

Lassen Community College

Follow-up Report



Approved by the Governing Board:
October 13, 2009

Submitted:
October 15, 2009
Lassen Community College
P.O. Box 3000
Susanville, CA 96130

To

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

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Statement of Follow-up Report Preparation

The campus educational community has continued to work diligently on the recommendations identified by the Accrediting Commission for Community and Junior Colleges (ACCJC) Western Association of Schools and Colleges in the visits of 2002, 2006 and 2008. In addition, the campus has initiated work on recommendations contained within the 2008 Self-Study in preparation for the March 15, 2011 Midterm Report.

During early Fall 2009, the Accreditation Chair prepared a preliminary draft of the October 15, 2009 Follow-up Report by updating the March 15, 2009 Follow-up Report with Spring and Summer institutional activities. The preliminary draft was presented to Consultation Council on September 10, 2009.

On September 14, 2009, the preliminary draft was distributed to the entire campus community by email and hard copy for their review and comments. The constituent groups (administration, faculty, management/confidential staff, classified staff, and students) held meetings between September 14th and September 25th to receive input and to collectively agree upon any suggested changes, deletions, and additions to the draft Follow-up Report.

Consultation Council met on October 1, 2009 to discuss the constituent groups input and incorporated changes to the draft at that time. At the same meeting Consultation Council adopted the final draft and approved it for forwarding to the Governing Board. The Governing Board reviewed and adopted the October 15, 2009 Follow-up Report at the Board Meeting on October 13, 2009.

The adopted Follow-up Report was sent to ACCJC and added to the college website on October 14, 2009.



Dr. Douglas B. Houston
Superintendent/President

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

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

Lassen Community College implemented its first comprehensive institutional master plan including the strategic plan, educational master plan, institutional technology plan, facilities plan and human resource plan in Spring 2008. [1.1 *Comprehensive Institutional Master Plan FY 08/09*, 1.2 *Governing Board Minutes FY 07/08*] The various sections of the Comprehensive Institutional Master Plan were derived from data obtained through program review and the initial stages of student learning outcome assessment. The 08/09 Strategic Plan was modified in Fall 2008 as a result of the analysis of updated internal and external scan data compiled by the Office of Institutional Research and presented to the Consultation Council/Strategic Planning Committee and subsequently to the Governing Board. [1.3 *Consultation Council Minutes FY08/09*, 1.4 *Governing Board Minutes FY 08/09*] The Governing Board adopted the 2009-14 Strategic Plan incorporating an updated mission statement, revised vision statement and six new strategic goals on September 23, 2008. [1.5 *2009-2014 Comprehensive Institutional Master Plan “Keeping an Eye on the Future” Strategic Master Plan Section 1.4 Governing Board Minutes FY 08/09*] The second edition of the comprehensive institutional master, *2009-2014 Comprehensive Institutional Master Plan “Keeping an Eye on the Future”*, more effectively addresses long-range planning through the extension of the planning horizon and addition of specific objectives and strategies under each of the board adopted strategic goals was adopted Spring 2009. [1.3 *Consultation Council Minutes FY 08/09*, 1.4 *Governing Board Minutes FY 08/09*] The Governing Board reaffirmed the college mission statement, vision statement and strategic goals for 2009/10 on October 13, 2009. [1.6 *Governing Board Minutes FY 09/10*]

Recognizing the lack of an effective mechanism for evaluation of progress in achieving actions (objectives and strategies) stated in the Comprehensive Institutional Master Plan, the Strategic Planning Committee developed and implemented the Strategic Goal Implementation and Evaluation Matrix FY 08/09. The matrix is a spreadsheet utilized during 2008-2009 as the tool to document progress and success on short-term objectives and strategies identified within the Comprehensive Institutional Master Plan. The completed matrix was adopted by Consultation Council/Strategic Planning on May 7, 2009 and subsequently presented to the Governing Board for their review [1.7 *Strategic Goal Implementation and Evaluation Matrix FY 08/09*, 1.3 *Consultation Council Minutes FY 08/09*, 1.4 *Governing Board Minutes FY 08/09*] The matrix will be utilized each year to track progress on objectives and strategies scheduled for implementation that year and will be adopted by Consultation Council and presented to the Governing Board at the end of the academic year. [1.8 *Strategic Goal Implementation and Evaluation Matrix FY 09/10*] The matrix provides a vehicle for communicating completion and success of identified strategies to constituent groups, the Governing Board and the community.

The institution is utilizing a similar matrix to track progress on recommendations contained within the 2008 Self-Study in preparation for the March 11, 2011 Midterm Report. [1.9 2008 Self-Study Recommendation Progress Tracking Matrix - Fall 2009]

Acknowledging that the matrix did not clearly document progress toward achievement of stated strategic goals, Consultation Council discussed the need to develop key performance indicators for each of the board adopted institutional strategic goals. The President's Cabinet developed preliminary draft key performance indicators for each strategic goal during two workshops Summer 2009. Subsequently, the draft key performance indicators were presented to Consultation Council and the Governing Board. [1.10 Consultation Council Minutes FY 09/10, 1.6 Governing Board Minutes FY 09/10] The President's Cabinet subsequently developed targets for selected key performance indicators. The initial targets was presented to Consultation Council for discussion on September 24, 2009 and the Governing Board on October 13, 2009. [1.11 Targets for Selected Key Performance Indicators, 1.10 Consultation Council Minutes FY 09/10, 1.6 Governing Board Minutes FY 09/10] The pilot targets, baseline and trend data will be expanded for additional key performance indicators Spring 2009. The Governing Board has requested quarterly updates on institutional progress on the identified key performance indicators. The quarterly reports and a year-end report will provide the mechanism for communicating progress towards attainment of the institutional strategic goals to constituent groups, the Governing Board and the community.

As the institution transitions from the development stage to the proficiency stage of student learning outcome, the assessment of student learning is increasingly driving institutional decisions. An illustrative example is the myriad of decisions made recently surrounding basic skills student success. The institution had already identified as its first strategic goal, Student Success, including the success of students needing basic skills instruction and support. The Basic Skills Instructional Program Review occurred during 2008/09. The analysis of retention and success data during the program review led to the development of non-credit laboratory classes in both Mathematics and English to support basic skills students. [1.12 Basic Skills IPR, 1.13 Course Outlines of Record – English 155, Math 155, & Math 156] The initial class Math 155 – Math Lab – Basic Skills was offered for the first time Spring 2009 and the subsequent courses Engl 155 – English Lab – Basic Skills and Math 156 – Math Lab – Pre-collegiate Algebra were offered for the first time Fall 2009. The college had already responded to the need for improvement in Basic Skills services identified within the Accountability Reporting for Community Colleges Report by proposing the addition of a Basic Skills Coordinator within the budget allocation process Spring 2009. [1.14 ARCC Report] The Basic Skills Coordinator position was staffed Fall 2009 [1.6 Governing Board Minutes FY 09/10] The effectiveness of these measures in improving student learning will be assessed at the end of the academic year with the assessment of progress towards the key performance indicator under the Student Success strategic goal. Additional illustrative examples of institutional change derived from student learning outcome assessment results were shared by faculty at the Faculty SLO/Accreditation breakout at Fall Convocation as well as in SLO assessment results submitted to the Office of Instruction by faculty.

The College is currently in its third annual cycle of institutional planning, implementation and evaluation. The initial *Institutional Planning and Budget Development Process Handbook* 08/09 adopted by the Academic Senate and Consultation Council November 2007, utilized by the campus community to develop the 2008/2009 Budget adopted by the Governing Board September 23, 2008, was evaluated in May 2008. [1.15 *Institutional Planning and Budget Development Process Handbook* FY 08/09, 1.3 Consultation Council Minutes FY 08/09, 1.16

Academic Senate Minutes FY 08/09, 1.4 Governing Board Minutes FY 08/09, 1. 17 Planning/Shared Governance Evaluation Instruments May 2008] The revised *Institutional Planning and Budget Development Process Handbook* FY 09/10 adopted by the Academic Senate and Consultation Council August 2008; utilized to develop the 2009/2010 Budget adopted by the Governing Board October 13, 2009, was evaluated May 2009. [1.18 *Institutional Planning and Budget Development Process Handbook* FY 09/10, 1.3 Consultation Council Minutes FY 08/09, 1.16 Academic Senate Minutes FY 08/09, 1.10 Governing Board Minutes FY 09/10, 1.19 Planning/Shared Governance Evaluation Instruments May 2009] The further revised *Institutional Planning and Budget Development Process Handbook FY 10/11* adopted by the Academic Senate on September 3, 2009 and Consultation Council on August 27, 2009 will be used to develop the 2010/11 budget and again evaluated May 2010. [1.20 *Institutional Planning and Budget Development Process Handbook FY 10/11*]

The budget allocation process as outlined in the *Institutional Planning and Budget Development Process Handbook* directly links the prioritization of budget requests to implementation of objectives from the Strategic Plan. [1.20 *Institutional Planning and Budget Development Process Handbook FY 10/11*, 1.21 *Budget Priorities Spreadsheets FY 09/10*] As a consequence, resource allocation and the resultant impact on educational programs and services for students, is guided by the processes of institutional planning and budget development.

Recognizing the need to better articulate the relationships between program review, student learning outcome assessment and institutional planning and decision-making, the processes for both instructional and non-instructional program review were revised. The Academic Senate, in the revised Instructional Program Review Policy and Procedures Handbook adopted October 1, 2009, further clarified the linkage between student learning outcome assessments, instructional program review and institutional planning. [1.22 Academic Senate Minutes FY 09/10] Also recognizing that instructional program review is the primary mechanism for integrating academic program planning into both short and long-term institutional educational and budgeting plans, the Academic Senate modified the instructional program review timeline to provide for completion of instructional program reviews by the end of September. This revision to the IPR timeline allows for immediate inclusion of program recommendations into the budget and strategic planning cycles that begin in October. [1.23 *Instructional Program Review Policy and Procedures Handbook, 8th edition*, 1.5 *2009-2014 Comprehensive Institutional Master Plan "Keeping an Eye on the Future"*, 1.20 *Institutional Planning and Budget Development Process Handbook FY 10/11*] The President's Cabinet in the revised Non-instructional Program Review Policy and Procedures Handbook adopted October 6, 2009, clarified the linkage between student learning outcome assessments, program review and institutional planning by including specific directions tying the results from student learning outcomes assessment directly to program review recommendations. [1.24 *Non-Instructional Program Review Policy and Procedures Handbook, 3rd edition*]

Acknowledging that the lack of timely research data has hampered the institutions ability to consistently achieve quality data driven decisions and institutionalize student learning outcome assessment, a full-time institutional researcher was hired effective October 12, 2009. [1.6 Governing Board Minutes FY 09/10]

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

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

The institution is transitioning from the development level to the proficiency level in student learning outcome implementation as identified in the Accrediting Commission for Community and Junior Colleges (ACCJC) Rubric. Lassen Community College has adopted institutional student learning outcomes, degree and certificate student learning outcomes for all vocational, general studies and university studies programs. [2.1 Institutional Student Learning Outcomes – Spring 2009, 2.2 Approved Degree and Certificate Student Learning Outcomes] In addition, by October 1, 2009, the college had adopted course-level student learning outcomes for all five hundred sixty-three active courses (100% of all active courses). [2.3 Approved Course-Level Student Learning Outcomes]

All academic student learning outcomes were developed by subject area faculty and approved by the Curriculum/Academic Standards Committee and Academic Senate. Student learning outcomes for Student Services and the Library were adopted June 12, 2007. [2.4 Approved Student Services Student Learning Outcomes, 2.5 Approved Library Student Learning Outcomes] The further development and assessment of student services student learning outcomes for specific areas was set as a priority recommendation in the Student Services Administrative Non-instructional Program Review conducted Spring 2009. [2.6 Student Services Administrative NIPR – Spring 2009]

Assessments of course-level student learning outcomes have occurred each academic session since Fall 2007. The pervasiveness of course-level student learning outcome assessments increased Spring and Summer 2009.

The analysis of the Spring 2009 semester course level student learning outcomes assessment conducted Fall 2009 revealed that of the thirty-five full-time faculty teaching that semester, twenty-seven (77%) submitted completed assessment results for a total of ninety-seven classes to the Office of Instruction. Of the seventy-two part-time faculty teaching Spring 2009, forty-one (57%) submitted completed assessment results for a total of sixty-five classes to the Office of Instruction. During the same semester, the student learning outcomes of six out of seventeen programs were assessed at the program level. The total number of classes assessed Spring 2009 was one hundred sixty-two. [2.7 SLO Assessment Analysis – Spring 2009]

The analysis of the Summer 2009 course level student learning outcomes assessment conducted Fall 2009 revealed that of the twenty-one full-time faculty teaching that session sixteen (76%) submitted completed assessment results for a total of forty-four classes to the Office of Instruction. Of the thirty-seven part-time faculty teaching Summer 2009, fifteen (41%)

submitted completed assessment results for a total of twenty classes to the Office of Instruction. The total number of classes assessed Summer 2009 was sixty-four. [2.8 SLO Assessment Analysis – Summer 2009]

The assessment of student learning outcomes is increasingly providing mechanisms for improving student learning and thereby institutional effectiveness. In the majority of cases, the results of student learning outcome assessments have led to changes in classroom pedagogy. [2.9 SLO Assessment Results –Engl 50, HUS 35, Psy 18, PEAC 16 – Spring 2009] The Mathematics department changed the textbook for the Math 102 – Pre-algebra based on the assessment of student learning. [2.10 SLO Assessment Results –Math 102 & Math 51 – Spring 2009] The Art department modified the art curriculum by increasing units/hours of one course and developing an additional class based on outcome assessment. [2.11 SLO Assessment Results –Art 51 & Art 52 – Spring 2009] As previously mentioned, the English and Math departments both developed non-credit basic skills laboratory classes to supplement the existing credit basic skills classes following the assessment of student learning. The Nursing program has embraced student learning outcome assessment. The department developed a student assessment rubric which is being used to assess the performance of students during clinical. These assessment results have been shared with advisory committee for the last two years as a mechanism for communicating learning strengths and weaknesses. The limitations of practical experiences in the clinical setting have been offset by the purchase of a computerized manikin to provide students with additional practice in patient diagnosis. The nursing program has also followed up with employer and alumni surveys following students after graduation from the program. [2.12 SLO Assessment Results –Vocational Nursing – Spring 2008, Summer 2008, Fall 2008, Spring 2009; 2.13 Nursing Staff Meeting Minutes–March 25, 2008, April 28, 2008, June 13, 2008, September 15, 2008, January 22, 2009, April 27, 2009, May 20, 2009; 2.14 Nursing Advisory Committee Minutes June 24, 2009, 2.15 Employer Survey Form Analysis December 2008, 2.16 Alumni Survey Form 2008]

The review and revision of the instructional program review process, begun by the Academic Senate during Fall 2008, included discussion about how to best evaluate and incorporate student learning outcome assessment results into program review. Previously the SLO-related instructional program review procedures only evaluated the completion of SLO development for courses and programs and linking between course, program, and institutional student learning outcomes. In multiple discussions, the Senate recognized the usefulness of student learning outcomes as a tool to measure student success. [2.17 Academic Senate Minutes 2008/09] The Academic Senate completed the revision of the program review process May 11, 2009 incorporating a revised timeline for instructional program review to better integrate with the institutional planning timeline. On October 1, 2009, the Academic Senate adopted a revision to the instructional program review process that incorporates the recommendation that faculty voluntarily collect, evaluate, and make recommendations based on SLO assessments. [2.18 *Instructional Program Review Policy and Procedures Handbook, 8th edition*] Instructional program review is the primary mechanism for integrating academic program planning and budget requests into the Educational Master Plan portion of the Comprehensive Institutional Master Plan and the budget allocation process respectively.

The President's Cabinet reviewed and revised the non-instructional program review process Fall 2009. [2.19 *Non-instructional Program Review Policy and Procedures Handbook, 3rd edition*] Consultation Council reviewed the revisions at their September 10, 2009 meeting, the Management reviewed the revisions on September 29, 2009 and the President's Cabinet adopted the revised handbook on October 6, 2009. [2.20 Consultation Council Minutes FY 09/10; 2.21

President's Cabinet Minutes FY 09/10] Revisions include a revised timeline similar to the one adopted by the Academic Senate for instructional program review to better align program review and institutional planning cycles. In addition, the revised process provides a timeline for the development and assessment of student learning outcomes and for annual reports of the results of student learning outcome assessment from each institutional non-instructional area each October.

Financial Condition of the College

Additionally the Commission required an update on the status of the financial condition of the institution indicating budget revenues and reserves. The College has chosen to respond in the context of the Commission's Eligibility Requirements #17 (Financial Resources)

"The institution documents a funding base, financial resources, and plans for financial development adequate to support student learning programs and services, to improve institutional effectiveness, and to assure financial stability."

and in the context of Recommendation Eight: Fiscal Stability from the Commissions March 2008 Comprehensive Report on Lassen Community College.

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

Despite the current California economy, Lassen Community College is enjoying somewhat stable finances due in part to the College's ability to continue to grow enrollments to previous levels and due in part to severe fiscal management to achieve the aims of the Multi-Year Fiscal and Academic Recovery Plan. [3.1 Multi-Year Fiscal and Academic Recovery Plan] On September 23, 2008 the Lassen Community College District Governing Board approved the College's FY 08/09 budget with a projected deficit of \$367,573, this in accordance with intended recovery to achieve a balanced budget by the FY 09/10. [3.2 Governing Board Minutes FY 08/09] On February 10, 2009 the Governing Board revised the FY 2008-09 budget with a projected deficit of \$259,657 reflecting an increased attention to College spending and an increased estimate of enrollment revenue because of higher-than-originally-forecasted enrollment growth. [3.2 Governing Board Minutes FY 08/09] On September 8, 2009 the Governing Board approved a final quarterly financial statement for FY 08/09 (reflecting final unaudited revenues and expenditures) that reflects a budget surplus of \$299,095 (which includes an estimated \$275,000 set aside for faculty salary adjustments that were not expended in FY 08/09 because of negotiations impasse). [3.3 Governing Board Minutes FY 09/10; 3.4 4th Quarter 311Q] This budget recovery is one full year ahead of schedule and due primarily to effective reorganization (cost containment) and enrollment growth (increased revenue).

Lassen Community College continues to aggressively pursue the restoration of enrollments to prior levels. FY 08/09 the College enrollments increased from approximately 1464 Full-Time Equivalent Students (FTES) to approximately 1580 although the funded base has been reduced because of State funding cuts. For FY 09/10 the College expects to achieve an enrollment goal of 1735 FTES through effective academic planning and various instructional program initiatives. However, the impact of State funding shortfalls will detrimentally impact various special programs that serve at-risk student populations. So while the College anticipates substantial growth, fiscally this is expected to result in a balanced, rather than surplus, budget.

The California Budget cuts are not only impacting the College's budget; because the California Legislature has resorted to various funding delays and deferrals to mitigate revenue shortfalls, the College is experiencing severe interruptions to cash-flow. Apportionment payments are delayed, in whole or in part, for months or even in to the following fiscal year. To ensure continued College operations, on February 10, 2009 the Governing Board increased the College's targeted reserves from 5% to the equivalent of a minimum of two months average College payroll (approximately \$1.6 million or 12%) and preferably to a level equal to two months of average College operations (approximately \$2.0 million or 15%). [3.2 Governing Board Minutes FY 08/09] Preserving this level of reserves will ensure the College is able to continue operations during periods of severe revenue delays.

On October 13, 2009 the Governing Board approved a balanced budget for FY2009-2010 that includes reserves equal to approximately two-months of operating funds. [3.3 Governing Board Minutes 09/10; 3.5 Final Adopted Budget FY 09/10]

As a further step to ensure uninterrupted operations, the College engaged in a short-term loan in the form of selling a Tax Revenue Anticipation Note (TRAN). This loan must be repaid during the fiscal year in which it is taken, and is used by California community colleges to meet cash-flow short-comings, during the summer months while awaiting State Budget adoption, during state deferral periods, and short tax months. For FY 08/09 Lassen Community College sold a TRAN of \$1,444,000, which was fully repaid in June 2009. For FY 09/10 year the College sold a TRAN of \$2,590,00. This practice ensures the College has cash available to continue operations during difficult economic times and delayed revenue payments.

Documentation by Recommendation

- 1.1 *Comprehensive Institutional Master Plan FY 08/09*
- 1.2 *Governing Board Minutes FY 07/08*
- 1.3 *Consultation Council Minutes FY 08/09*
- 1.4 *Governing Board Minutes FY 08/09*
- 1.5 *2009-2014 Comprehensive Institutional Master Plan “Keeping an Eye on the Future”*
- 1.6 *Governing Board Minutes FY 09/10*
- 1.7 *Strategic Goal Implementation and Evaluation Matrix FY 08/09*
- 1.8 *Strategic Goal Implementation and Evaluation Matrix FY 09/10*
- 1.9 *2008 Self-study Recommendation Progress Matrix – Fall 2009*
- 1.10 *Consultation Council Minutes FY 09/10*
- 1.11 *Targets for Selected Key Performance Indicators*
- 1.12 *Basic Skills Instructional Program Review – Fall 2009*
- 1.13 *Course Outlines of Record – English 155, Math 155 & Math 156*
- 1.14 *Accountability and Reporting for Community Colleges (ARCC) Report*
- 1.15 *Institutional Planning and Budget Development Process Handbook FY 08/09*
- 1.16 *Academic Senate Minutes FY 08/09*
- 1.17 *Planning/Shared Governance Evaluation Instruments – May 2008*
- 1.18 *Institutional Planning and Budget Development Process Handbook FY 09/10*
- 1.19 *Planning/Shared Governance Evaluation Instruments – May 2009*
- 1.20 *Institutional Planning and Budget Development Process Handbook FY 10/11*
- 1.21 *Budget Priorities Spreadsheets FY 09/10*
- 1.22 *Academic Senate Minutes FY 09/10*
- 1.23 *Instructional Program Review Policy and Procedures Handbook, 8th Edition*
- 1.24 *Non-Instructional Program Review Policy and Procedures Handbook, 3rd edition*

- 2.1 *Institutional Student Learning Outcomes – Spring 2009*
- 2.2 *Approved Program-Level Student Learning Outcomes*
- 2.3 *Approved Course-Level Student Learning Outcomes*
- 2.4 *Approved Student Services Student Learning Outcomes*
- 2.5 *Approved Library Student Learning Outcomes*
- 2.6 *Student Services Administrative NIPR – Spring 2009*
- 2.7 *SLO Assessment Analysis –Spring 2009*
- 2.8 *SLO Assessment Analysis –Summer 2009*
- 2.9 *SLO Assessment Results –HUS 35 – Spring 2009*
- 2.10 *SLO Assessment Results –Math 102 & Math 51 – Spring 2009*
- 2.11 *SLO Assessment Results –Art 51 & Art 52 – Spring 2009*
- 2.12 *SLO Assessment Results –Vocational Nursing – Spring 2008, Summer 2008, Fall 2008, Spring 2009*
- 2.13 *Nursing Staff Meeting Minutes –March 25, 2008, April 28, 2008, June 13, 2008, September 15, 2008, January 22, 2009, April 27, 2009, May 20, 2009*
- 2.14 *Nursing Advisory Committee minutes June 24, 2009*
- 2.15 *Employer Survey Form Analysis December 2008*
- 2.16 *Alumni Survey Form 2008*
- 2.17 *Academic Senate Minute FY 08/09*
- 2.18 *Instructional Program Review Policy and Procedures Handbook, 8th edition*

- 2.19** *Non-instructional Program Review Policy and Procedures Handbook, 3rd edition*
- 2.20** *Consultation Council Minutes 09/10*
- 2.21** *President's Cabinet Minutes 09/10*

- 3.1** *Multi-year Fiscal and Academic Recovery Plan*
- 3.2** *Governing Board Minutes FY 08/09*
- 3.3** *Governing Board Minutes FY 09/10*
- 3.4** *4th Quarter 311Q*
- 3.5** *Final Adopted Budget FY 09/10*

***October 15, 2009 – Follow-up Report
Development, Review and Approval Calendar***

<i>June 30, 2009</i>	<i>Letter from ACCJC/WASC continuing the college on warning and requesting an October 15, 2009 Follow-up Report</i>
<i>September 10, 2009</i>	<i>Consultation Council adoption of draft Follow-up Report and distribution to campus for review</i>
<i>September 14 – 25, 2009</i>	<i>Constituent groups meet to give feedback to Consultation Council representatives</i>
<i>October 1, 2009</i>	<i>Consultation Council adoption of the Follow-up Report</i>
<i>October 13, 2009</i>	<i>Governing Board approval of Follow-up Report</i>
<i>November 6, 2009</i>	<i>Site Visit by the Evaluation Team</i>