



# Consultation Council / Strategic Planning Committee 2013-2014

## Administration:

**Dr. Marlon Hall**  
**Dave Clausen**  
**Dr. Tammy Robinson**  
**Dr. Beatriz Vasquez**  
**Patrick Walton**

## Classified:

Jeff Lang  
Carol Montgomery  
Tami Wattenburg  
ASB  
**Robert Lopez**

## Faculty:

**Cheryl Aschenbach**  
**Sandy Beckwith**  
Carie Camacho  
**Sue Mouck**  
Ross Stevenson

## Management:

**Terry Bartley**  
**Vickie Ramsey (HRMP)**  
TBA (FMP)  
**Aeron Zentner (OIE)**

Those present indicated in **bold**.

Guests present: Codi Mortell,, Dave Trussell,, Lori Pearce

Minutes for September 19, 2013

Called to order at 3:00pm

## Consultation Council

1. Academic Services – Institutional Effectiveness Update (Information)  
*Aeron Zentner reported that the Office of Institutional Effectiveness is looking at student success components. In the current study he analyzed sixteen factors affecting student success. Additional information will be provided in the monthly newsletter “Outside the Box, Update from Institutional Effectiveness.”*
2. Adoption of AP 5011 - Admission and Concurrent Enrollment of High School and Other Young Students and AP 5031 - Instructional Materials Fees (Consultation)  
*Patrick Walton reported that the two remaining AP’s from student services are being presented. Cheryl Aschenbach expressed concern that the administrative procedure did not identify the process including Curriculum/Academic Standards Committee approval necessary to implement a materials fee. The mechanism utilized to develop the fee and clear documentation of the materials that the student would receive for the fee needed for auditing purposes was not articulated. **Consultation Council accepted AP 5011- Admission and Concurrent Enrollment of High School and Other Young Students by consensus. AP 5031 – Instructional Materials Fees was tabled until the next meeting.***

## Strategic Planning

1. Presentation of 2013 Basic Skills IPR (Information)  
*Cheryl Aschenbach presented the Basic Skill IPR accepted by the Academic Senate on September 10, 2013. She informed the group that the IPR would be presented to the Governing Board at their next meeting. She asked if there were any questions and there were none.*
2. Student Learning Outcome Handbook (Information)  
*Aeron Zentner presented the Student Learning Outcome Handbook adopted by the Curriculum/Academic Standards Committee on September 17, 2013. Mr.*



# Consultation Council / Strategic Planning Committee 2013-2014

*Zentner explained that the handbook included information about writing and assessing student learning outcomes as well as expectations from ACCJC. Sue Mouck informed the group that Ross Stevenson, as the LCFA president, requested that she ask that the Academic Senate revisit the language in the handbook as it relates to the faculty workload issues.*

## Accreditation Steering

### 1. Acceptance of Draft 2014 Accreditation Self-Evaluation

*Sue Mouck presented the draft self-evaluation and identified that the document was ready for review by the various constituent groups (administration, faculty, classified staff, management staff and associated students). The document will also be presented to the governing board for a first reading. The question of whether individuals could continue to comment and Ms. Mouck indicated that all suggestions for improvement are still welcome. Aeron Zentner suggested that a survey be utilized to solicit input instead of numerous emails to Sue Mouck. Ms. Mouck suggested that both opportunities for input be provided. Ms. Mouck indicated that all suggestions would need to be received by October 9, 2013 just under three weeks away. **The committee accepted the draft document for distribution by consensus and thanked Sue Mouck for all of her hard work.***

### 2. Accreditation Update (Information)

*Sue Mouck informed the group that Carol Montgomery had notified her that the names of classified representatives to Consultation Council (the Accreditation Steering Committee) should be removed from the Accreditation Self-Evaluation document since she, as president of the classified union, had previously notified the District the classified appointments to all committees had been rescinded. Ms. Mouck indicated that the removal of the names of the classified representatives could have an institutional impact, so that she had felt compelled to bring the issue to the attention of the committee for their consideration. Sandy Beckwith expressed the position that removal of the names would not provide recognition for the work already performed by the classified representatives on the committee earlier this year. The group was informed that Ms. Montgomery had sent a subsequent clarifying email identifying that the classified union had not appointed representatives to the accreditation standard teams, which were open to all interested individuals, therefore her previous notification of the removal of appointees to campus committee had not impacted classified participation on the standard teams. Others expressed concern about the impact on the accreditation status of the institution. Sue Mouck suggested that the names be retained in the document with a clarifying statement documenting the notification received from Ms. Montgomery and the decision to retain the names. **The consensus of the group***



## Consultation Council / Strategic Planning Committee 2013-2014

*was to accept the suggestion and retain the classified representative names on the list of Accreditation Steering Committee members and add the clarifying statement to the document.*

Other:

*Dave Clausen identified that questions had been raised about positions being considered specifically the administrative assistant to the Dean of Instructional Services and the Emergency Medical Services Coordinator. Mr. Clausen provided copies of the budget prioritization sheets from last spring. He identified that the administrative assistant in the Office of Instruction would be handling Athletics as well as other duties and was being funded from the money identified in priority number 15 previously identified for a Confidential HR Specialist. He further indicated that the Academic Counselor – funding priority number 10 had not been hired. Patrick Walton clarified that international student revenue originally intended to fund the counselor had only been sufficient to fund one of the two positions proposed and the money had been used to fund the Outreach Coordinator. Mr. Walton indicated a continuing need for another counselor and said that Consultation Council should expect the request of an additional counselor to appear again during the next prioritization of request. Dave Clausen indicated that the proposed EMS Coordinator position would be a one-year pilot to investigate the feasibility of offering different options within EMS such as paramedic, EMT II, or others. The proposed cost is \$25,000.00. These options are being pursued at this time due to the available space at the new Public Safety Training Center and the need for increased sustainable FTEs. Dr. Vasquez provided historical background for the proposal with a handout (attached to minutes). Cheryl Aschenbach questioned how the proposed position had jumped in front of other items identified in last year's EMP and other recommendations from 2013 program reviews and annual reports, which were just now being considered for inclusion in this year's EMP. She asked why individuals should complete program reviews and patiently wait for their requests to be prioritized if positions and request not considered in the prioritization process are funded. She emphasized that faculty have worked hard to legitimize the program review/planning process and even the appearance that the process is being circumvented weakens the process. Dr. Hall wanted it clearly stated: that there had been no intent to bypass the adopted planning process. Dave Clausen identified that the idea of a Public Safety Academy had been included in the "visionary list" in the EMP and questioned what is the process for taking advantage of unexpected opportunities to generate new FTEs or develop new programs. Sue Mouck identified that the CIMP specifically stated that the college needed to implement a system for submitting proposals. She suggested that all curriculum/program proposal need to go to the Academic Planning Committee. Patrick Walton suggested the perhaps addendums to the appropriate master plan might serve as a mechanism to document shifts in direction. The need to plan, document and communicate prior to implementation was emphasized.*



# **Consultation Council / Strategic Planning Committee 2013-2014**

*Dave Clausen further reported that the college has been fined \$13,200 by the IRS for failing to report Social Security Numbers on the 1098T for 2011-2012 year. All community colleges are receiving similar fines despite the fact that the colleges are not required and have no mechanism to collect SSNs. The anticipated fine for the 2012-2014 years is \$43,000. The college is appealing the fines. Other colleges are also appealing and the magnitude of the fines at larger schools is significantly greater.*

Meeting adjourned at 4:15pm

#### Future Meetings:

Thursday, September 26, 2013 at 3:00pm

Thursday, October 3, 2013 at 3:00pm

#### Future Agendas:

1. Review of the October 8, 2013 Governing Board agenda (Information) – Dr. Hall
2. Acceptance of AP 3550– Drug Free Environment and Drug Prevention Program (Consultation) – Vickie Ramsey
3. Acceptance of AP 3600– Auxiliary Services (Consultation) – Vickie Ramsey
4. Acceptance of AP 5031– Instructional Material Fees(Consultation) – Patrick Walton
5. Presentation of 2012 Auxiliary Services (Food Service/Bookstore/Book Rental/Loan Program) NIPR (Information) – Dave Clausen
6. Presentation of 2013 Welding Technology IPR (Information) - Cheryl Aschenbach
7. Presentation of 2013 Human Services IPR (Information) - Cheryl Aschenbach
8. Presentation of 2013 Gunsmithing IPR (Information) - Cheryl Aschenbach
9. Presentation of 2013 Maintenance and Operation of Plant NIPR (Information) – Dave Clausen



# Consultation Council / Strategic Planning Committee 2013-2014

Handout Provided by Dr. Vasquez

## Points to support the EMS Coordinator new temporary, short-term management position

- LCC Vision's fourth statement expects the institution to "Be the economic and Workforce development leader for the community"
- Ideas for a public Safety Academy was first published in the 2012-2017 CMP as Strategic Goal Six – Community Leadership, Strategy 6.2.a: "By spring 2013, the college will implement a system for submitting proposals from the community for college led expansion i.e. Allied Health Institute, **Public Safety Academy** or Performing Arts Center." (pg. 26)
- The 2013-2018 CMP also includes the strategy (Facilities long range plans, pg.36)
- Fire Technology IPR – May 2013 details:
  - The need for a Public Training Center in the Student Evaluation Summary - Description and Planning Agenda (pg. 5)
  - The desire to introduce two new degree programs (Homeland Security and **EMS-Emergency Medical Service**) per advice from the advisory committee. (Curriculum , pg.6)
  - Section Three: Facilities planning address the **immediate** need for increase in class space to accommodate more classes and to generate additional FTES.
- Accreditation, Standard II. A. Instructional Programs describes same facts: "Of particular note, the Fire Technology advisory committee led dialogue with agencies on a local, state, and federal level, which resulted in changes and expansion of the Fire Technology Program. The Fire Technology Program moved off site to the newly named Public Safety Training Center effective fall 2013. The off-site facility also houses the Vocational Nursing, Certified Nursing Assistant, and Emergency Medical Technician programs. Future plans include the development of an Emergency Medical Service program and revitalization of the Peace Officer's Safety Training (POST) program at the same site.' (2014 Self Evaluation draft, pg. 78)



# Consultation Council / Strategic Planning Committee 2013-2014

- In summary, we are not dealing with new ideas on the issue, just a rearrangement of priorities brought up by the finding of an affordable site to increase class offerings and thus the opportunity to develop new programs needed by the community.
- The Director of the PSTC provides the leadership for this project and is dedicated to investigate all opportunities available to support economic development and increase of FTES. This task involves careful review of legalities and feasibility of programs for our institution.
- The budgetary implications of any additional position and/or programs will always be considered by using the same conservative approach that has provided LCC stability during rough economical times. Careful revision of funds temporarily available will be considered to support the proposed EMS Coordinator position.
- The ***EMS Program Coordinator*** position is proposed as part-time, temporary management. The function will primarily focus on determining the feasibility of EMS and/or related programs to complement the Fire Sciences at our college.
- Creativity is needed from all areas to address the district needs for increase in enrollment and consequently the number of FTES. Examples of additional efforts are:
  - The ongoing development of curriculum for Correctional Officers Training to be offered for college credit at the local correctional facilities by contract education similar to the Cal Fire/Fire Technology program.
  - Feasibility research for the reactivation of the Ag- Herlong project.
  - Grant writing: a new team has been appointed by the President (Robinson, Walton, Zentner)



# Consultation Council / Strategic Planning Committee 2013-2014

**Proposed Lassen Community College District  
Procedure**

**CCLC No. 5011**

**Student Services**

**Accepted by Consultation Council 9/19/2013**

## **AP 5011 ADMISSION AND CONCURRENT ENROLLMENT OF HIGH SCHOOL AND OTHER YOUNG STUDENTS**

### **References:**

[Education Code Sections 48800, 48800.5, 76001, and 76002](#)

**Note:** *This procedure is **legally required** if the District admits high school students or younger students. Local practice may be inserted. At a minimum the procedures should address or include:*

*Admission criteria and procedures for younger students enrolling in the community college:*

- *Special part-time students (if applicable and as defined in Board Policy)*
- *Special full-time students (if applicable and as defined in Board Policy)*
- *Summer school students (if applicable and as defined in Board Policy)*
- *Agreements between school district(s) and the Community College District*
- *Credit granted for courses*
- *Limits on the number of units for which special part time students may enroll [See Education Code Section 76001.d for specific language]*
- *Procedures for denial of request for full-time enrollment, including time constraints [See Education Code Section 76001.f for specific language]*
- *Procedures for recording Board findings and reasons for denial of a request for admission by a student identified as highly gifted.*
- *Procedures for assigning a low enrollment priority to special part-time or full-time students to ensure they do not displace regularly admitted students.*
- *Procedures for maintaining records of enrollment of these students for apportionment purposes.*

*Procedures for ensuring that claims for state apportionment for K-12 students meet all of the following criteria:*

- *The class is open to the general public*



# Consultation Council / Strategic Planning Committee 2013-2014

- *The class is advertised as open to the general public in one or more of the following:*
  - *The college catalog*
  - *The regular schedule of classes*
  - *An addenda to the catalog or schedule*

*If the decision to offer a class on a high school campus is made after publication of the district's regular schedule of classes, and the class is only advertised to the general public through electronic media, the class must be advertised for a minimum of 30 continuous days prior to the first meeting of the class.*

*If the class is offered on a high school campus, the class may not be held during the time the campus is closed to the general public, as defined by the school board.*

*If the class is a physical education class, no more than 10 percent of the enrollment of the class may consist of special part-time or full time students.*

**Note:** *The following is an illustrative example of procedures. Legally required and legally advised clauses are indicated.*

### ***(Legally required)***

To be considered for admittance as a special part-time student, the student must meet the eligibility standards as established in Education Code Sections 48800 and 76001.

### ***(Legally advised)***

Admission is subject to seat availability. The student must submit:

- District application for admission;
- written and signed parental or guardian consent;
- written and signed approval of his/her principal (**Note:** *A parent or guardian of a pupil who is not enrolled in a public or private school may petition directly without the signature of a principal.*)
- demonstration that the student is capable of profiting from instruction. The **Chief Student Services Officer** has the authority to make the final decision whether a student can benefit from instruction.

### ***(Legally required)***

To be considered for admission as a special full-time student, the student must meet the eligibility standards as established in Education Code Section 48800.05.





# Consultation Council / Strategic Planning Committee 2013-2014

## ***(Legally advised)***

Admission is subject to seat availability. The student must submit:

- District application for admission;
- written and signed parental or guardian consent;
- written and signed acknowledgment of his/her principal. (**Note:** *A pupil who is not enrolled in a public or private school does not need to provide written acknowledgment from his/her school principal.*);
- demonstration that the student is capable of profiting from instruction;
- written approval of the governing board of the school district of attendance. The **Chief Student Services Officer** has the authority to make the final decision whether a student can benefit from instruction.

## ***(Legally required)***

To be considered for admission as a special summer session student, the student must meet the eligibility standards as established in Education Code Section 76001.

## ***(Legally advised)***

The student must submit:

- written and signed parental or guardian consent;
- written and signed approval of his/her principal that the student has availed himself/herself of all opportunities to enroll in an equivalent course at his/her school of attendance; and
- demonstration that the student has adequate preparation in the disciplines to be studied.

All required documents shall be sent to the **Chief Student Services Officer**.

## ***(Legally advised)***

### **High School Students**

For students attending high school, the **Chief Student Services Officer** will review the materials, and will determine if the student has the abilities and sufficient preparation to benefit from instruction at a community college. The decision of the **the Chief Student Services Officer** shall be final. This determination may be done by [one or more of the following options]:

- a review of the materials submitted by the student;
- meeting with the student and his/her parent or guardian;
- consultation with **the Chief Student Services Officer and a Lassen College Counselor**;
- consideration of the welfare and safety of the student and others; and/or
- consideration of local, state, and/or federal laws.



# Consultation Council / Strategic Planning Committee 2013-2014

## Academically Talented Elementary Students (grades K-8th)

For students attending middle and lower schools, the determination shall be made by the Chief Student Services Officer. The school must provide transcripts and a letter signed by the principal indicating how in his/her opinion the student can benefit from instruction. The Chief Student Services Officer will determine if the student has the abilities and sufficient preparation to benefit from instruction at a community college, and that the student's safety and that of others will not be affected. The decision of the Chief Student Services Officer shall be final. Once a decision has been made, the student, his/her parent or guardian and the school principal shall be informed of the decision. This determination may be done by applying the following criteria [one or more of the following options]:

- a review of the materials submitted by the student;
- meeting with the student and his/her parent or guardian;
- consultation with the Chief Student Services Officer and a Lassen College Counselor;
- consideration of the welfare and safety of the student and others;
- consideration of local, state, and/or federal laws;
- review of the content of the class in terms of sensitivity and possible effects on the minor;
- requirements for supervision of the minor; and/or
- times the class(es) meet and the effect on the safety of the minor.

### ***(Legally required)***

Students will not be admitted unless they have availed themselves of all opportunities to enroll in equivalent courses at their schools of attendance. Courses in which high school and other young students are permitted to enroll will be open to the entire college population, and will be taught with the rigor appropriate to college-level courses in accordance with the approved course outline.

### ***(Legally required)***

If a request for special part-time or full-time enrollment is denied for a pupil who has been identified as highly gifted, the Board of Trustees shall provide written findings and reasons for the denial within 60 days. A recommendation regarding the request for admission, and the denial shall be submitted to the Board of Trustees at a regularly scheduled meeting that falls at least 30 days after the request for admission has been submitted.

Office of Primary Responsibility: *Chief Student Services Officer/Admissions* \_\_\_\_\_



# Consultation Council / Strategic Planning Committee 2013-2014

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*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.*

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**Date Approved:**

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



**Consultation Council /  
Strategic Planning Committee  
2013-2014**