

Lassen Community College

Follow-up Report



Approved by the Governing Board:
September 23, 2008

Submitted:
October 15, 2008
Lassen Community College
P.O. Box 3000
Susanville, CA 96130

To

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

Certification of the Follow-up Report

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

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

This Follow-up Report is submitted for the purpose of assisting in the determination of the institution's accreditation status.

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

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

Signed:

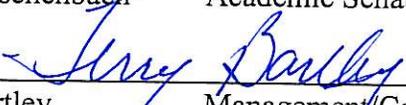
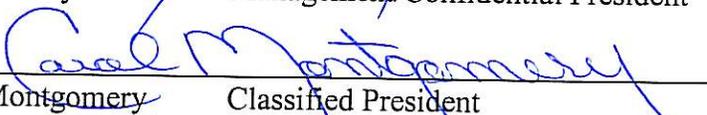
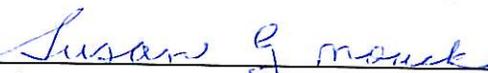
		9/23/08
Dr. Douglas B. Houston	Superintendent/President	Date
		9/23/08
Mr. Christopher Click	Governing Board President	Date
		9/23/08
Ms. Cheryl Aschenbach	Academic Senate President	Date
		9/23/08
Ms. Terry Bartley	Management/Confidential President	Date
		9/23/08
Ms. Carol Montgomery	Classified President	Date
		9/23/08
Mr. Abel Ramoz	Associated Student Body President	Date
		9/23/08
Ms. Susan G. Mouck	Accreditation Steering Committee Chair	Date

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Statement of Follow-up Report Preparation

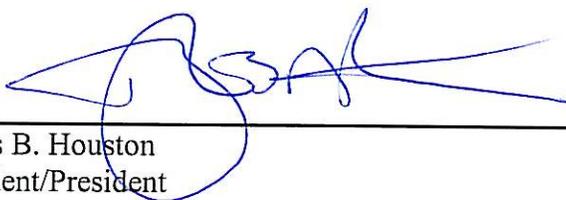
The campus educational community has continued to work diligently on the recommendations identified by the Accrediting Commission for Community and Junior Colleges (ACCJC) Western Association of Schools and Colleges in the visits of 2002 and 2006. In addition, the campus has also initiated work on the new recommendations added as a result of the visit following the 2008 Self-Study.

During Summer 2008, the Accreditation Steering Committee Chair prepared a preliminary draft of the October 15, 2008 Follow-up Report by updating the October 15, 2007 Progress Report with institutional activities from the previous year. The preliminary draft was presented to the Accreditation Steering Committee on August 21, 2008. Accreditation Steering Committee members were assigned specific recommendations to review. The Accreditation Steering Committee Chair compiled the suggestions into a revised draft.

The Accreditation Steering Committee reviewed and accepted the revised draft on August 28, 2008. On August 29, 2008, the revised draft was distributed to the entire campus community by email and hard copy for their review and comments. The constituent groups (administration, faculty, management/confidential staff, classified staff, and students) held meetings between August 29th and September 10th to receive input and to collectively agree upon any suggested changes, deletions, and additions to the draft Follow-up Report. The Governing Board discussion of the draft Follow-up Report occurred at their September 9, 2008 meeting.

The Accreditation Steering Committee met on September 11, 2008 to discuss the constituent groups input and incorporated changes to the draft at that time. At the same meeting the Accreditation Steering Committee adopted the final draft and approved it for forwarding to the Governing Board. The Governing Board reviewed and adopted the October 15, 2008 Follow-up Report at the Board Meeting on September 23, 2008.

The adopted Follow-up Report was sent ACCJC and added to the college website on September 24, 2008.



Dr. Douglas B. Houston
Superintendent/President

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

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

On May 13, 2008, the Governing Board adopted the initial integrated Comprehensive Institutional Master Plan containing the Strategic Master Plan, Educational Master Plan, Institutional Technology Master Plan, Facilities Master Plan, Human Resource Plan, and Faculty & Staff Development Plan sections. [1.1 *Comprehensive Institutional Master Plan*, 1.2 Governing Board Minutes May 13, 2008] The Comprehensive Institutional Master Plan is derived from data obtained through program review and student learning outcome assessment. [1.3 Planning Cycle for FY 08-10 Comprehensive Institutional Master Planning Cycle for FY 09-14 Strategic and Plan and Master Plans]

The budget allocation process described in the *Institutional Planning and Budget Development Process Handbook* was utilized by the campus community to develop the 2008/2009 tentative budget adopted by the Governing Board June 10, 2008. [1.4 *Institutional Planning and Budget Development Process Handbook 2008/2009*, 1.5 Consultation Council Minutes, 1.6 Budget Development Spreadsheets, 1.7 Governing Board Minutes June 10, 2008]

During May 2008, the planning and budget development processes, found in the *Institutional Planning and Budget Development Process Handbook*, along with the shared governance structure and process, found in the *Shared Governance and Collegial Consultation Process Handbook*, were evaluated. [1.8 Institutional Planning and Governance Evaluation Results] The evaluation utilized evaluation instruments developed by Consultation Council and the Strategic Planning Committee. [1.9 Institutional Planning and Governance Evaluation Instruments] The revised *Institutional Planning and Budget Development Process Handbook* describing the adopted integrated planning budget allocation process was adopted by the Academic Senate and Consultation Council and redistributed to the campus in August 2008. [1.10 *Institutional Planning and Budget Development Process Handbook 2009/2010*, 1.11 *Shared Governance and Collegial Consultation Process Handbook 2008/2009*]

The Academic Senate, responsible for instructional program review has scheduled a review and update of those processes for Fall 2008. The Academic Planning Committee continues to monitor the student learning outcomes assessment process.

The Strategic Planning Committee, restructured as a result of the May evaluation to be comprised of the same campus leadership members as the Consultation Council, met throughout early summer to compile and analyze data for consideration in development of the revised Strategic Master Plan. The Strategic Planning Committee presented the data to the Governing Board during a joint Planning Retreat on July 22, 2008 facilitated by Julie Slark, a recognized planning consultant. [1.12 Agenda, Handouts, & Governing Board Minutes July 22, 2008] The presentations included: Overview of the California Community College System Strategic Plan, Environmental Scan Data, Results of Planning Questions on a Student Survey, SWOT Analysis and Update on Educational Program Initiatives currently in progress. The Governing Board utilized the provided data in a review and re-affirmation of the vision statement for the college developed October 27, 2007. The Governing Board discussed six strategic goals proposed by the Strategic Planning Committee. The discussion centered on the relationship between the proposed goals and the mission and affirmed vision statements.

The Governing Board formally adopted the refined vision statement and six strategic goals on August 12, 2008. [1.13 Adopted Vision Statement and Strategic Goals, 1.14 Governing Board Minutes August 12, 2008] The adopted strategic goals were presented during Fall Convocation. [1.15 Fall 2008 Convocation Agenda and 1.16 Strategic Planning PowerPoint Presentation – August 15, 2008] Focus groups constructed around each of the six strategic goals met and developed objectives and strategies for implementation during the day’s activities. [1.17 Strategic Objective Convocation Exercise Results] The Governing Board adopted a revised mission statement consistent with the previously adopted vision statement and strategic goals on September 23, 2008. [1.18 Adopted Mission Statement, 1.19 Governing Board Minutes September 23, 2008]

The Academic Planning, Institutional Technology Planning, Facilities Planning, Human Resource Planning, and Faculty & Staff Development Planning committees are utilizing the strategic goals, proposed objectives and strategies in the development of their individual sections of the Comprehensive Institutional Master Plan during Fall 2008. [1.20 *Comprehensive Institutional Master Plan 2009-2014 Draft*]

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

“The team recommends that the college achieve a sustainable level of assessing student learning outcomes, which can be used for continuous quality improvement Administrators, faculty, and staff need to continue to identify, develop, implement, and assess student-learning outcomes at the course, instructional and non-instructional programs, and degree levels and use the results of those assessments to improve student learning, services, plans and institutional effectiveness. (Standards IB.1, IB.4, IB.7; IIA.1c, IIA.2a, IIA.2b, IIA.2e, IIA.2f, IIA.2g, IIA.2i, IIA.3, IIA.6, IIA.6a, IIB.1, IIB.3e, IIB.4, IIC.2; III; IVA.1, IVA2b, IVB.1b)”

Lassen College has been continuously engaged in college-wide processes for the development, implementation, and assessment of student learning outcomes and their integration into the institutional planning and improvement process since Fall 2006.

The institution established a Student Learning Outcome Development Plan in Fall 2006. [2.1 Student Learning Outcome Development Plan] The Curriculum/Academic Standards Committee in conjunction with the division chairs and faculty developed Institutional Academic

Student Learning Outcomes, which were adopted by the Governing Board on November 28, 2006. [2.2 Institutional Student Learning Outcomes and Governing Board Minutes] Subsequently, the Governing Board adopted fifty-three degree and certificate student learning outcomes (93% of all degrees and certificates) for ten of the eleven programs offered by the college (Administration of Justice/Correctional Science, Agriculture, Automotive Technology, Business, Child Development, Fire Technology, Gunsmithing, Journalism, Vocational Nursing and Welding) in addition to University Studies degrees in Administration of Justice, Agriculture Sciences, Art, Biological Science, Business Administration, Humanities, Mathematics/Physical Science, Natural Science, Physical Education, Pre-Nursing, and Social Science and General Studies degrees in Natural Science, Physical Education, and Social Science). [2.3 Approved Degree and Certificate Student Learning Outcomes]. By June 10, 2008, the Governing Board had adopted course-level student learning outcomes for four hundred and eighty-nine courses (82% of all courses). [2.4 Approved Course-Level Student Learning Outcomes] All student learning outcomes were developed by subject area faculty and approved by the Curriculum/Academic Standards Committee and Academic Senate.

The initial assessment of course level student learning outcomes began Spring 2007 with the assessment of student learning outcomes in two courses. The pilot semester for implementation of course-level student learning outcomes was identified as Fall 2007, when each faculty member was required to submit an assessment plan for one student learning outcome in one course at the beginning of the semester and provide assessment results to the Office of Instruction at the end of the semester. The analysis of the pilot semester of course level student learning outcomes assessment conducted in February 2008 revealed that of the thirty-four full-time faculty teaching that semester twenty-five (74%) submitted assessment plans and twenty-five (74%) had submitted completed assessment results to the Office of Instruction by February 25, 2008. Of the seventy-five part-time faculty teaching Fall 2007, eleven (15%) submitted assessment plans and two (3%) had submitted completed assessment results to the Office of Instruction. [2.5 SLO Assessment Analysis – Fall 2007]

During Spring 2008 Convocation, a faculty breakout session provided additional information about assessment methods for course-level student learning outcomes. [2.6 Spring 2008 Convocation agenda]

In the Spring 2008 semester, faculty were required to complete the same assessment expectations (assessment of one student learning outcome in one course) as for Fall 2007. The analysis of the spring semester of course level student learning outcomes assessment conducted June 2008 revealed that of the thirty-five full-time faculty teaching that semester twenty (57%) submitted assessment plans and fourteen (40%) had submitted completed assessment results to the Office of Instruction by August 16, 2008. Of the eighty-three part-time faculty teaching Spring 2008, seven (8%) submitted assessment plans and six (7%) had submitted completed assessment results to the Office of Instruction. [2.7 SLO Assessment Analysis – Spring 2008]

A workshop, Assessment Forever: Sustainable Continuous Quality Improvement, was provided by Steve Reynolds, College of the Siskiyous, during Professional Development and Institutional Planning Days (Flex Week) for Fall 2008. [2.8 Professional Development and Institutional Planning Days Agenda]

For the Fall 2008 semester, expectations for assessment implementation have increased: all full-time faculty at the college are required to assess a least two student learning outcomes in two different courses and assess one course level student learning outcome tied to a degree or

certificate (program-level assessment) student learning outcome. During the same semester part-time faculty are required to assess a minimum of two student learning outcomes in two different courses if they are instructing in more than one course. In order to improve compliance, the expectations for part-time faculty were presented during the Part-Time Faculty Orientation provided during Professional Development and Institutional Planning Days (Flex Week) for Fall 2008. [2.9 Dr. Houston's memo dated August 11, 2008, 2.8 Professional Development and Institutional Planning Days and 2.10 Part-time Faculty Orientation agendas] With the initial step in aligning course level student learning outcomes with program and general education student learning outcomes occurring during Fall 2008, increased dialogue concerning student learning outcomes at all levels has occurred across campus.

The Office of Instruction entered Student Learning Outcome Assessment Plans submitted with syllabi for Fall 2008 into the SLO Assessment Analysis Spreadsheet. [2.11 SLO Assessment Analysis – Fall 2008 and 2.12 Student Learning Outcomes Assessment Plans] The names of full and part-time faculty failing to provide assessment plan to the Office of Instruction by the third week of instruction were forwarded to the appropriate division chairs. The division chairs contacted the faculty to facilitate the submittal of the required assessment plans.

The assessment of student learning outcomes was incorporated into the revised instructional program review process adopted by the Academic Senate in Spring 2007. [2.13 *Instructional Program Review Policy and Procedures Handbook*] The linkage of student learning outcome assessment with instructional program review formalized the link between student learning outcome assessment and institutional planning. Instructional program review is the primary mechanism for integrating academic program planning and budget requests into the Educational Master Plan portion of the Comprehensive Institutional Master Plan and the budget allocation process respectively. [2.14 *Planning Cycle for FY 08-10 Comprehensive Institutional Master Plan –AND FY 09-14 Strategic Plan & Master Plans Flowchart*, 2.15 *Comprehensive Institutional Master Plan 2008-2009*, 2.16 *Institutional Planning and Budget Development Process Handbook 2009/2010*]

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

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

Through the leadership of the Lassen Community College President, the President's Cabinet has identified the strategy to ensure that the college evaluates its research capabilities and needs in meeting this recommendation. Core to that strategy is the commitment to utilize data for decision-making through integration of planned research and evaluation.

Oversight of the institution's research function is assigned to the Dean of Student Services/Institutional Research. The research office consists of an Enterprise Systems Developer/Research Analyst (management position) and a Research Technician (classified position) reporting to the dean. The Director of Information Technology and the Director of Admissions and Records advise and support the research office. Objective research of various forms is collected, maintained, sorted, and shared through this office. Guided by this office, the college is engaging in systematic and continuous use of data for decision-making relative to student achievement, learning outcomes, and institutional effectiveness in an effort to improve the effectiveness of the college. The research office is actively engaged in research supporting departments and offices across campus including Admissions and Records, Financial Aid, categorically funded programs such as EOP&S, and DSPS, etc., the Office of Instruction, Athletics, the Associated Student Body, Counseling and Guidance, Matriculation, the Office of Administrative/Business Services, academic program directors involved in program review, non-instructional programs/services involved in program review, Strategic Planning, the Governing Board, the Office of the President, and President's Cabinet. [3.1 Report Server report formatting, 3.2 MIS data clean-up, 3.3 Class Schedule Analysis, 3.4 Annual Athletic Review, 3.5 Data Analysis of the Associated Student Body Survey, 3.6 Chancellor's Office Audit Support, 3.7 Assessment Score Validation Study, 3.8 Fee Payment Research, 3.9 Instructional Program Review data for 2008/2009, 3.10 Dorm Non-instructional Program Review, 3.11 Environmental Scan Summary, 3.12 *Annual Fact Book 2007-2008*, 3.13 Enrollment Management Reports]

The college has acquired data infrastructure to support the research function. A new reporting server was purchased and installed December 2007, and a user reporting interface, datasets, and reports integrated with the Datatel information system and developed with consultant help became operational on this machine February 2008. During the first eight months of operation the Institutional Research staff expanded the use of this report server to more offices. The total number of reports available to authorized users grew to forty-one by August 2008 greatly improving the access to and use of data in decision-making. In addition, the Management Information System (MIS) reporting solutions for the college were reviewed and reliability of data exported in these processes was greatly improved in part through validation reports provided on the reporting server.

Beginning Spring 2008, the Institutional Research department provided required data - enrollment, FTE generation data, revenue and expenditure data, full-time equivalent faculty data, course retention and completion data, student outcome data (degrees and certificates completed), and employment forecast data - for instructional program reviews. A list of data for 2008/2009 instructional program reviews was refined and significant portions of this list were provided to faculty in August 2008. Data elements from this refined instructional program review data list not available in August were scheduled for delivery to faculty during the early Fall 2008 semester as the data became available. [3.9 Instructional Program Review data for 2008/2009]

The Institutional Research department completed and published the first *Annual Fact Book* in March 2008. This fact book included various sections on current term enrollment patterns, an annual demographic comparison section, an enrollment and expense by Taxonomy of Program (TOP) code section, retention and persistence by academic program section, an annual budget summary section, a review of course schedule by frequency and enrollment by TOP code section, and a faculty load section. An update to the annual facts section of this *Annual Fact Book* was made available to the campus during September 2008. Other sections of the Annual Fact Book are scheduled for release in accordance with the availability of the data leading to a

completed 2008-2009 *Annual Fact Book* release date early in Spring 2009. [3.12 *Annual Fact Book 2007/2008*]

In June 2008, the college received the initial draft of the Environmental Scan commissioned by the college in Fall 2007, and completed by the Madrid Consulting Group. [3.14 Environmental Scan] The Institutional Research office provided a summary of the entire scan to the Governing Board at their July 22, 2008 Planning Retreat and to the Consultation Council one week prior. [3.15 Environmental Scan Summary]

In addition, the Institutional Research department has created and is maintaining a research calendar of data submissions required of Lassen Community College. The calendar is distributed monthly via email to the campus community for information and review, beginning with the March 2008 edition in February 2008. [3.16 Research Calendar]

Enrollment growth has been identified as a priority for the college in current and future years. As such, the Dean of Student Services/Institutional Research provides the President's Cabinet, Board of Trustees and the division chairs with regular enrollment updates and year-to-year enrollment comparisons to better understand and utilize enrollment data in decision-making. [3.17 President's Cabinet agendas and minutes, 3.18 Governing Board meeting handouts and reports]

At the Governing Board Planning Retreat on July 22, 2008, members of the Strategic Planning Committee oriented the board to the following:

- CCC System Strategic Plan Summary [3.19]
- Environmental Scan Summary [3.15]
- Data Analysis of the Lassen Community College Associated Student Body Survey [3.5]
- Summary of Environmental Scanning (SWOT Analysis) [3.20]
- Academic Planning Committee Educational Initiative's Summary [3.21]
- Planning Cycle for FY 08—10 Comprehensive Institutional Master Plan
- Planning Cycle for FY 09-14 Strategic Plan and Master Plans [3.22]
- *Annual Fact Book 2007/2008* [3.12]

This planning retreat and orientation helped the Board in its discussion and affirmation of the vision statement and strategic goals and was an effective training strategy for furthering a culture of evidence and incorporating data for decision-making. At the Board meeting of August 12, 2008, the Board approved the Statement of Vision and six Strategic Goals. [3.23 Approved Vision Statement and Strategic Goals, 3.24 Governing Board minutes - August 12, 2008]

In addition to the above strategies for communicating, applying and integrating data for decision-making, the college has collected, sorted and made available the following data through the college website:

- Comprehensive Institutional Master Plan (includes FTEs by program, degrees and certificates awarded by program, revenue and expenditures by program) [3.25 Comprehensive Institutional Master Plan 2008/2009]
- Annual Fact Book (includes student demographics, FTEs by program, degrees and certificates awarded by program, revenue and expenditures by program) [3.12 *Annual Fact Book 2007/2008*]

- Multi-Year Fiscal and Academic Recovery Plan (includes institutional financial information) [3.26 *Multi Year Fiscal and Academic Recovery Plan*]
- Planning Documents from Governing Board Strategic Planning Retreat (above)

In the early Fall 2008, the Institutional Research staff conducted a mid-year review of their progress towards and the development of an institutional research agenda. During this review, the format of the *Annual Fact Book*, other studies/reports for decision support and studies that contribute to the scholarship of learning and teaching were examined. The mission of the Institutional Research office and the roles of each staff member were also reviewed and assessed. Based on this review and assessment changes were made and future goals established. [2.27 Institutional Research Review – Fall 2008]

Recommendation Four: Employee Evaluations

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

In accordance with Board Policies 2406, 2407, and 4325 and the Lassen College Faculty Association (LCFA) and California School Employee Association (CSEA) contracts, the Lassen Community College President through the Office of Human Resources has embraced a systematic, thorough and timely notification process for all personnel charged with evaluations. This group includes supervisors of faculty, staff, and management. Central to that charge are the following basic tenets:

- Establish accountability of evaluations relative to timeliness, effectiveness and alignment.
- Consistent with negotiations, articulate Student Learning Outcomes (SLOs) into the faculty evaluation function.
- Support, fund and direct professional development to focus on current, effective and efficient evaluations of all personnel.
- Report annually to college on the status of evaluations

[4.1 Board Policies 2406, 2407, 4325; 4.2 *Lassen College Faculty Association (LCFA) Contract July 1, 2004 – June 30, 2007*; 4.3 *California School Employee Association (CSEA) Contract*]

The responsibility for to addressing this recommendation ultimately rests with the Governing Board. Although further negotiations are required relative to student learning outcomes the current faculty contract recognizes the importance of effective and timely evaluations. On March 28, 2006, the Lassen Community College Governing Board adopted July 1, 2004 - June 30, 2007 LCFA contract. [4.2 LCFA Contract] Article 6 of the contract addresses faculty evaluations. The Board has placed a high priority on evaluations and accountability. The annual Superintendent/President performance evaluation was completed June 10, 2008. [4.4 Governing Board Minutes – June 10, 2008]

The new Director of Human Resources arrived on campus August 11, 2008. Almost immediately he initiated a comprehensive review of the status of evaluations. The review determined that one administrator, three management staff, one confidential staff, two classified

staff, one non-tenured full-time faculty, fifteen tenured faculty and all part-time faculty did not have records of current evaluation in their personnel files. [4.5 Human Resource Office Evaluation Status Report]

In response to these concerns, President's Cabinet identified several initiatives for 2008-2009:

- Centralization of the accountability for evaluation tracking in the Office of Human Resources
- Evaluation of all staff with outstanding evaluations to assure that everyone has current evaluation
 - All administrators will have current evaluations by the end of Fall 2008
 - All managers and confidential employees will have current evaluations by the end of Fall 2008
 - All full-time faculty will have current evaluations by the end of Fall 2008
 - Two remaining classified employee evaluations involving seasonal employees will not be completed until Spring 2009
 - Part-time faculty evaluations await resolution through negotiations between the district and the faculty union
- Alignment of evaluations from various categories of employees to facilitate the tracking of evaluations
- Initiation of an Annual Staff Evaluation Report provided to President's Cabinet

[4.6 President's Cabinet Minutes – August 19, 2008]

The Office of Human Resource review identified that following the comprehensive Office of Instruction evaluation of all full-time faculty with overdue evaluations conducted Fall 2005 evaluation paperwork was misplaced. The Office of Instruction has documentation of the evaluation of sixteen full-time faculty conducted Fall 2005. The majority of the evaluation paperwork was not subsequently placed in the faculty personnel files. The Office of Instruction and Office of Human Resources are addressing the procedural failure.

Full-time faculty are evaluated annually until granted tenure and then every three years thereafter. Twenty full-time faculty are scheduled to be evaluated Fall 2008, including tenured faculty previously evaluated Fall 2005. [4.2 CFA Contract Article 6.1.3] The evaluation announcements were sent to faculty September 2, 2008 and the evaluations are proceeding as scheduled. [4.7 Office of Instruction Faculty Evaluation Memo]

Part-time faculty were last evaluated in 2002. LCFA began representing part-time faculty in 2004. The evaluation of part-time faculty is not addressed in the current LCFA contract. [4.2 LCFA Contract] Article 6- Evaluations in the LCFA contract is currently under discussion between the district and faculty union. The schedule for evaluating part-time faculty will be developed and subject to negotiations with LCFA. Future evaluations of temporary faculty shall be in accordance with EC 87663 and the LCFA contract.

Confidential/Management employees are evaluated within the first six months and every January thereafter. Classified employees according to contract are evaluated during May of each year. [4.3 CSEA Contract]

The President has determined that the evaluation process will be well documented and reported on an annual basis. This report will document the completed and uncompleted evaluations and provide a timeline and process for completing all unfinished evaluations.

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

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

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

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

The position of Dean of Administrative Services was vacated shortly after the arrival of the current Superintendent/President. An interim replacement was appointed for the 2007-2008 academic year. The search for a permanent Dean of Administrative Services initiated Spring 2008 was unsuccessful. The search was subsequently reopened with a closing date of September 18, 2008. [5.2 Position Announcement for Dean of Administrative Services] In the interim, the services of a retired Dean of Administrative Services were contracted and the services of the previous interim dean retained on an hourly basis in order to allow the college to move forward with fiscal recovery uninterrupted.

The position of Dean of Instructional Services underwent an orderly transition with the departure of the previous dean June 30, 2008 and the hiring of a new Vice President/Dean of Instructional Services on August 12, 2008. The previous dean remained as a consultant to assist in the transition.

On October 24, 2006, Lassen Community College hired the current Dean of Student Services/Institutional Research utilizing the established hiring policies. [5.3 Governing Board Minutes October 24, 2006]. Originally filled as an Associate Dean of Student Services, the position was restructured to its present state through the addition of institutional research responsibilities on December 11, 2007. [5.4 Governing Board minutes December 11, 2007]

The lack of a qualified Director of Human Resources has been a significant handicap to the college for many years. Shortly after his arrival, the current Superintendent/President contracted with an experienced Human Resources consultant to advise the college on employment issues. The permanent Director of Human Resources was hired August 12, 2008. [5.5 Governing Board Minutes August 12, 2008]

The college in cooperation with the Foundation has initiated the process for hiring a Director of Resource Development to administer the operations of the Foundation. The closing date for the position was October 9, 2008.

With the anticipated hiring of the Dean of Administrative Services and Director of Resource Development this fall using the processes currently underway, the college will have a complete qualified top administrative team in place.

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

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

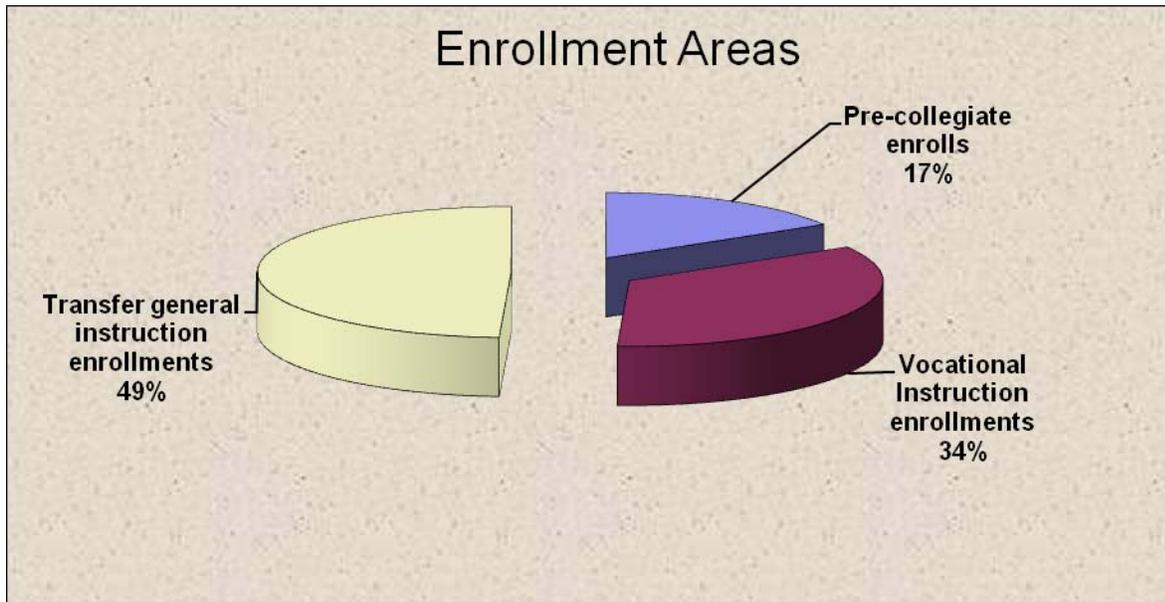
The college’s staffing plan bases the distribution of full-time faculty on projected enrollments within instructional areas. For this determination, three primary areas of consideration have been identified: pre-collegiate, vocational and transfer general education. Within each of the primary area, specific program (secondary) areas have also been identified.

In Fall 2007, the college had total enrollments of five thousand eight hundred and seventy-nine (5,879) in all areas of instruction.

Nine hundred ninety-four (994) or 17% of the student enrollments were in pre-collegiate instruction (205 – Developmental Studies, 29- Reading, 27 – Careers, 241 – Writing, 481 – Math, and 11 – IDS).

Two thousand seven (2,007) or 34% of the student enrollments were in vocational instruction (226 - Administration of Justice, 95- Agriculture, 20 - Automotive Technology, 206 – Business/Computer Applications/ Computer Office Technology, 144 – Child Development, 75 – Correctional Science, 11 – Construction Technology, 16 – Emergency Medical Technology, 86 – Fire Technology, 527 – Gunsmithing, 70- Health Occupations, 203 – Human Services, 20 – Journalism, 7 – Power Generation Technology, 100 – Vocational Nursing, 93- Welding Technology, 108 – Work Experience).

Two thousand eight hundred seventy-eight (2,878) or 49% of the student enrollments were in transfer general education instruction (123 – Anthropology, 344 – Art, 98 – Biology, 104 – Careers, 6 – Chemistry, 14 – Computer Science, 12 – Economics, 174 – English, 142 – Ethnic Studies, 71 – Film, 28 – Geography, 31 – Geology, 148 – History, 137 – Health, 90 - Humanities, 38 – Math, 40 – Music, 24 - Physical Education, 460 – Physical Education Activities, 71 – Philosophy, 15 – Physical Science, 106 – Political Science, 438 – Psychology, 115 – Sociology, 49 – Speech). [6.1 Fall 2007 Enrollment Report dated July 16, 2008]

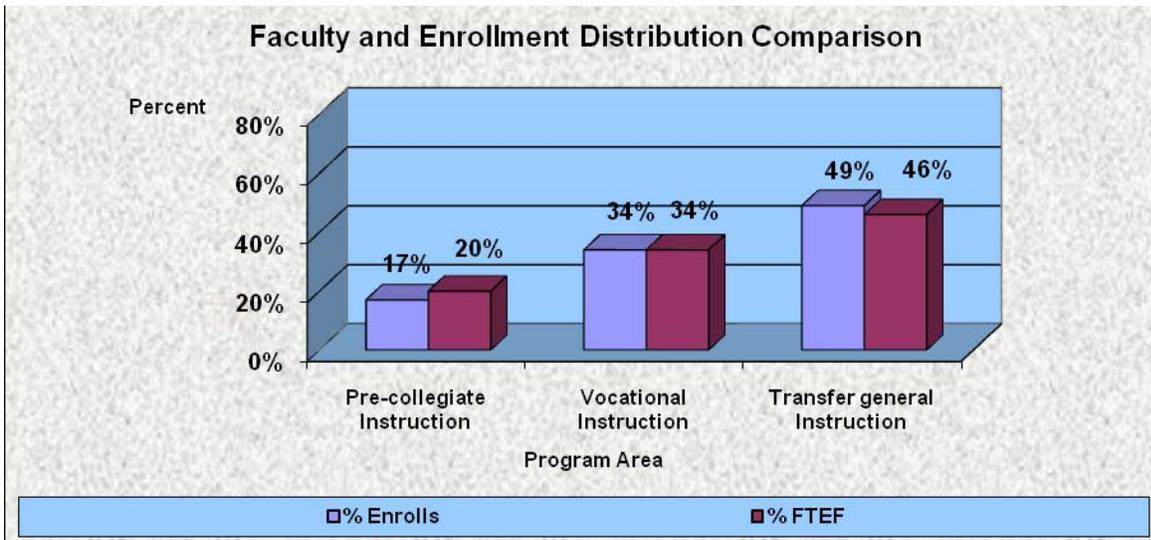
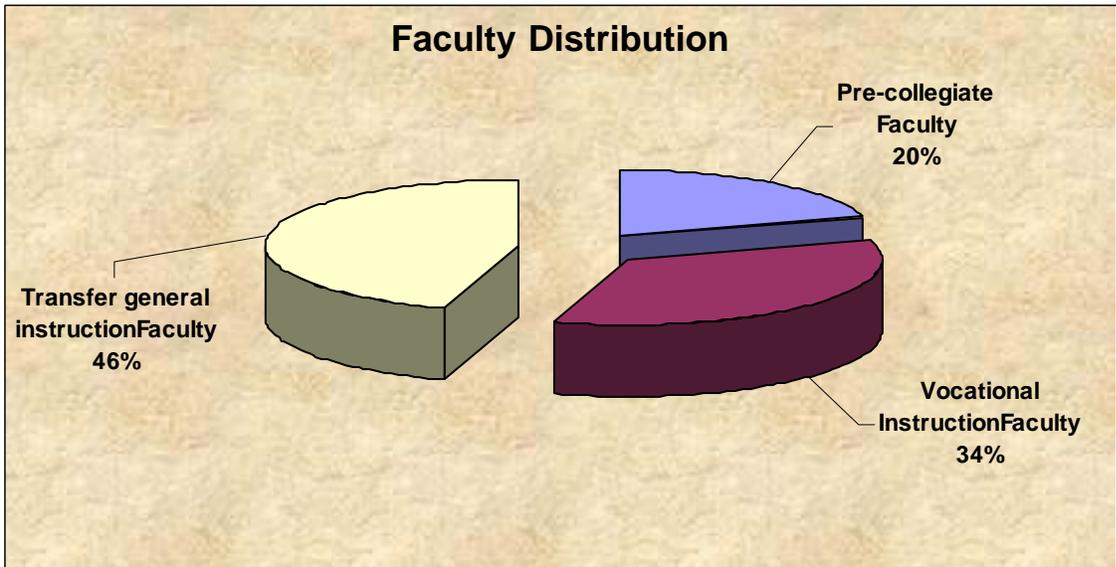


Effective Fall 2008, the college employed thirty-eight full-time faculty and one individual on a 55% reduced load. Sixteen percent of the faculty had non-instructional assignments including one librarian and five counselors (1.0 DSPS, 1.5 EOPS, 1.0 Matriculation/Articulation coordinator, 1.5 general).

Twenty percent of the full-time instructional faculty (6.6) engaged in pre-collegiate level instruction (2.0 DSPS, 1.3 English, 3.3 Mathematics).

Thirty-four percent of the full-time instructional faculty (11.2) instructed within vocational programs. Of the college's twelve vocational programs, seven have a single full-time faculty member with at least part of their assignment teaching/coordinating within the program (Administration of Justice, Agriculture, Child Development, Correctional Science, Journalism, Vocational Nursing, Welding), two have two full-time faculty members teaching/coordinating within the program (Business and Gunsmithing), three have no full-time faculty member teaching/coordinating within the program (Automotive Technology, Fire Technology, Human Services) and additionally one full-time faculty member is assigned to Work Experience, which serves multiple vocational programs.

Forty-six percent of the full-time instructional faculty (15.2) taught general education transfer level courses (7.3 Arts, Humanities & Social Sciences, 1.4 English, 0.6 Mathematics, 3.4 Physical Education/Athletics, 2.5 Science).



The current distribution of faculty is the result of several shifts in assignments over the last few years. One individual previously assigned to physical education is assigned to English (pre-collegiate) effective this fall. Previously an individual hired to instruct in English and Journalism was shifted to primarily English (pre-collegiate) instruction. Three individuals previously assigned in other areas were reassigned to instruct in Mathematics (primarily pre-collegiate)

The Comprehensive Institutional Master Plan contains educational initiatives, which include addition of an Automotive Technology instructor in 2008/2009 and potentially a Fire Technology instructor and/or Human Services instructor prior to 2014. [6.2 *Comprehensive Institutional Master Plan 2008-2009*]

The instructional dean and division chairs in consultation with subject area faculty develop class schedules. Providing maximum opportunities for students to complete their educational objectives in a timely manner is the first priority in class schedule development.

During the schedule development process, the three-year master institutional scheduling plan and separate three-year correspondence and night scheduling plans initiated in 2006 are utilized as a guide in schedule development. The three separate scheduling plans are reviewed, updated and coordinated annually. [6.3 Three-year Institutional Scheduling Plan, 6.4 Night Scheduling Plan] In addition the institution developed two-year student advising plans consistent with the scheduling plans in order to assist counselors in providing accurate information in the development of student education plans. [6.5 Two-year Student Advising Plans]

Each department develops spreadsheets of the proposed offerings for the semester by considering the number of sections offered in the previous sessions, time classes were offered, student enrollments, faculty suggestions and any changes in requirements (i.e. new English and math requirements for graduation).

All athletics-related skill instruction is held between 12-6 pm daily. Efforts are made during schedule development to provide general education offerings which accommodate the athletes practice schedule as well as serve the needs of the general student population. Many physical education classes are scheduled at night in order to allow athletes maximum opportunity to take general education courses in the morning. Popular physical education activity courses, designed to meet the needs of specific populations such as disabled or senior, are allowed to overlap with general education courses primarily scheduled during morning hours.

The proposed schedule is then reviewed for time gaps or overlaps in general education curriculum. The spreadsheets from the various departments are then brought together to compare for course overlaps that would affect individual students (i.e. the schedule for basic skills courses is looked at separately). Physical education activity courses with an emphasis on general fitness are scheduled following review of the liberal arts and math/science divisions in order to reduce overlap with transferable courses and, when possible provide students an option when there are few general education offerings in any given time slot.

The night schedule is reviewed to assure that courses from different general education areas are available at different times and on different nights. The adjusted master draft schedule is then shared with counseling to provide another avenue for identifying potential overlaps or oversights. At that point the division chairs begin the task of identifying and filling in part-time faculty to supplement the full-time faculty already identified in the draft schedule.

Prior to the development of the next semester's schedule, the instructional dean and division chairs review the previous schedule in light of comments from students and faculty specifically counselors, who have greater contact with students experiencing scheduling difficulties. Recommended changes are addressed in the development of the subsequent schedule.

In as much as the instructional dean and division chairs with the addition of one manager and one administrator function as the Academic Planning/Enrollment Management Committee, recommendations for changes in faculty assignments or hiring of additional faculty are incorporated into educational initiatives within the Educational Master Plan section of the Comprehensive Institutional Master Plan. [6.2 *Comprehensive Institutional Master Plan 2008-2009*]

Recommendation Seven: Financial Planning

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

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

As a result of the Resolution Agreement and Special Visit Reports, the LCCD developed a detailed and sophisticated fiscal stability-planning document known as the *Multi-Year Fiscal and Academic Recovery Plan*. [7.1 *Multi-Year Fiscal and Academic Recovery Plan - 2007*] This document establishes baseline financial data at the program and institutional level that enables the institution to evaluate its current position and evaluate the objectives and action plans resulting from the goals established in the strategic planning process. The data found in the *Multi-Year Fiscal and Academic Recovery Plan* and Appendix A of the draft *Strategic Master Plan* includes historical and projected financial data for the institution as a whole and revenue/expenditure data for each academic program. [7.2 *Multi-Year Fiscal and Academic Recovery Plan- 2008*, 7.3 Governing Board minutes September 23, 2008, 7.4 *Strategic Master Plan 2009-2014 Draft*] The document demonstrates the importance and direct impact financial planning has on the district’s educational programs and services.

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

Additionally, the initial plan was reviewed through the shared governance and collegial consultation process February 14, 2008 and the Consultation Council/Strategic Planning Committee revisited the updated plan on September 11, 2008. This review and approval process of the plan by that committee is of particular importance as it relates to institutional mission, vision, value statement, and overarching strategic goals. A specific charge of the Strategic Planning Committee is to assure that all institutional plans are based on the institutional mission, vision, value statements, and student learning outcomes, community expectations, and student demographics. As a result of the above referenced involvement and the shared governance and collegial consultation process, the institution feels confident that the financial planning document is based on a set of baseline data as well as anticipated assumptions that meet the needs of the institution’s goals and objectives.

LCCD is cognizant that an institution's successful implementation of its Strategic Plan is dependent on its successful financial planning. As such, the educational initiatives (programs and services) deemed to be sustainable will be funded. Some traditional funded programs and services that no longer support the strategic direction will be evaluated for continuance. The institution's program review and budget planning processes provide a method whereby programs and services must continually demonstrate through data driven evaluative performance that progress is reflected in meeting the Strategic Plan. [7.5 Institutional Planning and Budget Development Process Handbook 2009-2010, 7.6 Instructional Program Review Policy and Procedures Handbook, 7.7 Non-instructional Program Review Policy and Procedures Handbook, 7.4 *Strategic Master Plan 2009-2014 Draft*]

Recommendation Eight: Fiscal Stability

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

The LCCD Governing Board has the primary and ultimate responsibility for approving policy direction for fiscal and academic stability and monitoring. The responsibility for maintaining and monitoring the *Multi-Year Fiscal and Academic Recovery Plan* rests with the College's Chief Business Officer (Dean of Administrative Services), in consultation with the President's Cabinet and the State's Special Trustee. [8.1 *Multi-Year Fiscal and Academic Recovery Plan- 2008*] In particular, the State's Special Trustee reviews the progress on the fiscal recovery plan on a weekly basis. The institution's commitment to fiscal stability and adherence to the fiscal recovery plan is demonstrated in these stakeholders' weekly review, assessment and corrective actions when required. The fiscal recovery plan includes the State's Chancellor's Sound Fiscal Management Self-Assessment Checklist. This self-assessment is being used in part to measure how fiscal recovery impacts the educational programs of the institution and how it impacts student enrollment and retention. The self-assessment is revisited semi-annually by the College and the Chancellor's Office and as such changes are incorporated into institutional planning and decision-making. [8.2 President's Cabinet agendas and minutes]

The Governing Board adopted the initial Multi-Year Fiscal and Academic Recovery Plan on February 26, 2008. The plan was revised to reflect material changes in the institution's assumptions related to the changing fiscal conditions at the state level and some educational initiatives that were first planned, as well as to recognize the environmental scanning data acquired for the 2009-2014 Strategic Planning process. This revised *Multi-Year Fiscal and Academic Recovery Plan* was adopted by the Governing Board September 23, 2008 and sent to the Chancellor's Office. [8.1 *Multi-Year Fiscal and Academic Recovery Plan -2008*, 8.3 Governing Board minutes September 23, 2008, 8.4 *Strategic Master Plan 2009-2014 Draft*] The Strategic Master Plan developed in concert with the updated *Multi-Year Fiscal and Academic Recovery Plan* contains the same adjustments. [8.4 *Strategic Master Plan 2009-2014 Draft*]

The Corrective Action Matrix is reviewed and updated regularly at President's Cabinet meetings. [8.2 President's Cabinet meeting agendas and minutes, 8.6 Corrective Action Matrix]

As a result of reviewing and analyzing the self-assessment and fiscal recovery plan, it has become evident from the college's perspective that fiscal stability depends on a focus of various principles:

- Lassen Community College needs to be more efficient and flexible in responding to the community needs.
- The College needs to adhere to the fiscal recovery plan to remain fiscally stable, to increase efficiencies and to build sustainable programs and services.
- The College needs to maintain student enrollment and retention as a top priority relative to fiscal stability.

[8.1 *Multi-Year Fiscal and Academic Recovery Plan- 2008*, 8.3 Governing Board minutes September 23, 2008]

To address these principles the Governing Board approved the following strategically derived educational initiatives in the 2007-2008 academic year [8.7 *Comprehensive Institutional Master Plan 2008-2009*]:

1. Reassign PE instructor to English [implemented Fall 2008]
2. Hire Director of Nursing [institution continues to actively recruit for this position]
3. Hire new Business instructor [implemented Fall 2008]
4. Pilot Basic Correction Officer Academy [delayed due to State Office of Corrections/Rehabilitation budget cuts]
5. Hire permanent Dean of Administrative Services [interim hired effective July 15, 2008, position is currently being re-advertised]
6. Hire permanent Human Resource Director [hired effective August 11, 2008]
7. Hire Learning Resource Specialist (faculty) to restore Learning Center [50% assignment of one full-time instructor to Learning Center effective Fall 2008]
8. Hire Instructional Technology Specialist [revised job description in development]
9. Recruit additional Fire Technology part-time instructors –[additional instructors added to part-time instructor pool in Fire Technology for Fall 2008]
10. Increase POST Level II & III course offerings - Spring 08 [partnership with Sheriff's Office in development for 2008/09]
11. Increase Community Service - Summer 2008 [two softball camps, one basketball camp, six Lunch and Learn and two CPR classes offered]
12. Increase World of Work (CORS WE) - Summer 2008 [data analysis in progress]
13. Increase Gunsmithing offerings - Summer 2008 [increase of one section over summer 2007]
14. Distance Education [Reassigned time for full-time faculty to coordinate expansion of ITV and online capacity]
 - a. ITV & Correspondence (increase support; market courses to 4-yr partners)
 - b. Pilot online/ITV/correspondence/hybrids
15. Hire Automotive Technology instructor [Automotive Technology Advisory Committee meetings scheduled for Fall 2008 to redesign program in preparation for new hire planned for Spring 2009]
16. Hire part-time (50%) Music instructor/director [Music Advisory Committee meetings scheduled for Fall 2008 for initial design of program]
17. Restore alliances with Palau/Island territories [three new students arrived on campus Fall 2008 as result of efforts]

Documentation by Recommendation

- 1.1** *Comprehensive Institutional Master Plan 2008-2009*
- 1.2** *Governing Board Minutes May 13, 2008*
- 1.3** *Planning Cycle for FY 08—10 Comprehensive Institutional Master Plan and Planning Cycle for FY 09-14 Strategic Plan and Master Plans*
- 1.4** *Institutional Planning and Budget Development Process Handbook 2008/2009*
- 1.5** *Consultation Council Minutes – Spring 2008*
- 1.6** *Budget Development Spreadsheets*
- 1.7** *Governing Board Minutes June 10, 2008*
- 1.8** *Institutional Planning and Governance Evaluation Results*
- 1.9** *Institutional Planning and Governance Evaluation Instruments*
- 1.10** *Institutional Planning and Budget Development Process Handbook 2009/2010*
- 1.11** *Shared Governance and Collegial Consultation Process Handbook 2008/2009*
- 1.12** *Agenda, Handouts, and Governing Board Minutes July 22, 2008*
- 1.13** *Adopted Vision Statement and Strategic Goals*
- 1.14** *Governing Board Minutes August 12, 2008*
- 1.15** *Fall 2008 Convocation Agenda*
- 1.16** *Strategic Planning PowerPoint Presentation – Fall 2008 Convocation*
- 1.17** *Strategic Objective Convocation Exercise Results*
- 1.18** *Adopted Mission Statement*
- 1.19** *Governing Board Minutes September 23, 2008*
- 1.20** *Comprehensive Institutional Master Plan 2009-2014 Draft*

- 2.1** *Student Learning Outcome Development Plan*
- 2.2** *Institutional Student learning Outcomes & Governing Board Minutes November 28, 2006*
- 2.3** *Approved Program-Level Student Learning Outcomes*
- 2.4** *Approved Course-Level Student Learning Outcomes*
- 2.5** *SLO Assessment Analysis – Fall 2007*
- 2.6** *Spring 2008 Convocation Agenda*
- 2.7** *SLO Assessment Analysis – Spring 2008*
- 2.8** *Professional Development and Institutional Planning Days Agenda*
- 2.9** *Dr. Houston’s SLO Memo dated August 11, 2008*
- 2.10** *Part-time Faculty Orientation Agenda*
- 2.11** *SLO Assessment Analysis – Fall 2008*
- 2.12** *SLO Assessment Plans*
- 2.13** *Instructional Program Review Policy and Procedures Handbook 7th edition*
- 2.14** *Planning Cycle for FY 08-10 Comprehensive Institutional Master Plan –AND FY 09-14 Strategic Plan & Master Plans Flowchart*
- 2.15** *Comprehensive Institutional Master Plan 2008-2009*
- 2.16** *Institutional Planning and Budget Development Process Handbook 2009/2010*

- 3.1** *Report Server Report Formatting*
- 3.2** *Management Information System (MIS) Data Clean-up*
- 3.3** *Class Schedule Analysis*

- 3.4 *Annual Athletic Review*
- 3.5 *Data Analysis of the Associated Student Body Survey*
- 3.6 *Chancellor's Office Audit Report*
- 3.7 *Assessment Score Validation Study*
- 3.8 *Fee Payment Research*
- 3.9 *Instructional Program Review data 2008/2009*
- 3.10 *Dorm Non-instructional Program Review*
- 3.11 *Environmental Scan Summary*
- 3.12 *Annual Fact Book 2007/2008*
- 3.13 *Enrollment Management Reports*
- 3.14 *Environmental Scan (Madrid Study)*
- 3.15 *Environmental Scan Summary*
- 3.16 *Research Calendars*
- 3.17 *President's Cabinet agendas and minutes*
- 3.18 *Governing Board meeting handouts and reports*
- 3.19 *CCC System Strategic Plan Summary*
- 3.20 *SWOT Analysis*
- 3.21 *Academic Planning Committee Educational Initiative's Summary*
- 3.22 *Planning Cycle for FY 08—10 Comprehensive Institutional Master Plan and Planning Cycle for FY 09-14 Strategic Plan and Master Plans*
- 3.23 *Approved Vision Statement and Strategic Goals*
- 3.24 *Governing Board Minutes – August 12, 2008*
- 3.25 *Comprehensive Institutional Master Plan 2008-2009*
- 3.26 *Multi-Year Fiscal and Academic Recovery Plan*
- 3.27 *Institutional Research Review – Fall 2008*

- 4.1 *Board Policies 2406, 2407, and 4325*
- 4.2 *Lassen College Faculty Association (LCFA) Contract July 1, 2004 – June 30, 2007*
- 4.3 *California School Employee Association (CSEA) Contract*
- 4.4 *Governing Board Minutes June 10, 2008*
- 4.5 *Human Resource Office Evaluation Status Report*
- 4.6 *President's Cabinet Minutes – August 19, 2008*
- 4.7 *Office of Instruction - Faculty Evaluation Memo*

- 5.1 *Governing Board Minutes February 12, 2008*
- 5.2 *Position Announcement for the Dean of Administrative Services*
- 5.3 *Governing Board Minutes October 24, 2006*
- 5.4 *Governing Board Minutes December 11, 2007*
- 5.5 *Governing Board Minutes August 12, 2008*

- 6.1 *Fall 2007 Enrollment Report dated July 16, 2008*
- 6.2 *Comprehensive Institutional Master Plan 2008-2009*
- 6.3 *Three-Year Institutional Scheduling Plan*
- 6.4 *Night Scheduling Plan*
- 6.5 *Two-Year Student Advising Plans*

- 7.1 *Multi-Year Fiscal and Academic Recovery Plan – 2007*
- 7.2 *Multi-Year Fiscal and Academic Recovery Plan - 2008*
- 7.3 *Governing Board Minutes September 23, 2008*
- 7.4 *Strategic Master Plan 2009-2014 Draft*

- 7.5 *Institutional Planning and Budget Development Process Handbook 2009-2010*
- 7.6 *Instructional Program Review Policy and Procedures Handbook 7th edition*
- 7.7 *Non-Instructional Program Review Policy and Procedures Handbook*

- 8.1 *Multi-Year Fiscal and Academic Recovery Plan - 2008*
- 8.2 *President's Cabinet agendas and minutes*
- 8.3 *Governing Board minutes September 23, 2008*
- 8.4 *Strategic Master Plan 2009-2014 Draft*
- 8.5 *Corrective Action Matrix*
- 8.6 *Comprehensive Institutional Master Plan 2008-2009*

***October 15, 2008 – Follow-up Report
Development, Review and Approval Calendar***

<i>June 30, 2008</i>	<i>Letter from ACCJC/WASC continuing college on probation and requesting October 15, 2008 Follow-up Report</i>
<i>August 21, 2008</i>	<i>Accreditation Steering Committee Meeting to receive preliminary draft</i>
<i>August 28, 2008</i>	<i>Accreditation Steering Committee Meeting Adoption of draft and distribution to campus for review</i>
<i>August 29- September 10</i>	<i>Constituent groups meet to give feedback to Steering Committee representatives</i>
<i>September 11, 2008</i>	<i>Accreditation Steering Committee Meeting Adoption of the Follow-up Report</i>
<i>September 23, 2008</i>	<i>Governing Board approval of Follow-up Report</i>
<i>October 16, 2008</i>	<i>Site Visit by the Evaluation Team</i>