



**LASSEN COMMUNITY COLLEGE**  
**2020 Self Evaluation Report**  
**of Educational Quality and Institutional Effectiveness**  
Support for Reaffirmation of Accreditation



**Institutional Self-Evaluation Report**  
**In Support of an Application for**  
**Reaffirmation of Accreditation**

Submitted by:

Lassen Community College  
478-200 Highway 139  
PO Box 3000  
Susanville, CA 96130

to

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

January 2020



## Certification


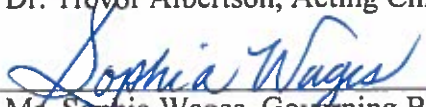





To: Accrediting Commission for Community and Junior Colleges  
Western Association of Schools and Colleges

From: Dr. Trevor Albertson  
Lassen Community College  
478-200 Highway 139  
Susanville, CA 96130

This Institutional Self-Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

I certify there was effective participation by the campus community, and I believe the Self-Evaluation Report accurately reflects the nature and substance of this institution.

Signatures:

 Dr. Trevor Albertson, Acting Chief Executive Officer	<u>14 Jan 20</u> Date
 Ms. Sophia Wages, Governing Board President	<u>1/14/20</u> Date
 Mr. Adam Runyan, Academic Senate President	<u>1/14/20</u> Date
 Ms. Terry Bartley, Management/Confidential President	<u>1-14-2020</u> Date
 Ms. Carol Montgomery, Classified President	<u>1-15-2020</u> Date
 Ms. Eileen Richmond, Associated Student Body President	<u>1-14-2020</u> Date
 Dr. Randall S. Joslin, Accreditation Liaison Officer	<u>1-14-2020</u> Date

NOTE: Suggested total ISER page limit is 250 pages.

## Contents

A. Introduction .....	5
College History .....	5
Student Enrollment Data .....	5
Labor Market Data .....	7
Demographic Data .....	10
Socio-economic Data .....	11
Sites .....	11
Specialized or Programmatic Accreditation .....	11
B. Presentation of Student Achievement Data and Institution-set Standards .....	12
C. Organization of the Self-Evaluation Process .....	17
D. Organizational Information .....	18
E. Certification of Continued Compliance with Eligibility Requirements .....	25
F. Certification of Continued Institutional Compliance with Commission Policies .....	25
G. Institutional Analysis .....	31
Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity .....	31
A. Mission .....	31
B. Assuring Academic Quality and Institutional Effectiveness .....	38
C. Institutional Integrity .....	50
Standard II: Student Learning Programs and Support Services .....	64
A. Instructional Programs .....	64
B. Library and Learning Support Services .....	85
C. Student Support Services .....	98
Standard III: Resources .....	122
A. Human Resources .....	122
B. Physical Resources .....	140
C. Technology Resources .....	147
D. Financial Resources .....	153
Standard IV: Leadership and Governance .....	177

A. Decision-Making Roles and Processes .....	177
B. Chief Executive Officer .....	186
C. Governing Board .....	195
D. Multi-College Districts or Systems .....	204
H. Quality Focus Essay .....	207



## **A. Introduction**

### **College History**

Lassen Community College (LCC) has a long history of serving the communities of Lassen, Modoc, and Plumas counties through preparation for transfer to four-year colleges, lifelong learning, basic skills, general education, and career technical education. LCC affords students significant learning opportunities through devoted teaching, excellent support services, and an environment that is responsive to students' changing needs and circumstances.

LCC was founded in 1925, when the Junior College Department of the Lassen Union High School District was established and began conducting classes on the Lassen High School campus. As time progressed, a separate facility was opened in 1941 across from the high school. The modern era of LCC began in 1965 with the establishment of the LCC District and the separation from the high school district. A separate Board of Trustees was elected and planning began for a new campus. That campus, located just north of Susanville on Highway 139, today consists of 165 acres and 39 buildings. It began operations in September 1971. In addition to the main campus, face-to-face classes offered at High Desert State Prison and the California Correctional Center and correspondence courses offered to incarcerated students at forty-six (46) off-campus locations. Intercollegiate athletic classes schedule some practices and competitions at several off-campus fields (Riverside Park, Memorial Park, and Meadow View School).

Since the peak of LCC's headcount in 2010-2011, there has been a decrease in annual headcount. This decrease in headcount is directly related to severe budget cuts and workload reductions across the state and is not indicative of a lack of community need for education. As California continues to restore community colleges, LCC will be looking to continue to grow and meet community and distance education students' need for education.

LCC is dedicated to raising performance in all areas with a goal of continuously improving the success of our students. The efforts of faculty, classified staff, management/confidential staff, and administration have all continued to increase persistence and success of students enrolled at LCC.

### **Student Enrollment Data**

After reaching a peak in the 2010-11 academic year of 2,038 FTES, the LCC student population has, over the period of analysis for accreditation, decreased overall to finish the 2018-19 academic year at 1,661 FTES (see Figure 1).

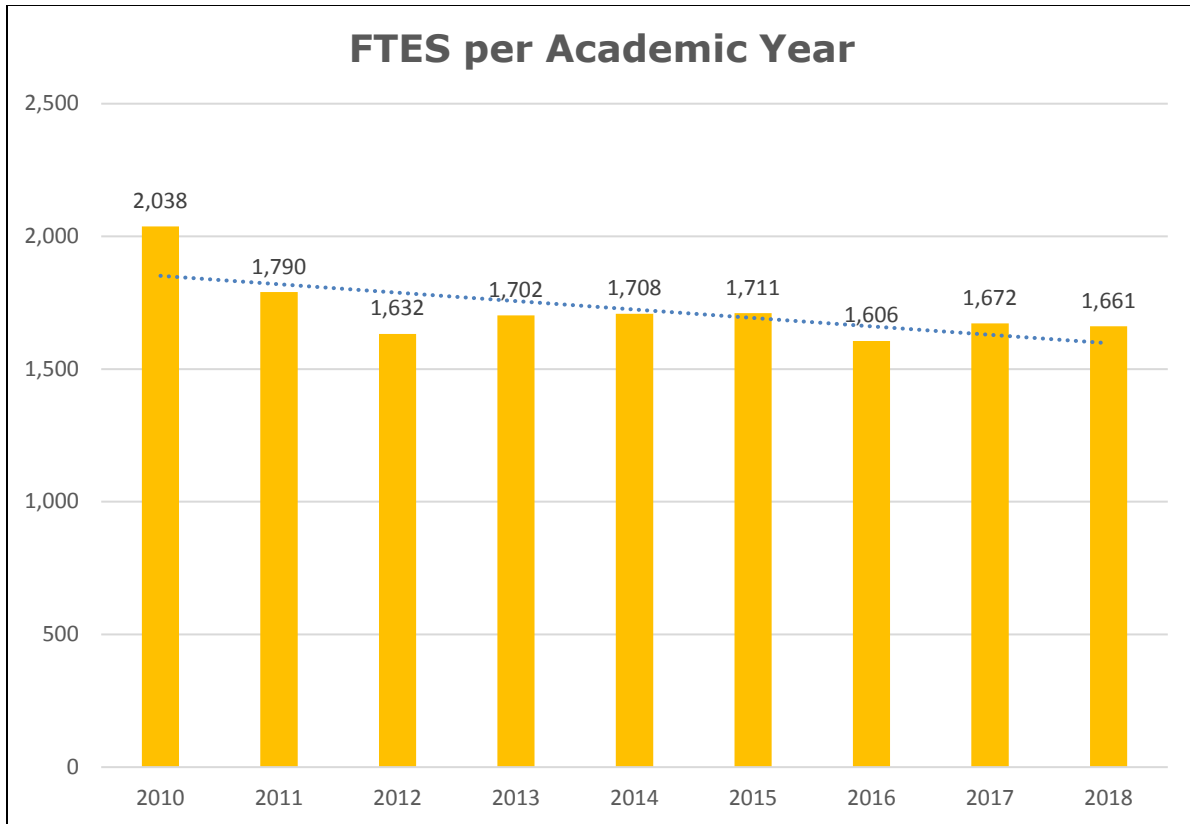


Figure 1: FTES per Academic Year, 2010 - 2018

Resident FTES have fluctuated somewhat year-to-year, achieving a 1.1% increase over the six year period of analysis for this study. Non-resident FTES have declined by over 37%, accounting for the overall decline of 2.49% in overall FTES. In 2011, fiscal cuts necessitated by the country’s recession forced the state of Nevada to end their decades-long Good Neighbor Policy (GNP). This ultimately had a negative impact on LCC’s FTES count, with the last GNP FTES counted in 2014 (see Table 1).

Overall, enrollments have decreased by over 7.5%, student headcount has decreased by just over 3%, and the number of enrollments per student decreased by 4.34%. The number of sections offered increased by nearly 1%, the number of Sections per Student increased by 3.87%, and the number of Sections per FTES increased by 3.33%. Another measure of student engagement is how many students per FTES, which has held steady (-0.56%) over the study period, and yet enrollments per FTES have decreased by nearly 5%. From this it is clear that we are, by and large, maintaining our level of students, but that the students are not taking as many classes as they used to (see Table 1). This is due significantly to the proportional increase of incarcerated students within the LCC student population.

With the decrease in both FTES and enrollments, the college has over the last year undertaken efforts to improve the efficiency and effectiveness of instruction by more appropriately matching section offerings to enrollment demands, increasing the number of students with education plans, and implementation of Guided Pathways initiatives (MyPath, Starfish, etc.). These and other efforts currently underway will in turn improve our ratio of enrollments per student and correspondingly improve completion rates.

<b>Table 1: Enrollment Data for Academic Years 2013 - 2018</b>							
	<b>AY2013</b>	<b>AY2014</b>	<b>AY2015</b>	<b>AY2016</b>	<b>AY2017</b>	<b>AY2018</b>	<b>Δ Across All 6 Academic Years:</b>
Resident FTES	1,493	1,564	1,515	1,436	1,512	1,510	1.10%
Non Resident FTES	207	142	195	170	161	151	-37.10%
Good Neighbor FTES	2	1	-	-	-	-	
<b>Total FTES</b>	<b>1,702</b>	<b>1,708</b>	<b>1,711</b>	<b>1,606</b>	<b>1,672</b>	<b>1,661</b>	-2.49%
Total FTES YOY change	-	0.3%	0.2%	-6.1%	4.1%	-0.7%	
Sections	<b>865</b>	<b>856</b>	<b>849</b>	<b>892</b>	<b>921</b>	<b>873</b>	0.92%
Sections per FTES	0.508	0.501	0.496	0.556	0.551	0.526	3.33%
SpF YOY Change	-	-1.37%	-1.01%	10.67%	-0.87%	-4.78%	
Headcount	<b>5,138</b>	<b>5,135</b>	<b>4,801</b>	<b>4,255</b>	<b>4,594</b>	<b>4,985</b>	-3.07%
Sections per Student	0.168	0.167	0.177	0.210	0.200	0.175	3.87%
SpS YOY Change	-	-0.99%	5.73%	15.65%	-4.57%	-14.48%	
Enrollment	<b>16,257</b>	<b>16,184</b>	<b>16,172</b>	<b>15,149</b>	<b>15,455</b>	<b>15,117</b>	-7.54%
Enrollments per Student (EpS)	3.16	3.15	3.37	3.56	3.36	3.03	-4.34%
EpS YOY Change	-	-0.39%	6.44%	5.39%	-5.83%	-10.94%	
Headcount per FTES (HpF)	3.02	3.01	2.81	2.65	2.75	3.00	-0.56%
HpF YOY Change	-	-0.37%	-7.16%	-5.90%	3.54%	8.47%	
Enrollments per FTES (EpF)	9.55	9.48	9.45	9.43	9.24	9.10	-4.92%
EpF YOY Change	-	-0.76%	-0.26%	-0.19%	-2.08%	-1.54%	

*Data retrieved from LCC Data Warehouse*

## Labor Market Data

In 2017, Lassen Community College (LCC) engaged the Center for Economic Development (CED) at Chico State University to conduct two studies. As part of these studies, labor market projections were researched for a variety of industry segments across a wide region around the campus, based on where many LCC graduates relocated to after graduation. The survey area for this study included counties throughout northern California and southern Oregon, as well as the Reno metropolitan area.

The tables below provide 10-year (2014-2024) employment projection data from the California, Nevada, and Oregon State Employment Departments for all major Metropolitan Statistical Areas (MSA) and counties in the area surveyed in these CED studies. Table 2 provides employment projections for all industries, while Tables 3 through 6 provide projections for industry areas that would be directly served by many of Lassen College's degree and certificate programs: Educational Services, Healthcare, and Social Assistance; Manufacturing; Professional and Business Services; and Trade, Transportation, and Utilities.

The Reno-Sparks MSA has the largest projected growth in total employment of any region within the study area, with a 2.9 percent average annual increase in total employment projected through 2024. The smallest overall employment growth is projected to occur in Southern Oregon counties, with just under 1 percent aggregate annual growth projected. Notably, while manufacturing employment is projected to have only marginal gains and even some losses in other regions, manufacturing employment in the Reno-Sparks region is projected to increase by almost 8 percent per year through 2024. This suggests that Lassen College graduates of manufacturing-related certification programs will have a significant area of potential employment relatively close to the Lassen College campus in Susanville.



	Employment 2014	Employment 2024	Change	Percent Change	Average Annual Percent Change
<b>California</b>					
Redding MSA	67,400	77,300	9,900	14.7%	1.5%
Chico MSA	84,800	97,900	13,100	15.4%	1.5%
Yuba City MSA	47,800	55,400	7,600	15.9%	1.6%
North Valley*	37,590	43,010	5,420	14.4%	1.4%
North Mountains**	71,680	82,510	10,830	15.1%	1.5%
<b>Nevada</b>					
Reno-Sparks MSA	212,990	275,128	62,138	29.2%	2.9%
<b>Oregon</b>					
Rogue Valley***	111,570	121,260	9,690	8.7%	0.9%
South Central****	26,600	28,350	1,750	6.6%	0.7%

Table 2: 2014 – 2024 Employment Projections for All Industries within CED Study Regions (Source: California Employment Development Department; Oregon Employment Department; Nevada Department of Employment, Training, and Rehabilitation)

\* Includes Colusa, Glenn, and Tehama Counties

\*\* Includes Lassen, Modoc, Nevada, Plumas, Sierra, Siskiyou, and Trinity Counties

\*\*\* Includes Josephine and Jackson Counties

\*\*\*\* Includes Lake and Klamath Counties

Besides the Reno-Sparks region, the Redding MSA and Josephine and Jackson Counties, OR, are projected to have modest gains in manufacturing employment. California regions generally seem to have the most sluggish projected growth in this industry area, and the North Mountains region (which includes Lassen County) is actually projected to have a very slight decrease in future employment.

While the Reno-Sparks MSA was similarly dominant in projected employment growth for Education, Healthcare, and Social Services-related businesses, all California regions are also projected to have relatively strong growth in industry employment. The most notable projected increases in the North Mountains region (which includes Lassen County), with 28 percent, and the Yuba City MSA with 24 percent. While projected increases were smaller in Southern Oregon, they are nonetheless quite robust when compared to other industry areas in Tables 2 through 4.

	Employment 2014	Employment 2024	Change	Percent Change	Average Annual Percent Change
<b>California</b>					
Redding MSA	14,100	16,900	2,800	19.9%	2.0%
Chico MSA	17,800	21,700	3,900	21.9%	2.2%
Yuba City MSA	7,100	8,800	1,700	23.9%	2.4%
North Valley*	4,310	5,210	900	20.9%	2.1%
North Mountains**	9,270	11,830	2,560	27.6%	2.8%
<b>Nevada</b>					
Reno-Sparks MSA	38,685	51,375	12,690	32.8%	3.3%
<b>Oregon</b>					
Rogue Valley***	18,410	21,170	2,760	15.0%	1.5%
South Central****	3,390	3,910	520	15.3%	1.5%

Table 3: 2014 – 2024 Employment Projections for Educational Services, Healthcare, and Social Assistance-related Businesses within Study Regions (Source: California Employment Development Department; Oregon Employment Department; Nevada Department of Employment, Training, and Rehabilitation)

\* Includes Colusa, Glenn, and Tehama Counties

\*\* Includes Lassen, Modoc, Nevada, Plumas, Sierra, Siskiyou, and Trinity Counties

\*\*\* Includes Josephine and Jackson Counties

\*\*\*\* Includes Lake and Klamath Counties

	Employment 2014	Employment 2024	Change	Percent Change	Average Annual Percent Change
<b>California</b>					
Redding MSA	2,300	2,600	300	13.0%	1.3%
Chico MSA	4,000	4,200	200	5.0%	0.5%
Yuba City MSA	2,100	2,300	200	9.5%	1.0%
North Valley*	3,660	3,970	310	8.5%	0.8%
North Mountains**	2,760	2,740	(20)	-0.7%	-0.1%
<b>Nevada</b>					
Reno-Sparks MSA	12,669	22,447	9,778	77.2%	7.7%
<b>Oregon</b>					
Rogue Valley***	10,090	11,170	1,080	10.7%	1.1%
South Central****	2,090	2,130	40	1.9%	0.2%

Table 4: 2014 – 2024 Employment Projections for Manufacturing-related Businesses within Study Regions (*Source: California Employment Development Department; Oregon Employment Department; Nevada Department of Employment, Training, and Rehabilitation*)

\* Includes Colusa, Glenn, and Tehama Counties

\*\* Includes Lassen, Modoc, Nevada, Plumas, Sierra, Siskiyou, and Trinity Counties

\*\*\* Includes Josephine and Jackson Counties

\*\*\*\* Includes Lake and Klamath Counties

The North Valley and North Mountain regions of California are projected to have some of the largest increases in Professional and Business Service-related employment (besides the Reno-Sparks MSA), and relatively robust gains are projected in this industry area for much of Northeast California and Northwest Nevada. Smaller gains are projected for Oregon study regions.

	Employment 2014	Employment 2024	Change	Percent Change	Average Annual Percent Change
<b>California</b>					
Redding MSA	6,000	6,800	800	13.3%	1.3%
Chico MSA	5,600	6,700	1,100	19.6%	2.0%
Yuba City MSA	3,000	3,500	500	16.7%	1.7%
North Valley*	1,050	1,370	320	30.5%	3.0%
North Mountains**	3,440	4,430	990	28.8%	2.9%
<b>Nevada</b>					
Reno-Sparks MSA	27,039	35,674	8,635	31.9%	3.2%
<b>Oregon</b>					
Rogue Valley***	8,780	9,800	1,020	11.6%	1.2%
South Central****	2,160	2,320	160	7.4%	0.7%

Table 5: 2014 – 2024 Employment Projections for Professional and Business Service-related Businesses within Study Regions (*Source: California Employment Development Department; Oregon Employment Department; Nevada Department of Employment, Training, and Rehabilitation*)

\* Includes Colusa, Glenn, and Tehama Counties

\*\* Includes Lassen, Modoc, Nevada, Plumas, Sierra, Siskiyou, and Trinity Counties

\*\*\* Includes Josephine and Jackson Counties

\*\*\*\* Includes Lake and Klamath Counties

	Employment 2014	Employment 2024	Change	Percent Change	Average Annual Percent Change
<b>California</b>					
Redding MSA	12,200	13,500	1,300	10.7%	1.1%
Chico MSA	13,300	14,800	1,500	11.3%	1.1%
Yuba City MSA	8,300	9,200	900	10.8%	1.1%
North Valley*	6,380	7,530	1,150	18.0%	1.8%
North Mountains**	9,420	10,430	1,010	10.7%	1.1%
<b>Nevada</b>					
Reno-Sparks MSA	45,709	56,884	11,175	24.4%	2.4%
<b>Oregon</b>					
Rogue Valley***	22,940	24,430	1,490	6.5%	0.6%
South Central****	4,610	4,730	120	2.6%	0.3%

Table 6: 2014 – 2024 Employment Projections for Trade, Transportation, and Utility-related Businesses within Study Regions (Source: California Employment Development Department; Oregon Employment Department; Nevada Department of Employment, Training, and Rehabilitation)

\* Includes Colusa, Glenn, and Tehama Counties

\*\* Includes Lassen, Modoc, Nevada, Plumas, Sierra, Siskiyou, and Trinity Counties

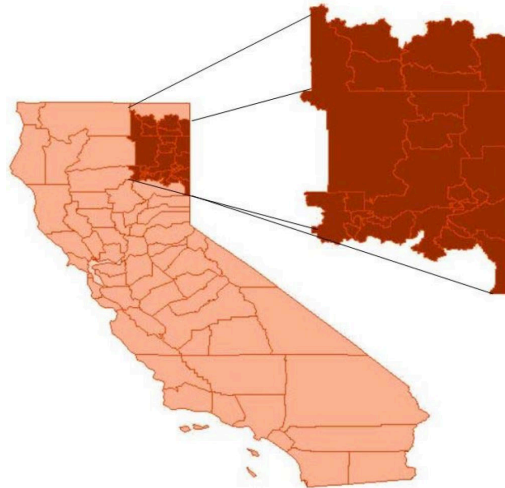
\*\*\* Includes Josephine and Jackson Counties

\*\*\*\* Includes Lake and Klamath Counties

## Demographic Data

The Lassen Community College (LCC) District is a single college district. Figure 2 provides a graphical representation of the service area where the LCC campus is located at the northeast region of California on the border of Nevada.

Figure 2: Service Area



The U.S. Census Bureau 2018 population estimate shows a decrease of 11.73 percent (4,093) in the district population since 2010. A comparison of demographics based on gender showed a ratio of nearly 2 males to every female in the district population, due to more than 27.5% of the district population being incarcerated in the one federal and two state prisons in the service area.



## **Socio-economic Data**

The ethnicity representation of the District service area population is primarily composed of white non-Hispanic, followed by Hispanic and African American residents. Over 72 percent of residents in the total service area population fall between the ages of 18 to 65. In terms of highest educational attainment for this group, 82.3 percent had a high school diploma or higher, 12.4 percent a bachelor's degree or higher. Within the District service area, there are 398 employer establishments, the median income is 6.2 percent below the national average at \$54,083. Veterans comprise 8.9 percent of the area population, and while 82.4 percent of district households have a computer, only 72.9 percent have a broadband internet subscription.

## **Sites**

That main campus, located just north of Susanville on Highway 139, consists of 165 acres and 39 buildings. The facilities include administration building, board room, student union, student dorm, creative arts building, humanities building housing the library and learning center, science building, the gymnasium with locker rooms and adjacent athletics fields, agriculture facility, and other career and technical education buildings. Instruction is provided through face-to-face, hybrid and online modalities of delivery from the main campus. In addition to the main campus, a variety of degrees and certificates are offered via face-to-face instruction at the two local state prisons (High Desert and the California Correctional Center). Courses are delivered via correspondence instruction to incarcerated students at forty-six (46) different locations.

## **Specialized or Programmatic Accreditation**

The Licensed Vocational Nursing Program was originally accredited by the "California Board of Vocational Nursing and Psychiatric Technician's" (BVNPT) in the mid 1970's. The program has remained accredited to date even with the long break and the program restructuring. Current program approval with new curriculum was granted in 2016 and has been renewed annually to date.

## **B. Presentation of Student Achievement Data and Institution-set Standards**

During the 2013-2014 academic year, the college established five institutional set standards: completion, fall-to-fall retention, degrees awarded, certificates awarded, and four-year transfer. At the same time, the college established institutional set standards for job placement in vocational programs, and institutional set standard for license exam in nursing. ([EV1](#), [EV2](#), [EV3](#)). The standards were developed by the Institutional Effectiveness Committee and Institutional Researcher based on multiple assessments of longitudinal data conducted on each of the related factors.

### **Course Completion Rate:**

Data gathered from the Ellucian Colleague database from three fall terms was aggregated to determine the institutional set standard of 70% of course completion.

### **Certificates Awarded:**

Data gathered from the Ellucian Colleague database for three academic years was used to establish the institutional standard of 163 certificates per year.

### **Degrees Awarded:**

Data gathered from the Ellucian Colleague database for three academic years was averaged to establish the institutional standard of 144 degrees per year.

### **Four-Tear-Transfer:**

The Chancellor's Office transfer pathways tool to report transfers to California state schools by fiscal year for three academic years was used to establish the institutional standard of 31 four-year transfers per year.

College-Wide Student Achievement									
Data Element	Definition of the measure	Institution Set Standard	Stretch Goal	FY17/18	FY16/17	FY15/16	FY14/15	FY13/14	Multi-Year Average
Course Completion Rate	Completion is the number of students who receive a successful grade over the number of students who are enrolled in the course.	70%	85%	71%	75%	72%	72%	69%	72%
Institution-identified data element - Certificates	Certificates awarded is the number of student who received a certificate in the academic year.	163	250	104	150	121	95	111	116.20
Institution-identified data element - Associate Degree	Degrees awarded is the number of students who received a degree in the academic year.	144	350	215	256	239	241	196	229.40
Institution-identified data element - Transfer	Four-Year Transfer is the number of students that transfer to a 4-year institution in the academic year.	31	100	48	64	47	91	96	69.20

Data Source: ACCJC Annual Reports

Table 7: College-Wide Student Achievement

The college has performed consistently better than the standard in course completion, associate degrees awarded and transfer to four-year institutions. The number of certificates awarded has been consistently below the established standard.

The institutional set standards for career technical education student achievement were developed based on the CTE Perkins IV core indicators (Core 4 – Employment) data. The standard was based on the recommendation of the 2013-14 Perkins Performance Trend Report. Job placement standard for each program was established at 71%.

Career Technical Education Student Achievement							
Data Element	Definition of the measure	Institution Set Standard	2016	2015	2014	2013	Multi-Year Average
Job Placement Rate	Administration of Justice	71%	69.6%	86.7%	73.3%		77%
	Agriculture	71%	0.0%	0.0%	70.0%		23%
	Automotive Technology	71%	0.0%	0.0%	83.3%	66.7%	38%
	Business & Management	71%	69.2%	0.0%	69.2%	50.0%	47%
	Fire Science	71%	0.0%	64.3%	69.2%	68.8%	51%
	Gunsmithing	71%	50.0%	43.5%	76.5%	31.6%	50%
	Welding	71%	0.0%	0.0%	57.1%	66.7%	31%

Data Source: ACCJC Annual Reports

Table 8: CTE Student Achievement – Job Placement Rate

The institutional set standard for career technical education licensure exams was based on the average of the three-year trend of licensure exams for the Licensed Vocational program set at 85%.

Career Technical Education Student Achievement								
Data Element	Definition of the measure	Institution Set Standard	2018	2017	2016	2015	2014	Multi-Year Average
Licensure Exam Passage Rate	Vocational Nursing	85%	87.0%	0.0%	0.0%	0.0%	78.0%	33%

Data Source: Board of Vocational Nursing and Psychiatric Technicians

Table 9: CTE Student Achievement – Licensure Exam Pass Rate

The vocational nursing program was suspended for several years due to the lack of a director. A director was hired and the nursing program re-instated in Fall 2017 accounting for the data provided.

#### Successful Course Completion Rates by Ethnicity for Years 2014 through 2018

Success Rates by Ethnicity					
Ethnicity	2014	2015	2016	2017	2018
Unknown/Non-Respondent	78.6%	83.7%	80.8%	84.2%	86.3%
White	77.3%	76.6%	78.7%	79.5%	79.6%
Hispanic	67.6%	69.0%	68.7%	72.7%	74.2%
Pacific Islander	67.0%	69.4%	68.7%	67.7%	61.7%
American Indian/Alaskan	58.8%	65.8%	70.1%	73.5%	62.3%
Black or African American	60.0%	61.7%	60.3%	67.1%	63.5%
Asian	74.9%	78.8%	76.3%	78.0%	76.3%
Two or More Races	72.5%	78.3%	77.6%	68.2%	69.8%

Data Source: LCC Data Warehouse

Table 10: Student Success Rates by Ethnicity

The success by ethnicity is impacted by the high numbers of incarcerated students within certain ethnic groups.

All Student Types

Figure 3 below shows the success rates for all students and instructional modalities for academic years 2014 through 2019 (Fall Semester). It is notable that success rates for all modalities have trended upwards across the analysis time frame.

Success Rates by Modality and Academic Year

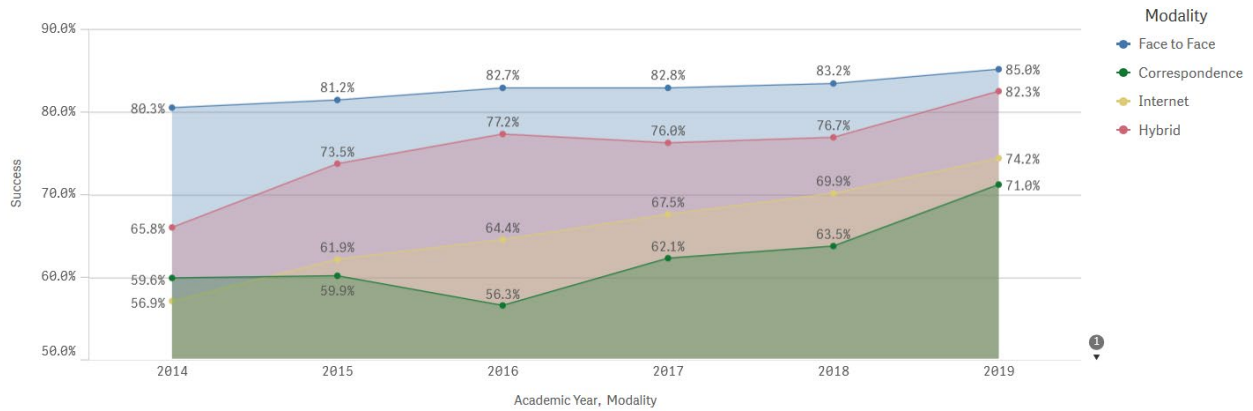


Figure 3: Success Rates for All Students and Instructional Modalities, 2014 - 2019

### Incarcerated Students

Incarcerated students are provided face-to-face instruction at the two local prisons (High Desert State Prison and California Correctional Center). Correspondence instruction is limited to incarcerated students. Incarcerated students experience many challenges contributing to their difficulty in completing and being successful in the coursework. Figure 4 below represents all instruction provided to incarcerated students for academic years 2014 through 2019 (Fall semester). “Hybrid” courses were only conducted for incarcerated students for academic years 2016 and 2017 and were discontinued after this time. Success rates for both “Face to Face” and “Correspondence” have trended upwards across the analysis time frame.

Success Rates by Modality and Academic Year

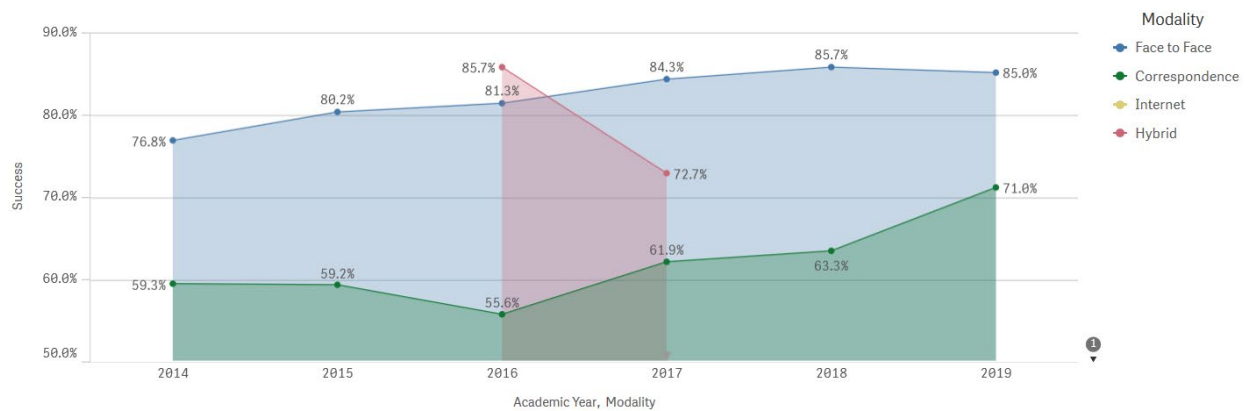


Figure 4: Success Rates for Incarcerated Students for All Instructional Modalities, 2014 - 2019

## REG & C12 Student Types

Figure 5 below represents success rates for “Regular” and “Dual/Concurrent Enrollment” (all non-incarcerated) students for academic years 2014 through 2019 (Fall semester). Correspondence courses for these students were discontinued after the 2018 academic year. Overall, success rates for all modalities have continually trended upwards across this period of analysis.

Success Rates by Modality and Academic Year

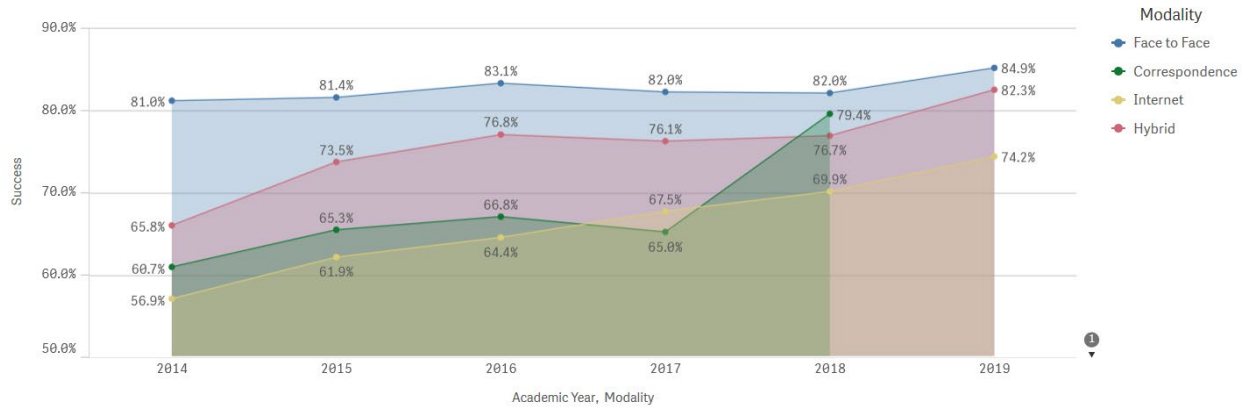


Figure 5: Success Rates for "Regular" and "Dual/Concurrent Enrollment" Students for All Instructional Modalities, 2014 - 2019

## **C. Organization of the Self-Evaluation Process**

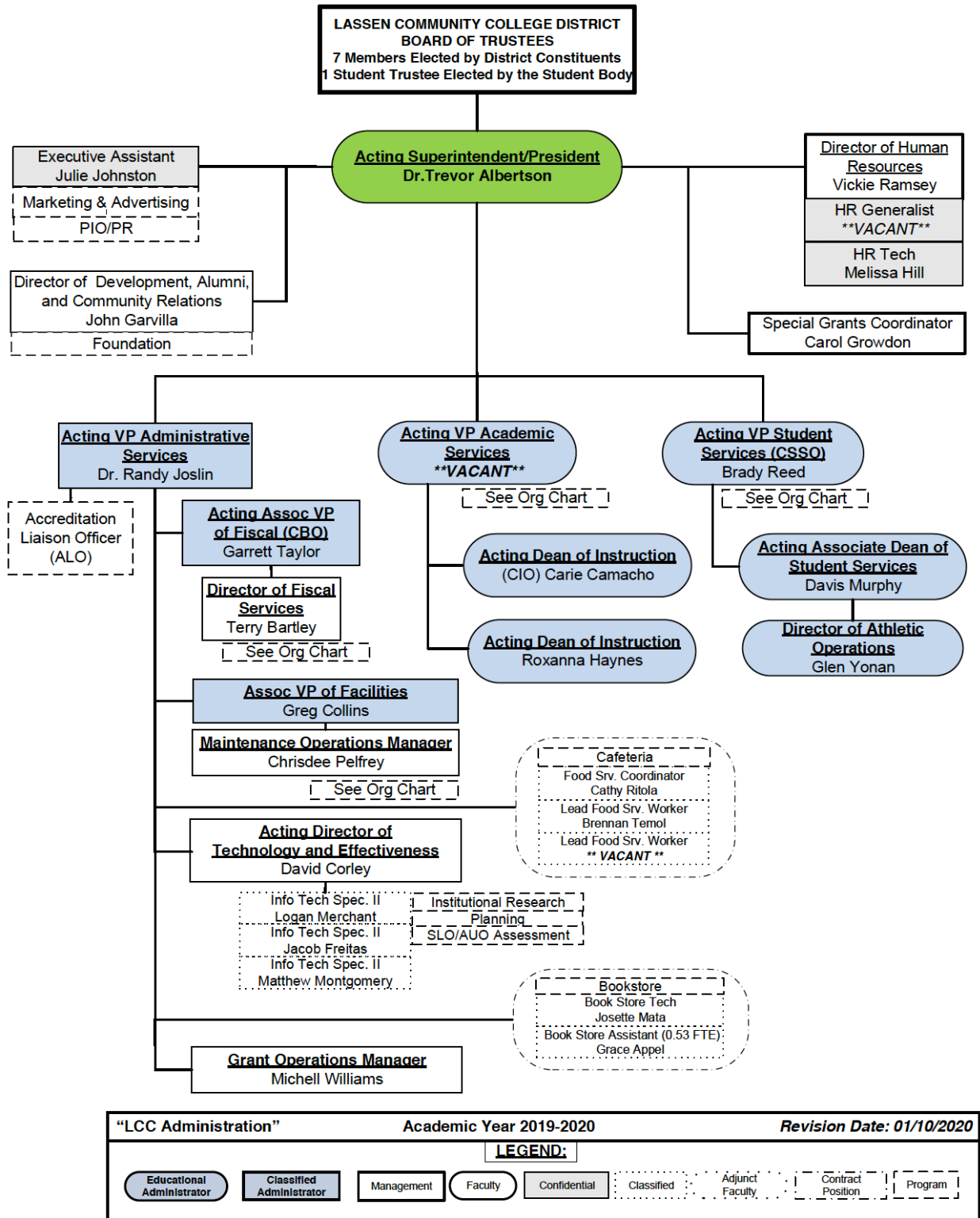
For several years, the college has been consolidating committees as a means of improving institutional effectiveness. A decade ago, the institution decided to consolidate the functions of monitoring alignment of institutional performance with accreditation standards and oversight for the development of the accreditation self-evaluation with the functions of Consultation Council/Strategic Planning Committee, the primary governance and planning standing committee. The action was seen as a further step towards integrating accreditation activities into the ongoing operations of the campus. The Consultation Council/Strategic Planning Committee consists of representatives, including elected leaders, from all constituent groups. Specifically, Consultation Council/Strategic Planning Committee includes all administrators, four faculty division chairs, the academic senate president, faculty accreditation liaison officer, three manager representatives (president, human resource director, director of institutional effectiveness), three classified representatives (president plus two additional appointees), and the associated student body president (plus additional students as available).

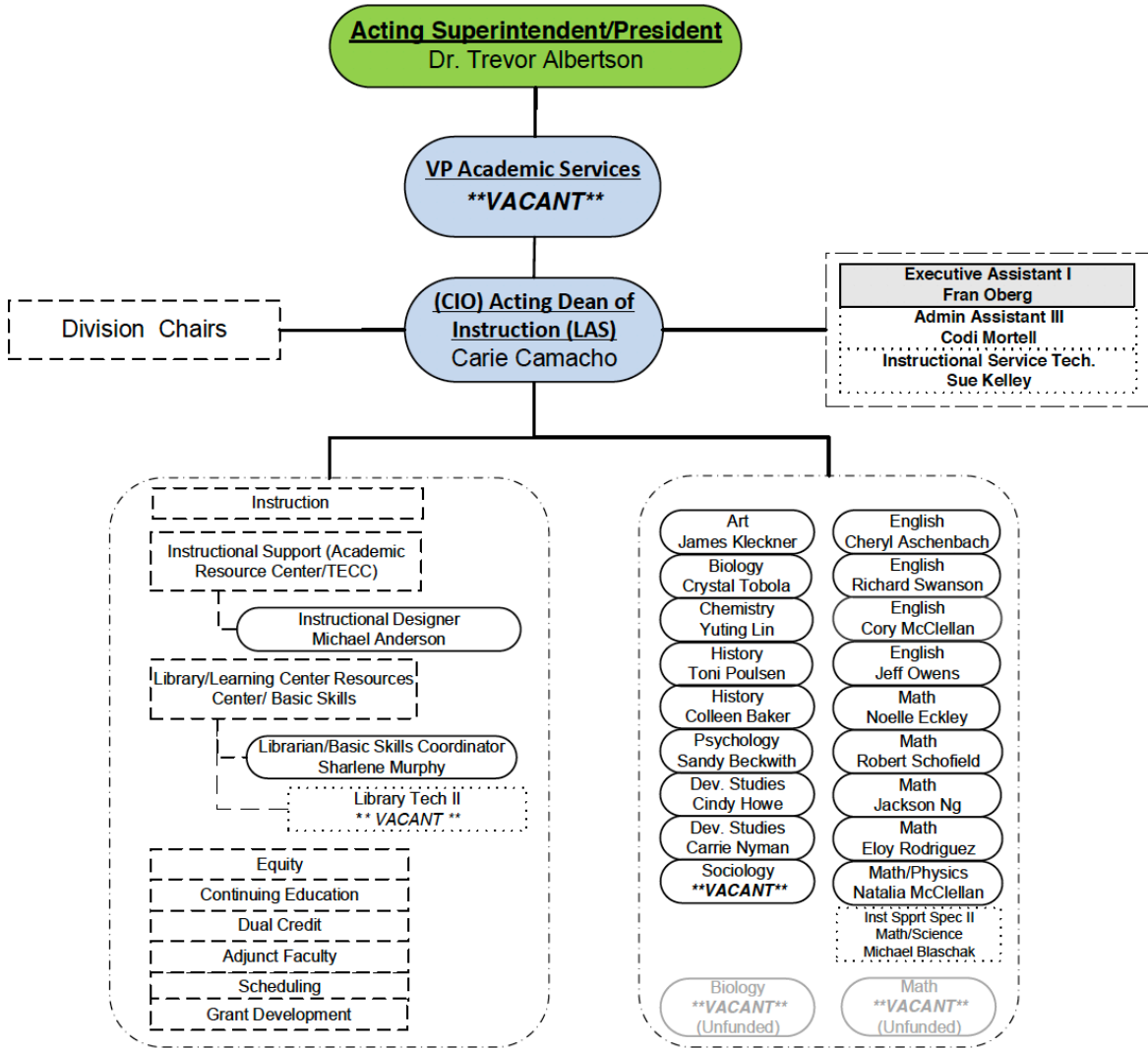
The staff and student accreditation surveys were administered and tabulated during October 2019 ([EV4](#), [EV5](#)). A campus team attended the ACCJC Self-Evaluation Workshop in April 30-May 3, 2019. The person holding the position of Accreditation Liaison Officer has changed four times in the last year consistent with changes in administration. The Accreditation Co-Chairs, faculty positions, oversaw the process during 2017-2018. A single faculty accreditation chair was identified for 2018-2019. This faculty member departed the institution for a one-year leave of absence in July 2019. The faculty accreditation chair subsequently appointed resigned in September 2019 and was not replaced. Administration, management, and classified employees rallied to complete the task. From October 2019 through January 2020 meetings and writing sessions continued to be conducted utilizing participants from across the campus.

The Consultation Council/Strategic Planning Committee adopted the final Self-Evaluation document on January 13, 2020. The Academic Senate and the Governing Board adopted it on January 14, 2020.

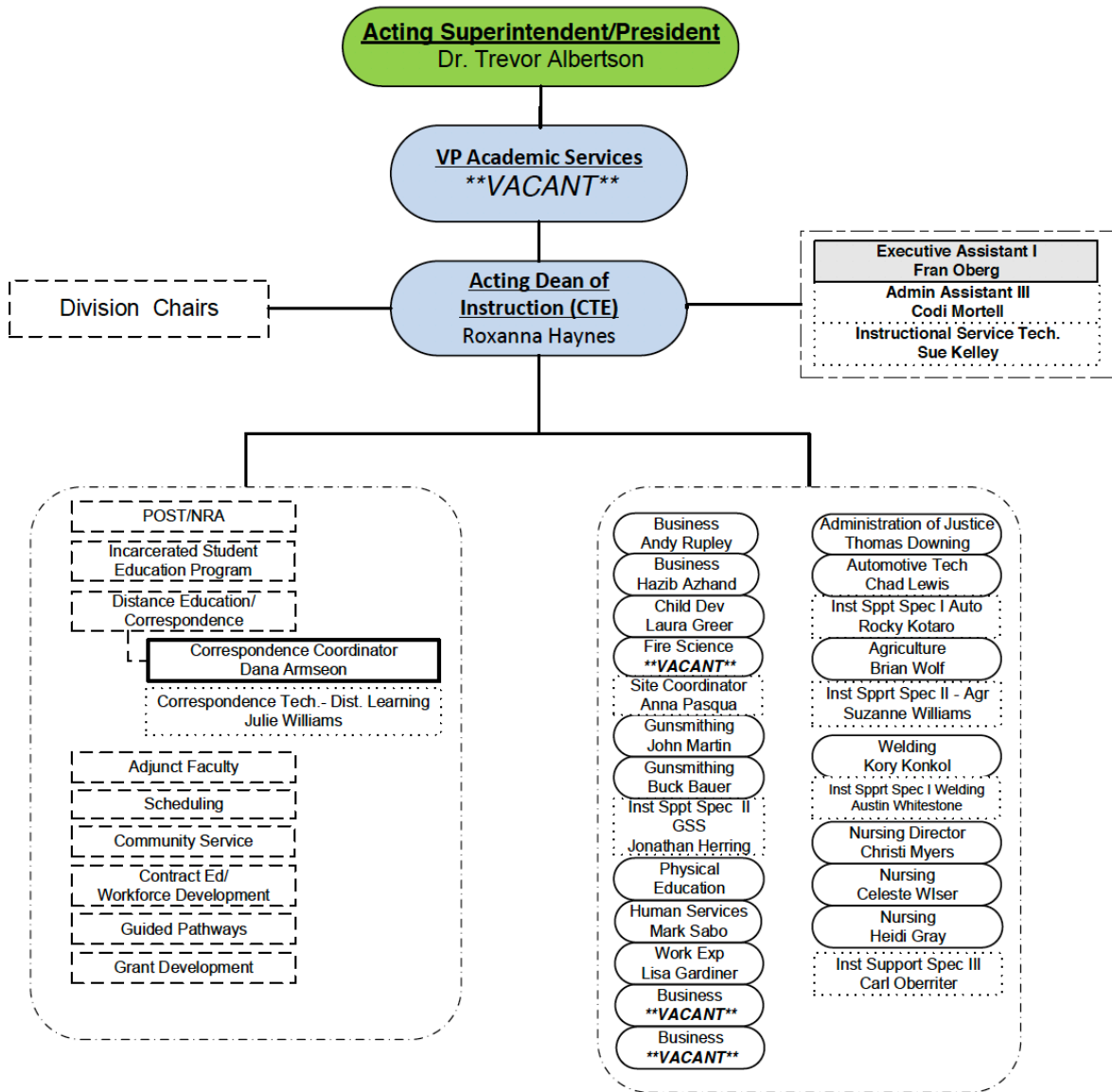


## D. Organizational Information

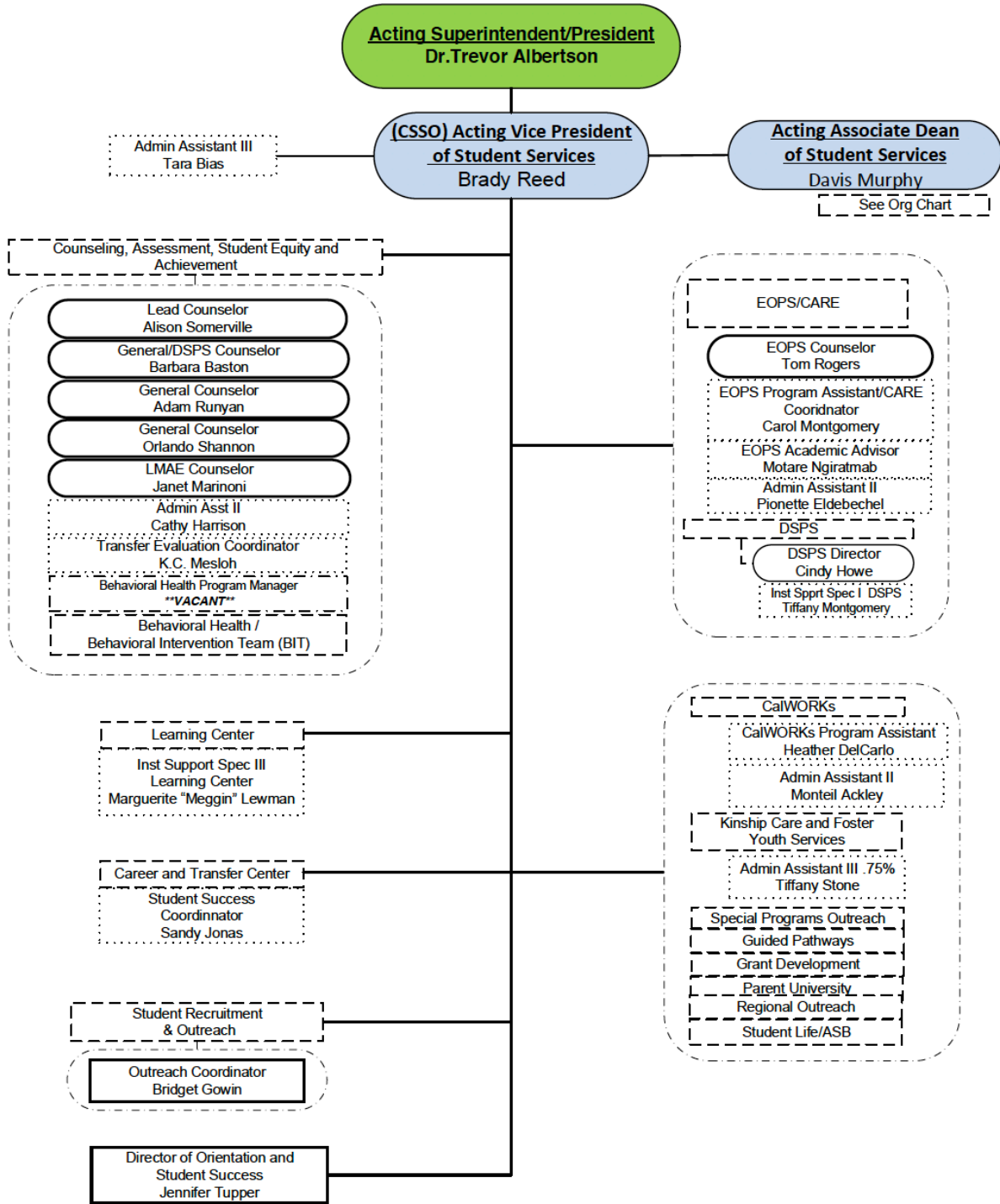




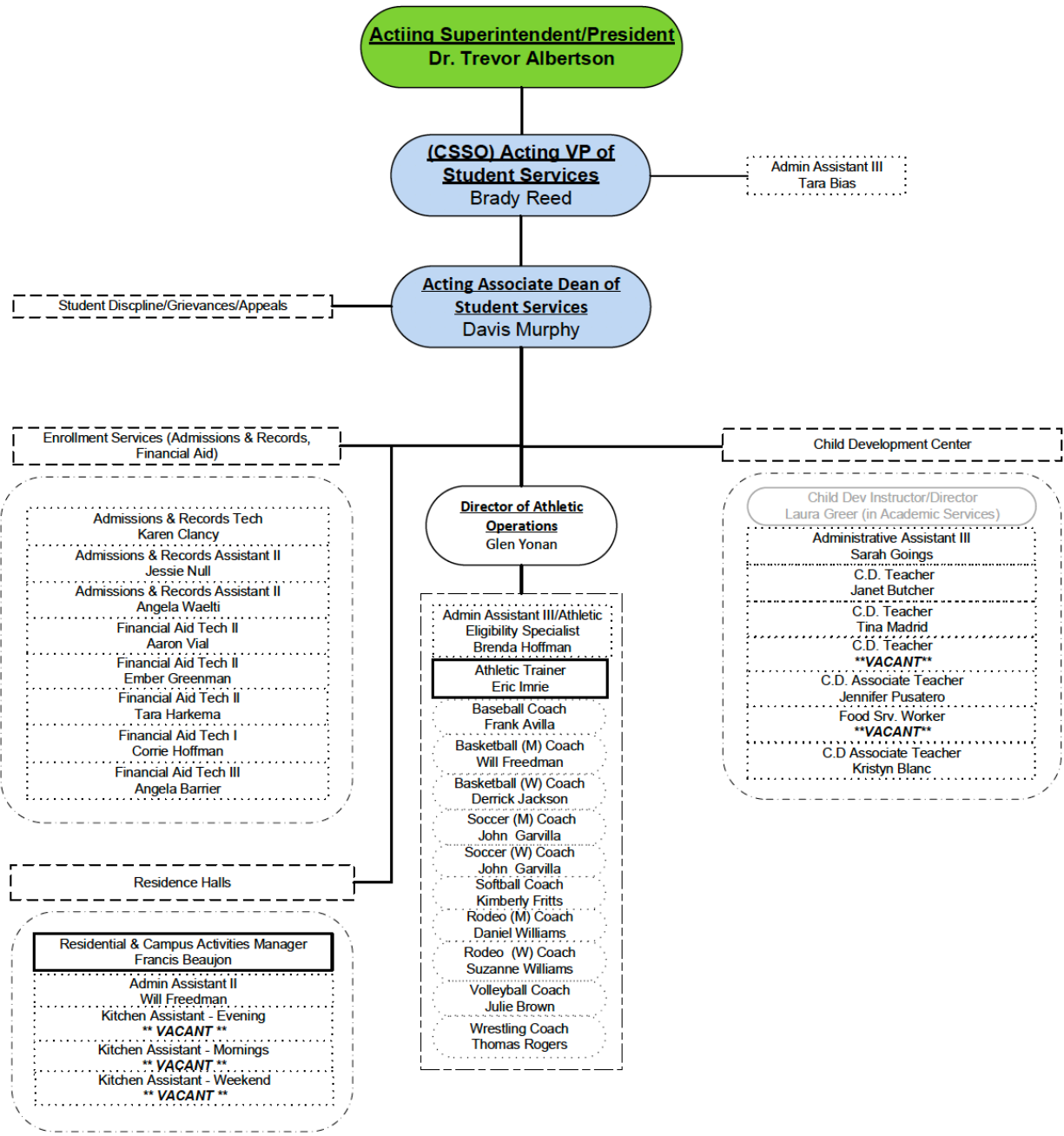
<b>“LCC Dean, LAS”</b>		<b>Academic Year 2019-2020</b>	<i>Revision Date: 01/10/2020</i>
<b>LEGEND:</b>			
Educational Administrator	Classified Administrator	Management	Faculty
Confidential	Classified	Adjunct Faculty	Contract Position
Program			



<b>"LCC Dean, CTE"</b>		<b>Academic Year 2019-2020</b>		<i>Revision Date: 01/10/2020</i>	
<b>LEGEND:</b>					
Educational Administrator	Classified Administrator	Management	Faculty	Confidential	Classified
					Adjunct Faculty
					Contract Position
					Program



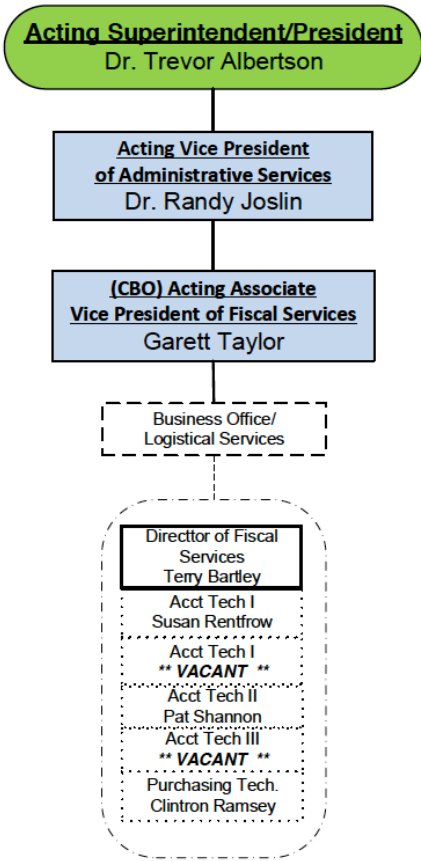
<b>"LCC VP Student Services"</b>		<b>Academic Year 2019-2020</b>		<i>Revision Date: 01/10/2020</i>	
<b>LEGEND:</b>					
Educational Administrator	Classified Administrator	Management	Faculty	Confidential	Classified
				Adjunct Faculty	Contract Position
					Program



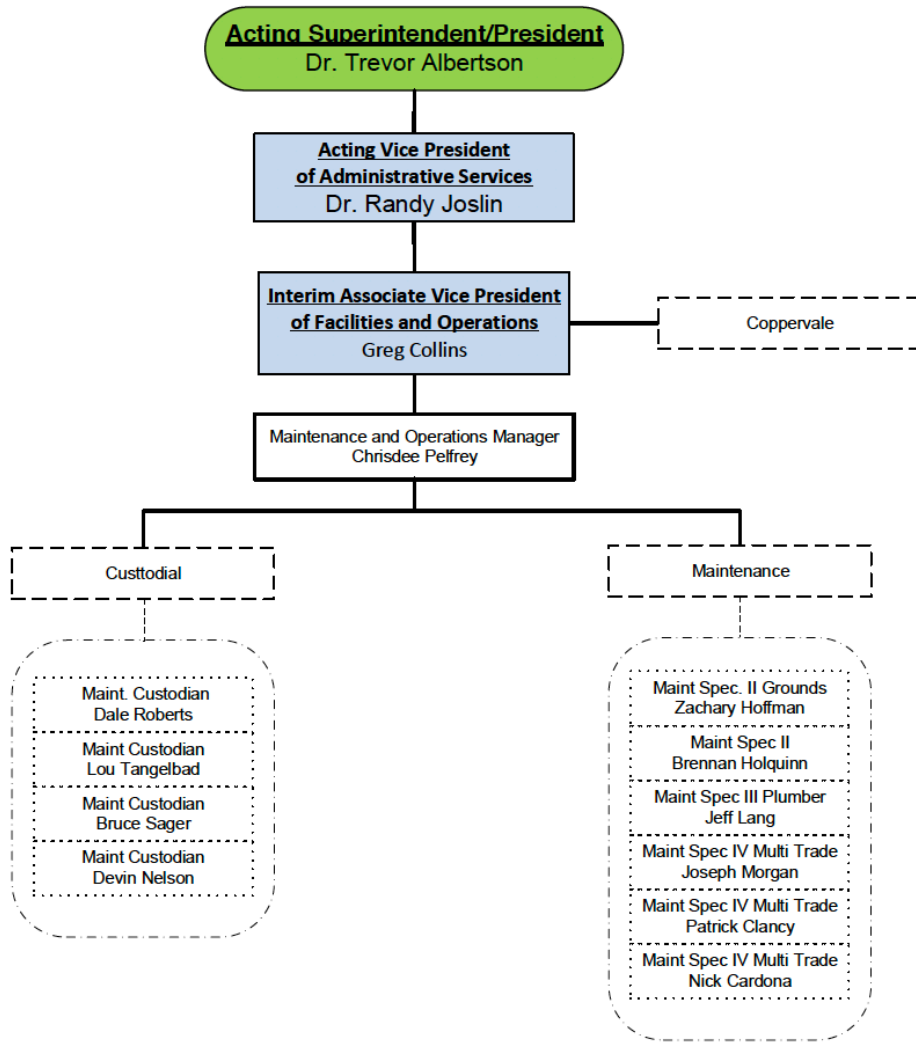
**"LCC Student Services, Associate Dean" Academic Year 2019-2020** Revision Date: 01/10/2020

**LEGEND:**

Educational Administrator	Classified Administrator	Management	Faculty	Confidential	Classified	Adjunct Faculty	Contract Position	Program
---------------------------	--------------------------	------------	---------	--------------	------------	-----------------	-------------------	---------



<b>"LCC Fiscal"</b>	<b>Academic Year 2019-2020</b>	<i>Revision Date: 01/10/2020</i>
<b>LEGEND:</b>		
<div style="border: 1px solid black; border-radius: 15px; padding: 2px 5px; display: inline-block;">Educational Administrator</div>	<div style="border: 1px solid black; padding: 2px 5px; display: inline-block;">Classified Administrator</div>	<div style="border: 1px solid black; padding: 2px 5px; display: inline-block;">Management</div>
<div style="border: 1px solid black; border-radius: 15px; padding: 2px 5px; display: inline-block;">Faculty</div>	<div style="border: 1px solid black; padding: 2px 5px; display: inline-block;">Confidential</div>	<div style="border: 1px dashed black; padding: 2px 5px; display: inline-block;">Classified</div>
<div style="border: 1px dashed black; padding: 2px 5px; display: inline-block;">Adjunct Faculty</div>	<div style="border: 1px dashed black; padding: 2px 5px; display: inline-block;">Contract Position</div>	<div style="border: 1px dashed black; padding: 2px 5px; display: inline-block;">Program</div>



<b>"LCC Facilities &amp; Operations"</b>	<b>Academic Year 2019-2020</b>	<i>Revision Date: 01/10/2020</i>
<b>LEGEND:</b>		
Educational Administrator	Classified Administrator	Management
Faculty	Confidential	Classified
Adjunct Faculty	Contract Position	Program



## **E. Certification of Continued Institutional Compliance with Commission Policies**

### **Eligibility Requirement 1: Authority**

*The institution is authorized or licensed to operate as a post-secondary educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates. Private institutions, if required by the appropriate statutory regulatory body, must submit evidence of authorization, licensure, or approval by that body. If incorporated, the institution shall submit a copy of its articles of incorporation.*

Lassen Community College (LCC) is a publicly funded, two-year community college offering educational programs in accordance with the requirements of the California State Education Code and the Board of Governors of the California Community Colleges. The Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC), 10 Commercial Boulevard, Novato, California 94949, (415) 506-0234, an institutional accrediting body recognized by the Commission on Recognition of Postsecondary Accreditation and the U.S. Department of Education accredits the College ([EV6](#)).

### **Eligibility Requirement 2: Operational Status**

*The institution is operational, with students actively pursuing its degree programs.*

LCC is “operational, with students actively pursuing its degree programs.” The total enrollment at the College for 2018 was 15,117, for 2017 was 15,455, and for 2016 was 15,149. In 2018-2019, two hundred and ninety-nine (299) associate degrees were awarded. The College operates year-round with two primary academic terms and two summer sessions ([EV7](#)). The College is a vital part of the Susanville greater community.

### **Eligibility Requirement 3: Degrees**

*A substantial portion of the institution’s educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them. At least one degree program must be of two academic years in length.*

The College offers forty (40) associate degrees including Associate degrees for Transfer, Associate in Arts and Associate in Science degrees all intended to be completed in two years. In addition, the college offers a variety of Certificates of Achievement and Accomplishment as identified on pages 31-83 of the college catalog ([EV8](#)). A substantial number of students receive degrees or certificates. In 2018-2019, LCC awarded one hundred and ninety-eight (198) Associate in Arts degrees, thirty-four (34) Associate of Arts degree for transfer, thirty-three (33) Associate in Science degrees, thirty-four (34) Associate of Science degrees for transfer, and one hundred fifty-two (152) Certificates of Achievement.

### **Eligibility Requirement 4: Chief Executive Officer**

*The institution has a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district/system chief executive officer nor the institutional chief executive officer*

*may serve as the chair of the governing board. The institution informs the Commission immediately when there is a change in the institutional chief executive officer.*

The Governing Board took action at a special meeting on December 17, 2019 to hire the current acting Superintendent/President, effective that date ([EV9](#)). The President's full-time responsibility is to the institution ([EV10](#)). The Chief Executive Officer's primary charge from the Governing Board is to operate the College in accordance with Board policies, to effectively manage the College, and to develop the long-range planning that keeps the College viable and well managed. The Governing Board is committed to following board policies and acknowledges the authority and responsibility of the Chief Executive Officer. The College Superintendent/President does not serve as the chair of the Governing Board but attends and participates in all board meetings as a college representative. The Superintendent/President holds the necessary credentials to serve as an administrator and Chief Executive Officer at a California Community College.

**Eligibility Requirement 5: Financial Accountability**

*The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. Institutions that are already Title IV eligible must demonstrate compliance with federal requirements.*

The District's financial funds and processes are audited annually. An external, independent certified public accounting firm with the following objectives conducts these financial and compliance audits:

- To determine the fairness of presentation of the District's financial statements in accordance with accounting principles generally accepted in the United States.
- To evaluate the adequacy of the systems and provisions affecting compliance with applicable federal and California laws and regulations, with which noncompliance would have a material effect on the District's financial statements and allowability of program expenditures for federal and California financial assistance programs.
- To evaluate the adequacy of the internal control structure sufficient to meet the requirements of auditing standards generally accepted in the United States for the purpose of formulating an opinion on the basic financial statements taken as a whole and sufficient to ensure compliance with federal and state regulations.
- To determine whether financial and financially related reports to state and federal agencies are presented fairly, and
- To recommend appropriate actions to correct any noted areas where internal control compliance with applicable federal and state regulations could be improved.

All annual audits are certified and any noted exceptions explained. In addition, LCC conducts its own fiscal analysis and monitors the financial funds. As of June 30, 2019, the District maintains a minimum of unaudited, unrestricted reserves of 7 percent.

## **F. Certification of Continued Institutional Compliance with Commission Policies**

Lassen Community College certifies that it continues to be in compliance with the federal regulations noted below, and Commission Policies on Rights and Responsibilities of the Commission and Member Institutions; Institutional Degrees and Credits; Transfer of Credit; Distance Education and on Correspondence Education; Representation of Accredited Status; Student and Public Complaints Against Institutions; Institution Advertising, Student Recruitment, and Representation of Accredited Status; Contractual Relationships with Non-Regionally Accredited Organizations; and Institutional Compliance with Title IV.

### **Public Notification of an Evaluation Team Visit and Third Party Comment**

*Regulation citation: 602.23(b).*

The announcement of the upcoming team visit, along with the opportunity to provide third-party comments was included in the local newspaper, Lassen County Times on December 24, 2019 and added to the Susanville Stuff website, on December 17, 2019. The announcement is to run once a week in the newspaper for six weeks. ([EV11](#), [EV12](#)). The announcement was added to the main accreditation page of the college website on December 12, 2019, and this was communicated to the campus community via email on the same day ([EV12a](#)). It is the college's intention to work to resolve any concerns derived from third-party comments submitted.

### **Standards and Performance with Respect to Student Achievement**

*Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).*

During the 2013-2014 academic year, the college established standards of student achievement with the adoption of five institutional set standards: completion, fall-to-fall retention, degrees awarded, certificates awarded, and four-year transfer. At the same time, the college established institutional set standards for job placement in vocational programs, and institutional set standard for license exam in nursing. ([EV1](#), [EV2](#), [EV3](#)). College performance is compared to institutional standards annually and reported the ACCJC in the annual report ([EV13](#), [EV14](#), [EV15](#)). During the development of student learning outcomes, target measures as one component of student learning outcome mapping were established for each course level outcome. ([EV16](#), [EV17](#), [EV18](#)). The program review process includes the opportunity for analysis of student learning outcomes relative to established student learning outcome target measures.

### **Credits, Program Length, and Tuition**

*Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.*

LCC awards credit to students based upon their successful completion of courses. The measurement of successful completion of the course is based directly on the achievement of a course's objectives and SLOs. The College awards appropriate course credit based on the Carnegie unit. A lecture class requires the equivalent of one academic hour (50 minutes) of instruction plus two hours of out-of-class work per week for each semester unit conferred. Laboratory classes require three academic hours (150 minutes) per week for each semester unit

conferred. (EV19) Pages 31-87 of the College Catalog provides the minimum number of credits required for each degree. (EV8) Fee information is provided in the College Catalog on pages 11-12 and 28-29. (EV8)

### **Transfer Policies**

*Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).*

Administrative procedure 4100 contains a definition of “college work”, which clarifies the criteria for awarding the transfer of credit. (EV20) The information is provided to the public in the college catalog on pages 29-31. (EV8) The college makes an effort to articulate courses with other institutions through the Common Course Numbering system (C-ID). This facilitates the transfer of credit for students enrolling at the college and students transferring.

### **Distance Education and Correspondence Education**

*Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.*

The development, implementation, and evaluation of courses and programs occur utilizing the same institutionally developed processes regardless of the modality of delivery. All new courses, certificates and degrees are reviewed and ultimately adopted by the Curriculum/Academic Standards Committee, a subcommittee of the Academic Senate, comprised primarily of faculty. (EV21) The Academic Senate forwards recommendations for new courses and programs to the Governing Board for adoption. Existing courses, certificates and degrees are reviewed and updated as part of the ongoing program review process. The Academic Senate provided additional information on the delivery of instruction by developing and adopting three separate faculty handbooks: *Faculty Handbook*, *Handbook for Correspondence Instructors* and *Handbook for Online Instructors*. (EV22, EV23, EV24) At a minimum, faculty members teaching in the online environment are required to attend or have attended workshops leading to certification in online instruction.

The college received approval to offer several degrees more than 50% correspondence and a variety of degrees and certificates more than 50% online. (EV25, EV26)

Further control of the delivery of instruction through each of the modalities occurs during faculty evaluations. All full-time and adjunct faculty members are evaluated for all modalities in which they deliver instruction at the time of their evaluation as specified in Article 6 of the LCFA Collective Bargaining Agreement. (EV27)

Each student, upon admission to the College, is assigned a unique student ID, which is used for registration and tracking student records. This ID is also the student’s distinctive user-ID for online and correspondence delivery. Unique passwords are assigned and employed as a means of assuring academic integrity of online courses.

### **Student Complaints**

*Regulation citations: 602.16(a)(1)(ix); 668.43.*

Administrative procedure 5530 – Student rights and Grievances clearly articulates the scope, definitions and procedures to be followed in the addressing of student complaints. (EV28) The procedures for student grievance and appeals is provided to the public in the college catalog on

pages 20-21 ([EV8](#)).

### **Institutional Disclosure and Advertising and Recruitment Materials**

*Regulation citations: 602.16(a)(1)(vii); 668.6.*

Lassen Community College provides accurate and current information to the public through the college catalog and website.

- The official name, address, telephone number and website of the College are published on the back cover of the *College Catalog*.
- The College's mission statement, vision statement, College values, strategic goals and institutional SLOs are found as parts of the Strategic Plan on page 2 of the *College Catalog*, on the website and posted around campus.
- Basic information on program requirements is printed in the *College Catalog* (pages 31-87).
- The rules and regulations governing student conduct are published in the *College Catalog* (page 19-22).
- Fee and expense information is printed in the *College Catalog* (pages 11-12 and 28-29) and on the College's website.
- Financial aid information is printed in the *College Catalog* (pages 9 and 27-29) and on the College's website.
- Refund information is printed in the *College Catalog* (page 11-12) and on the College's website.
- Policies regarding credit transfers are listed on page 17-18 of the *College Catalog*.
- The College's non-discrimination and sexual harassment statements are published in the *College Catalog* (page 3 and 22) and on the College's website.
- The requirements for earning a degree or certificate are printed in the *College Catalog* (pages 33-34).
- The *College Catalog* lists all full-time faculty and administrators along with their degrees and conferring institutions (pages 141-143).
- The Board of Trustee members are listed on page 141 and published on the College website.
- The College's Accreditation status is listed on page 5 of the catalog and published on the College website.

The Outreach Coordinator is charged with primary responsibility for student recruitment. This individual works closely with faculty, coaches, admissions and records staff, financial aid staff, the institutional researcher, and counseling staff to assure that appropriate policies and procedures are followed. The Outreach Coordinator's role is to be the human side of information for and about LCC. As students express an interest in the College, the Outreach Coordinator ensures that consistent accurate information is provided.

### **Title IV Compliance**

*Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.*

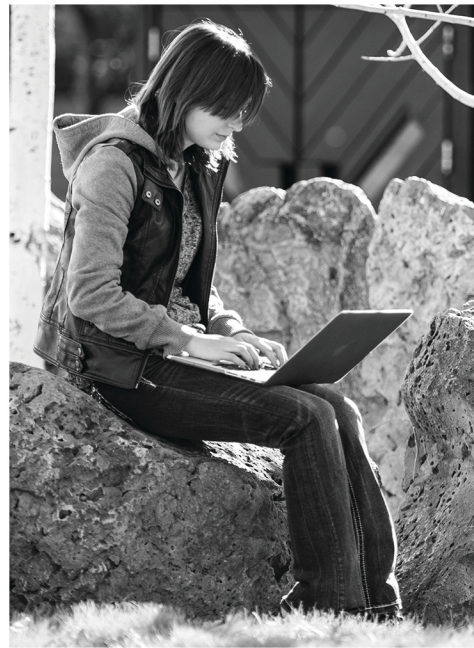
Board Policy and Administrative Procedure 5130 -Financial Aid establish policy and procedure to comply with applicable federal regulations in order to ensure LCC students' eligibility for financial aid. The policy also covers financial assistance that is provided outside of Title IV entitlements and includes local grants and scholarships ([EV29](#), [EV30](#)).

LCC has a low loan participation rate. The last official three-year cohort default rate calculated for 2016 was 22 percent. The official three-year cohort default rate calculated for 2015 was 20 percent, while the rates for 2014 and 2013 were each 22 percent.

## **Evidence List**

[Intro\\_EV1\\_Institutional-Set-Standards](#)  
[Intro\\_EV2\\_Inst Set Stds Job Placement](#)  
[Intro\\_EV3\\_Inst Set Stds License Exams](#)  
[Intro\\_EV4\\_2019 Accrediation Self-Study Survey\\_Staff and Faculty\\_Fall 2019\\_All Data](#)  
[Intro\\_EV5\\_2019 Accrediation Self-Study Suyrvey\\_Students\\_Fall 2019\\_All Data](#)  
[Intro\\_EV6\\_ACCJC July 2014 Ltr Reaffirm Accreditation](#)  
[Intro\\_EV7\\_Schedule of Classes](#)  
[Intro\\_EV8\\_2019-2020\\_Catalog](#)  
[Intro\\_EV9\\_BOT\\_Special\\_12-17-2019](#)  
[Intro\\_EV10\\_President Letter](#)  
[Intro\\_EV11\\_Newspaper article Third Party Comments about Accreditation](#)  
[Intro\\_EV12\\_Susanville Stuff Third Party comments](#)  
[Intro\\_EV12a\\_LCC Email - ACCJC Third Party Comments](#)  
[Intro\\_EV13\\_2019 ACCJC Annual Report](#)  
[Intro\\_EV14\\_2018 ACCJC Annual Report](#)  
[Intro\\_EV15\\_2017 ACCJC Annual Report](#)  
[Intro\\_EV16\\_SLO Map\\_ANTH](#)  
[Intro\\_EV17\\_SLO Map\\_ENGL](#)  
[Intro\\_EV18\\_SLO Map\\_BUS](#)  
[Intro\\_EV19\\_BP 4024](#)  
[Intro\\_EV20\\_AP 4100 Grad Reqs](#)  
[Intro\\_EV21\\_Curric and Acad Stds Com Handbook](#)  
[Intro\\_EV22\\_2016-2017 Faculty Handbook](#)  
[Intro\\_EV23\\_2014 Correspondence Handbook](#)  
[Intro\\_EV24\\_2018 Online Faculty Handbook](#)  
[Intro\\_EV25\\_ACCJC-Substantive-Change-Letter-January-2013](#)  
[Intro\\_EV26\\_ACCJC-Substantive-Change-Letter-June-2007](#)  
[Intro\\_EV27\\_2017-2020\\_LCFA\\_CBA](#)  
[Intro\\_EV28\\_AP 5530 Student Rights and Grievances](#)  
[Intro\\_EV29\\_BP 5130 Financial Aid](#)  
[Intro\\_EV30\\_AP 5130 Financial Aid](#)





**LASSEN COMMUNITY COLLEGE**  
**Standard I**  
**Institutional Mission and Effectiveness**  
Self Evaluation Report of Educational Quality and Institutional Effectiveness



# Standard I

## Institutional Mission and Effectiveness

*The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.*

### Self-Evaluation Team Members

**Monteil Ackley**  
*Classified, AAIL-CalWORKS*

**Hasib Azhand**  
*Faculty, Business*

**Barb Baston**  
*Faculty, Counseling*

**Buck Bauer**  
*Faculty, Gunsmithing*

**Francis Beaujon**  
*Manager, Residential/Campus Activities*

**Sandy Beckwith**  
*Faculty, Psychology*

**Kristyn Blanc**  
*Classified, CDC Assistant*

**Karen Clancy**  
*Classified, A&R Technician*

**Pionette Elderbechel**  
*Classified, AA II-EOP&S*

**Will Freedman**  
*Adjunct Faculty, Coach*

**Lisa Gardiner, Co-Chair**  
*Faculty, Work Experience*

**Ember Greenman**  
*Classified, Financial Aid Tech II*

**Carol Growdon**  
*Manager, Coordinator Special Grants*

**Brennan Holquinn**  
*Classified, Maintenance Spec II*

**James Kleckner**  
*Faculty, Art*

**Yuting Lin**  
*Faculty, Chemistry*

**Matt Montgomery**  
*Classified, IT Specialist II*

**Karissa Morehouse, Co-Chair**  
*Administrator, Dean Instructional Serv.*

**Codi Mortell**  
*Classified, AA III, Academics*

**Patsy Murdock**  
*Classified, Maintenance/Custodial*

**Chrisdee Pelfrey**  
*Manager, Custodial/Security*

**Toni Poulsen**  
*Faculty, History & Health*

**Clinton Ramsey**  
*Classified, Purchasing Technician*

**Tom Rogers**  
*Faculty, EOP&S Counseling*

**Michell Williams**  
*Manager, Grant Operations*

**Suzanne Williams**  
*Adjunct Faculty, Coach*

**Austin Whitestone**  
*Classified, ISS I-Welding*

**Glen Yonan**  
*Administrator, Dir. Athletic Operations*

## G. Institutional Analysis

### Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

*The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.*

#### A. Mission

1. *The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)*

#### Evidence of Meeting the Standard

The Lassen Community College mission statement, last reaffirmed by the Governing Board as part of the Strategic Plan on October 8th, 2019 in accordance with Board Policy 1200, clearly indicates the College's purpose as an educational institution:

*Lassen Community College provides outstanding programs for all pursuing higher education goals. The core programs offer a wide range of educational opportunities including transfer degrees and certificates, economic and workforce development, and basic skills instruction. The college serves diverse students, both on campus and in outreach areas in its effort to build intellectual growth, human perspective and economic potential.*

Lassen Community College offers 77 degree and certificate programs and a variety of services in alignment with the mission statement commitment to provide "outstanding programs." The College provides both transfer and CTE/workforce development degree and certificate opportunities to meet varied student needs ([EV1](#)). In addition, the College offers basic skills courses in English, reading, mathematics, and noncredit college and career preparation to students who need additional preparation before attempting college-level courses ([EV2](#)). Instruction is provided on campus and online to increase access for students in outreach areas, and correspondence and live instruction is provided to incarcerated students. Through the program review processes, curriculum review processes and student learning outcome assessments, the College assures that its programs and services align with its mission

([EV3](#), [EV4](#)). Lassen Community College's mission statement is clearly defined, adopted and published by the District Governing Board ([EV5](#)). The current mission statement was revised through the participatory governance process and initially adopted by the Governing Board on September 13, 2011. It is reviewed annually with District values, strategic goals, and institutional

student learning outcomes as the Lassen Community College District Strategic Plan ([EV6](#), [EV7](#)). The mission appears online and in all significant college publications ([EV8](#), [EV9](#)).

### **Analysis and Evaluation**

The College meets the standard and eligibility requirement. The Lassen Community College mission clearly articulates the institution’s broad educational purpose as well as its intended student population and the types of degrees and other credentials it offers. Further, its commitment to student learning and student achievement is communicated by “its effort to build intellectual growth, human perspective and economic potential” contained in the College Mission Statement.

- 2. The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.*

### **Evidence of Meeting the Standard**

The LCC Mission Statement is reviewed annually by the college’s Consultation Council made up of all constituency groups, as well as by the Governing Board. ([EV1](#)) External and internal data is used by Lassen College to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities. Examples of external data sources include the Student Success Scorecard ([EV2](#)), results from the Student Voice Project ([EV3](#)) and the Strategic Planning and Guided Pathways Implementation Retreat ([EV4](#)) facilitated by EDOPTICS as well as equity data provided by the Chancellor’s office. The Student Voice Project was conducted in Spring 2018 and consisted of six student focus group interviews that provided student feedback on their experiences, perspectives, and needs. Internal data sources include student success, retention, awards, enrollment, and SLO achievement data provided by the Office of Institutional Effectiveness. Data analysis occurs in program reviews, and in planning. Equity data has been used to develop the Equity Plan ([EV5](#)) and to update our Strategic Goals. Further data sources include student evaluations of programs and instructors, Accreditation Surveys ([EV6](#)) and Planning Evaluations. ([EV7](#), [EV8](#), [EV9](#)) Also, as a measure of progress in fulfilling its mission, LCC has established Institutional Student Learning Outcomes. ([EV10](#))

### **Analysis and Evaluation**

The College meets the standard. For example, data from The Student Voice Project shed light on the effectiveness of meeting our mission and prompted some immediate changes. Signage and wayfinding were areas that the students identified for improvement. With their help on the Guided Pathways committee, wayfinding was improved in 2019-20 with colorful flags and maps strategically placed on campus to help orient new students. Activities for students beyond the focus of Athletics was also identified. Events such as Week of Welcome (WOW), campus meet-ups, and an established area called Basecamp to collectively house all student support programs were implemented. Expanding cultural events and activity offerings to enhance student life were offered as well.

The Strategic Plan was updated ([EV11](#)) to include the language of “inclusive learning environment” as well as “to promote student equity and learning” as a response from the students and the student equity data provided by the Chancellors Office.

Following a facilitated strategic planning and Guided Pathways implementation retreat by EDOPTICS in August 2018 the results from the Student Voice Project were disseminated. Also a list of priorities and action items were compiled to help inform institutional priorities that would affect the overall mission and better meet the educational needs of our students.

The Educational Master Plan created by the Academic Planning Committee is intended to be the driving force for all other master plans. Once the EMP is created, the other planning committees of the college such as the Student Services Master Planning Committee and the Facilities Master Planning Committee align their goals and plans with the EMP. Data and analysis from program reviews are at the center of discussion, and are used to inform the creation of each plan. These plans are then compiled into the Comprehensive Institutional Master Plan ([EV12](#)) which outlines objectives and actions needed for meeting the strategic goals and mission of the College.

Institutional Student Learning Outcomes have also been established, although the college could benefit from having a set cycle and process established for more consistent reviewing of these institutional SLO’s.

- 3. The institution’s programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.*

### **Evidence of Meeting the Standard**

Lassen College’s programs and services are aligned with its mission. The Instructional and Non-Instructional Program Review processes ensure programs and services maintain focus on the institutional mission. Section One of both the Instructional and Non-Instructional Review Template documents require discussion as to how the program or service in review aligns to the Strategic Plan, specifically the mission ([EV1](#), [EV2](#)).

The Strategic Plan, which includes the mission, vision, values, and strategic goals, is annually approved by the Governing Board and informs the planning and resource allocation process ([EV3](#)). The Planning and Budget Development Handbook delineates processes for institutional decision-making, planning, and resource allocation ([EV4](#)). Master plans (Educational Master Plan, Student Services Master Plan, Institutional Effectiveness Master Plan, Institutional Technology Master Plan, Facilities Master Plan, Human Resources Master Plan and Professional Development Master Plan) forming sections within the Comprehensive Institutional Master Plan, are updated utilizing program review recommendations. Consultation Council reviews the objectives and strategies proposed by individual planning groups. Recommendations concerning objectives and strategies are returned to the individual planning committees. The revised Comprehensive Institutional Master Plan integrating master plans from the various committees is adopted and guides the budget prioritization process ([EV4a](#), [EV4c](#)). The budget prioritization

criteria listed in the Budget Development Handbook identify alignment with the Strategic Plan and Achieving Strategic Goals as a primary focus ([EV4b](#)).

During fall 2019 the district distributed an anonymous Accreditation Self-Study Survey to employees ([EV5](#)). Survey results indicate a need for improvement in the application of the mission in planning and decision making in addition to improvement in aligning institutional planning with budget development.

- 41% of employees agree that the mission statement is applied during planning and decision making,
- 37% of respondents agreed that the planning process being used works and produces appropriate institutional plans
- 40% agreed that the institutional planning process is tied to the budget development process

Planning process evaluations for academic years 2017-2018 and 2018-2019, conducted by planning committees and constituency groups provide narrative assessments of planning, and suggestions for improvement ([EV6](#), [EV7](#), [EV8](#)). Common areas of concern voiced in evaluations relate to under-utilization of IPRs and NIPRs in the established planning process, and inconsistencies with budget prioritizations. Suggestions cited for improvements include; training on IPR and NIPR development, further training on governance and planning processes, consistency in the chief instructional officer position, administrative assistance support to the planning process, increase and improvement of communication, training of committee chairs and elimination of redundancy. A number of activities have occurred to address identified areas of concern:

- All budget requests are listed in the Budget Prioritization List ([EV9](#))
- The Budget Prioritization list, with status comments, is located in the portal for all employees to view ([EV10](#))
- Fall 2016 Convocation included a presentation on the planning and budget process ([EV10a](#))
- Fall 2018 LCC hosted a Participatory Governance Presentation provided by the Community College League of California and the Academic Senate for California Community Colleges ([EV10b](#))
- Fall 2019 Convocation included a presentation on IPRs and NIPRs ([EV11](#), [EV12](#)).

### **Analysis and Evaluation**

The College meets the standard, but improvement is needed in the areas of training, timeliness, communication, and follow through with planning processes. Processes are established for Lassen Community College mission to guide institutional decision-making, planning, and resource allocation. These processes are communicated in the Planning and Budget Development handbook. This process is designed such that the mission informs institutional goals for student

learning and achievement. The college struggles to consistently follow established processes when there is inconsistency in key leadership roles.

4. *The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)*

### **Evidence of Meeting the Standard**

The mission statement is annually reviewed by Consultation Council ([EV1](#), [EV2](#)) and recommendations for revisions to any part of the Lassen Community College Strategic Plan are made to the President/Superintendent in preparation for the Governing Board Planning Retreat, held annually in July ([EV3](#), [EV4](#)). The Board then reaffirms or revises and approves the LCC Strategic Plan, which includes the mission, vision, values, strategic goals, and institutional student learning outcomes. The mission and Strategic Plan were last approved by the Governing Board on October 8, 2019.

The mission statement and Strategic Plan are available online and in significant College publications, including the Catalog ([EV5](#)). Prior to adoption of BoardDocs for communication and maintenance of all governance committee agendas and minutes, the mission statement was on agendas for key committees, including, Cabinet, and Curriculum/Academic Standards Committee ([EV6](#), [EV7](#)).

### **Analysis and Evaluation**

The College meets the standard. The mission statement is annually reviewed by the Governing Board as part of the Strategic Plan. The mission statement and Strategic Plan are widely published.

### **Conclusions on Standard I.A. Mission**

The mission statement for LCC is not just words on paper nor is it an item that is just checked off periodically. It is reviewed annually with substantial consideration along with the strategic goals. The college relies on external and internal data to determine the effectiveness of accomplishing our mission and priorities. The college could improve in this area by enhancing dialogue surrounding our planning process and institutional student learning outcomes, but remain dedicated to accomplishing the mission and goals that we have outlined. We review this process annually and have made minor but important changes over the years that better define our purpose and how to carry it out. Our focus has been and continues to be on how to provide the best education for our students.

### **Improvement Plan(s)**

<b>Change or Improvement</b>	<b>Standards</b>	<b>Responsible Parties</b>	<b>Timeline</b>	<b>Anticipated Outcome</b>
------------------------------	------------------	----------------------------	-----------------	----------------------------



Enhance dialogue surrounding Planning processes and Institutional SLO's.	I.A.3	Cabinet, Consultation Council, Planning Committees, Academic Senate and it's subcommittee's		Greater efficiency and follow through with Integrated Planning
Improve training on IPR data analysis	I.A.3	Institutional Researcher		More thorough and timely IPR/NIPR submission and utilization in Integrated Planning Process
Explore feasibility of providing Administrative Support to Planning/ Governance/ Accreditation (See Institutional Effectiveness Master Plan 2016-2021)	I.A.3	Institutional Effectiveness Committee (Master Plan) CEO ALO		Improved communication, tracking of tasks, and organization of planning documents
Improved Committee Chair Training: BoardDocs Meeting Facilitation Committee Charges Shared Governance – context of your committee	I.A.3	Consultation Council Flex training Academic Senate		Improved communication
Improve stability in staffing of key administrative positions	I.A.3	CEO	On going	Stability and longevity in staffing of key administrative positions

**Evidence List**

[I.A.1\\_EV1\\_LCC Catalog Degrees](#)

[I.A.1 EV2 LCC Catalog-Noncredit](#)  
[I.A.1 EV3 Curriculum Handbook](#)  
[I.A.1 EV4 New Program example](#)  
[I.A.1 EV5 BP1200, Mission](#)  
[I.A.1 EV6 BOT Minutes 9-11-18, Action 7.02](#)  
[I.A.1 EV7 BOT Minutes 10-8-19 Item 7](#)  
[I.A.1 EV8 LCC Catalog-p2](#)  
[I.A.1 EV9 LCC website Mission p2](#)

[I.A.2 EV1 CC Minutes 09-09-2019](#)  
[I.A.2 EV2 2018 Student Success Scorecard](#)  
[I.A.2 EV3 LCC Student Voice Analysis Spring 2018](#)  
[I.A.2 EV4 LCC EdOptics 2018-Retreat-Report](#)  
[I.A.2 EV5 Student Equity and Achievement Plan 2019](#)  
[I.A.2 EV6 2019 Accreditation Self-Study Survey](#)  
[I.A.2 EV7 2017-2018 Planning Evaluation Results](#)  
[I.A.2 EV8 2018-2019 Planning Evaluation](#)  
[I.A.2 EV9 2018-2019 Planning Process Survey](#)  
[I.A.2 EV10 2019 Curriculum Handbook](#)  
[I.A.2 EV11 2020 - 2025 Strategic Plan](#)  
[I.A.2 EV12 2019-2024 LCC CIMP](#)

[I.A.3 EV1 IPR Template Sec 1.I.a](#)  
[I.A.3 EV2 NIPR Template Sec 1.I.a](#)  
[I.A.3 EV3 BOT Meeting 9-11-18, Action 7-02](#)  
[I.A.3 EV4 Planning Budget Dev Handbook](#)  
[I.A.3 EV4a Planning Process 2019-2024 CIMP](#)  
[I.A.3 EV4b Budget Development Handbook ApxC](#)  
[I.A.3 EV4c Planning Cycle CIMP and Budget](#)  
[I.A.3 EV5 2019 Accreditation Self-Study Survey](#)  
[I.A.3 EV6 2017-2018 Planning Evaluation Results](#)  
[I.A.3 EV7 2018-2019 Planning Evaluation](#)  
[I.A.3 EV8 2018-2019 Planning Process Survey](#)  
[I.A.3 EV9 Portal-Master Planning Home](#)  
[I.A.3 EV10 Budget Prioritization 2017-18](#)  
[I.A.3 EV10a Convocation Agenda Fall 2016](#)  
[I.A.3 EV10b FALL 2018 Participatory Governance Pres](#)  
[I.A.3 EV11 Convocation Agenda 2019](#)  
[I.A.3 EV12 IPR and SLOs Presentation](#)

[I.A.4 EV1 CC Agenda 9-9-19](#)  
[I.A.4 EV2 CC Agenda-6-26-18 item 2](#)  
[I.A.4 EV3 BOT Workshop 7-23-19 topic 1](#)  
[I.A.4 EV4 BOT Workshop 7-24-18 topic 1](#)  
[I.A.4 EV5 LCC 2019-2020 Catalog p. 2](#)  
[I.A.4 EV6-Cabinet Agenda Mission, p.2](#)

---



## **B. Assuring Academic Quality and Institutional Effectiveness**

### Academic Quality

- 1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.*

### **Evidence of Meeting the Standard**

As the campus governance and planning committee, Consultation Council/Strategic Planning Committee, is the location for all institutional dialogue. (EV1) Each agenda is divided into sections for discussions about governance, planning, and accreditation. (EV2) In addition to the agenda being set by co-chairs, any constituent group representative can make announcements and request items be formally placed on future agendas for discussion by the body. This group is responsible for oversight of institutional processes including integrated planning and budget allocation recommendations. This group reviews and forwards all recommendations for the development of new or revised board policies to the Governing Board and adopts all finalized administrative procedures. The group meets weekly or bi-monthly depending on workload. Consultation Council/Strategic Planning receives all program review documents and reviews all master planning documents. The group also reviews data relative to planning, including data for the master plans, Student Equity Plans (now Student Equity and Achievement Plans), institution set standards, local vision goals, and more. (EV3)

Each May, Consultation Council/Strategic Planning Committee conducts an evaluation of the institutional governance and the planning and budget development processes. Surveys are distributed to governance constituent groups, planning committees, and individuals. (EV4) Results are reviewed by Consultation Council/Strategic Planning and recommendations are made to the Academic Senate and a joint Academic Senate/Consultation Council workgroup whose only task is to make revisions to the planning and development processes based on any recommendations found to have merit. Following Academic Senate and Consultation Council approval, the revised governance structure and planning and budget development processes are utilized during the subsequent academic year (EV5, EV6).

Further dialog focused specifically on student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement occur during regular planning and operational meetings. Planning meetings include meetings of the Academic Planning Committee, Student Services Planning Committee, Institutional Technology Planning Committee, Facilities Planning Committee, Human Resources Planning Committee, and Institutional Effectiveness Planning Committee (EV7a, EV7b, EV7c, EV7d, EV7e, EV7f, EV7g). Regular operational meetings include student services management and staff meetings, division chair meetings, academic division and faculty meetings, career technical education advisory committee meetings, and Guided Pathways workgroup meetings. Faculty

Division Meetings provide opportunity for faculty groups to dialog regarding student learning outcome assessments and instructional improvement ([EV8a](#), [EV8b](#), [EV8c](#)).

An additional time that faculty come together to discuss instructional improvement is monthly Faculty Community of Practice Meetings ([EV8d](#), [EV8e](#)) Elements of the Guided Pathways Taskforce also include planning elements based on review of available data relative to student learning and equity. ([EV7a](#), [EV9](#), [EV16](#), [EV17](#), [EV18](#))

Convocation, held bi-annually, is also an opportunity for the entire campus to come together to participate in activities directed toward improvement of student learning and institutional effectiveness. Convocations provide opportunities for interaction and dialog between employees and allows for broader consideration of information and perspectives ([EV10](#), [EV11](#), [EV12](#)). Intermittent opportunities for productive dialog also arise through student town hall meetings. ([EV13](#), [EV14](#), [EV15](#))

## **Analysis and Evaluation**

The College meets the standard. The College has established and consistently utilizes a variety of meetings and venues to engage in on-going dialog about the improvement of student learning and institutional processes. All constituent groups are represented in most venues, particularly governance and planning committees. The Associated Student Body has resumed an active participatory role in governance and planning with student representatives attending consultation council and other standing committees where schedules permit.

2. *The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)*

## **Evidence of Meeting the Standard**

Student learning outcomes (SLOs) are defined for all courses, programs, general education, and the institution. Course SLOs are included on each course outline of record and instructors' syllabi. ([EV1](#), [EV1a](#), [EV2](#)) Program SLO's are listed in the catalog for each certificate and degree. ([EV3](#), [EV4](#)) General Education SLO's are listed in the catalog as well. ([EV5](#)) Institutional SLOs are part of the Strategic Plan ([EV4a](#)). At least one SLO in each course section offered is assessed each semester, including summer session, per the bargaining contract between the institution and Lassen College Faculty Association. ([EV6](#)) Program, general education, and institutional SLOs are assessed through the linkages with course SLOs. Student Learning Outcomes are assessed through the Instructional Program Review process as identified in the Instructional Review Handbook ([EV7](#)). One example of Student Learning Outcome assessment can be found in the 2018 AJ IPR ([EV9](#)).

Administrative Unit Outcomes (AUOs) are defined for learning support service as well as administrative offices ([EV11](#)). Academic Services have defined an AUO for their department that is included in their NIPR ([EV12](#)). AUOs can be viewed from the Administrative Unit Outcomes webpage ([EV10](#)). Non-instructional Program Reviews discuss AUO assessment in

section I ([EV11](#)). An example of AUO assessment can be found in the 2018-2019 Assessment, Counseling, Student Equity and Achievement, and Transfer NIPR Annual Update ([EV8](#)).

### **Analysis and Evaluation**

The College meets the standard and eligibility requirement. The institution defines and regularly assesses student learning outcomes and administrative unit outcomes for all instructional programs and student and learning support services.

- 3. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)*

### **Evidence of Meeting the Standard**

The College is tracking specific elements of student achievement and has identified expected measures of performance within each element. These elements are identified on the Chancellor's Office Student Success Scorecard, in the Student Equity and Achievement Plan, in the institutional set standards reported to ACCJC annually, and were formerly in the IEPI set standards ([EV1](#), [EV2](#), [EV3](#), [EV4](#), [EV5](#), [EV6](#), [EV7](#), [EV8](#)).

Academic achievement standards are established through dialog in multiple venues and at Consultation Council and master planning committees. An example is the Integrated Plan (SSSP, Equity and BSI) which is now the Student Equity and Achievement Plan and standards set and updated since spring 2017, which were first developed based on a review of past data and a determination to increase targets to meet or exceed the state average for stated metrics. These discussions and dialog occurred with members of the Institutional Effectiveness Planning Committee, Academic Senate, Cabinet, and Consultation Council, consistent with past practice.

Student achievement elements being tracked with the institution are reflected upon by department faculty, particularly in math and English. These conversations were critical in both the planning for and implementation of curricular changes and design of support options for students in response to AB705. This changed how students were placed into math and English effective Fall 2019 and mandated that all students complete college level math and English within one year of first enrollment in math and English respectively ([EV9](#), [EV10](#)). Student achievement data has also been reviewed and discussed by the Guided Pathways Task Force and by attendees at Guided Pathways retreats and by the Student Equity Plan development team ([EV11](#), [EV12](#), [EV13](#)). Academic Planning Committee and division chairs also review student achievement data during planning and operational dialogs ([EV14](#), [EV15](#)).

The College publishes institutional set standards and student achievement data in multiple places accessible to campus personnel, students, and the public. These places include the Student achievement data listed in past versions of the LCC Fact Book ([EV16](#), [EV17](#)) and also available on the Student Success Scorecard, linked on the front page of the Lassen College website ([EV18](#)).

## **Analysis and Evaluation**

The College meets the standard and eligibility requirement. Institutional set standards are developed for elements of student achievement, and these measures of student achievement are tracked, evaluated, and discussed in an effort to continually improve student performance. All standards as well as actual achievement data is published publicly on the College website and a link is provided on the front page of the College website to the Chancellor's Office Student Success Scorecard.

4. *The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.*

## **Evidence of Meeting the Standard**

Assessment data and student achievement data are reviewed and analyzed within instructional program reviews, influencing recommendations made to support student learning and student achievement within each instructional and non-instructional program ([EV1](#), [EV2](#)). One main component of instructional program reviews is student learning outcomes and the evaluation of the data. Starting with the program reviews, institutional processes are organized to support student learning and student achievement. Program review recommendations are presented for consideration in each of the relative master plans, including the Educational Master Plan around which all other master plans are developed ([EV3](#), [EV4](#), [EV5](#)). The sequence of master plan development and approval of drafts begins with the approval of the Educational Master Plan so that all other plans can incorporate goals, strategies, and fund enhancement requests to support those expressed in the Educational Master Plan. The master plans include budget prioritization, which integrates planning with budget development.

## **Analysis and Evaluation**

The College meets the standard. Faculty regularly submit student learning outcome (SLO) assessment results at the completion of every semester, so a robust repository of assessment results exists. However, the process of distributing assessment results from the Office of Institutional Effectiveness to faculty for consideration with program reviews has been inconsistent, leaving discussion and analysis of student learning outcome assessment results lacking in some program reviews.

The College previously used WEAVE online to capture SLOs, SLO assessment results, and produce reports linking course assessments to program and institutional SLOs. Dialog in department and division meetings and at Consultation Council then utilized the reports generated from WEAVE. In 2014-2015, SLOs were collected via online form or document submission and results were housed in the Office of Institutional Effectiveness and Research. Subsequent to the change in collection of assessment results, it has been more difficult for campus personnel to get access to assessment results, particularly linked aggregations, making dialog around SLO assessment more difficult. Program review, however, is one place where ongoing dialog about SLO assessment results still occurs, as both the instructional and non-instructional program

reviews require a summary and analysis of SLO assessment results specific to the program ([EV6](#)).

## Institutional Effectiveness

- 5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.*

### **Evidence of Meeting the Standard**

The Institution assesses accomplishment of its mission through program review which includes evaluation of goals and objectives, student learning outcomes, and student achievement. The Instructional and Non-Instructional Program Review (IPR and NIPR) processes ensure programs and services maintain focus on the institutional mission. The IPR and NIPR Handbooks ([EV1](#), [EV2](#)) outline the institutional process for reviewing and collecting program goals, SLO's, AUO's, and student achievement. The first section of both the Instructional and Non-Instructional Review templates require discussion as to how the program or service in review aligns to the Strategic Plan, specifically the Mission. ([EV3](#), [EV4](#)) Program review documents provide evaluation of goals and objectives, student learning outcomes, and student achievement.

Faculty report learning outcomes for classes by mode of delivery (in person, online and correspondence). The office of Institutional Effectiveness in partnership with the program reviewers disaggregate data for program review. Data for analysis is provided for program reviews. ([EV5](#)) Faculty implement plans to improve student performance on outcomes that are substandard and report these in their instructional program reviews. ([EV6](#)) Likewise, non-instructional program reviews also report needed improvements in outcomes along with action plans.

### **Analysis and Evaluation**

The College meets this standard. Institutional Effectiveness has worked diligently with faculty to provide pertinent data that is disaggregated for analysis by program type and mode of delivery. Assistance is provided to aid in completion of program review documents via faculty mentoring provided through the Academic Senate. Improvement is needed in timely completion of program reviews and in the follow-up reporting of SLO improvement plans.

- 6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.*

### **Evidence of Meeting the Standard**

The Office of Institutional Effectiveness provides disaggregated data for faculty and staff in order to complete their program reviews. This data is disaggregated by subpopulations such as gender and ethnicity so that potential performance gaps can be identified. (EV1) Performance gaps and strategies to address them are then discussed within IPR's, and plans are made to mitigate those gaps. Other performance gaps are identified and articulated through required plans and reports by the Chancellor's office such as the EOPS Program Plan and the Student Equity Plan. (EV2)

## **Analysis and Evaluation**

The College meets this standard for data relating to student achievement. Improvement is needed though in compiling and disseminating fully disaggregated data for student learning outcomes (SLO's). Data can be provided for programs by subpopulations but this has been more recently provided and was not disaggregated for many of the prior program reviews. Although not college-wide, the categorical programs have analyzed data based on their subpopulations and have continually evaluated their strategies to determine effectiveness and best practices as evidenced in their program reports to the Chancellor's Office (EV3). Efforts are continuously made to encourage students to utilize support services that are offered by LCC such as EOP&S, CARE, CalWORKS, DSPS, and the Academic Resource Center, in order to mitigate any gaps in student achievement.

Although analysis of subgroups is now available, improvement is needed in how it is utilized college-wide. In order to better meet this standard, the college also needs to provide training on use and analysis of disaggregated data for more wide-spread use in program review. The institutional researcher did provide training on program review and program review data during the Fall 2019 flex training (EV4), Fall 2019 Convocation (EV5), and Spring 2020 Flex Training (EV6, EV7) but further training is needed.

7. *The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.*

## **Evidence of Meeting the Standard**

The institution transferred from its Policy Manual to the Community College League's Policy and Procedure Service in 2009 breaking apart its existing policies and transferring portions into operating procedure as well as mandatory or legally suggested language. Board policies are reviewed by a three member subcommittee of the Board of Trustees (EV1) that may be adopted, revised or amended at any regular board meeting by a majority vote (EV2). Review of various policies and procedures are completed throughout various areas of the institution on an as needed basis by designated areas: Board of Trustees, General Institution, Academic Affairs, Student Services, Business and Fiscal, and Human Resources. Suggested or legally required updates are received from the Community College League on a quarterly basis and this information is disseminated to key contacts for each respective area to determine needed language updates: Chapter 2 updates are processed by the Board of Trustees; Chapter 3 by President/Executive Staff; Chapter 4 by Academic Services/Academic Senate; Chapter 5 by Student



Services, Chapter 6 by the Chief Business Officer; and Chapter 7 updates are processed by the Human Resource Director.

Consultation Council oversees an annual evaluation of planning and governance processes each spring. (EV2a) This evaluation process provides a mechanism for implementing revisions and improvements to planning by routinely updating the Institutional Planning and Budget Development Handbook with recommendations from the evaluation process. (EV2b)

### **Analysis and Evaluation**

The College meets the standard. Review of policies and procedures covering all areas of campus is completed throughout the year by the designated areas such as the Board of Trustees (EV3, EV4, EV5, EV6), Academic Senate (EV7, EV8, EV9), and Consultation Council (EV10). Once policies and procedures have been reviewed or modified, they are reviewed by Academic Senate when applicable and forwarded on to Consultation Council/Strategic Planning for review. Once approved by Consultation Council, operating procedures are updated in the Policy section of BoardDocs where Lassen College's Policies and Procedures are housed. Board Policies once approved by Consultation Council are forwarded to the Governing Board's three-person Policy Committee for review, comment and approval. The final process consists of review by the Governing Board for a first reading and then at the following months' Governing Board meeting for a second reading and approval. Upon approval by the Governing Board, the updated Board Policy is updated in the Policies tab within BoardDocs.

8. *The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.*

### **Evidence of Meeting the Standard**

The institution conducts a wide variety of assessment and evaluation activities including; Accreditation Survey of staff and students (EV1, EV2), EdOptics Assessment (EV3), end-of-year Process Review Survey regarding shared governance by constituent group (EV4), Accreditation Reports (EV5, EV6) Program Reviews, Lassen College Local Vision Goals (EV7), and Student Equity and Achievement (SEA) Report. (EV8)

The results of these activities are communicated to the campus community through Consultation Council and other participatory governance committees. Membership on committees includes representation from all campus constituency groups including administration, faculty, management, staff, and students when available. The engagement of all campus groups helps ensure a broad dissemination of information. Assessments are also reported and published in program review documents and in the governing board packets. The Institutional Effectiveness portal contains approved NIPR's and IPR's for employee review. In November 2018, the campus implemented BoardDocs to electronically organize meeting agendas, attachments and minutes in one place for all interested parties. By the end of 2019, all shared governance and campus committees were utilizing BoardDocs for this purpose (EV9). These efforts provide a shared understanding of institutional strengths and weaknesses and aid in the setting of appropriate priorities in the Comprehensive Institutional Master Plan (CIMP) (EV10).

### **Analysis and Evaluation**

The College meets the standard. The College is engaged in assessment and evaluation activities in a varied number of areas including program review, shared governance, accreditation and categorical initiatives. Appropriate priorities are then compiled based on these activities in the Comprehensive Institutional Master Plan (CIMP). While these actions provide momentum in the process of continual evaluation and improvement, the college could improve in disseminating this information in an organized, broad based manner that is easily accessible.

9. *The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)*

### **Evidence of Meeting the Standard**

The College engages in continuous, broad based, systematic evaluation and planning through its Integrated Planning process. This process, integrates program review, planning and resource allocation into a comprehensive process with outcomes documented in master plans. The planning process begins with program reviews. Program reviews are to be completed by all departments, both instructional and non-instruction. Program reviews are used by departments to plan for the needs of their department and include an evaluation of either Student Learning Outcomes or Administrative Unit Outcomes where appropriate.

Information from completed program reviews are then included in the master planning process by the appropriate information being incorporated into the appropriate master plan. The current master plans are: Educational Master Plan, Institutional Effectiveness Master Plan, Student Services Master Plan, Institutional Technology Master Plan, Facilities Master Plan, and Human Resources Master Plan. The master plans are intended to be completed in the order they are specified because information from one will often need to be included in another. Once all these master plans are completed, they are compiled into the Comprehensive Institutional Master Plan (CIMP). Information that is included in the individual master plans and the CIMP are tied back to the strategic goals that are identified in the Strategic Plan. ([EV1](#), [EV2](#)) The CIMP and the individual master plans address short and long-range needs for educational programs and services for human, physical, technology and financial resources.

Part of this planning process is the budget prioritization process or resource allocation. Budget requests and/or personnel requests from program reviews are included in the appropriate master plan. The planning committees then establish a prioritized list of budget items to include in the master plans. Once all the individual master plans are completed the master planning committee chairs meet to review the budget priorities and then prioritizes the budget request from all the master plans. Finally, all of the budget requests with the prioritization information is then presented to Consultation Council for Consultation Council to establish the final prioritized budget requests. Not all items are prioritized. Consultation Council will prioritize a reasonable



amount of budget requests based on how those requests were prioritized within the master plans (EV3).

### Analysis and Evaluation

The College meets this standard. LCC has a comprehensive and systematic process for evaluating, planning, and allocating resources that addresses the short and long-range needs of the institution. The process culminates in a Comprehensive Institutional Master Plan that captures all of the planning and resources needed to improve institutional effectiveness and accomplish the mission of the college.

### Conclusions on Standard I.B. Academic Quality and Institutional Effectiveness

Overall, the college meets this standard. LCC has a strong integrated planning process that is appropriately linked to resource allocation and the best interest of students. There are however areas of improvement that are identified in the improvement plan matrix for this standard.

### Improvement Plan(s)

Change or Improvement	Standards	Responsible Parties	Timeline	Anticipated Outcome
Enhance timely delivery of required IPR data to faculty with training on analysis of data	I.B.4, I.B.6	Institutional Researcher		Improved and timely completion of program reviews, including robust assessment of SLO's
Archive institutional assessments and evaluation results on website or in one location	I.B.8	Institutional Researcher		Outcomes of Institutional assessments and evaluations readily accessible for utilization in understanding strengths and weaknesses and setting appropriate priorities
Explore feasibility of	I.B.9, I.A.3	Institutional Effectiveness		Improved communication,

providing Administrative Support to Planning/ Governance/ Accreditation (See Institutional Effectiveness Master Plan 2016-2021)		Committee (Master Plan) CEO ALO		tracking of tasks, and organization of planning documents
Explore and create a better mechanism for following up on improvement plans for substandard SLO's.	I.B.5	Institutional Effectiveness Committee in conjunction with the Academic Senate		Improved tracking and closing the loop on SLO improvement plans to determine effectiveness and success.
Improve timeliness of program review submission	I.B.5	Academic Senate, Institutional Researcher		All program reviews submitted per prescribed schedule

## Evidence List

[I.B.1 EV1 CC Charge](#)  
[I.B.1 EV2 CC Agenda 9-23-19](#)  
[I.B.1 EV3 CC Agenda 3-25-19](#)  
[I.B.1 EV4 Planning Process Survey2019](#)  
[I.B.1 EV5 CC Minutes 5-16-18](#)  
[I.B.1 EV6 AS Minutes 9-25-18](#)  
[I.B.1 EV7a Intergrated plan minutes 03-14-18](#)  
[I.B.1 EV7b Academic Planning Minutes](#)  
[I.B.1 EV7c SSMP Meeting 2-13-19](#)  
[I.B.1 EV7d 2018-02-23 ITPC Meeting Minutes](#)  
[I.B.1 EV7e FMP Meeting Minutes](#)  
[I.B.1 EV7f 2016-11-09 HRPC meeting Minutes](#)  
[I.B.1 EV7g 2018-12-06 IEMP Meeting Minutes](#)  
[I.B.1 EV8a Division Meeting 1-1-22-14](#)  
[I.B.1 EV8b Division Meeting 2-26-14](#)  
[I.B.1 EV8c Division Meeting Agenda 10-25-16](#)  
[I.B.1 EV8d 2019 Community of Practice](#)  
[I.B.1 EV8e Community of Practice 10-18-19](#)

[I.B.1 EV9 Draft Integrated Plan](#)  
[I.B.1 EV10 Convo Agenda Fall 2017](#)  
[I.B.1 EV11 Convo-Agenda 2-4-19](#)  
[I.B.1 EV12 Convo Agenda 9-10-2019](#)  
[I.B.1 EV13 Town hall meeting results 2014](#)  
[I.B.1 EV14 Town Hall Meeting Results 2016](#)  
[I.B.1 EV15 Town Hall Meeting minutes 10-24-19](#)  
[I.B.1 EV16 GP Improvement plan 4-2019](#)  
[I.B.1 EV17 SS Master Plan 2018-2023](#)  
[I.B.1 EV18 GP Minutes 09-04-19](#)

[I.B.2 EV1 ENGL1 Syllabus w SLO's p.2](#)  
[I.B.2 EV1a ENGL1 outline-SLO sec III](#)  
[I.B.2 EV2 Syllabus Check List](#)  
[I.B.2 EV3 Allied Health General SLOs](#)  
[I.B.2 EV4 Certificate General SLOs](#)  
[I.B.2 EV4a Strategic Plan](#)  
[I.B.2 EV5 General Education SLOs](#)  
[I.B.2 EV6 LCFA Contract SLO](#)  
[I.B.2 EV7 IPR HB- Section II.B-SLO](#)  
[I.B.2 EV8 CSEAT 2018-2019 NIPR-AUO](#)  
[I.B.2 EV9 2018 AJ IPR](#)  
[I.B.2 EV10 AUOs](#)  
[I.B.2 EV11 NIPR HB-Section I-AUO](#)  
[I.B.2 EV12 sample AUO-Academic Services](#)

[I.B.3 EV1 Scorecard](#)  
[I.B.3 EV2 Institutional-Set-Standards](#)  
[I.B.3 EV3 2019 ACCJC Annual Report](#)  
[I.B.3 EV4 2018 ACCJC Annual Report](#)  
[I.B.3 EV5 2017 ACCJC Annual Report](#)  
[I.B.3 EV6 2016 ACCJC Annual Report](#)  
[I.B.3 EV7 2015 ACCJC Annual Report](#)  
[I.B.3 EV8 2014 ACCJC Annual Report](#)  
[I.B.3 EV9 AB705 Meeting Minutes](#)  
[I.B.3 EV10 AB705 Math Pathways](#)  
[I.B.3 EV11 GP Minutes 03-19-19](#)  
[I.B.3 EV12 GP Conf 4-8-19](#)  
[I.B.3 EV13 Student Equity and Achievement 2019](#)  
[I.B.3 EV14 EMP Meeting Minutes](#)  
[I.B.3 EV15 EMP Meeting Minutes](#)  
[I.B.3 EV16 2016 Fact Book](#)  
[I.B.3 EV17 2017 Fact Book](#)  
[I.B.3 EV18 SS Website scorecard link](#)

[I.B.4 EV1 IPR Template](#)

---

[I.B.4 EV2 NIPR Template](#)  
[I.B.4 EV3 2017-2018-Planning Hbk](#)  
[I.B.4 EV4 2018-19 IPR Handbook](#)  
[I.B.4 EV5 2015 NIPR Handbook](#)  
[I.B.4 EV6 2018 AJ IPR, SLOs pg 10-12](#)

[I.B.5 EV1 2018-19 IPR Handbook](#)  
[I.B.5 EV2 2015 NIPR Handbook](#)  
[I.B.5 EV3 IPR Template](#)  
[I.B.5 EV4 NIPR Template](#)  
[I.B.5 EV5 2018 Natural Science IPR](#)  
[I.B.5 EV6 Example IPR DATA 2019](#)

[I.B.6 EV1 Example IPR DATA 2019](#)  
[I.B.6 EV2 LCC Student Equity Plan](#)  
[I.B.6 EV3 LCC 2018 19 SEA Report](#)  
[I.B.6 EV4 IE Flex Aug 2019](#)  
[I.B.6 EV5 IPR - SLOs Presentation 2019](#)  
[I.B.6 EV6 IPS - SLOs Presentation 2020](#)  
[I.B.6 EV7 Flex Agenda Spring 2020](#)

[I.B.7 EV1 BP2410](#)  
[I.B.7 EV2 AP2410](#)  
[I.B.7 EV2a Participatory Gov Handbook](#)  
[I.B.7 EV2b 2019-2020 Planning Handbook](#)  
[I.B.7 EV3 BOT 5-14-19 Item 5](#)  
[I.B.7 EV4 BOT 2-13-18 item 6](#)  
[I.B.7 EV5 BOT 3-13-18 item 6](#)  
[I.B.7 EV6 BOT Policy Meeting 1-9-18 item 5](#)  
[I.B.7 EV7 AS Meeting 4-9-19 items 3, 4](#)  
[I.B.7 EV8 AS Meeting 9-25-18 items 2-4](#)  
[I.B.7 EV9 AS Meeting 8-28-18 items 4-6](#)  
[I.B.7 EV10 CC Agenda 6-10-19 item 2](#)

[I.B.8 EV1 2019 Accrediation Survey](#)  
[I.B.8 EV2 2019 Accrediation Survey Students](#)  
[I.B.8 EV3 Edoptics survey report](#)  
[I.B.8 EV4 2017-2018 EvaluationSurveyResults-All](#)  
[I.B.8 EV5 2019 ACCJC Annual Report](#)  
[I.B.8 EV6 LCC Midterm Report-2017](#)  
[I.B.8 EV7 LCC Local Vision Goals](#)  
[I.B.8 EV8 LCC 2018 19 SEA Annual Report](#)  
[I.B.8 EV9 Board Doc Committees Screen shot](#)  
[I.B.8 EV10 2019-2024 LCC CIMP](#)

[I.B.9 EV1 Integrated Planning chart](#)

---

### **C. Institutional Integrity**

- 1. The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)*

#### **Evidence of Meeting the Standard**

The clarity, accuracy, and integrity of information related to the mission statement, learning outcomes, educational programs, and student support services is assured through the use of governance committees and processes. Consultation Council reviews the mission statement and makes recommendations to the governing board. (EV1) Personnel ensure that campus publications, including the website, catalog, and informational materials, are updated following board approval of revisions to the Mission statement.

Revisions to student learning outcomes are made by the Curriculum/Academic Standards committee with all records being maintained by the curriculum technician in the Office of Academic Services. (EV2) The curriculum technician updates SLOs (student learning outcomes) on the website following any revisions. Staff in the Office of Academic Services reviews syllabi submitted by instructors at the beginning of each semester to ensure that information, including course descriptions and student learning outcomes, is consistent with information on the approved course outline of record. Review of course syllabi also occurs as part of the faculty evaluation process through faculty materials review. (EV3)

Like SLOs, all records of educational program approval is maintained in the Office of Academic Services. College catalogs available both online and in print are updated annually to reflect curriculum changes. (EV4) Promotional materials for educational programs are reviewed for accuracy and effectiveness as part of program reviews, completed every two years for career technical education programs and every four years for all other instructional programs. (EV5, EV6)

Accreditation information is available to the public on the college website. (EV8) This information includes a record of all reports submitted to the Commission, all letters received, and the current accreditation status of the institution. Current accreditation status is also found in the college catalog (EV7) and listed on the ACCJC website (EV9).

#### **Analysis and Evaluation**

The College meets the standard and eligibility requirement. The clarity, accuracy, and integrity of information provided to students, personnel, and all persons or organizations related to its

Mission statement, learning outcomes, educational programs, and student support services is assured through established verification processes. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors.

2. *The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the “Catalog Requirements”. (ER 20)*

### Evidence of Meeting the Standard

The LCC Catalog is reviewed and published annually by the Academic Services Office. It is available online through the College website, as well as in print form by request to the Academic Services Office ([EV1](#), [EV2](#), [EV3](#), [EV4](#)). It contains precise, accurate and current information on all facts, requirements, policies and procedures. In addition, it details all programs and services, provides a current academic year calendar, contains course descriptions for all courses, and lists all faculty, staff, administration and the board of trustees. It is a comprehensive resource of College information.

CATALOG REQUIREMENTS			
1. General Information:	Page(s)		
	2017-2018	2018-2019	2019-2020
Official Name	Every page (footer)	Every page (footer)	Every page (footer)
Address(es)	inside back cover	inside back cover	inside back cover
Telephone Number(s)	inside back cover	inside back cover	Inside back cover
Website Address of the Institution	every page (footer)	every page (footer)	every page (footer)
Educational Mission	2, 4	2, 4	2, 4
Representation of Accredited status with ACCJC	5	5	5
Representation of Accredited status with programmatic accreditors (if any)	N/A	N/A	N/A
Course , Program, and Degree Offerings	32-36	32-36	31-35
Student Learning Outcomes for Programs and Degrees	37-91	37-88	36-86
Academic Calendar	Inside front cover	Inside front cover	Inside front cover
Academic Program Length	37-91	37-88	36-86
Academic Freedom Statement	15	15	15
Available Student Financial Aid	9, 27, 28, 29	9, 27, 28, 29	9, 27, 28, 29
Available Learning Resources	15, 23, 24, 25	15, 23, 24, 25	14, 23, 24, 25
Names and Degrees of Administrators and Faculty	146-148	140-142	141-143
Names and Governing Board Members	146	140	141
2. Requirements:	Page(s):		
	2017-2018	2018-2019	2019-2020
Admissions	7, 11, 12, 23	7, 11, 12, 23	7, 11, 12, 22

Student Tuition, Fees, and Other Financial Obligations	11, 12, 14, 17, 28	11, 12, 13, 28	10, 11, 12, 27
Degree	32, 33	32, 33	31, 33
Certificates	32, 33, 34, 35	32, 33, 34, 35	31, 32, 33, 34
Graduation	18, 33	18, 33	17, 32
Transfer	7, 8, 24, 34	7, 8, 26, 34	7, 8, 25, 33
<b>3. Major Policies &amp; Procedures Affecting Students:</b>	<b>Page(s):</b>		
	<i>2017-2018</i>	<i>2018-2019</i>	<i>2019-2020</i>
Academic Regulations (Policies), including Academic Honesty (Students Rights, Freedoms & Responsibilities)	15, 20	15-19, 20	14-20
Nondiscrimination	3	3	3
Acceptance and Transfer Credits	7, 8, 10, 11, 34, 35	7, 8, 11, 34, 35	7, 8, 10, 11, 33, 34
Transcripts	8, 12	8, 12	8, 11, 12
Grievance and Complaint Procedures	21	21	20-21
Sexual Harassment	22	22	22
Refund and Fees	11, 12, 13, 14, 18	12, 13, 14, 18	10, 11, 12, 13, 17
<b>4. Locations or Publications Where Other Policies May Be Found:</b>	<b>Page(s):</b>		
	<i>2017-2018</i>	<i>2018-2019</i>	<i>2019-2020</i>
College Website (LCC.com), BoardDocs (Chapters 4, 5 & 6)	X	X	X

### Analysis and Evaluation

The College meets the standard. Annual review and updates ensure that information contained in the catalog is current. The *LCC Catalog* provides thorough and up to date information on college programs, student services, and policies affecting students. It serves as the primary source of information about the College for current and prospective students and is widely available.

- The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)*

### Evidence of Meeting the Standard

Lassen College disseminates information regarding student learning outcomes and student achievement. Student Success Scorecard data is available through the College's homepage. (EV1) This information, (as well as Vision for Success Goals) is presented to the Board of Trustees annually. (EV2, EV3) Incorporation of Vision for Success Goals has also been discussed with Consultation Council and Academic Senate. (EV3a) CTE Program specific success, such as licensure pass rates, are accessible from program pages. (EV4) Student Learning Outcomes are identified in course outlines of record, and Program Learning Outcomes are discussed in Instructional Program Reviews (IPRs) where they are linked to the College Mission and Strategic Goals.



Student Learning Outcome (SLO) and Administrative Unit Outcome (AUO) Mapping is available on the SLO web page ([EV5](#)) which is linked to the Institutional Effectiveness webpage found in the College portal ([EV6](#)). SLO mapping links course SLOs to Institutional and General Education SLOs ([EV7](#)). AUO mapping links department AUOs to Institutional Student Learning Outcomes and Strategic Goals.

IPRs serve as a primary vehicle for the presentation of comprehensive student learning outcomes, retention, success, and award data. Instructional Program Reviews are scheduled every 4 years for Transfer-only Special Academic programs, and every 2 years for Career/Technical Programs. ([EV8](#)) Timeline and procedures for IPR development are outlined in the IPR Handbook. ([EV9](#))

The President's Office monitors the program review process and is tasked with assuring completion of program reviews according to their scheduled rotation. ([EV10](#)) Required IPR data, and the process by which it is to be collected and disseminated, is identified in the IPR Handbook. ([EV11](#)) Completed IPRs are presented to Academic Senate, where upon review they are forwarded to Consultation Council where they are reviewed and presented to the Board of Trustees. ([EV12](#), [EV13](#), [EV14](#)) Non-Instructional Program Reviews are reviewed at Cabinet, then submitted to Consultation Council and forwarded to the Board of Trustees. ([EV14a](#))

Recommendations from approved program reviews become part of the institutional planning process. Board of Trustees approved Instructional Program Reviews, Non-Instructional Program Reviews and annual updates are found on the Institutional Effectiveness page in the College Portal ([EV15](#)). Historic, and scheduled program reviews are linked from the Planning webpage on the College website ([EV16](#)). The College is moving toward the use of Infomagnus with the intention that it will increase the accessibility and analysis of all data related to Instructional Program Reviews and Equity ([EV17](#)).

## **Analysis and Evaluation**

The College meets the standard. The college has established procedures for the documentation and assessment of student learning and evaluation of student achievement. Information available includes Student Success Scorecard and licensure pass rates. Instructional Program Reviews serve as a primary vehicle to disseminate comprehensive student learning and achievement data. IPRs are reviewed by Academic Senate, and Consultation Council where dialogue occurs regarding student learning and achievement. After review, IPRs are approved by the Board of Trustees. Instructional Program Reviews are not consistently completed in adherence to established timelines. Numerous Instructional and Non-Instructional Program Reviews are out of date. With multiple changes in the Chief Instructional Officer and Director of Institutional Effectiveness positions since the last institutional self-evaluation, the college has struggled to maintain the IPR and NIPR schedules and adequately orient faculty, many of whom are new to the IPR/NIPR process. IPR data is inconsistently available to faculty completing IPRs. It is intended that Infomagnus address data shortfalls currently experienced.

- 4. The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.*

## **Evidence of Meeting the Standard**

The *College Catalog*, available online and in print, provides program descriptions that detail certificates and degrees in terms of their purpose, content and expected learning outcomes. Each program description includes career options, program highlights, and available degrees and certificates. (EV1) Corresponding program learning outcomes are identified along with a listing of required courses. Transfer requirements are listed for Associate Degree for Transfer programs. For programs where specific admission requirements exist, prerequisites are listed in program description. (EV2, EV3)

Course outlines of record, available on the College website, contain student learning outcomes which are a required element of course syllabi listed in the Syllabus Checklists for all modes of instruction including classroom, online, and correspondence. (EV4, EV5, EV6) Course syllabi are submitted to the Academic Services Office each term and reviewed to ensure inclusion of required elements.

## **Analysis and Evaluation**

The College meets the standard. The *College Catalog* clearly describes its certificates and degrees, including expected program learning outcomes and program specific admissions requirements. This information is updated annually with each catalog publication.

5. *The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.*

## **Evidence of Meeting the Standard**

BP and AP 2410 dictate College processes for review of policy and procedure. (EV1, EV2) All Governing Board policies are reviewed on a continual basis by the Board Policy Subcommittee. (EV3) The College subscribes to the Community College League of California's policies and procedures service to maintain currency on legislative changes necessitating policy or procedure revision, and to be informed of best practices. Once a new or revised policy or procedure is approved, it is uploaded to the BoardDocs public website. This process is managed by the Office of the Superintendent/President.

Policies and procedures that are printed in the *College Catalog* are reviewed annually in preparation for the publication of the new catalog. (EV4) The review committee consists of division chairs, administrators, and other key personnel. Instructors review promotional materials as part of their I.P.R process, every 4 years for transfer programs and every two years for CTE programs. (EV5)

## **Analysis and Evaluation**

The College meets this standard. As dictated by BP and AP, policies and procedures are scheduled for regular review and update. Once approved, they are posted publically on the

BoardDocs public website. The *College Catalog* is reviewed for currency before its annual publication, and instructors review promotional materials as part of their I.P.R process.

6. *The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.*

### **Evidence of Meeting the Standard**

The College Catalog provides students, and prospective students information regarding the estimated cost of attendance at Lassen College including tuition and fees, books and supplies, food, housing, transportation and personal expenses. (EV1) Program web pages for CTE programs with gainful employment data show program specific information regarding total costs for books and supplies, and tuition and fees, as well as time to completion which can impact cost of attendance. (EV2, EV3) Course descriptions linked to the online class schedule list the fees of texts and materials related to each course. (EV4) The Housing Application, available on the College website, shows fees for the Residence Hall. (EV5) Fees for international students are discussed in the International Student Application which is also available online. (EV6)

### **Analysis and Evaluation**

The College meets this standard. The *College Catalog*, program pages, and course schedule available on the college website provide comprehensive information for current and prospective students regarding tuition, fees, textbooks and materials. Estimated costs for food, housing, transportation and personal expenses are charted in the estimated cost of attendance listed in the *Catalog*, whereas specific Residence Hall fees are detailed in the Housing Application and fees for international students are listed in the International Student Application. Together, these resources provide the necessary information for students to determine the total cost of attending Lassen College.

7. *In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)*

### **Evidence of Meeting the Standard**

The College has a Board Policy addressing Academic Freedom. (EV1) This policy is available through Board and listed in the College Catalog. (EV2) The policy demonstrates the Governing Board's recognition of the importance of Academic Freedom in academic pursuits and its commitment to supporting the tenants of such, including the need for faculty to be, "free to think and express ideas, free to select and employ materials and methods of instruction, free from undue pressures of authority, and free to act within the teachers' professional group". These rights are contractually recognized in Article 21 of the collective bargaining agreement between the district and Lassen College Faculty Association. (EV3)

## **Analysis and Evaluation**

The College meets the standard. LCC has established Academic Freedom Board Policy which is available through BoardDocs as well as the College Catalog.

- 8. The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.*

## **Evidence of Meeting the Standard**

Lassen College publishes clear policies and procedures that promote honesty, responsibility and academic integrity. The Board of Trustees, administration, faculty, management, classified staff and ASB officers have adopted codes of ethics that define the guiding principles each respective constituency group supports. ([EV1](#), [EV2](#), [EV3](#), [EV4](#), [EV5](#), [EV6](#)) These codes of ethics are found on the governance page of the college website. ([EV7](#)) The Board of Trustees incorporates their code of ethics with their standards of practice listed in BP 2715. ([EV8](#)) Conflicts of interest for members of the Board of Trustees are defined, and appropriate actions to be taken in such circumstances are identified, in BP 2710. ([EV9](#)) Ethical infractions impacting employment status are identified in AP 7360 which addresses employee discipline and dismissal. ([EV10](#))

Student rules of conduct and disciplinary procedures are outlined in the catalog. ([EV11](#)) This information is shared with new students as a component of orientation. Academic honesty, and consequences for dishonesty, are addressed in the LCC honor code. ([EV12](#)) Some faculty include the honor code with their course syllabus. The Faculty Handbook provides faculty with guidance as to the application of tenants of the honor code. ([EV13](#))

## **Analysis and Evaluation**

The College meets the standard. The College has established codes of ethics for all constituency groups that promote honesty, responsibility and academic integrity. Policies are in place to that address the consequences of violations pertaining to student behavior, employee performance and acts of academic dishonesty.

- 9. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.*

## **Evidence of Meeting the Standard**

Board Policy 4030: Academic Freedom provides the framework for faculty to distinguish between personal conviction and professionally accepted views in a discipline. ([EV1](#)) This policy balances the right of faculty to express personal opinions while adhering to high standards of critical inquiry and analysis. The policy states that “such freedom should be judiciously and prudently to the end that it promotes the free exercise of intelligence and student learning.”

Further guidance on this practice is identified for faculty in the Faculty Handbook. (EV2, EV3) This standard must be adhered to and exercised within the law and the basic ethical responsibilities of the teaching profession. (EV4) Article 21 of the Lassen College Faculty Association Collective Bargaining Agreement contractually outlines the protections and responsibilities of faculty with regard to academic freedom. (EV5) The Faculty Code of Ethics supports the faculty's responsibly to practice intellectual honesty. (EV5a) Faculty are supported in this endeavor by periodic evaluations in which both students and peer faculty members are given the opportunity to comment on the instructor. (EV6, EV7, EV8)

### **Analysis and Evaluation**

The College meets the standard. Board policy, ethics, handbook guidelines and contractual obligation, provide clear guidelines for faculty to follow in distinguishing between personal conviction and professionally accepted views. Evaluation practices provide opportunity for peer review and student input as to views, opinions, content and data shared by instructors as part of their course content. Any concerns that arise in the faculty evaluation process can be addressed as opportunities for growth and further professional development.

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

### **Evidence of Meeting the Standard**

Lassen College requires staff, faculty, administrators and students to conform to specific codes of conduct only in limited circumstances. Athletic coaches must conform to conduct requirements established by the Golden Valley Conference. (EV1) To accomplish this, the Coaches Code of Ethics is discussed annually, usually in July, at the coaches' in-service training. Lassen College employees who enter a California Department of Corrections facility, are required to read and acknowledge their understanding of regulations pertaining to conduct and association with prison inmates. (EV2) Gunsmithing program faculty, instructional assistants and program visitors' conduct is regulated by AP 3530 with regard to how weapons are handled on campus. (EV3) These procedures are discussed and distributed during the Gunsmithing program orientation. Copies of AP 3530 are also available in the Gunsmithing Office. The Licensed Vocational Nursing program details the behavioral expectations of nursing students in their Student Handbook which is distributed and discussed in the Nursing Student Orientation. (EV4)

### **Analysis and Evaluation**

The College meets the standard. Where staff, faculty, administrators or students are required to conform to specific codes of conduct, these individuals are notified in writing of the respective requirements that they must adhere to.

*11. Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.*

## **Evidence of Meeting the Standard**

The institution does not operate in foreign locations.

## **Analysis and Evaluation**

The institution does not operate in foreign locations; this standard does not apply.

*12. The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)*

## **Evidence of Meeting the Standard**

Board Policy 3200 and Administrative Procedure 3200 affirm the district's commitment to meeting accreditation eligibility requirements and accreditation standards ([EV1](#), [EV2](#)). The college maintains accreditation communications between the district and the Commission on its accreditation webpage ([EV3](#)). Here, on this publicly viewable site, the College's current accreditation status is listed as well as annual reports, self-evaluations, midterm reports, follow up reports, substantive change proposal actions, team reports and action letters. This is a comprehensive collection of accreditation documents listing back to 2008. This history of interaction demonstrates the District's timely response when directed to act by the Commission.

## **Analysis and Evaluation**

The College meets the standard but improvement is needed. LCC consistently responds to Commission directives in a timely manner. The accreditation webpage provides current accreditation status, as well as serving as a historical repository of accreditation documents available to the public.

Issues relating to the timely submission of Substantive Change Reports (SCR's) have surfaced, largely attributable to a lack of stability in the staffing of educational administrator positions within the Office of Instruction—the office has had nine different Chief Instructional Officers (CIO) in the last eight years, along with a consistent failure to staff subordinate educational administrator positions within that same office. Consequently, improvement is needed in (1) the timely submission of substantive change reports (we currently have five new Associate Degrees for Transfer and the closure of the Public Safety Training Center for which no SCR has been submitted), and (2) in bringing stability and longevity to the staffing of administrator positions within the Office of Instruction. These improvement needs are reflected in the improvement plan matrix for this standard.



13. *The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)*

### **Evidence of Meeting the Standard**

Lassen College maintains positive relationships with external agencies. A consistent message regarding accreditation status is reported both through the college website and the College Catalog to students and the public. (EV1, EV2) Communications with ACCJC are posted on the College website. (EV3) In addition to accreditation through ACCJC, the College maintains program accreditation and/or course authorization or certification through the following entities:

Board of Vocational Nursing and Psychiatric Technicians (EV4)

California Department of Public Health (EV5)

Northern California EMS, Inc. (EV6)

NRA (EV7)

POST (EV8)

ASE Education Foundation (EV9, EV9a)

National Wildfire Coordinating Group (EV10)

California State Fire Marshal (EV11)

### **Analysis and Evaluation**

The College meets the standard. LCC consistently and accurately communicates its accreditation status to the public through the College website and College Catalog. Furthermore, the College maintains positive relationships with external agencies whereby it complies with regulations and statutes in accordance with offering specialized training programs to students.

14. *The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.*

### **Evidence of Meeting the Standard**

Lassen College is part of the California Community College system. As a public institution it does not generate financial returns for investors, contribute to a related parent organization or support external interests. Through its Integrated Planning Process the College ensures its commitment to high quality education, student achievement and student learning. The planning and budget development process begin with instructional and non-instructional program reviews. (EV1) Instructional Program review gives priority to educational considerations over cost considerations without ignoring cost considerations. (EV2) Recommendations from program reviews become part of the Comprehensive Institutional Master Plan which guides the budget prioritization process detailed in the Planning and Budget Development Handbook. (EV3) Budget guidelines and priorities stated within the Planning and Budget Development Handbook



focus budget development towards alignment with the Strategic Plan and accomplishment of Strategic Goals. ([EV4](#))

### Analysis and Evaluation

The College meets the Standard. The Strategic Plan which is built upon the values of honesty, integrity, student focus, educational excellence and student success, serves as the cornerstone of planning and budget development.

### Conclusions on Standard I.C. Institutional Integrity

Overall, Lassen Community College meets this standard. There are however certain areas identified for improvement, all of which are reflected in the Improvement Plan(s) matrix below.

### Improvement Plan(s)

Change or Improvement	Standards	Responsible Parties/Committees	Timeline	Anticipated Outcome
Consistently offer IPR Orientations	I.C.3	Chief Instructional Officer Academic Senate Institutional Researcher		More thorough data analysis in IPR, timely IPR submission and integration into planning processes
Timely delivery of required IPR data to faculty	I.C.3	Institutional Researcher		
Consistently post approved IPRs and NIPRs in one location online that is accessible to the public	I.C.3	Institutional Researcher		IPRs and NIPRs available to campus constituencies and the public
Substantial Change indicators need to be embedded into planning process to flag ALO	I.C.12	Curriculum Committee (embed in Curriculum process – Handbook Revision / Proposal forms/packets), CIO, ALO – Completes		Substantive Changes needed for curriculum completed in a timely manner

		subchange inquiry form: <a href="https://accjc.org/forms/substantive-change-inquiry-form/">https://accjc.org/forms/substantive-change-inquiry-form/</a> , Division Chairs, Consultation Council		
Staff educational administrator positions within the Office of Instruction in a manner that brings long-needed stability and longevity to those positions.	I.C.12	CEO	Ongoing	Stable and long-term staffing in the administrator positions of the Office of Instruction

### Evidence List

[I.C.1 EV1 CC Agenda-6-26-18 item 2](#)  
[I.C.1 EV2-CC Agenda 9-3-19 SLO](#)  
[I.C.1 EV3 Faculty Materials Review](#)  
[I.C.1 EV4 College Catalogs online](#)  
[I.C.1 EV5 IPR Template Sec 1-I-d](#)  
[I.C.1 EV6 IPR Handbook](#)  
[I.C.1 EV7 2019-2020 LCC Catalog](#)  
[I.C.1 EV8 LCC website-Accreditation](#)  
[I.C.1 EV9 LCC status ACCJC website](#)

[I.C.2 EV1 College Catalogs on website](#)  
[I.C.2 EV2 LCC 2019 - 2020 Catalog](#)  
[I.C.2 EV3 LCC 2018 - 2019 Catalog](#)  
[I.C.2 EV4 LCC 2017 - 2018 Catalog](#)

[I.C.3 EV1 2018 Student Scorecard](#)  
[I.C.3 EV2 BOT Minutes 5-14-19](#)  
[I.C.3 EV3 BOT Minutes 4-10-18](#)  
[I.C.3 EV3a CC Agenda 5-13-18](#)  
[I.C.3 EV4 LVN Pass Rate 1-1-18 6-30-18](#)  
[I.C.3 EV5 SLO Web Page](#)  
[I.C.3 EV6 SLO Mapping-ENGL 1](#)  
[I.C.3 EV7 AUO-Academic Services](#)  
[I.C.3 EV8 IPR Handbook - IPR Cycles](#)  
[I.C.3 EV9 IPR Handbook-Timeline](#)  
[I.C.3 EV10 2019-2020 Planning Handbook-p.3](#)

---

[I.C.3 EV11 IPR Handbook p5](#)  
[I.C.3 EV12 AS Agenda 10-8-19](#)  
[I.C.3 EV13 CC Agenda-IPR info](#)  
[I.C.3 EV14 BOT Agenda 4-9-19](#)  
[I.C.3 EV14a NIPR Handbook p2](#)

---

[I.C.3 EV15 LCC Portal-IE-IPRs - NIPRs](#)  
[I.C.3 EV16 LCC Website-Planning-IPRs](#)  
[I.C.3 EV17 IE website p3](#)

[I.C.4 EV1 LCC 19-20 Catalog AJ](#)  
[I.C.4 EV2 LCC 19-20 Catalog-Nursing](#)  
[I.C.4 EV3 LCC 19-20 Catalog-Gunsmithing](#)  
[I.C.4 EV4 Syllabus Check List-Classroom](#)  
[I.C.4 EV5 Syllabus Check List-Online](#)  
[I.C.4 EV6 Syllabus Check List-Correspondence](#)

[I.C.5 EV1 BP2410](#)  
[I.C.5 EV2 AP2410](#)  
[I.C.5 EV3 BOT 5-14-19 Item 5](#)  
[I.C.5 EV4 Catalog Review Request](#)  
[I.C.5 EV5 IPR Handbook p. 15](#)

[I.C.6 EV 1 LCC 19-20 Catalog p.27-28](#)  
[I.C.6 EV 2 AJ, Gainful Employment Disclosure](#)  
[I.C.6 EV 3 Gunsmithing Gainful Employment Disclosure](#)  
[I.C.6 EV 4 course description](#)  
[I.C.6 EV 5 Residence Hall fees](#)  
[I.C.6 EV 6 International Student Application-fees](#)

[I.C.7 EV1 BP 4030](#)  
[I.C.7 EV2 LCC 19-20 Catalog](#)  
[I.C.7 EV3 17-20 LCFA CBA](#)

[I.C.8 EV1 BOT COE](#)  
[I.C.8 EV2 COE Admin](#)  
[I.C.8 EV3 COE Faculty](#)  
[I.C.8 EV4 COE Management](#)  
[I.C.8 EV5 COE Classified](#)  
[I.C.8 EV6 COE ASB](#)  
[I.C.8 EV7 LCC webpage COE](#)  
[I.C.8 EV8 BP 2715 COE](#)  
[I.C.8 EV9 BP 2710](#)  
[I.C.8 EV10 AP 7360](#)  
[I.C.8 EV11 LCC 19-20 Catalog](#)  
[I.C.8 EV12 LCC Honor Code](#)  
[I.C.8 EV13 Faculty Handbook](#)

[I.C.9 EV1 BP 4030](#)  
[I.C.9 EV2 Faculty Hdbk- Academic Freedom](#)  
[I.C.9 EV3 Faculty Hdbk-Academic Freedom and Ed Responsibility](#)  
[I.C.9 EV4 BP 2410](#)  
[I.C.9 EV5 LCFA CBA p65](#)  
[I.C.9 EV6 BP 7150](#)  
[I.C.9 EV7 LCFA CBA-Student Surveys](#)  
[I.C.9 EV8 LCFA CBA - Faculty Visit forms](#)

[I.C.10 EV1 Coaches COE](#)  
[I.C.10 EV2 CA Prison Conduct](#)  
[I.C.10 EV3 AP 3530](#)  
[I.C.10 EV4 LVN Student Handbook](#)

[I.C.12 EV1 BP 3200](#)  
[I.C.12 EV2 AP 3200](#)  
[I.C.12 EV3 Accreditation Overview](#)

[I.C.13 EV1 LCC website](#)  
[I.C.13 EV2 19-20 LCC Catalog](#)  
[I.C.13 EV3 LCC website-Accreditation Overview](#)  
[I.C.13 EV4 BVNPT p13](#)  
[I.C.13 EV5 Medical Assisting](#)  
[I.C.13 EV6 N CA EMS approval](#)  
[I.C.13 EV7 NRA](#)  
[I.C.13 EV8 LCC POST p3-4](#)  
[I.C.13 EV9 LCC-AT-Subaru U](#)  
[I.C.13 EV9a Auto ASE Ed approval p2](#)  
[I.C.13 EV10 Course Outline FS70B](#)  
[I.C.13 EV11 Course Outline FS57](#)

[I.C.14 EV1 19-20 Planning Handbook process](#)  
[I.C.14 EV2 LCC IPR Handbook](#)  
[I.C.14 EV3 19-20 CIMP](#)  
[I.C.14 EV4 19-20 Planning Handbook-Budget](#)

---



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

## Standard II

# Student Learning Programs and Services

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

### Self-Evaluation Team Members

<b>Dr. Trevor Albertson, Co-Chair</b> Administrator, Dean Instructional Serv.	Amy Langslet Manager, Coord. Inmate Pilot Program	Fran Oberg Confidential, Executive Assist. I-Academics
Dana Armeson Manager, Correspondence Tech.	Cory McClellan Faculty, English	Carl Oberriter Classified, ISS III - Business
Colleen Baker Faculty, History	Natalia McClellan Faculty, Mathematics	Jeff Owens Faculty, English
Angela Barrier Classified, Financial Aid Tech III	Janet Marinoni Faculty, Counselor AEBG	Anna Pasqua Classified, Inst. Site Admin Coord.
Carie Camacho Faculty, Sociology	Jo Mata, Classified, Bookstore Operations Tech	Jennifer Pusatero Classified, CD Associate Teacher
Heather Del Carlo Classified, Prog. Assist. CalWORKS	KC Mesloh Classified, Transfer Spec. Assist.	Laura Rotlisberger Faculty, English
Cathy Harrison Classified, AAI, Counseling	Shar Murphy Faculty, Dir. Academic \ Resource Cntr	Adam Runyan Faculty, Counseling
Sandy Jonas Classified, Assessment Tech	Christi Myers Faculty, Dir. Nursing/ Nurse Instr.	Andy Rupley Faculty, Business
Randy Joslin Manager, Dir. Institutional Effectiveness	Motare Ngiratmab Classified, Academic Advisor/ Spec Prog.	<b>Alison Somerville, Co-Chair</b> Faculty, Counseling
Sue Kelley Classified, Inst. Support Tech		Crystal Tobola Faculty, Biology
Kory Konkol Faculty, Welding Technology	Fran Oberg Confidential, Executive Assist. I-Academics	Aaron Vial Classified, Financial Aid Tech II



## **Standard II: Student Learning Programs and Support Services**

*The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.*

### **A. Instructional Programs**

- 1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)*

### **Evidence of Meeting the Standard**

The College is committed to providing high quality instructional programs through a continuous cycle of review and assessment that meets its commitment to fulfill its mission. Appropriateness to higher education and culmination of student attainment of identified student learning outcomes and achievement of degrees, certificates, employment, or transfer is ensured by multiple methods: regular curriculum development and review, program review, advisory committee input, and student learning outcome assessment.

As a comprehensive community college, LCC offers quality instruction in basic skills, career technical, and transfer education. With the implementation of AB 705, Lassen College removed all basic skills classes other than one level below transfer and added a one unit support course at the transfer level. Course selection in degree applicable courses can lead to useful certificates, associate degrees and transfer opportunities.

During the Instructional Program Review (IPR) process the relationship between the program and the Strategic Plan, specifically the mission of the College, is analyzed. ([EV1](#), [EV2](#)) Significant data is provided to program staff for consideration during the production of their IPR. ([EV3](#)) The IPR process provides for the analysis and comparison of student learning outcome assessment results from various levels: institutional, degree/certificate and course. The analysis combined with the results of the student surveys provides the opportunity for determining the effectiveness of the program at meeting student needs. The process further provides for the linkage between student learning outcome assessments and planning and budget allocation.

All proposed new courses require documentation of the relationship of the new course to the LCC mission. The documentation is provided on the "Justification of New Course Form." The



complete new course development process is found in the Curriculum/Academic Standards Committee Handbook. (EV4) Each course is separately reviewed and approved by the Curriculum/Academic Standards Committee and subsequently the Academic Senate and Governing Board for each mode of delivery (i.e. traditional, online, hybrid, or correspondence delivery). (EV5, EV6, EV7, EV8, EV9) Various sections of the same course are all taught to the same course outline of record. The course outline of record includes the approved SLOs for the course. As part of the faculty evaluation process for both full-time and adjunct faculty on and off-campus, the individual class syllabi are compared to the course outline of record to affirm course consistency. Faculty are also evaluated for each modality being taught. (EV10)

Career Technical Education (CTE) programs have advisory committees, which meet regularly to make recommendations on revising and updating program courses, certificates and degrees. In 2019, the district was awarded a CVC-OEI Grant to allow expansion of our online certificate offerings in CTE. Although not required, the grant allows us the opportunity to utilize the OEI rubric for our online courses that will be developed under the grant. Most CTE program advisory committees meet twice each academic year to review currency and student achievement data and to make recommendations for program improvements. (EV11)

AP4105 requires that distance education courses are approved utilizing the same criteria required for all other courses. This criteria includes both quality standards and instructor contact specifications. (EV12) In addition to AP4105, which is available through BoardDocs, these expectations are communicated through the Curriculum Handbook and Faculty Handbook. (EV13, EV14)

The Handbook for Online Instructors details district expectations for regular and effective contact including student-to-student interaction, instructor-to-student (group) interaction, and instructor-to-student (individual) interaction. (EV15) Lassen College currently utilizes Canvas as its learning management system. Canvas provides student-to-student interaction opportunities and student(s) and instructor interaction opportunities through emails, discussions and announcements. Students access their courses in Canvas through their student portal which requires a student login and password.

The Distance Education Committee is in the process of reviewing and updating the Handbook for Online Instructors to forward to the Academic Senate for approval. Distance Education Committee and Senate discussion regarding Handbook revision have included the recommendation of incorporating the CVC-OEI Course Design Rubric in the Handbook detailing best practices beyond the current Handbook language. (EV16, EV17) Currently Distance Education Committee members are in the process of completing Peer Online Course Review (POCR) training to build robust course review practices with the intention of providing online instructors with feedback on course improvement to build their courses to meet standards stated in the Online Instructor Handbook. Over-time, as local course review identifies courses that appear aligned with CVC-OEI standards, opportunities will be explored for submission for consideration as CVC-OEI courses. Campus trainings are offered to support online instruction, which include content related to communication in an online format and substantive interaction. (EV18, EV19, EV20) Faculty Community of Practice monthly meetings periodically cover related topics in a formal manner, but are also designed to allow for free and open discussion amongst colleagues to discuss instructional issues. (EV21) Contact expectations for

correspondence instruction are outlined in the Handbook for Correspondence Instructors. ([EV22](#)) Faculty Orientations held at the beginning of Fall terms provide opportunity for administration to communicate instructional expectations to faculty. ([EV23](#), [EV24](#), [EV25](#))

## **Analysis and Evaluation**

The College meets the standard and the eligibility requirements. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission. Further, instructional programs are appropriate to higher education and culminate in student attainment of identified student learning outcomes and achievement of degrees, certificates, employment, or transfer.

Appropriateness of instructional programs to the mission and to higher education is reviewed through the curriculum development process as well as through program review and advisory committees. During the curriculum development process, consideration of consistency to the Lassen Community College mission is required. Further, appropriateness to higher education is demonstrated through articulation agreements for transfer-related programs or demonstrated need for employment for career technical education programs.

Student learning outcomes have been identified for all instructional programs and are assessed regularly through linkages to course level student learning outcomes. A review and analysis of student achievement of degrees, certificates, employment, or transfer is completed within each instructional program review.

- 2. (Applicable to institutions with comprehensive reviews scheduled through Fall 2019.<sup>1</sup>)***  
*Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.*

***(Applicable to institutions with comprehensive reviews scheduled after Fall 2019.)***  
*Faculty, including full time, part time, and adjunct faculty, regularly engage in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations. In exercising collective ownership over the design and improvement of the learning experience, faculty conduct systematic and inclusive program review, using student achievement data, in order to continuously improve instructional courses and programs, thereby ensuring program currency, improving teaching and learning strategies, and promoting student success.*

## **Evidence of Meeting the Standard**

At Lassen College, all academic programs conduct Instructional Program Reviews (IPR). For academic instructional programs, these reviews occur every four years. For programs in Career

---

<sup>1</sup> The Commission acted to modify the Standard during its January 2018 Board of Directors meeting.

Technical Education (CTE), these reviews occur every two years. These processes are driven by the IPR handbook, which is a product of the Academic Senate. (EV1) As a result, these reports are faculty driven—though the initial requirement for these reports is the result of accrediting body requirements.

Additionally, each faculty member's delivery of curriculum is evaluated on a regular basis. For new, full-time tenure track faculty members, evaluations are conducted on an annual basis. For tenured faculty, reviews are conducted every three years, and the same holds true for adjunct faculty. Full time temporary faculty evaluations are conducted every year and then each third year thereafter. This last category of faculty, however, are extremely rare at Lassen College. Adjunct faculty are evaluated within the first three semesters after initial employment and then every third semester of employment. (EV2) Taken on the whole, this approach forms a very robust evaluative program for each of the teaching populations at Lassen College. One weakness of this process, however, is that it can become burdensome on those individuals charged with conducting the reviews. The frequency of reviews, combined with the relatively small size of the college—and hence the small pool of available reviewers—means that the same individuals are constantly engaged in the process. On the other side of the equation, however, the vigorous nature of the evaluation program ensures excellent instruction is being offered to students at Lassen College.

Finally, CTE programs are guided by Advisory Committees comprised of local industry leaders and experts in the field. The committees serve to provide strategic level guidance on the development, progression, and shaping of CTE programs. At the same time, the committees offer a connection for future employment of students in their chosen field. (EV3, EV4, EV5)

### **Analysis and Evaluation**

In all, Lassen College's academic and CTE programs are evaluated and guided by strong and useful processes that ensure high quality curriculum. The IPR process provides faculty an opportunity to voice their successes, concerns, and needs. As a result, this process also serves as an avenue for informing the administration of these matters and involving all parties in possible resolutions.

This does not mean, however, that the execution of this process by Lassen College is perfect. One of the major faults of this process has been the lack of timeliness in the completion of IPRs. A number of the reports are one or more years behind. The instability in the Office of Instruction has impeded the consistent/regular communication and dedication to completion of these reviews in a timely fashion.

Taken on the whole, however, the process by which the college abides does provide a good conduit for evaluation and improvement. Both faculty and programs have a regular process for review, and continual oversight by administrators and faculty ensure strong curricular outcomes and instructional delivery. As a result, Lassen College presents to its students and members of the campus community a legitimate and meaningful educational program that contribute to the overall wellness of the service area and all of those accessing the services of the campus.

- 3. The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.*

### **Evidence of Meeting the Standard**

The most direct evidence of a meaningful process of identification and assessment of learning outcomes for instructional programs at Lassen College is via the evaluation of the Student Learning Outcomes (SLOs). This process is outlined in the Faculty Handbook. ([EV1](#))

### **Analysis and Evaluation**

Lassen College meets this standard. LCC's internal review process for SLOs remains a meaningful one that is undergirded by a format that ensures accuracy and pertinence. Each course has its own SLO's which are developed by faculty who teach that course. ([EV2](#), [EV3](#), [EV3b](#)) The SLO, included in the outline, are reviewed and approved by the Curriculum Committee and noted in the syllabus per AP 4023. ([EV4](#)) Each instructor, excluding those who teach for our incarcerated programs, have been given a Canvas shell to post their syllabus, including the SLOs. At the beginning of each semester the instructor decides which SLO they are going to access. At the conclusion of the course, the instructor completes the SLO Form. ([EV5](#)) At the end of the semester the completed form is sent to the Curriculum Specialist to load the information into a spreadsheet. ([EV6](#)) Additionally, the Office of Institutional Research and Effectiveness provides oversight of the process, evaluates data provided by the Office of Instruction, and coordinates the means by which such data is employed in Institutional Program Reviews.

In terms of the connection between Learning Outcomes and course outlines, the Office of Instruction ensures that course outlines include SLOs. These course outlines are approved by Curriculum Committee (a faculty senate committee) and this ensures a consultative process. As a result, the end product for guiding a particular course is well balanced and faculty driven.

In an aggregate sense, the effort on the part of Lassen College to assess learning outcomes for its modalities of instruction is strong. The college's collection, review, and analysis process—and individual processes—are responsibly constructed and provide that the larger goal of ensuring vitality and rigor in the curriculum are met.

- 4. If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.*

### **Evidence of Meeting the Standard**

Lassen College is aware that part of the mission is to serve students who need to strengthen their basic skills as referenced in our Strategic Plan. ([EV1](#)) Lassen College offers pre-collegiate level

coursework mentioned in the course catalog in the areas of English, math, and any courses numbered 100-109. (EV2) With the implementation of AB 705, LCC decided to inactivate some basic skills courses (i.e. Math 101 Basic Math, Math 102 Pre-algebra, and Math 103 Elementary Algebra) and added a one unit co-requisite course based on the statewide default placement recommendations (EV3, EV4) to support student success at the transfer level in English and math. Previous catalogs (EV5) provided a placement ladder and with course sequencing for English and math. After AB 705 implementation and removal of many of the basic skills courses, LCC provided steps and the use of multiple measure to determine placement. Lassen College is currently exploring in our Guided Pathways workgroups ways to make this information more clearly defined for students.

In 2015, LCC created a non-credit high school equivalency certificate consisting of basic skills courses to prepare students to pass the HiSet (High School Equivalency) exam which then allows the student to receive financial aid, if eligible, and move into credit courses/programs. (EV6, EV7) LCC's automotive program has created a similar certificate with the same intention. Lassen College has dedicated one full time counselor to work specifically with non-credit students. The intention is to provide guided support as a student navigates services and transitions from non-credit to credit courses/program seamlessly. Student Services provide a variety of services to support any student discussed in Standard IIB.

### **Analysis and Evaluation**

Lassen College meets this standard by distinguishing the pre-collegiate curriculum from college level curriculum. LCC also supports student learning transitioning from basic skills to college level curriculum courses and programs. A variety of statewide initiatives such as Guided Pathways, Student Success Support Program, Equity, and Non-Credit/Adult Education programs and services are flourishing at Lassen College. However, with the implementation of different strategies relating to these initiatives, LCC needs to take steps to determine our effectiveness and make adjustments as necessary in these ongoing implementation efforts.

5. *The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)*

### **Evidence of Meeting the Standard**

Degrees and programs follow practices common to American higher education for breadth, depth, rigor, course sequencing, time to completion, and synthesis of higher learning. All degree programs also have a general education component designed to ensure students develop a breadth of knowledge to support intellectual growth. Specifically, the manner in which Programs, Courses, and Curriculum are developed is laid forth in Board Policy 4020 and Administrative Policy 4020. (EV1, EV2) Degree requirements are identified in LCC's Catalog. (EV4) Finally, faculty must meet accepted standards of academic preparation. This process is contained in the Minimum Qualifications Handbook (EV3).

## **Analysis and Evaluation**

Lassen College meets this standard. In a broad sense, Lassen College is typical of most American institutions of higher learning: it offers an education grounded in excellent instruction, based upon fact and analysis that have been vetted by verified and reliable sources. In other words, Lassen College provides its students with an education that meets expected standards. Moreover, Lassen College employs faculty that are thoroughly qualified to teach in their respective fields. This is not, however, an absolution of the need for regular and continuous improvement of faculty qualifications. The college recognizes there is always room for improvement and growth. This is particularly the case as the college does not currently employ a single full-time member of the faculty with a doctorate. While the absence of terminally degree faculty in many fields is not an indicator of a shortcoming, it is a comparatively noticeable absence. Numerous community colleges in California now employ multiple faculty members with terminal degrees. Lassen College should, at least in the future, consider pursuit of terminally credentialed faculty in those fields where such degrees are pertinent.

6. *The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)*

## **Evidence of Meeting the Standard**

Consistent with the Guided Pathways model, students are set on their path through a consultative process enabled by student-academic counselor engagement, faculty-student engagement and, if need be, intervention, and administrative oversight. Despite significant work accomplished by the Guided Pathways Taskforce, the Meta-Major component of Guided Pathways has not been implemented yet. This important initiative needs to be a priority in order to ensure that students have proper guidance, flexibility and the ability to complete certificate and degree programs within an appropriate period of time. Currently to keep students on their path, regular student-academic counselor interaction promotes student adherence to their chosen course of learning. Counselors and division chairs use the two year plans to provide guidance for appropriate scheduling of courses and educational planning to ensure students have the ability to finish the degree of certificate in a timely fashion. (EV3)

In accordance with the principles of shared governance (EV1), faculty are afforded a voice in the scheduling process through the Division Chairs. Individual faculty members express their course desires to their Division Chairs, who in turn bring those to the larger group. Nonetheless, this process remains student focused, as the sections which are scheduled are driven primarily—if not primarily—by student need.

Perhaps most tellingly, the average number of units accumulated by an Associate's degree earner at Lassen College falls below the state community college system mean. This is a clear indicator of precision in counseling and scheduling process. (EV2)

## **Analysis and Evaluation**



Lassen College meets this standard. Students come first at the college. This is reflected in the manner in which schedules are developed. For instance, courses are regularly offered at a financial loss for the institution but to the advantage of the student. This is the case with certain low enrollment courses that a student(s) requires for graduation but the number of enrolled students would otherwise dictate the cancellation of the course. This is, however, an aberration from the norm, and is offset by higher-enrollment sections.

In terms of the rotation of courses, courses are offered on a two year rotation allowing students to complete their degree within two years of enrollment. (EV3) This setup also allows faculty to appropriately plan their schedules for the coming two years, while permitting a dedicated process of curricular changes that ensures an up-to-date program is provided to students.

Students who do not have a solid program goal or career goal flounder with identifying the appropriate degree or certificate. LCC has identified a few areas of improvement. One, being the implementation of the career/transfer center which opened Fall 2019 in hopes of providing career assessment opportunities early in the educational process. Secondly, LCC will develop Meta-Major categories to list the degrees and certificates in a way that is meaningful to students. Meta-Major structure through implementation will be further explained in our QFE.

Finally, a joint committee of instructors (Division Chairs), academic counselor, and administrators meet several times a term to determine the upcoming semester's calendar. This ensures that all voices are heard in crafting a schedule that meets student, faculty, and administration needs.

7. *The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.*

### **Evidence of Meeting the Standard**

Lassen College's Student Equity Plan (EV1) states that "Lassen Community College is committed to creating an environment which fosters access and success for all students no matter their gender, culture, religion, ethnic background, socioeconomic status or any other characteristic." Data has proven Lassen College to be successful in this regard. The data reflects real people and their lives, and the college takes great pride in this regard.

Lassen College offers courses with multiple modality options in an attempt to meet student needs. LCC offers courses face to face, hybrid, online, and correspondence (for incarcerated served at a distance). (EV2) LCC offers some courses on the weekend (fire science), morning, afternoon, and evening (general education). This is a major accomplishment as LCC does not have a large faculty group nor adjunct pool. Modalities are determined by discipline faculty and reviewed at the Curriculum Committee. (EV3)

Lassen College remains the state leader in the delivery of higher education that meets the needs of incarcerated persons. Learning opportunities are provided via two different modalities: face-



to-face and correspondence. The face-to-face modality is offered locally at High Desert State Prison (HDSP) and California Correctional Center (CCC). The correspondence program is offered at 46 institutions, to include HDSP and CCC. The impact of these degrees, given the often limited opportunities afforded individuals leaving incarceration and joining the ranks of the formerly incarcerated, is high.

Support services are defined in depth in Standard II C. However, some of LCC's support services worthy of mentioning in this standard are online tutoring, peer tutoring on campus and at the local prisons, embedded tutors (in some math classes), and writing labs. Per AB 705, one unit support courses were created to take concurrently with the transfer level math and English on campus, online and at the prisons. In addition, when the Career Center opened in Fall 2019, career assessment tools were put into place for students on campus and incarcerated population. Spring 2020, LCC Career Center hopes to implement Career Coach to provide the same service to online students.

Faculty have the opportunity to take advantage of professional development opportunities to support equitable services and instruction. Many student service employees have attended Student Success conferences. Instructional faculty have attended conferences regarding AB 705. Each semester faculty have two flex days ([EV9](#)), Community of Practice meetings (started 2019) ([EV10](#)), and two mandatory convocations in which issues such as equity, integrating technology, navigating Canvas tools, and mental health awareness are addressed. ([EV4](#)) LCC has also offered on campus activities to support equity with targeted populations. Some examples are LCC's cultural events ([EV5](#)), raising awareness of mental health issues ([EV6](#)), Kinship workshops every month ([EV7](#)) and the Indian Rancheria children to campus each summer to expose potential students to higher education ([EV8](#)).

### **Analysis and Evaluation**

Lassen College meets this standard. In terms of racial, class, and gender equity in educational opportunities, Lassen College has proven a particular strength. Across the board, Lassen College has shown equity in both serving and seeing through to completion all genders and ethnicities. In the next six years, LCC's Equity Report identifies increasing enrollment of female students from 22% to 33%, Native American students from 2% to 3%, and veteran students from 7% to 8%. Lassen College will also focus efforts on improving students' success for disproportionate groups in remedial coursework, specifically math 53%, English 47%, and our overall 4 year completion rate of 4.3%.

8. *The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.*

### **Evidence of Meeting the Standard**

Lassen College does not have department-wide or program examinations. While there are no program or department-wide examinations in use, a student does have the credit-by-exam

process to prove mastery of the course and earn course credit according to BP 4235. ([EV2](#)) AP 4235 Credit by Exam does provide the criteria an instructor must follow. ([EV1](#))

While there is work going on at the Academic Senate for California Community Colleges (ASCCC) in conjunction with the Chancellors Office to provide a student credit for prior learning, Lassen College has not yet adopted this standard of practice but is intending on adopting credit for prior learning in the future. The institution will use criteria as established by the Chancellors Office.

### **Analysis and Evaluation**

Lassen College meets this standard. The institution does not use program-wide and/or district-wide exams, however some courses in CTE disciplines use third-party certifications for students. Welding, for example, issues AWS (American Welding Society) certifications in many of their courses. EMT also issues CPR certificates to students who successfully pass the course. Credit-by-exam remains an option for a student to get course credit.

- 9. The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)*

### **Evidence of Meeting the Standard**

Lassen College awards course credit, degrees and certificates consistent with norms in higher education based on student successful attainment of learning outcomes supported by criteria noted in BP/AP 4100 ([EV1](#), [EV2](#)) and 4020 ([EV3](#), [EV4](#)) in reference to Title 5 regulations. Student Learning Outcomes are listed on each course outline and course syllabus with outcomes measured each semester the course is offered. For Convocation in February 2015, as a campus we divided into departments to review SLOs and AUO's ([EV5](#)). Program Learning Outcomes are provided in the catalog ([EV6](#)) under each respective program. All results are sent to the Institutional Effectiveness Office and data will now be included in the Click Program. SLO's and PSLO's are reviewed by Curriculum Committee through the course and program development process.

Lassen College's BP/AP 4024 Hours and Units ([EV7](#), [EV8](#)) and Curriculum Handbook ([EV9](#)) support the Federal regulations for courses offered based on clock hours.

### **Analysis and Evaluation**

Lassen College meets this standard. A strong process to develop, review and measure SLO's and PSLO's are in place. A local policy and an updated Curriculum Handbook provide direction with courses based on clock hours. With less turnover in the Institutional Effectiveness position and Accreditation Chair, ALO and appropriate orientation of faculty, LCC could provide more consistency with gathering SLO and PSLO data.

10. *The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)*

### **Evidence of Meeting the Standard**

Lassen College's Strategic Plan ([EV1](#)) provides guidance in how the student is supported and barriers are minimized through "access and retention to enable student attainment of educational goals..." Lassen College supports students through the onboarding process and transferring credit in a variety of ways:

- Courses are submitted to C-ID, when appropriate, in hopes of receiving the common course number so students/counselors can easily identify a common course across districts/campuses. C-ID numbers are noted with the course in the course catalog. The C-ID website is also used as a reference for counselors. The approved courses help feed into one of Lassen's 17 Associate Degrees for Transfer providing a seamless process into a CSU.
- Transferrable courses are submitted for articulation between Lassen College and the UC's and CSU's. The approved courses get published to a public site known as Assist.org ([EV2](#)). The Articulation Officer also works with colleges/universities out of state as well, with the articulation agreement usually published in the university's TES/Transferology program.
- Counselors use California State University Executive Order 1036 ([EV3](#)) to grant permission to veteran students with a DD 214, discharge papers, to satisfy CSU GE Breadth Area E ([EV4](#)). Veteran students can earn up to 12 units of military credit evaluated by using recommendations from the American Council on Education (ACE).
- Credit by Exam is a process used at Lassen College to establish credit for knowledge learned through a process other than a transcribed course ([EV4](#)) Credit by Exam. A student may challenge a course for college credit by completing a Credit by Exam application. Students then take an exam proctored by the course instructor. If the class is passed a grade is earned and posted on the student's transcript and notated earned by "Credit by Exam."
  - Local high school students can earn college credit for taking a course articulated at the high school by passing the final exam and earning a B or higher in the course. The course is also identified on the transcript as "Credit by Exam ([EV5](#))."
- High school students who take and pass an Advanced Placement course with a score of a 3, 4, or 5 can earn appropriate GE credit, graduation requirement, or advanced placement in a course sequence ([EV4](#)).
- College Level Examination Program (CLEP) exam results can be provided to a counselor to be evaluated. Students can receive credit to meet general education, graduation requirement, or advanced placement in a course sequence.

- When transcripts are provided from another regionally accredited institution counselors evaluate the coursework by using Assist, Transfer Center Website, C-ID website, College Source/TES system, and catalogs to determine course equivalency, general education, and/or course placement.
- LCC's catalog communicates to the student a number of policies ([EV6](#)) as well as on the Board of Trustees webpage that provides access to the public version of BoardDocs. ([EV7](#))

LCC's Transfer Center webpage ([EV8](#)) provides the student information on LCC's general education and services we provide to ensure successful transfer to their next institution.

### **Analysis and Evaluation**

Lassen College has met this standard by creating policies and procedures to support students transitioning from one, or more, institutions to Lassen College. The Curriculum Committee, Articulation Officer, counselors, and the Transfer Center ensure transition to Lassen and from Lassen to another institution. The college is eagerly awaiting the official guidance provided by the Credit for Prior Learning Committee in order to issue additional credit for training in the areas of administration of justice, automotive, cyber security, business administration and management, health, fire science, and information technology.

11. *The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.*

### **Evidence of Meeting the Standard**

Lassen College evaluates the Institutional Learning Outcomes identified in our Strategic Plan yearly at Consultation Council. Consultation Council is comprised of LCC's main constituent groups (Faculty, Classified, Administration, and ASB/student) ([EV1](#), [EV2](#), [EV3](#)). Lassen College has identified the following Institutional Student Learning Outcomes noted in the Strategic Plan ([EV4](#)) and the catalog ([EV5](#)). Each of Lassen College's courses identify Student Learning Outcomes. Each SLO is tied to ISLO's and GESLO's. It is apparent that LCC addresses the following categories identified in this standard such as communication competency, information competency, quantitative competency, analytic inquiry skills (critical thinking), ethical reasoning (professional integrity), engage diverse perspectives (interact successfully with other cultures), and other program specific learning outcomes.

### **Institutional Student Learning Outcomes**

1. **Communication** - Ability to listen and read with comprehension and the ability to write and speak effectively

2. **Critical Thinking** - Ability to analyze a situation, identify and research a problem, propose a solution or desired outcome, implement a plan to address the problem, evaluate progress and adjust the plan as appropriate to arrive at the solution or desired outcome

3. **Life Long Learning** - Ability to engage in independent acquisition of knowledge; ability to access information including use of current technology; ability to use the internet and/or library to access and analyze information for relevance and accuracy; ability to navigate systems

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

#### **LCC's GE SLO's:**

**GESLO 1:** Understand and apply methods of inquiry for a variety of disciplines including the scientific method for scientific inquiry and appropriate methods for social and behavior science inquiries.

**GESLO 2:** Explain and analyze relationships between science and other human activities.

**GESLO 3:** Apply knowledge of the ways people act and have acted in response to their societies to express an appreciation for how diverse societies and social subgroups operate to understand social dynamics within historical and contemporary communities.

**GESLO 4:** Understand ways in which people throughout the ages and in Western and non-Western cultures have responded to themselves and the world around them in artistic and cultural creation; apply this knowledge to make value judgments on cultural activities and artistic expressions and demonstrate an understanding of the interrelationship between the creative arts, the humanities and self.

**GESLO 5:** Engage in verbal communication by participating in discussions, debates, and oral presentations utilizing proper rhetorical perspective, reasoning and advocacy, organization, accuracy, and the discovery, critical evaluation and reporting of information.

**GESLO 6:** Compose effective written communications and essays with correct grammar, spelling, punctuation and appropriate language, style and format utilizing academically accepted means of researching, evaluating and documenting sources within written works.

**GESLO 7:** Analyze, evaluate and explain theories, concepts and skills within varied disciplines using inductive and deductive processes and quantitative reasoning and application.

**GESLO 8:** Demonstrate appreciation of themselves as living organisms through their choices for physical health, activities, stress management, relationships to the social and physical environment, and responsible decision-making.

In reference to provide program appropriate level course work, Title 5, Section 55063 (EV6) speaks to the Minimum Requirements for the Associate Degree and provides guidance regarding the appropriate program level. This section mentions that the community college course offerings are appropriate as lower division coursework in preparation for transfer to a California State University. Lassen College's Curriculum Committee reviews coursework to assure instructional content appropriate to the program level. The Curriculum Handbook identifies lower division coursework is appropriate (pages 11, 17, 18, 23) and on the New Course Proposal Form (EV7).

### **Analysis and Evaluation**

Lassen College meets this standard. Lassen College revisits the Strategic Plan yearly, including the Institutional Student Learning Outcomes and Title 5 provides guidance to the appropriate level of the coursework provided at the community college level which is evaluated by the Curriculum Committee.

12. *The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)*

### **Evidence of Meeting the Standard**

Lassen College offers three general education patterns (local, California State University Breath, and Intersegmental General Education for Transfer) which are each identified in the catalog (EV1). Each pattern is explained in the Curriculum Handbook (EV2). Discipline faculty with assistance of the articulation officer and transfer center assistant can determine which courses may be appropriate for GE submission. The Curriculum Committee reviews to deem the course meets the appropriate criteria.

Discipline faculty develop appropriate student learning outcomes which align to the ISLO's and GESLO's. LCC's GESLOs are located the website. (EV3)

Lassen College prepares students for "a civil society (GESLO 3, 4, 5, 6, 7, 8), skills for lifelong learning (ISLO 3), application of learning (all GESLO's), a broad comprehension of the development of knowledge, practice, interpretive approaches in arts and humanities (GESLO 4),

the sciences (GESLO 1, 2, 7), mathematics (GESLO 7), and social sciences (GESLO 1, 2, 3, 4, 8).”

### **Analysis and Evaluation**

Lassen College meets this standard as discipline faculty identify which courses can be included in each general education pattern. Each general education pattern is inclusive of the criteria identified in this standard and gives the student a comprehensive exposure and preparation for lifelong learning and critical thinking skills.

13. *All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.*

### **Evidence of Meeting the Standard**

Programs are broken down by topic or accepted interdisciplinary focus and this is evident based on the Course Catalog. Beyond this, interdisciplinary programs are also identified in the catalog. Taken on the whole, the college’s academic programs, whether a singular field or an established interdisciplinary field, are ones that focus on material, learning processes and outcomes that are guided by accepted academic norms. ([EV1](#))

### **Analysis and Evaluation**

Lassen College maintains a strong focus on an objective “center”—either topically or interdisciplinary—in each of its instructional programs. This is largely a result of, in traditionally topical programs, a focus on proven curriculum; in interdisciplinary programs, a particular strength of the institution has been to adopt otherwise successful approaches to offering instruction that incorporate traditional fields of learning, while also developing new foci and approaches to the acquisition of knowledge that reflect the ever shifting realities of a changing world.

14. *Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.*

### **Evidence of Meeting the Standard**

Lassen College CTE students that complete a certificate of degree do demonstrate technical and professional competencies. These competencies are spelled out clearly in the course outline of records. Each CTE program meets at least annually with their advisory committee as required by Title 5 and AP 4102 ([EV1](#)). Among other things, the advisory committee makes suggestions for and reviews curriculum to keep what CTE students are learning current and relevant. Advisory committees also help CTE programs achieve 3<sup>rd</sup> party accreditation. For example advisory



committee members helped the Lassen College Automotive program achieve ASE Education Foundation accreditation by serving on the ASE evaluation team to make sure the automotive program met the required standards.

Lassen College CTE programs also serve students by preparing students for or issuing external licensure and certification. Nursing is an example of a program that prepares the student for an external license. Faculty in nursing prepare their students for the California NCLEX-VN license. Lassen College welding students are able to get AWS (American Welding Society) certifications as part of the program. The welding instructor is an AWS certified inspector. These examples also show that students that complete a certificate or degree from a Lassen College CTE program meet employment standards. ([EV2](#), [EV3](#))

### **Analysis and Evaluation**

Lassen College meets this standard. Along with giving input on curriculum and keeping CTE programs current, advisory committees also provide up to date labor market information. Having regular contact with people from industry CTE faculty are able to make sure students have the skills employers are looking for. Faculty are able to help the students develop soft skills such as leadership, critical thinking skills, and work ethic.

Advisory committees also give input on what tools and equipment are being used in industry. Lassen college CTE programs are able to purchase required tools and equipment through various grants such as Perkins and Strong Workforce. Nursing was able to use these funds to purchase updated mannequins that students can better understand real life situations. Automotive was able to purchase a required smog machine to prepare students for taking the California Bureau of Automotive Repair smog inspector license exam. The Agriculture program was also able to purchase a new ultrasound machine that is currently being used in industry to replace a 30 year old piece of equipment.

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

### **Evidence of Meeting the Standard**

Lassen College is currently working on drafting a discontinuance and revitalization policy ([EV1](#), [EV2](#)). In the IPR (Instructional Program Review) process a curriculum review is required which includes courses, certificates, and degrees. If a program is changed or eliminated the students still have catalog rights defined on page 5 of our 2019-2020 catalog ([EV3](#)). Per AP 4100 ([EV4](#)), advising plans are available in the Counseling Office and on our website ([EV5](#)) and courses will be taught at least once in two years. Changes made to programs and/or courses occur through the college's Curriculum Committee, counselors are notified of the changes and advising plans are updated.

### **Analysis and Evaluation**

Lassen College has met this standard as there is a process in place with minimum disruption to students as the goal. Students are notified, division chairs work with faculty to schedule courses appropriately, and counselors assist with appropriate educational planning to ensure certificate and/or degree completion occurs in a timely fashion. LCC will continue to move forward with discussions regarding a discontinuance/revitalization process and propose an administrative procedure if deemed appropriate.

16. *The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.*

### **Evidence of Meeting the Standard**

Lassen College evaluates and improves the quality and currency of all instructional programs through the IPR process ([EV1](#), [EV2](#)) due every 4 years, with CTE due every two years, regardless of location or mode of delivery. NIPR's evaluate programs such as Basic Skills, Contract Education, Correspondence/Distance Education, and Community Service. IPR's include all instructional programs. The IPR process identifies the areas to address listed below, data is provided, and an honest evaluation of each of the follow sections is expected in comparison to the previous report. Adjustments to courses, degrees/certificates, and program can be initiated through this process and budgetary considerations can be requested.

- FTE's generated by program
  - FTEs generated separately by course, by semester, by modality, by time of day, by full-time and by part-time faculty.
  - FTEs generated per class, per semester and per class, per modality.
  - LCC FTE data to match program categories should be provided to allow for comparisons between individual programs and all instructional programs.
- Number of FTE faculty (FTEF) in program by semester and year. • Total FTEF
  - FTEF for full-time faculty only – including overloads
  - FTEF for full-time faculty only – without overloads
  - FTEF for full-time faculty only – overloads only
  - FTEF for part-time faculty.
- Enrollment data • Total program enrollment data at census and completion of course.
  - Enrollment data at census and completion of course for each class, each modality, and each time of day offering.
- Student outcomes (transfer, awarded degrees and certificates, basic skills improvement, retention, employment status, etc.)
  - Student completion, retention and success rates by program, class, modality, and time of day
  - Persistence from course to course. Initially, this is most important in sequential courses in Basic Skills, Math and English but should be expanded to include all prerequisite courses as data is made available.

- Transfer data
- Awarded degrees and certificates
- Additional data requested by faculty will be considered as priorities allow
- Student Learning Outcome (SLO) assessment results dating back to the previous IPR.
- Student evaluation of the program

Third party mandated regulations (i.e. LVN, child development, etc.) are considered and updated as necessary. In addition, CTE programs provide and evaluate labor market data, advisory committee input, and regional consortium feedback.

### Analysis and Evaluation

Lassen College has met this standard by having a process in place which evaluates and improves the quality and currency of all instructional programs regardless of modality. LCC has recently decided to use QLIK to house all IPR/NIPR data. Continual improvement related to instruction is also addressed in Standard IB.

### Conclusions on Standard II.A. Instructional Programs

Overall, the College meets this standard. There are issues that require improvement though, all of which are reflected in the Improvement Plan(s) matrix shown below.

### Improvement Plan(s)

Change or Improvement	Standards	Responsible Parties/ Committees	Timeline	Anticipated Outcome
Complete IPR's on schedule	II.A.2	CIO; Researcher	Ongoing	All IPR's submitted on time, according to a prescribed schedule
Establish effectiveness measures for statewide initiatives/programs such as Guided Pathways, Student Success Support Program, Equity, and Non-Credit/Adult Education	II.A.4	CSSO, CIO, Researcher	Ongoing	Standardized effectiveness measures established and monitored
Improve consistency in gathering SLO and PSLO data through stability in staffing of ALO, Researcher, and	II.A.9	CEO; CIO; HR	Ongoing	Improved longevity and stability in staffing of ALO, Researcher, and Accreditation Chair positions with a

Accreditation Chair positions.				measurable increase in SLO/PSLO data
Develop a program discontinuance/revitalization process along with associated Board Policy and Administrative Procedure	II.A.15	CIO; Academic Senate	Ongoing	An implemented discontinuance/revitalization process with associated Board Policy and Administrative Procedure
Develop and implement Meta-Majors	II.A.6 II.A.7	VP of Student Services, CIO, Guided Pathway Taskforce	Ongoing	Reduce students time to completion of degree of certificate, increase graduation rates

### Evidence List

[II.A.1\\_EV1\\_Strategic Plan](#)

[II.A.1\\_EV2\\_IPR template related to Strategic Plan](#)

[II.A.1\\_EV3\\_Sample IPR Data](#)

[II.A.1\\_EV4\\_New Course Justification Curriculum Handbook](#)

[II.A.1\\_EV5\\_Curriculum Meeting Minutes 2-19-19](#)

[II.A.1\\_EV6\\_Curriculum Meeting Minutes 3-5-19](#)

[II.A.1\\_EV7\\_2018-2019 Action Log YTD for May Senate](#)

[II.A.1\\_EV8\\_Senate Minutes 5.14.19](#)

[II.A.1\\_EV9\\_Board Agenda Item for Curriculum Action Log](#)

[II.A.1\\_EV10\\_Online Evaluation form from LCFA](#)

[II.A.1\\_EV11\\_CTE Advisory Committee Minutes](#)

[II.A.1\\_EV12\\_AP4105 Distance Education](#)

[II.A.1\\_EV13\\_2019 Curriculum Handbook p.18, Item 12-Course Approval Criteria –TMI](#)

[II.A.1\\_EV14\\_FacultyHandbook-2016, p. 10- Distance Education](#)

[II.A.1\\_EV15\\_2018 Online Faculty Handbook p,4-regular effective contact](#)

[II.A.1\\_EV16\\_Distance Education Review Meeting Minutes 11- 8- 2019 \(002\)](#)

[II.A.1\\_EV17\\_Senate Minutes 10.22.19, Discussion item 1 - CVC-OEI Rubric](#)

[II.A.1\\_EV18\\_2015 Jan Flex Training Schedule](#)

[II.A.1\\_EV19\\_Flex Training Feb 2017 items 2, 4](#)

[II.A.1\\_EV20\\_2019 Feb Flex Training Schedule](#)

[II.A.1\\_EV21\\_Faculty Community of Practice 10-18-19 Canvas, Starfish Best Practices](#)

[II.A.1\\_EV22\\_CorrespHandbook-2014 p. 4 Regular Effective Contact](#)

[II.A.1\\_EV23\\_Flex Schedule 7-17-13p](#)

[II.A.1\\_EV24\\_Flex Trainings\\_Jan 7 2015, p.2](#)

[II.A.1\\_EV25\\_Flex Schedule 8-2017](#)

[II.A.2\\_EV1\\_2019 IPR Handbook](#)

[II.A.2\\_EV2\\_Evaluation Schedule LCFA](#)

[II.A.2\\_EV3\\_BOT Gunsmithing Advisory Board 2017-2018](#)

[II.A.2\\_EV4\\_BOT Child Development Advisory Committee 2018-2020](#)  
[II.A.2\\_EV5\\_Website showing Advisory Committees](#)

[II.A.3\\_EV1\\_2016-2017 Faculty Handbook](#)  
[II.A.3\\_EV2\\_Example AJ Syllabus](#)  
[II.A.3\\_EV3\\_Course Outline Website](#)  
[II.A.3\\_EV3b\\_BUS 10 Human Resource Management](#)  
[II.A.3\\_EV4\\_AP 4023 Syllabi](#)  
[II.A.3\\_EV5\\_Blank SLO Assessment Form](#)  
[II.A.3\\_EV6\\_SLO Assessment Spreadsheet](#)

[II.A.4\\_EV1\\_Lassen College Strategic Plan 2019](#)  
[II.A.4\\_EV2\\_2019 - 2020 Catalog pg. 14 and 29](#)  
[II.A.4\\_EV3\\_Default Measures STEM, English, and SLAM](#)  
[II.A.4\\_EV4\\_2018 - 2019 Catalog pg. 10](#)  
[II.A.4\\_EV5\\_AP 4222 Remedial Coursework](#)  
[II.A.4\\_EV6\\_HiSet Catalog Page](#)  
[II.A.4\\_EV7\\_2015 - 2016 Cumulative Action Log](#)

[II.A.5\\_EV1\\_Board Policy 4020](#)  
[II.A.5\\_EV2\\_AP 4020 Program, Curriculum and Course Development](#)  
[II.A.5\\_EV3\\_MQ Handbook](#)  
[II.A.5\\_EV4\\_2019 - 2020 Catalog](#)

[II.A.6\\_EV1\\_2013-Faculty-Handbook](#)  
[II.A.6\\_EV2\\_Avg Units Per Degree Earner](#)  
[II.A.6\\_EV3\\_Two-Year-Degree plans website](#)

[II.A.7\\_EV1\\_LCC Equity Plan](#)  
[II.A.7\\_EV2\\_2019FA Printed Schedule Report](#)  
[II.A.7\\_EV3\\_Curriculum Meeting Agenda 1-29-2019](#)  
[II.A.7\\_EV4\\_Convocations](#)  
[II.A.7\\_EV5\\_Cultural events](#)  
[II.A.7\\_EV6\\_Mental Health Flyer](#)  
[II.A.7\\_EV7\\_Kinship Flyer](#)  
[II.A.7\\_EV8\\_Rancheria flyer](#)  
[II.A.7\\_EV9\\_Flex flyers](#)  
[II.A.7\\_EV10\\_Community of Practice](#)

[II.A.8\\_EV1\\_AP 4235](#)  
[II.A.8\\_EV2\\_BP 4235](#)

[II.A.9\\_EV1\\_AP 4100](#)

[II.A.9\\_EV2\\_BP\\_4100](#)  
[II.A.9\\_EV3\\_BP\\_4020](#)  
[II.A.9\\_EV4\\_AP\\_4020](#)  
[II.A.9\\_EV5\\_Spring\\_Convocation\\_2015](#)  
[II.A.9\\_EV6\\_2019\\_-\\_2020\\_Catalog](#)  
[II.A.9\\_EV7\\_BP\\_4024\\_Hours\\_and\\_Units](#)  
[II.A.9\\_EV8\\_AP\\_4024\\_Hours\\_and\\_Units](#)  
[II.A.9\\_EV9\\_2019\\_Curriculum\\_Handbook](#)

[II.A.10\\_EV1\\_Lassen\\_College\\_Strategic\\_Plan\\_2019](#)  
[II.A.10\\_EV2\\_AP\\_4050\\_Articulation](#)  
[II.A.10\\_EV3\\_CSU\\_EO\\_1036](#)  
[II.A.10\\_EV4\\_AP\\_4235\\_Credit\\_by\\_Exam](#)  
[II.A.10\\_EV5\\_LCC\\_AP\\_4235\\_2+2form\\_12.17.2015](#)  
[II.A.10\\_EV6\\_2019\\_-\\_2020\\_Catalog](#)  
[II.A.10\\_EV7\\_Board\\_Page\\_on\\_Website](#)  
[II.A.10\\_EV8\\_Transfer\\_Center\\_Webpage](#)

[II.A.11\\_EV1\\_Consultation\\_Council\\_8-12-19\\_DRAFT\\_Strategic\\_Plan\\_discussions](#)  
[II.A.11\\_EV2\\_Consultation\\_Council\\_8-26-19\\_DRAFT](#)  
[II.A.11\\_EV3\\_Consultation\\_Council\\_minutes](#)  
[II.A.11\\_EV4\\_Lassen\\_College\\_Strategic\\_Plan\\_2019](#)  
[II.A.11\\_EV5\\_2019\\_-\\_2020\\_Catalog,\\_page\\_2\\_Strategic\\_Plan](#)  
[II.A.11\\_EV6\\_Title\\_5](#)  
[II.A.11\\_EV7\\_New\\_Course\\_Proposal](#)

[II.A.12\\_EV1\\_2019\\_-\\_2020\\_Catalog](#)  
[II.A.12\\_EV2\\_2019\\_Curriculum\\_Handbook](#)  
[II.A.12\\_EV3\\_GESLO\\_on\\_Website](#)

[II.A.13\\_EV1\\_2019\\_-\\_2020\\_Catalog](#)

[II.A.14\\_EV1\\_AP\\_4102\\_Career-Technical\\_Programs](#)  
[II.A.14\\_EV2\\_Lassen\\_College\\_CTE\\_Program\\_Certificates](#)  
[II.A.14\\_EV3\\_Lassen\\_College\\_CTE\\_Program\\_Certificates](#)

[II.A.15\\_EV1\\_Academic\\_Senate\\_9-24-19\\_Minutes](#)  
[II.A.15\\_EV2\\_Academic\\_Senate\\_Minutes\\_10.22.19](#)  
[II.A.15\\_EV3\\_2019\\_-\\_2020\\_Catalog](#)  
[II.A.15\\_EV4\\_AP\\_4100\\_Graduation\\_Requirements\\_for\\_Degrees\\_and\\_Certificates](#)

[II.A.15\\_EV5\\_Two-Year-Degree plans website](#)

[II.A.16\\_EV1\\_2019 IPR Handbook](#)

[II.A.16\\_EV2\\_2015 NIPR Handbook](#)

---

## **B. Library and Learning Support Services**

- 1. The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)*

### **Evidence of Meeting the Standard**

Lassen Community College (LCC) supports student learning and achievement with a Library and Learning/Tutoring Center, together known as the Academic Resource Center (ARC). Students, including distance learners who are online or correspondence students, have access to learning resources and assistance both on-campus and online ([EV1](#)). A full-time librarian is responsible for handling the day-to-day operations in the ARC. In addition to the librarian, the ARC is currently staffed by one *substitute* part-time library assistant, and on July 1, 2019, one full-time instructional support specialist (ISS) III individual with a 12-month contract was appointed to operate the learning/tutoring center. Federal work study students are utilized to support library services during the fall and spring semesters.

As with most California Community College libraries, Lassen's staffing of one FTEF librarian and one part-time classified staff falls below the recommended standards for staffing articulated in the Standards of Practice for CCC Library Faculty and Programs, a position paper published by the Academic Senate for California Community Colleges. Requests for additional library staffing have been a regular part of the library's annual program plan ([EV2](#)).

The Library's & Learning Center's Fall 2019 hours are Monday-Friday, 8:00 AM-4:30 PM ([EV3](#)). In preparation for the two weeks before finals, the hours and days are extended to Monday-Thursday, 7:30 AM-6:30 PM, and two Sundays, 1:00-5:00 PM ([EV4](#)). The ARC offers resources, services, computers, printers, Wi-Fi, and assistance. The librarian is available during the day, 199 days per year; online support is accessible through the Web, phone, text and e-mail, 24/7. All such resources, services and staffing are promoted, publicized and accessible in the ARC and on campus as well as online.

The library and learning center (LC) instructor, who is a librarian, and staff (half-time library tech and one full-time ISS III) work under the direction of the Dean of Instruction ([EV5](#)). Tutoring may utilize the Division 4 Chair for additional help ([EV6](#)).



In August 2016, the College's Library and Learning Center officially merged and moved into a completely remodeled Academic Resource Center ([EV7](#)). In August 2019, the facility gained air conditioning. Part of the renovation resulted in the abandonment of the more traditional anti-theft gate system with a people counter. A cloud-based management system, Accudemia, was purchased and installed for tracking the usage of services by students. One downfall is that other users, including instructors, staff, and community members, are no longer tallied. Also, due to Accudemia's inoperative times along with the forgetfulness of students to sign-in, the number of individuals utilizing the ARC is grossly underestimated. Utilizing Accudemia, the count averages 262 students per month: Fall 2017: 1,877 visits; Spring 2018: 1,292 visits; Fall 2018: 817 visits; Spring 2019: 204 visits | yet actual tutoring (alone) reports nearly triple the visits (August 2017-May 2019) ([EV8](#), [EV9](#)).

The ARC continues to rely primarily on the Accudemia software for tracking of student usage of services. The services provided are not well reflected in the options that the students must select when entering the ARC. And the software allows only one service to be selected when the student may access many services during one visit. TLC continues to reflect physical book loans only. It takes the compilation of several online vendors' statistical data to reflect student use of online resources. There is no known and affordable method of compiling all the various statistical measures to reflect exact usage, so statistics will continue to be approximate.

The Lassen Community College Library's resources are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education. ([EV10](#), [EV11](#), [EV12](#), [EV13](#), [EV14](#)) The librarian reads professional reviews; identifies needs and gaps in the collection; and collaborates in-person, via e-mail, or by phone with the instructors regarding resources and services to support their programs. ([EV15](#), [EV16](#), [EV17](#), [EV18](#), [EV19](#)) Recommendations are solicited from the students, instructors, staff, and community members.

In developing the collection policy for on-going evaluation (currency and curriculum support; quantity, depth, breadth) and weeding out unused or outdated materials, the librarian follows the Collection Development and Weeding Guidelines designed to maintain library holdings in accordance with LCC Board Policies ([EV20](#), [EV21](#)). The staff of the Library and Learning Center is participants or trainers at Alma/Primo trainings and their webinars; LCC FLEX/professional development days; Academic Senate, Curriculum & Academic Standards and Institutional Technology Planning Committee meetings; Consultation Cabinet sessions; and, webinars. ([EV22](#))

The Lassen Community College Library is a significant participant in the College's open educational resources (OER) program. In 2017, the College received a grant which assisted in OER's implementation. In the Spring of 2018, five working sessions were offered to instructors where they could collaborate, research and develop their own OER resources. In 2018, two FLEX courses addressing OER were extended to LCC faculty. ([EV23](#), [EV24](#))

The Library is completing the migration from The Library Corporation, TLC, to Ex Libris' Alma and Primo ([EV25](#)).

The Lassen Community College Library's diverse collection contains predominantly non-fiction materials to support the curriculum needs of the College's course offerings. There is a growing interest in developing a recreational reading collection for the non-academic needs of patrons. ([EV26](#), [EV27](#)) The Library has many requests from instructors for purchasing DVDs, particularly from faculty members in English, film, geography and history. Collection development has added substantial holdings to the Fire Science, Humanities, Political Science, Science, and Sociology collections based on requests from students, staff, instructors, and administrators. ([EV28](#), [EV29](#))

As of August 2019, the ARC's resources include:

- Physical Books: 10,252 (*3-week checkouts*)
- Media: 493
- E-Books: 240,070 (*reload ProQuest eBooks*)
- Databases (DB): 45
- Streaming Media: 51,483
- Loanable Textbooks: 5,270
- Print Periodicals: 34
- Newspapers: 4
- Computers: 30 PC Desktops; 2Macs; 5 Laptops
- 44 Chromebooks
- 29 TI-84+ & 1 TI-83 Graphing Calculators
- Smart TVs: 3
- Smart Board (LC general area)
- LCD projector (LC general area)
- Document Camera
- Copy Center: multi-functional: 2 copy, fax, scan, with color; 4 B&W printers (*unlimited printing*); leased photocopier
- Free Wi-Fi Access
- Group Study Rooms: 2
- Study Carrels: 3
- Tables (17 offer erasable surfaces): 27
- Seating: 105

Details of these collections, resources and equipment can be found on the Library website. ([EV1](#)) To assess the ARC's resources and services, students, staff, instructors, administrators, and community members are surveyed ([EV30](#)).

To further support the College's curriculum, the Library has and is expanding its information literacy instruction program. As an example, between the Fall 2017-Fall 2019, nearly 2,200 students were served in about 100 scheduled library instruction classes. Here, the class either came to the library or the librarian went to the classroom. In addition, 2,300 students in about 110 classes were supported by the librarian who provided research to instructors independently of library or classroom instruction. ([EV31](#))

Created on objectives determined in collaboration with the instructor requesting the information literacy (library) lesson, each class is taught by the librarian. Instruction most commonly takes place in a 50-minute “one shot” session and includes a brief lecture, and an active hands-on assignment. Most presentations are complimented with an online library research guide to expand on the resources and skills which were presented during the session. ([EV32](#)) The librarian assesses instruction through surveys of both students and faculty participating in instruction. ([EV33](#))

Point of service instruction includes face-to-face and telephone interactions at the circulation desk/counter, e-mail inquiries and individual appointments with the librarian. The circulation/reference desk is staffed at all times the Library is open for service, and the librarian is generally available. Reference consultations are student initiated and afford the opportunity to engage the student in the search and evaluation process.

### **Other Learning Support Services**

#### **Tutoring and Learning Center**

Lassen Community College provides free tutoring in a variety of disciplines and formats. Tutoring resources are available at the Learning Center as well as in the Math/Science building. The tutors are required to have an overall grade point average of 3.0 or higher and at least a B grade in each class that they are tutoring as well as recommendations from the instructors. All tutors must receive tutor training, which was revamped in the Fall of 2018, either online or print. ([EV34](#), [EV35](#)) Tutoring is provided one-on-one, small group, and embedded.

In recent semesters the policy of having tutors owning a 3.0/3.25 GPA or higher has not been adhered to. Currently 5 of the 11 tutors have a GPA of 2.9 or less (the lowest being 2.5). All involved with LCC’s tutoring program agree the policy is not being followed since there would be a **shortage** of tutors, especially in statistics. Also, some of the tutors have retaken courses in which they earned a grade of “C” or higher, and unfortunately, the lower grade is not removed from the overall GPA.

The Learning Center utilizes two of Hobsons four modules, Starfish EARLY ALERT and Starfish ADVISING, to identify at-risk students in real time, pinpoint areas of concern, and connect students with the College’s tutoring program. The Starfish platform helps LCC deliver personalized support for its students and helps assess which services and interventions will keep students on track. ([EV36](#))

**Online tutoring** is available for students 24 hours a day, 7 days a week through NetTutor. ([EV37](#)) NetTutor may be accessed on any device. NetTutor offers synchronous and asynchronous services: live tutoring, a question and answer center, and a paper center. LCC students access NetTutor through Canvas. NetTutor provides tutoring in a wide variety of subjects, with bilingual support, including English, Mathematics, Accounting, Economics, Finance, Business, Life and Physical Sciences, and World Languages. ([EV38](#))

#### **Math Co-Requisites**

**Math/Science Lab:** The Math/Science Lab provides support for all Lassen Community College students in all levels of math and science. Students in pre-transfer level math courses complete

lab hours to meet course requirements. In accordance with California State Assembly Bill 705, the College has restructured its remedial Math and Science courses to a co-requisite support model that provides remedial skills needed for the immediate transfer level course material. A Math Lab ISS II individual, peer tutors, and instructors provide assistance for students taking face-to-face and online courses.

### **Writing Lab**

The Writing Lab is a free academic support service for all LCC students. Its purpose is collaboration with students in order to facilitate their engagement with the writing and research process, from brainstorming ideas and thesis formation to proofreading the final draft and providing editing strategies. The Writing Lab is staffed by English instructors, and weekly workshops are offered on a variety of topics. ([EV39](#), [EV40](#))

### **Distance Education** (including prison/correspondence)

For students who are distance learners, the Library offers a collection of electronic books (E-Books) and databases (DBs) that can be accessed on- or off-campus 24 hours a day via the Library's website. In addition, there are video tutorials that include how to cite in APA or MLA style, utilize databases, employ Google Scholar, apply *Opposing Viewpoints*, and avoid plagiarism. ([EV41](#))

Lassen Community College offers students at both state-sponsored prisons benefit from ARC resources and services. Students are loaned textbooks, traditionally vendor published as well as open educational resources, aka OER. The instructors and the FT instructional support specialist III provide students with additional resources as afforded by the ARC's FT librarian and staff as well as by the ARC's website.

Correctional institutions judiciously screen materials brought into their facilities. Consequently, LCC and its Library are not able to offer traditional textbooks or library books. Correspondence courses requiring research include copies of relevant articles in the correspondence packets delivered to the incarcerated students. The librarian and PT library technician are available to assist instructors compile research materials for students. Most correctional institutions offer their own libraries that are accessible for student use. Correspondence tutoring is not obtainable for incarcerated students on the main campus. Students taking correspondence classes write their instructor who can assist them with questions and research regarding their classes.

### **Analysis and Evaluation**

The College meets the standard. Lassen Community College Library and other learning support services are available to all students, instructors, staff, administrators and community members. Both entities meet this standard through the provision of high-quality learning materials and services. The Library's collection is diverse and is of appropriate quantity and quality to meet student needs. The Library is connected to faculty across campus through the library instruction program, participatory governance, and the curriculum process. Subject-area faculty input is actively sought and utilized to further develop the collection. Furthermore, a student and staff survey indicates the collection is meeting the needs of students. ([EV30](#)) This survey of student satisfaction with staff and facilities indicate the Library is meeting the needs of the institution

and supports student success. Distance Education students have access to a wide variety of remotely accessible electronic resources. Support services are available face-to-face as well as virtual modes of delivery.

- 2. Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.*

### **Evidence of Meeting the Standard**

Faculty, including the LCC librarian and other learning support services professionals, provide expertise in selecting and maintaining educational materials and equipment to support student learning. This includes technology, the permanent book collection, the loanable textbooks, and digital/electronic resources. The Library aids in the College's third Institutional Student Learning Outcome, "Life-Long Learning," by fostering students' abilities to engage in independent acquisition of knowledge; ability to access information including use of current technology; ability to use the internet and/or library to access and analyze information for relevance and accuracy; ability to navigate systems."

Collection development is based on an ongoing mapping of current curriculum to the library collection. This process tracks new and updated courses and is integrated into the collection development cycle that keeps the collection relevant over time. ([EV1](#), [EV2](#)) In addition, faculty input occurs both informally—via e-mail and in-person conversations.

The Lassen Community College (LCC) Academic Resource Center (ARC) has 32 desktop computers, 44 Chromebooks, and 30 graphing calculators available for student use. Additionally, students benefit from free black-and-white printing, with encouragement of limiting the daily quota to 20 pages. The desktops are upgraded on a regular rotation cycle articulated in the District Technology Plan. ([EV3](#))

The LCC Library, EOPS, Inmate/Correspondence, and the Fire House maintain a collection of loanable textbooks that students can use in the Library, overnight, or, in a majority of cases, for an entire semester. A student may check availability of such resources in-person or on-line. As an example, for Fall 2019 in the Library, there were 480 circulations for textbooks. ([EV4](#))

For the increasing needs of distance learners, the Library offers a collection of E-Books and databases that can be accessed on- or off-campus, 24 hours a day. These databases are selected by the librarian in consultation with LCC instructors. Databases and E-Books can be accessed through the Library's website ([EV2](#)). Students can access resources from off campus via EZProxy and/or Canvas.

LCC provides bibliographic instruction sessions to share the resources of its Library and the expertise of its librarian with students ([EV5](#)). These sessions allow instructors and the librarian to discuss current and emerging trends as well as the need for additional educational resources. These sessions occur in the ARC, normally in the Learning Center, or in a classroom. This collaboration between instructors and the librarian allow continuous dialogue regarding services and the identification of faculty and subject-specific needs.

With advisement of the librarian, ARC staff, and LCC instructors, the Learning Center purchased a SmartBoard to support use of technology in curriculum and technology literacy ([EV6](#)). Twelve Windows desktop computers, two Macintoshes, and one laptop computer compliment this SmartBoard.

Writing Center instructors and other campus instructors collaborate with the entire ARC staff. The Writing Center, located in the Learning Center, enjoys access to the 14 computers available for student use, and the Writing Center personnel promote the sharing of equipment, such as the SmartBoard and the technology-equipped study room. ([EV7](#))

Math instructors, with their offices near the classrooms and laboratories, have regular contact with students and tutors to determine resource and equipment needs.

### **Analysis and Evaluation**

The College meets the standard. Equipment that supports learning is updated, maintained, and replaced on a regular schedule with input from appropriate faculty and support staff. The college employs a full time librarian to provide expertise. The library aids in student learning outcomes and has multiple student support services in place.

- 3. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.*

### **Evidence of Meeting the Standard**

The mission statement of the Lassen Community College Library & Learning Center provides for a safe, respectful and welcoming environment in which the educational community and its work are supported via the delivery of traditional and emerging academic research tools and methods, and where students are encouraged to explore, discover, investigate and develop research skills for personal, professional and life-long learning ([EV1](#)).

The Academic Resource Center (ARC) uses a variety of metrics to demonstrate a contribution both to administrative unit outcomes (AUOs) and student learning outcomes (SLOs). Ongoing evaluation of resources and support services help determine areas needing improvement as well as areas that are successful in meeting student needs and contributing to student success. Both outcomes are a component of cyclical program review. The Library's last program review was in 2013-2014 ([EV2](#)).

### **Library Student Learning Outcomes (SLOs):**

- Students will use information technology tools to locate, retrieve, organize, and present information.



- Students will increase their ability to state a research question, problem or issue.
- Students will determine information requirements for the research question, problem or issue.
- Students will use the library's course materials to assist them in their course work.

**Administrative Unit Outcomes (AUOs):** *for the Library are currently undergoing revision.*

- Students will utilize Learning Center Academic Resource Center non-tutoring services such as computers, videos, and website.
- Promotion of Learning Center Academic Resource Center services will take place on a regular basis ([EV3](#), [EV4](#)).

- 

The library's success in each of these areas is measured by:

- User statistics on electronic resources Credo, ([EV5](#), [EV6](#)) EBSCOHost, ([EV7](#), [EV8](#), [EV9](#), [EV10](#)) Films on Demand, ([EV11](#), [EV12](#), [EV13](#)) Gale, ([EV14](#)) Kanopy, ([EV15](#)) and Statista ([EV16](#))
- Use and circulation of print resources LCC Circulation ([EV17](#)).

In collaboration with content-area instructors and often in support of specific course assignments, the librarian has created three research guides or LibGuides (Administration of Justice; Art and Art History; and, Nursing) and is constructing 22 research guides (Agriculture, Anthropology, Biology/Biological Science, Business and Economics, Chemistry, Child Development and Education, English and Film, Fire Science/Technology, Geography, Geology, Gunsmithing, Health: Allied Health, Emergency Medical Technician, Health Occupations, Kinesiology, Nutrition and Dietetics, Physical Education, and Physical Education Activities Courses, History, Mathematics, Music, Physical Science, Physics, Political Science, Psychology, Sociology, Speech, and Welding Technology). These guides not only provide access to high-quality resources, but they also offer instruction and "helps," such as tips for creating annotated bibliographies, elements to consider in evaluating resources, and methods for distinguishing between scholarly journals and popular magazines ([EV18](#)).

The new LSP, Ex Libris, will provide an opportunity for increased resource access to LCC students as materials for other community colleges will be searchable.

To further assess the effectiveness of the library and associated services, students are regularly surveyed. Results from surveys indicate that although students are primarily utilizing online search engines, they are also utilizing the library catalog, webpage, and databases ([EV19](#)). The survey demonstrates that students recognize the value of pursuing different resources and are aware of the College's applicable library resources.

The survey assists the librarian in determining which databases to continue or replace and these changes reflect what is being taught in the classes. The survey indicated a need for more video



and tutorials that can assist in research and database searches. The research or LibGuides have proven to be a useful addition in providing an accessible platform for distance education, disabled students, and the general student population.

The survey findings led to the addition of two important library databases, including *CINAHL*, a nursing database ([EV20](#)) and *Opposing Viewpoints*, a cross-curricular research database supporting science, social studies, current events, and language arts ([EV21](#)). Streaming video content and E-Book subscriptions augment the existing print book and media collections, providing 24/7 access to books, articles and media for both on- and off-campus students.

### **Learning Center**

The Lassen Community College Learning Center's objectives are guided by SLOs which have been collaboratively authored and collectively agreed upon by College instructors and staff affiliated with this program.

- Students who have received learning support services offered through the LC will demonstrate and report independent application of learning strategies.
- Students who use the learning support services offered through the LC will be able to identify specific learning needs regarding the classes for which they seek assistance.
- Students who use the learning support services offered through the LC will develop a necessary skill set and apply it to course work.
- 

These objectives are evaluated by a student survey ([EV19](#)). These self-reported results show LCC students are readily identifying learning needs, developing necessary skillsets, and independently applying those skill sets to increase their success in their coursework.

### **Analysis and Evaluation**

The College meets the standard. Learning support services are evaluated regularly as part of a continuous cycle of improvement, through program plans, program review, and other summative assessments.

Learning support services are evaluated regularly as part of a continuous cycle of improvement, through program plans, program review, and other summative assessments. Program reviews include an assessment of the Library and learning support services, and these are used to inform decisions about meeting student learning needs. As a result of internal data and program review, Lassen Community College has expanded services to students in several areas (mathematics, the sciences, specifically chemistry, and nursing) since the last self-evaluation and has kept pace with increasing student interest in these services by allocating additional financial (not human resources due to staffing shortages) to the Library and learning support programs.

The Lassen Community College supports student learning and achievement by providing library and other learning support services to students, instructors, and staff members responsible for student learning and support. These services are enough in quantity, currency, depth, and variety to support the College's educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections (permanent; lending library; serials), a learning/tutoring center, tutoring (on-campus and virtual), computers, and instructional learning technologies for users of the library and other learning support services.

4. *When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)*

#### **Evidence of Meeting the Standard**

As of the Spring 2018, the State of California has funded an integrated library services platform (LSP) purchased from and maintained by Ex Libris. In August 2018 LCC signed the agreement to participate in the new LSP ([EV6](#)). Beginning in the Fall of 2019, the College's library staff began the process of migrating to this new LSP which hosts Alma and Primo.

Lassen Community College participates in a statewide Consortium that maintains a cooperative purchasing agreement through the Council of Chief Librarians (CCL) and Community College League of California (CCLC). ([EV1](#)) The Consortium evaluates resources and "conducts a program of cooperative buying" ensuring such resources (online databases and periodical databases) are available to its member libraries and often at a discounted price. ([EV2](#)) Through the Consortium, the LCC Library has purchased prominent electronic and periodical database packages (Credo, EBSCO, ProQuest, Gale/Cengage, and others) which were chosen by the librarian, the College's instructors and students. Each of the College's departments annually evaluates the Library's resources and services for both relevance to the curriculum and usage. ([EV3](#))

Lassen Community College is a non-voting member of the NorthNet Library System, which allows member institutions to engage in inter-library loans. Inter-library loans allow students, instructors, staff, and community members to access resources not available in the LCC Library. ([EV4](#))

In addition, the Library utilizes the Library Solution Integrated Library System (ILS) from The Library Corporation (TLC). However, LCC is migrating to Ex Libris.

Lassen Community College's Institutional Technology Department is responsible for the hardware and software installation and upgrade of computers in the ARC. All computers are

equipped with Deep Freeze and anti-virus software that protects computers against viruses and prevents downloading of programs without administrative privileges.

The Chief Technology Officer, in conjunction with LAN Logic and other third parties, ensures the security, maintenance and reliability of Lassen Community College’s technology-based instructional support platforms. The accessibility and utilization of these services are routinely evaluated by the Instructional Technology (IT) Committee to ensure their effectiveness.

Lassen Community College maintains a contract with NetTutor, an online tutoring service, for students enrolled in online, hybrid, or off-campus classes as well as for campus-based students for after-hours usage. (EV5) NetTutor holds an agreement with Lassen Community College and the California Community Colleges Chancellor’s Office (CCCCO).

### Analysis and Evaluation

The College meets the standard. The college collaborates with numerous other sources for library support services. Ongoing contracts with outside providers are maintained and evaluated as part of routine end-of-semester activities.

### Conclusions on Standard II.B. Library and Learning Support Services

Lassen Community College supports student learning and achievement by providing library and other learning support services in enough quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education. Learning support services include, but are not limited to, library (permanent and textbook) collections, tutoring, the learning center, learning technology, and ongoing instruction for users of library and other learning support services. Faculty, the librarian, and the ARC learning support services classified professionals are instrumental in selecting and maintaining the equipment and materials to support student learning. The library and other learning support services conduct regular cycles of assessment, review and improvement to ensure they are meeting identified student needs, including the attainment of student learning outcomes. Where Lassen Community College collaborates with other institutions or sources for library and other support services, these relationships are documented with formal agreements and regularly evaluated for effectiveness. (ER 17)

### Improvement Plan(s)

Change or Improvement	Standards	Responsible Parties/Committees	Timeline	Anticipated Outcome
Become a member of QuestionPoint, a collaborative 24/7 reference service	II.B.1	Consultation Council (requires funding); if librarian	Fall 2020; Indefinitely	QuestionPoint provides library assistance & services to all College individuals when the

		contributes 4 hours per week then our cost is discounted		library is closed and is invaluable for distance education students
Collect & analyze data to ensure that the library & learning center are meeting students' needs	II.B.3	Director of Institutional Effectiveness; Institutional Researcher	Spring 2020; Fall 2020	Provides evidence as to what resources and services are or are not effective in promoting student success
Conduct a bi-annual inventory of all library & learning center resources	II.B.3; II.B.4	ARC Staff	Fall 2020	Ensure accurate as well as working resources (books; computers; printers; scanners; Chromebooks; calculators) to foster learning
Continue creating Research Guides for specific departments and/or courses	II.B.1	Librarian	Spring 2020; Indefinitely	Research guides serve as active research tools, with links, search boxes, & other interactive elements; are infinitely discoverable via web searches; are available 24/7; easily updatable; include multimedia elements which serve varied learning style
Create an introduction to the LCC's Library & Learning Center Resources in Canvas	II.B.1	Instructional Designer; Director of Information Technology; Librarian	Summer 2020	Electronically delivers library assistance & services
Develop & teach information literacy classes for staff & students which focus on research & citing	II.B.1	Librarian	Fall 2020	Information literacy classes allow users, whether students, instructors, faculty or community members, to navigate the web site; use databases; utilize Google more effectively
Pursue the addition & installation of security devices to allow monitoring of the ARC's two levels	II.B.2; II.B.4	Director of Information Technology; Director of Facilities; Consultation Council	Spring 2020	Ensure safety and security of all ARC users; often times there is only one person working and that individual must monitor both levels
Reconfiguration of space to accommodate specific usage	II.B.2	Director of Facilities; Librarian	Fall 2020	Better management of loud talking, cell phones & other distractions which makes the ARC an easier place to learn & work

Secure adequate staffing & expand hours which aids in student success	II.B.1	Consultation Council; Human Resources Director; Director of Student Success	Spring 2020	Support access to library resources & services which in turn fosters academic success
---	--------	---	-------------	---

## Evidence List

[II.B.1\\_EV1\\_Academic Resource Webpage](#)  
[II.B.1\\_EV2\\_Staffing of ARC from NIPR](#)  
[II.B.1\\_EV3\\_Fall 2019 Lib Hrs - Days](#)  
[II.B.1\\_EV4\\_ARC's Final Schedule Fall 2019](#)  
[II.B.1\\_EV5\\_LCC Org Charts 8-2019 Pg. 2](#)  
[II.B.1\\_EV6\\_Division Chair Dept List 2019-20](#)  
[II.B.1\\_EV7\\_ARC picture](#)  
[II.B.1\\_EV8\\_Accademia Fall 17, Spring 19 Data](#)  
[II.B.1\\_EV9\\_Tutoring Payroll 8-16-18 to 5-24-19](#)  
[II.B.1\\_EV10\\_Total Holdings Library 9-5-19](#)  
[II.B.1\\_EV11\\_Total Holdings EOPS 9-5-19](#)  
[II.B.1\\_EV12\\_Total Holdings Inmate 9-5-19](#)  
[II.B.1\\_EV13\\_Total Holdings Fire House 9-5-19](#)  
[II.B.1\\_EV14\\_Total Holdings Correspondence 9-5-19](#)  
[II.B.1\\_EV15\\_LCC ARC Resources Services Faculty Staff Form](#)  
[II.B.1\\_EV16\\_OER Faculty Invitation](#)  
[II.B.1\\_EV17\\_Reserve a Study Room in ARC](#)  
[II.B.1\\_EV18\\_Email Soliciting Instructor Input](#)  
[II.B.1\\_EV19\\_Flex Activity Schedule August 2018](#)  
[II.B.1\\_EV20\\_LCC Collection Development and Weeding Guidelines](#)  
[II.B.1\\_EV21\\_LCC Board Policies and Procedures Library](#)  
[II.B.1\\_EV22\\_Flex Trainings Jan 2019](#)  
[II.B.1\\_EV23\\_OER Handout Spring 2018](#)  
[II.B.1\\_EV24\\_Flex Trainings and OER](#)  
[II.B.1\\_EV25\\_LSP Contract](#)  
[II.B.1\\_EV26\\_Request for Popular Read](#)  
[II.B.1\\_EV27\\_Popular Reading Collection Fall 2017](#)  
[II.B.1\\_EV28\\_Fulfill Faculty Student Purchase Requests 11-2018](#)  
[II.B.1\\_EV29\\_Instructor Request for Class-related DVDs](#)  
[II.B.1\\_EV30\\_ARC Survey Adequate Resources Fall 2018](#)  
[II.B.1\\_EV31\\_Info Literacy Instruction Programs 17-19](#)  
[II.B.1\\_EV32\\_Nursing Student Resources 8-19](#)  
[II.B.1\\_EV33\\_Evaluation Form Vocat Nursing 8-29-17](#)  
[II.B.1\\_EV34\\_LCC Tutoring Training Booklet Spring 2019](#)  
[II.B.1\\_EV35\\_Tutor Training Exam Spring 2019](#)  
[II.B.1\\_EV36\\_Starfish](#)  
[II.B.1\\_EV37\\_LCC Tutoring Program](#)  
[II.B.1\\_EV38\\_LCC Online NetTutoring](#)

---

[II.B.1 EV39 Writing Lab Days and Hours Fall19](#)  
[II.B.1 EV40 Library Tutorials](#)  
[II.B.1 EV41 Writing Lab Workshop Schedule 19-20](#)

[II.B.2 EV1 LCC BP and Procedures Library](#)  
[II.B.2 EV2 Academic Resouce Webpage](#)  
[II.B.2 EV3 2019-2024 LCC ITMP](#)  
[II.B.2 EV4 Circulation Textbooks In-House Overnight 8-7-19, 9-9-19](#)  
[II.B.2 EV5 LCC ARC Resources Services Faculty Staff Form](#)  
[II.B.2 EV6 SmartBoard in LCC LC](#)  
[II.B.2 EV7 LCC Layout for Computers and SmartBoard](#)

[II.B.3 EV1 ARC Lib LC Mission Statement](#)  
[II.B.3 EV2 Library Annual Program Review](#)  
[II.B.3 EV3 2019-2020 Student Workshops](#)  
[II.B.3 EV4 Learning Center Orientations](#)  
[II.B.3 EV5 Credo 2018](#)  
[II.B.3 EV6 Credo 2019](#)  
[II.B.3 EV7 EBSCOHost Jan Oct 2016](#)  
[II.B.3 EV8 EBSCOHost Oct 2016 Oct 2017](#)  
[II.B.3 EV9 EBSCOHost Oct 2017 Oct 2018](#)  
[II.B.3 EV10 EBSCOHost Oct 2018 Oct 2019](#)  
[II.B.3 EV11 FOD Aug 2016 to Dec 2016](#)  
[II.B.3 EV12 FOD Aug 2017 to Dec 2017](#)  
[II.B.3 EV13 FOD Aug 2018 to Dec 2018](#)  
[II.B.3 EV14 Gale 2016 to 2019](#)  
[II.B.3 EV15 Kanopy 2016 to 2019](#)  
[II.B.3 EV16 Statista 2018 to 2019](#)  
[II.B.3 EV17 LCC Circulation 2017-2019](#)  
[II.B.3 EV18 Research or LibGuides](#)  
[II.B.3 EV19 ARC Survey 2018](#)  
[II.B.3 EV20 CINAHL Nursing DB](#)  
[II.B.3 EV21 Opposing Viewpoints](#)

[II.B.4 EV1 Library Contracts - Partnerships](#)  
[II.B.4 EV2 Consortium of CCC Libraries](#)  
[II.B.4 EV3 Invitation for Faculty needs Spring 2019](#)  
[II.B.4 EV4 NorthNet Library System](#)  
[II.B.4 EV5 LCC NetTutor Usage 2019](#)  
[II.B.4 EV6 CCC Technology Center Contract](#)

---

## **C. Student Support Services**

- 1. The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance*

*accomplishment of the mission of the institution. (ER 15)*

## **Evidence of Meeting the Standard**

Lassen College evaluates the quality of student support services in a variety of ways. The Planning-Budget Handbook ([EV1](#)) and the Non-Instructional Program Review Process and Procedure Handbook (NIPR) ([EV2](#)) provide us with guidance on the process and procedures for assessing our programs while connecting each of our goals to our Strategic Plan ([EV3](#)). Each student services department provides a Non-Instructional Program Review every 5 years and an Annual Update every year in between. Each LCC Student Services' NIPR focuses on identifying areas of growth and how to serve students regardless of location. One of the evaluative steps in the NIPR process is to measure our Administrative Outcomes. The recommendations in our NIPRs are data driven and linked to one of our Strategic Goals. Data can be extracted, or gathered, from our management system, Ellucian/Colleague, Town Hall meetings ([EV4](#)), and surveys such as Lassen College Alumni and Business Survey ([EV5](#)) and LCC Student Voice Analysis ([EV6](#)). The recommendations then feed into the six Master Plans (i.e. Educational, Facilities, Student Services, Institutional Technology, Human Resources, and Institutional Effectiveness). The leads of each Master Planning Committees meet to identify the priority of the compiled items that require funding, including the President's considerations. These items then move forward to Consultation Council ([EV7](#)), a committee representing each constituent group, in which they prioritize items under the following categories: "one time," "on going," "staffing," or "fixed."

In the past Lassen College has used the Noelle Levitz Survey as a means to evaluate community and campus' strengths and weaknesses. As part of the Guided Pathways initiative and to support the assistance of our evaluation process, LCC hired a company named Ed Optics, a non-profit company that supports institutions with organization of thought, goals, and develop steps to create transformational change. They were able to facilitate and identify our strengths and weaknesses. This outside agency was able to hold us accountable to having those sometimes difficult and honest conversations. Lassen College was provided with results from an Alumni and Employer Survey ([EV5](#)), a report of Lassen College's initial thoughts about what we wanted or thought needed to change as a result of a staff development activity ([EV8](#)), and conducted 6 focus groups ([EV4](#)). These results have provided direction in ways to better support our students (i.e. better signage with new map ([EV9](#)) that coincides with the flags on campus, develop welcome packets for new staff, implement Starfish Early Alert, implement faculty meetings, expand Week of Welcome ([EV10](#)) week, etc. ([EV11](#)).

The evaluation process is not limited to the surveys Ed Optics has initiated. Lassen College has conducted a number of surveys including but not limited to transportation survey ([EV12](#)), a Community Survey ([EV13](#)), Accreditation Self Study for Staff ([EV14](#)) and Students ([EV15](#)) and multiple department surveys when measuring AUO's for NIPR's/IPR's. ([EV16](#)) Implementation and evaluation is an ongoing process at Lassen College.

## **Analysis and Evaluation**



The results from the Lassen College Accreditation Self Study Surveys conducted Fall 2019, spoke positively from staff and students regarding student services provided ([EV14](#), [EV15](#)). Lassen College meets this standard by providing support to students in a variety of modalities; online, face to face and correspondence.

- a. The application to Lassen College is provided online through CCC Apply. Paper copies are available in the Admissions Office for those who prefer hard copies and are also delivered to all incarcerated sites serving Lassen College students. ([EV17](#)).
- b. The catalog is available on our website and in print through Academic Services ([EV18](#)). Lassen College has two incarcerated programs; correspondence and face to face. The catalog is provided in print to each institution.
- c. Lassen College's orientation is provided online with additional workshops provided face to face ([EV10](#), [EV19](#)). Orientation for incarcerated students participating in the correspondence program located out of the area is provided on a DVD and in written format ([EV20](#), [EV21](#)). For the face to face incarcerated program the orientation is conducted by a counselor at the institution ([EV22](#)). Lassen College is currently working on updating our orientation content and format. As part of the Guided Pathways initiative we are realizing that we need to break the orientation down into small chunks and identify when items would be best addressed (i.e. prior to registering, once into a semester, only if in a specific program, etc.).
- d. Tutoring/Academic support is provided face to face on campus and for the face to face incarcerated students. Tutoring services are available for the student by 1) making a request in the Learning Center or 2) provided in a group setting through the Math lab and reading/writing lab classes/workshops ([EV23](#)). Lassen also offers online tutoring through Net Tutor.
- e. Career Assessment has been added to our services this year ([EV24](#)). Lassen offers online career assessment, also available in print format, in the Career and Transfer Center Office (Self Directed Search). The incarcerated students will be receiving the Self Directed Search tool ([EV25](#)). Some incarcerated students have already taken the Career Assessment (Self Directed Search tool) as part of a test group. As we move forward with this project we will be able to reach our online students as well by implementing My Path with Career Coach.
- f. Counseling/enrollment services are offered face to face and remotely (email, Skype, or phone). With AB 705, Lassen College adopted the statewide placement measures for all students ([EV26](#), [EV27](#), [EV28](#), [EV29](#)). Lassen Counseling Department implemented Student Planning through Ellucian/Colleague back in 2014, to serve students at any location with Ed plan completion. Fall 2020, Starfish Degree Planner will be implemented as it appears more student friendly and provides one system for Early Alert and Student Planning.
- g. Financial Aid support is provided face to face in the office, by phone, via mail, and through the student portal when serving our face to face, online, and incarcerated students. Each year Lassen College Financial Aid Department provide outreach support (Cash for College) in completing the FAFSA to high school seniors in the local area, and Modoc county by providing assistance with the completion of the FAFSA.
- h. Library provides services face to face and hours have been extended to better serve the student's needs. Streaming video content and eBook subscriptions were also added to augment the existing printed books and media collections, providing 24/7 access to

books, articles and media for both on- and off-campus students. Library lends textbooks to any student on a first come first serve basis. Textbooks for the incarcerated program have been purchased but hope to move to fully OER texts starting Spring 2019/Fall 2020.

- i. Transfer Center has a new and much larger location on campus for students to get assistance with university applications, TAG completions, and college exploration. Transfer Center Assistant provides presentations in classrooms with important deadlines ([EV30](#)), field trip information, and college rep visits ([EV31](#)). This information is shared with online students as well. The Transfer Center has made use of our texting system to notify students of these important activities as well.
- j. EOPS- Students are encouraged to apply if they are a California resident and are eligible for financial aid to visit or contact the EOPS office to determine if they are eligible for services. Our EOPS program serves face to face incarcerated students by providing them with school supplies.
- k. CARE program- LCC's CARE program serves students who meet the following criteria:
  - a. Maintain a full-time program of study (12 units or more)
  - b. Have at least one qualified dependent under the age of 14 years
  - c. Apply for Federal Financial Aid and be eligible to receive either a Board of Governors (BOG) Grant A or B (fee waiver)
  - d. TANF/CalWORKs as a single head of household and currently receiving cash aid
  - e. Eligible for the EOP&S Program
  - f. 18 years of age or older
  - g. Be a California ResidentCARE students can be eligible for child care reimbursement, gas vouchers and have the opportunity to attend a variety of workshops.
- l. CalWORKs- A parent receiving Temporary Assistance for Needy Families (TANF) may be eligible for the following services for the program:
  - a. Academic, Career, and Personal Counseling
  - b. CalWORKs Paid Work-Study Employment
  - c. Books and Supplies
  - d. Job Skill Development
  - e. Tutoring
  - f. Advocacy with the County
  - g. Campus and Community Resource Referrals
  - h. Priority Registration
- m. Foster Youth Program-The Foster Youth program works to remove barriers that foster youth often encounter when attending an institution of higher education. The program supports the student through the institutional system allowing the student to focus on achieving their educational goal.
- n. Disabled Student Program and Services (DSPS) - Through an interactive process with the students, on-campus and online students are identified by previous medical or educational records or may be assessed to determine eligibility for learning or other disabilities. The DSPS specialist, along with the student, determine academic adjustments/accommodations. Incarcerated students are identified by medical records or educational records and accommodations are provided in the institutions, following institutional regulations.

- o. Cafeteria and Housing- Incarcerated students are housed and fed by the institutions. The remaining students have the ability to apply for housing in the dorms. The dorm handbook ([EV32](#)) and application are available online ([EV33](#), [EV36](#)) and students may purchase meals in the cafeteria. Meal plans were implemented in 2017. In 2018, our café hours were extended to include weekly dinners and in 2019 the meal plan was revised ([EV35](#)) to allow new payment options and provide some rollover of unused meals to better serve our students.
  - p. Child Development Center- Incarcerated or students served remotely are not in need of child care locally. However, Lassen College does offer child care on campus for children 8 weeks to 5 years old to low income families. A small portion of spots are available for private pay. The facility is open from 7:45am to 4:30pm. The contact information is provided on the main website. An intake is performed with a parent once the appropriate (infant, toddler, or preschool) “waitlist form” is completed ([EV34](#)).
2. *The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.*

### **Evidence of Meeting the Standard**

There are a variety of ways that Lassen College identifies and assesses the learning support outcomes. One of the primary ways that Lassen College assesses the learning support need is by evaluating courses and programs through the IPR process ([EV1](#)). Part of the IPR process is to assess the Student Learning Outcomes (SLO’s) noted in each course and Program Learning outcomes (PLO) ([EV2](#)) identified for each program. The SLO’s are reported after every term for each course. As mentioned in our midterm report, Fall 2011, only 25% of courses had been assessed. Fall 2012, 86% were completed. By Fall 2013, 100% of courses had been assessed. Fall 2016, 559 courses and assessed 100% SLO’s. In Fall 2017, 576 courses were offered and assessed 100% SLO’s ([EV3](#)). The IPR evaluation process speaks to the revamping that can occur at the course level. Faculty can then make any adjustments necessary by referring to the Curriculum Handbook and following course revision process ([EV4](#)).

The program is evaluated through the IPR process as well. Staffing, degree/certificate completion/retention, scheduling/enrollment patterns referring to two year advising plans ([EV5](#)), and articulation are just a few items that must be evaluated and a plan developed to support student success. IPR’s are due every 5 years and CTE IPR’s are due every two years. CTE programs also gather additional input from their advisory committee ([EV6](#)) and regional consortium recommendations.

Lassen College also evaluates program efficiency and student success by using different statewide data resources (i.e. Launch Pad, DataMart, Vision for Success, etc.) and building that data into reports, two examples are the ACCJC Annual Reports ([EV7](#)), and Lassen College’s Equity Report ([EV8](#)). As a result, of the data evaluated in the Equity Report, Lassen College identified a few areas of weaknesses that needed to be addressed. Lassen College wanted to increase the female, veteran and Native American students we served. Lassen College also

wanted to improve the three year retention rate for English and Math. The English and Math retention was brought to the forefront when AB 705 went into effect.

LCC Counseling Department determined the need to provide behavioral health support. In Spring 2018, a therapist was hired to provide crisis counseling, connections to referrals, and proactive programs ([EV9](#)). A Behavioral Intervention Team (BIT) was established in 2018 as a result of trying to meet the student need. The committee is focused on how to best serve the students emotional health on campus and on the college website with resources and healthy activities for all populations.

Another form of evaluation has been asking for student input directly. This occurs when Town Hall meetings are held ([EV10](#)) or more formal surveys, for example Ed Optics LCC Student Voice Project ([EV11](#)). Through these surveys Lassen College has discovered suggestions for all areas that support student success such as changes to the website, campus communication, and dorms.

### **Analysis and Evaluation**

The College has met the standard. This assessment process happens on a regular basis whether it is focusing on the institution as a whole or in academic planning, where each department's requests are reviewed to determine if it supports our district goals. The changes can occur at a course level through the IPR process or changes within our support systems for academic classes. Some of Lassen College's key achievements have been the result of evaluation and data driven planning. The following are a few examples:

Lassen College has had tutors and math/reading writing labs available to students. Based on AB 705, Lassen College decided it was imperative to provide more direct instructional support in the areas of English and math. Lassen College now also provides embedded tutors, a one unit support course in English and math for the transferable level, workshops to support writing skills, and has implemented an Early Alert system (Starfish). These, like other program changes, will be evaluated on the effectiveness and adjusted if necessary.

The Equity Plan resulted in Lassen College identifying ways to increase retention for English and math classes through AB 705 and increase the number of Native American students. Each summer LCC offers a program that invites Native American students ages Kindergarten to fifth grade to learn more about college and to get familiar with our campus ([EV12](#), [EV13](#)). This program has been conducted for the last two years. It too will be evaluated for effectiveness.

Student evaluations have resulted in valuable adjustments in the way students access their progress toward degree completion. The College was trying to serve on campus, correspondence, and online students. At the time, there was no common account system for students to access where they were at in their degree/certificate completion. Lassen College implemented Colleague Degree Planner. The educational planning system is electronic so it serves the online and face to face students. The program also has a print feature which works for the correspondence students as well.

In 2016, a town hall meeting ([EV14](#)) was held to gather student input. Students wanted the café open later, a kitchen and rec area in the dorms, and better communication of events. As a result of this town hall meeting, the café hours were extended and added a meal plan option. The plan was adjusted in 2018, at the request of students per the Ed Optic Student Voice Survey ([EV11](#)). In 2017, Lassen College finished building a beautiful fully functioning kitchen in the dorms. In 2018, the recreational area was upgraded with new furniture and electronic capabilities. We have since also added a dorm patio with barbeques as well. Communication to students has improved as we implemented a texting system in 2015 (primarily used for emergencies) and then in 2016 for any quick notifications of activities on campus. Starfish Early Alert system was implemented in the Fall of 2019 for academic and conduct concerns.

Lassen Modoc Adult Education Consortium has identified areas of strengths and weaknesses as well. One area the consortium decided to focus on was hiring a full time counselor to assist students' transition from high school diploma/equivalency to credit programs at the college with other consortium member support. Hiring a counselor dedicated to these efforts was addressed in the Counseling IPR ([EV18](#)), Student Services Master Planning Committee, and Consultation Council to plan in the budget. The position was filled Fall 2018. The College developed high school equivalency non-credit courses to prepare students to pass the HiSet Exam with the intention of then becoming eligible for financial aid and transitioning into credit programs. In 2018, 36 students passed the exam, 8 earning high school diplomas, and 14 passed exams in 2019. ([EV15](#)).

Lassen College wanted to increase the number of the local high school students' enrollment. LCC Counselors used to provide Reg-to-Go ([EV16](#)), an opportunity to receive priority registration, services on a Saturday in the spring. In 2017, the counseling department decided to provide the Reg-to-Go opportunity to serve high school seniors on their campuses. A counselor and/or office assistant would provide an informational meeting on each campus and walk through the FAFSA application/orientation process. LCC Financial Aid Office would provide a Cash for College presentation to complete the application prior to March ([EV17](#)). The counselors would travel to each feeder campus to answer any program/career questions and provide registration preparation with students in their portal.

- 3. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)*

### **Evidence of Meeting the Standard**

Lassen College services a large rural region, 4,720 square miles ([EV1](#)). The county spans from as far east as Herlong and as far west as Westwood, approximately 60 miles. Lassen College also serves as far north as Modoc county, as they do not have a local college campus, to as far south as Susanville which is approximately 100 miles. Internet service is unpredictable in many of these outlying areas. Lassen College provides general outreach services, counselor outreach, and Financial Aid outreach. Lassen College also serve this area with Lassen Modoc Adult Education Consortium non-credit opportunities ([EV2](#)).

Lassen College has provided outreach centers in the past but have determined that face to face outreach, communication via email, phone or Skype opportunities, ITV and online course modalities may be a better way to serve the large service area. Lassen College is exploring dual enrollment opportunities in the high schools but are currently serving high school students through concurrent enrollment. Appropriate steps have been established, but additional supports are always being explored, to onboard a student, provide supports to keep them on that path and to complete their goal. Equitable services are always a discussion when serving Lassen College's large service area and multiple modalities.

Specialized programs such as Extended Opportunity Programs and Services (EOPS), Cooperative Agencies Resources for Education (CARE), Disabled Students Programs and Services (DSPS), and CalWORKS are housed on the main campus to provide additional support services to students.

A spreadsheet used for the ACCJC reports ([EV3](#)). Each report reflects the progression of adaptations as our students, programs, and services have changed ([EV4](#)).

### **Analysis and Evaluation**

The College meets the standard. Lassen College ensures equitable access to all students regardless of service location or modality. Instruction is provided face to face, online or through correspondence. Student services are evaluated regularly through the Equity Plan ([EV5](#), [EV6](#), [EV7](#)), and Student Services Master Plan ([EV8](#)). Each plan correlates with the Strategic Plan ([EV9](#)) to ensure that equity for all students is achieved.

- 4. Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.*

### **Evidence of Meeting the Standard**

Lassen College's co-curricular and athletic programs align with the mission and contribute to the experience of the students. This standard aligns with one of Lassen College's Institutional Student Learning Outcome mentioned in the Strategic Plan ([EV1](#)). One of the strategic goals mentions "student personal/interpersonal responsibility" in which the college expects students to interact and cooperate with students of the same and/or different cultures. All Lassen College athletic programs adhere to BP/AP 5700 ([EV2](#), [EV3](#)), California Community College Athletic Association (CCCAA) ([EV5](#)), and National Intercollegiate Rodeo Association ([EV6](#)) standards and regulations. The athletic department is overseen by a Director of Athletics who is supervised by the Dean of Student Learning. Face to face orientation and CCCAA compliance exam must be completed by all of those involved in serving student athletes (admin, counselors, support staff, etc.) ([EV7](#)). A face to face student orientation is provided to the student athletes annually ([EV8](#), [EV9](#), [EV10](#)) in addition to an athletic handbook ([EV11](#)). Co-Curricular athletic programs can be tied to a specific course that has been approved through the curriculum process. Athletics is one of the largest examples of a co-curricular program. Lassen College offers 10 athletic teams



(Women's volleyball, Women's softball, Men's baseball, Men's wrestling, Men's/Women's basketball, Men's/Women's rodeo, Men's/Woman's soccer) and each team offers a combination of pre-season, in season and out of season courses. The athletes participate in fundraisers ([EV12](#)) and a variety of community service activities ([EV13](#), [EV14](#), [EV15](#), [EV16](#), [EV17](#)), rodeo ([EV18](#)), and programs that support our community such as Back the Badge, Honoring a Hero, Shop with a Hero, and Veteran's breakfast (i.e. Back the Badge ([EV19](#), [EV20](#))). Each athlete also is required to attend study halls to keep them connected and provide them with dedicated time to stay on task academically. All athletic budgets are managed by Lassen College's Director of Athletic Operations.

Lassen College also provides a student experience in a variety of ways. Some of these campus activities include clubs, cultural gatherings, and civic duty resulting in social interpersonal growth, promote lifelong learning, and exposure to cultural diversity.

Clubs: Lassen College hosts a few clubs for interested individuals.

- Associated Student Body (ASB) is a representative body of Lassen College Students. ASB allows students to have a voice on campus and support their civil and political interests. An ASB student ([EV21](#), [EV22](#)) can be elected to participate on the LCC Board and committees on campus (i.e. Curriculum Committee, Consultation Council, etc.). All currently enrolled students who have paid the \$1 Student Representation fee each semester shall be members of the ASB. All members are entitled to reduced or free admission to all of its activities, bookstore services and local merchant discounts when presenting the ASB card. In addition, there is a \$3 Student Activity fee which helps fund student events. During the spring semester, students will elect ASB officers to represent the students to the college administration and the District Governing Board. The elected officers include the President, Vice-President, fifteen Senators and the Student Trustee. The Associated Student Body elected officers are President and Vice President with Secretary and Treasurer positions being appointed. The Associated Student Body officers work on three councils. The Advisory Council officers serve on Lassen Community College committees. The Executive Council and Student Body Council exercise the powers and duties of the ASB Government.
- Phi Kappa Phi- Phi Theta Kappa, which is the largest honor society in American higher education. The mission of Phi Theta Kappa is to recognize and encourage academic achievement and to provide opportunities for individual growth and development for the two-year college student, through participation in honors, leadership, service and fellowship programming. To be eligible for membership a student must complete a minimum of twelve units of associate degree course work and generally earn a grade point average of 3.5 or higher. Students must maintain a high academic standing throughout their enrollment in the two-year college, generally a 3.25 GPA.
- Fire Guild – The Fire Science Guild is one that fosters education, shares experience and knowledge from past fire fighters to future fire fighters for employment and education, and helps to bolster community ties. This club was approved by ASB in 2018.
- Special Athletics and Activities Club- ([EV23](#)). The Special Athletes and Activity Club is committed to the equality of opportunity for all individuals with or without disabilities who can benefit from physical and social activities. The club will promote physical, emotional, and social well-being in sport, recreational or social activities at their level of



choice ([EV24](#), [EV25](#)). They meet once a month on Lassen College campus ([EV26](#), [EV27](#), [EV28](#), [EV29](#)). They have provided community activities to fundraise for their club ([EV30](#)).

#### Lifelong Learning Activities

- Lassen College finds it important to offer a variety of campus activities. For those who enjoy critical thinking activities LCC hosts numerous Movie Nights ([EV31](#), [EV32](#), [EV33](#)). Movies with cultural, historic, and artistic significance were selected while snacks were provided. Game Night ([EV34](#), [EV35](#)) was another opportunity for students to use their mathematical and critical thinking skills to play against other students and teams. This year Lassen College has started to offer Cooking classes ([EV36](#), [EV37](#)) that support student living and a healthy life. Intermural activities are also offered to keep up a healthy lifestyle ([EV38](#)). On occasion we are able to get literary presenters such as, Ellen Hopkins ([EV39](#), [EV48](#)), who provided a community wide presentation and FAQ session in addition to a book signing opportunity.

#### Cultural Activities

- Lassen College celebrates the culture, history and contributions of many cultures annually (i.e. Black History ([EV40](#)), Native American Month ([EV46](#)), Women's History ([EV47](#)), Hispanic Heritage ([EV41](#), [EV42](#)), Asian/Pacific Islander ([EV43](#)). Celebration activities include, are but not limited to, movies, luncheons, dance lessons, fundraisers ([EV44](#), [EV45](#)), etc.

#### Analysis and Evaluation

Lassen College meets this standard by offering students co-curricular and athletic programs that meet the mission and promote social and cultural aspects of the educational experience of Lassen College students. Lassen College's opportunities provide students with a civic/political, leadership, interpersonal, athletic, and cultural opportunities. All programs are founded on sound educational policies and standards set by local and state parameters.

5. *The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.*

#### Evidence of Meeting the Standard

Lassen College Counseling Department adheres to all BP/AP policies related to the program ([EV1](#), [EV2](#), [EV3](#)) and any statewide initiatives that affect the department such as Student Success and Support Program, Equity, and Guided Pathway. NIPR's are completed every 5 years. Assessment, Counseling, Student Equity and Achievement, and Transfer NIPR and EOPS NIPR were last completed 2018 ([EV4](#), [EV5](#)) with annual updates completed regularly which provides regular evaluation of the program ([EV6](#), [EV7](#)). AUO's have measured placement assessment data (which will be changed to career assessment data), ed plan completion, orientation completion, and evaluation of transfer resources. In the most recent NIPR, data reflects the progress on our AUO's:

- Fall 2017, 48% of eligible students had education plans. By fall 2018, 62% of eligible students had education plans.
- Fall 2016, 665 completed an orientation and Spring 2017, 671 completed an orientation compared to Fall 2017, 674 and Spring 2018, 1150 completed orientations.
- The Transfer/Counseling Center met with 665 in Fall 2016/Spring 2017 with an increase to 1010 contacts for Fall 2017/Spring 2018.

Counselors are evaluated based on Lassen College Faculty Association contract. Student surveys provide additional input in the process. Additional surveys such as those provided by Ed Optics ([EV8](#)) and 2019 Accreditation Self Study Staff and Student Survey ([EV9](#), [EV10](#)) have provided feedback on efficiency, functionality, and knowledge provided by the counseling department.

Lassen College has six full time counselors: 1 DSPS/general counselor, 1.75 general counselor/.25 articulation, 1 full time adult education transition counselor, 1 full time EOPS counselor, 1 full time incarcerated counselor. One of the general counselors has veterans and international students assigned to his caseload. The DSPS, EOPS, and general counselors have athletic teams assigned to them as well as a high schools within the service area. The DSPS, adult education transitions counselor and the two general counselors are housed in our One Stop Shop (student services) building which also houses Career/Transfer Center, Financial Aid, and Admissions and Records. The incarcerated counselor is located in the portable that serves the correspondence program. The EOPS Counselor was re-located in 2016, to Basecamp where all categorical services are now located (at the top of campus in the Creative Arts building).

Counselors hold weekly department meetings ([EV11](#)), outside of peak registration times, to remain updated on current and upcoming standards regarding transfer, curriculum, and academic/athletic compliance issues. There have been partial or full days that the department has closed the office for training about programs such as Starfish educational planning training or HBCU certification training. Counselors are included in the faculty unit and are required to complete 35 hours of Flex annually. Counselors have used various webinars/conferences related to CTE, Student Success Conferences, Guided Pathways, EOPS, students with special needs, behavioral health, athletic academic eligibility, curriculum, veterans, articulation, serving incarcerated students, adult education, and regional transfer and articulation meetings to accrue hours and knowledge to share with the rest of the team.

The counseling department provides services and documents in a variety of ways in hopes to meet the needs of all students. The application, orientation, registration, and ed plan can be done online, correspondence (incarcerated program) ([EV12](#), [EV13](#), [EV14](#), [EV15](#), [EV16](#), [EV17](#)), and/or with assistance of a counselor via face to face, email, or Skype. Two computers are available in the counseling office for student use. With the implementation of Starfish Early Alert students have the ability to schedule appointments with their counselors.

Lassen College's Counseling Department has been involved in many activities and initiatives to support student success:

- Since 2014, Lassen College counselors have been creating ed plans via Colleague/ Ellucian system. Fall 2020, LCC's Counseling Department goal is to fully implement the

Starfish Student Planning system. The goal is to provide students and staff a user friendly program and provide Early Alert, ed planning, and scheduling of appointments all in one system. Ed plan completion is a goal measured in the NIPR/AUO process. LCC counselors have offered ed plan completion initiatives to improve this goal ([EV18](#)). The new system will allow students to complete their own plan in a more efficient manner, although counselor support in creating a plan is strongly encouraged.

- Another program that will be up and running in Nov 2019, is the statewide MyPath program. There is a lag time between application completion and rollover into the current system and My Path can provide some guidance into the next steps and provide it in a format that seems user friendly. My Path also provides the Career Coach tool which will allow students immediate access to a tool that will be used throughout the State of California. This will be a great addition to the new Career and Transfer Center. Due to the lack of internet services, the incarcerated population will not be served in career exploration by using MyPath but by using the Self Directed Search. This exploration tool could be helpful for those scheduled for release or for job opportunities inside the institution.
- The new Career and Transfer Center opened August 2019 ([EV19](#), [EV20](#)). The Transfer Center (previously just an office space) was located in the counseling office. It may not have been obvious to students that this was a separate available service. With Guided Pathways encouraging a more streamline process of staying on their path it only made sense to create a Career Center and include the transfer activities within it to provide a more streamline process for students to stay on their path toward degree completion and employment goals. The Career Center is planning to provide services face to face, online and to incarcerated students. The Career Center will provide career exploration, help identify skills/interests, and host workshops. The Transfer Center will continue to provide the same services as in the past such as application assistance, TAG assistance, exploration of majors, College Day ([EV21](#)), classroom presentations ([EV22](#), [EV23](#)), student field trips ([EV24](#), [EV25](#)), and scheduling of college reps including On the Spot Admission by CSU Chico ([EV26](#), [EV27](#)). The Transfer Center also provides notifications on transfer activities of important deadlines, reps on campus, Black College Expo ([EV28](#)) and PreHealth conference ([EV29](#)) via email, text, classroom presentations, and in the portal. The Career and Transfer Center hosted our first Annual Veteran Luncheon 2019 ([EV30](#)).
- An area of great concern is the need to provide support to students who are struggling with mental health. A request was made through the counseling NIPR to provide therapeutic services on campus. In spring 2018, Lassen College hired a behavioral therapist. The therapist provided up to six session of short term therapy for each student in need. The student initiated services via the counseling office. The therapist also offered short term groups ([EV31](#)) and preventative activities such as the PostSecretU program ([EV32](#)) and Movies for Mental Health ([EV33](#)). As a result of the need to support Lassen College students, the Behavioral Intervention Team (BIT) was created. The BIT is composed of representatives from key campus departments whose goal is to identify support programs, and/or communication with campus to maintain a healthy lifestyle. The BIT team is not a crisis response team. However, the members have used the group as a case management round table to identify students in crisis, work collaboratively to access a distressed student's needs, and determine appropriate campus and/or community

resources ([EV34](#), [EV35](#)). A folder with a guide to assessing a student's need, crises phone numbers, and resources is being created with a webpage including the same information to follow.

- Counselors provide outreach to high schools in our service area. Counselors often join the financial aid department during Cash for College presentations to talk about spring semester registration and Reg-to-Go process. In 2017, LCC counseling department decided to offer Reg-To-Go at each high school site. ([EV36](#), [EV37](#), [EV38](#), [EV39](#)) A counselor and/or administrative assistant would provide an initial presentation on how to complete the application and orientation. Once students completed the assessment a counselor would visit the school site again and register those seniors. With the elimination of the placement test, counselors will be using the statewide multiple measure criteria for placement ([EV40](#), [EV41](#), [EV42](#)).
- Counselor Luncheon is an activity that Lassen College provides to counselors and administrators of each service area high school to thank them for their support all year, share new up and coming changes to our procedures/programs, and to network. A survey is provided to gather input and make adjustments as necessary when serving this population ([EV43](#), [EV44](#)).
- Outreach is provided by the adult education counselor to the 11 consortium approved sites in Lassen and Modoc County (LMAE) Program May 2019. The transition counselor works with students who have not earned a high school diploma or equivalency. After a transcript evaluation, the counselor recommends either an adult education program for the student to earn a diploma or the HiSet preparation program ([EV45](#)). Once diploma or equivalency is earned the counselor transitions the student into a credit program at the college.
- Often counselors refer students to programs/activities that will provide support for student success such as Financial Aid workshops ([EV46](#), [EV47](#), [EV48](#), [EV49](#)), athletic orientations ([EV50](#), [EV51](#)), EOPS ([EV52](#)), DSPS ([EV53](#)), dorms ([EV54](#), [EV55](#)) lending library, intermural activities ([EV56](#)), mental health resources, Child Development Center resources ([EV75](#)), meal plan ([EV58](#)), Kinship workshops ([EV59](#), [EV60](#), [EV61](#), [EV62](#)), CalWORKs ([EV63](#), [EV64](#)), Cougar Cupboard and other food insecurity supports ([EV34](#)), Important Dates ([EV65](#)), scholarships ([EV66](#)), tutoring/labs ([EV67](#), [EV68](#)), and many more.
- Counselors also are required to participate on one shared governance committee per contract. However, many of our counselors sit on additional committees or participate in a variety of workgroups (i.e. Guided Pathways, Meta Major workgroup) and activities that support student success (i.e. Week of WOW ([EV69](#), [EV70](#), [EV71](#), [EV72](#)), AB 705 discussions, Starfish training, and provide workshops/presentations ([EV73](#), [EV74](#)). As a result, the counselors have a voice that incorporates a student perspective to many of the committees. There is a great working relationship between counseling and instructional faculty ([EV10](#)).

### **Analysis and Evaluation**

The College meets the standard. Counselors adhere to board policies, statewide initiatives, and are involved in activities on campus in support of student program development and success. LCC Counselors attend regular trainings to remain current on student issues. The department

routinely evaluates the program and makes adjustments if necessary. LCC Counselors support the ACCJC standard and statewide measurement of assisting a student to complete their goal and will continue to develop and evaluate the effectiveness of our program and appropriate incremental objectives.

6. *The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)*

### **Evidence of Meeting the Standard**

Lassen College has established Board and Administrative policies related to Admissions ([EV1](#), [EV2](#), [EV3](#)), establishing priority registration ([EV5](#), [EV6](#)), International Students ([EV7](#)), and concurrent enrolled high school students ([EV8](#)). The registration steps for each group of students is available on the Lassen College website ([EV9](#)). The college catalog is updated annually and is available on our website. A hard copy is available for purchase in the bookstore. All students complete a CCC Apply Application, or a paper copy if available per request in Admissions and Records Office. All students, excluding the International students are asked to bring in a college transcript from another school or high school transcripts for placement purposes, per AB 705 ([EV10](#), [EV11](#), [EV12](#)). Due to the different students we serve and the lag time between application completion and the next steps, Lassen College will be implementing My Path before registration for Spring 2020.

- High School Equivalency students: Students who have not completed their high school diploma, or equivalency, can do so at Lassen College. Through the Adult Education funds (formerly AEBG, now referred to Lassen and Modoc Adult Education (LMAE) Lassen College offers the HiSet preparation and covers the cost to take the test. Once the student passes the exam they are encouraged to enroll in credit programs and to follow steps to register for those available services not completed (i.e. FAFSA).
- Concurrent Enrollment: Students under the age of 18 and who have not earned a high school diploma are eligible for enrollment as a part time student. Enrollment steps consist of completing CCC Apply application, accessing the portal to complete the mandatory online orientation (Lassen College is in the midst of creating an orientation specific for concurrent enrolled students), complete the special admit form with their high school counselor, and get parent signature ([EV13](#)). The student takes this form and a copy of their high school transcript to meet with a college counselor. The signed form is turned in to Admissions and Records to finalize registration. The need to purchase the textbook is discussed as well as options that are available for purchasing (i.e. bookstore, lending library, etc.).
- New student Admission: Students complete CCC Apply application, log into the portal and complete the mandatory online orientation, complete FAFSA if they have not already done so, taking a career assessment is encouraged for those who are undecided on their career goal, meet with a college counselor, and register for classes.
- International student admission: Complete International Student application first, once accepted for International admission the student is directed to follow Visa instructions included in their acceptance letter, then complete CCC Apply application, log into the portal, complete online orientation, and then meet with the International Counselor to



prepare to register for classes. Dorms are suggested for those who are interested in completing an application ([EV14](#)).

- Veteran students: Veteran students are to complete the steps listed above (under General Admission) but will also need to make sure they meet with LCC's Certifying Official to provide documents to receive Veteran benefits, or transfer their benefits, to Lassen College. The student will then receive a "Certificate of Eligibility." Student will be required to provide Lassen College's Certifying Official the certificate, a copy of their most current DD214, and a copy of their benefit application submitted to the VA. This will initially be required to certify the student for benefits. The VA can take up to 30 days to process a request to use/transfer benefits. The student then is encouraged to meet with the Veteran's counselor.
- Support services are available through the application process. Lassen College offers an IT Hotline for those students with technical issues. Admissions and Records, Counseling Office, and Basecamp are available to answer questions and computers are available in each department. Financial Aid Office, which also houses the Veteran's certifying officer, is prepared to answer any questions regarding the FAFSA. Most questions can be answered in person, via phone or email.
- Lassen College has two programs that require an additional admission process: Licensed Vocational Nursing and Gunsmithing. Nursing prerequisites for the program ([EV15](#), [EV16](#), [EV17](#)) the application process and important dates for admission into the program are clearly defined on our website. Pass rates are identified for transparency as well ([EV18](#)) Gunsmithing application process and required tool list for the program is also advertised on the website. Both programs operate on a first come first serve basis.
- All students are pointed to some next steps, as appropriate, through published materials: Apply to EOPS, DSPS, check in with Lending Library/Bookstore, scholarships ([EV19](#)), dorms, catalog ([EV20](#)), etc.

All students, with the exception of the incarcerated population, currently have access to Colleague Student Planning to register. Fall 2019, LCC is working with Hobson to create our Starfish Educational Planner program. Starfish allows students to load their own plan without much guidance due to the technological intelligence, for example loading core classes first, then general education, then electives. This will not only be a more user friendly system but as established by Guided Pathways the hope is that the student will establish a plan that will keep them on a path of becoming a degree/certificate completer. LCC's goal is to move to full implementation of Starfish Student Planning in Fall 2020.

Lassen College implemented the online orientation in 2017. As a result of all the new statewide initiatives, the orientation process is being adjusted. With Guided Pathways in mind LCC's intention is to shorten the initial orientation, make it more applicable to the individual student's situation (i.e. new student, high school student, and continuing student) and shorten the modules. One Guided Pathways workgroup is developing a meta major system for students. The path may then lead students into the work world/Career or Transfer- supporting the very reason the college opened the Career and Transfer Center in Fall 2019. Students will be making use of Preview Days to CSU Chico, Humboldt, University of Nevada, Reno, UC Davis, and Simpson University. We will be hosting CSU Chico for On the Spot Admissions Day ([EV21](#)), college rep visits, application assistance. The Career Center will be offering workshops as well for resume

writing, career exploration, and hosting guest speakers. One of Lassen College's Student Equity and Achievement goals is to increase degree completion from 12% to 20% over the next 6 years ([EV22](#)).

Counselors use the degree planning system, university websites, Transfer Counselor Center website, athletic websites (when appropriate), and Assist.org to provide comprehensive educational plans. Curriculum cards are available for students on campus. However, the content is included in the degree planning system. Two year advising plans have been developed with a rotation of courses so a student knows when a course will be offered and guaranteed it will be offered within a two year time frame with the goal of completing a degree in a timely fashion. College Day is a resource counselors and Transfer Center advertises to support students in their exploration process ([EV23](#)). The counselors received HBCU certification and advertise this opportunity for students as well ([EV24](#)).

### **Analysis and Evaluation**

Lassen College meets this standard. The College has adopted and adheres to admission policies. With admissions and records, financial aid, counseling, and the Career/Transfer Center all being located in the same building makes for seamless transitions from one office to another. Policies are available to view in the catalog, on the website, and on appropriate documents. Lassen College has a structure in place but with Guided Pathways it is the goal is to make the existing structure even more student friendly and functional.

- 7. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.*

### **Evidence of Meeting the Standard**

Lassen College adheres to the BP/AP 5052 allowing open enrollment for any person who has been admitted to the college ([EV1](#), [EV2](#)). Priority enrollment has been determined in BP/AP 5055 ([EV3](#), [EV4](#)). Prior to Fall 2018, LCC's assessment tests were selected from the California Community College Chancellor's Office approved list. Compass was the instrument used until the termination of the exam by the company in Spring 2016. Accuplacer was used to serve our incarcerated students (paper/pencil test) and it was the exam chosen to serve the general population when ACT terminated the COMPASS exam. With the elimination of the Common Assessment idea Lassen College adjusted AP 5050 to identify specific multiple measures that could be used to exempt a student from the assessment test or be used in lieu of taking the exam ([EV5](#)). Alternative measures included Advanced Placement (AP) exams, Early Assessment Program (EAP), Expository Reading and Writing Course (ERWC), California Assessment of Student Performance and Progress (CAASPP), or successful completion of a college course. Lassen College no longer offered an assessment test for placement purposes in compliance of Assembly Bill 705 in Spring 2019. Both the English and math department approved the use of the statewide default placement measures ([EV6](#), [EV7](#), [EV8](#)). Lassen College has two years to determine if these are appropriate measures for our students. A validity study will be conducted by the Institutional Effectiveness department.



## Analysis and Evaluation

Lassen College meets this standard. The last few years have been driven by state policies transitioning from assessment exam, to the idea of a Common Assessment, then multiple measures to determine appropriate student course placement. Lassen College has risen to the challenge and followed the state's lead by continuing to adhere to the board policies and adopted new standards in a timely fashion.

8. *The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.*

## Evidence of Meeting the Standard

LCC maintains student records and strives to ensure that records are secure, confidential and available in the future. Lassen College adheres to BP/AP 5040 ([EV1](#), [EV2](#)) to respect student records and maintain Family Education Rights and Privacy Act (FERPA) confidentiality. The catalog ([EV3](#)) communicates to students, on page 22, FERPA and the rights to access their educational records. Lassen College does allow the student to give permission to release records with their permission by using a Release of Information form ([EV4](#)), or Transcript Request form ([EV5](#)), provided on our website and in Admissions and Counseling Offices.

Lassen College's Institutional Technology (IT) department's number one priority is maintaining the security of district records. As mentioned in Standard III.C.1, our IT department uses Unitrend to back up all servers and institutional data. All content is encrypted before it is uploaded to the cloud. This allows LCC to recover data in the event of a disaster. In 2015, Lassen College transitioned to using an electronic filing system, Hyland's Perceptive Content, to assist with a document management system. LCC implemented the program in the following departments: Financial Aid, Counseling, Admissions and Records, and Human Resources. This system allows for quick retrieval of documents and works in conjunction with Ellucian/Colleague.

Counseling Office: LCC Counseling Office adheres to BP/AP 5110 ([EV6](#), [EV7](#)) to maintain confidentiality of students unless mandated by law to report and protect the safety of a child, elder adult, or health, safety, or welfare of any individual. Counseling maintains confidentiality with records as well as email or phone communications.

Admissions and Records: LCC Admission practices are to evaluate procedures and documents annually, after the Director of Admissions meeting, to determine if any adjustments need to occur. Currently, Lassen College has BP/AP 3310 ([EV8](#), [EV9](#)) as reference to process regarding record retention. However, in November 2019, Admissions and Records department will be attending a webinar and initiate the discussion if any changes should be initiated in the policy and current system. Until the review in November, the department will continue to use Perceptive Content to scan and retain hard documents. Physical records are kept in secure locked cabinets within the offices and older records are in the storage building on campus M-2.

Financial Aid Office: LCC Financial Aid Department are required to keep records for three years. All documents are scanned in the Perceptive Content program and retained on the server. Any records that are older than three years old are not being scanned and are being purged/shredded. The department retains records after three years for students who received a loan but are purged after the last semester of attendance.

**Analysis and Evaluation**

Lassen College meets this standard and maintains student records permanently, securely and confidentially with an appropriate back up system. LCC publishes and follows established policies for the release of student records.

**Conclusions on Standard II.C. Student Support Services**

Lassen College has met all of the standards in area IIC. It is apparent that student services are guided by the Strategic Plan, Board policies, administrative procedures, and planning processes. For a small campus, LCC offers many services to support students through their educational journey. The process starts with the application, orientation, financial aid, and counseling. The student continues down their path with support services such as tutoring, an active campus life, educational workshops, and a Career/Transfer Center. The journey ends with LCC graduation and a certificate or degree in hand with employment opportunities or transfer on the horizon. There are however some issues where improvement is needed: with multiple statewide initiatives affecting the student services department it is critical that Lassen College be able to make data driven decisions in a manner in which the data is more accessible to stakeholders, and in order to identify what is working and what is not and make adjustments in a timely fashion. Specific improvements are reflected in the Improvement Plan(s) matrix below for this standard.

**Improvement Plan(s)**

<b>Change or Improvement</b>	<b>Standards</b>	<b>Responsible Parties/Committees</b>	<b>Timeline</b>	<b>Anticipated Outcome</b>
Develop system to gather data and create a timeline for report deadlines	II.C	Researcher; CIO	Ongoing	A complete and detailed reference of reporting requirements and timelines
Perform regular validity studies placement measures and pre-requisites	II.C	Researcher; CIO	Ongoing	Requested studies completed in a timely manner

Create one system to house all data	II.C	Researcher; CIO; IT	Ongoing	One cohesive system for data that is accessible by stakeholders
-------------------------------------	------	---------------------	---------	---

## Evidence List

[II.C.1\\_EV1\\_19-20 Planning Handbook](#)  
[II.C.1\\_EV2\\_NIPR Handbook](#)  
[II.C.1\\_EV3\\_LCC Strategic Plan 2019](#)  
[II.C.1\\_EV4\\_Town Hall Meetings](#)  
[II.C.1\\_EV5\\_Ed Optics Alumni Survey](#)  
[II.C.1\\_EV6\\_Ed Optics Students 2018](#)  
[II.C.1\\_EV7\\_Consultation Charge](#)  
[II.C.1\\_EV8\\_Ed Optics Purpose First 2018](#)  
[II.C.1\\_EV9\\_Map- Wayfinding](#)  
[II.C.1\\_EV10\\_Week of Welcome 2019](#)  
[II.C.1\\_EV11\\_Ed Optics LCC-2018-Retreat](#)  
[II.C.1\\_EV12\\_Spring 2019 Transp Survey](#)  
[II.C.1\\_EV13\\_LCC Community Survey 2019](#)  
[II.C.1\\_EV14\\_Accred Self-Study\\_Staff\\_2019](#)  
[II.C.1\\_EV15\\_Accred Self-Study\\_Students\\_2019](#)  
[II.C.1\\_EV16\\_Faculty Student Survey Corresp](#)  
[II.C.1\\_EV17\\_Application CCC Apply](#)  
[II.C.1\\_EV18\\_Catalog 2019 – 2020](#)  
[II.C.1\\_EV19\\_Bootcamp Detail-1](#)  
[II.C.1\\_EV20\\_Corresp written orientation](#)  
[II.C.1\\_EV21\\_CorrSurveyMemo2019FA signed](#)  
[II.C.1\\_EV22\\_Agenda -HDSP Orientation \(003\)](#)  
[II.C.1\\_EV23\\_Writing Lab workshop schedule](#)  
[II.C.1\\_EV24\\_CTCenterNews10 18 19](#)  
[II.C.1\\_EV25\\_Career Asses Wksheet\\_incarc](#)  
[II.C.1\\_EV26\\_AB 705 Default Rules for English](#)  
[II.C.1\\_EV27\\_AB 705 Default Rules Math](#)  
[II.C.1\\_EV28\\_AB 705 Default Rules STEM Math](#)  
[II.C.1\\_EV29\\_Correspondence AB 705 letter](#)  
[II.C.1\\_EV30\\_Transfer Info for classroom visits](#)  
[II.C.1\\_EV31\\_Confirm Visit by UC Santa Cruz](#)  
[II.C.1\\_EV32\\_LCC Resident Handbook](#)  
[II.C.1\\_EV33\\_Fall Term Housing application](#)

[II.C.1\\_EV34\\_Child Develop Center Waitlist Form](#)

[II.C.1\\_EV35\\_Meal Plan flyer](#)

[II.C.1\\_EV36\\_Spring Term Housing App](#)

[II.C.2\\_EV1\\_IPR Handbook 2019](#)

[II.C.2\\_EV2\\_AJ PLO](#)

[II.C.2\\_EV3\\_LCC Midterm\\_Report-2017](#)

[II.C.2\\_EV4\\_Curriculum Handbook](#)

[II.C.2\\_EV5\\_Advising plan example, A J-AA](#)

[II.C.2\\_EV6\\_2019 CD Advisory Meeting Minutes](#)

[II.C.2\\_EV7\\_ACCJC Annual Report 2019](#)

[II.C.2\\_EV8\\_Student Equity and Achiev 2019](#)

[II.C.2\\_EV9\\_PostSecretU - mental health stigmas](#)

[II.C.2\\_EV10\\_Town Hall Meetings](#)

[II.C.2\\_EV11\\_Ed Optics LCC\\_StudentVoiceSpring](#)

[II.C.2\\_EV12\\_Service Above Self Day-BootCamp](#)

[II.C.2\\_EV13\\_SIR Comes in First at LCC](#)

[II.C.2\\_EV14\\_Town Hall Meeting Results 2016](#)

[II.C.2\\_EV15\\_Copy of HiSet Testing 2019](#)

[II.C.2\\_EV16\\_Reg-to-go 2016](#)

[II.C.2\\_EV17\\_Cash for College](#)

[II.C.2\\_EV18\\_Counseling NIPR](#)

[II.C.3\\_EV1\\_LCC Service Area](#)

[II.C.3\\_EV2\\_LCC AEBG Prog 2018](#)

[II.C.3\\_EV3\\_LCC\\_Midterm\\_Report-2017](#)

[II.C.3\\_EV4\\_S\\_Eval of Services 2019](#)

[II.C.3\\_EV5\\_LCC Student\\_Equity\\_Plan](#)

[II.C.3\\_EV6\\_SEA ExecSum June 2019](#)

[II.C.3\\_EV7\\_Counseling NIPR 12 5 17](#)

[II.C.3\\_EV8\\_2019 - 2024 LCC SSMP](#)

[II.C.3\\_EV9\\_LCC Strategic Plan 2019](#)

[II.C.4\\_EV1\\_LCC Strategic Plan 2019](#)

[II.C.4\\_EV2\\_BP 5700](#)

[II.C.4\\_EV3\\_AP 5700](#)

[II.C.4\\_EV5\\_CCCAA Constitution 19-20](#)

[II.C.4\\_EV6\\_NIRA Rulebook 2018-2019](#)

[II.C.4\\_EV7\\_CCCAA\\_online\\_exam](#)

[II.C.4\\_EV8\\_Athletic Orientation Agenda 2018](#)

[II.C.4\\_EV9\\_Athlete Orientation Agenda 2016](#)  
[II.C.4\\_EV10\\_Athlete Orientation Agenda 2019](#)  
[II.C.4\\_EV11\\_Student Athletic Hbook 2019-2020](#)  
[II.C.4\\_EV12\\_Frank Ernaga fundraiser](#)  
[II.C.4\\_EV13\\_Basketball Camp Flyer](#)  
[II.C.4\\_EV14\\_Basketball camp](#)  
[II.C.4\\_EV15\\_Soccer camp](#)  
[II.C.4\\_EV16\\_Softball camp flyer](#)  
[II.C.4\\_EV17\\_Wrestling Camp](#)  
[II.C.4\\_EV18\\_Rodeo flyer fall 2019](#)  
[II.C.4\\_EV19\\_Back the Badge](#)  
[II.C.4\\_EV20\\_Veteran's Breakfast](#)  
[II.C.4\\_EV21\\_BP 5400 ASB](#)  
[II.C.4\\_EV22\\_AP 5400 ASB](#)  
[II.C.4\\_EV23\\_SAACclub BY LAWS Fall 2019](#)  
[II.C.4\\_EV24\\_Halloween Games, SAAC](#)  
[II.C.4\\_EV25\\_Asian Pacific Island Dance Contest](#)  
[II.C.4\\_EV26\\_SAAC December 5 Agenda](#)  
[II.C.4\\_EV27\\_SAAC February 13 Agenda](#)  
[II.C.4\\_EV28\\_Student Athlete June 15 Minutes](#)  
[II.C.4\\_EV29\\_Special Athletes Calendar 2018](#)  
[II.C.4\\_EV30\\_Special Athletes CAR WASH 2017](#)  
[II.C.4\\_EV31\\_LCC Movie Night 3-31-17](#)  
[II.C.4\\_EV32\\_Film Poster Black Sea](#)  
[II.C.4\\_EV33\\_Film Poster Buckaroo Banzai](#)  
[II.C.4\\_EV34\\_Game Night 11\\_9\\_18](#)  
[II.C.4\\_EV35\\_Math Game Night flyer\\_5](#)  
[II.C.4\\_EV36\\_Cougar Cooking Flyer](#)  
[II.C.4\\_EV37\\_Cougar Cooking After Dark](#)  
[II.C.4\\_EV38\\_Intramural Rulebook](#)  
[II.C.4\\_EV39\\_Ellen Hopkins author visit 2019](#)  
[II.C.4\\_EV40\\_LCC-POSTERHIDDENFIGURESfinal](#)  
[II.C.4\\_EV41\\_Hispanic Heritage Month POSTER](#)  
[II.C.4\\_EV42\\_Hispanic Heritage Month Flyer](#)  
[II.C.4\\_EV43\\_Asian Pacific Islander Heritage Month](#)  
[II.C.4\\_EV44\\_Coppervale Fundraiser](#)  
[II.C.4\\_EV45\\_Louis Price Concert](#)  
[II.C.4\\_EV46\\_Native American Celebration](#)  
[II.C.4\\_EV47\\_Women's Conference 19 Flyer](#)  
[II.C.4\\_EV48\\_Ellen Hopkins Event](#)

[II.C.5\\_EV1\\_BP\\_5100](#)  
[II.C.5\\_EV2\\_AP\\_5100](#)  
[II.C.5\\_EV3\\_AP\\_5050](#)  
[II.C.5\\_EV4\\_Counseling\\_NIPR\\_12\\_5\\_17](#)  
[II.C.5\\_EV5\\_NIPR\\_EOPS-CARE\\_2017-18](#)  
[II.C.5\\_EV6\\_EOPS\\_CARE\\_Annual\\_Update](#)  
[II.C.5\\_EV7\\_Counseling\\_NIPR\\_Annual\\_Update\\_2018](#)  
[II.C.5\\_EV8\\_LCC\\_Student\\_Voice\\_Analysis\\_2018](#)  
[II.C.5\\_EV9\\_Accred\\_Self-Study\\_Survey\\_Students\\_2019](#)  
[II.C.5\\_EV10\\_Accred\\_Self-Study\\_Survey\\_Staff\\_2019](#)  
[II.C.5\\_EV11\\_Counseling\\_Meeting-2-7-19](#)  
[II.C.5\\_EV12\\_Correspondance\\_Catalog\\_2015-2017](#)  
[II.C.5\\_EV13\\_Catalog\\_2019-2020](#)  
[II.C.5\\_EV14\\_Incarcerated\\_Catalog\\_2015-2017](#)  
[II.C.5\\_EV15\\_Incarcerated\\_Orientation\\_written](#)  
[II.C.5\\_EV16\\_Incarcerated\\_EOPS\\_Orientation\\_Contract](#)  
[II.C.5\\_EV17\\_EOPS\\_orientation\\_agenda](#)  
[II.C.5\\_EV18\\_Ed\\_Plan\\_Campaign\\_2018](#)  
[II.C.5\\_EV19\\_CT\\_Open\\_House\\_11\\_20\\_19](#)  
[II.C.5\\_EV20\\_CT\\_Center\\_News\\_10\\_18\\_19](#)  
[II.C.5\\_EV21\\_Transfer\\_Day\\_flyer.v5](#)  
[II.C.5\\_EV22\\_Counseling\\_Classroom\\_visits](#)  
[II.C.5\\_EV23\\_Transfer\\_Info\\_for\\_classroom\\_visits](#)  
[II.C.5\\_EV24\\_UNR-Nevada\\_Bound\\_reminder-2016](#)  
[II.C.5\\_EV25\\_CHICO\\_Preview\\_day\\_reminder-2016](#)  
[II.C.5\\_EV26\\_CSU\\_Chico\\_on\\_the\\_Spot](#)  
[II.C.5\\_EV27\\_On\\_the\\_spot\\_admissions-reminder](#)  
[II.C.5\\_EV28\\_Black\\_College\\_Expo\\_2018](#)  
[II.C.5\\_EV29\\_PreHealth\\_Conference\\_Flyer](#)  
[II.C.5\\_EV30\\_FirstAnnualVeteransLunchInvite\\_2019](#)  
[II.C.5\\_EV31\\_Sanctuary\\_Group](#)  
[II.C.5\\_EV32\\_PostSecretU](#)  
[II.C.5\\_EV33\\_Movies\\_for\\_Mental\\_Health](#)  
[II.C.5\\_EV34\\_Food\\_insecurities\\_flyer](#)  
[II.C.5\\_EV35\\_Counseling\\_Behavioral\\_Health\\_Resources](#)  
[II.C.5\\_EV36\\_Reg\\_to\\_Go\\_Advertisement\\_for\\_Julie](#)  
[II.C.5\\_EV37\\_Reg-to-go\\_2015](#)  
[II.C.5\\_EV38\\_Reg-to-go\\_2016](#)  
[II.C.5\\_EV39\\_Reg-to-Go\\_Evaluation\\_form\\_2016](#)

[II.C.5\\_EV40\\_AB 705 Default Rules English](#)  
[II.C.5\\_EV41\\_AB 705 Default Rules STEM Math](#)  
[II.C.5\\_EV42\\_AB 705 Default Rules Liberal Arts Math](#)  
[II.C.5\\_EV43\\_Counselor Luncheon Informal Agenda](#)  
[II.C.5\\_EV44\\_LCC COUNSELOR LUNCHEON EVAL](#)  
[II.C.5\\_EV45\\_Lassen College Steps to Success](#)  
[II.C.5\\_EV46\\_FSA ID Instructions](#)  
[II.C.5\\_EV47\\_Fund Your Future](#)  
[II.C.5\\_EV48\\_FA Workshop-Basecamp](#)  
[II.C.5\\_EV49\\_FAFSA and Dream Act Assistance](#)  
[II.C.5\\_EV50\\_Athletic orientation 2018](#)  
[II.C.5\\_EV51\\_Athletic Agenda orientation 2017](#)  
[II.C.5\\_EV52\\_EOPS Flyer](#)  
[II.C.5\\_EV53\\_DSPSBrochure](#)  
[II.C.5\\_EV54\\_Fall Term Housing application](#)  
[II.C.5\\_EV55\\_Spring Term Housing Application](#)  
[II.C.5\\_EV56\\_Intramural Rulebook](#)  
[II.C.5\\_EV58\\_meal plan flyer](#)  
[II.C.5\\_EV59\\_Foster Kinship Deena Graves CSEC](#)  
[II.C.5\\_EV60\\_Kinship April Calendar 2018](#)  
[II.C.5\\_EV61\\_Kinship Defining a Healthy family](#)  
[II.C.5\\_EV62\\_Kinship November Calendar 2018](#)  
[II.C.5\\_EV63\\_CALWORKS flyer](#)  
[II.C.5\\_EV64\\_CalWORKS Flyer II](#)  
[II.C.5\\_EV65\\_Fall Important Dates 2019](#)  
[II.C.5\\_EV66\\_LCF Scholarship Application](#)  
[II.C.5\\_EV67\\_Learning Center Flyers](#)  
[II.C.5\\_EV68\\_Learning Center-Free Tutoring](#)  
[II.C.5\\_EV69\\_WOW 2019](#)  
[II.C.5\\_EV70\\_Basecamp Countdown activities](#)  
[II.C.5\\_EV71\\_Bootcamp Detail-1](#)  
[II.C.5\\_EV72\\_Cougar Countdown Fall 2018](#)  
[II.C.5\\_EV73\\_Starfish Training Dates Digital](#)  
[II.C.5\\_EV74\\_2019 Community of Practice Fall Calendar](#)  
[II.C.5\\_EV75\\_LCC-CDC Now Enrolling Flyer FINAL](#)

[II.C.6\\_EV1\\_BP 5052](#)  
[II.C.6\\_EV2\\_AP 5052](#)  
[II.C.6\\_EV3\\_AP 5010](#)  
[II.C.6\\_EV5\\_BP 5055](#)



[II.C.6\\_EV6\\_AP 5055](#)  
[II.C.6\\_EV7\\_AP 5012](#)  
[II.C.6\\_EV8\\_AP5011](#)  
[II.C.6\\_EV9\\_STEPS TO BECOME A STUDENT](#)  
[II.C.6\\_EV10\\_AB 705 English default place rules](#)  
[II.C.6\\_EV11\\_AB 705 Liberal Arts math place](#)  
[II.C.6\\_EV12\\_AB 705 STEM Math placement](#)  
[II.C.6\\_EV13\\_High School Students Reg Form](#)  
[II.C.6\\_EV14\\_International Student Appl](#)  
[II.C.6\\_EV15\\_LVN Admissions Checklist](#)  
[II.C.6\\_EV16\\_LVN Enrollment Requirements](#)  
[II.C.6\\_EV17\\_Gunsmithing Appl Proce](#)  
[II.C.6\\_EV18\\_lvn\\_pass\\_rates](#)  
[II.C.6\\_EV19\\_LCF Scholarship Application](#)  
[II.C.6\\_EV20\\_Catalog 2019 – 2020](#)  
[II.C.6\\_EV21\\_CSU Chico on the Spot](#)  
[II.C.6\\_EV22\\_SEA Exec Sum June 2019](#)  
[II.C.6\\_EV23\\_College Day flyer](#)  
[II.C.6\\_EV24\\_HBCU Certification](#)

[II.C.7\\_EV1\\_BP 5052](#)  
[II.C.7\\_EV2\\_AP 5052](#)  
[II.C.7\\_EV3\\_BP 5055](#)  
[II.C.7\\_EV4\\_AP 5055](#)  
[II.C.7\\_EV5\\_AP 5050](#)  
[II.C.7\\_EV6\\_AB 705 Default Rules English](#)  
[II.C.7\\_EV7\\_AB 705 Default Rules Liberal Arts Math](#)  
[II.C.7\\_EV8\\_AB 705 Default Rules STEM Math](#)

[II.C.8\\_EV1\\_BP 5040](#)  
[II.C.8\\_EV2\\_AP 5040](#)  
[II.C.8\\_EV3\\_Catalog 2019–2020](#)  
[II.C.8\\_EV4\\_Release of Information](#)  
[II.C.8\\_EV5\\_Transcript Request-2016](#)  
[II.C.8\\_EV6\\_BP 5110](#)  
[II.C.8\\_EV7\\_AP 5110](#)  
[II.C.8\\_EV8\\_BP 3310](#)  
[II.C.8\\_EV9\\_AP 3310](#)

---



# LASSEN COMMUNITY COLLEGE

## Standard III Resources

Self Evaluation Report of Educational Quality and Institutional Effectiveness

# Standard III Resources

***The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.***

## **Self-Evaluation Team Members**

**Ross Brosius**  
*Faculty, Phys Educ & Health*

**Patrick Clancy**  
*Classified, Maint. Spec IV-Multi*

**Greg Collins, Co-Chair**  
*Administrator, Assoc VP Facilities*

**David Corley**  
*Director, IT*

**Noelle Eckley**  
*Faculty, Mathematics*

**Jake Freitas**  
*Classified, IT Specialist II*

**Laura Greer**  
*Faculty, Child Development*

**Kandise Hernandez**  
*Classified, Child Development*

**Jon Herring**  
*Classified, ISS II-Gunsmithing*

**Melissa Hill**  
*Confidential, HR Tech*

**Rocky Kotaro**  
*Classified, ISS I -Automotive*

**Jeff Lang**  
*Classified, Maint. Spec. III  
- Plumber*

**Chad Lewis, Co-Chair**  
*Faculty, Automotive Technology*

**Meggin Lewman**  
*Classified, Acct. Tech III*

**Christina Madrid**  
*Classified, CD Teacher*

**Logan Merchant**  
*Classified, IT Specialist II*

**Joe Morgan**  
*Classified, Maint. Spec IV-Multi*

**Jackson Ng**  
*Faculty, Computer Science*

**Vickie Ramsey**  
*Manager, Dir. Human Resources*

**Susie Rentfrow**  
*Classified, Acct Tech I*

**Cathy Ritola**  
*Classified, Food Serv. Coord.*

**Thomas Robb**  
*Adjunct Faculty, Instruc. Designer*

**Eloy Rodriguez**  
*Faculty, Mathematics*

**Bruce Sager**  
*Classified, Maintenance/Custodian*

**Pat Shannon**  
*Classified, Acct Tech II/  
Payroll*

**Robert Schofield**  
*Faculty, Mathematics*

**Garrett Taylor**  
*Faculty, Business*

**Brennan Temol**  
*Classified, Food Serv.  
Worker*

**Jennifer Tupper**  
*Management, ISS III  
- Student Success*

**Brian Wolf**  
*Faculty, Agriculture*

**Holly Young**  
*Classified, Acct Tech I*

### **Standard III: Resources**

*The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness.*

*Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).*

#### **A. Human Resources**

- 1. The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.*

#### **Evidence of Meeting the Standard**

Lassen Community College assures the integrity and quality of its programs and services by employing administrators, faculty, and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. To support key programs and services, the College relies on its integrated planning and budget development process to determine staffing needs.

Criteria, qualifications, and procedures for the selection of personnel are clearly and publicly stated. ([EV1](#), [EV7](#)). The procedures for the selection of classified, management, administrative staff and faculty are found in Administrative Procedure and the current LCC Recruitment Guide ([EV1](#), [EV4](#), [EV5](#)) The process to revise the selection procedures during 2018-2019 involved multiple lengthy discussions occurring during President's Cabinet, Academic Senate and Consultation Council. The Governing Board, in selection of the Superintendent/President, utilizes a separate procedure ([EV6](#)).

Job announcements include information on areas of responsibility, specific duties, minimum and desired qualifications, required skills, abilities, knowledge, timelines, policies related to Equal Employment Opportunity, Americans with Disabilities, and other institutional, state, and federal regulations ([EV2](#), [EV3](#)). Job announcements are published on the employment page of the College website ([EV7](#)). Human Resources, when funding permits, disseminates job announcements in electronic and/or printed forms through newspaper advertisements, California Community College Registry (online), Chronicle of Higher Education, other educational journals, targeted populations, and direct mailings.

To ensure personnel being screened for hiring are qualified by appropriate education, training, and experience to provide and support the College's programs and services, the selection process

involves both initial screening and oral interviews. Representatives from constituent groups participate in screening committees to recommend finalists to the President or his designee. Each constituent group recommends representative(s) as needed to serve on these committees. The committee establishes paper-screening criteria based on the job announcement ([EV1](#)). In July 2016, the College transitioned from NeoGov to HireTouch for its online application processing. All employment applications and supporting materials are submitted online via HireTouch. The complete applications are reviewed online for the minimum qualifications required for each position. The application materials (which include cover letter, resume, application, and transcripts/licenses and certifications. This does not include any EEO or criminal history) of all applicants meeting minimum qualifications are then released to screening committee members for online review. All applicants for a position are screened using the same criteria. During the initial screening process, the hiring committee reviews the application and other materials submitted and rates applicants against stated job announcement criteria ([EV8](#)). The initial screening rankings are used to identify applicants for the interview process. The committee develops interview questions and additional screening material, including written assignments, exams, or oral presentations appropriate to each position. A typical interview question may ask candidates to describe how they might contribute to the College mission or describe significant accomplishments in their recent positions to promote student success. All candidates for a position are asked the same questions and given the same written assignments or presentation prompts.

### **Analysis and Evaluation**

The College meets the standard. All personnel employed by Lassen College are qualified by appropriate education, training, and experience to provide and support the college's programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated in job announcements available online, on the Registry, and, when needed, in other online and print resources. Job announcements address the needs of the institution in serving its student population as determined through the strategic planning and budget development process. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

Hiring processes are in compliance with Title 5, the Education Code, and California Labor Law. The Office of Human Resources, in consultation with area administrators, reviews and revises the application package to be submitted by job applicants. All classified personnel, including classified managers, meet or exceed the minimum qualifications established for their positions. All educational administrators and full-time and adjunct faculty meet or exceed the minimum qualifications established by the Board of Governors. The perception of inaccurate job descriptions has been an ongoing problem. Although progress has been made, additional work needs to be done, in collaboration with bargaining units when necessary, to assure the accuracy of all job descriptions and to communicate effectively the expected duties and responsibilities of each position.

- 2. Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty*



*job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)*

### **Evidence of Meeting the Standard**

The College requires discipline-specific minimum qualifications requirements for faculty as established by the Board of Governors. As stated in each job announcement, faculty applications are evaluated taking into account the breadth and depth of relevant education, experience, skills, knowledge and abilities. Faculty job announcements include development and review of curriculum as well as assessment of student learning ([EV1](#), [EV2](#)). The Board of Governors adopted minimum qualifications for hiring of faculty are found in board policy ([EV3](#)). The process for assessing the minimum qualifications of faculty is identified in the Lassen Community College Verification on Faculty To Meet Minimum Qualifications in Discipline of Instruction Resource Handbook, which is updated annually. The Handbook includes all disciplines present in the Chancellor's Office Handbook with additional requirements or clarifications when determined locally by the Academic Senate in collaboration with discipline faculty. ([EV4](#)) The process developed by the Academic Senate and adopted by the Governing Board provides for the primary role of subject area faculty in determining and recommending equivalency. The minimum qualifications and equivalency processes are facilitated by the Faculty Minimum Qualifications Liaison, who works with the Office of Human Resources, discipline faculty, and Academic Senate. The Academic Senate functions as the Minimum Qualifications/Equivalency Committee ensuring consistent and fair application of the equivalency guidelines to all applicants requesting equivalency review. As part of the minimum qualifications process, the MQ Liaison verifies the degrees of applicants if the institution offering the degree is in question. Applicants with degrees from non-US institutions are required to submit transcripts that have been translated and certified for comparability to degrees offered by U.S. institutions. More than one half of the individuals serving on faculty selection committees are faculty. Teaching demonstrations are used, wherein samples of lecture/activities are presented during the interview process for all teaching faculty. In combination with the interview and review of application materials, the teaching demonstration assists the screening committee to better evaluate the candidate's potential classroom effectiveness and potential to contribute to the mission of the College.

Interview committees recommend up to three qualified applicants for final interview ([EV5](#)). Before a job offer is made to successful candidates, reference checking is completed to verify the accuracy of information submitted in the application and the interview process.

### **Analysis and Evaluation**

The College meets the standard and the eligibility requirement. Faculty qualifications are consistent with the discipline-specific qualifications approved by the Board of Governors and include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, and discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning, The Office of Academic Services maintains a

faculty minimum qualifications database to ensure that no faculty member is assigned to instruct in a class for which their minimum qualifications had not been reviewed.

3. *Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.*

### **Evidence of Meeting the Standard**

Educational administrators, faculty, and classified managers responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality. ([EV1](#), [EV2](#), [EV3](#), [EV4](#))

### **Analysis and Evaluation**

The College meets the standard. Educational administrators, faculty, and classified managers responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

4. *Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.*

### **Evidence of Meeting the Standard**

As part of the minimum qualifications and equivalency review process for faculty and educational administrators, the Minimum Qualifications Liaison verifies degrees of applicants to ensure the required degrees are from a US Department of Education recognized accrediting body. Accreditation status of colleges located within the United States is verified through research utilizing sources such as; U.S. Department of Education's Database of Accredited Post-Secondary Institutions and Programs (<https://ope.ed.gov/dapip/#/home>), The Higher Learning Commission's Directory of Institutions (<https://www.hlcommission.org/Directory-of-HLC-Institutions.html>), and CollegeSource Online (<https://cso.collegesource.com/>).

Transcripts from institutions outside of the U.S. are required to be accompanied by a transcript evaluation provided by a National Association of Credential Evaluation Services (NACES) member transcript evaluation service which is then evaluated to determine equivalence to degrees listed in the minimum qualifications for the position. ([EV1](#), [EV2](#), [EV3](#)).

### **Analysis and Evaluation**

The College meets the standard. The college has a process for reviewing required degrees held by faculty, administrators, and other employees to ensure degrees are granted by institutions accredited by recognized U.S. accrediting agencies. The college also utilizes a process that requires candidates with non-U.S. degrees to have international transcripts evaluated by a recognized transcript evaluation service. International degrees are only recognized to the degree equivalency that has been established by a transcript evaluation service.



5. *The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.*

### **Evidence of Meeting the Standard**

The College has evaluation processes in place for all employee classifications, including full time and adjunct faculty, classified employees, managers, confidential employees, and administrators, systematically and at stated intervals.

For faculty, the evaluation process, including the composition of the evaluation teams, is described in the collective bargaining agreement. A self-evaluation is included in the process, primarily to improve instruction through the conscientious and thoughtful examination of accomplishments, plans, goals, strengths, and weaknesses. Regular tenured faculty members are evaluated once every three years, and contract faculty at least once each school year ([EV1](#)). Adjunct faculty members are evaluated during the first semester of employment and every third semester following the initial evaluation. The evaluation forms for instructional and non-instructional faculty were revised in February 2013. It is the responsibility of the appropriate administrator to ensure that the faculty evaluation activities and follow-up are formal, timely, and documented. All faculty evaluations may include formal recognition of areas of exemplary performance or suggestions for improvements. In the case of non-tenured faculty members, the evaluation serves as the basis for contract renewal recommendations to the Academic Senate and subsequently to the Governing Board ([EV2](#), [EV3](#)).

Educational and classified administrators with the exception of the Superintendent/President are evaluated initially within six months of hire and annually no later than March 1st of each academic year thereafter ([EV4](#)). Administrator evaluations based on the duties set forth in the job description are prepared by the immediate supervisor and include a self-evaluation. The evaluation may include input from peers, service users, or other employees.

The College President is evaluated annually no later than December 20 of each academic year based upon performance objectives agreed upon by the President and Governing Board by October 15 of each academic year ([EV5](#)).

Confidential employees are evaluated within six months of initial employment and annually no later than March 1 thereafter ([EV4](#)).

Regular classified employees are evaluated at the 5<sup>th</sup> and 8<sup>th</sup> months of employment and annually no later than May 31 by their immediate supervisor as described in the collective bargaining agreement between CSEA and the District ([EV6](#)). All classified employees are evaluated using the performance evaluation form in the collective bargaining agreement. The mutually agreed criteria include job knowledge, quality of work, effort, initiative, judgement, cooperation, attendance, safety, and planning and organization. All criteria are directly related to the

effectiveness of employees in completing assigned duties. The opportunity for establishing mutually agreed upon goals and follow-up on progress on previously agreed upon goals is provided. Actions taken following evaluations are documented in the individual’s personnel file.

### Analysis and Evaluation

The College meets the standard. Evaluations of faculty are completed in accordance with the collective bargaining agreement. The Office of Academic Services assures the currency of all faculty evaluations. During the 2018-2019 academic year, 32 full-time and 42 adjunct faculty were evaluated. Faculty members are evaluated for all modalities in which they were instructing: traditional, online, hybrid, and/or correspondence instruction. The process used in the evaluation of adjunct faculty is similar to the process used to evaluate full-time faculty.

The evaluation of administrators, managers, confidential and classified employees has been completed regularly as scheduled. Signed completed evaluation forms, along with performance improvement plans when warranted, can be found in each employee’s personnel file.

The Superintendent/President performance evaluation is conducted annually ([EV5](#)) and was last completed on November 13, 2018. Prior year evaluations of the Superintendent/President were completed at the end of each calendar year during this assessment period ([EV7](#), [EV8](#), [EV9](#), [EV10](#), [EV11](#))

~~6. The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning. (Effective January 2018, Standard III.A.6 is no longer applicable. The Commission acted to delete the Standard during its January 2018 Board of Directors meeting.)~~

[Skip Standard III.A.6. Continue responses with Standard III.A.7)

7. The institution maintains a sufficient number of qualified faculty, which includes full time faculty **and** may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)

### Evidence of Meeting the Standard

In fall 2018, Lassen College employed forty-one full-time and sixty-six adjunct faculty ([EV1](#)). As shown below, numbers of employed faculty increased over fall 2013 data utilized for the Lassen Community College 2014 Institutional Self-Evaluation Report.

	Fall 2013	Fall 2018	% Increase
Full-time Tenured/Tenure-Track Faculty	34	41	21%
Adjunct Faculty (Academic Temporary)	62	66	<1%

### Analysis and Evaluation

The College meets the standard. Per the California Community Colleges Datamart, Lassen College generated fewer FTES in 2018-2019 than in 2013-2014 (1,747.28 vs. 1,855.64) ([EV2](#)). Additional full-time tenure-track instructional faculty were hired in the discipline of business to expand face-to-face instruction at California Correctional Center and High Desert State Prison, and additional full-time tenure-track non-instructional faculty were hired in the discipline of counseling to support targeted adult education and incarcerated instruction efforts.

8. *An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.*

### **Evidence of Meeting the Standard**

Lassen College employs part-time/adjunct faculty and has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The Lassen College Screening and Selection Handbook includes hiring processes for part-time/adjunct faculty ([EV1](#)). Each August and January, during the week prior the first day of classes for the each new semester, a part-time and new faculty orientation is held ([EV4](#)). At orientations, but usually sooner, adjunct faculty are introduced to the division chair responsible for their oversight and assistance. Article 24 Adjunct Faculty of the collective bargaining agreement between Lassen College Faculty Association and Lassen Community College District outlines contractual agreements for adjunct assignments, priority of assignment, office hours, and evaluation ([EV2](#)). Part-time faculty are paid for their attendance at orientation, whether in-person or via ConferZoom, and are also paid to attend Convocation and flex professional development activities, both of which are optional activities.

The College provides opportunities for integration of part-time adjunct faculty into the activities and life of the College. Communications specific to adjunct faculty are distributed via the Lassen College Faculty – PT group in Outlook ([EV5](#)). All-campus communications to the LCC Everyone group in Outlook are also distributed to adjunct faculty, keeping adjuncts abreast of campus activities and dialog ([EV3](#)). Adjunct faculty are welcome at all college life events and are encouraged to attend activities as schedules and interest allow.

### **Analysis and Evaluation**

The College meets the standard. The College has employment policies and practices which provide for the orientation, oversight, evaluation, and professional development of adjunct faculty. The institution regularly provides opportunities for integration of part time and adjunct faculty into the life of the institution.

9. *The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)*

## Evidence of Meeting the Standard

In fall 2018, Lassen College employed eight educational administrators, sixteen classified administrators, five confidential (classified professional) employees, and sixty-eight classified employees ([EV1](#)). As shown below, all personnel categories increased over fall 2013 data utilized for the Lassen Community College 2014 Institutional Self-Evaluation Report.

	Fall 2013	Fall 2019	% Increase
Educational Administrators	4	5	25%
Classified Administrators/managers	13	13	0%
Confidential (Classified Professionals)	3	3	0%
Classified Support	45	57	26.7%

## Analysis and Evaluation

Staffing in all personnel categories has increased since the last Institutional Self-Evaluation. The largest increases in hiring were among educational and classified administrators and classified support positions.

However, the most current data available from the Chancellor's Office is for Fall 2018, and major changes have been made with regard to staffing at Lassen College. On March 12, 2019, the Governing Board took action to discontinue contracts for three senior educational administrators: Vice-Presidents of Academic Services and Administrative Services and Dean of Student Services ([EV2](#)). Those positions remain unfilled for Fall 2019 because of budget shortfalls.

Further the Governing Board took action on September 30, 2019 to lay off 2 classified managers and 3 classified bargaining unit members ([EV3](#)).

Despite these actions, the College meets the standard by having a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution.

*10. The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. (ER 8)*

## Evidence of Meeting the Standard

In fall 2018, Lassen College employed eight educational administrators and sixteen classified administrators ([EV1](#)). As shown below, both administrator categories increased over fall 2013 data utilized for the Lassen Community College 2014 Institutional Self-Evaluation Report.

	Fall 2013	Fall 2019	% Increase
Educational Administrators	4	5	25%
Classified Administrators (Managers)	13	13	0%

## **Analysis and Evaluation**

Staffing in all personnel categories has increased since the last Institutional Self-Evaluation. The largest percentage increases in hiring were among educational and classified administrators.

The most current data available from the Chancellor's Office is for Fall 2018, and major changes have been made with regard to staffing at Lassen College. On March 12, 2019, the Governing Board took action to discontinue contracts for three senior educational administrators: Vice-Presidents of Academic Services and Administrative Services and Dean of Student Services due to funding shortages ([EV2](#)). Those positions remain unfilled for Fall 2019 because of budget shortfalls, putting the number of educational administrators closer to the staffing levels of Fall 2013.

11. *The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.*

## **Evidence of Meeting the Standard**

The College regularly reviews and updates all of its board policies. Board policies concerning personnel are found in Chapter 7 ([EV1](#)). Much of the language in the personnel policies and procedures is also part of the collective bargaining agreements between the District and the bargaining units. If the agreements are inconsistent with existing policies, the agreement becomes the controlling document ([EV2](#), [EV3](#)). The College developed AP 7120–Recruitment and Hiring, adopted by Consultation Council on May 20, 2013, and AP 3420–Equal Employment Opportunity, adopted by Consultation Council on August 5, 2013 and last revised September 4, 2014 ([EV4](#), [EV5](#)). The Academic Senate on May 22, 2012 and the Governing Board on July 10, 2012 accepted the revised LCC Recruitment Guide constructed from relevant administrative procedures ([EV6](#)). The Human Resources office has been working to make revisions to the LCC Recruitment Guide. Those revisions are expected to be completed in the Spring of 2020.

The appropriate policies, administrative procedures and hiring manual are used when selecting and hiring all permanent college employees as well as adjunct faculty, temporary faculty, and part-time coaches. The documents include provisions for fair and equitable treatment of position applicants. Copies of the selection procedures are found on the website and available from the Office of Human Resources. All board policies and administrative procedures can be accessed on BoardDocs linked to the College website. An Equal Employment Opportunity Officer serves on the selection committee for each position and upon completion of the process certifies that the selection process has followed the procedures of the Equal Employment Opportunity Act and the District selection procedures.

## **Analysis and Evaluation**

The College meets the standard. The adopted selection procedures are consistently followed in the hiring of permanent college employees. As a small rural community college, a major

challenge has been the extended time required to achieve an adequate applicant pool, particularly for classified positions. These positions are advertised “until filled” with initial review dates indicated in the announcements. Another challenge has been to staff the selection committees with varied and diverse representatives from all of the appropriate constituent groups. The solicitation of appointees is occurring earlier in the process in order to address this problem.

12. *Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.*

### **Evidence of Meeting the Standard**

The Governing Board adopted Board Policy 3410-Nondiscrimination on December 6, 2011. It was last revised January 22, 2014 and last reviewed December 8, 2015 ([EV1](#)). The Governing Board adopted Board Policy 7100–Commitment to Diversity on September 13, 2011 ([EV2](#)). The Governing Board adopted Board Policy 3430–Prohibition of Harassment on December 6, 2011 and last reviewed it December 8, 2015 ([EV3](#)). All elements of master plans relating to staffing are integrated into the Human Resource Master Plan. Professional Development including training on diversity is found in the Professional Development Plan, one component of the Human Resource Master Plan ([EV4](#)). The Equal Employment Opportunity (EEO) Plan was updated July 18, 2016. The Governing Board adopted the revised EEO Plan September 13, 2016. ([EV5](#), [EV6](#)). Diversity has been included in the College Values Statement, part of the LCC District Strategic Plan, since 2012 ([EV7](#), [EV8](#)). A renewed commitment to celebrating diversity was initiated in 2013 with the addition of the objective in the Comprehensive Institutional Master Plan to provide a minimum of four cultural awareness celebrations a year focusing on Cultural Heritage Months: Hispanic Heritage–September, Native American Heritage–November, Black Heritage–February, and Asian American/Pacific Island Heritage–May ([EV9](#), [EV10](#)).

The Governing Board has adopted policies providing protection against harassment and discrimination ([EV3](#), [EV1](#)). Policy and procedures are in place supporting equal employment opportunity in accordance with Title 5 and Education Code regulations (evidence: BoardDocs–Board Policy 3420–Equal Employment Opportunity Plan). All employment procedures are written to promote equal opportunity for all persons. The Governing Board adopted the revised Equal Employment Opportunity Plan, which includes an analysis of the diversity of college employees, this will be updated for 2019-2020. The current version was Board approved on September 13, 2016 ([EV5](#), [EV6](#)).

The Office of Human Resources is aware of the importance of having a diverse staff and faculty. The Human Resources Director is currently responsible for oversight of institutional commitment to equity and diversity as it relates to hiring and personnel. A more widespread approach to recruiting is part of ongoing efforts to improve the diversity of applicant pools. The approach includes advertising in publications and locations targeting underrepresented groups. Each interview committee assures the inclusion of at least one question focusing on applicant sensitivity to diversity during the process for filling every position at the College ([EV11](#)). The assessment of employment equity and diversity occurs while the EEO Plan is being reviewed and updated. The EEO Plan is updated at least every three years or as necessary. The last assessment



of the employment equity and diversity data occurred in 2019 and the EEO plan is still currently being updated.

### **Analysis and Evaluation**

The College meets the standard. Through policies and practices, the College creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

The College adheres to equal opportunity for all applicants by its consistent application of established policies and procedures for all vacancies. In addition, the College continues to seek diversity in its workforce while identifying the best-qualified individuals based on required qualifications given in the job descriptions.

The EEO Plan adopted September 13, 2016 indicates that the gender breakdown of the current workforce of regular employees is 42% male and 58% female. 10% of the regular employee population identified that they belong to a monitored ethnic group. The gender breakdown for adjunct faculty was 52% and 45% respectively. 11% of the current regular employees have identified that they have a disability.

13. *The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.*

### **Evidence of Meeting the Standard**

The Governing Board adopted board policy on an Institutional Code of Ethics on December 6, 2011; it was last reviewed and reaffirmed by Consultation Council December 8, 2015 ([EV1](#)). Consultation Council adopted the companion administrative procedure on March 22, 2012; it was last reviewed and reaffirmed by Consultation Council July 7, 2015 ([EV2](#), [EV3](#)). The procedure defines ethics and articulates expectations for ethical behavior. The Governing Board established a Statement of Ethical Conduct in spring 1995, which is annually reaffirmed ([EV4](#)). In addition, the Strategic Plan, reviewed, revised and readopted each year, includes a value statement ([EV5](#)). Codes of Ethics for each of the campus constituent groups (administration, board, faculty, management, classified employees, and students) were developed in 1996 and are periodically reviewed and reaffirmed ([EV6](#), [EV7](#), [EV8](#), [EV9](#), [EV10](#), [EV11](#)). The Codes of Ethics include a commitment by all employees to abide by expected professional behavior.

### **Analysis and Evaluation**

The College meets the standard by upholding a written code of professional ethics, including consequences for violation, for all personnel. Administrative Procedure 3050 was last reviewed and reaffirmed by Consultation Council July 2015. The Codes of Ethics for each constituent group were most recently reviewed and reaffirmed for the 2019-2020 academic years ([EV6](#), [EV9](#)). Administrative Procedure 2715 Code of Ethics/Standards of Practice is the written code of professional ethics for the Governing Board. It was first approved in 2009 and was last reviewed and reaffirmed July 9, 2019 ([EV4](#), [EV12](#)).



14. *The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.*

### **Evidence of Meeting the Standard**

During the 2012-2013 academic year, the College recommitted to providing regular meaningful opportunities for professional development for all employees. Using funds made available from the Strengthening Institutions (Title III) Grant the College established and staffed the Training, Education, and Collaboration Center (TECC) in spring 2012 ([EV1](#)). The TECC created a place and an atmosphere where all employees were welcome to attend training or to use the computer bank as a resource for district related projects. Beginning fall 2012 and continuing through Spring 2016, TECC staff developed and published a monthly training calendar ([EV2](#), [EV3](#)). The TECC staff along with the Flex Coordinator coordinated flex opportunities for faculty in coordination with other training events.

As evidence of the College's commitment to professional development, faculty and staff are provided opportunities to attend a variety of conferences and professional development events off campus. The Academic Senate president and at least one senator regularly attend Academic Senate for California Community Colleges fall and spring plenary events. The Curriculum Chair, Articulation Officer, and academic administrator regularly attend Academic Senate for California Community Colleges Curriculum Institute held every July; the classified curriculum specialist attends every 2-3 years. EOPS staff regularly attend both fall and spring conferences.

2014-2015

- CTE Academy
- ASCCC (Spring & Fall Plenary)
- Student Success Conference (faculty and administrator)
- CCC Professional Development Clearinghouse Summit (classified and faculty)
- Learning and the Brain – Beckwith, S
- CAPED Convention – Howe, C
- DSPS Region Meeting – Howe, C
- Curriculum Meeting – (classified & faculty)
- Design, Assembly & Robotic Welding educator training – Konkol, K
- Smog Instructor testing – Lewis, C
- DSPS IT support – Montgomery, M
- CAIR Conference – Murphy, B
- CCCAOE – Administrators
- NFN – Administrators
- Get Focused Stay Focused – Administrators
- Innovations – Administrator

- Rural Community College Alliance – Administrator
- Educating for Careers – Runyan, A
- CTE JSPAC Conference – Runyan, A
- Articulation Dual Enrollment Workshop – Somerville, A
- Foster Youth Conference - (classified and management)
- CA Community College Library Conference (classified and faculty)
- Basic Skills Conference – faculty
- Online Teaching Conference - faculty

#### 2015-2016

- ADMIN 101
- CCCAA Spring Conference - administrator
- CCCAOE Spring Conference – administrator
- North CIO – administrator
- RP Group – administrators
- Rural Community College Alliance – administrators & management
- Student Success Conference – administrators & faculty
- Online Teaching Conference - faculty
- Big Reno Show & Shot Show – faculty
- Academy of Forensic Science – faculty
- Canvas Conference - faculty
- POST/LETMA – management
- Title V conference – faculty
- Fanuc Robotics training – faculty
- Inmate Summit – management
- Hybrid Car Training Program – faculty
- ASCCC Instructional Design & Innovation Institute Conference - faculty & administration
- Smog Training/License – faculty
- Enrollment Management – administration
- Great Deans – administration
- Educating Careers – faculty
- JSPAC Conference – faculty
- IEPI workshop – faculty
- Curriculum Institute – faculty and classified
- Basic Skills workshop – faculty
- Council of Chief Liberians – faculty
- CCL Deans – faculty

#### 2016-2017

- Instructional Design Conference – faculty

- CIO conference – administration
- CCCCIO conference – administration
- NFN – administration
- ASCCC (spring, fall and area meetings) – faculty
- Student Success Conference – faculty & administration
- 4CSD Conference for Flex Coordinators – faculty
- Big Reno Show and Shot Show – faculty
- LETMA/POST – management
- NRA conference – management
- CCEP Workshop – faculty
- C-ID (course identification numbering system) – faculty
- CAPED Conference and Training – faculty
- CTE Institute – faculty
- FABTECH welding expo – faculty
- Hybrid Training – faculty
- MQ Training – faculty
- IEPI Conference – administration
- Qlik – classified and administration
- RP Conference – administration
- Online Ed. Conference – faculty
- State Fire Training – management & faculty
- Nursing Education Conference – faculty
- CATA Conference – faculty

#### 2017-2018

- Fire Department Instructor Conference – faculty
- Big Reno Show and Shot Show – faculty
- Student Success Conference – administration
- CATA Conference – faculty and management
- NRA Conference – management
- Curriculum Institute – classified, faculty and administration
- Building Excellence for CA's incarcerated and formerly incarcerated students – management
- MACCC Conference (Music Association of CA Community Colleges) – faculty
- OER Conference – faculty and administration
- Guided Pathways Conference – faculty, classified and administration
- Nursing Simulation Users Network Conference – faculty
- Educating Careers – faculty
- ACCJC – administration

#### 2018-2019

- ACCCA Conference – administration
- CCCAOE Leadership Institute – administration
- CAP Conference – faculty & administration
- Online Teaching Conference – faculty
- Big Reno Show and Shot Show – faculty
- Guided Pathways conference – classified, faculty and administration
- NRA Annual Conference – management
- ASCCC Leadership Conference – faculty
- StarFish Analytics – management
- AIR conference – management
- Rural Community College Alliance Conference – administration
- Student Success Conference – management
- Southern Graphics Conference – faculty
- American Welding Society conference – faculty
- CCCAOE Leadership Conference – faculty
- ACCJC – administration
- CIO Conference – administration
- CA Vocational Nurse Conference – faculty
- Educating for Careers – faculty
- Great Deans – administration
- Starfish Training – administration
- CATA Conference – faculty and management

2019-2020

- Great Deans – administration
- InstructureCon – faculty
- State Fire Marshall Training – faculty
- Enrollment Management – management and administration
- Nursing Simulation Conference – faculty
- Curriculum Institute – classified, faculty and administration
- CCCAOE Conference – faculty
- CAEP Summit –faculty
- EOP&S Conference – classified
- CCL OER Workshop - faculty

### **Analysis and Evaluation**

The College meets the standard. TECC is still used for flex day activities coordinated by the faculty Flex Coordinator, for occasional trainings related to programmatic efforts like Starfish, and for regular campus meetings. The Professional Development Plan is still reviewed and updated annually as part of the Human Resources Master Plan by the Human Resources Planning Committee. However, regular assessment of professional development needs and coordination of

monthly professional development workshops for all constituencies has not occurred at the same levels since spring 2016.

15. *The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.*

**Evidence of Meeting the Standard**

All personnel files are considered confidential and are only available to the employee and persons authorized by the employee or the Superintendent/President. All materials in the personnel files are available to the employee for inspection during work hours in the presence of an administrator or record custodian ([EV1](#)). The personnel files are maintained in locked cabinets in a locked room that only Office of Human Resources has access. The cabinets and the room remain locked at all times. All personnel files are being scanned electronically and put on a secured database called Perceptive. Work is underway to scan existing files as well.

**Analysis and Evaluation**

The College meets the standard. Sufficient safeguards are in place to protect the personnel files and ensure privacy. Access is restricted in accordance with law. Security of the files is maintained at all times, and the records are stored in fireproof filing cabinets.

**Conclusions on Standard III.A. Human Resources**

Human Resources at Lassen Community College has upheld its commitment to the faculty and staff of the institution. It has combined human, physical, technological, and financial resources to achieve a high level of academic quality. Through Professional Development, trainings, and support we have been able to provide learning opportunities for the growth and advancement of the College’s employees. We have had staffing issues that have been overcome with reorganization of the existing positions, and the hiring of the most qualified individuals. We continue to strive for diversity in all of our hiring opportunities by advertising in various places and EEO training for hiring committees. We have become more organized in the evaluation processes, and have moved forward in the technological aspect through use of Perceptive to electronically save personnel files for a higher level of security. Title IX training has been more rigorous and frequent in an effort to ensure that our staff and students feel protected and safe on campus. In the past five years we have strived to change and adapt to current laws and regulations, while keeping the “human” aspect in Human Resources.

**Improvement Plan(s)**

Change or Improvement	Standards	Responsible Parties	Timeline	Anticipated Outcome
-----------------------	-----------	---------------------	----------	---------------------

Ensure all job descriptions include a diversity and equality piece	III.A.1	Director of Human Resources	2020	Following Federal Guidelines for EEO employment laws
Continue scanning and securing all personnel files	III.A.15	Human Resources Department	2020	Ensuring the security of all personnel file information
Continue to create a more robust training and Professional Development program for staff and faculty	III.A.14	Human Resources Department	2020	Assist in retaining and developing current staff and faculty, and attracting new applicants

### **Evidence List**

[III.A.1\\_EV1\\_Selection and Hiring Manual](#)

[III.A.1\\_EV2\\_Job Posting Sample 1](#)

[III.A.1\\_EV3\\_Job Posting Sample 2](#)

[III.A.1\\_EV4\\_BP 7120](#)

[III.A.1\\_EV5\\_AP 7120](#)

[III.A.1\\_EV6\\_BP 2431](#)

[III.A.1\\_EV7\\_LCC Website screenshot](#)

[III.A.1\\_EV8\\_Example paperscreening](#)

[III.A.2\\_EV1\\_FT Faculty Job posting Sample](#)

[III.A.2\\_EV2\\_PT Faculty Job Posting Sample](#)

[III.A.2\\_EV3\\_AP 7211](#)

[III.A.2\\_EV4\\_MQ Handbook](#)

[III.A.2\\_EV5\\_Selection and Hiring Manual](#)

[III.A.3\\_EV1\\_Administrative Job Description Sample](#)

[III.A.3\\_EV2\\_Faculty Job Description Sample](#)

[III.A.3\\_EV3\\_Manager Job Sample](#)

[III.A.3\\_EV4\\_Reference Check Questions](#)

[III.A.4\\_EV1\\_NACES members from Website](#)

[III.A.4\\_EV2\\_NACES Reference MQ Handbook](#)

[III.A.4\\_EV3\\_MQ Handbook Policy Section](#)

[III.A.5\\_EV1\\_2017 - 2020 LCFA CBA](#)

[III.A.5\\_EV2\\_Academic Senate Minutes 5-21-19](#)

[III.A.5\\_EV3\\_BOT Minutes 6-11-2019](#)

[III.A.5 EV4 AP 7150 EVALUATION](#)  
[III.A.5 EV5 AP 2435](#)  
[III.A.5 EV6 2017 - 2020 CSEA CBA](#)  
[III.A.5 EV7 BOT Mins 12-9-14, Item 11-01](#)  
[III.A.5 EV8 BOT Mins 12-8-15, Item 11-01](#)  
[III.A.5 EV9 BOT Mins 11-8-16, Item 9-01](#)  
[III.A.5 EV10 BOT Mins 12-12-17, Item 9-01](#)  
[III.A.5 EV11 BOT Mins 11-13-18, Item 9-01](#)

[III.A.7 EV1 2018 FON Report](#)  
[III.A.7 EV2 FTES AY 13 vs 18 Datamart Screenshot](#)

[III.A.8 EV1 Selection and Hiring Manual](#)  
[III.A.8 EV2 Article 24 LCFA CBA](#)  
[III.A.8 EV3 Email LCC Everyone](#)  
[III.A.8 EV4 Sp 18 Faculty Orientation Agenda](#)  
[III.A.8 EV5 PT Faculty email and LCC Everyone](#)

[III.A.9 EV1 LCC Org Charts August 2019](#)  
[III.A.9 EV2 BOT minutes 3-12-2019](#)  
[III.A.9 EV3 BOT minutes 9-30-2019](#)

[III.A.10 EV1 2018 FON Report](#)  
[III.A.10 EV2 BOT minutes 3-12-2019](#)

[III.A.11 EV1 List of AP-BP in Boarddocs](#)  
[III.A.11 EV2 14-17 LCCD CSEA CBA](#)  
[III.A.11 EV3 2017-2020 LCFA CBA](#)  
[III.A.11 EV4 AP 7120](#)  
[III.A.11 EV5 AP3420](#)  
[III.A.11 EV6 Selection and Hiring Manual](#)

[III.A.12 EV1 BP 3410](#)  
[III.A.12 EV2 BP 7100](#)  
[III.A.12 EV3 BP 3430](#)  
[III.A.12 EV4 HR Master Plan](#)  
[III.A.12 EV5 LCC EEO Plan 16-19](#)  
[III.A.12 EV6 BOT minutes 9-13-16](#)  
[III.A.12 EV7 FY 20-25 Strategic Plan](#)  
[III.A.12 EV8 2019-2024 Strategic Plan](#)  
[III.A.12 EV9 2019-2024 LCC CIMP](#)  
[III.A.12 EV10 Diversity Fliers](#)  
[III.A.12 EV11 Sample Diversity Questions](#)

[III.A.13 EV1 BP 3050](#)  
[III.A.13 EV2 AP 3050](#)

---



[III.A.13 EV3 7-7-2015 CC Minutes](#)  
[III.A.13 EV4 BP 2715 Code of Ethics](#)  
[III.A.13 EV5 LCC Strategic Plan 2019](#)  
[III.A.13 EV6 19-20 Faculty COE](#)  
[III.A.13 EV7 19-20 Management COE](#)  
[III.A.13 EV8 19-20 Board COE](#)  
[III.A.13 EV9 Classified COE](#)  
[III.A.13 EV10 ASB COE](#)  
[III.A.13 EV11 Administration COE](#)  
[III.A.13 EV12 BOT Agenda 5-14-19](#)

[III.A.14 EV1 Title III Grant](#)  
[III.A.14 EV2 Feb19 Flex Training](#)  
[III.A.14 EV3 2017 Flex Trainings](#)

[III.A.15 EV1 AP 7145](#)

---

## **B. Physical Resources**

- 1. The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.*

### **Evidence of Meeting the Standard**

Lassen Community College maintains and enhances its 174,608 of assignable square footage of facilities to provide for a safe physical environment. The College has not constructed any new facilities during this study period that added any square footage to facilities, but it has improved existing facilities to most appropriately address instructional needs of the institution and to maximize institutional effectiveness. Campus security and safety on the main campus are outlined in the Facilities Master Plan ([EV1](#)), Injury and Illness Prevention Plan (IIPP) ([EV2](#)), and in Administrative Procedures ([EV3](#), [EV4](#), [EV5](#), [EV6](#)). Numerous improvements to the physical environment and to facilities-related procedures at Lassen College have been implemented to ensure safety, security and accessibility ([EV7](#)).

The Associate Vice President (AVP) of Facilities and Operations heads the Facilities and Operations department and reports to the Superintendent/President. The department is responsible for all facilities maintenance, custodial services, grounds maintenance, and operational services to support an educational environment that appropriately supports student learning. Additionally, the AVP serves as the College safety officer, and coordinates with the College's insurance carrier to perform periodic site inspections for quality and safety assurance. The AVP is aided in this effort by the Maintenance and Operations Manager, a position added in 2015 that is responsible for all reporting and documentation procedures. The Maintenance and Operations staff consists of six maintenance tech positions and four custodial staff positions who provide day and evening services ([EV8](#)).

The College formed a Health and Safety Committee in 2013 to address safety concerns on campus which was subsequently formalized as a sub-committee of the Consultation Council in 2014 (EV9). The committee's charge is to investigate incident reports and other data, evaluate current safety problems, develop and maintain the Illness and Injury Prevention Program (IIPP), and make recommendations to minimize future safety issues (EV2). Any facility safety issues needing unscheduled repair are prioritized, according to need and circumstances, by the AVP of Facilities and Operations, with the Health and Safety Committee being informed of these issues at regularly scheduled monthly meetings (EV10). The department maintains the campus infrastructure based on priority and availability of funds. In addition, the District has established a revised Emergency Response Plan (EV11), which is currently being updated with an anticipated completion of spring 2020. The Response Team includes the Superintendent/President, Vice Presidents, Deans and other key staff to provide oversight for significant emergencies. Lockdown and evacuation drills have been conducted with the local police department to identify deficiencies and proper methods of operation to be employed.

### **Analysis and Evaluation**

The College meets the standard. The physical resources of the Lassen Community College campus are constructed and maintained intending to promote a healthful and safe learning environment. The College continues to be challenged by funding constraints that prohibit the ability to properly address the numerous deferred maintenance projects facing facilities. This is evidenced by the 47% dissatisfaction rating of campus facilities in a recent survey. While survey respondents were satisfied with the professionalism, helpfulness, communication and quality of work of department staff, they were dissatisfied with quantity of work (26.9%) and significantly dissatisfied with the completion of work/projects (42.3%) (EV12). Additionally, current custodial staffing assignments leave each of the four custodial positions responsible for cleaning over 43,652 square feet of space each day, nearly double the conventional standard of 22,000 square feet per custodial position. Nevertheless, with each new renovation the College has sought to improve its existing infrastructure to compliment an updated standard of quality, safety, accessibility and technological support that is evidenced in both our remodeled Academic Resource Center (library) and Allied Health Center projects. The college is currently studying various automated access systems for locking down campus and is working with local municipal fire and police departments to provide a wayfinding and addressing system that will clearly identify each of the structures in an effort to improve response times for emergency calls.

Improving interior wayfinding in campus facilities has occurred on a project by project basis. While wayfinding in the exterior areas of campus was improved through the August 2019 installation of new color-coded building identification 'flags' and associated campus maps, implementation of a permanent campus wide wayfinding system awaits design funding. A recent survey asking about the level of satisfaction of the overall safety program at Lassen College received a mixed response, with 38% dissatisfied and 34% satisfied (EV12). The campus facilities department and safety committee are actively identifying areas of concern dealing with accessibility and seek to have the appropriate engineering provided to bring all areas up to compliance with ADA regulations. The College district's Scheduled Maintenance Five-Year Plan has consistently identified the need of an elevator in the Humanities Building to address the

most glaring of these access deficiencies and still waits funding in order to implement this remodeling project. Until these modifications can come to fruition the College actively provides equivalent means of access and egress for its community. All programs and services are housed in buildings designed and appropriate for their use.

The College remains deeply vested in providing the proper level of trainings required to ensure a safe and secure campus environment. Department staff are provided with both required and requested safety trainings such as safe lifting and the OSHA required Globally Harmonized System training which includes Safety Data Sheet (SDS) training and Hazardous Communication Standards. The National Incident Management System (NIMS) processes and procedures are distributed and reviewed by staff and faculty in an effort to better improve response in emergency situations, but most staff still need to obtain certification for completion of NIMS and SEMS training, which is anticipated to occur in Spring 2020. Examples of more focused and specific trainings provided to the Facilities staff include Asbestos C-3 and NEA training, heavy equipment instruction, pesticide and fertilizing applicator certificates, D2 water operator and backflow certifications etc.

Turnover of key staff at both college and municipal levels has unfortunately had an effect on the desired number of on campus drills currently offered. In light of this, the College would benefit by more frequent Task Force tabletop meetings to review and discuss possible emergency scenarios and appointment of building monitors. Responses to a recent survey showed a 28% satisfaction rating with the overall security program at Lassen College, while 44% were dissatisfied ([EV12](#)). Despite the various challenges, our safety manager, residence life director, and consultants from Keenan provide training to faculty, staff and students regarding lockdown/evacuation, response to critical incidents and dealing with disruptive individuals. The department further mitigates elements of concern by working collaboratively with the City Police and Fire departments on a daily basis to assure a safe physical environment is provided for all students, faculty, staff and members of the public who visit the College. Safety programs are in place with health and safety issues being addressed immediately within the Safety Committee process and reinforced by Board Policy. Effectual processes exist and are routinely revised to assure that all areas of the College are accessible, safe, and secure; however maintenance and security coverage could be improved upon with increased staffing.

- 2. The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.*

### **Evidence of Meeting the Standard**

The integrated planning model combined with the participatory governance structure at LCC facilitates communication, discussion, and decision-making with all constituents able to provide input into the campus-wide facility needs. The Facilities Planning Committee plans for site renovations as well as scheduled maintenance projects and considers best practices in incorporating recommendations from programs reviews ([EV1](#), [EV2](#)). The college has completed a variety of projects to support the learning environment ([EV3](#)). Planning for all physical

resources emanates from program reviews, is carried forward into master planning, and is executed via shared governance processes to support goals identified in strategic planning. Working in close coordination with the President and the Executive Cabinet, the AVP of Facilities participates in all phases of planning and oversight of construction or renovation projects.

### **Analysis and Evaluation**

The College meets the standard. The College plans, builds, and maintains its aging physical resources in a manner that assures effective utilization and the continuing quality necessary to support college programs, activities, and services. Maintenance and site improvement plans are found in the Facility Master Plan, specifying and maintaining the highest quality standards, using quality materials and skilled personnel, to accomplish facility work (EV1). The College has made improvements in the selection of new program equipment and materials by involving stakeholders and experts in the design and budget allocation process. The College promotes the purchase of high quality equipment and materials and encourages the use of the proper grade of items to minimize future maintenance costs, decrease cost of ownership, and to maximize Mean Time Between Failure (MTBF) of campus infrastructure.

The department began implementation of the School Dude maintenance work order system in 2019 as an effort to organize and control both scheduled and unscheduled maintenance work. This implementation is still ongoing, with all maintenance and operations staff having been trained on the new system, and the dissemination of the program to users across campus to be able to input work orders planned for spring 2020. Once fully implemented, School Dude will significantly improve (1) the management of all scheduled and unscheduled maintenance work orders, and (2) communication to the campus on the status of their submitted work orders (EV4). It is our hope that this will improve the 47% dissatisfaction rating of respondents to a recent survey regarding campus facilities, and the corresponding dissatisfaction ratings for quantity of work (26.9%) and completion of work/projects (42.3%) (EV5).

Many projects are needed to upgrade facilities to further enhance instruction, the overall campus environment, and to bring the campus into compliance with current code. One example of this is the need for numerous ADA-compliance related improvements across campus, including the addition of an elevator to the Humanities building—an updated ADA transition plan is needed to guide ADA compliance planning. Other projects needed to improve the campus include energy efficiency modernizations, such as replacement of all lighting on campus to improve energy efficiencies; the installation of separate boilers across campus to improve heating service and to decrease energy usage, and the replacement of a variety of sewer/waste water infrastructure components. Although we were able to utilize Proposition 39 funding to accomplish a significant portion (67%) of the boiler replacement project, no other funds have been received to finish that project, as well as any other funding for the other projects mentioned here. Additionally, many projects in the Facilities Master Plan have been routinely forwarded to the next year's plan due to lack of funding.

- 3. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.*

## **Evidence of Meeting the Standard**

The College's mission, vision and strategic goals are imbedded in the Strategic Plan, which guides institutional planning including facilities planning ([EV1](#)). Faculty and staff in each area are asked to assess their existing equipment and project program development needs as part of program review. Student learning/administrative unit outcomes are generated by the end-users whether in the classroom or from a service function. The end-users identify equipment and facility needs for desired outcomes as part of the assessment during program review.

The California Community College Chancellors' Office (CCCCO) evaluates the condition of all facilities across the state. That evaluation results in Facilities Condition Index (FCI), which for Lassen College is at 57.29% percent overall ([EV2](#)). The District's long-range capital plans to support institutional improvement goals are contained within the Facility Master Plan. The Facility Master Plan includes the current five-year Capital Construction Plan, the five-year Scheduled Maintenance Plan, program review recommendations, and the long-range facilities plan ([EV3](#)).

The Facilities Planning Committee responsible for the development of the Facility Master Plan also annually reviews the campus space inventory report ([EV4](#), [EV5](#)). This data informs prioritization of projects recommended within the Facilities Master Plan and, subsequently, the Comprehensive Institutional Master Plan (CIMP) and the budget development process. The institution incorporates space utilization data and equipment condition as criteria in scheduling classes and laboratories ([EV6](#), [EV7](#)).

## **Analysis and Evaluation**

The College meets the standard. The institution assures the feasibility and effectiveness of its physical resources in supporting institutional programs and services through regular evaluations. Facility and equipment needs are communicated through program review recommendations, direct contact, and written work requests.

- 4. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.*

## **Evidence of Meeting the Standard**

The District's long-range capital plans to support institutional improvement goals are developed with and contained within the Facility Master Plan. The Facility Master Plan includes the current short and long-range facilities planning, and program review recommendations that are linked to strategic goals found in the LCC Strategic Plan ([EV1](#), [EV2](#)).

Although the College has no new facilities, the total cost of ownership on existing facilities was addressed in a detailed condition assessment which was completed in 2018 which documented the current useful life, estimated repair cost, and replacement cost of facilities and related equipment ([EV3](#)). The budget allocation process is used to identify priorities for equipment

purchases; however, in the event of an unscheduled failure, the list of priorities may change (EV4). Overall, annual budgets for facilities and operations have arisen since FY2014, but are still not at a level that allows us to appropriately sustain our aging campus (EV5).

### Analysis and Evaluation

The College meets the standard, although the college would benefit from an appropriately developed long-range capital master plan document that would serve as a framework for a physical plan document that represents a 10 to 15 year projection of ideal development. There is inevitably never enough capital, time, or opportunities to meet every critical facilities need; however there exists an equitable and prudent process for the delivery of facilities that support campus programs to the level of funding available. Budget requests for new equipment are not currently required to include total cost of ownership within the requested amount: this needs to be addressed and rectified.

### Conclusions on Standard III.B. Physical Resources

The college meets the standard. In an environment of funding challenges, a learning environment is maintained that is still appropriate to the instructional needs of the institution. There are however a variety of areas for improvement in the areas of training, funding, and further development of plans related to physical resources and safety.

### Improvement Plan(s)

Change or Improvement	Standards	Responsible Parties/Committees	Timeline	Anticipated Outcome
Increase Emergency Response drills	III.B.1	AVP Facilities	Spring 2020	2 drills per year each for fire and for active assailant
Increase Custodial staffing	III.B.1	AVP Facilities	Fall 2020	< 25,000 square feet per Custodial position
Complete NIMS and SEMS training for staff.	III.B.1	AVP Facilities	Spring 2020	All EMT members trained
Revise and update LCC Emergency Response Plan; complete appointment of building monitors and other members	III.B.1	AVP Facilities	Spring 2020	Completed ERP

Obtain funding to develop and implement a permanent campus wayfinding solution	III.B.1	AVP Facilities	Fall 2021	\$200K to complete project
Complete implementation of School Dude program.	III.B.2	AVP Facilities	Spring 2020	Full Implementation
Obtain funding to complete Boiler Replacement project.	III.B.2	AVP Facilities	Fall 2020	\$150k to complete project
Obtain funding to develop an ADA transition plan	III.B.2	AVP Facilities	Fall 2020	\$100k to complete project
Increase facilities and operations budget to a level that more appropriately sustains the campus.	III.B.4	AVP Facilities	Fall 2020 to Fall 2025	Increase supplies and repairs budgets by 10% per year for 5 years.
Develop long-range facilities master plan document.	III.B.4	AVP Facilities	Fall 2020	Completed Plan.
Revise budget request process to include total cost of ownership.	III.B.4	AVP Facilities	Spring 2020	Revised process, approved by governance.

## Evidence List

[III.B.1\\_EV1\\_Current Facilities Master Plan](#)  
[III.B.1\\_EV2\\_Illness and Injury Prevention Plan](#)  
[III.B.1\\_EV3\\_AP 3500-Campus Safety](#)  
[III.B.1\\_EV4\\_AP 3510-Workplace Violence Plan](#)  
[III.B.1\\_EV5\\_AP 3515-Reporting Crimes](#)  
[III.B.1\\_EV6\\_Report 17, Space Inventory](#)  
[III.B.1\\_EV7\\_Physical Resources Improvements](#)  
[III.B.1\\_EV8\\_LCC Org Chart Facilities](#)  
[III.B.1\\_EV9\\_Safety Committee Charge](#)  
[III.B.1\\_EV10\\_Safety committee meeting minutes](#)  
[III.B.1\\_EV11\\_Emergency Response Plan](#)  
[III.B.1\\_EV12\\_Accrediation Self-Study Survey Fall 2019](#)

[III.B.2\\_EV1\\_Current Facilities Master Plan](#)  
[III.B.2\\_EV2\\_Facilities Planning Committee minutes](#)  
[III.B.2\\_EV3\\_Completed Projects List](#)  
[III.B.2\\_EV4\\_Sample School Dude work orders](#)  
[III.B.2\\_EV5\\_Accrediation Self-Study Survey](#)



[III.B.3 EV1 LCC Strategic Plan](#)  
[III.B.3 EV2 2018 Facilities Condition Report](#)  
[III.B.3 EV3 Current Facilities Master Plan](#)  
[III.B.3 EV4 Report 17, Space Inventory](#)  
[III.B.3 EV5 Facilities Planning Committee minutes](#)  
[III.B.3 EV6 Room Utilization Report for Fall 2018](#)  
[III.B.3 EV7 LCC Office Inventory 2019-20](#)

[III.B.4 EV1 Current Facilities Master Plan](#)  
[III.B.4 EV2 LCC Strategic Plan](#)  
[III.B.4 EV3 2018 Facilities Condition Report](#)  
[III.B.4 EV4 CIMP](#)  
[III.B.4 EV5 Annual Facilities Budget Listing](#)

---

## **C. Technology Resources**

- 1. Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.*

### **Evidence of Meeting the Standard**

The College maintains a full spectrum of technology infrastructure and services, including physical and virtual servers, fiber network, VOIP phone system with Auto Attendant, fax over IP, fully equipped laptops or desktops for all employees as well as student labs, configurable anti-virus services, public Web pages, and intranet portal. A wireless network is available across the campus. Strategically placed workgroup printers handle most of the printing, scan to e-mail, and faxing needs. Many of the district and departmental forms are now available on the College website and can be completed, signed, and submitted electronically. Microsoft Exchange with Office365 is utilized for Faculty, Staff, and Student e-mail. The Ellucian Colleague administrative suite (Finance, HR, Student) is in use at LCC. The technology infrastructure also includes the backup of critical institutional data. Document imaging with Hyland's Perceptive Content has been added to aid in document management. LCC utilizes a backup solution by Unitrend to backup all servers and institutional data, such as the Colleague student information system. All backed up data is encrypted before it is uploaded to Unitrend's cloud. The backup allows LCC to be able to recover data in the event of a disaster.

The Lassen College intranet portal was developed using the 2011-2016 Title III Strengthening Institutions Grant. The portal provides a single sign-on to Office365 email, Ellucian Self-Service, Canvas, Starfish, the College report server, and HireTouch. This allows for a single point of entry for all campus web resources.

The campus backbone is fiber. Wireless access points are available for student use, and an employee wireless network with full access to campus services has been deployed.

A full suite of licensed desktop office software is installed on each computer through the Microsoft Campus Agreement & Adobe Campus Agreement. The Microsoft Campus Agreement includes the latest version of Microsoft Office Pro products and Microsoft Windows for desktops/laptops. The Adobe Campus Agreement includes the Adobe Creative Suites, Design Premium & Web Premium. Macintosh operating systems are also supported for the Microsoft Office and Adobe Creative Suites. Campus web pages are hosted locally, and a new version of the website was introduced in fall 2018.

Lassen College previously used Moodle as its learning management system, but following an evaluation of functionalities, academic senate recommended transition to Canvas by Instructure in 2016 when it was made available by the California Community College Online Education Initiative ([EV1](#)). IT staff worked with the CCC Technology Center to set up the Lassen instance in Canvas and utilizes a batch import process to link SIS information in Colleague to Canvas to enable auto-enrollment in Canvas courses dependent on course enrollment in Colleague. The Office of Academic Services made small stipends available for all faculty to complete two Introduction to Canvas trainings and prepare for transition effective Fall 2016 ([EV2](#)). Canvas supports online and hybrid courses and is increasingly being utilized for instructor-to-student communication in face-to-face classes as well.

College-wide communications are supported through the telephone system, campus network, email system, and college website. Telephone and network access are provided to all employees housed on-campus. Microsoft Exchange Hybrid with Office365 is used for e-mail and includes spam filtering. New employees are added to a number of campus-wide e-mail distribution lists according to their affiliation (Everyone, Administration, Governing Board, President's Cabinet, Classified, Faculty-FT, Faculty-PT, Management/Confidential), and these and other custom lists are widely used to communicate across campus. Anti-virus software is provided via a central server, with updates acquired and pushed out centrally.

BoardDocs Pro, an eGovernance solution was purchased in summer 2011. It has proven to be a cost-effective means of providing agendas to the public and has eliminated the need to drive board packets to Board members in remote areas of the District. It is the repository for board policies, administrative procedures, and board agendas and minutes archives. In summer 2018, Consultation Council discussed the potential of using BoardDocs for all governance committee meetings ([EV3](#)). The decision was made to move forward in an effort to more effectively house committee agendas, minutes, and supporting documents while increasing transparency. All personnel serving as committee chairs or as committee support were trained in November 2018, and expanded use of BoardDocs for committees commenced in January 2019 ([EV4](#)).

The Ellucian Colleague system provides a Web interface for customer self-service, including student registration, account management, financial aid, faculty roster viewing, faculty grade submission, employee earnings statements, employee leave balances, and tax documents. This interface is supported by a Help Desk function realized through email and phone service. The Colleague system makes possible integrated data management in a single unified repository for person demographics and records, and offers the basis for sophisticated reporting. Additional reporting capabilities are available through the report server and data warehouse and additional reports can be developed as needed. The ultimate goal is to assure a consistent body of data

accessible through certified, but flexible, reporting tools, supporting effective operations, mandated reporting, and business intelligence (e.g., enrollment management, program evaluation, effective management of receivables).

Current students can take care of many of their needs online. Examples include registration, new student orientation, check financial aid status, loan counseling, electronic signing and submission of promissory notes. Several computers are available for this purpose in the Student Services building. Admissions & Records is now able to electronically send and receive student transcripts with the use of the National Student Clearing House transcript service.

Hyland's Perceptive Content was purchased in 2015 and began with implementation in Financial Aid, Counseling, Admissions & Records, and Human Resources. It has since been expanded to include Nursing and EOPS Office. As time allows it will be expanded to include additional offices. This system allows the quick retrieval of documents and will work in conjunction with Ellucian Colleague.

Resources and operations are supported by an Information Technology staff currently numbering four, including a Director of Information Technology and three Information Technology Specialist II staff administering servers, network equipment, webmaster duties, desktop support, and classroom technology support. The use of specialized software such as Bomgar and Spiceworks enables the small IT staff to efficiently manage hardware and software across the campus. The deployment of group policies and the use of an imaging server also help to streamline the process.

### **Analysis and Evaluation**

The College meets the standard. The College has provided an effective set of technologies to support the institution's management and operational functions, academic programs, teaching and learning, and support services. Much credit is due to the experienced and committed staff in IT, who find ways to make existing systems work while researching, preparing for, and implementing multiple new technology solutions. The service orientation in IT is strong.

- 2. The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.*

### **Evidence of Meeting the Standard**

LCC uses technology to achieve institutional goals for student success and provide a modern telecommunication infrastructure for college employees. The College has a technology committee charged with responsibility of addressing institutional technology needs. The Institutional Technology Planning Committee (ITPC), comprised of members from each constituent group, develops the Institutional Technology Master Plan and meets to discuss and make recommendations regarding present and future technology needs ([EV1](#), [EV2](#), [EV3](#), [EV4](#), [EV5](#), [EV6](#)). Many technology decisions are based on Information Technology (IT) department personnel's advice and departmental or staff discussions. The Information Technology NIPR was completed in 2015 ([EV7](#)).

The servers in LCC's Datacenter are scheduled for annual review for capacity, and stability. Physical servers are limited as most servers are setup in LCC's virtual server infrastructure. Having a virtual server infrastructure allows LCC to provide redundancy and protection to the system and its resources while reducing power and cooling needs in the Datacenter to increase energy efficiency.

Refresh planning for campus desktops/laptops is addressed in the ITMP. A refresh plan was developed during the 2013-2014 year and calls for a 5 year refresh cycle. The goal of the plan is replacing 20% of computers each year, physical servers every 5 years, and other network equipment and projectors on an as needed basis. 2015-16 was the first year LCC had a full budget for this plan. In 2015-16 35 laptops and 21 desktops were replaced, 2016-17 62 desktops and 13 laptops were replaced, 2017-18 33 desktops and 3 servers were replaced, and 2018-19 21 desktops, 2 laptops, and 1 server were replaced. The IT Department establishes standards and specifications for all computer equipment. All computers use standardized software. The hardware is standardized to a few select models making support more streamlined. The Director of Information Technology approves all technology purchases. IT staff evaluate technology equipment as needed for the purpose of upgrading, reallocating, storing, or the surplus of technology equipment. Operating systems and software are kept current to industry standards via the Microsoft & Adobe campus agreements. Included in the refresh plan are all student computer labs including the Library/Learning Center, the CA-207 Basic Skills lab, DSPS Learning Disabilities lab, Math lab, Graphic Design lab, Business lab.

Starfish by Hobsons, an early alert system with additional functionalities being developed, was developed and piloted during Spring 2019 with full implementation rolled out in Fall 2019. A workgroup of representatives, including the IT Director, initially researched Starfish, attended the Hobson's conference in Summer 2018, and visited Columbia College in Fall 2018 to evaluate Starfish and prepare for development. An expanded workgroup from multiple constituencies and serving different student support roles participated in the custom development of Lassen College's Starfish instance, and a small group of faculty conducted the initial communications pilots in their classes, using flags and kudos to draw attention to behaviors relating to student success and persistence.

The College previously implemented an Ellucian Colleague degree-audit software package, but during summer 2019 prepared to transition to Hobson's degree audit modules, deemed more effective at linking the early alert system with student communications than Ellucian's product.

### **Analysis and Evaluation**

The College meets the standard. The Institutional Technology Master Plan (ITMP), with input from program reviews as well as from IT staff and constituent representatives, is integrated into the Comprehensive Institutional Master Plan. The College continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.

- 3. The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable*

*access, safety, and security.*

### **Evidence of Meeting the Standard**

Lassen College has one main campus in Susanville and no established centers. The Public Safety Training Center previously housed in a Lassen High School District facility was re-integrated into campus summer 2016. Lassen College teaches a selection of courses at High Desert State Prison and California Correctional Center. Lassen College has purchased projectors for instructional purposes and computers for student use at High Desert State Prison and the California Correctional Center. California Department of Corrections and Rehabilitation technology personnel support and maintain these systems. For security purposes these computers are not connected to the internet and all student resources must be local to the computer.

All computers at Lassen College have standardized hardware and software. This helps to ensure reliability and ease of maintenance. Sophos Endpoint Security and Control is utilized for antivirus and malware protection on all LCC computers. All student use computers are also loaded with Faronic's Deep Freeze. This software prevents any users from permanently installing any software that could adversely affect the computer. Most classrooms are equipped with the same technology to allow for a consistent setup and ease of use from one room to another. ([EVI](#))

### **Analysis and Evaluation**

The College meets the standard. Technology resources are implemented and maintained to assure reliable access, safety, and security.

- 4. The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.*

### **Evidence of Meeting the Standard**

Lassen College provides training for its various technology systems. Each term LCC has designated Flex days for professional development. During these flex days various topics are covered. Some of the technology topics covered have been Canvas, Office365, and Starfish. ([EVI](#))

With Canvas being the designated online learning management system LCC's Instructional Designer regularly meets with faculty for individual trainings on how to use Canvas and the provided tools/activities.

Over the years we have implemented new technology. With each of the new technologies that have been implemented training opportunities have always been provided. One example is the implementation of Hyland's Perceptive Content. The departments that were part of the initial implementation were included in the setup and trained in how to use the software. ([EV2](#))

Technology training opportunities are now being made available to students. With the implementation of Starfish Lassen College has made an effort to inform students as to what Starfish is and how to use it. A Starfish Student Guide has been made available to students via several methods. ([EV3](#), [EV4](#)). There have also been training opportunities at BootCamp events to inform students of the MyLassen portal and what is available in the portal, Canvas and other technologies that students use. ([EV5](#), [EV6](#))

### **Analysis and Evaluation**

Lassen College meets the standard. Training opportunities are offered to faculty, staff, administrators, and students.

5. *The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.*

### **Evidence of Meeting the Standard**

Lassen College has policies and procedures in place that are specifically designed to ensure the safe and appropriate use of technology. The guiding policy that is used for students, faculty, staff, and administrators is BP/AP 3720 – Computer and Network Use ([EV1](#), [EV2](#)). Users have an opportunity to review this when signing onto any District computer. All new employees are required to sign an acknowledgement form ([EV3](#)) that they have reviewed AP 3720 as well as other APs. Students are required to comply with the Student Rules of Conduct outlined in the College Catalog. ([EV4](#)) Other policies and procedures include AP 3750 – Use of Copyrighted Material, and AP 6365 – Accessibility of Information Technology. ([EV5](#), [EV6](#))

### **Analysis and Evaluation**

Lassen College meets this standard. The policies and procedures that are in place are regularly reviewed for any needed updates.

---

## **Conclusions on Standard III.C. Technology Resources**

Technology plays a critical role in all that takes place at Lassen College. Technology is part of the backbone or infrastructure that enables all other processes of the college to be able to work. From the moment a student completes an online application to the time they walk across the stage to graduate, technology is involved. All employees need a computer to work on, data is stored on servers, online services are used via the internet with some cloud hosted service and all of these resources need to be supported and maintained. Lassen College strives to maintain a safe, secure, and reliable technology environment. As technology changes LCC works to adapt and incorporate new technologies as it is able and empowers users to be able to use it. Use of technology at Lassen College, like many aspects, is guided by BP's, AP's, and the Lassen College Catalog.

### **Improvement Plan(s)**

Information security is often a hot topic in the area of security. With the changing laws regarding information security and the requirements being placed on colleges, it is necessary for Lassen College to review our security practices in relation to these requirements and make the needed changes to be able to maintain a secure technology environment.

### **Evidence List**

[III.C.1 EV1 9-1-15 Academic Senate Minutes](#)

[III.C.1 EV2 Email 4-27-16 Canvas Meeting](#)

[III.C.1 EV3 CC Agenda-Minutes-06-26-2018](#)

[III.C.1 EV4 Boarddocs Sites](#)

[III.C.2 EV1 2014-2019 LCC ITMP](#)

[III.C.2 EV2 2015-2020 LCC ITMP](#)

[III.C.2 EV3 2016-2021 LCC ITMP](#)

[III.C.2 EV4 2017-2022 LCC ITMP](#)

[III.C.2 EV5 2018-2023 LCC ITMP](#)

[III.C.2 EV6 2019-2024 LCC ITMP](#)

[III.C.2 EV7 2015 NIPR - IT](#)

[III.C.3 EV1 2016-2021 LCC ITMP](#)

[III.C.4 EV1 Flex Trainings 2014-2019](#)

[III.C.4 EV2 Perceptive Content FA 2016](#)

[III.C.4 EV3 Starfish Training Dates](#)

[III.C.4 EV4 Starfish Student Guide](#)

[III.C.4 EV5 BootCamp 2018](#)

[III.C.4 EV6 BootCamp 2019](#)

[III.C.5 EV1 BP 3720](#)

[III.C.5 EV2 AP 3720](#)

[III.C.5 EV3 HR Acknowledgement Form](#)

[III.C.5 EV4 Student Rules of Conduct](#)

[III.C.5 EV5 AP 3750](#)

[III.C.5 EV6 AP 6365](#)

---

## **D. Financial Resources**

### *Planning*

1. *Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)*



## **Evidence of Meeting the Standard**

LCC is committed to maintaining fiscal stability with an implemented integrated planning and budget development process emanating from the Strategic Plan, which contains the strategic goals and mission statement. ([EV1](#), [EV2](#), [EV3](#)) In this integrated process, the College mission and strategic goals drive the development of the budget with a focus on sustaining and improving student learning programs and improving institutional effectiveness. ([EV4](#), [EV5](#))

The Board has overall fiscal responsibility of the district and approves a tentative budget in June and a final budget in September when revenues are defined and finalized from the state. ([EV6](#), [EV7](#)) A special finance meeting is scheduled just prior to the regular board meeting in June and in September to present the budget and answer questions. ([EV8](#))

The district contracts with an independent auditing firm for annual audits of its financials as well as its processes and procedures. LCC has had limited non-financial findings in each of its last several fiscal years. ([EV9](#))

## **Analysis and Evaluation**

The College's institutional planning process begins with an assessment of student learning and administrative unit outcomes as part of the Instructional and Non-Instructional Program Review process. The program reviews set goals and identify needed financial resources at the unit level of operation. ([EV2](#), [EV10](#), [EV11](#)) Program recommendations, including recommendations requiring resource allocation, are forwarded on the adopted forms to the appropriate master planning committees. The planning committees use the information, along with other data and campus input, to develop master plans with strategies to meet measurable objectives connected to the adopted strategic goals. The Consultation Council/Strategic Planning Committee ("Consultation Council") uses the LCC master plan priorities to prioritize institutional strategies which in turn influence the resource allocation. The prioritized recommendations are then forwarded to Consultation Council for institution-wide prioritization. The institutional prioritization level seeks to ensure the congruence of resource allocation to the overall mission and strategic direction of the institution. Resource prioritization will then be open for review and discussion among all constituent groups in an open meeting setting where appeals can be made for resource allocation reconsideration. The prioritized institutional resource allocation list for the next academic year is forwarded to the chief business officer for inclusion in the tentative budget, subject to adequate revenues, and is also then distributed to the campus community through the LCC portal. ([EV12](#), [EV13](#), [EV4](#)) The tentative budget is forwarded to the Superintendent/President who makes a final recommendation to the Governing Board for adoption.

Resources allocated through our planning and budgeting process sustain programs and services through existing apportionments. Further development and enhancement of programs have occurred through aggressive efforts to obtain funding from external sources. Grants are vetted through an established collegial process. ([EV14](#)) Examples of programs and services that have

been enhanced by this process include our Vocational Nursing program, our Face-to-Face inmate education program, and our Automotive Technology program. ([EV20](#), [EV21](#), [EV22](#))

The adopted budget development process linked to program review and integrated planning has been used successfully since its implementation in 2008, with survey data informing the annual evaluation and modification of this process by the Academic Senate and Consultation Council. This process has worked successfully but we experienced an anomaly in 2018-2019. With the change in funding formula that was proposed for implementation, projections of income showed success measures that Lassen has been working hard to implement. Projections showed funds had the potential for significant increases. This was reflected in our Apportionment allocation as well as verified through the SCFF funding formula template. ([EV15](#)) Expenditures that were approved in 2017-2018 to increase and stabilize FTE's were now indicated to be fully funded. This was the direction until the April 26<sup>th</sup> notification of revised apportionment that dropped our budgets back to the 2017-2018 minimum guarantee. ([EV16](#)) This created a deficit spending amount of \$2 million that left no time to recover from during the 2018-2019 budget year. Creation of the 2019-2020 Final budget was administratively reduced to the current minimum funding level presented by the Chancellors office. ([EV17](#)) Fund balance reserves of 20% prior to this helped us to weather this storm but reduced our unrestricted fund balances to 7% at the end of FY 2018-19. ([EV18](#)) The Board is determined to give close attention to restoring fund balance to its recommended level of 15% in order to provide the stability necessary to fiscally sustain the district for the future. ([EV19](#))

- 2. The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.*

### **Evidence of Meeting the Standard**

The mission and goals are outlined in the Strategic plan, which is reviewed annually and forwarded to the Board for approval. ([EV1](#)) Instructional Program Reviews (IPR) and Non Instructional Program Reviews (NIPR) include an analysis of Student Learning Outcomes (SLO) and Administrative Unit Outcomes (AUO) that allow for program improvement by evaluating programs to ensure focus linked to the Strategic Plan is occurring, and SLO's and AUO's are in fact linked directly to Strategic Plan goals. During the program review process, budgetary needs are identified and included in tables that are incorporated into the appropriate master planning document for prioritization. Established budget guidelines and priorities ensure direct alignment with Strategic Plan goals. ([EV2](#))

Templates for IPR's and NIPR's are contained in their respective program review handbooks, which ensures that all resource requests are consistent and focused on the College's mission, goals, and vision. Program objectives are evaluated against Strategic Plan goals, as well as to identify and evaluate SLO's and/or AUO's. Annual update templates are provided to allow for inclusion during the off years so that budgetary needs and planning can be addressed and included in the annual Budget prioritization process. ([EV3](#), [EV4](#))

The District commitment to maintenance of fiscal health is evidenced in our fiscal policies, which ensure the existence of adequate internal controls, fiscal management, support for the LCC Educational Master plan, and confirm that fiscal objectives, procedures, and constraints are communicated appropriately to the Board and staff. ([EV5](#), [EV6](#), [EV7](#), [EV8](#)) The Board is informed of the District financial health through monthly reports that outline budgeted expenditures to actual spending, monthly income and expenditures on a cash basis as well as quarterly financials. ([EV9](#))

## **Analysis and Evaluation**

The College meets the standard. The budget has consistently been developed with a conservative approach, evidenced by a record of healthy and growing fund balances, with the sole exception of FY 2018-19, which has been a significant challenge due to anomalies in the implementation of the new Student Centered Funding Formula (SCFF). ([EV10](#)) The budget process begins with the approved Final budget from the prior year. This creates the foundation for building the budget, insuring that all programs are adequately funded and staffed. Increases are initially evaluated based on collective bargaining negotiations, step and column increases, benefit costs, utility rate increases, staff retirements and vacancies, and other fixed operational needs.

Prioritized resource requests are developed through institutional planning and culminate in budget priorities lists that are approved through our participatory governance process. This process serves to guide the College in its decisions of yearly resource allocations allowing for full discussion of area needs that are presented and prioritized.

Evaluation of anticipated revenue normally based on projected FTE's are used to establish the base for funding each year. Any recommendations for increases are then incorporated in prioritized order into the budget. Adequate controls do exist to ensure that funding for the districts obligations are met first before any additional increases are applied.

Planning moving forward taking the new norm into consideration, the administration notified Consultation Council and the board May 14 minutes of the deficit spending that was occurring as a result of the change in funding and as much information as we currently knew at the time for future funding. ([EV11](#), [EV12](#)) Administration held numerous meetings to discuss the implications. Because personnel makes up the majority of all budgets, reductions to budget discussions were limited to administrative levels of discussion. Forthcoming information from the Chancellors office indicating revenue amounts with a new Student Funded Formula template were not due for release until a budget workshop held in Sacramento on July 23, 2019. Utilizing the most current model, a preliminary budget was created and a tentative budget submitted at the June 11, 2019 board meeting using a conservative estimate of the Student Centered Funding Formula with assurances from the Governor's office May revise that the funding formula would be fully funded. Staff from the college attended the July meeting in Sacramento and were informed at that time that funding would remain at the 2017-2018 level with Cola. Consultation Council was informed of this and the results to our tentative budget. ([EV14](#)) The Board was informed on the evolution of the funding formula and how it affected our campus. ([EV15](#))

Administration continued meeting to strategize cuts to the tentative budget. The decision was made to freeze hiring of all current vacant positions and to shift responsibilities elsewhere. Further reductions in discretionary spending were reduced. Staffing levels were looked at with an eye on the least disruption to students and areas that had more than 1 staff member that could share the workload utilizing current employee contract restrictions. A recommendation to the board for staffing reductions was presented August 30, 2019 to assist in balancing the budget. The board voted to not take action and asked all employees to relook at the budget and return with suggestions to mitigate the need for layoffs. ([EV16](#)) The Final budget was due to the state no later than September 10<sup>th</sup> board meeting, convocation was held on September 2<sup>nd</sup> in an open forum to discuss alternative suggestions with all employees eligible to participate. The timing of these actions required the budget to be presented to the board with an unbalanced budget projection. One staff member on the notice for layoffs was transferred to a categorical program vacancy, 2 staff members resigned, additional funding for 1 ½ time layoff was identified leaving actual layoffs at 2 staff members. The board voted to approve the recommendation at a special board meeting September 30, 2019. ([EV17](#))

Even with all of this occurring, sound financial planning was still in place to quickly make decisions while keeping our mission and goals in focus.

#### **Dissemination:**

Consultation Council and the Board are notified of unplanned for or unexpected budget issues. ([EV18](#), [EV19](#), [EV20](#), [EV21](#), [EV22](#), [EV23](#))

Consultation Council membership includes faculty, classified staff, management, Administration, academic division chairs, master planning chairs and student representatives. Constituent group representatives are charged with taking this information back to their memberships to discuss. It is through this committee that financial information is disseminated. Priorities for spending enhancements are discussed in May with this committee. The Academic Senate/Consultation Council Budget & Planning Process Subcommittee reviews recommendations from Consultation Council based on results of annual evaluation surveys and proposes revisions to the budget and planning processes as well as the Governance Handbook. Recommendations are considered first by Academic Senate; Academic Senate-approved revisions and handbooks are then forwarded to Consultation Council as an information item. Updates to the budget are periodically given at these meetings as well as communicating changes in revenues. New grants are presented to inform the campus of opportunities as well as possible impacts to the budget.

The Board agenda is discussed during consultation council. The board is given a report monthly that show approved budgets/changes to the budget/New budgets/actual revenue and expenses. This report is broken down by fund type. It is presented by program type and object code with percentages of expenditures to date. This information is available for public and campus review utilizing BoardDocs.

- 3. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.*

## **Evidence of Meeting the Standard**

LCC follows a planning and budget process that is annually reviewed and approved through a shared governance approach. (EV1) The Strategic Plan is also evaluated and adopted annually. (EV2) Programs use scheduled reviews with a common template for consistency to evaluate and request budget needs. (EV3, EV4) The cycle for planning is evidenced in the planning process flowchart. (EV5) LCC evaluates its process annually to include modifications if needed. (EV6, EV7, EV8)

## **Analysis and Evaluation**

LCC is committed to meeting this standard with broad participation through Consultation Council. The LCC budget process begins each year in January with the Governor's budget proposal as an indicator of base apportionment. Looking at the integrated flow chart, Program reviews or Annual updates are completed. Those requests for program improvement feed into the institutional planning document that is appropriate for the need. The planning committees prioritize the needs. The Planning Chairs meet to further refine the priorities list along with the President's priorities. These are then forwarded to Consultation Council where all constituents are present and put forward their prioritization from this list. The list is forwarded to the CBO. The prior year budget is rolled into the new year's budget as a base, salary and benefits and contractual increases are updated first. Current year roll up costs including PERS/STRS percentages are updated. Projected revenues are provided in consultation with Director of IT and Institutional Effectiveness, Comptroller, Associate Dean, and VP of Administrative Services along with past practices to determine the current revenues.

If there is room for improvements, the priority list is incorporated into the budget from Consultation Council. Consultation Council has representation from all constituent groups. The budget is then presented to the President for approval and then sent to the Governing Board. The district keeps close track of its enrollment potential and works diligently on enrollment management, offering late start classes if necessary if enrollments are lagging behind projections. The district takes very seriously its commitments during negotiations. Understanding that future year increases have a direct impact to the budgets and insuring that growth can be projected to cover those increases. The district is careful in considering categorical funds when hiring new employees. It clearly states in the employment contract when "soft money" is used, that if the funds were to go away, the position could go also. (EV9) Budgets are monitored to ensure that expenses do not exceed revenues from the Comptroller.

The Consultation Council reviews the overall planning and budget development process for effectiveness on a yearly basis each May. (EV10) Process reviews are sent out annually to all constituent groups and planning committees to gauge the effectiveness of our governance processes relating to planning and budgeting. Review and revision of the processes, although the responsibility of the Academic Senate, has been jointly conducted by the Academic Senate and the Consultation Council for each of the last several years.

Consultation Council surveys each constituent group for recommendations to improve our process. These recommendations are compiled and considered for improvement. Changes that have occurred are reflected in actions taken such as posting more into the College portal for easy access. Planning committee chairs now meet to discuss the priority lists from each of the master plans before they are presented to Consultation Council. Planning for several years has been consistent because projections of where our funding sources are occurring has been the target in planning.

### *Fiscal Responsibility and Stability*

4. *Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.*

### **Evidence of Meeting the Standard**

The College has actively sought external funding through grants as a way to move forward in conjunction with our Institutional Planning documents that incorporate IPR and NIPR information to strengthen and improve existing programs. ([EV1](#), [EV2](#), [EV3](#), [EV4](#), [EV5](#), [EV6](#), [EV7](#), [EV8](#))

### **Analysis and Evaluation**

Assessment of Financial Resource availability:

LCC seeks to support our programs and our community as evidenced in our LCC District Strategic Plan: Vision: “The Economic and Workforce Development Leader for the community” Supporting our programs for growth by developing and improving upon curriculum to meet the needs of our students require more than our small local resources. Institutional planning assists in guiding the direction for growth. Grants and partnerships help us to reach these goals.

Development of Financial Resource:

The College has actively sought external funding through grants to improve our program offerings. These are some of what has been awarded since last report. In 2013-14 the district was awarded \$261,389 for a Workforce and Economic Development Grant aimed at developing new curriculum for Medical Assisting, Phlebotomy and CNA trainings and assist with new curriculum and equipment. A big part of this grant helped LCC to hire a new Nursing Director in 2016 and launch a premier new Nursing program in 2017 to meet the needs of our rural area. In 2014-15 the district received \$400,000 for the Inmate Education Pilot Program directed at offering face to face course level business class instruction, offering college level CTE certificates, reporting and disseminate data to CCCO, provide articulation and support services to the inmate population within our area. This assisted LCC to develop the courses for two of our Lassen County facilities, CCC & High Desert State Prison. The district became the fiscal agent for the AB86 Adult Education Initiative in 2013-2014 that has now evolved into a multiyear California Adult Education Program (CAEP) Appropriated grant. The grant has allowed LCC to partner more closely with our county schools through a consortium team model to offer and



grow our adult education program opportunity. These have made huge impacts especially in our rural areas that lack in many opportunities. A Prop 39 grant of \$156,925 to improve sustainable energy reduction by transferring one large boiler for heating to individual heating boilers in five of our buildings, a \$20,000 OER zero cost book program grant to teach instructors how to adapt E books into their curriculum. The USDA Distance Learning and Telemedicine equipment grant was awarded for \$313,593 to offer distance learning education and videoconferencing to our remote areas of Lassen County to bring real time classrooms through cooperation with local high schools. For the campus, this allowed two classrooms to be equipped with the technology to offer distance education as the hub. LCC also provided equipment to Modoc County, Lassen Unified School district, and the Susanville Indian Rancheria. Spring 2020 will be the first semester to offer statistics classes using this technology. The Guided Pathways allocation has incorporated EDOPTICS to assist LCC in Strategic Planning and staff development. The District has applied for and annually received the CTE Perkins IC and CTE Transitions grants, which have greatly benefitted several CTE programs on campus.

The state has focused their funding for CTE programs through Strong Workforce grants. The College has also asked for and received additional Strong Workforce funding to support the reinstatement of a quality Certified Nursing program and to enhance our existing Fire Science program. Our Auto program has formed a partnership with SUBARU as well as becoming ASE accredited for Master Automobile Service Technician to give our students greater opportunity in workforce development.

The Superintendent/President continues to encourage grant writing among the Administrative staff to seek opportunities to enhance and grow our institution. In 2019-2020, the district was awarded another Inmate Education grant, to assist those students who are transitioning from incarceration to becoming campus students. In 2019-2020, a CTE Strengthening Online Career training for agriculture, small business and computer science grant was awarded for \$404,250. This grant is targeted at creating online courses for certificates in these areas.

- 5. To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.*

### **Evidence of Meeting the Standard**

External Audits evaluate internal controls annually and report areas for improvement. ([EV1](#), [EV11](#), [EV12](#)) The independent audit report beginning on page 64 has the statement for internal controls. ([EV2](#)) LCC strives to meet the needs of the district by following AP 6300 for Title 5 requirements. ([EV16](#)) Budget management requires that funds are expended within major categories and that budget transfers are required when those funds exceed existing budget. ([EV9](#)) LCC follows the budget and accounting manual in the establishment of its account structures. ([EV10](#)) All funds of the district are administered by the VP of Administrative Services which includes budget preparation. ([EV14](#), [EV15](#)) Fiscal services conducts Non instructional program reviews with annual updates to reflect on and strive for improvements. ([EV3](#), [EV6](#), [EV7](#), [EV8](#)) Financial system (Ellucian) has built in controls that we subscribe to. All requisitions for



expenditure require (2) two signatures before it can be assigned a purchase order number. The signatures are predefined so others cannot substitute. The Comptroller is the only one that can post budget adjustments. The business office has a procedure manual to assist with questions on process. (EV4, EV13) Ellucian is accessed through mnemonics, report writing and on-line look up of accounts that are available to all constituents that have a need for timely information. An IT authorization form filled out by a manager, gives employee access with appropriate approvals. (EV5)

### **Analysis and Evaluation**

The College meets the standard. IT has control of setting up and removing access to Ellucian. Authorization is through their Datatel access authorization form. Reports are accessible to all that have need for budget reporting. The general ledger is updated daily so that information is timely. Specific revenue sources are identified with a unique 3 digit code as part of the account structure so that accurate accountability can be tracked to the source. The business office procedure manual has information on how to read the account structure. The business office staff are always available to assist new budget managers in creating and documenting their own budgets and processes for running reports, creating requisitions etc.

Fiscal services staff participate in the evaluation process through a Non-instructional program review that includes a satisfaction survey to assist with quality improvement. The cycle is every 4 to 5 years with annual updates in between so that needs can be addressed and the processes can be improved.

Staffing levels have not always been consistent but LCC has always been committed to incorporating clear delineations of fiscal responsibilities in order to maintain sound fiscal controls.

6. *Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.*

### **Evidence of Meeting the Standard**

LCC has a high degree of credibility and accuracy as evidenced in Audit findings. (EV1, EV2, EV3, EV4) LCC focuses on student success through Strategic goals. (EV7) The Governing Board is updated monthly on current financials that include current budgets, adjustments, revised budgets and actual income and expenses to date. (EV5) Starting on page 23, of the business office manual, provides an example of how to read our account structure including the revenue source to assist Grant managers in tracking their budgets. (EV6)

### **Analysis and Evaluation**

The College meets the standard. LCC has had relatively clean annual independent audit reports. The findings have been because of common mistakes that have been non-financial in nature. Paying close attention to the preparation of the annual CCFS-311 has helped as well as our well

trained and capable staff. The budget prioritization process uses measures to determine priorities that focus on student success through Strategic goals. (EV7) Each grant and source of funding have a numerical code to group and track revenue and expenses accurately. Each grant has an administrative oversight to ensure that funds are spent appropriately. Institutional planning groups with representation from each of the constituent groups meet regularly to discuss goals and objectives and convey budget changes to sustain those needs. All grants are audited and reported in annual financial statement audits for compliance and have had unmodified opinions each year.

7. *Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.*

### **Evidence of Meeting the Standard**

Audit findings are communicated to the Board in a timely manner. The Audit is presented to the Board first in a Governing Board Audit committee meeting and then presented for approval to the full Governing Board. (EV1, EV2, EV3, EV4, EV5) Corrective action plans are developed as necessary to provide guidelines and improvements. (EV6) Audit findings have been relatively minor as evidenced, and have been mostly procedural practices that are important and enable us to learn and adopt improvements. (EV7, EV8, EV9, EV10)

### **Analysis and Evaluation**

The College meets the standard, but there is room for improvement. The district takes very seriously any findings and works diligently to quickly resolve any findings. The auditors look closely at our processes and assist us with ways to help us improve. We work very closely with our independent auditors to determine best methods and implement changes when needed. All audit findings have been related to procedural rather than financial issues. The auditors look closely at our processes and assist us with ways to help us improve. Turnover in personnel is always a challenge and creates more need for us to ensure that training is occurring. New requirements such as the new Federal standards created new findings in 2018-19. We found that we were meeting the standard except for some minor issues that would complete this standard.

8. *The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.*

### **Evidence of Meeting the Standard**

Internal controls are evaluated during the annual audit process. Significant findings are documented within annual audits. This allows a third party assessment to ensure that internal controls are in place and that improvements can be identified and implemented. Areas of concern are included in audit findings. (EV1, EV2, EV3, EV4)

Fiscal Services is required to complete non-instructional program review (NIPR). (EV5) This document includes all fiscal staff members and allows us to give a comprehensive self-review along with results from campus surveys to assist us in improving our service to the institution in

an ethical and professional manner. Annual updates are also completed to continue that review. ([EV6](#), [EV7](#), [EV8](#))

### **Analysis and Evaluation**

The College meets the standard. The district requests RFP's from a list of CPA firms that are approved from the Chancellors Office. Contracts are awarded for 3 years with additional 2 year options. The current firm for 2018-2019 has concluded this cycle. New RFP requests have gone out with the expectation of awarding a new contract in February for the 2019-2020 fiscal year. This cycle allows for effective and valid improvement of our financial systems and controls by allowing a new third party perspective of our institution.

LCC's independent auditors test the districts controls annually and report any issues they find and report any material weaknesses found. It is a comprehensive review in three steps; a preliminary visit focused on controls, an audit of Enrollment services and Financial Aid, and a final visit to test our closing financials that include state reporting. Our last several years have shown no findings of material weakness.

Fiscal Services has completed a Non-Instructional Program Review with annual updates for the purpose of self-evaluation to determine areas of focus for improvement. The entire business office staff meet and discuss the areas we see as weakness and areas for improvement. This has been very helpful to each staff member and allows for a critical review. The completed document is written with input from each staff member.

9. *The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.*

### **Evidence of Meeting the Standard**

Fund balances along with cash reserves have been maintained at levels that allow for adequate resources to maintain stability. ([EV1](#), [EV2](#), [EV3](#), [EV4](#), [EV5](#), [EV6](#), [EV7](#), [EV8](#), [EV9](#), [EV10](#), [EV11](#)) Board policy recommends a fund balance at 15%. ([EV15](#)) Risk management is evidenced through staff trainings to assist in mitigating risk. All employees are required to take certain trainings such as Mandated Reporter, Title IX, Sexual harassment, and IIPP. Other employees are required to take trainings relevant to their job position such as maintenance employees complete Ladder Safety, and Lock Out Tag Out. Various positions using carts around campus take Utility Cart Safety. ([EV17](#)) Posters and safety information is disseminated to students and staff through email and posters around campus when hazards exist such as slips and falls. ([EV18](#)) Accident Insurance for Students is provided as well as Workers Comp for all employees through Keenan. ([EV12](#)) Property and Liability insurance is also purchased through Keenan (SWACC), Board policy addresses insurances as prescribed by law. ([EV13](#), [EV14](#))

### **Analysis and Evaluation**

The College meets the standard. The state issued one time funding to assist districts in funding future CalPERS, CalSTRS liabilities. This was discussed at the October 1, 2015 Consultation

Council meeting. (EV16) These funds were held in reserve and not spent, allowing cash flows to remain at very healthy levels. This strategy has worked along with insuring that current levels of retirement liabilities were budgeted accurately and absorbed each year during the budget process. The commitment from the Board to keep a substantial fund balance above the recommended 5% allowed the district to weather the substantial cut in funding that occurred at the end of 2018-2019. The fund balance from 2014/2015 increased by \$540,847 to 36% of unrestricted fund balance. Fund balance for 2015/16 increased by \$873,453 that equaled 34% of unrestricted fund balance. Fund balance for 2016/2017 increased \$261,518 for a fund balance of 38% of unrestricted fund balance. Fund balance for 2017/2018 decreased \$2,186,712 for an unrestricted fund balance of 20% and cash reserves at \$3,653,752. 2018/2019 saw a further decline of \$2,003,752 for an ending unrestricted fund balance of 7% with current cash reserves at \$3,516,274.00. Current cash reserves are currently running at less than the last several years but well above current monthly levels of need. The Board and the district are committed to restore fund balances as well as cash reserves to higher levels before any additional spending options.

### **RISK Management:**

The district is self-funded through Keenan and Associates that includes the State Wide Association of Community Colleges (SWACC) JPA for property and liability insurance, Workers Comp, and risk management training. Employees are required to participate in regular trainings including, but not limited to, slips and falls, motorized cart training, ladder training, blood borne pathogens, hazardous materials, and sexual harassment to limit the district liabilities. The college works closely with legal counsel and human resource policy and procedures to limit employment liability risk. LCC purchases Student insurance through Keenan as well for all students. This coverage provides a level of protection beyond the student's primary medical insurance carrier. Board Policy #6540 address the legal requirement for insurance.

10. *The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.*

### **Evidence of Meeting the Standard**

Comprehensive annual independent audits review each of the areas of financial aid, grants and other sources of funding. (EV1, EV2, EV3, EV4) Audits of LCC Financial Statements and Federal Awards have resulted in unmodified and no reported material weaknesses. Investments with the Lassen County Treasurer's Office has a comprehensive Investment Policy that has a conservative approach. (EV5) Board AP 6320 defines the board investment policy. (EV6)

Grant managers are responsible to the district and for compliance with applicable laws. (EV7) Grant managers prepare and submit reports to appropriate agencies. (EV8, EV9, EV10, EV17) Grant managers' report through the Chancellors office in the SSARCC module. (EV18, EV19, EV20, EV21) LCC has procedures for fiscal management. (EV11) The Governing Board reviews the 311 Q reports. (EV12, EV13, EV15) and the CFS311 (EV16, EV22)

### **Analysis and Evaluation**

The College meets the standard.

Ensuring Appropriate Use of Grant and Categorical Funds:

The Comptroller has almost 30 years' experience with Lassen College Business department. The Comptroller oversees all aspects of financial reporting by working with the account directors that oversee individual grants to ensure that reporting agrees with the general ledger. Spending from these grants must also follow governmental accounting standards. A fiscal analyst was hired in 2018 to help coordinate the Student Success and Equity grants and the Adult Education Grants between the account directors and the business office. The analyst oversees the expenditure of these categorical programs and assisted with reporting and regulations. In 2019 the position was maintained within the Fiscal Services Office. Account directors for DSPS, BFAP, EOPS, CARE, and CALWORKS, reconcile their accounts with the business office to ensure the correct and appropriate expenditures are recorded and then use the general ledger reports to prepare the SSARC reports to the State. VTEA and CTE financial reports are updated by the Comptroller and the narrative for these programs are done by the area directors.

Review during 311Q and 311 reporting assist in frequent review of financial statements as well as monthly financial reporting to the Board. The Board has been consistently updated the last 2 years but were less frequently updated prior to that. It is important to allow the Board a complete review beyond the monthly financial updates and the annual audit. All spending requests require two signatures of area deans, the Superintendent/President or the Comptroller and are required before expenditures can occur. The Director of Enrollment Services ensures that the Financial Aid awards are disbursed per Title IV and prepares the FISAP and BFAP reports. Independent audits review and report on compliance.

Oversight of Resources and Investments:

The Lassen County Treasurer holds the majority of the College's cash and invests the funds in short-term securities according to the Lassen County Investment Policy. Funds may also be retained under Local Agency Investment Fund (LAIF) which is a program that offers local agencies the opportunity to participate in a major portfolio in which hundreds of millions of combined dollars are invested, using the investment expertise of the State Treasurer's Office at no cost to the District. The district has not participated in LAIF for a few years now. This is something LCC could revisit as a way to set funds aside for PERS/STRS.

### *Liabilities*

- 11. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.*

### **Evidence of Meeting the Standard**

Budgets follow a process as outlined in the Budget Planning Handbook short range as it relates to long-term financial solvency for 2019 shows the district was ready to take action by

addressing the need for staff reductions to meet the 2019-2020 expected apportionment funding. (EV1, EV8) The Comprehensive Institutional Master Plan (CIMP) is the foundation for budget planning. (EV2) In the 2019-2020 Educational Master Plan (EMP) is undergoing a major revision and is the planning document that should be the driver of all other master plans with a focus on long-range planning. (EV3) LCC needs to complete the revision process to improve our overall planning processes. Master plans also address resources that have short and long range plans such as the new classrooms that were developed for video telepresence as evidenced in the IT Master Plan. (EV4) The budget prioritization list shows the level of planning that is initiated through the master plans. (EV5) Consultation Council is used for decision making that impacts planning as demonstrated in the need to hire new faculty for future growth. (EV6) Areas for growth were identified as logical ways LCC can contribute to the focus on student success primarily through serving our two correctional institutions that are located in Lassen County.

Consultation Council was updated on a major renovation project that was needed to update the library while informing them of current cash flow. (EV7) The new Student Centered Funding Formula has been analyzed to determine potential revenues. (EV9) All payments of long term liabilities as well as contractual agreements are included in the current year budget on a pay as you go basis. (EV10)

### **Analysis and Evaluation**

The College meets the standard. As stated in our Planning and Budget Manual Appendix A: the college subscribes to the principles of sound fiscal management. Appendix C: Budget principles, priorities, and criteria have budget guidelines and priorities that we follow to mitigate risk as much as possible. Budgets are balanced using a conservative revenue expectation approach. Financial planning is an integral part of shared governance. Budget priorities and program improvements are first presented at the local level using Instructional Program Reviews or Non Instructional Program Reviews. These recommendations coalesce through committee decisions during Master Planning committee creations. The prioritization of new funding is discussed with chairs of the Master Planning committee and their recommendations are forwarded to Consultation Council for further discussion of short and long range plans and prioritization. The President has ultimate approval of what is funded. When funding requests have both short term and long term implications, these objectives are discussed and included in the prioritization for both short term funding and long term needs. An example for this was with the USDA grant because it was technology driven. The IT Master plan included these short and long term impacts. Analyzing revenue expectations changed with the 2018-2019 budget year. Understanding the direction of the Chancellors office with the new funding formula has complicated our ability and expectations. With a healthy cash reserve in the 2017-18 Fund Balance, (EV11) Consultation Council approved hiring additional faculty to be able to offer these courses with the intent of stabilizing and growing our FTE's. Trying to understand the new funding formula, these decisions should have paid for themselves because of the enhanced funding for Inmate education. In 2018-19 the funding (SCFF) formula confirmed our short term planning decisions and should have launched us into the long term planning phase. When it was realized that funding for the short term was based on 2017-2018 levels plus Cola, the district administration held numerous planning sessions to make decisions to allow us to move forward. Salaries and benefits are always the largest part of any budget, and instructional positions require

a March 15<sup>th</sup> notice leaving the administration to strategically choose positions that would not greatly impact student support or instruction for layoff. Short and long term planning are still occurring. The EMP committee has focused on a new planning document structure that will have both short and long term planning. With more focus on goals and objectives that are specific, measurable, relevant, and timely. The objective of the new EMP is to set a new standard to lead the other planning committee's and improve our planning processes. The district and the Board are committed to any additional funding being used to first rebuild fund balances.

12. *The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.*

### **Evidence of Meeting the Standard**

Post-Employment benefits actuarial study showing the small Post Employment benefit obligation. (EV1) Unfunded liabilities in the form of vacation leave has room for improvement in the CSEA contract. (EV2) All other staff have built in caps of 30 days, thus limiting the district's liability. LCC's audited financials address Post-employment benefits other than pension benefits in Note 11 of the audited financials. This statement has remained the same throughout the years. (EV3)

### **Analysis and Evaluation**

The College meets the standard. The institution removed the post-employment benefits with any new hires after July 1, 1990. As of July 1, 2019, one employee remains and will be funded in a pay-as-you-go basis as confirmed in the Total Compensation Actuarial report. Management and Administration have hard caps on accrual of vacation leaves. This limits the district vacation liability to 30 days. Classified staff are primarily controlled through encouragement to take leave when necessary. Decisions need to occur within negotiations to further limit the district's liability especially with areas such as Child Development that are limited on their ability to take vacation. The current contract has difficult language that contradicts itself by stating that an employee cannot accrue more than 30 days' vacation by the end of the year nor are entitled to payment of anything in excess of 30 days. But states that accruals continue in a "Flex account" once earned. The district is responsible for this unfunded liability.

Reserves were used to offset Retirement cost increases. LCC has always budgeted the actual cost during the budget process as a fixed increase. LCCs current circumstance puts this at jeopardy.

13. *On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.*

### **Evidence of Meeting the Standard**



The schedule of debt repayments in the 2018 audited financials note 9 show the limited amount of debt incurred. (EV1) The dormitory annually budgets the principle payment and interest on the bond note. (EV2) The final payment for the Dorm Bond will occur Spring 2020. (EV3) LCC had an agreement to repay apportionment of \$1.7 million to the Chancellor's Office repayment schedule. (EV4)

### **Analysis and Evaluation**

The college meets the standard. Fiscally the district chooses to not commit to long term debts. The only locally incurred debt instrument belongs to the Dorm Bond. The schedule of payments is reported in the annual audit under Note 8 & 9. This bond will be fully paid in Spring 2020. The Dorm fund budgets for the principle and interest debt each year. No other long term debt is planned. LCC had an agreement to repay apportionment payments that began in 2007. The final payment was made in fiscal year 2017-2018 as part of a reduced apportionment payment. No further obligations have occurred.

14. *All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.*

### **Evidence of Meeting the Standard**

The IDRC Grant was used to establish a nursing program shows the grant expended and the areas of achievement. (EV11) The Principles of Guided Pathways objectives Institutional leadership goals as defined through Guided Pathways was developed with a contract with Edoptics. (EV7, EV8) We were awarded an Inmate Education Pilot grant that allowed us to successfully institute face to face instruction at our local prisons. (EV12) The new Strengthening Online Career grant (CVC-OEI) that was awarded in May 2019 will offer new modalities of education to support our rural area students. (EV13) LCC is the fiscal agent for the California Adult Education Program (CAEP). A consortium was formed to allocate these resources under the Lassen Modoc Adult Education Consortium (LMAE). (EV14) All expenditures, including auxiliary activities, must follow the same business practices as outlined in purchases. (EV1) Each of the Booster's accounts are separated by sport with all revenue and expenses occurring within the College general ledgers. (EV2) All funds are part of the audit review of revenue and expenditures and Audit findings have been clear of any findings. (EV3, EV4, EV5, EV6) Evidence includes the annual Audit report which shows the Dorm Bond liability schedule, analysis and evaluation, and the final payment documentation on the Dorm Bond from the lending agency. (EV9, EV10)

### **Analysis and Evaluation**

The College meets the standard. Auxiliary activities are subject to the same review and require the same approval process for expenditures as all other district activities. Fund raising efforts are primarily conducted through athletic activities and are overseen by the Athletic Director to ensure compliance with intended purpose of funding. All revenues are turned in to the district

and deposited to appropriate Fund 83, Booster accounts. All expenditures for these funds require a purchase order and two signatures to approve those expenses. One signature is the area Dean and the other is the district CBO.

Independent auditors review and evaluate all sources of revenues for the district and report compliance within the audit financial statements. The last several audits have shown compliance with all funding. Major grants have someone at an administrative level that oversees these grants. Travel to State meetings corresponding to the individual grants are encouraged to keep current with state requirements. Through the Guided Pathways grant, LCC was able to hire Edoptics to assist in assessing where the campus was in meeting the Guided Pathways vision through surveys of various campus constituents and resources including alumni, students, faculty, and staff. They also assisted the campus with planning efforts to further the implementation of Guided Pathways on campus. Edoptics provided the campus with professional development and team building activities in alignment with the grant purpose. The Student Success and Equity administrator is a member of and meets within the Student Services Master Planning committee to ensure that resources are directed at the institutional goals to support student success and access. The Student Equity Plan addresses the targeted areas ([EV15](#)) Fiscal services offers financial oversight and support assistance with financial reporting to ensure accuracy. LCC is the fiscal agent for the LMAE program in Lassen County. The Superintendent/President leads the consortium that was formed to allow full access county wide to these funds with a consortium committee oversight that funds are spent in alignment with the adult education program guidelines.

LCC has received 2 Incarcerated Inmate Grants from the Chancellors Office. These grants have assisted LCC in managing and enhancing our Incarcerated Education program. The first grant was from June 2015 to February 28, 2017 and was fully executed and paid. The second grant is new to 2019-2020. This grant has received administrative oversight and all expenditures have been approved as consistent with the intended use. Recently, LCC received the CVC-OEI Grant and hired a grant manager to ensure all expenditures are consistent with the grant's purpose and the campus is implementing the grant proposals appropriately. All grants are also overseen by the district Comptroller. All reporting requires a signature from the Comptroller that ensures that reporting matches what is reported in our general ledgers.

The only Bond LCC currently has is the Dorm Bond. The audit financial statements and a letter from the Bond agency show that the final payment for the bond is Spring 2020.

15. *The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.*

#### **Evidence of Meeting the Standard**

LCC uses Loan Prevention and Monitoring Third Party disbursement with Bank Mobile contract. ([EV1](#), [EV2](#))

#### **Analysis and Evaluation**

The College meets the standard. The District works diligently to monitor and manage student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act. The District's three-year default rate is within federal guidelines. Student loan default rates were 21.74% in FY14, 19.74% in FY15 and 21.67% in FY16. These default rates are the most current and what is available at this time which is in compliance with the federal requirements. However, in the event that the default rate exceeds federal guidelines, the District has entered and maintained a contract with ECMC. ECMC provides default loan prevention, monitoring and assistance to ensure that the District stays compliant with the federal requirements.

Federal student aid revenue, disbursements and student loan default rates are constantly monitored to maintain compliance with federal requirements. The Lassen Community College District's financial aid and business departments ensure appropriate processes and segregation of duties are practiced during all disbursements of Title IV aid. Student eligibility is determined by the financial aid department and is maintained by the District. All disbursements are sent through a third-party service; Bank Mobile. The District has maintained a contract with Bank Mobile to offer a wide-range of disbursement options to our students in order to meet their needs.

### *Contractual Agreements*

16. *Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.*

### **Evidence of Meeting the Standard**

LCC has board policies that guide the district in the area of contracts and the corresponding operating procedures that guides the bid and contract process. ([EV1](#), [EV2](#)) Board Policy addresses the delegation of authority to act on behalf of LCC. ([EV3](#), [EV4](#)) One contract for education is with the Department of Forestry to offer classes for wildland fire suppression. ([EV7](#)) LCC contracts with the Department of Education to provide Child Care for our students and the community. ([EV5](#), [EV6](#)) The Uniform Public Construction Cost Accounting and Informal Bidding Procedures was adopted May 10, 2018 to allow for flexibility in construction bidding. ([EV8](#), [EV9](#))

### **Analysis and Evaluation**

The College meets the standard. LCC has a limited number of contracts. LCC has a contract with the California Department of Forestry and Fire protection to support Fire Technology, Health Sciences, and other vocational subjects at the post-secondary level for CAL Fire. The contract is reviewed by the CTE Dean and the Associate VP of Administrative Services to ensure that the College meets the standard and ensures the district will not be placed at risk. LCC contracts with the Department of Education to provide a State Preschool and General Child Care. These contracts are in support of our student success. Contracts are reviewed by legal counsel when necessary. Contracts that require bids follow the Public Contract code Section 2651(d) for current bid minimums. The Uniform Public Construction Resolution 5.08.2018-6.01-1 &-2 was

accepted by the Board on May 10, 2018, to allow more flexibility with project bids. LCC has difficulty in finding qualified contractors willing to come to the remote area. The Associate VP of Administrative Services is the designated agent to enter into agreements for the district as outlined in BP & AP 6100.

**Conclusions on Standard III.D. Financial Resources**

Financial resources at Lassen College remain at levels to support all aspects of the institution. We suffer like all districts do in funding enough to truly modernize our facility but with creative additional resources through grants, we have been able to accomplish a tremendous amount of positive institutional improvement. Title III allowed LCC to modernize its classroom spaces utilizing technology. The USDA grant allowed LCC to integrate two classrooms into interactive teaching modalities. The IDRC grant allowed the college to establish a premier nursing program and allowed the district to add new opportunities for its students with phlebotomy and office management. LCC has accomplished the modernization of our library, creating an environment that is conducive to learning. Adding air conditioning and expanding a classroom space for greater utilization. This past 5 years have seen a tremendous amount of positive growth in appreciating and supporting our student’s success.

**Improvement Plan(s)**

<b>Change or Improvement</b>	<b>Standards</b>	<b>Responsible Parties</b>	<b>Timeline</b>	<b>Anticipated Outcome</b>
Incorporate all of the New Federal requirements as described in our 2019 Audit findings	III.D.7	Financial Aid, Director of IT	2020	Having documentation to follow for Federal Guidelines
Following Board Policy by consistently taking the CFS 311 & 311Q for Board discussion and review.	III.D.10	VP of Administrative Services and Comptroller	2020	Having more transparency with the Board beyond the annual audit and monthly financial reporting
Planning improvements that have started with the EMP.	III.D.11	Consultation Council, LCC Master plans, LCC EMP Committee	2020-2021	Long and Short Term Planning improvements in a manner that is more accountable
Work through contract	III.D.12	Administration		Limit the district’s

negotiations to introduce a way to limit the district financial liability for accrued vacation		Classified Negotiating Team		financial liabilities to be reasonable and equitable
--	--	-----------------------------	--	--

## Evidence List

[III.D.1 EV1 FY 20-25 Strategic Plan](#)  
[III.D.1 EV2 Integrated Planning Flow Chart](#)  
[III.D.1 EV3 2019-2020 Planning Budget Handbook](#)  
[III.D.1 EV4 Budget Prioritization for 2018-19](#)  
[III.D.1 EV5 2019-2024 LCC CIMP](#)  
[III.D.1 EV6 Preliminary Budget 2019-2020](#)  
[III.D.1 EV7 2019-20 Final Budget](#)  
[III.D.1 EV8 BOT meeting agenda - mins](#)  
[III.D.1 EV9 2018 Audit Findings](#)  
[III.D.1 EV10 2019 IPR Handbook](#)  
[III.D.1 EV11 2015 NIPR Handbook](#)  
[III.D.1 EV12 5-13-19 CC Minutes](#)  
[III.D.1 EV13 Consultation Minutes 5-2-19](#)  
[III.D.1 EV14 Grant Vetting Process](#)  
[III.D.1 EV15 SCFF as of April 25 2019](#)  
[III.D.1 EV16 P1 2018-19 Apportionment](#)  
[III.D.1 EV17 311 2017-18 Fund Balance](#)  
[III.D.1 EV18 311 2018-2019](#)  
[III.D.1 EV19 Board policy 6620](#)  
[III.D.1 EV20 Workforce and Economic Grant](#)  
[III.D.1 EV21 Inmate Ed Grant](#)  
[III.D.1 EV22 Subaru Partnership email](#)

[III.D.2 EV1 FY 20-25 Strategic Plan](#)  
[III.D.2 EV2 2019-2020 Budget Prioritization Criteria](#)  
[III.D.2 EV3 2019 IPR Handbook](#)  
[III.D.2 EV4 2015 NIPR Handbook](#)  
[III.D.2 EV5 Board BP 6200](#)  
[III.D.2 EV6 Board BP 6300](#)  
[III.D.2 EV7 AP 6300](#)  
[III.D.2 EV8 Board BP 6250](#)  
[III.D.2 EV9 2019-2020 Board Financial Report](#)  
[III.D.2 EV10 311 2018-2019](#)  
[III.D.2 EV11 5-13-19 CC Minutes](#)  
[III.D.2 EV12 BOT minute 5-14-19](#)  
[III.D.2 EV14 Consultation Council 8-26-19](#)  
[III.D.2 EV15 LCC Budget Presentation 8-27-19](#)

[III.D.2 EV16 BOT Minutes 8-30-19](#)  
[III.D.2 EV17 BOT minute 9-30-19](#)  
[III.D.2 EV18 5-13-19 CC Minutes](#)  
[III.D.2 EV19 BOT Minutes 5-14-19](#)  
[III.D.2 EV20 BOT Minutes 8-13-19](#)  
[III.D.2 EV21 CC Minutes 09-09-19](#)  
[III.D.2 EV22 2018-10-22 CC Minutes](#)  
[III.D.2 EV23 2014-10-02 CC Minutes](#)

[III.D.3 EV1 19-20 Planning Budget Handbook](#)  
[III.D.3 EV2 LCC Strategic Plan 2019](#)  
[III.D.3 EV3 IPR Template](#)  
[III.D.3 EV4 NIPR Template](#)  
[III.D.3 EV5 Planning Flowchart](#)  
[III.D.3 EV6 2017-2018 Evaluation](#)  
[III.D.3 EV7 2018-2019 Evaluation](#)  
[III.D.3 EV8 Evaluation Results 2017](#)  
[III.D.3 EV9 Job Description Example](#)  
[III.D.3 EV10 CC minutes 05-13-19](#)

[III.D.4 EV1 Workforce and Economic Grant](#)  
[III.D.4 EV2 Inmate Ed Grant](#)  
[III.D.4 EV3 AB 86 13-14 Grant](#)  
[III.D.4 EV4 Perkins Tile IC 2018-2019](#)  
[III.D.4 EV5 CTE Transitions 2018-2019](#)  
[III.D.4 EV6 USDA Grant](#)  
[III.D.4 EV7 Subaru Partnership email](#)  
[III.D.4 EV8 ASE Education](#)

[III.D.5 EV1 2015 Audit Findings](#)  
[III.D.5 EV2 audit statement](#)  
[III.D.5 EV3 NIPR Fiscal Serv 2014](#)  
[III.D.5 EV4 Business Office Manual](#)  
[III.D.5 EV5 Ellucian Access Auth Form](#)  
[III.D.5 EV6 NIPR Annual update 2015](#)  
[III.D.5 EV7 NIPR Annual Update 2016](#)  
[III.D.5 EV8 NIPR Fiscal Serv2018](#)  
[III.D.5 EV9 AP6250](#)  
[III.D.5 EV10 AP6310](#)  
[III.D.5 EV11 BP6400](#)  
[III.D.5 EV12 AP6400](#)  
[III.D.5 EV13 AP6330](#)  
[III.D.5 EV14 AP6200](#)  
[III.D.5 EV15 BP6200](#)  
[III.D.5 EV16 AP6300](#)

[III.D.6 EV1 2015 Audit Findings](#)  
[III.D.6 EV2 2016 Audit Findings](#)  
[III.D.6 EV3 2017 Audit Findings](#)  
[III.D.6 EV4 2018 Audit Findings](#)  
[III.D.6 EV5 Board Report 9-2019](#)  
[III.D.6 EV6 Business Office Manual](#)  
[III.D.6 EV7 Budget Prioritization 2018-19](#)

[III.D.7 EV1 13-14 Board Meetings](#)  
[III.D.7 EV2 14-15 Board Meetings](#)  
[III.D.7 EV3 15-16 Board Meetings](#)  
[III.D.7 EV4 16-17 Board Meetings](#)  
[III.D.7 EV5 17-18 Board Meetings](#)  
[III.D.7 EV6 17-18 Attachment B CA Plan](#)  
[III.D.7 EV7 2015 Audit Findings](#)  
[III.D.7 EV8 2016 Audit Findings](#)  
[III.D.7 EV9 2017 Audit Findings](#)  
[III.D.7 EV10 2018 Audit Findings](#)

[III.D.8 EV1 2015 Audit Findings](#)  
[III.D.8 EV2 2016 Audit Findings](#)  
[III.D.8 EV3 2017 Audit Findings](#)  
[III.D.8 EV4 2018 Audit Findings](#)  
[III.D.8 EV5 NIPR Fiscal Serv 5-14](#)  
[III.D.8 EV6 NIPR update 2015Fiscal Ser](#)  
[III.D.8 EV7 NIPR Update 2016Fiscal Ser](#)  
[III.D.8 EV8 NIPR Update 2018Fiscal Ser](#)

[III.D.9 EV1 Cash Account Detail 6-17](#)  
[III.D.9 EV2 Cash account Summary 6-18](#)  
[III.D.9 EV3 Cash Account Detail 2014](#)  
[III.D.9 EV4 Cash Account Detail 2015](#)  
[III.D.9 EV5 Cash Account Detail 2016](#)  
[III.D.9 EV6 Cash Account Detail 2020](#)  
[III.D.9 EV7 2015 311 Fund Balance](#)  
[III.D.9 EV8 2016 311 Fund Balance](#)  
[III.D.9 EV9 2017 311 Fund Balance](#)  
[III.D.9 EV10 2018 311 Fund Balance](#)  
[III.D.9 EV11 2019 311 Fund Balance](#)  
[III.D.9 EV12 Student Accident Insur Plan](#)  
[III.D.9 EV13 SWACC Participation 2019-2020](#)  
[III.D.9 EV14 Board Policy 6540 Insurance](#)  
[III.D.9 EV15 Board Policy 6305 Reserves](#)  
[III.D.9 EV16 10-1-15 CC Minutes](#)  
[III.D.9 EV17 Example Employee Trainings](#)  
[III.D.9 EV18 Slips and Falls poster](#)



[III.D.10 EV1 2015 Audit Findings](#)  
[III.D.10 EV2 2016 Audit Findings](#)  
[III.D.10 EV3 2017 Audit Findings](#)  
[III.D.10 EV4 2018 Audit Findings](#)  
[III.D.10 EV5 Lassen County Investment Policy](#)  
[III.D.10 EV6 AP 6320 Investments](#)  
[III.D.10 EV7 BP 6200](#)  
[III.D.10 EV8 2018 VTEA Final Report](#)  
[III.D.10 EV9 2018 CTE Final Report](#)  
[III.D.10 EV10 Inmate Ed Final Report](#)  
[III.D.10 EV11 BP 6300](#)  
[III.D.10 EV12 BOT 12-11-18 311Q](#)  
[III.D.10 EV13 BOT 3-12-19 311Q](#)  
[III.D.10 EV14 BOT 3-12-12 311Q](#)  
[III.D.10 EV15 BOT 9-9-14 311Q](#)  
[III.D.10 EV16 BOT 11-12-18 CFS 311](#)  
[III.D.10 EV17 NOVA LMAE Grant](#)  
[III.D.10 EV18 2018-19 SSARCC DSPTS](#)  
[III.D.10 EV19 2018-19 SSARCC CalWORKs](#)  
[III.D.10 EV20 2018-19 CARE REPORT](#)  
[III.D.10 EV21 2018-19 EOPS report](#)  
[III.D.10 EV22 BOT 12-17-19 311Q](#)

[III.D.11 EV1 19-20 Planning Budget Handbk](#)  
[III.D.11 EV2 CIMP](#)  
[III.D.11 EV3 EMP meeting 9-12-19](#)  
[III.D.11 EV4 IT Master Plan 2018-2023](#)  
[III.D.11 EV5 Budget Prioritization 2018-19](#)  
[III.D.11 EV6 CC Minutes 11-2-16](#)  
[III.D.11 EV7 CC Minutes 9-7-16](#)  
[III.D.11 EV8 9-30 Board Minutes](#)  
[III.D.11 EV9 SCFF 4-24-19](#)  
[III.D.11 EV10 Actuarial report](#)  
[III.D.11 EV11 311 2017-18 Fund Balance](#)

[III.D.12 EV1 OPED Actuarial report](#)  
[III.D.12 EV2 2017 - 2020 CSEA CBA](#)  
[III.D.12 EV3 Note 11 2018 Audited financials](#)

[III.D.13 EV1 Note 9 June 2018 Audit report](#)  
[III.D.13 EV2 2019 Dorm Bond budget report](#)  
[III.D.13 EV3 letter Berkadia Bond Agent](#)  
[III.D.13 EV4 Chancellor Repayment schedul](#)

---

[III.D.14 EV1 Business Office Manual](#)  
[III.D.14 EV2 General ledger 2019 Fund 83](#)  
[III.D.14 EV3 2016 Audit Findings](#)  
[III.D.14 EV4 2017 Audit Findings](#)  
[III.D.14 EV5 2018 Audit Findings](#)  
[III.D.14 EV6 2015 Audit Findings](#)  
[III.D.14 EV7 PrinciplesofGuidedPathways](#)  
[III.D.14 EV8 Edoptics Report](#)  
[III.D.14 EV9 Note 9 June 2018 Audit report](#)  
[III.D.14 EV10 Dorm Bond Berkadia](#)  
[III.D.14 EV11 Workforce and Economic Grant](#)  
[III.D.14 EV12 Inmate Ed Grant Workplan](#)  
[III.D.14 EV13 Strengthening Online Career Training](#)  
[III.D.14 EV14 LMAE Bylaws 12-5-19](#)  
[III.D.14 EV15 LCCStudent Equity Plan](#)

[III.D.15 EV1 ECMC Contract](#)  
[III.D.15 EV2 Bank Mobile Services Agreement](#)

---

[III.D.16 EV1 BP 6340](#)  
[III.D.16 EV2 AP 6340](#)  
[III.D.16 EV3 BP 6100](#)  
[III.D.16 EV4 AP 6100](#)  
[III.D.16 EV5 CA Preschool Contract](#)  
[III.D.16 EV6 General Child Care Contract](#)  
[III.D.16 EV7 Dept of Forestry Contract](#)  
[III.D.16 EV8 Uniform Public Construction Cost Accounting](#)  
[III.D.16 EV9 BOT 5-2018](#)

---

---



**LASSEN COMMUNITY COLLEGE**  
**Standard IV**  
**Leadership and Governance**

**Self Evaluation Report of Educational Quality and Institutional Effectiveness**

# Standard IV

## Leadership and Governance

*The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.*

### Self-Evaluation Team Members

<b>Cheryl Aschenbach, Co-Chair</b> <i>Faculty, English</i>	Cindy Howe <i>Faculty, Learning Disabilities</i>	Richard Swanson <i>Faculty, Journalism/ English</i>
Terry Bartley <i>Management, Comptroller</i>	Eric Imrie <i>Management, Athletic Trainer</i>	Lou Tangelbad <i>Classified, Maintenance/ Custodian</i>
Tara Bias <i>Classified, AA III-Student Equity/Suc.</i>	Julie Johnston <i>Confidential, Exec. Assist II - Pres Office</i>	Julie Williams <i>Classified, Correspondence Tech</i>
Janet Butcher <i>Classified, CD Assoc. Teacher</i>	John Martin <i>Faculty, Gunsmithing</i>	Celeste Wiser <i>Faculty, Nursing</i>
Nick Cardona <i>Classified, Maint. Spec. IV-Multi</i>	Carol Montgomery <i>Classified, Program Assist - EOP&amp;S</i>	
Tom Downing <i>Faculty, Admin of Justice</i>	Davis Murphy <i>Management, Dir. Enrollment Serv.</i>	
Sarah Goings <i>Classified, AA II-Child Care</i>	Devin Nelson <i>Classified, Maintenance/Custodian</i>	
Bridget Gowin <i>Management, Outreach Coord.</i>	Carrie Nyman <i>Faculty, Adaptive Phys. Educ</i>	
<b>Dr. Marlon Hall, Co-Chair</b> <i>Administrator, Sup/President</i>	Dale Roberts <i>Classified, aintenance/Custodian</i>	
Tara Harkema <i>Classified, Fin. Aid Tech II</i>	Mark Sabo <i>Faculty, Human Services</i>	
Roxanna Haynes <i>Faculty, Business</i>	Tiffany Stone <i>Classified, AA II – Kinship/ILP</i>	
Brenda Hoffman <i>Classified, AA III-Athletics</i>		

## **Standard IV: Leadership and Governance**

*The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.*

### **A. Decision-Making Roles and Processes**

1. *Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.*

### **Evidence of Meeting the Standard**

The Board of Trustees of Lassen Community College District (“the Board”) conducts maintenance, operation, and governance of the District in accordance with Education Code sections 70902 and 72000. Executive authority and responsibility, including the development of policy recommendations, are delegated by the Board of Trustees to the Superintendent/President through standing policy. (EV1, EV2) Staff, faculty, and students are openly encouraged by the Board to present initiatives to improve the overall processes and services offered at Lassen Community College (LCC).

LCC embraces participatory governance through the development of governance structures and processes which encourage the participation from all constituent groups, units, and individuals. (EV3) The Lassen Community College Participatory Governance and Collegial Consultation Handbook provides for our collegial consultation process. This handbook is reviewed and updated annually. (EV3) The campus community continues to work together annually to evaluate and revise processes as appropriate, as evidence by how the campus community worked together to revise and update the LCC Mission Statement, Vision, Strategic Goals, Values, and Institutional SLOs (“the Strategic Plan”), which was approved by the Board at their October 2019 board meeting. (EV4, EV6)

The Consultation Council serves as the key group implementing the governance process at Lassen Community College. (EV5) A code of ethics statement has been developed by each of the constituent groups, per standing policy. The statements are annually reviewed and reaffirmed. (EV7, EV8) Since the Fall of 2016, the Superintendent/President has provided an annual address on the State of the District. This is his update on our programs, budgets, new hires, new initiatives



on campus, accomplishments and future needs of the Lassen Community College District. ([EV9](#), [EV10](#), [EV11](#), [EV12](#))

### **Analysis and Evaluation**

Lassen Community College meet this Standard. We have inclusion from all constituent groups including students in all of our planning groups. LCC encourages broad participation and encourages open dialogue within our meetings. Most meetings have adopted the consensus method when approving items within our committees that are accepted after public comment to ensure all are informed.

- 2. The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.*

### **Evidence of Meeting the Standard**

Through established governance structure, administrator, faculty, staff, and student participation in institutional decision-making processes is encouraged. Students are encouraged to participate in those issues for which there is an express student interest. The governance process role of each constituent group is clearly defined. Participatory governance groups (councils, committees, etc.) are chaired by administrators, faculty, managers, or classified employees. ([EV1](#), [EV2](#)) These groups propose recommended policies and/or actions to the Superintendent/President, and implement those recommendations as determined and approved by the Superintendent/President and the Board. ([EV3](#), [EV4](#))

Lassen Community College administrators and managers meet weekly. The Executive Cabinet, comprised primarily of administrators holds its meetings on Mondays. These meetings serve as an opportunity for executive-level discussion of administrative issues and to receive information and/or direction from the Superintendent/President ([EV5](#)). The President's Cabinet, comprised of all Executive Cabinet members and other managers from across the campus, holds its meetings on Tuesdays. These meetings serve as an opportunity for members to provide information and updates on individual operating areas across the entire organization, to discuss and coordinate issues and actions that may affect various functional areas or groups, and to receive information and/or direction from the Superintendent/President. ([EV6](#))

The Lassen College Academic Senate ("the Senate") is significantly involved in Lassen Community College District decision-making policies and procedures, as coordinated by the Senate and the Lassen College Faculty Association (LCFA), who appoint faculty members to the Consultation Council and other governance groups. ([EV1](#), [EV2](#)) The Superintendent/President meets individually, as needed, with the Academic Senate President and the leadership of the LCFA to address faculty concerns.

The two staff groups at LCC—the classified employees (CSEA) and the management group—participate in all applicable participatory governance groups and processes. The Superintendent/President meets as needed with the leadership of these groups regarding staff and management concerns. In the 2017 and 2018 academic years, the President’s Executive Cabinet and President’s Cabinet conducted summer planning retreats to discuss goals and objectives for the upcoming year. (EV7)

Policy is in place to ensure student participation in LCC governance and decision-making processes, including planning committees. (EV1, EV2) The LCC student body elects a student trustee to serve on the Lassen Community College District Board of Trustees. (EV8) The Superintendent/President has a standing meeting with the Lassen Community College Student Body President and the Student Trustee to address questions and concerns. Any employee may raise issues of concern to their administrator or manager. Administrators and managers may raise issues of concern at meetings to either of the cabinet groups. Issues may also be raised for consideration by anyone from any constituency group to any participatory governance group or at any meeting of those groups.

### **Analysis and Evaluation**

The College meets this standard. LCC has a culture of utilizing shared governance in its decision making processes. All of our handbooks have a structure that include administration, faculty, classified and students as part of the makeup of all committees. Consultation council has become our primary avenue for bringing a variety of issues forward that allow all constituent groups to both hear and speak to the issues. Analyzing our processes annually has given ample opportunity to improve upon these processes as well. Students have been encouraged and welcomed to participate, however history has shown that not many students are willing to serve. The Guided Pathways committee even offered financial incentives in order to have student participation which has worked for their committee. There is also a paid student representative (Student Trustee) on the Governing Board.

- 3. Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.*

### **Evidence of Meeting the Standard**

Per applicable law and regulation, and as defined in Board policy, opportunity is provided for input from all of our constituent groups and stakeholders through an established participatory governance structure, governance process, and participation in the various groups (councils, committees, etc.) within that defined governance structure. (EV1, EV2) The primary body for participation in governance and planning is the Consultation Council. Appointments are made from constituent groups to serve on all committee. The participation on these committees allows full involvement in the development of the six master plans and the continued development of the Strategic Plan, which moves to the Board for approval from Consultation Council.



The Academic Senate represents faculty on all issues related to academic and professional matters. The Governing Board agendas include a standing report from the Academic Senate, and the Academic Senate President is a standing member of the Consultation Council. The management employees group annually elect an officer and the group appoints representatives to serve on participatory governance and search committees. The Associated Student Body (ASB) represents all students and has an advisory voting member on the Board. The ASB appoints a student representative to a majority of College committees.

The Lassen Community College budget process is outlined in board policy and in the Planning and Budget Development Handbook. (EV3, EV4) The planning and budget input flow chart starts at the Governing Board planning retreat and it ends in September with the adoption of the final budget (EV4). The Superintendent/President must approve the proposed budget prior to its presentation to the Board.

Collegial consultation and participatory governance at LCC ensures that all constituencies participate in decision-making. To provide further training on participatory governance, the Academic Senate of California Community Colleges and the Community College League of California held a workshop at Lassen Community College called “Participating Effectively in District and College Governance” in April 2018 (EV5).

The college also holds various other activities to bring innovative ideas to, such as convocation, committee meetings, and student town hall meetings. (EV6, EV7, EV8, EV9, EV10, EV11, EV12)

### **Analysis and Evaluation**

The College meets this standard. LCC encourages full participation in the governance structure of the college. Administrators are appointed to committees from the CEO. Faculty have the opportunity to serve through appointments made from Academic Senate and or through their union representation. Involvement is necessary on all decision making bodies in order to move items forward. New staff are encouraged to become involved, the training in April (EV5) was a way to provide instruction on the role of participatory governance for all staff. We have clear procedures in place that define governance and the structures in place to work effectively.

4. *Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.*

### **Evidence of Meeting the Standard**

Recommendations that effect instructional programs, curriculum, or student learning services emanate from faculty, educational administrators, and the Senate, the roles of whom are clearly defined. (EV1, EV2, EV3)

Curricula of the District is required to be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency. (EV4) Working in consultation with the Senate, the Superintendent/President institutes procedures for the development and

review of all curricular offerings, including their establishment, modification, or discontinuance. The Chief Instructional Officer (CIO), through delegation by the Superintendent/President, is involved in the development of the procedures to initiate and review curriculum and program development jointly with the Senate.

Recommendations regarding learning programs and services are made by faculty, working through the Senate, whose role is clearly defined. (EV2, EV3) The Curriculum Committee is a sub-committee of the Senate, and holds primary responsibility for all issues concerning the development and review of curriculum, courses, degrees, and certificates. This committee is comprised of faculty, administrators, and staff (EV2), and is guided by the LCC Curriculum and Academic Standards Handbook (EV5). All decisions of the Curriculum Committee are presented to the Senate who bring the recommendations forward to the Board for approval. The College reviews its policies and procedures on a regular basis as described in Standards 1.C.5 and IV.C.7.

The Instructional Program Review (IPR) process is monitored by the Senate and revised as necessary. The IPR process includes both a two-year cycle for Career Technical Programs and a four-year cycle for transfer and special programs (athletics, Developmental Studies, and Work experience). Specific statistical data requirements (FTES, FTEF, Enrollment, Student Outcomes, SLO's, Completions, Awards, and Equipment listed on page 5 of the IPR Handbook) and on student evaluation requirements (page 8) are listed in the IPR Handbook. (EV6) The college encourages the submission of annual updates from instructional programs to communicate any changes that can then be incorporated into the planning and budgeting process. The aforementioned statistical data is provided by the Office of Institutional Effectiveness by November of each year. Annual updates are due by the end of August and are submitted to Academic Services and Academic Senate following the same procedures as the IPR. The purpose of the Annual Updates is to recognize and document changes within a program, and identify, and more effectively incorporate, emerging program needs into budget and planning processes than the 2-year and 4-year cycles (page 11). (EV6)

Non-instructional program reviews (NIPRs) are on a four-year cycle. NIPRs are divided into the following sections: Institutional Effectiveness Planning; Student Services Planning; Human Resources Planning; Facilities Planning; and Technology Planning. The Program Review process provides a formalized means to bring forth recommendations regarding curriculum matters and student learning programs and services. (EV7)

### **Analysis and Evaluation**

Lassen Community College meets the Standard. Relevance to curriculum matters, student learning programs and services is ingrained in established Board Policies and Administrative Procedures. The Program Review process provides an established avenue for input of recommendations relating to curriculum, student learning, and student services. Instructional programs generally do not submit annual updates but have been encouraged to do so. The CIO works closely with faculty on curriculum matters and follow the recommendations from the Academic Senate.

5. *Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with*

*expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.*

### **Evidence of Meeting the Standard**

Governance at Lassen Community College begins with Board Policy 1200 ([EV1](#)), and the corresponding annual review and update of the Strategic Plan ([EV3](#)) from with input and review from all constituent groups, prior to subsequent approval by the Board. Decision making within participatory governance structure is made within an open and collegial manner. Faculty and staff engage in decision-making processes at multiple levels from department level to college-wide. The College, through the Board and the participatory governance structure, ensures that appropriate relevant decisions are made according to expertise and responsibility, and are acted upon in a timely manner.

The participatory governance committee structure is the system of collegial consultation that forwards recommendations on all matters to the Superintendent/President and to the Board. These committees serve as recommending bodies that rely on input from their membership and constituent groups, as outlined in the Lassen Community College Participatory Governance and Collegial Consultation Handbook. All committees report to the Consultation Council, where recommendations are provided to the Superintendent/President and to the Lassen Community College District Board of Trustees. ([EV2](#), [EV4](#))

Decision making on curricular changes occur through The Curriculum and Academic Standards Committee. This committee is a sub-committee of the LCC Academic Senate. ([EV4](#))

All Lassen Community College students have access to all college programs. All curriculum changes are reviewed and approved by the Board. Lassen Community College staff and students are informed of their roles, participate as defined by the policies and procedures, and collaborate in various group efforts that continues to seek institutional improvement despite differences of opinion. ([EV4](#)) In preparation for accreditation, Lassen Community College administrators, faculty, staff, and Trustees have received training on this process through the ACCJC. In the Fall of 2018, the CCLC and the Academic Senate of California Community Colleges conducted training on the role of participatory governance. ([EV5](#), [EV6](#), [EV7](#), [EV8](#), [EV9](#))

### **Analysis and Evaluation**

Lassen Community College meets this Standard. A robust participatory governance structure exists through which perspectives of all constituent groups are considered. Decisions are made in a collegial manner resulting in recommendations forwarded to the Superintendent/President and to the Board for actual approval.

- 6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.*

### **Evidence of Meeting the Standard**

Lassen Community College communicates the decision-making process and the results of decisions across the institution in a variety of ways. Many communications are communicated via e-mail from various sources. The Superintendent/President’s newsletter “The Week That Was” ([EV1](#), [EV2](#), [EV3](#)), Communicating Decision-making process can include outside facilitation on important topics. ([EV4](#)) Decisions that affect how we operate on communications between Students and the staff of the LCC ([EV5](#)), Announcements of the appointment of key positions. ([EV6](#)) Notifying the campus community of updated organizational charts. ([EV7](#)) Information on the Lassen Community College District website regarding our planning process and committees. ([EV8](#)) Decisions made in Consultation Council are documented in the meeting minutes, which are posted on the college district website via the BoardDocs e-governance system. ([EV9](#)) All other college committees’ minutes and agendas are also posted in BoardDocs. ([EV10](#)) Meeting agendas and minutes for the Board are also posted in BoardDocs. ([EV11](#)) As part of the BOG agenda, the Superintendent/President gives a written and verbal report, which is recorded within the agendas for Board meetings in BoardDocs. ([EV11](#)) Board Policy and AP 2365 indicates that Board Meetings will be recorded and kept for up to 30 days to allow for review and maintain transparency in the capture of meeting minutes. ([EV12](#), [EV13](#))

### **Analysis and Evaluation**

Lassen Community College meets this Standard. Decision-making processes and the resulting decisions are widely communicated across the College via a variety of methods.

7. *Leadership roles and the institution’s governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.*

### **Evidence of Meeting the Standard**

To assure their integrity and effectiveness, the College regularly evaluates the roles of campus governance and decision-making policies, procedures, and processes. The results of these evaluations are communicated through the Consultation Council and campus wide. ([EV1](#), [EV3](#), [EV4](#), [EV5](#)) The minutes from Consultation Council show that the results are shared with all constituent groups. ([EV6](#), [EV7](#)) Board AP 2410 describes the role that individuals and the Board play in Board Policy’s. ([EV8](#)) Review of Board policy’s that affect governance have a process for review and example is reflected in BOG minutes. ([EV9](#), [EV2](#))

### **Analysis and Evaluation**

Lassen Community College meets the Standard. Decision-making policies, processes, and procedures are evaluated on a regular basis. Some improvement suggestions are to improve the communication of those evaluations to the campus. This is reflected in the Improvement Plan(s) matrix at the end of this standard.

---

## **Conclusions on Standard IV.A. Decision Making Roles and Processes**

Overall, Lassen College meets this standard. Improvement is needed how the College communicates the results of evaluations of decision-making policies, processes, and procedures. This is reflected in the Improvement Plan(s) matrix at the end of this standard.

**Improvement Plan(s)**

Change or Improvement	Standards	Responsible Party	Timeline	Anticipated Outcome
Improve the communication of decision-making policies, processes, and procedures evaluations to the campus.	IV.A.7	Researcher, CIO, CSSO	On going	Standardized and appropriate communication of these evaluations to the campus

**Evidence List**

- [IV.A.1 EV1 BP 2430](#)
- [IV.A.1 EV2 BP 2510](#)
- [IV.A.1 EV3 2018-2019 Governance Handbook](#)
- [IV.A.1 EV4 LCC Strategic Plan 2019](#)
- [IV.A.1 EV5 9-9-19 Consultation Council Minutes](#)
- [IV.A.1 EV6 BOT Minutes 10-8-2019](#)
- [IV.A.1 EV7 BP-AP 3050](#)
- [IV.A.1 EV8 Code of Ethics Statements](#)
- [IV.A.1 EV9 State of the District 09.11](#)
- [IV.A.1 EV10 State of the District 2017](#)
- [IV.A.1 EV11 State of the District 10 -2016](#)
- [IV.A.1 EV12 Application Guided Pathways](#)
  
- [IV.A.2 EV1 BP-AP 2510](#)
- [IV.A.2 EV2 2018-2019 Governance Handbook](#)
- [IV.A.2 EV3 Agendas Minutes Planning Committees](#)
- [IV.A.2 EV4 Agendas Minutes Consultation Council](#)
- [IV.A.2 EV5 President's executive cabinet agenda](#)
- [IV.A.2 EV6 Sample Cabinet Agendas](#)
- [IV.A.2 EV7 2019-03-12 Academic Senate Minutes](#)
- [IV.A.2 EV8 BP-AP 2015](#)
  
- [IV.A.3 EV1 BP 2510](#)
- [IV.A.3 EV2 LCC Governance Handbook](#)
- [IV.A.3 EV3 BP 6200](#)
- [IV.A.3 EV4 2019-2020 Budget Handbook](#)
- [IV.A.3 EV5 Participating Effectively Governance](#)

[IV.A.3 EV6 Convocation Agenda 2019](#)  
[IV.A.3 EV7 Convocation Agenda Feb 2019](#)  
[IV.A.3 EV8 Student Town hall Meeting](#)  
[IV.A.3 EV9 GuidedPathway Meeting](#)  
[IV.A.3 EV10 Guided Pathways email](#)  
[IV.A.3 EV11 Guided Pathways 11-06-19](#)  
[IV.A.3 EV12 Town Hall Meeting 10-25-17](#)

[IV.A.4 EV1 BP 2510](#)  
[IV.A.4 EV2 LCC Governance Handbook](#)  
[IV.A.4 EV3 Academic Senate Constitution](#)  
[IV.A.4 EV4 BP 4020](#)  
[IV.A.4 EV5 Curriculum Handbook](#)  
[IV.A.4 EV6 IPR Handbook](#)  
[IV.A.4 EV7 NIPR Handbook](#)

[IV.A.5 EV1 BP 1200](#)  
[IV.A.5 EV2 Consultation Council 09-09-19](#)  
[IV.A.5 EV3 Lassen College Strategic Plan 2019](#)  
[IV.A.5 EV4 LCC Governance Handbook](#)  
[IV.A.5 EV5 Accreditation training](#)  
[IV.A.5 EV6 Accreditation Overview-Convocation](#)  
[IV.A.5 EV7 Accreditation-DiggingDeeper-Convocation](#)  
[IV.A.5 EV8 ISER Training Lassen October 2018](#)  
[IV.A.5 EV9 Participating Effectively in Governance](#)

[IV.A.6 EV1 Week that Was March 2019](#)  
[IV.A.6 EV2 Week that Was August 2019](#)  
[IV.A.6 EV3 Week That Was August 2017](#)  
[IV.A.6 EV4 Decision making email April 2019](#)  
[IV.A.6 EV5 Decision making email May 2019](#)  
[IV.A.6 EV6 Decision making email 2016](#)  
[IV.A.6 EV7 Decision making email 2019](#)  
[IV.A.6 EV8 LCC Planning Website](#)  
[IV.A.6 EV9 Strategic Planning webpage](#)  
[IV.A.6 EV10 BoardDocs Example](#)  
[IV.A.6 EV11 Board Minutes 12.11.18](#)  
[IV.A.6 EV12 AP2365](#)  
[IV.A.6 EV13 BP2365](#)

[IV.A.7 EV1 2015-16 Governance Survey](#)  
[IV.A.7 EV2 BOG Minutes 12.2015](#)  
[IV.A.7 EV3 2017-2018 Eval SurveyResults](#)  
[IV.A.7 EV4 2016-2017 Planning Eval](#)  
[IV.A.7 EV5 LCC Planning Eval Survey 2017-18](#)  
[IV.A.7 EV6 Consultation Council Minutes](#)

**B. Chief Executive Officer**

1. *The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.*

**Evidence of Meeting the Standard**

The Board maintains, operates, and governs Lassen Community College and delegates to the Superintendent/President the responsibility for administering policies adopted by the Board and executing all decisions of the Board requiring administrative action. ([EV1](#), [EV2](#)) The Superintendent/President serves as the Chief Executive Officer of the Lassen Community College District, holds primary responsibility for the quality of the institution, and provides effective leadership to all areas of the institution. The previous Superintendent/President was appointed by the Lassen Community College District Board of Trustees in July of 2012 and retired in December of 2019, at which time the current Acting Superintendent/President was appointed.

The Superintendent/President provides a state of the district address at the Convocation event on campus at the beginning of each fall and spring semester. ([EV3](#), [EV4](#), [EV5](#)) Since the Spring of 2018, the Superintendent/President also holds a planning retreat with the President's Cabinet to share goals and priorities for the upcoming year. ([EV6](#), [EV7](#))

The Superintendent President supports institutional planning through the Participatory Governance & Collegial Consultation Process ([EV8](#)) which includes the Charge and structure of the Educational Master Plan, the Student Services Master Plan, Institutional Effectiveness Master Plan, Institutional Technology Master Plan, Facilities Master Plan, and the Human Resources Master Plan. The Consultation Council is Lassen Community College's primary governance body for recommendations to the Superintendent/President affecting all areas of the District. ([EV9](#), [EV10](#))

The CEO supports the financial planning through the Comprehensive Institutional Master Plan Process that strives to include objectives that support the institution as exemplified in Objective 1.2 Improve institutional effectiveness through financial planning to develop fiscal resources adequate to support student learning programs and services and to assure long-term financial stability. ([EV11](#))

The process of hiring faculty, staff, managers, and administrators is outlined in the HR Hiring Manual ([EV12](#)). The Superintendent/President conducts the final interviews for faculty, management, and administrative positions.



## Analysis and Evaluation

Lassen Community College meets the Standard. Budget development consistently occurs according to a prescribed schedule. Processes for planning, organizing, selecting and developing personnel, and assessing institutional effectiveness are established and utilized. However, improvement is needed in getting IPR's and NIPR's submitted on time as many are behind schedule. This, in turn, causes delays in the completion of master plans and the subsequent Comprehensive Institutional Master Plan (CIMP). This issue is reflected in the Improvement Plan(s) matrix at the end of this standard.

- The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.*

## Evidence of Meeting the Standard

The Superintendent/President establishes organizational charts that clearly define the lines of responsibility and fix the general duties of all employees. ([EV1](#), [EV2](#)) The organizational structure is aligned with and staffed to support the mission and vision of Lassen Community College, and is similar to other institutions of similar size ([EV3](#), [EV4](#), [EV5](#), [EV6](#)).

The Superintendent/President is guided by established policy in the proper creation and staffing of administrative and management positions ([EV7](#), [EV8](#)) and in the delegation of authority. ([EV9](#), [EV10](#)) The organizational chart outlines the organizational structure and defines the administrators that are evaluated by the Superintendent/President. ([EV11](#)) All administrators are assessed through annual evaluations. ([EV12](#))

## Analysis and Evaluation

Lassen Community College meets the Standard, although the college has experienced turnover in key administrative positions in the months leading up to the writing of this report. These recent events have resulted in the appointment of an acting Superintendent/President who reorganized the administration structure with acting administrators drawn from qualified internal candidates in order to best support the continued operation of the college. This current structure is effective for an institution the size of Lassen Community College, but these positions need to be staffed with permanent administrators as soon as circumstances allow it—this is reflected in the Improvement Plan(s) matrix found at the end of this standard. The Superintendent/President delegates authority to administrators within their job description as appropriate.

- Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:*
  - establishing a collegial process that sets values, goals, and priorities;*
  - ensuring the college sets institutional performance standards for student achievement;*
  - ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;*

- *ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;*
- *ensuring that the allocation of resources supports and improves learning and achievement; and*
- *establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.*

### **Evidence of Meeting the Standard**

Through established mechanisms the Superintendent/President guides the continuous improvement of the teaching and learning environments at LCC. The Superintendent/President consistently participates in Consultation Council ([EV1](#)), providing oversight in the development of the Participatory Governance and Collegial Consultation Manual ([EV2](#)) and guiding the collegial process by which values, goals, priorities, and plans are determined.

Established policies guide the practice of grading and other associated institutional procedures for measuring and recording student learning and achievement. ([EV3](#), [EV4](#), [EV5](#), [EV6](#), [EV7](#), [EV8](#), [EV9](#), [EV10](#))

The Strategic Plan is the guiding statement of the mission, vision, and goals. ([EV11](#), [EV11a](#)) The plan is reviewed each year through a collegial process that includes all constituent groups including students. The Superintendent/President is a member of consultation council and encourages input into improving this document. The Superintendent/President ensures this statement is included at the bottom of board agenda action items:

#### “For Board Discussion

How does this action achieve the College’s Mission, Vision and Values and support Student Learning?” ([EV12](#))

This statement reminds everyone of what the focus should be in the decision making process.

The LCC Participatory Governance and Collegial Consultation Handbook ([EV2](#)) embraces the values of inclusiveness, open communication, integrity, and collaborative decision from all constituent groups. The Board has ultimate authority for governance however; they delegate authority to the Superintendent/President who solicits and is involved in the governance process.

### **Institutional Performance/Research and Analysis**

LCC has established policies and procedures that ensures a quality, comprehensive, broad based, systematic, and integrated system of research based planning. ([EV13](#)) Internal conditions that affect program evaluation and planning are analyzed within the program review process ([EV14](#), [EV15](#)), and external conditions are analyzed both in-house and through coordination with outside agencies. ([EV16](#), [EV17](#))

### **Integrated Planning and Improving Learning:**

Resource allocation to support institutional improvements requires that faculty, staff, instructional equipment, facility, and budget resource needs are identified in the budget process. Master plans are developed by a committee dedicated to each individual master plan: Educational, Student Services, Institutional Effectiveness, Facilities, Technology, and Human Resources. Each of these master plans is included in the Comprehensive Institutional Master Plan (CIMP) ([EV18](#)), which is updated annually with completion occurring during the spring semester. Budget requests from all master plans are compiled into a budget prioritization list ([EV19](#)) by a group comprised of the chairs of each of the master planning committees. The Consultation Council discusses the final recommendations and forwards them to the CEO who has the final say on what is included on the tentative and the final budget.

Prior to the budget being submitted for review, the Consultation Council assesses budget priorities and constituent groups have the opportunity to provide input on the final budget recommendation. The Planning and Budget Development Handbook ([EV20](#)) assists with a better understanding of this decision-making process among constituent groups. At the committee level, the Institutional Effectiveness Committee provided recommendations to improve the effectiveness of LCC. ([EV21](#))

### **Analysis and Evaluation**

Lassen Community College meets the Standard. However, improvement is needed in meeting the prescribed schedule for submission of program reviews, which in turn has contributed to significant delays in the development of master plans. Research is continuing to evolve as areas are identified for further disaggregation of data.

- 4. The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.*

### **Evidence of Meeting the Standard**

Guided by established policy ([EV1](#)), the Superintendent/President ensures that the District complies with the accreditation process and standards of the ACCJC, and that a systematic process for meeting accreditation standards and responding to recommendations from the ACCJC is established and maintained. ([EV2](#)) Additionally, LCC accreditation matters are discussed regularly at the Superintendent/President weekly Executive Cabinet and President's Cabinet meetings. ([EV3](#), [EV4](#)) Accreditation matters are also discussed at Consultation Council meetings and are a standing agenda item. ([EV5](#))

The CSSO assumed the role of the Accreditation Liaison Officer (ALO) and the Accreditation Chair is chosen through the faculty leadership process. The ALO and the Accreditation Chair work closely with co-chairs of the accreditation standards and provide assistance as needed. The

Director of Institutional Effectiveness is playing a huge role in the completion of this accreditation ISER. Academic Senate and Consultation Council membership—which includes faculty, staff, students, managers, and administrators—are both steering committees within the accreditation process. The LCC webpage provides documents pertinent to LCC’s accreditation efforts. ([EV6](#))

The former Superintendent/President has participated in several ACCJC site visits for at least two community colleges as the team chair. In October of 2018, Dr. Steven Reynolds, Vice President of the ACCJC conducted three accreditation workshops to follow up to reinforce information given at the Fall Convocation in 2018 ([EV7](#), [EV8](#)). Accreditation Standard teams were established in the Fall of 2018, after staffing changes and reductions, the team membership was modified at the Fall 2019 Convocation. ([EV9](#)) Accreditation activities are communicated to the campus community through emails and the Superintendent/President’s newsletter “The Week That Was” ([EV10](#), [EV11](#)). College administrators are also responsible for assuring compliance with accreditation requirements. ([EV12](#))

### **Analysis and Evaluation**

Lassen Community College meets the Standard. The Superintendent/President in partnership with the ALO and the Accreditation Chair have exhibited primary leadership for accreditation at LCC. Not only are all constituent groups encouraged to participate, but all staff, management, and administration across campus are involved in accreditation from trainings at convocation, which is attended by all employees, as well as participating in committee meetings and teams. The Superintendent/President ensures that accreditation updates are occurring at multiple levels across campus including consultation council, cabinet meetings, and email.

Although the college meets the standard, for the 16 months leading up to the development of this ISER, a variety of staffing and performance issues had significant negative impact on the development of this report. The position of ALO changed numerous times, and the position of Accreditation Chair was vacated with that person having had very little input on the development of this report. Consequently, the college needs to improve in its staffing and management of key accreditation positions (ALO and Accreditation Chair) to provide an appropriate amount of stability and guidance to the entire accreditation process.

5. *The CEO assures the implementation of statutes, regulations, and Governing Board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.*

### **Evidence of Meeting the Standard**

The Superintendent/President provides leadership on updating LCC policies, working with all constituent groups to ensure implementation of board policies and administrative procedures.

Changes to board policies are evaluated by the Consultation Council and the Academic Senate, according to which chapters are under review. Communication of policy updates are provided to their campus constituents by the representatives in these two groups.

In 2019, to ensure that all policies are consistent with changes in statutes, LCC revised BP 2410 and AP 2410. ([EV1](#), [EV2](#)) This states that all policies will be reviewed on a continual basis as required by the Board Policy Sub-Committee. LCC reviews policies utilizing the Community College League of California standards. ([EV3](#)) All meetings of the LCC Board of Trustees are attended by the Superintendent/President, who also provides updates to the Board at their regular monthly meetings. ([EV4](#))

Authority is delegated by the Board to the Superintendent/President to supervise the general business procedures of the District. ([EV5](#)) By this, the Superintendent/President assures the proper administration of property and contracts, budget, audit, accounting of funds, the acquisition of supplies, equipment and property, and the protection of assets and persons. The Superintendent/President ensures that appropriate periodic reports are made to the Board and that the Board is consistently advised of the District's financial status.

In the area of fiscal responsibilities, the Chief Business Officer (CBO) is delegated authority from the Superintendent/President to supervise budget preparation and management, oversee fiscal management of the District, contract for purchase, sale, lease or license of real and personal property in accordance with Board policy and law. ([EV5](#)) This delegated authority is subject to the condition that certain of these transactions be submitted to the Superintendent/President for review and approval from time to time as determined by the Superintendent/President. The district has other policies concerning fiscal management, purchasing, audits, and the delegation of authorized signatures. ([EV6](#), [EV7](#), [EV8](#), [EV9](#), [EV10](#), [EV11](#))

### **Analysis and Evaluation**

Lassen Community College meets the Standard. However, budgetary shortfalls have prevented the college from filling some key vacant administrative positions. One of these positions is the CBO/Vice President of Admin Services, which has been filled for over nine months by the Comptroller who has almost 30 years' experience in LCC fiscal services as the acting CBO, with the position of VP of Admin Services left vacant during this time. The college is fully committed to improving its staffing in these and other key administrative positions.

6. *The CEO works and communicates effectively with the communities served by the institution.*

### **Evidence of Meeting the Standard**

The Superintendent/President works to communicate well to all of the constituents of Lassen Community College District. The Superintendent/President communicates to employees and stakeholders through the “The Week That Was” newsletter ([EV1](#), [EV2](#), [EV3](#), [EV4](#)), through various email communications, and also through the Lassen Community College Annual Report that is published annually for the Community ([EV5](#), [EV6](#)).

The Superintendent/President has served as an active member of the community, as Vice President of the Banner Lassen Medical Center Foundation Board, participating in the Rotary Club of Susanville Sunrise, as a lay minister of the Susanville United Methodist Church, as chairperson of the Staff Parish Relations Committee, and serving as the Chair of the Lassen Modoc Adult Education Consortium (LMAEC). ([EV7](#))

The Former Superintendent/President served as the Co-chair of the Rural Community College Alliance, a member of the AACC Rural College Commission, as the Convener of the President’s Round Table of NCBA, the Co-chair of the CEO Student Funding Formula Committee of the CCLC, and on the board of the California Community College Athletic Association (CCCAA) where he was the chairperson of the Appeals Board. The Superintendent/President also communicated with local elected officials and the Chancellor’s Office on a variety of college matters, as does the current Acting Superintendent/President.

### **Analysis and Evaluation**

The College meets the standard. The CEO works and communicates effectively with the communities served by the institution. Serving on Panels and commissions outside of the district ensures that LCC has a voice at the table when rural community college discussions occur. It brings a perspective to the state of how unique and important rural colleges are. Participating locally on boards and committees are important to connect the college with the community. Rural communities need the broader perspective as well, so serving locally helps to connect the state to the community as well on issues that affect everyone.

---

### **Conclusions on Standard IV.B. CEO**

An effective and current Board Policy has been important to define and measure the effectiveness of a CEO. A comprehensive governance handbook as well as a current Strategic Plan has helped to guide the LCC process. Overall, Lassen College meets standard IV B. LCC also values the standards of a CEO and will ensure the recruitment for a new Superintendent/President includes the recommendations. Areas where improvement is needed to more effectively meet this standard are detailed in the improvement plan for this standard.

### **Improvement Plan(s)**

Change or Improvement	Standards	Responsible Party	Timeline	Anticipated Outcome
Provide leadership to assure that IPR's and NIPR's are submitted on time, according to a prescribed schedule	IV.B.1	CEO	On Going	IPR's and NIPR's submitted on time, according to a prescribed schedule
Replace acting Administrative Staff Structure with permanent administrators	IV.B.2	CEO, HR	On going (as soon as funding from the state stabilizes)	Administrative positions staffed with permanent administrators
Submit program reviews and master plans on time	IV.B.3	IE	On going	All program reviews and planning meets prescribed schedule
Improve stability in the staffing of the ALO and Accreditation Chair positions	IV.B.4	CEO	On going	Positions staffed long term by qualified individuals who are managed closely by the CEO
Maintain staffing in key administrative positions	IV.B.5	CEO	On going	Long term stability in the staffing of key administrative positions.

**Evidence List**

- [IV.B.1 EV1 AP 2430](#)
- [IV.B.1 EV2 BP2430](#)
- [IV.B.1 EV3 State of the District Address 09.11](#)
- [IV.B.1 EV4 State of the District 2017](#)
- [IV.B.1 EV5 State of the District 10 10 2016](#)
- [IV.B.1 EV6 Retreat June 2018 Retreat Goals](#)
- [IV.B.1 EV7 Retreat June 2019 Agenda 2](#)
- [IV.B.1 EV8 Participatory Handbook](#)
- [IV.B.1 EV9 Consultation Council 09-09-19](#)
- [IV.B.1 EV10 Consultation Council -2015](#)
- [IV.B.1 EV11 2019-2024 LCC CIMP](#)



[IV.B.1 EV12 LCC Selection and Hiring Manual](#)

[IV.B.2 EV1 BP 3100](#)

[IV.B.2 EV2 AP 3100](#)

[IV.B.2 EV3 2019-03 Org Chart](#)

[IV.B.2 EV4 2018-09 Org Chart](#)

[IV.B.2 EV5 2015-08 Org Chart](#)

[IV.B.2 EV6 2014-07 Org Chart](#)

[IV.B.2 EV7 BP 7250](#)

[IV.B.2 EV8 BP 7260](#)

[IV.B.2 EV9 BP 2430](#)

[IV.B.2 EV10 BP 2433](#)

[IV.B.2 EV11 Org Chart 8-2019](#)

[IV.B.2 EV12 AP 7150](#)

[IV.B.3 EV1 Consultation Council 4.8.19](#)

[IV.B.3 EV2 2018-2019 Governance Handbook](#)

[IV.B.3 EV3 BP 4220](#)

[IV.B.3 EV4 BP 4230](#)

[IV.B.3 EV5 AP 4220](#)

[IV.B.3 EV6 BP 4230](#)

[IV.B.3 EV7 SLO Mapping HIST](#)

[IV.B.3 EV8 SLO Mapping MATH](#)

[IV.B.3 EV9 SLO Mapping ART](#)

[IV.B.3 EV10 2015-Curriculum 4A for SLOs](#)

[IV.B.3 EV11 2019-2020 Budget Handbook](#)

[IV.B.3 EV11a LCC Strategic Plan 2019](#)

[IV.B.3 EV12 BOG Example Agenda Item Dec.2019](#)

[IV.B.3 EV12a BOG Meeting May.2019](#)

[IV.B.3 EV13 BP 3250 Institutional Planning](#)

[IV.B.3 EV14 2018-19 IPR Handbook](#)

[IV.B.3 EV15 2015 NIPR Handbook](#)

[IV.B.3 EV16 LCC Alumni Survey Report](#)

[IV.B.3 EV17 2019 CTE Outcomes Survey](#)

[IV.B.3 EV18 2019-2024 LCC CIMP](#)

[IV.B.3 EV19 Budget Priority for 2018-19](#)

[IV.B.3 EV20 2017-2018-BudgetDevelHandbook](#)

[IV.B.3 EV21 IEMP Meeting Minutes 9-25-19](#)

[IV.B.4 EV1 BP 3200](#)

[IV.B.4 EV2 BP 2433](#)

[IV.B.4 EV3 President's exec cabinet 7-30-12](#)

[IV.B.4 EV4 Cabinet Agenda 11.05.2019](#)

[IV.B.4 EV5 Consultation Minutes 9.2019](#)

[IV.B.4 EV6 Webpage accreditation](#)

[IV.B.4 EV7 Accreditation Training](#)

[IV.B.4 EV8 ISER Training Lassen October 2018](#)  
[IV.B.4 EV9 Standard Committee makeup 9-11-2018](#)  
[IV.B.4 EV10 Week That Was 2019 September 30](#)  
[IV.B.4 EV11 CEO Accreditation Update](#)  
[IV.B.4 EV12 VP Acade Services Job Descrip](#)

[IV.B.5 EV1 BP 2410](#)  
[IV.B.5 EV2 AP 2410](#)  
[IV.B.5 EV3 BOT Policy Meeting 12.17.19](#)  
[IV.B.5 EV4 BOT Minutes 10-8-2019](#)  
[IV.B.5 EV5 BP 6100](#)  
[IV.B.5 EV6 AP 6100](#)  
[IV.B.5 EV7 AP 6300](#)  
[IV.B.5 EV8 BP 6300](#)  
[IV.B.5 EV9 BP6150](#)  
[IV.B.5 EV10 BP6330](#)  
[IV.B.5 EV11 BP6400](#)

[IV.B.6 EV1 Week that Was November 2019](#)  
[IV.B.6 EV2 Week that Was March 2019](#)  
[IV.B.6 EV3 Week That Was August 2017](#)  
[IV.B.6 EV4 Week That Was 2019 September 30](#)  
[IV.B.6 EV5 LCC Annual Report 2016-2017](#)  
[IV.B.6 EV6 LCC 2017-18 Annual Report](#)  
[IV.B.6 EV7 LMAE Agenda](#)

---

### **C. Governing Board**

- 1. The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)*

#### **Evidence of Meeting the Standard**

LCC has Board policy 2010 ([EV1](#)) that follows Education Code Sections 72023, 72103, and 72104, the Board shall consist of seven members elected by qualified voters. Board policy 2100 defines the term of office and boundaries of trustees ([EV2](#)). LCC values input from students so BP 2105 defines student trustee appointments to the Board. ([EV3](#)) Board policy 2000 outlines the legal basis trustee's derive their authority from and that they are subject to the provisions of the Constitution of California, Ed Code, and the rules and regulations of the Board of Governors ([EV4](#)). Board policy 2200 outlines the duties of the Board that include academic quality, fiscal health and stability, and program and curricular offerings ([EV5](#)). Board policy 1200 provides for outstanding programs for pursuing higher education ([EV6](#)). Policies are reviewed and approved periodically, the last review process was May, 2019 ([EV7](#)). All Board policies go through a

periodic review which include policies that oversee the effectiveness of student learning programs (EV8). LCC website includes a Governing Board overview that lists the makeup of the Board as well as dates and time for meetings. The website includes a link to BoardDocs for agenda and meeting information (EV9). Board Policy 6200 refers to process of budget preparation and that it conforms to state law and regulations. (EV10) AP 6200 shows the delegation of authority for preparation and maintenance of the budget (EV11). Board Policy 6300 outlines that the Board as required by law shall be presented a quarterly report showing the financial and budgetary conditions of the district (EV12). AP 6300 provides that “appropriate administrators keep the board current of fiscal conditions of the district as an integral part of policy and decision-making” (EV13).

### **Analysis and Evaluation**

Lassen Community College meets the Standard. The LCCD Board of Trustees exercises their authority over all aspects of the college as established in policy. The Board fulfills the responsibilities specified by law.

2. *The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.*

### **Evidence of Meeting the Standard**

Board members freely discuss agenda items from their own perspective, from the students’ perspective, and from the perspective of their constituents, in an open and honest dialogue that reflects an environment of care and respect for all stakeholders and that maintains focus on our students. Established policy (EV1) requires Board members “to abide by and uphold the final majority decision of the Board”, a requirement that is honored by all members who do act in unison on decided matters. Board members reaffirm a code of ethics statement that includes on #9 “to work with fellow board members in a spirit harmony and cooperation in spite of differences of opinion that may arise during debates of points at issue” (EV2).

### **Analysis and Evaluation**

Lassen Community College meets the Standard. The Board has adopted policy that requires them to maintain high ethical standards, conduct and act in the best interest of the entire community. The policy also requires that the Board adhere to all required laws and regulations. History of Board minutes reflect the ethical conduct of the Board

3. *The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.*

### **Evidence of Meeting the Standard**

The Lassen Community College District Board of Trustees follows the Education Code and board policies in the selection and evaluation of the Superintendent/President. Defined policy

and procedure are established ([EV1](#), [EV2](#)) to guide the selection of the Superintendent/President. A copy of the presidential search brochure is also included ([EV11](#)).

Established policy requires that the Superintendent/President is expected to perform the duties contained in the Superintendent/President job description and fulfill other responsibilities determined in annual goal setting or evaluation sessions as stated in BP 2430 and AP 2430 ([EV3](#), [EV4](#)). The Board has defined the job description for the CEO outlined in BP2433 ([EV7](#)). BP2435 states an evaluation is conducted annually ([EV5](#), [EV6](#)). The board holds multiple evaluative meetings with the Superintendent/President in order to evaluate his/her performance. The Superintendent/President performance evaluation is conducted annually ([EV3](#)) and was last completed on November 13, 2018. ([EV8](#)) Prior evaluations of the Superintendent/President were completed at the end of each calendar year during this assessment period ([EV9](#), [EV10](#)).

### **Analysis and Evaluation**

Lassen Community College meets the Standard. The Board follows policies and procedures regarding the selection and the evaluation of the Superintendent/President. The previous selection of the Superintendent/President followed this exact process.

- 4. The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)*

### **Evidence of Meeting the Standard**

Governing Board members are elected representatives of the Lassen Community College District service area, and reflect public interest in LCC by representing different constituency groups within the designated trustee areas, providing representation that reflects the population, demographics, and diversity of the district. ([EV1](#)). Established policy requires that the board govern on behalf of the citizens of the District and advocate for the Institution ([EV2](#)) and prohibits conflicts of interest relating to financial matters and interests, acceptance of gifts, and employment matters outside of Trustee duties ([EV3](#)).

### **Analysis and Evaluation**

Lassen Community College meets the Standard. The Governing Board is an independent policy-making body that reflects the public interest in the institution's educational quality.

- 5. The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.*

### **Evidence of Meeting the Standard**

Board policies and other formal agreements describe the expectations of the Lassen Community College District Board of Trustees for quality, integrity, and improvement of student learning programs, as well as the services and resources needed to support them. The Lassen Community College District Board of Trustees have a variety of policies that clearly define the expectations for quality, integrity, and improvement of student learning programs and services.

Board Policy 2200 outlines the duties of the Board of trustees ([EV1](#)) that define the institutional mission and sets prudent ethical and legal standards for the district. Board Policy 1200 contains the mission statement of the District ([EV2](#)). The Strategic Plan clearly defines the mission, vision, strategic goals, the college values, and the institutional student learning outcomes that emphasize student success ([EV3](#)). Board Policy 4020 ensures that the colleges programs and curricula shall be of high quality, relevant to the community and the needs of the student, and evaluated regularly to ensure quality and currency ([EV4](#)).

Resources necessary for the delivery of quality student learning programs and services are provided by the Board of trustees via a variety of established policies. This is exemplified in the policies relating to budgetary matters, in the established process for budget development, on through to Board approval of final budgets.

### **Analysis and Evaluation**

The College meets the Standard. The Governing Board fully supports the educational mission of the college. The Strategic Plan is thoughtfully reviewed each year to ensure the institution remains focused on improvement of student learning and that strategic goals remain aligned with the mission.

6. *The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.*

### **Evidence of Meeting the Standard**

LCC makes available policies and procedures for public review through BoardDocs eGovernance website. Applicable to this standard are those policies and procedures which specify the size, duties, responsibilities, structure, and operating procedures of the Governing Board ([EV1](#), [EV2](#), [EV3](#), [EV4](#)).

The term of office of each trustee shall be four years, commencing in December at the first regular meeting following the election. Elections shall be held every two years, in even numbered years. Terms of trustees are staggered so that, as nearly as practical, one half of the trustees shall be elected at each trustee election ([EV5](#)). Vacancies on the Board as well as the election and duties of officers are also outlined in board policy ([EV6](#), [EV4](#)).

The date, the time, and location of board meetings, manner in which closed session meetings are conducted, and policies governing special or emergency board meetings are all prescribed in established policy ([EV8](#), [EV9](#), [EV10](#)).

Established policy prescribes procedures for the public availability of minutes and audio recordings from board meetings ([EV11](#), [EV12](#)), and for individuals who wish to address the board on agenda items or other matters of interest to the public ([EV13](#), [EV14](#)).

### **Analysis and Evaluation**

Lassen Community College meets the Standard. The board's size, duties, responsibilities, structure, and operating procedures are consistent with established policies, as are the public availability of meeting minutes and audio recordings.

- 7. The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.*

### **Evidence of Meeting the Standard**

The board has a policy that states it will adopt, revise or amend board policies at any regular board meeting by a majority vote ([EV1](#)). A board policy committee is established each year during the organization meeting of the board in December ([EV2](#)). The membership of this committee is appointed at that time to serve during the year as needed ([EV3](#)).

The committee meets when board policies have first gone through review from departments, consultation council or Academic Senate. The board takes action after the second reading of board policies ([EV4](#)).

### **Analysis and Evaluation**

Lassen Community College meets the Standard. The Board agenda and minutes demonstrate that the Board acts in a manner consistent with its policies. The Board reviews policies when presented through committee. Policies that require review because of revisions to laws and/or regulations, or due to the beginning or end of programs are prioritized in the policy review process.

- 8. To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.*

### **Evidence of Meeting the Standard**

Annual updates in student performance data are presented to the board during Spring semester. ([EV1](#), [EV2](#), [EV3](#), [EV4](#)) The student equity and achievement plan was presented to the Board as well ([EV5](#)).

### **Analysis and Evaluation**

Lassen Community College meet this Standard. The Board of Trustees sets clear expectations for the improvement of student learning and achievement. The Board is given a presentation of key indicators through the presentations of the Scorecard, Student Success Matrix and through the reporting of the student equity and achievement plan.

9. *The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.*

#### **Evidence of Meeting the Standard**

The president meets with new Board members and provides orientation and review of Board policies outlining their duties and responsibilities ([EV1](#)). BP 2200 is printed and given to the new member ([EV2](#)). Brown Act training was provided most recently at the July 2019 workshop training conducted by our legal firm ([EV3](#)). Board members go to Effective Trustees Workshop put on by the Community College League of California (CCLC) ([EV4](#), [EV4a](#)). Ongoing training as needed is provided by the CEO. Staggered terms of office BP 2100 outlines that Board members will hold staggered terms of office ([EV5](#)). BP 2010 defines the makeup of the Board membership ([EV6](#)). Election of Board officers and their duties are defined in BP 2210 ([EV7](#)).

#### **Analysis and Evaluation**

Lassen Community College meets this standard. The Board of Trustees have an ongoing training program and membership continuity. Board members engage in ongoing development, participate in trainings, and utilize resources such as the CCLC Trustee Handbook.

10. *Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.*

#### **Evidence of Meeting the Standard**

LCC trustees begin their evaluation process in January during the Board workshop and evaluation tool is handed out to Board members to complete. ([EV1](#), [EV2](#)) The evaluation tool is included in BP 2745 and has been updated three times since its creation in 2010. Academic quality and institutional effectiveness are address in numbers 12, 17, and 18 of the Board evaluation tool. ([EV1](#)) One or two Board members try to attend the January Effective Trustees Workshop each year. ([EV3](#)) Board minutes reflect the attendance of this workshop. ([EV4](#))

#### **Analysis and Evaluation**

Lassen Community College meets the Standard. The Board completes a self-evaluation process in January of each year. However, evidence shows that it is not regularly reported out at subsequent Board meetings every year. ([EV5](#), [EV6](#), [EV7](#)) Trustees do attend trainings but Board minutes do not reflect the details of the trainings.

11. *The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A*



*majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)*

### **Evidence of Meeting the Standard**

The Board utilizes procedural controls to ensure adherence to expected and codified ethics standards. These controls come in the form of disclosures and published ethics standards. In the instance of disclosure, BP 2710 directs that all pertinent financial interests are appropriately disclosed via the Form 700. (EV1) As a result, Governing Board members are held to account in a publicly available record.

With regard to published ethics standards, Governing Board members are required to review and sign the Governing Board ratified code of ethics (EV2, EV3), which ensures awareness of acceptable ethical behavior as a governing board member. This is buttressed by the Governing Board's political activity statement (EV4), which guides certain aspects of ethical behavior. Together, these efforts make clear to governing board members specific behaviors to be avoided.

Finally, within the office of the Superintendent/President, ethics and ethical behavior are regular topics of discussion.

### **Analysis and Evaluation**

Lassen Community College meets this standard as stated in the evidence.

12. *The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.*

### **Evidence of Meeting the Standard**

At Lassen Community College, authority delegated to the President includes execution of board policy, administrative actions, and all other duties as directed by the board. (EV1) Additionally, specific duties delegated to the president are spelled out in the Letter of Conveyance. (EV2)

### **Analysis and Evaluation**

Lassen Community College meets this Standard.

13. *The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.*

”””””

### Evidence of Meeting the Standard

The board's self-evaluation references the matter of participation in the accreditation process. (EV1) As a result, board members are acutely aware of the importance and place of accreditation in their duties. The Governing Board is party to regular updates, both at board meetings and via electronic communication, from the president, as to the status of the accreditation efforts. Additionally, in February 14, 2017 the board gave approval to the mid-term report submitted to ACCJC. (EV2)

### Analysis and Evaluation

Lassen Community College meets this Standard.

---

### Conclusions on Standard IV.C. Governing Board

The Governing Board policies are effective and kept current through consistent, systematic review. Under the leadership of the current administration, there has been a dedicated effort to both explain to the Board their role and necessary decisions, as well as the most effective relationship between both parties. Going forward, regular training and guidance will continue to shepherd the board's decisions and oversight.

### Improvement Plan(s)

Change or Improvement	Standards	Responsible Party	Timeline	Anticipated Outcome
Interaction between the CEO and the Board of Trustees to ensure board evaluations and trainings are reported out.	IV.C.10	CEO	On going	Improvement and transparency of the board in reporting of annual board evaluations and trainings.

### Evidence List

- [IV.C.1 EV1 BP 2010](#)
- [IV.C.1 EV2 BP 2100](#)
- [IV.C.1 EV3 BP 2105](#)
- [IV.C.1 EV4 BP 2000](#)
- [IV.C.1 EV5 BP 2200](#)
- [IV.C.1 EV6 BP 1200](#)
- [IV.C.1 EV7 BOT 5-14-19](#)
- [IV.C.1 EV8 BOG 12-17-19](#)
- [IV.C.1 EV9 Board Webpage](#)

[IV.C.1 EV10 BP 6200](#)  
[IV.C.1 EV11 AP 6200](#)  
[IV.C.1 EV12 BP 6300](#)  
[IV.C.1 EV13 AP 6300](#)  
[IV.C.1 EV14 BOT 11-12-2019](#)

[IV.C.2 EV1 BP 2715](#)  
[IV.C.2 EV2 2019-20 BOT COE](#)

[IV.C.3 EV1 BP 2431](#)  
[IV.C.3 EV2 AP 2431](#)  
[IV.C.3 EV3 BP 2430](#)  
[IV.C.3 EV4 AP 2430](#)  
[IV.C.3 EV5 BP 2435](#)  
[IV.C.3 EV6 AP2435](#)  
[IV.C.3 EV7 BP 2433](#)  
[IV.C.3 EV8 BOT 11.13.18](#)  
[IV.C.3 EV9 BOT 12-9-14](#)  
[IV.C.3 EV10 BOT 12-12-17](#)  
[IV.C.3 EV11 PRESIDENTIAL SEARCH](#)

[IV.C.4 EV1 BOG BP2100](#)  
[IV.C.4 EV2 BOG BP2200](#)  
[IV.C.4 EV3 BOG BP2710](#)

[IV.C.5 EV1 BOG BP2200](#)  
[IV.C.5 EV2 BOG BP1200](#)  
[IV.C.5 EV3 LCC Strategic Plan 2019](#)  
[IV.C.5 EV4 BOG BP4020](#)

[IV.C.6 EV1 BP 2010](#)  
[IV.C.6 EV2 BP 2015](#)  
[IV.C.6 EV3 BP 2200](#)  
[IV.C.6 EV4 BP 2210](#)  
[IV.C.6 EV5 BP 2100](#)  
[IV.C.6 EV6 BP 2110](#)  
[IV.C.6 EV8 BP 2310](#)  
[IV.C.6 EV9 BP 2315](#)  
[IV.C.6 EV10 BP 2320](#)  
[IV.C.6 EV11 Minutes](#)  
[IV.C.6 EV12 BP 2365](#)  
[IV.C.6 EV13 BP 2345](#)  
[IV.C.6 EV14 BP 2350](#)  
[IV.C.6 EV15 BP 2410](#)  
[IV.C.6 EV16 BP 2716](#)

[IV.C.7 EV1 BOG BP2410](#)  
[IV.C.7 EV2 BOG BP2220](#)  
[IV.C.7 EV3 BOT 12-11-18](#)  
[IV.C.7 EV4 BOT Policy 12-17-2019](#)

[IV.C.8 EV1 BOT 1.12.16](#)  
[IV.C.8 EV2 BOT 8.12.14](#)  
[IV.C.8 EV3 BOT 4.10.18](#)  
[IV.C.8 EV4 BOT 5.14.19](#)  
[IV.C.8 EV5 BOT 6.11.19](#)

[IV.C.9 EV1 BP 2740](#)  
[IV.C.9 EV2 BP 2200](#)  
[IV.C.9 EV3 BrownAct](#)  
[IV.C.9 EV4 Handbook CCLC](#)  
[IV.C.9 EV4a BOT Training](#)  
[IV.C.9 EV5 BP 2100](#)  
[IV.C.9 EV6 BP 2010](#)  
[IV.C.9 EV7 BP 2210](#)

[IV.C.10 EV1 BP 2745](#)  
[IV.C.10 EV2 BOT Agenda 1-22-19](#)  
[IV.C.10 EV3 BOT Training](#)  
[IV.C.10 EV4 BOT 2-12-2019](#)  
[IV.C.10 EV5 BOT Eval 6-11-13](#)  
[IV.C.10 EV6 BOT MINUTES 3-12-2019](#)  
[IV.C.10 EV7 BOT Minutes 2-11-2014](#)

[IV.C.11 EV1 BP 2710](#)  
[IV.C.11 EV2 BP 2715](#)  
[IV.C.11 EV3 COE Statement](#)  
[IV.C.11 EV4 BP 2716](#)

[IV.C.12 EV1 BP 2430](#)  
[IV.C.12 EV2 BP 2200](#)

[IV.C.13 EV1 BP 2745](#)  
[IV.C.13 EV2 BOT 2-14-2017](#)

---

#### **D. Multi-College Districts or Systems**

- 1. In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.*

### **Evidence of Meeting the Standard**

LCC is not a multi-college district. Standard D does not apply.

### **Analysis and Evaluation**

- 2. The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.*

### **Evidence of Meeting the Standard**

### **Analysis and Evaluation**

- 3. The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The district/system CEO ensures effective control of expenditures.*

### **Evidence of Meeting the Standard**

### **Analysis and Evaluation**

- 4. The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEO's accountable for the operation of the colleges.*

### **Evidence of Meeting the Standard**

### **Analysis and Evaluation**

- 5. District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.*

### **Evidence of Meeting the Standard**

### **Analysis and Evaluation**

- 6. Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.*

**Evidence of Meeting the Standard****Analysis and Evaluation**

7. *The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.*

**Evidence of Meeting the Standard****Analysis and Evaluation**

---

**Conclusions on Standard IV.D. Multi-College Districts or Systems****Improvement Plan(s)****Evidence List**

## **H. Quality Focus Essay**

### **Project 1: Disaggregating and Assessing Student Learning Outcomes**

**Introduction of Project:** The institution will expand its collection and reporting of student learning outcomes to include disaggregating and analyzing learning outcomes and achievements for subpopulations of students.

Current practice collects data by course number only and combines the information from multiple sections of that course number to provide a data set. As a result, much of the data is unspecific and does not identify trends of achievement gaps.

Additionally, approximately 25-33% of all SLOs are not reported based on the data obtained for the last two academic years.

Finally, SLO data is currently not utilized beyond the IPR process. We do not have a mechanism to reevaluate SLOs identified as not meeting the identified achievement target which also means there is no way to close the loop on the stated proposed action.

### **Anticipated Impact on Student Learning and Achievement**

Identifying the achievement gaps through disaggregated data will better inform of areas for improvement. Additionally, increasing the number of SLOs submitted each semester will offer more robust information. And finally, evaluating the proposed action for SLOs not met will enable faculty to make the determination of its effectiveness and implement adjustments as needed.

### **Outcome Measures**

Lassen Community College will work to change the method of reporting to include student ID and section number to improve effectiveness and impact of data. The College will increase effectiveness by reducing the number of SLOs not reported, thereby providing a greater amount of information on student success. Finally, the anticipated outcome from reviewing proposed actions on unmet SLOs allows for the evaluation of program learning outcomes as they relate to student success.

### **Action Plans**

Action Plan Step 1:

Implement updated procedure to SLO data collection to include section number and student ID. Additionally, providing access to faculty and administration to collected data to enable program improvement outside of the program review process. Utilizing disaggregated data will allow for improvement plans within a program to improve student learning and completion.



### Action Plan Step 2:

Increase the faculty submission rates by making sure faculty report SLOs in a timely manner so data can be made available for ongoing improvements and resource allocation. Implementing consistent faculty training and orientation to the process of SLO submission will improve available data.

### Action Plan Step 3:

Creating a mechanism to reevaluate proposed actions when SLO targets are not met. Closing the loop on an identified deficiency and proposed solution will offer useful data to the faculty and their program. Possible consideration of adjustments to pedagogy can impact successful completions for student subpopulations.

Activity	Responsible Party	Resources	Timeline
Collect section # & Student ID	DIE/CIO	MIS Data, Infomagnus	Spring 2020-Spring 2021
Improve submission rates	DIE/CIO	MIS Data	Spring 2020-Spring 2021
Reevaluate proposed actions	DIE/CIO/Curriculum Committee/Academic Senate	MIS Data	Spring 2020-Spring 2021

## **Project 2: Guided Pathways/Meta-majors/Program Discontinuance**

### **Introduction of Project and Anticipated Impact:**

During the course of developing the self-evaluation report, it became apparent that significant improvement is needed in the area of developing meta-majors in the implementation our Guided Pathways framework. While much work has been done in the implementation of other Guided Pathways initiatives, significant work is still needed in the area of meta-majors or career-pathways that help students get on the path and stay on the path to completion of a certificate or degree program. Up to this point in time, the Guided Pathways Taskforce has researched meta-majors from other colleges, has distributed information and a survey about meta-majors, but has not selected or implemented any meta-majors for LCC. Meta-majors need to be fully developed and tied to current instructional program and course offerings. For the size of our college, it has become apparent that LCC currently has too many degree options and academic program offerings that cannot be sustained with regular class offerings that are required for students to complete degrees in a timely manner. Essentially, our instructional carrying capacity is exceeded by the number of ADT's offered (17) and we are not able to offer the classes often enough for students to be able to complete these degrees. This results in low fill rates (average of

51.4% in 2018-19) and a 6-year graduation rate that needs improvement (20%), By paring down our program and degree options and implementing meta-majors, students will have better guidance and more flexibility to complete certificates or degrees within their selected meta-major. We will also have a higher fill rate for our courses and a higher certificate and degree completion rate.

**Measurable Outcomes**

- 1. Completion of a program discontinuation policy that is approved by the Academic Senate and Governing Board**
- 2. Develop meta-majors and plan for implementation**
- 3. All degree and certificate programs to be categorized within one of the college’s established meta-majors**
- 4. Right-sizing the number of ADT’s offered to match the instructional capacity of the institution**
- 5. Implement meta-majors into student educational planning tools**
- 6. Meta-majors publicized in college catalog, on college website, and college publications**
- 7. Increased course fill-rates and increased number of certificates and degrees completed**

**Project Description/Action Plan**

The following table represents the activities, responsible parties, resources, and timelines for the implementation of this project’s action plan. The plan is realistic and workable within a reasonable time frame and will culminate in the outcomes previously outlined. These measurable outcomes include increased course fill rates and increased student graduation rates, as well as the completion of an essential Guided Pathways initiative known as “meta-majors”.

<b>Activities</b>	<b>Responsible Party</b>	<b>Resources Needed</b>	<b>Timeline</b>
Discontinuation/Revitalization policy created through shared governance process	Academic Senate President, CIO, Consultation Council Chairs	Committee time; CIO input	Fall 2020
Discontinuation/Revitalization policy approved by Governing Board in BP/AP	Consultation Council Chairs, CIO, Board Policy Committee	TBD	End of Fall 2020
Increase participation in the Meta-majors survey	Guided Pathways Workgroup	Online survey; Students recruited;	Spring 2020
Compile results of meta-major survey and distribute in committee meetings	Guided Pathways Workgroup, CIO, Consultation Council Chairs	TBD	End of Spring 2020

Meta-majors established as policy in Curriculum committee, Senate, and Consultation Council and proposed for catalog	CIO, Curriculum chairs, Senate President, Consultation Council Chairs, Instructional Support Tech	Committee agendas and minutes; Time for Instructional Support Tech to edit catalog	End of Spring 2020
Discontinue selected ADT's and programs	Discontinuation/Revitalization Committee, CIO, Senate President, Governing Board	Governance process; Instructional Support; Senate minutes, Governing Board minutes	Spring 2021
Meta-majors published on website and counseling publications	IT Director and Tech, President's Executive Assistant, Outreach Coordinator, Lead Counselor	Guided Pathways funding; Tech support; Marketing materials	Fall 2020
Career & Transfer Center and Counselors offer assistance in helping students select meta-majors/career pathways and create updated educational plans	Student Success Coordinator, CSSO, Counseling Staff, IT Staff	Career assessments on paper and online; staff to interpret results; Degree-planner software	Spring 2021