve our student affairs supervision to</p> <ul style="list-style-type: none"> • coordinate clubs (inc. new international club), • develop an advisors manual for student organizations and clubs • help manage and supervise the activities and events sponsored by ASB including statewide and regional conferences/assemblies • assist in student leadership development, • prepare and work with club advisors, • monitor ASB ambassadors and • coordinate with campus outreach initiatives with Lassen Peaks and others. 	<p>To improve the sense of community on campus for students, staff and faculty and to improve the diversity of student experiences on campus.</p>	<p>Summer 2013</p>	<p>Dean of Student Services</p>	<p>Resource and equip club advisors.</p> <p>Coordinate an annual calendar of activities, club events, ASB meetings and forums, etc.</p> <p>Plan and run an annual student leadership program.</p> <p>Coordinate with Lassen Peaks initiatives for outreach.</p> <p>Hire student ASB ambassadors..</p>
		<p>The development of an early alert system of follow-up to student success must be built.</p>	<p>Students who are struggling to be successful would be identified and interventions suggested and provided to the student.</p>	<p>Summer 2013</p>	<p>Dean of Student Services, Chief Instructional Officer</p>	

Student Services Plan 2013-2014

Goal	Objective	Strategy Description	Desired Outcome	Timeline	Responsible Party(s)	Performance Measures
5		Annually review the staffing, facility and service components making recommendations for departmental changes to improve LCC's service to students	Annually review and utilize position openings as opportunities to improve student services over the next 24 months	Summer 2014	Dean of Student Services	
5		Review the comprehensive automation projects list annually.	Based on this annual review confirm the automation projects student services will seek to implement over the next 24 months.	Summer 2014	Dean of Student Services, Student Services Management Group	
		Faculty training for online instruction by counseling faculty member	Integration of online counseling and student services for growing online student population.	Summer 2014	Dean of Student Services, Chief Instructional Officer	
		Implementation of an annual Student Services Professional Development plan.	Annually the managers of the Student Services service areas will prepare an annual plan for a coordinated professional development curriculum and schedule the training events prior to the end of the previous year.	Summer 2014	Dean of Student Services	

Student Services Plan 2014-2015

Goal	Objective	Strategy Description	Desired Outcome	Timeline	Responsible Party(s)	Performance Measures
5		Annually review the staffing, facility and service components making recommendations for departmental changes to improve LCC's service to students	Annually review and utilize position openings as opportunities to improve student services over the next 24 months	Summer 2015	Dean of Student Services	
5		Review the comprehensive automation projects list annually.	Based on this annual review confirm the automation projects student services will seek to implement over the next 24 months.	Summer 2015	Dean of Student Services, Student Services Management Group	
		Faculty training for online instruction by counseling faculty member	Integration of online counseling and student services for growing online student population.	Summer 2015	Dean of Student Services, Chief Instructional Officer	
		Implementation of an annual Student Services Professional Development plan.	Annually the managers of the Student Services service areas will prepare an annual plan for a coordinated professional development curriculum and schedule the training events prior to the end of the previous year.	Summer 2015	Dean of Student Services	

Student Services Plan 2015-2016

Goal	Objective	Strategy Description	Desired Outcome	Timeline	Responsible Party(s)	Performance Measures
5		Annually review the staffing, facility and service components making recommendations for departmental changes to improve LCC's service to students	Annually review and utilize position openings as opportunities to improve student services over the next 24 months	Summer 2016	Dean of Student Services	
5		Review the comprehensive automation projects list annually.	Based on this annual review confirm the automation projects student services will seek to implement over the next 24 months.	Summer 2016	Dean of Student Services, Student Services Management Group	
		Faculty training for online instruction by counseling faculty member	Integration of online counseling and student services for growing online student population.	Summer 2016	Dean of Student Services, Chief Instructional Officer	
		Implementation of an annual Student Services Professional Development plan.	Annually the managers of the Student Services service areas will prepare an annual plan for a coordinated professional development curriculum and schedule the training events prior to the end of the previous year.	Summer 2016	Dean of Student Services	

Student Services Plan 2016-2017

Goal	Objective	Strategy Description	Desired Outcome	Timeline	Responsible Party(s)	Performance Measures
5		Annually review the staffing, facility and service components making recommendations for departmental changes to improve LCC's service to students	Annually review and utilize position openings as opportunities to improve student services over the next 24 months	Summer 2017	Dean of Student Services	
5		Review the comprehensive automation projects list annually.	Based on this annual review confirm the automation projects student services will seek to implement over the next 24 months.	Summer 2017	Dean of Student Services, Student Services Management Group	
		Faculty training for online instruction by counseling faculty member	Integration of online counseling and student services for growing online student population.	Summer 2017	Dean of Student Services, Chief Instructional Officer	
		Implementation of an annual Student Services Professional Development plan.	Annually the managers of the Student Services service areas will prepare an annual plan for a coordinated professional development curriculum and schedule the training events prior to the end of the previous year.	Summer 2017	Dean of Student Services	