

Lassen Community College

Follow-up Report



Approved by the Governing Board:
March 10, 2009

Submitted:
March 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

Certification of the Follow-up Report

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

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

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

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

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

Signed:


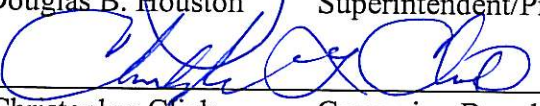
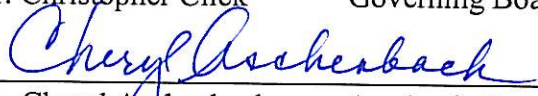
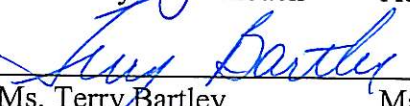
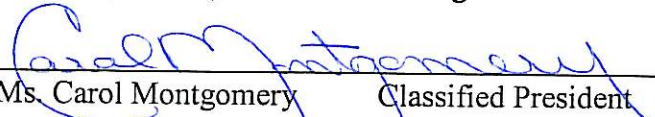


		3/6/09
Dr. Douglas B. Houston	Superintendent/President	Date
		3/10/09
Mr. Christopher Click	Governing Board President	Date
		3/6/09
Ms. Cheryl Aschenbach	Academic Senate President	Date
		3/6/09
Ms. Terry Bartley	Management/Confidential President	Date
		3/6/09
Ms. Carol Montgomery	Classified President	Date
		3/6/09
Mr. Abel Ramoz	Associated Student Body President	Date
		3/6/09
Ms. Susan G. Mouck	Accreditation Steering Committee Chair	Date

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Statement of Follow-up Report Preparation

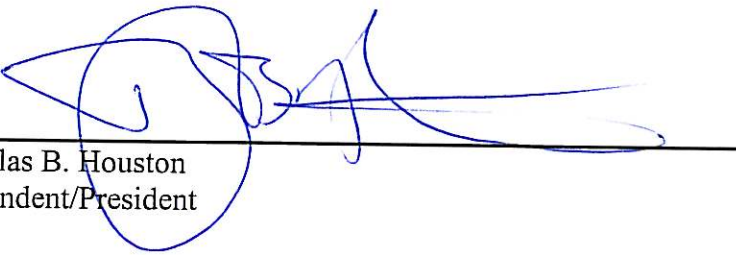
The campus educational community has continued to work diligently on the recommendations identified by the Accrediting Commission for Community and Junior Colleges (ACCJC) Western Association of Schools and Colleges in the visits of 2002 and 2006. In addition, the campus has also initiated work on the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

During late Fall 2008, the Accreditation Steering Committee Chair prepared a preliminary draft of the March 15, 2009 Follow-up Report by updating the October 15, 2008 Follow-up Report with institutional activities from the fall semester. The preliminary draft was presented to the Accreditation Steering Committee on January 22, 2009. Accreditation Steering Committee members were assigned specific recommendations to review. The Accreditation Steering Committee Chair compiled the suggestions into a revised draft.

The Accreditation Steering Committee reviewed and accepted the revised draft on February 5, 2009. On February 6, 2009, the revised draft was distributed to the entire campus community by email and hard copy for their review and comments. The constituent groups (administration, faculty, management/confidential staff, classified staff, and students) held meetings between February 9th and February 24th to receive input and to collectively agree upon any suggested changes, deletions, and additions to the draft Follow-up Report. The Governing Board discussion of the draft Follow-up Report occurred at their February 10, 2009 meeting.

The Accreditation Steering Committee met on February 26, 2009 to discuss the constituent groups input and incorporated changes to the draft at that time. At the same meeting the Accreditation Steering Committee adopted the final draft and approved it for forwarding to the Governing Board. The Governing Board reviewed and adopted the March 15, 2009 Follow-up Report at the Board Meeting on March 10, 2009.

The adopted Follow-up Report was sent ACCJC and added to the college website on March 11, 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 engaged in college-wide processes for the development, implementation, and assessment of student learning outcomes and their integration into the institutional planning and improvement process beginning Fall 2006 with the development and adoption of institutional-level, initial program-level and course-level student learning outcomes. The first assessment of student learning outcomes at the course-level began in Spring 2007.

The assessment of student learning outcomes was incorporated into the revised instructional program review process adopted by the Academic Senate in Spring 2007. [1.1 *Instructional Program Review Policy and Procedures Handbook*] The linkage of student learning outcome assessment with instructional program review formalized the link between student learning outcome assessment and institutional planning. Instructional program review is the primary mechanism for integrating academic program planning and budget requests into the Educational Master Plan portion of the Comprehensive Institutional Master Plan and the budget allocation process respectively. [1.2 *Planning Cycle for FY 08-10 Comprehensive Institutional Master Plan –AND FY 09-14 Strategic Plan & Master Plans Flowchart*, 1.3 *Comprehensive Institutional Master Plan FY 08/09*, 1.4 *Institutional Planning and Budget Development Process Handbook FY 09/10*]

Recognizing that instructional program review is the primary mechanism for integrating academic program planning into both short and long-term institutional strategic and budgeting plans, the Academic Senate discussed modifying the instructional program review timeline at its January 26, 2009 meeting. [1.5 *Academic Senate Minutes January 26, 2009*] The Senate’s discussion recognized that instructional program reviews, currently completed within an academic year timeline, can be integrated into budget and strategic planning in a much more timely manner if a calendar year timeline is considered. [1.6 *Instructional Program Review Policy and Procedures Handbook, 8th Edition Draft dated January 2009*] Completing and approving instructional program reviews by the end of September allows for immediate inclusion of program recommendations into the budget and strategic planning cycles that begin in October. The Academic Senate began discussion and review of the complete instructional program review process during Fall 2008. Discussion continues into Spring 2009 with an updated version of the IPR process and handbook expected by the end of Spring 2009. The Academic Planning Committee continues to monitor the student learning outcomes assessment process.

The College implemented the initial version of the current institutional planning process with the adoption of a Strategic Master Plan by the Governing Board on September 25, 2007 and the

adoption of the Institutional Planning and Budget Development Process by Consultation Council and the Academic Senate in November 2007. [1.7 *Strategic Master Plan FY 08/09*, 1.8 *Institutional Planning and Budget Development Process Handbook FY 08/09*] On May 13, 2008, the Governing Board adopted the initial integrated Comprehensive Institutional Master Plan containing the Strategic Master Plan, Educational Master Plan, Institutional Technology Master Plan, Facilities Master Plan, Human Resource Plan, and Faculty & Staff Development Plan sections. [1.3 *Comprehensive Institutional Master Plan FY 08/09*, 1.9 Governing Board Minutes May 13, 2008] The Comprehensive Institutional Master Plan was derived from data obtained through program review and student learning outcome assessment. [1.2 *Planning Cycle for FY 08-10 Comprehensive Institutional Master Plan –AND FY 09-14 Strategic Plan & Master Plans Flowchart*]

A revised Strategic Master Plan derived from an evaluation of the existing Plan in addition to the analysis of updated internal and external scan data and incorporating an updated mission statement, revised vision statement and six new strategic goals was adopted by the Governing Board on September 23, 2008. [1.10 *2009-2014 Comprehensive Institutional Master Plan “Keeping an Eye on the Future” Strategic Master Plan Section*, 1.11 Governing Board Minutes August 12, 2008, 1.12 Governing Board Minutes September 23, 2008]

The Strategic Planning Committee in consultation with the Academic Planning, Institutional Technology Planning, Facilities Planning, and Human Resource Planning committees utilized the strategic goals to develop institutional objectives and strategies for the next five years. Due to the crucial nature of the next twelve months in the long-term success of the institution an emphasis was placed on short-term strategies. The Governing Board reviewed the progress of the planning process at its November 12, 2008 meeting (1.13 Governing Board Minutes November 12, 2008 and PowerPoint Presentation). The developed objectives, strategies, timelines and proposed responsible parties were distributed to the planning committees December 2008.

The adoption of the revised Comprehensive Institutional Master Plan including the updated section on the Strategic Master Plan, Educational Master Plan, Institutional Technology Master Plan, Facilities Master Plan, and Human Resource Plan incorporating both long-term and short-term objectives and strategies is expected Spring 2009. [1.10 *2009-2014 Comprehensive Institutional Master Plan “Keeping an Eye on the Future”*]

On January 29, 2009, the Consultation Council/Strategic Planning Committee reviewed and adopted the Strategic Goal Implementation and Evaluation Matrix, a spreadsheet to be utilized Spring 2009 as the tool to document progress and success on objectives and strategies identified within the Comprehensive Institutional Master Plan. [1.14 *Strategic Goal Implementation and Evaluation Matrix – Spring 2009*, 1.15 Consultation Council Minutes]

The budget allocation process described in the *Institutional Planning and Budget Development Process Handbook* was utilized by the campus community to develop the 2008/2009 Budget adopted by the Governing Board September 23, 2008. [1.8 *Institutional Planning and Budget Development Process Handbook FY 08/09*, 1.15 Consultation Council Minutes, 1.16 *FY 08/09 Budget Development Spreadsheets*, 1.12 Governing Board Minutes September 23, 2008]

The *Institutional Planning and Budget Development Process Handbook 2009-2010*, revised during the evaluation process conducted in May 2008 is being used to develop the budget for 2009-2010. [1.4 *Institutional Planning and Budget Development Process Handbook FY 09/10*]

The budget development process began in August 2008. Prioritization of budget requests at the unit level occurred late Fall 2008 into early Spring 2009. The Consultation Council/Strategic Planning Committee guided by the adopted 2009-2014 Comprehensive Institutional Master Plan will make recommendations for resource allocation during Spring 2009. [1.17 FY 09/10 Budget Development Spreadsheets] The Governing Board is expected to adopt the 2009-2010 Tentative Budget at its June 2009 meeting.

The annual evaluation of the institutional planning/budget allocation process in addition to the institutional governance structure and process is scheduled for May 2009.

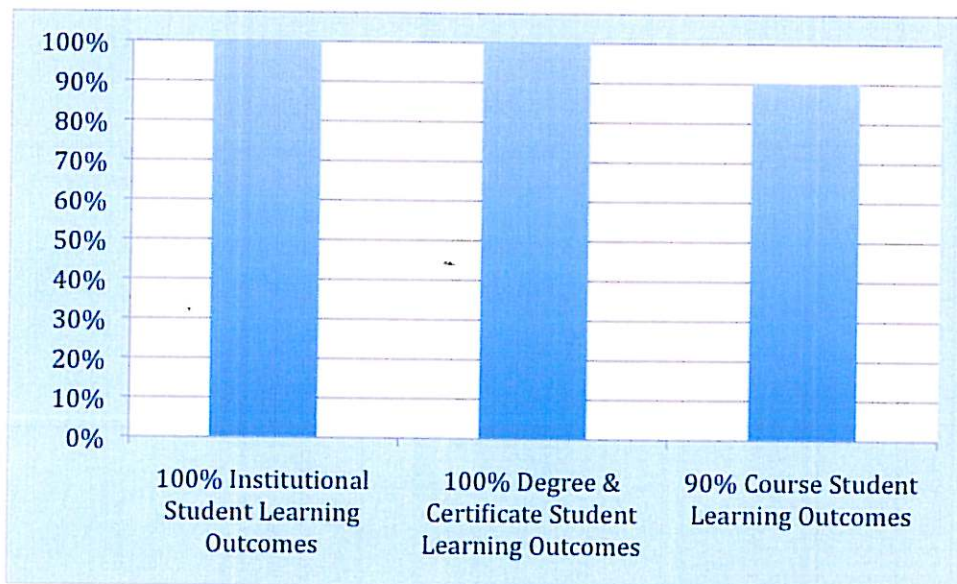
Recommendation Two (Previous Recommendation Fourteen from 2006): Student Learning Outcomes

“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 Governing Board adopted institutional Academic Student Learning Outcomes on November 28, 2006. [2.1 Institutional Student Learning Outcomes and Governing Board Minutes November 28, 2006] The institution resumed discussions concerning institutional student learning outcomes in the Curriculum/Academic Standards Committee, Academic Senate and Consultation Council February 2009. The adoption of revised Institutional Student Learning Outcomes with broader application, appropriate to non-instructional areas as well as instructional programs and courses is expected March 2009. [2.2 Proposed Institutional Student Learning Outcomes]

The institution has adopted sixty-three degree and certificate student learning outcomes (100% of all degrees and certificates) for the eleven vocational programs offered by the college (Administration of Justice/Correctional Science, Agriculture, Automotive Technology, Business, Child Development, Fire Technology, Gunsmithing, Human Services, Journalism, Vocational Nursing and Welding) in addition to University Studies degrees in Administration of Justice, Agriculture Sciences, Allied Health, Art, Biological Science, Business Administration, Humanities, Mathematics/Physical Science, Natural Science, Physical Education, and Social Science and General Studies degrees in Natural Science, Physical Education, and Social Science). [2.3 Approved Degree and Certificate Student Learning Outcomes]. By January 1, 2009, the college had adopted course-level student learning outcomes for five hundred sixteen courses (90% of all active courses). [2.4 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. [2.5 Approved Student Services Student Learning Outcomes, 2.6 Approved Library Student Learning Outcomes]

Academic Student Learning Outcome Development Status



The pilot semester for implementation of course-level student learning outcomes was Fall 2007, when each faculty member was requested to submit an assessment plan for one course-level student learning outcome at the beginning of the semester and provide assessment results to the Office of Instruction at the end of the semester. The analysis of the pilot semester of course level student learning outcomes assessment conducted in February 2008 revealed that of the thirty-four full-time faculty teaching that semester twenty-five (74%) submitted assessment plans and twenty-five (74%) had submitted completed assessment results to the Office of Instruction by February 25, 2008. Of the seventy-five part-time faculty teaching Fall 2007, eleven (15%) submitted assessment plans and two (3%) had submitted completed assessment results to the Office of Instruction. [2.7 SLO Assessment Analysis – Fall 2007]

In the Spring 2008 semester, faculty were requested to complete the same assessment expectations (assessment of one student learning outcome in one course) as for Fall 2007. The analysis of the Spring 2008 semester of course level student learning outcomes assessment conducted October 2008, revealed that of the thirty-five full-time faculty teaching that semester twenty-five (71%) submitted assessment plans and twenty (57%) had submitted completed assessment results to the Office of Instruction by October 2008. Of the eighty-three part-time faculty teaching Spring 2008, six (7%) submitted assessment plans and six (7%) had submitted completed assessment results to the Office of Instruction. A total of forty-six (46) courses were assessed. [2.8 SLO Assessment Analysis – Spring 2008]

A workshop, Assessment Forever: Sustainable Continuous Quality Improvement, was provided by Steve Reynolds, College of the Siskiyous, during Professional Development and Institutional Planning Days (Flex Week) for Fall 2008. [2.9 Professional Development and Institutional Planning Days Agenda]

For the Fall 2008 semester, expectations for assessment implementation increased: all full-time faculty at the college were requested to assess at least two student learning outcomes in two different courses and assess one course level student learning outcome tied to a degree or certificate (program-level assessment) student learning outcome. During the same semester part-time faculty are requested to assess a minimum of two student learning outcomes in two different

courses if they instructed in more than one course. In order to improve compliance, the expectations for part-time faculty were presented during the Part-Time Faculty Orientation provided during Professional Development and Institutional Planning Days (Flex Week) for Fall 2008. With the initial step in aligning course level student learning outcomes with program and general education student learning outcomes occurring during Fall 2008, increased dialogue concerning student learning outcomes at all levels occurred across campus.

For the Fall 2008 semester, a total of one hundred and nine (109) assessment plans were submitted by thirty-five of the thirty-six full-time faculty. In addition, forty assessment plans were submitted by twenty of the sixty-eight part-time faculty. A total of one hundred and forty-nine assessment plans were submitted. Included within the assessment plans were the college's first attempts to assess student learning outcomes at the program level in addition to the course level.

The analysis of the Fall 2008 semester of course level student learning outcomes assessment conducted January 2009 revealed that of the thirty-six full-time faculty teaching that semester thirty-five (97%) submitted assessment plans and fifteen (42%) had submitted completed assessment results to the Office of Instruction by January 2009. Of the sixty-eight part-time faculty teaching Fall 2008, twenty (29%) submitted assessment plans and nine (13%) had submitted completed assessment results to the Office of Instruction. A total of sixty-eight (68) courses were assessed. [2.10 SLO Assessment Analysis – Fall 2008]

For the Spring 2009 semester, expectations for assessment implementation increased: all full-time faculty at the college are requested to assess at least two student learning outcomes in two different courses and assess one course level student learning outcome tied to a degree or certificate (program-level assessment) student learning outcome. During the same semester part-time faculty are required to assess a minimum of two student learning outcomes in two different courses if they are instructing in more than one course. [2.11 SLO Assessment Plan Analysis – Spring 2009]

The assessment of student learning outcomes was incorporated into the revised instructional program review process adopted by the Academic Senate in Spring 2007. [2.12 *Instructional Program Review Policy and Procedures Handbook*] The linkage of student learning outcome assessment with instructional program review formalized the link between student learning outcome assessment and institutional planning. The review and revision of the instructional program review process, begun by the Academic Senate during Fall 2008, includes discussion about how to best evaluate and incorporate student learning outcome assessment results into program review. Current SLO-related instructional program review procedures only evaluate the completion of SLO development for courses and programs and linking between course, program, and institutional student learning outcomes. The Senate recognizes the usefulness of student learning outcomes as a tool to measure student success and intends to include an opportunity for program faculty to use assessment results when making instructional review recommendations that center on improving student success. The Academic Senate will complete revision of the program review process by the end of Spring 2009. Instructional program review is the primary mechanism for integrating academic program planning and budget requests into the Educational Master Plan portion of the Comprehensive Institutional Master Plan and the budget allocation process respectively. [2.13 *Planning Cycle for FY 08-10 Comprehensive Institutional Master Plan –AND FY 09-14 Strategic Plan & Master Plans Flowchart*, 2.14 *Comprehensive Institutional Master Plan FY 08/09*, 2.15 *Institutional Planning and Budget Development Process Handbook FY 09/10*]

The District and faculty union have not yet reached resolution on revisions to the faculty evaluation process to include the development and assessment of student learning outcomes as one component of faculty evaluation.

Using the institutional planning process, objectives, strategies and timelines for expansion of instructional and non-instructional student learning outcome assessment and further integration of assessment and planning are included under the board adopted strategic goals.

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

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

With the completion of the Datatel integrated software systems implementation in Summer 2007 and the urgency of extracting data for institutional use, Lassen Community College formed the original Institutional Research department in January 2008. The College formed a research team of college personnel through the reassignment of existing resources from Information Technology and Student Services.

During the calendar year of 2008, the Institutional Research (IR) department provided historical data to support program review in the institutional planning cycle, course enrollment trend data to assist in revisions of the course schedule, enrollment data by subject and FTES that guided decision support for fiscal recovery and provided a monitoring service of reporting to external agencies. The new IR department provided research in specific areas such as a review of athlete enrollment patterns by team, a review of payment patterns and student debt, a beginning study on the validity of the cut scores used in advising students and placing them in basic skills courses and a fall-to-spring persistence study. [3.1 President’s Cabinet Minutes 2008/2009, 3.2 Monthly Reporting Calendars, 3.3 Athlete Enrollment Review, 3.4 Student Debt Review, 3.5 2008 Cut Score Validation Study, 3.6 Fall 2008 Fall-to-Spring Persistence Study] In addition the IR team worked with consultants to expand a report server, which provides departmental managers and cabinet members with review of course, financial aid, FTES, subject/academic program enrollment data and student data. The reports on the server also provide review of Management Information System (MIS) data quality and provide exceptions reports helping to improve the reliability of submissions.

The IR team provides term-to-term analysis of standard metrics in the form of a Fact Book. The most recent version was released early in the Fall 2008. Spring term and then annual updates to these standard reports will be done after the Spring 2009 census date. During the initial review of the IR function, the department articulated a two-pronged set of targets for IR outcomes: (1) decision support, and (2) the scholarship of teaching and learning. Key developments in the IR

function in Q2-Q3 of 2008-09 mirror these goals. [3.7 Institutional Research Function Evaluation–Fall 2008] They include:

(1) Data Mart development to support decision-making:

The second quarter of 2008-09 saw the development of a new venue for data extraction: An executive data mart distinct from production tables, with a focus on institutional decision-making. The Data Mart has the following characteristics:

(a) Top-down design around Key Performance Indicators in the theme areas of Students/Courses, Human Resources, and Financials [3.8 Data Mart Design document - December 2008; 3.1 President’s Cabinet Minutes 2008/2009]

(b) Data removed to a standalone repository isolated from production and automatically refreshed on a daily basis. Phase One of this project was implemented in December 2008 when the student and course data sections were built.

(c) Financial and Human Resource Key Performance Indicators are scheduled to be integrated in phase two during the first quarter of 2009.

(d) Implementation of a user-intuitive analytic interface to provide for direct executive access and scenario building is scheduled to be pilot tested during the second quarter of 2009.

The desired result is to move away from annual pre-canned reports and to provide decision makers with data that they can manipulate and study to improve informed decision-making and enhance decision support. The P1 320 enrollment projection data was provided to cabinet in January 2009 in a three-dimensional excel spreadsheet using pivot tables and is a precursor of what is to come. This replaced the 2008 model of paper reports and gives cabinet members freedom to interact with the data. This kind of multi-dimensional model for data review is the desired goal of item (d) above.

The Data Mart is projected for completion Spring 2009. [3.9 Data Mart – current]

(2) Reorganization to support the scholarship of teaching and learning:

As a result of the IR department review and President’s Cabinet discussions, the department underwent a significant reorganization. An existing management position was eliminated to make way for the hiring of a dedicated Institutional Researcher with strong links to academic practice. [3.10 Governing Board Minutes January 13, 2009] The management structure of Student Services was redesigned around this change.

Recent dialog during Academic Senate and Consultation Council meetings has identified two important institutional research concerns:

- 1) the need to review and agree on the format of data reports used by the college for instructional program reviews and
- 2) the need to identify a consultation group to develop and prioritize the overall institutional research agenda. [3.11 Academic Senate Minutes February 23, 2009; 3.12 Consultation Council Minutes]

Resolution of these two areas of concern is expected prior to the anticipated arrival of the new researcher by July 1, 2009.

Documentation by Recommendation

- 1.1 *Instructional Program Review Policy and Procedures Handbook*
- 1.2 *Planning Cycle for FY 08—10 Comprehensive Institutional Master Plan and Planning Cycle for FY 09-14 Strategic Plan and Master Plans*
- 1.3 *Comprehensive Institutional Master Plan 2008-2009*
- 1.4 *Institutional Planning and Budget Development Process Handbook FY 09/10*
- 1.5 *Academic Senate Minutes January 26, 2009*
- 1.6 *Instructional Program Review Policy and Procedures Handbook, 8th Edition Draft dated January 2009*
- 1.7 *Strategic Master Plan 2008-2009*
- 1.8 *Institutional Planning and Budget Development Process Handbook FY 08/09*
- 1.9 *Governing Board Minutes May 13, 2008*
- 1.10 *2009-2014 Comprehensive Institutional Master Plan “Keeping an Eye on the Future” Strategic Master Plan Section*
- 1.11 *Governing Board Minutes August 12, 2008*
- 1.12 *Governing Board Minutes September 23, 2008*
- 1.13 *Governing Board Minutes November 12, 2008 and PowerPoint Presentation*
- 1.14 *Strategic Goal Implementation and Evaluation Matrix – Spring 2009*
- 1.15 *Consultation Council Minutes*
- 1.16 *FY 08/09 Budget Development Spreadsheets*
- 1.17 *FY 09/10 Budget Development Spreadsheets*

- 2.1 *Institutional Student Learning Outcomes & Governing Board Minutes November 28, 2006*
- 2.2 *Proposed Institutional Student Learning Outcomes – Spring 2009*
- 2.3 *Approved Program-Level Student Learning Outcomes*
- 2.4 *Approved Course-Level Student Learning Outcomes*
- 2.5 *Approved Student Services Student Learning Outcomes*
- 2.6 *Approved Library Student Learning Outcomes*
- 2.7 *SLO Assessment Analysis – Fall 2007*
- 2.8 *SLO Assessment Analysis – Spring 2008*
- 2.9 *Professional Development and Institutional Planning Days Agenda*
- 2.10 *SLO Assessment Analysis – Fall 2008*
- 2.11 *SLO Assessment Plans Analysis – Spring 2009*
- 2.12 *Instructional Program Review Policy and Procedures Handbook 7th edition*
- 2.13 *Planning Cycle for FY 08-10 Comprehensive Institutional Master Plan –AND FY 09-14 Strategic Plan & Master Plans Flowchart*
- 2.14 *Comprehensive Institutional Master Plan 2008-2009*
- 2.15 *Institutional Planning and Budget Development Process Handbook FY 09/10*

- 3.1 *President’s Cabinet Minutes FY 08/09*
- 3.2 *Monthly Reporting Calendars FY 08/09*
- 3.3 *Athlete Enrollment Study*
- 3.4 *Student Debt Review*
- 3.5 *2008 Assessment Test Cut Score Validation Study*
- 3.6 *Fall 2008 Fall-to-Spring Persistence Study*
- 3.7 *Institutional Research Function Evaluation – Fall 2008*

- 3.8 *Data Mart Design document – December 2008*
- 3.9 *Data Mart - current*
- 3.10 *Governing Board Minutes January 13, 2009*
- 3.11 *Academic Senate Minutes February 23, 3009*
- 3.12 *Consultation Council Minutes*

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

<i>January 22, 2009</i>	<i>Accreditation Steering Committee Meeting receive preliminary draft Follow-up Report</i>
<i>February 3, 2009</i>	<i>Letter from ACCJC/WASC placing the college on warning and requesting a March 15, 2009 Follow-up Report</i>
<i>February 5, 2009</i>	<i>Accreditation Steering Committee Meeting adoption of draft Follow-up Report and distribution to campus for review</i>
<i>February 9 - February 24</i>	<i>Constituent groups meet to give feedback to Steering Committee representatives</i>
<i>February 26, 2009</i>	<i>Accreditation Steering Committee Meeting Adoption of the Follow-up Report</i>
<i>March 10, 2009</i>	<i>Governing Board approval of Follow-up Report</i>
<i>March 2009</i>	<i>Site Visit by the Evaluation Team</i>