Abstract of the 2014 Self Evaluation Report

Table of Contents

Accreditation Themes

Institutional Commitment

LCC's mission statement makes clear that the institution is committed to providing high quality education on campus and in outreach areas.

The College's commitment to student learning is evident throughout the institution. The Curriculum/Academic Standards Committee ensures congruence between all instructional offerings and the stated institutional mission. Lassen College evaluates all courses and programs with respect to their quality, currency, and identification of appropriate and measurable Student Learning Outcomes (SLOs) as part of the established Instructional Program Review (IPR) process. The regular systematic cycle of program review in both instructional and non-instructional areas ensures a commitment to continuous quality improvement.

Evaluation, Planning and Improvement

LCC developed and implemented a systematic cycle of evaluation, integrated planning, budget allocation and re-evaluation. The strategic goals found in the collegially developed and Governing Board approved Strategic Plan guide institutional planning and resource allocation. The College has utilized, evaluated and improved the process each of the last seven years.

Student Learning Outcomes

LCC reaffirms its institutional SLOs annually with the Governing Board adoption of the Strategic Plan. The College has developed course and program SLOs for one hundred (100) percent of its courses and programs. Student learning or administrative unit outcomes have been developed in twenty-one (21) non-instructional areas. More than eighty (80) percent of the campus participated in on-going assessment during the 2012-2013 academic year.

Organization

The administrative structure of the College is organized into two functional areas under the College President: Academic Services and Administrative Services. A vice-president administers each of the functional areas. Two deans, the Dean of Instructional Services and the Dean of Student Services, report to the Executive Vice-President of Academic Services. Instruction is divided into four academic divisions each overseen by a division chair reporting to the Dean of Instructional Services.

The College has developed and is continuing to refine its participatory governance process, as articulated in the Shared Governance & Collegial Consultation Process Handbook, through annual evaluations and updates. The handbook is used as a guide for those individuals responsible to the College for providing well-informed recommendations, making decisions and delivering results through professional communication and participation within a structure of shared governance.

The constituent groups involved in decision-making at LCC include the associated student body (ASB), administration, management/confidential employees, faculty through the Academic Senate and LCC Faculty Association (LCFA), and the classified staff through the California School Employees Association (CSEA). The Consultation Council/Strategic Planning Committee is the body charged with promoting coordination among committees and constituent grups so that the goals, objectives and actions of the various committees and departments are integrated into institutional planning. The standing college committees, all of which are described in the Shared Governance & Collegial Consultation Handbook, are realigned and modified in response to the annual evaluation conducted each May.

Committees are comprised of representatives from appropriate constituent groups. All committees and groups are concerned, directly or indirectly, with promoting student learning and success. The Curriculum/Academic Standards Committee is an obvious example of a formal group that is responsible for developing and reviewing courses and programs that facilitate specific and measurable student learning. The Facilities Planning Committee is indirectly involved with student learning and makes important contributions to the design of classrooms and service areas that reflect a primary awareness of student need.

Minutes are taken at all committee meetings and are made easily accessible through email distribution and are published on the LCC website.

Students provide input to the decision-making process through their Associated Student Body (ASB) representation on college committees. In addition, the Student Trustee provides input at Governing Board meetings.

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.

Mission

The Lassen Community College (LCC) mission statement clearly identifies the College's educational purposes as an institution of higher education:

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 students, both on campus and in outreach areas in its effort to build intellectual growth, human perspective and economic potential.

Strategic Goals

The Strategic Plan adopted by the Governing Board on August 13, 2013 contains the four institutional strategic goals:

1. Institutional Effectiveness: Provide the governance, leadership, integrated planning and accountability structures, and processes to effectively support the learning environment, while ensuring responsible stewardship of public trust and resources.

2. Learning Opportunities: Provide an array of rigorous academic programs delivered via a variety of modalities that promote student learning and meet the needs of the local and global community.

3. Resource Management: Manage human, physical, technological and financial resources to sustain fiscal stability and to effectively support the learning environment.

4. Student Success: Provide a college environment that reaches out to and supports students, minimizes barriers, and increases opportunity and success through access and retention to enable student attainment of educational goals including completion of degrees and certificates, transfer, job placement and advancement, improvement of basic skills, and self-development through lifelong learning.

Integrated Planning

The institutional planning and budget development process, as articulated in the Institutional Planning and Budget Development Handbook and graphically depicted in the Integrated Planning Process Flowchart, begins with the Instructional Program Review (IPR) and Non-instructional Program Review (NIPR) processes. [1.14 2013-2014 Institutional Planning and Budget Development Process Handbook] The IPRs and NIPRs provide the unit level planning documents for LCC. The President's Cabinet and Academic Senate monitor the program review process and approve NIPRs and IPRs respectively. The approved IPRs and NIPRs are presented to the Strategic Planning Committee as information items and subsequently forwarded to the Governing Board. Upon Board acceptance, copies of each program's Prioritized Recommendation Forms are provided to the appropriate planning committees: Academic Planning/Institutional Effectiveness, Student Services Planning/Student Success, Facilities Planning, Institutional Technology Planning and Human Resource Planning. As appropriate the recommendations are integrated into the resulting master plans. During spring of each academic year the various master plans are integrated into the Comprehensive Institutional Master Plan. The Comprehensive Institutional Master Plan is the foundation upon which the institutional budget is built. Requests for funding are derived from the same prioritized

recommendation forms taken from program reviews. The same budget request and resource allocation process is utilized for all funding sources. [1.14 2013-2014 Institutional Planning and Budget Development Process Handbook]
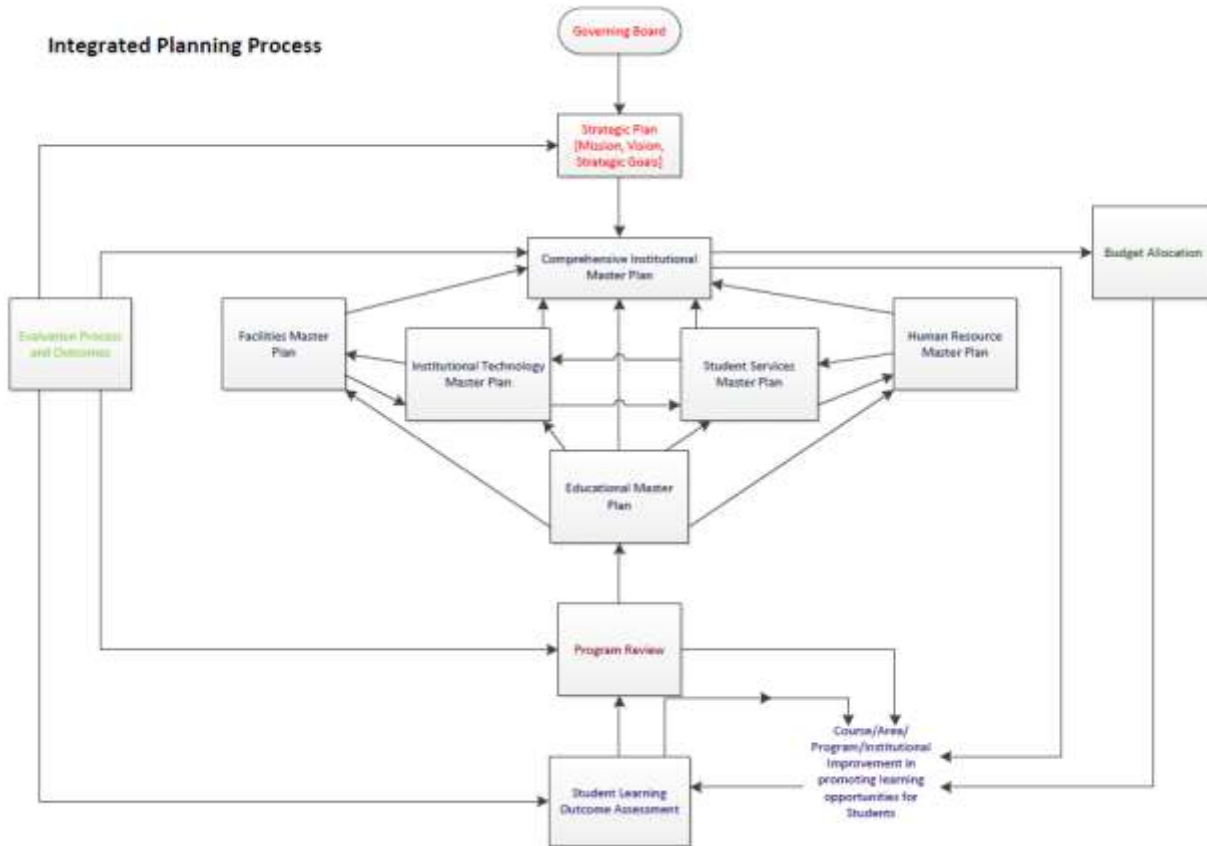
The annual evaluation of both the institutional planning and governance processes are held each May. Evaluation instruments are distributed to the planning committees, constituent groups and made available to individuals on campus. The evaluation results are reviewed, discussed and those considered appropriate accepted by Consultation Council. [1.32 Evaluation Instruments; 1.12 2007 Annual Evaluation Results; 2008 Annual Evaluation Results; 2009 Annual Evaluation Results; 2010 Annual Evaluation Results; 2011 Annual Evaluation Results; 2012 Annual Evaluation Results; 2013 Annual Evaluation Results]

The Academic Senate adopted a process to revise the budget development process through incorporation of recommendations from campus into the Institutional Planning and Budget Development Process Handbook by a subcommittee comprised of representatives from both the Academic Senate and Consultation Council, which meets during the summer of each year.

The current Institutional Planning and Budget Development Process Handbook was readopted by the LCC Academic Senate–July 23, 2013 and accepted by Consultation Council/Strategic Planning Committee–August 5, 2013. [1.11 Consultation Council/Strategic Planning Committee minutes-August 5, 2013; 1.13 Academic Senate minutes-July 23, 2013; 1.14 2013-2014 Institutional Planning and Budget Development Process Handbook]

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.

Student Learning

Lassen Community College (LCC) is committed to providing high quality instructional programs through a continuous cycle of review and assessment that meets its commitment to fulfill its mission. Quality of educational programs is ensured by multiple methods: regular curriculum development and review, program review, advisory committee input, and student learning outcome assessment.

The IPR process is the primary mechanism utilized to assure currency of curricula and programs and provides for a review of departmental and course data trends (i.e. course offerings, FTES, enrollment), performance data (success, retention, awards) and student learning outcome assessment. The relationship of courses and programs to the College's mission is analyzed. For CTE, the process provides for valuable input from program advisory committees. [2.11 CTE Advisory Committee minutes]

During the Instructional Program Review (IPR) process the relationship between the program and the Strategic Plan, specifically the mission of the College is analyzed. [2.1 Strategic Plan; 2.2 2012 Instructional Program Review Policy and Procedures Handbook 10th edition] Significant data is provided to program staff for consideration during the production of their IPR. [2.3 Sample Program Review data-Mathematics] 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. [2.4. Sample Complete Program Reviews, Executive Summaries, and Annual Updates on LCC website]

LCC has adopted Program Student Leaning Outcomes (PSLOs) for sixty-seven degrees and certificates. By June 1, 2013, LCC had adopted course-level SLOs for five hundred and ninety-two courses

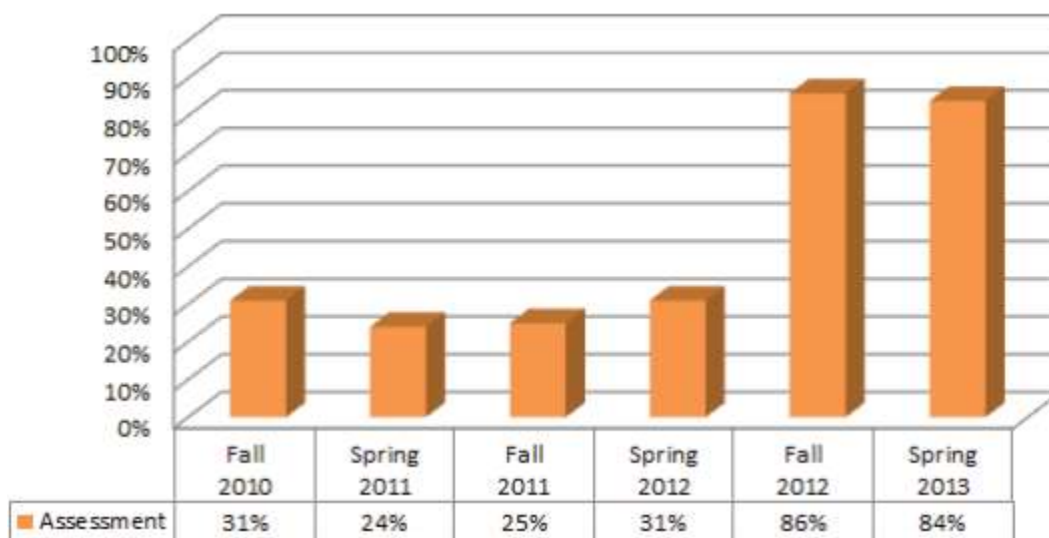|	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013
Assessment	31%	24%	25%	31%	86%	84%

Figure 1 provides an overview of the assessment numbers for the last three years. Notably, the recent increase in participation in SLO assessment can be attributed to the College's investment in the electronic reporting tool, WEAVE.

The assessment of SLOs was incorporated into the revised IPR process first adopted by the Academic Senate in spring 2007. The linkage of student learning outcome assessment with IPR formalized the link between SLO assessment and institutional planning. The review and revision of the IPR process has continued up to the current version adopted by the Academic Senate August 30, 2012. [2.2 2012 Instructional Program Review Policy and Procedures Handbook 10th edition] IPR is the primary mechanism for integrating academic program planning and budget requests into the Educational Master Plan portion of the Comprehensive Institutional Master Plan and the budget allocation process respectively. [2.34 2013-2018 Comprehensive Institutional Master Plan; 2.35 2014-2015 Institutional Planning and Budget Development Process Handbook]

Student Services

LCC has in place and implements the process of maintaining up-to-date information to students about the transfer process, courses, programs available, and assists students in an educational plan or pathway. LCC continues to articulate with various levels of educational institutions to assure smooth student mobility, educational growth, and transfer. LCC continues to develop associate degrees for transfer as the transfer model curriculum becomes available through the Chancellor's Office. Students receive syllabi consistent with the course outlines of record for the class in which they are enrolled during the first week of instruction.

LCC provides clear, consistent, and accurate representations of itself to prospective and current students, the public, and its personnel. Information appears in LCC catalog, on LCC website, on BoardDocs and in handbooks and other publications. [2.39 BoadDocs-Governing Board Policies and Administrative Procedures; 2.49 2013-2014 LCC Catalog; 2.56 LCC Website]

The Academic Senate reviews and regularly updates handbooks containing the procedures, which fall under its purview. Examples include: the Institutional Planning and Budget Development Handbook revised each August, Minimum Qualifications Handbook updated annually, and the Curriculum/Academic Standards Committee Handbook and Instructional Program Review Policy and Procedures Handbook revised periodically. Additionally, the Academic Senate annually reviews and updates informational handbooks such as the Faculty Handbook, Handbook for Correspondence Instructors, Handbook for Online Instructors. Current and previous editions of all handbooks are published on the College website. [2.35 2014-2015 Institutional Planning and Budget Development Process Handbook; 2.57 Lassen Community College Verification of Faculty to Meet Minimum Qualifications in Discipline of Instruction Resource Handbook, 2.2 2012 Instructional Program Review Policy and Procedures Handbook 10th edition; 2.40 2013 Faculty Handbook; 2.22 Handbook for Correspondence Instructors; 2.26 Handbook for Online Instructors]

LCC assures the delivery of quality programs and services that support student learning and the mission of the College regardless of the location or means of delivery through a systematic cycle of regularly scheduled program reviews including SLOs assessment and improvements. The catalog, outreach brochures, and website serve to inform, recruit and provide access for diverse students, and provide accurate information about the College's programs and services. [2.49 2013-2014 LCC Catalog; 2.60 Outreach Brochures; 2.56 LCC Website] Students have opportunities to participate in student satisfaction surveys and in meetings as a means of expressing opinions, concerns, and suggestions for improving services to students. [2.14 Noel Levitz Student Satisfaction Inventory; 2.61 Town Hall Results]

LCC has continued since 2007 to support students by offering the One-Stop-Shop for Student Services. Extended Opportunities Programs and Services (EOP&S), including the Cooperative Agencies Resources Education (CARE) Program, Admissions and Records, Financial Aid, Counseling, Transfer Center, and Veteran services are housed in one building to limit any confusion and better serve students. In December 2011, the institution included the Assessment Office, currently staffed with a full-time position, in the One-Stop-Shop coordination of services. LCC's One-Stop-Shop is open from 8 am to 4:30 pm with extended hours available at the beginning of each semester. For those students who do not live locally, student support services are accessible by phone, fax, and

email. In 2011-2012, the New Student Orientation was put on the College website to accommodate students who do not live in the area. [2.65 LCC Website] Beginning fall 2012, counselors began using email to register international students earlier than in previous years. On August 17, 2013, an all-day new student orientation was provided including special sessions for both athletes and international students. [2.62 New Student Orientation agenda] In 2013-2014, a New Student Orientation correspondence packet was developed for students registering entirely for courses delivered by correspondence. [2.63 New Student Orientation Correspondence Packet]

The LCC website provides student access to the WebAdvisor program. [2.56 LCC Website] This program allows students to create an account and access unofficial transcripts, financial aid account information, and register for classes. Effective August 2013 OpenCCCApply provided students with the opportunity to apply online. Additional online services including Degree-Audit and online Education Plans are scheduled to be available spring 2014.

In addition, the website provides information on student service programs located under the "Admissions" title and under the "Student Services" links. Students have access to advising plans for each degree/certificate on the website. LCC provides computers for student access to the website outside the Financial Aid/Admissions Offices and in the Counseling Office in addition to computers available in the Library and Learning Center. [2.56 LCC Website]

The Counseling Office works diligently to increase participation in established programs and to implement new programs. LCC has increased the outreach services to the local high schools in hopes of increasing participation in the Reg-to-Go program. In the Reg-to-Go program, LCC and local high schools work closely with high school seniors to encourage them to register as full-time college students for the fall semester after they graduate. The high school students receive a presentation by a LCC counselor about the Reg-to-Go process and available programs, degrees, and certificates. Interested students complete the college application. The Financial Aid Office offers "Cash for College" nights to assist the parents and students in completing the Federal Application for Financial Student Aid (FAFSA) application. Then LCC's assessment technician travels to the schools to administer the assessment to those students who express interest in attending LCC. Once the assessment scores are compiled LCC invites the high school seniors, and parents, to an event on the day registration opens for fall semester. LCC employees assist in the registration process, offer a separate orientation for parents and students, and provide a question and answer period with ASB students.

The LCC counselors provide classroom presentations advertising Transfer Center activities including but not limited to field trips to CSU Chico and UNR, assistance with completing admissions applications for other educational institutions, College Day, and the importance of completing educational plans. The same information is provided by email to students in hopes of not excluding anyone who may have been absent and missed the presentations.

Security in the Library, Learning Center and TECC has proven adequate. The adding of Accudemia in the Learning Center has provided more security for the computers and for increased accountability during normal hours of operation. The maintenance and custodial staff work diligently to keep all of the facilities clean and operational.

The surveys and evaluation forms completed by students in the Learning Center directly provide evidence of the contribution of learning support services to the achievement of SLOs. The student responses provide the raw data needed to assess the SLOs and see if the targets were met. The raw data is analyzed as it is entered into WEAVE, during the preparation of the program review and annual update documents.

Circulation records and usage statistics and other statistical information collected about the Library and its services provide the necessary means to evaluate whether the Library is succeeding in the contribution to student learning. Student learning outcome results also provide the librarian with the necessary data to evaluate and improve teaching techniques on information competency skills.

Evaluations completed after every workshop in the TECC reveal great satisfaction with the content and presentation of the targeted information. This feedback provides evidence that workshop participants are getting the training they need to support the achievement of SLOs. The revised post-workshop evaluation form for 2013-2014 has been simplified; it provides the data necessary to adequately report on the Administrative Unit Outcomes (AUOs) for the TECC; and specifically requests the recommendation of future training topics. [2.37 WEAVE-TECC AUOs; 2.76 TECC Workshop Evaluation Form 2013-2014]

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.

Lassen Community College (LCC) assures the integrity and quality of its programs and services by employing personnel 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. The College requires general minimum qualification for staff and discipline-specific minimum qualifications requirements for faculty as established by the Board of Governors.

Criteria, qualifications, and procedures for the selection of personnel are clearly and publicly stated. [3.1 Selection and Hiring Manual; 3.2 LCC Website] The procedures for the selection of classified, management, administrative staff and faculty are found in Administrative Procedure and the current Selection and Hiring Manual. [3.1 Selection and Hiring Manual; 3.3 BoardDocs-Administrative Procedure 7120-Recruitment and Hiring] The process to revise the selection procedures at LCC involved 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. [3.3 BoardDocs-Board Policy 2431-Superintendent/President Selection]

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, American's with Disabilities, and other institutional state, and federal regulations. [3.4 Sample Job Announcements] Job announcements are published on the employment page of the College website. [3.2 LCC Website] Human Resources, when funding permits, disseminate job announcements in electronic and/or printed forms through newspaper advertisements, California Community College Registry (online), Chronicle of Higher Education, other educational journals, and direct mailings.

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. [3.1 Selection and Hiring Manual] In 2010, the College implemented NeoGov, a hosted online application process. All employment applications are submitted online. The complete applications are reviewed online for minimum qualifications. The application materials of all applicants meeting minimum qualifications are then released to screening committee members for online review. [3.5 NeoGov] All applicants 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. The initial screening rankings are used to identify applicants for the interview process. This process may include written assignments and oral presentations.

In addition, the committee develops interview questions and written assignments when appropriate. 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.
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.

The Board of Governors adopted minimum qualifications for hiring of faculty are found in board policy. [3.3 BoardDocs-Administrative Procedure 7211-Faculty Service Areas, Minimum Qualifications and Equivalencies] 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. [3.6 Lassen Community College Verification on Faculty To Meet Minimum Qualifications in Discipline of Instruction Resource Handbook–August 2013] 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 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 Office of Academic Services 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. The teaching demonstration assists the screening committee to better evaluate the candidate's potential classroom effectiveness.

The College's mission, vision and strategic goals are imbedded in the Strategic Plan, which guides institutional planning including facilities planning. [3.13 Strategic Plan] Faculty and other staff in each instructional and non-instructional 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 Facilities Planning Committee responsible for the development of the Facility Master Plan also annually reviews the campus space inventory report. The institution incorporates space utilization data and equipment condition as criteria in scheduling classes and laboratories. [3.36 Space Inventory Report]
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. [3.27 2013-2018 Facility Master Plan]

The *Facility Master Plan* is guided by the *Educational Master Plan* and recommendations derived from program review. [3.25 *2013-2018 Educational Master Plan*] The *Facility Master Plan* along with the other master plans is incorporated into the *Comprehensive Institutional Master Plan* during May. [3.27 *2013-2018 Facilities Master Plan*; 3.17 *2013-2018 Comprehensive Institutional Master Plan]*

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. [3.28 2013-2018 Institutional Technology Master Plan; 3.35 Institutional Technology Planning Committee minutes] Many technology decisions are based on Information Technology (IT) department personnel's advice and departmental or staff discussions.

The participatory governance process at LCC, as embodied in the Consultation Council/Strategic Planning Committee, has adopted a planning model that integrates the *Institutional Technology Master Plan* among other master planning documents, into the *Comprehensive Institutional Master Plan*. [3.28 *2013-2018 Institutional Technology Master Plan*; 3.17 *2013-2018 Comprehensive Institutional Master Plan*] One member of the IT staff sits on the Institutional Technology Planning Committee and acts as a liaison between the technology planning committee and the IT department.

The annual budget planning and development process addresses the on-going obligations of the College and seeks to capture short-range financial plans in addition to ensuring long-term financial priorities are not lost.   The District has been able to use one-time funds to support the instructional mission as well as upgrade the aging infrastructure. With enrollments reaching the District Cap, the negative impact of operational budgets has stabilized. Enrollments are the primary funding source of the District and are currently experiencing a downward pressure. The District has identified this trend and is proactively addressing the issues to continue the stabilized enrollment of the last several years. With data analysis, the District was able to recognize where the areas of decline occurred and to put in place plans to adjust and work toward stabilization.

The process for institutional planning and budget development is clearly articulated in the Institutional Planning and Budget Development Process Handbook published early each fall. [3.48 2014-2015 Institutional Planning and Budget Development Process Handbook] The handbook is distributed each fall with Consultation Council Minutes and published on the website. [3.12 Consultation Council minutes] Decisions regarding financial resource allocation are derived from the collaboration of all constituent groups under the adopted budget planning process. The ability for all constituencies to participate in the budgeting process begins with student learning and administrative unit outcome assessment analysis as part of the program review process and continues to be integrated into each prioritization level throughout the budgeting process.

The budget development process occurs each year when requests from the program reviews and annual updates from the previous May are prioritized first at the unit and then dean level. The Consultation Council/Strategic Planning Committee integrates the prioritized lists from each administrative area into one prioritized list in early spring. As the revenue stream allows the top priorities are included in the tentative budget adopted by the Governing Board in June. Subsequently, adjustments occur prior to the adoption of the final budget by the Governing Board in September. [3.12 Consultation Council minutes-March 18, 2013; 3.52 2013-2014 Budget Prioritizations Spreadsheets; 3.56 2013-2014 Adopted Budget; 3.10 BoardDocs Governing Board minutes-September 10, 2013]

The institution's primary evaluation of programs and services occurs during program reviews. These program reviews systematically assess their unit level financial resource needs and evaluate the appropriateness of budget enhancements under the strategic goals and objectives set in institutional plans. The program reviews are integrated into the budget planning process for further evaluation and used as a basis for program and service improvement.

The procedures for IPRs and NIPRs, as found in the respective handbooks, were last evaluated and revised during fall 2012. [3.50 2012 Instructional Program Review Policy and Procedure Handbook 10th edition; 3.51 2012 Non-Instructional Program Review Policy and Procedure Handbook 7th edition] The comprehensive NIPR cycle is once every four years and the comprehensive IPR cycle for academic programs is four years while the cycle for CTE program reviews is every two years. In addition to the comprehensive review every two or four years, all programs submit program review annual updates. The Annual Updates provide the mechanism for making budget allocation requests during the years between the comprehensive program reviews. The clear alignment between program review and resource allocation is documented in the adopted "Institutional Planning and Budget Development Process Handbook." [3.48 2014-2015 Institutional Planning and Budget Development Process Handbook]

The Action Plan Evaluation Matrix is utilized to document the institutional progress on implementation of adopted strategies including those requiring financial resources. The link between strategies and institutional effectiveness was strengthened in the 2013-2014 academic year through the addition to the matrix of a column documenting outcomes derived from each strategy. [3.63 2013-2014 Action Plan Evaluation Matrix–October Status Update]

In order to improve the systematic assessment of the effective use of financial resources, the College modified the Program Review Annual Update Template to include analysis of the program outcomes resulting from the budget allocation(s) during the previous cycle. The Program Review Annual Update will be entered into WEAVE effective the 2013-2014 academic year. [3.64 Program Review Annual Update Template; 3.39 WEAVE]

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.

Lassen Community College (LCC) embraces participatory governance through the development of structures and processes, which encourage participation from all constituent groups, functional units, and individuals. All segments of the campus community worked together to develop a vision, mission statement, strategic goals, values, Institutional SLOs, and a collegial consultation process. The campus community continues to work together to evaluate and revise processes and products as appropriate.

Each of the constituent groups developed its own Code of Ethics statement. The statements are annually reviewed and reaffirmed. The most recent reaffirmation occurred early fall 2013 for all constituent groups with the exception of the classified employees. [4.1 Constituent Groups' Code of Ethics Statements]

LCC's governance structure encourages broad participation by representatives from various constituent groups (administration, faculty, classified staff, management/confidential staff, and students). [4.2 2013-2014 Shared Governance & Collegial Consultation Process Handbook] The majority of the College committees have representatives from all groups. [4.3 2013-2014 Committee Assignments] Many of the campus committee chairs are elected from the membership of the committee and can be filled by a representative from any constituent group.

The College has emphasized the importance to all campus employees of coming forward with ideas for campus improvements through formal committee participation as well as informally through discussion at periodically scheduled open forums. Specifically, Consultation Council and all planning committees are designed to provide the College with the opportunity to receive creative and constructive ideas from individuals with widely varying perspectives. Departments (instructional and non-instructional) hold regularly scheduled meetings in order to provide employees the opportunity to participate in the improvement of their department. [4.4 Department Meeting minutes] In addition, employees are given opportunities to participate in various non-structured activities to bring forth ideas for institutional effectiveness such as convocation, open forums, and student town hall meetings. [4.5 Convocation agendas and town hall announcements]

LCC has a clearly defined participatory governance process that includes all constituencies (students, faculty, classified staff, management/confidential staff and administrators). The College provides opportunities for input from all stakeholders throughout the decision-making process. The role of each of the constituent groups within the participatory governance process is articulated in the Shared Governance and Collegial Consultation Process Handbook consistent with adopted board policy and administrative procedures. [4.2 2013-2014 Shared Governance and Collegial Consultation Process Handbook; 4.7 BoardDocs-Board Policy/Administrative Procedure 2510-Participation in Local Decision-Making]

Consultation Council/Strategic Planning Committee is the primary vehicle for constituent group participation in both the governance and planning of the College. The membership includes key leaders from all constituent groups throughout the campus community. Broader constituent group participation is engendered by the planning structure whereby different planning committees develop the five master plans, which are ultimately combined to form the Comprehensive Institutional Master Plan subsequently adopted by Consultation Council/Strategic Planning Committee and presented to the Governing Board. [4.8 2014-2015 Institutional Planning and Budget Development Process Handbook; 4.9 2013-2018 Comprehensive Institutional Master Plan; 4.10 BoardDocs-Governing Board minutes-June 11, 2013]

The Academic Senate represents the faculty on all issues related to academic and professional matters. Title 5 grants the primary responsibility for making recommendations in the areas of curriculum and academic standards to the Academic Senate. [4.2 2013-2014 Shared Governance and Collegial Consultation Process Handbook; 4.7 BoardDocs-Board Policy/Administrative Procedure 2510-Participation in Local Decision-Making] The monthly Governing Board meetings include a standing report agenda item from the Academic Senate President. [4.10

BoardDocs-Governing Board minutes] The Academic Senate President serves as a standing member of Consultation Council. [4.2 2013-2014 Shared Governance and Collegial Consultation Process Handbook]

The California School Employees Association (CSEA) represents the classified employees. The CSEA membership meets once a month to discuss issues of interest to their group. The CSEA leadership appoints classified representatives to appropriate shared governance and hiring committees. [4.2 2013-2014 Shared Governance and Collegial Consultation Process Handbook]

The management/confidential employees are members of a less formal group, which interacts with the college leadership through a "meet and confer" arrangement. The group annually elects officers. The management/confidential employee leadership appoints management/confidential representatives to appropriate shared governance and hiring committees. [4.2 2013-2014 Shared Governance and Collegial Consultation Process Handbook]

Students are represented by the campus Associated Student Body and have a representative advisory voting member on the College Governing Board. [4.10 BoardDocs-Governing Board minutes] The Associated Student Body appoints student representatives to the majority of campus committees. [4.2 2013-2014 Shared Governance and Collegial Consultation Process Handbook; 4.3 2013-2014 Committee Assignments]

The process for the evaluation of the College's governance and decision-making structure is the responsibility of the Consultation Council/Strategic Planning Committee. The Consultation Council/Strategic Planning Committee is comprised of representatives from each of the College's constituent groups (administration, faculty, classified staff, management/confidential staff, and students). Consultation Council developed an evaluation process, timeline and set of evaluation forms for the shared governance structure and process. The evaluation has occurred annually since 2007. [4.25 2007 Annual Evaluation Results; 2008 Annual Evaluation Results; 2009 Annual Evaluation Results; 2010 Annual Evaluation Results; 2011 Annual Evaluation Results; 2012 Annual Evaluation Results; 2013 Annual Evaluation Results; 4.26 College Website] The evaluation process includes an opportunity for input from each of the constituent groups, college planning committees and individuals. The annual evaluation process of governance occurs at the same time as the evaluation of the planning process, therefore it is articulated in the Institutional Planning and Budget Development Process Handbook [4.8 2014-2015 Institutional Planning and Budget Development Process Handbook] Following the evaluation the results are discussed and recommendations accepted in Consultation Council. The outcomes of the evaluations are disseminated with Consultation Council minutes and the combined evaluation results are published to the website. [4.19 Consultation Council minutes; 4.26 College Website] The Shared Governance and Collegial Consultation Handbook containing the campus committee structure and Planning and Budget Development Process Handbook containing the planning process is updated each year following the evaluation. Revised handbooks are distributed each fall to the campus community. [4.2 Shared Governance and Collegial Consultation Handbook; 4.8 2014-2015 Institutional Planning and Budget Development Process Handbook]

Summary of Actionable Improvement Plans

I.A. Mission

    None

I.B. Improving Institutional Effectiveness

1. Explore ways to engage the Associate Student Body to recognize the advantages and develop the desire for strong student participation in all of the College's governance and planning processes. [I.B.1., I.B.4.]

2. Enhance efforts to publicize the integrated planning process and encourage participation. [I.B.4.]

3. Strengthen the post budget request assessment process to better determine the impact of the data driven decision. [I.B.4.]

II.A. Instructional Programs

1. Increase number of courses offered via online instruction and decrease the number of course offered via correspondence in order to best serve the needs of current and future students. [II.A.1.b.]

2. Expand the utilization of WEAVE as the mechanism to house and align student learning outcome assessment, program review, integrated planning and data driven decisions, allowing the College to achieve sustainable continuous quality improvement level of the Rubric for Evaluating Institutional Effectiveness in Student Learning Outcomes. [II.A.1.c., II.A.2.f.]

II.B. Student Support Services

1. Administer the Noel Levitz Student Satisfaction Inventory on a biannual basis to measure improvements and support the data driven decision-making process. [II.B.1., II.B.3.a.]

2. Explore innovative support services for students utilizing online and correspondence modalities of student support services delivery. [II.B.3.a.]

3. Expand the utilization of WEAVE as the mechanism to house and align student learning/administrative unit outcome assessment, program review, integrated planning and data driven decisions, allowing the College to achieve sustainable continuous quality improvement level of the Rubric for Evaluating Institutional Effectiveness in Student Learning Outcomes. [II.B.4.]

II.C. Library and Learning Support Services

    Implement the web-based system in order to more effectively involve faculty in the selection of library materials. [II.C.1.a.]

III. A. Human Resources

1. Systematically review and update job descriptions to assure that they accurately reflect position duties, responsibilities and authority. [III.A.1.a.]

III. B. Physical Resources

1. Strengthen the budget allocation process regarding cycles within the integrated planning process to annually support the repair, replacement and purchase of new campus facilities and equipment. [III.B.1.a.]

2. Pursue the construction of a secondary access road for the main campus. [III.B.1.b.]

III. C. Technology Resources

1. Provide estimated total cost of ownership including such items as new/additional data ports, power outlets, heating/cooling, and security for technology projects as part of the decision-making process. [III.C.1.a.]

2. Expand the self-service capability of WebAdvisor so that students and employees are able to make better use of WebAdvisor. [III.C.1.d.]

3. Evaluate and address the perception as to whether program and services technology needs are being met. [III.C.1.d.]

III. D. Financial Resources

1. Focus efforts on an enrollment stabilization plan. [III.D.1.c.]

2. Revise the survey providing for comments immediately after each question asking respondents to provide suggestions for improvement particularly if they responded in the negative to a question. [III.D.1.d.]

3. Provide additional fiscal training to constituent groups, managers, administrators and Governing Board members to increase the District's fiscal awareness. [III.D.2.a.]

4. Strengthen the mechanisms for analyzing and documenting the impact of financial decisions on institutional effectiveness. [III.D.4.]

IV.A. Decision-Making Roles and Processes

1. Investigate and address the perception that individuals lack a voice in institutional decision-making. [IV.A.1.]

2. Improve effective two-way communication between the administration and campus community. [IV.A.3.]

3. Strengthen understanding of the role of constituent group representatives in the participatory governance process through training and dialogue. [IV.A.3.]

IV. B. Board and Administrative Organization

1. Increase new member orientations and professional development activities for members of the Governing Board. [IV.B.1.f.]

2. Revise the survey providing for comments immediately after each question asking respondents to provide suggestions for improvement particularly if they responded in the negative to a question. [IV.B.1.h.]

Frequently Asked Questions

What is the mission of LCC?

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 students, both on campus and in outreach areas in its effort to build intellectual growth, human perspective and economic potential.

About LCC Web Page
http://www.lassencollege.edu/about-us/history-mission/index

What are the Strategic Goals at LCC?

1. Institutional Effectiveness: Provide the governance, leadership, integrated planning and accountability structures, and processes to effectively support the learning environment, while ensuring responsible stewardship of public trust and resources.

2. Learning Opportunities: Provide an array of rigorous academic programs delivered via a variety of modalities that promote student learning and meet the needs of the local and global community.

3. Resource Management: Manage human, physical, technological and financial resources to sustain fiscal stability and to effectively support the learning environment.

4. Student Success: Provide a college environment that reaches-out-to and supports students, minimizes barriers, and increases opportunity and success through access and retention to enable student attainment of educational goals including completion of degrees and certificates, transfer, job placement and advancement, improvement of basic skills, and self-development through lifelong learning.

Strategic Plan
http://www.lassencollege.edu/Assets/planning-&-governance/2013-2018%20Strategic%20Plan.pdf

What is an SLO?

Student Learning Outcomes (SLOs) state what a student is able to do at the completion of a course or course assignment.

SLO Web Page
http://www.lassencollege.edu/academics/SLOs/student-learning-outcomes

Course Outline Web Page
http://www.lassencollege.edu/academics/programs-degrees/course-outlines/index

LCC WEAVE
https://app.weaveonline.com/lassencollege/login.aspx

What is an AUO?

Administrative Learning Outcomes (AUOs) state what the administrative units intend to achieve to enhance performance which in-directly supports student learning.

AUO Web Page
http://www.lassencollege.edu/academics/SLOs/administrative-unit-outcomes

LCC WEAVE
https://app.weaveonline.com/lassencollege/login.aspx

What is a PSLO?

Program Student Learning Outcome (PSLO) states what a student will learn upon completion of a program certificate or degree.

PSLO Webpage
http://www.lassencollege.edu/academics/SLOs/program-student-learning-outcomes

LCC WEAVE
https://app.weaveonline.com/lassencollege/login.aspx

What is a GESLO?

General Education Student Learning Outcome (GESLO) states upon the completion of any general education course, the student will demonstrate improvement in one or more of these areas:

GESLO1: 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.

GESLO2: Explain and analyze relationships between science and other human activities.

GESLO3: 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.

GESLO4: 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.

GESLO5: 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.

GESLO6: 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.

GESLO7: Analyze, evaluate and explain theories, concepts and skills within varied disciplines using inductive and deductive processes and quantitative reasoning and application.

GESLO8: 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.

GESLO Web Page
http://www.lassencollege.edu/academics/SLOs/general-education-student-learning-outcomes

LCC WEAVE
https://app.weaveonline.com/lassencollege/login.aspx

What is an ISLO?

Institutional Student Learning Outcome (ISLO) states upon the completion of any course, educational activity or program, the student will demonstrate improvement in one or more of these areas:

ISLO1: Communication
Ability to listen and read with comprehension and the ability to write and speak effectively

ISLO2: 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

ISLO3: 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

ISLO4: 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

ISLO Web Page
http://www.lassencollege.edu/academics/SLOs/institutional-student-learning-outcomes

LCC WEAVE
https://app.weaveonline.com/lassencollege/login.aspx

What is Program Review?

Program review is an integral part of the integrated process of planning and budget allocation at Lassen Community College. The evaluation and recommendation subsections from each program review provide the basis for informed decision making on programs, personnel, facilities, equipment, and budget.

The program review process is an effective vehicle for accountability and provides an opportunity for faculty and staff to actively participate in the growth of their own programs and the growth of the college as a whole. Institutional planning and budget considerations are based on the recommendations and justifications provided by this process

Program Review Web Page
http://www.lassencollege.edu/about-us/planning-governance/planning/program-review

What is the Planning Process at LCC?

Lassen Community College is committed to integrated planning and budget development processes informed through program review structured around the assessment of student learning.

The planning process involves both top-down and bottom-up components. With input from the campus Consultation Council/Strategic Planning Committee, the Governing Board annually adopts the Strategic Plan including the vision, mission and value statements in addition to institutional strategic goals in late summer to early fall. The Strategic Plan provides the overarching guidance to institutional planning and budget development.

Instructional program (IPR) and non-instructional program reviews (NIPR) provide the foundation for the annual institutional planning and budget development processes begun each fall. Vocational instructional programs reviewed every two years and academic instructional and non-instructional programs reviewed every four years are encouraged to submit annual updates. The instructional and non-instructional program reviews provide the unit level planning documents for Lassen Community College.

The program goals and objectives as well as recommendations for program improvement and budget allocation requests developed during the review process integrate into the various planning sections of the Comprehensive Institutional Master Plan (Educational Master Plan and Academic Staffing Plan, Student Services Master Plan, Institutional Technology Plan, Facilities Master Plan, and Human Resource Master Plan with the Professional Development Plan).

The culmination of the institutional planning and budget development process is the Governing Board acceptance of the five-year Comprehensive Institutional Master Plan (CIMP) and tentative budget each June.

Planning Web Page
http://www.lassencollege.edu/about-us/planning-governance/planning/