

Lassen Community College

MIDTERM REPORT



Submitted to:
Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges

Submitted 03/10/2017

Submitted by:
Lassen Community College
PO Box 3000
Susanville, CA 96130

Consultation Council Approved 02/08/2017
Governing Board Approved 02/14/2017

Certification of Lassen Community College Midterm Report

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

From: Dr. Marlon Hall, President/Superintendent
Lassen Community College District
PO Box 3000
Susanville, CA 96130

This Midterm Report is submitted for the purposes of assisting in the determination of the institution's accreditation status.

This Midterm 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 there was broad participation/review by the campus community. This report accurately reflects the progress to date in meeting recommendations as required by the Accrediting Commission. It reflects the nature and substance of this institution.

Signatures:


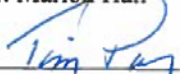
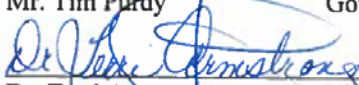
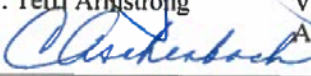
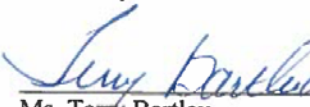



		<i>3-7-2017</i>
Dr. Marlon Hall	Superintendent/President	Date
		<i>3-7-2017</i>
Mr. Tim Purdy	Governing Board President	Date
		<i>3-7-2017</i>
Dr. Terri Armstrong	Vice President of Academic Services/ Accreditation Liaison Officer	Date
		<i>2/14/17</i>
Ms. Cheryl Aschenbach	Academic Senate President/ Accreditation Steering Committee Co-Chair	Date
		<i>3/7/17</i>
Ms. Terry Bartley	Management/Confidential President	Date
		<i>3/7/17</i>
Ms. Carol Montgomery	Classified President	Date
		<i>3/7/17</i>
Mr. Dominique Bannister	Associated Student Body President	Date
		<i>2/14/17</i>
Ms. Allison Somerville	Accreditation Steering Committee Co-Chair	Date

Table of Contents

Statement of Report Preparation.....	4
Response to Recommendations and 2015 Follow Up Report	6
Recommendation 1:.....	6
Recommendation 2:.....	8
Recommendation 3:.....	9
Recommendation 4:.....	10
Data Trends Analysis	12
Response to Self-Identified Improvement Plans.....	15
Appendix A: Documentation	16
Appendix B: Midterm Report Timeline.....	19
Appendix C: 2015 Academic and Student Support Services Study	20
Appendix D: 2017 Academic and Student Support Services Study	27
Appendix E: Sustained Improvement Matrix	34

Statement of Report Preparation

This Lassen College Midterm Report is responsive to the recommendations identified by the Accrediting Commission for Community and Junior Colleges (ACCJC), Western Association of Schools and Colleges during the team visit Spring 2014 as well as the institution's own planning agenda as identified in the 2014 Self-Evaluation Report.

The Commission letter dated July 3, 2014 “reaffirm[ed] accreditation with the requirement that the college complete a Follow-Up Report by March 15, 2015” [[01. Commission Action Letter, July 3, 2014](#)] During early Fall 2014, the Accreditation Steering Committee determined that the Accreditation Chair, with information provided by the administration, would prepare a preliminary draft of the March 15, 2015 Follow-up Report. Initial drafts were presented to Consultation Council on November 6, 2014 and December 4, 2014 for discussion, assignment of specific recommendations to review, and feedback. The Accreditation Chair compiled the suggestions into a revised draft. Consultation Council reviewed and accepted the revised draft on December 18, 2014. On December 19, 2014, the revised draft was distributed to the entire campus community by email and hard copy for their review and feedback. The constituent groups (administration, faculty, management/confidential staff, classified staff, and students) held meetings between January 8-16, 2015 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 January 13, 2015 meeting. Consultation Council met January 22, 2015 to discuss constituent group input, incorporate changes, and adopt the final draft for forwarding to the Governing Board. The Governing Board reviewed and adopted the March 15, 2015 Follow-up Report at the Board meeting on February 10, 2015.

The adopted Follow-up Report was sent to ACCJC and added to the college website on February 15, 2015. The Commission Action Letter dated June 29, 2015 stated the following, “Based on the Follow-Up Report and evidence submitted, the Commission finds that Lassen Community College has addressed the evaluation team’s Recommendations 1 and 3 from the last comprehensive evaluation, and resolved the deficiencies in College policies, procedures, and practices which led to noncompliance with Eligibility Requirements 13 and 16 and Standards I.A.1.b, II.A.1.b, II.B.3.a, II.C.1.a, II.C.1.c, III.A.2, III.C.1.d. The College also demonstrated that it has taken action to address Recommendations 2 and 4, which were made to increase institutional effectiveness” [[02. Commission Action Letter, June 29, 2015](#)].

New Accreditation Steering Committee Co-Chairs began meeting regularly with the Accreditation Liaison Officer bi-weekly beginning Summer 2015 to ensure that the College maintained compliance with all Eligibility Requirements, Accreditation Standards and Commission Policies and sustained practices of continual institutional improvement. Efforts addressing Commission Recommendations and the College’s self-identified Planning Agenda items were tracked on spreadsheets, resulting in the information included in this Midterm Report.

A preliminary draft was reviewed and accepted by Consultation Council on December 21, 2016. Immediately following Consultation Council acceptance of the preliminary draft, the draft was distributed to the campus education community by email for review, discussion, and solicitation of feedback. Constituent groups (administration, faculty, management/confidential staff, classified staff, and students) held meetings January 3-31, 2017 to receive input and suggest changes, deletions, and additions. The Governing Board reviewed and discussed the draft Midterm Report at its January 24, 2017 meeting.

Consultation Council met on February 8, 2017 to discuss constituent group and Governing Board input, incorporate changes, and adopt the final draft for forwarding to the Governing Board. The Governing Board reviewed and approved the 2017 Midterm Report at its meeting on February 14, 2017.

The Midterm Report was sent to ACCJC and added to the college website on March 10, 2017.



Dr. Marlon Hall
Superintendent/President

Response to Recommendations and 2015 Follow Up Report

This Midterm Report addresses the four recommendations made by the Accrediting Commission following the March 2014 accreditation visit. Recommendations 1 and 3 addressed deficiencies and were to be the focus of a follow-up report due March 15, 2015. Recommendations 2 and 4 addressed improved institutional effectiveness. The following information was provided in the March 2015 Follow-Up Report, with additional information to show current activity.

Recommendation 1:

“In order to meet the Standard, the team recommends that the College define regular and substantive contact and ensure that regular and substantive contact between instructors and students is evident in all online courses. (Standard II.A.1.b)”

At the first meeting of the Academic Senate following the receipt of the July 3, 2014 letter from the Accrediting Commission for Community and Junior Colleges (ACCJC) discussion occurred on the need to revisit the *Handbook for Online Instructors*. Further discussion occurred during subsequent Academic Senate meetings in early fall 2014 [[03. Academic Senate Minutes, July 30, 2014](#); [04. Academic Senate Minutes, August 26, 2014](#); [05. Academic Senate minutes, September 9, 2014](#)] culminating with the adoption of a revised *Handbook for Online Instructors* at the September 9, 2014 Academic Senate meeting [[06. 2014 Handbook for Online Instructors](#)].

The discussion centered on the need for establishing expectations for faculty and student interactions in online courses. The revised handbook includes the expectation of “weekly instructor-to-student group and individual contact” in addition to “weekly student-to-student interaction” [[06. Handbook for Online Instructors, pages 3 and 4](#)]. Additionally, the handbook articulates a variety of methods whereby the contact might be documented such as regular news forum posts, check-in assignments, and email within the Moodle platform (now Canvas platform).

Faculty evaluations are the primary mechanism utilized to assure that courses are taught to the course outline of record and meet all of the expected academic standards established by the institution. Regular tenured faculty members are evaluated once every three years, and contract faculty at least once each school year [[07. Lassen Community College Faculty Association \(LCFA\)/Lassen Community College District \(LCCD\) 2011-2014 Contract](#)]. Adjunct faculty members are evaluated during the first semester of employment and every third semester following the initial evaluation. Faculty members are evaluated for all modalities in which they were instructing: traditional, online and/or correspondence instruction. The evaluation includes forms specifically developed for each modality of instructional delivery, traditional, correspondence, and online.

During the faculty evaluation process, the Vice President of Academic Services addresses the issue of student contact and continued understanding of the role of online education in the overall college mission. All faculty evaluations may include formal recognition of areas of exemplary performance, suggestions for improvement, or in some case the recommendation that an individual not be scheduled to instruct in a particular instructional modality, usually until certain conditions are met.

During fall 2014, the faculty evaluations of online instructors included review of instructor-student interaction, and evidence of regular and substantive contact was found to be occurring in all of the cases. The instructors showed increased contact as documented by viewing student contact hours and assignments posted to Moodle [[08. Faculty Evaluation Letter to Academic Senate from Vice-President of Academic Services, December 16, 2014](#)].

Faculty evaluations continue to include a review of all modalities of instruction, with an emphasis on regular and substantive contact. [[09. Faculty Evaluation Letter to Academic Senate from Vice-President of Academic Services, May 7, 2015](#); [10. Faculty Evaluation Letter to Academic Senate from Vice-President of Academic Services, December 17, 2015](#); [11. Faculty Evaluation Letter to Academic Senate from Vice-President of Academic Services, May 12, 2016](#)]. Fall evaluations were completed but recommendations were still being reviewed by Senate in preparation for action at the March 14, 2017 Board meeting.

Beginning with Fall 2014 evaluations, faculty evaluation and contract items on the Governing Board agenda included a notation of distance education sections reviewed [[12. Board Agenda Item – Faculty Contract Recommendations, January 13, 2015](#); [13. Board Minutes, January 13, 2015](#); [14. Board Agenda Item – Faculty Contract Recommendations, June 9, 2015](#); [15. Board Minutes, June 9, 2015](#); [16. Board Agenda Item – Faculty Contract Recommendations, January 12, 2016](#); [17. Board Minutes, January 12, 2016](#); [18. Board Agenda Item – Faculty Contract Recommendations, June 14, 2016](#); [19. Board Minutes, June 14, 2016](#)]. The evaluations completed in Fall 2016 are schedule to go to the Board for approval on March 14, 2017.

The Curriculum and Academic Standards Committee entered into discussions during late fall 2014 as to how the faculty could best contribute to higher standards of online and correspondence instruction [[20. Curriculum and Academic Standards Committee minutes, November 18, 2014](#); [21. Curriculum and Academic Standards Committee minutes, December 2, 2014](#); [22. Curriculum and Academic Standards Committee minutes, December 16, 2014](#)]. The results of those discussions were the proposal for an additional Academic Senate Subcommittee, the Distance Education Review Committee, which is a subcommittee of the Curriculum and Academic Standards Committee [[23. Distance Education Review Committee Charge](#)]. The committee is comprised of five tenured full-time faculty with experience in correspondence, online, and hybrid instruction. The role of the committee is to review distance education sections for compliance with local, state, and national distance education guidelines and standards. The committee makes recommendations for improvement, continuation and discontinuation as warranted. The Curriculum and Academic Standards Committee approved the charge at its December 16, 2014 meeting [[22. Curriculum and Academic Standards Committee minutes, December 16, 2014](#)].

Committee charge was discussed by Academic Senate [[24. Academic Senate minutes, December 9, 2014](#)] and Consultation Council [[25. Consultation Council minutes, December 18, 2014](#)]. The committee was included in the Shared Governance/Collegial Consultation Handbook for 2016-2017 [[26. Handbook](#)]. The committee began conversation in spring 2016 with its first official meetings in fall 2016 with new committee appointments [[27. Distance Education Review Committee minutes, September 20, 2016](#); [28. Distance Education Review Committee minutes,](#)

[October 4, 2016](#); [29. Distance Education Review Committee minutes, November 1, 2016](#); [30. Distance Education Review Committee minutes, November 15, 2016](#)]. Rubric for review established using criteria outlined in Online Instructors Handbook and Correspondence Instructors Handbook [[31. Rubric for Online Course Review](#); [32. Rubric for Correspondence Course Review](#)]. Norming conducted in fall 2016 with review of first four courses in preparation for review of courses in spring 2017. Feedback based on norming reviews has already been provided to faculty; follow-up with those faculty members occurred in January 2017.

Recommendation 2:

“In order to increase effectiveness, the team recommends that the college adopt a training program for online instructors that results in evidence that instructors assigned to teach online are prepared in accordance with established guidelines including regular and substantive contact between instructors and students. (Standards I.A.1.b. and III.C.1.d.)”

The revised training protocol for online instructors at Lassen College was initiated with an “Orientation for Online Instructors” to be conducted prior to each academic semester. The initial orientation occurred following the Adjunct Faculty Orientation on August 13, 2014 [[33. Adjunct Faculty Orientation Agenda, August 13, 2014](#); [34. Adjunct Faculty Orientation Agenda, January 7, 2015](#)]. During each orientation copies of the Online Instructor’s Handbook were distributed and the expectations for regular and substantive contact between instructors and students as adopted by the Academic Senate were discussed [[06. Handbook for Online Instructors Handbook, 2014](#)].

The initial “LCC Standards for Online Instruction” training was provided through CCC Confer on September 2014 [[35. LCC Standards for Online Instruction Presentation](#)]. The training was specifically designed to communicate the new expectations for regular and substantive contact between instructors and students as articulated in the revised Online Instructors’ Handbook to instructors who reside at considerable distance from the campus. The virtual course was advertised to all faculty. The training was archived to allow faculty unable to participate during the live presentation to access the training on their own schedule. An additional training was offered via CCC Confer on December 4, 2014.

In early fall 2014, the Lassen Moodle Users Group (LMUG) was established. The group met each Friday at noon in the Training, Education, and Collaboration Center (TECC) to assist one another in solving problems which had developed during the previous week of implementation [[36. Monthly TECC Training Schedules, 2014-2015](#)].

In Spring 2015, the Strengthening Institutions Grant (Title III) was utilized to fund four faculty cohorts, two with directly involving online instruction: Fully Online Instruction and Partially Online Instruction: Hybrid and Web-Enhanced [[37. Faculty Cohort Announcement, November 11, 2014](#)]. Ten participating faculty worked together from December to January, learning more about online best practices both from readings and from webinars by instructional design staff at CSU, Chico and then applying the information to their own course sections. Efforts culminated in a sharing of work together at the end of the semester.

In 2015-2016, faculty were again offered opportunities to participate in faculty cohorts utilizing Strengthening Institutions Grant funds [[38. Faculty Cohort Announcement, September 22 2015](#); [39. Faculty Cohort Announcement, March 7, 2016](#)]. Faculty were invited to participate in one of four cohorts, two of which involved online instruction: Fully Online Instruction and Partially Online Instruction: Hybrid and Web-Enhanced Instruction. Participants shared their findings and experience with colleagues during flex activities held on January 14, 2016 [[40. Faculty Cohort Follow-Up Email, December 17, 2015](#)].

In Spring 2016 faculty were encouraged to attend the annual Online Teaching Conference held in San Diego, CA in June [[41. Online Teaching Conference Announcement](#)]. Five faculty attended and had opportunities to engage with statewide colleagues as they learned more about and saw examples of best practices in online teaching as well as utilizing Canvas.

In May 2016, all faculty interested in teaching or continuing to teach online were required to participate in an online standards training held on May 16, 2016 [[42. Online Standards Training Announcement](#); [43. Online Standards Training Presentation](#); [44. Online Standards Training Minutes](#)]

Beginning in June 2016, as part of the campus course management system migration from Moodle to Canvas, all faculty teaching entirely online were required to complete three hours of Canvas training online [[45. Faculty Reminder, June 8-10, 2016](#)]. Thirty-seven people attended the mandatory meeting and thirty-six completed the required Canvas training.

Recommendation 3:

“In order to meet the Standard, the team recommends that the College assures equitable access by providing academic and student support services to all students regardless of location, time or mode of delivery. (II.B.3.a)”

Lassen College conducted a comprehensive analysis of the distribution of academic and student support services by location and modality during fall 2014 in order to evaluate the equitability of access being provided to all students regardless of modality or location [[46. 2015 Academic and Student Support Services Study](#)]. Students receiving their instruction from all modalities, whether traditional, online, or correspondence, are encouraged to access the majority of their support services online. The Lassen Community College portal was implemented as part of the College’s Strengthening Institutions Grant (Title III) to aid in this effort [[47. Image: Lassen Community College Portal](#)]. Traditional face-to-face student support services continue to be provided for all students preferring that option, but accessible online services are being promoted.

In terms of online tutoring, as of the 2015 Follow-Up Report the College was working to better develop this area. It was initially done as needed with appointments arranged through Moodle or phone and synchronous sessions facilitated through Skype. With the roll-out of online tools through the Chancellor’s Office Online Education Initiative, the College was able to begin using NetTutor in Fall 2015. When the College migrated to Canvas as its course management system

in Fall 2016, a link to NetTutor was added as standard to all course shells [[48. Image: NetTutor in Canvas Shell](#)].

The only exception to access to online services is incarcerated correspondence students. All of the various student support services available to traditional and online students are provided onsite or via mail for incarcerated students. One exception has been lack of tutoring for incarcerated students. However, since regular substantive contact between student and instructor is required for all correspondence delivered courses (minimum of six contacts per semester), the opportunity for instructor feedback is built into the courses even though peer tutoring may not be logistically possible [[49. Handbook for Correspondence Instructors](#)].

Lassen College makes a deliberate effort to provide academic and support services to all students regardless of method of delivery [[50. 2017 Academic and Student Support Services Study](#)]. The Support Service Study is regularly reviewed and updated by faculty and staff in academic and student services to ensure that all students have access to the services offered by Lassen College.

Recommendation 4:

“In order to increase effectiveness, the team recommends that adequate professional staff be provided to meet the learning needs of students. (Standards II.C.1.a.; II.C.1.c.; III.A.2.; Eligibility Requirement #13 and #16)”

During fall 2014, LCC initiated the consolidation of the Library and Learning Center into a single Learning Resource Center. During the time necessary for redesign and modernization of the previous Library space to accommodate the new Learning Resource Center, student learning support services were moved to the existing Learning Center space. The College hired a full-time librarian to fill a vacancy that had been filled by a part-time employee since the retirement of the previous Librarian in 2011. [[13. Governing Board minutes, January 13, 2015](#)] The new Librarian began full-time service on January 1, 2015, but worked five days during each of the last three months of 2014 to assist with the design and planning for the new Learning Resource Center. The consolidation of the Library and Learning Center into one physical space is intended to improve the effective use of professional staff.

Renovation of the newly titled Academic Resource Center was completed summer 2016 with opening prior to fall semester. The modernized space provides an environmentally comfortable and technologically friendly learning environment. Students enter the Academic Resource Center through an Internet Café with comfortable tables, snacks and beverages in addition to computer access. The upstairs, home of tutoring, group study, and student computing stations, is staffed by an Instructional Support Specialist III. The downstairs, home to the Internet Café, library services, and more student computing stations, is staffed by a Library Technician II. The full-time librarian works with staff to coordinate all services.

The full-time librarian collaborates with faculty to select online databases and other resources that best serve the needs of faculty and students [[51. Email – Library Request for Faculty Feedback](#)]. Beginning Spring 2015, the librarian worked to update online information for student and faculty access, with the result being an updated Academic Resource Center website that

includes tabs to research resources, study guides, citation guides, tutoring, ARC services, and more [[52. Academic Resource Center website](#)].

While the emphasis of the recommendation was to staff the library with a full-time faculty member and sufficient staff, Lassen College has taken steps to hire more faculty and instructional support staff to support student learning needs across campus. In Fall 2016, eight new faculty members started at Lassen College, increasing the number of full-time faculty from 35 to 39 [[53. FT Faculty List, 2015-2016](#); [54. FT Faculty List 2016-2017](#)]. Some, as in new hires in chemistry, art history, business, nursing, and digital graphic design, were replacements. Others, as with new hires in biology, business, and counseling, were new positions intended to increase course offerings or services. Efforts are underway to add instructional support staff (ISS) positions in nursing and in incarcerated education to assist with student learning.

Data Trends Analysis

Category	Reporting year		
	2014	2015	2016
STUDENT COURSE COMPLETION			
Standard	70%	70%	70%
Performance	71%	68.7%	72%
Difference between Standard and Performance	+1%	-1.3%	+2%
Analysis of the data: LCC is meeting its course completion targets			

DEGREE COMPLETION			
Standard	144	144	144
Performance	140	151	166
Difference	-4	+7	+22
Analysis of the data: LCC degree completion is trending positively. LCC has exceeded its target for last two years.			

CERTIFICATE COMPLETION			
Standard	163	163	163
Performance	77	104	179
Difference	-86	-59	+16
Analysis of the data: Certificate completion has improved dramatically over the past two years			

TRANSFER			
Standard	31	31	31
Performance	102	90	92
Difference	+72	+59	+61
Analysis of the data: Transfer performance exceeds target. Source: CCCCCO/UC/CCC. Transfer to privates and out-of-state universities is included.			

LICESNENSURE PASS RATE								
Program Name	CIP Code	Institution Set Standard	Performance			Difference		
			2014	2015	2016	2014	2015	2016
NCLEX/PN	51.39	85%	87%	79%	78%	2%	-6%	-7%
Analysis of Data: NCLEX pass rate is slightly lower than target; however, number of subjects is very small, particularly in 2015 and 2016 when LCC did not offer its licensed vocational nursing program and the only students testing were those who finished the program 1-2 years prior.								

JOB PLACEMENT RATE								
Program Name	CIP Code	Institution Set Standard	Performance			Difference		
			2014	2015	2016	2014	2015	2016
Agriculture and Natural Resources	10.00	71%	29%	100%	63%	-42%	+29%	-8%
Automotive	47.06	71%	0%	67%	33%	-71%	-4%	-38%
Business and Management	52.02	71%	43%	50%	73%	-28%	-21%	+2%
Digital Graphic Design	50.04	71%	-	-	33%	-	-	-38%
Fire Technology	43.02	71%	25%	50%	65%	-46%	-21%	-6%
Gunsmithing	47.04	71%	39%	32%	18%	-32%	-39%	-53%
Nursing (LVN)	51.39	71%	59%	71%	65%	-19%	0%	-6%
Welding	48.05	71%	42%	0%	0%	-29%	-71%	-71%
Analysis of Data: Of the 24 data points, only three met or exceeded target. Target should be re-evaluated. Job placement should be a focus in the coming years.								

STUDENT LEARNING OUTCOMES ASSESSMENT

	2014	2015	2016
Number of Courses	593	447	388
Number of courses assessed	593	427	298
Number of Programs	76	26	75
Number of Programs assessed	76	26	75
Number of Institutional Outcomes	4	4	4
Number of outcomes assessed	4	4	4
Analysis of the data: SLO assessment has become integrated into the academic culture of LCC. In Fall 2011, only 25% of courses had been assessed. By Fall 2012, 86% of courses taught were assessed. In Fall 2013, 100% of courses were assessed. These improvements were achieved through greater understanding of SLOs by faculty and administration. The assessment of SLOs has been included as a faculty obligation in the LCFA/LCC contract. Faculty have done a tremendous job of meeting this expectation. NOTES: 1. Totals for courses, courses assessed, programs, and programs assessed varies depending on who completed the annual report. In 2014 and 2016, all programs were assessed, including administrative units and certificates embedded within degree programs; it does not appear the same method was used in 2015. 2. Total courses have been reduced as only the active courses within a given year are counted.			

ANNUAL FISCAL REPORT

Category	Reporting year		
	2014	2015	2016
<u>General Fund Performance</u>			
Revenues	\$12,957,959	\$12,367,970	\$15,478,831
Expenditures	\$12,550,420	\$12,403,901	\$14,774,306
Expenditures for Salaries and Benefits	\$9,704,489	\$9,526,318	\$11,439,469
Surplus/Deficit	\$2,845,931	\$2,695,127	\$3,334,837
Surplus/Deficit as % Revenues (Net Operating Revenue Ratio)	\$407,539	(\$35,931)	\$704,525
Reserve (Primary Reserve Ratio)	3%	0%	5%
<p>Analysis of the data: Through conservative budget management, the District has consistently performed within its budget. During 2016 increased one-time funding and reserving long term funding to plan for PERS and STRS rate increases has yielded a budget surplus. These surplus funds will be used predominantly for infrastructure repair and maintenance.</p>			
<u>Other Post Employment Benefits</u>			
Actuarial Accrued Liability (AAL) for OPEB	\$780,094	\$780,094	\$780,094
Funded Ratio (Actuarial Value of plan Assets/AAL)	\$0	\$0	\$0
Annual Required Contribution (ARC)	\$244,458	\$244,458	\$244,458
Amount of Contribution to ARC	\$243,721	\$243,721	\$147,365
<p>Analysis of the data: LCC has a very low Post-Employment Benefit expense. The District is on a pay as you go funding model. The District only has one active full-time employee that is eligible for Post-Employment Benefits and five retired employees who receive benefits.</p>			
<u>Enrollment</u>			
Actual Full Time Equivalent Enrollment (FTES)	1,750	1,856	1,910
<p>Analysis of the data: LCC FTES have remained strong due to a high number of Out-of-state and Foreign FTES and consistent In-state FTES. Administration and faculty work to ensure we keep our enrollments strong through varied course offerings in a variety of modalities, serving students' need for education.</p>			
<u>Financial Aid</u>			
USDE official cohort Student Loan Default Rate (FSLD - 3 year rate)	31%	31%	31%
<p>Analysis of the data: The District has filed a Student Loan Default Prevention Plan. Though 31% is above the standard, because of our small population of students that secure loans, a minor number of loans that default can cause our default rate to go up significantly.</p>			

Response to Self-Identified Improvement Plans

Progress on the recommendations identified in the 2008 Institutional Self-Evaluation has been tracked utilizing the matrix found in Appendix E. Of the original twenty-four identified recommendations, eight (33%) have been completed. Others are close to completion but considered ongoing in an effort to further institutionalize the practice.

Appendix A: Documentation

01. Commission Action Letter, July 3, 2014
02. Commission Action Letter, June 29, 2015
03. Academic Senate Minutes, July 30, 2014
04. Academic Senate Minutes, August 26, 2014
05. Academic Senate Minutes, September 9, 2014
06. 2014 Handbook for Online Instructors
07. LCFA/LCCD Contract, 2011-2014
08. Faculty Letter to Academic Senate from VP Academic Services, December 16, 2014
09. Faculty Letter to Academic Senate from VP Academic Services, May 7, 2015
10. Faculty Letter to Academic Senate from VP Academic Services, December 17, 2015
11. Faculty Letter to Academic Senate from VP Academic Services, May 12, 2016
12. LCC Board Agenda Item – Faculty Contract Recommendations, January 13, 2015
13. LCC Governing Board Minutes, January 13, 2015
14. LCC Board Agenda Item – Faculty Contract Recommendations, June 9, 2015
15. LCC Governing Board Minutes, June 9, 2015
16. LCC Board Agenda Item – Faculty Contract Recommendations, January 12, 2016
17. LCC Governing Board Minutes, January 12, 2016
18. LCC Board Agenda Item – Faculty Contract Recommendations, June 14, 2016
19. LCC Governing Board Minutes, June 14, 2016
20. Curriculum/Academic Standards Minutes, November 18, 2014
21. Curriculum/Academic Standards Minutes, December 2, 2014
22. Curriculum/Academic Standards Minutes, December 16, 2014
23. Distance Education Review Committee Charge
24. Academic Senate Minutes, December 9, 2014
25. Consultation Council Minutes, December 18, 2014
26. 2016-2017 Shared Governance and Collegial Consultation Handbook
27. Distance Education Review Committee Minutes, September 20, 2016
28. Distance Education Review Committee Minutes, October 4, 2016
29. Distance Education Review Committee Minutes, November 1, 2016
30. Distance Education Review Committee Minutes, November 15, 2016
31. Rubric for Review of Online Instruction
32. Rubric for Review of Correspondence Instruction
33. Adjunct Faculty Orientation Agenda, August 13, 2014
34. Adjunct Faculty Orientation Agenda, January 7, 2015
35. LCC Standards for Online Instruction Presentation
36. Monthly TECC Training Schedules, 2014-2015
37. Faculty Cohort Announcement, November 11, 2014
38. Faculty Cohort Announcement, September 22, 2015
39. Faculty Cohort Announcement, March 7, 2016
40. Faculty Cohort Follow-Up Email, December 17, 2015
41. Online Teaching Conference Announcement
42. Online Standards Training Announcement, May 2016
43. Online Standards Training Presentation, May 16, 2016
44. Online Standards Training Minutes, May 16, 2016

45. Faculty Reminder Announcement, June 8, 2016
46. 2015 Academic and Support Services Study
47. Image: Lassen Community College Portal
48. Image: NetTutor in Canvas Shell
49. Handbook for Correspondence Instructors
50. 2017 Academic and Student Support Services Study
51. Emails: Library Requests for Faculty Feedback
52. Academic Resource Center Website
53. Full-time Faculty List, 2015-2016
54. Full-time Faculty List, 2016-2017
55. Shared Governance and Collegial Consultation Handbook – membership matrix
56. Consultation Council Minutes, March 17, 2016
57. Convocation Schedule, September 5, 2016
58. LCC Planning Process Presentation, September 5, 2016
59. Consultation Council Minutes, February 26, 2015
60. Lassen College Course Review Report, 2013-2014
61. Lassen College Course Review Report, 2014-2015
62. Lassen College Course Review Report, 2015-2016
63. Lassen College Course Review Report, 2016-2017
64. CCCC Full-Time Equivalent Student Distance Education Summary Report
65. Academic Resource Center 2016 NIPR Annual Update
66. Library Resources Form, New Course Packet (page 5)
67. 2015-2016 Budget Prioritization Spreadsheet, line 7
68. Consultation Council Minutes, October 1, 2015
69. 2015-2016 Budget Prioritization Spreadsheet
70. 2016-2017 Budget Prioritization Spreadsheet
71. 2015 Educational Master Plan
72. 2016 Educational Master Plan
73. 2017 Educational Master Plan
74. Consultation Council Minutes, April 23, 2015
75. Consultation Council Minutes, May 21, 2015
76. 2014-2015 Individual Evaluation Survey Results
77. 2015-2016 Individual Evaluation Survey Results
78. Consultation Council Minutes, May 26, 2016
79. 2013-2014 Annual Evaluation Survey Results
80. Consultation Council Minutes, October 2, 2014
81. Consultation Council Minutes, November 5, 2015
82. Consultation Council Minutes, February 4, 2016
83. 2014-2015 Planning and Budget Development Handbook
84. Consultation Council Minutes, September 17, 2015
85. Consultation Council Minutes, August 24, 2016
86. Consultation Council Orientation Presentation, Fall 2015
87. Consultation Council Orientation Presentation, Fall 2016
88. Consultation Council Minutes, March 17, 2016
89. Flex Schedule, Fall 2015
90. Flex Day Presentation, August 14, 2015

91. Flex Schedule, Spring 2016
92. Flex Day Presentation-Program Review, February 16, 2016
93. 2014-2015 Planning and Budget Development Handbook
94. 2015-2016 Planning and Budget Development Handbook
95. 2016-2017 Planning and Budget Development Handbook
96. 2014-2015 Shared Governance and Collegial Consultation Handbook
97. 2015-2016 Shared Governance and Collegial Consultation Handbook
98. 2016-2017 Shared Governance and Collegial Consultation Handbook
99. Emails: Requests for Consultation Council Agenda Items
100. Consultation Council Minutes, August 28, 2014
101. Consultation Council Minutes, November 6, 2014
102. Consultation Council Minutes, January 22, 2015
103. Consultation Council Minutes, October 1, 2015
104. Consultation Council Minutes, December 7, 2016
105. Consultation Council Minutes, January 18, 2017
106. Emails: The Week That Was

Appendix B: Midterm Report Timeline

On-going	Gathering data and drafting language for Midterm Report
December 7, 2016	Consultation Council meeting to receive initial draft Midterm Report
December 21, 2016	Consultation Council adoption of preliminary draft Midterm Report and distribution to campus for review
December-January	Constituent groups meet to give feedback to Consultation Council representatives
January 18, 2017	Consultation Council review of revised draft
January 24, 2017	Governing Board review of preliminary draft
January 31, 2017	Deadline for constituent group feedback on draft to Accreditation Chairs
February 8, 2017	Consultation Council approval of Midterm Report
February 14, 2017	Governing Board approval of Midterm Report
February-March	Printing and Mailing of Midterm Report to ACCJC
June 2017	ACCJC Action on Midterm Report

Appendix C: 2015 Academic and Student Support Services Study

FOLLOW-UP REPORT STUDENT SERVICES EVALUATION MATRIX - STATUS JANUARY 2015

APPENDIX C

Academic and Student Services Evaluation of Services			
Traditional On-campus Services	ional Public Safety Training Center Ser	Correspondence Services	Online Services
<i>Admissions and Records</i>	<i>Admissions and Records</i>	<i>Admissions and Records</i>	<i>Admissions and Records</i>
<p>Students at Lassen Community College (LCC) can visit the Admissions and Records Office Monday thru Friday from 8:00-4:30 pm. The A&R office is staffed by three classified employees and the Dean of Student Services functions as the Registrar. The classified staff meets most of the needs of students who utilize A&R with a few of the issues being directed to the Registrar that are appropriate for that position. All forms, records, and paperwork can be acquired in the office which is located in the Vocational Tech building on campus and which houses most of the remainder of Student Services. Fees and tuition can still be paid in person at one of the windows in A&R. Staff and work-study are available to help students with application and registration questions at the computer kiosks located between A&R and Financial Aid.</p>	<p>Services for Admissions and Records are offered to students located at the Public Safety Training Facility by use of a computer and internet services which are provided at the facility. Students whether located at the Public Safety Training Facility or any other location are able to apply for admission to LCC by using OpenCCC link located on the homepage of the school's website. All students are able to apply through open apply and become an LCC student regardless of location. Most forms that are typically available in A&R offices are available online at the LCC website for completion. Registration and tuition/fees can be completed online using WebAdvisor by all students regardless of location. Assistance with registering for students with questions at PSTF can be answered by either calling the A&R office phone or by asking for assistance from the Site Coordinator at PSTF who is knowledgeable in the registration process and the A&R website page.</p>	<p>LCC offers correspondence instruction to students that are and are not incarcerated. For those that are incarcerated all forms that would be necessary to apply, register, or access records are mailed because internet access is not available to students and they are unable to access them online or in person at LCC. For those who are not incarcerated and taking correspondence classes, forms can be accessed online via the website.</p>	<p>Students who attend LCC at a distance by means of online instruction can access A&R through the website, Open CCC, Web Advisor and by means of the portal which was implemented fall 2014. Through Open CCC, student may apply for admission to LCC. Open CCC may be located both within the portal and on the front page of the LCC website. The College provides online registration via Web Advisor. Additionally, online access allows students to pay tuition and fees, check class schedules, add and drop classes, check grades and view unofficial transcripts. Located in the portal and on the college's website, students may access the necessary forms to request transcripts, FERPA release form, degree change form and all the other forms that are available to students who come physically into the A&R office.</p>

Traditional On-campus Services	tional Public Safety Training Center Ser	Correspondence Services	Online Services
<i>Assessment</i>	<i>Assessment</i>	<i>Assessment</i>	<i>Assessment</i>
<p>Lassen Community College uses ACT COMPASS Internet Version to test (and retest) individual students in Math, Reading, and Writing for placement. Remote COMPASS testing is also utilized through ACT as needed. Paper-pencil College Board ACCUPLACER COMPANION Tests are used for outreach groups that test reading, sentence skills, arithmetic and elementary algebra. Non-COMPASS assessment placement test reports (under two years old) are accepted from other colleges that include scores and the course number and title of the Mathematics, English and Reading recommended classes.</p>	<p>The College currently utilizes both web-based and paper-based placement testing. The college's web-based placements utilize COMPASS®. This computer-adaptive placement test quickly evaluates incoming student skills in Reading, Writing Skills, Writing Essay and Math. Students may schedule appointments with the assessment office through email or by phone from a distance. Assessment testing for those attending classes at PSTF either occurs on the main campus or is proctored on the adjacent campus for high school students, who will then be attending LCC in the future several times a year.</p>	<p>Paper-pencil College Board ACCUPLACER COMPANION Tests are used for outreach groups that test reading, sentence skills, arithmetic and elementary algebra. These tests are typically proctored for incarcerated students that are assessing to be placed into classes at LCC.</p>	<p>Students, who will be attending classes at LCC via online, may request an appointment to assess either on campus in the assessment office or they may request to assess off campus at another college where their assessment test will be proctored. Student can request appointments via email or by phone.</p>

Traditional On-campus Services	tional Public Safety Training Center Ser	Correspondence Services	Online Services
<i>Counseling</i>	<i>Counseling</i>	<i>Counseling</i>	<i>Counseling</i>
<p>Counseling services are provided in person, via telephone, email, workshops, online – student planning, Skype, and by orientations face-to-face, online, and correspondence. Datatel is used to document all contact with students. The counselors, which includes four full time counselors and one adjunct counselor, document assessment results, personal counseling, and assistance in completing university applications, graduation evaluations and academic advising. In fall 2014, students began to utilize the Degree Audit and Student Self Planning modules online. The new service allowed students to submit education plan changes and schedules for counselors to review. Degree Audit allows students, regardless of location, to select a degree and forecast an expected completion date. Orientation is available to all students online on the website. Each fall, a face-to-face orientation is offered that students are able to attend if they wish.</p>	<p>Counseling services are provided in person, via telephone, email, workshops, online – student planning, Skype, and by orientations face-to-face, online, and correspondence. Datatel is used to document all contact with students. The counselors, which includes four full time counselors and one adjunct counselor, document assessment results, personal counseling, and assistance in completing university applications, graduation evaluations and academic advising. In fall 2014, students began to utilize the Degree Audit and Student Self Planning modules online. The new service allowed students to submit education plan changes and schedules for counselors to review. Degree Audit allows students, regardless of location, to select a degree and forecast an expected completion date. Orientation is available to all students online on the website. Each fall, a face-to-face orientation is offered that students are able to attend if they wish.</p>	<p>Students who are incarcerated have a counselor who is dedicated to working with them. This counselor, in conjunction with the student, prepares an ed plan for the student and helps each student to register for their classes. Students are able to correspond with a counselor by mail to ask questions and for assistance with educational goals whenever they wish. Forms that are necessary for the student are mailed to them when they are needed. Beginning spring 2015, the online orientation will be printed and provided in all first time students' correspondence packets.</p>	<p>The Counseling office began using the Student Planning module in fall 2014, which allows student to select a degree and then map their two years out on the screen in front of them. They can then submit this plan to a counselor to review who will approve or give suggestions for changes and potential issues based upon that review. Counselors use Skype, email, and phone to meet with students at great distances and who are unable to come into the Counseling Office. Forms necessary for students that are found in the counseling office can be accessed online via the portal, website or emailed to the students if requested. Online orientation can be found on the college website. In spring 2015, LCC anticipates rolling out a new online orientation model that will be mandatory for all students who have not been exempted under the Student Success and Support Act.</p>

Traditional On-campus Services	tional Public Safety Training Center Ser	Correspondence Services	Online Services
<i>Financial Aid</i>	<i>Financial Aid</i>	<i>Financial Aid</i>	<i>Financial Aid</i>
<p>All students are able to complete their FAFSA online. Documents that need to be completed in addition to the FAFSA are emailed or mailed to students for completion. Financial Aid and work study funds are disbursed electronically if students wish using HigherOne debit cards or they can still receive a paper check. The Financial Aid office is staffed by four full time classified employees and one manager/financial aid director. Workstudy also assist at needed. These employees provide excellent service and are able to meet the needs of all students at LCC.</p>	<p>Students, who attend the PSTF for classes, are able to access financial aid assistance by means of the website, portal, email, phone, or visit the financial aid office on the main campus. All forms or paperwork can be found online at the website or the portal or by requesting them by email.</p>	<p>Incarcerated students attending LCC are ineligible to receive federal financial aid. These students however, are able to apply through a paper copy for a BOG fee waiver. These are processed and applied towards all those who are eligible. Questions about financial aid are often answered through the counselor to whom they are assigned. Many incarcerated students gain valuable knowledge about financial aid prior to their release and apply for financial aid once they are out.</p>	<p>Online students can apply for financial aid and the BOG fee waiver online. All forms are accessible via the website and portal or can be emailed to the student if requested. Students are able to see their award letters and pending financial aid via Web Advisor.</p>

Traditional On-campus Services	Traditional Public Safety Training Center Services	Correspondence Services	Online Services
<i>Special Services (EOP&S, DSP&S, CalWORKs)</i>	<i>Special Services (EOP&S, DSP&S, CalWORKs)</i>	<i>Special Services (EOP&S, DSP&S, CalWORKs)</i>	<i>Special Services (EOP&S, DSP&S, CalWORKs)</i>
<p>Each department has its own page on the LCC website and in the portal. Contact information for each department can be located. The primary services for each of these support programs are only available on the main campus, however, access to the departments and what they are about can be found out online and during orientation.</p>	<p>Access to these special services can be utilized by visiting the main campus.</p>	<p>Incarcerated students can learn about these special services via their counselor and during orientation. Most of these services are not available for students while they are incarcerated. If an incarcerated student with a disability requests DSPS services, the student will have the psychologist or medical doctor from the institution complete paperwork and return it to LCC's DSPS Coordinator. Upon receiving that paperwork, our DSPS Coordinator determines which accommodations are deemed appropriate. The prison educational staff will be responsible for providing the accommodations for the student.</p>	<p>Students online can access special services by means of the website to learn more and to find contact information for each department.</p>
Bookstore	Bookstore	Bookstore	Bookstore
<p>Students are able to see which books are needed for their class by accessing their WebAdvisor schedule. Students may then order their books using the bookstore on campus and pick them up at the main campus on Monday thru Friday or they may order their books using an offsite bookstore company.</p>	<p>Students at the PSTF can buy their books using the online services and then pick them up at the main campus during the hours of operation of the bookstore. If students wish, they may purchase their books on their own utilizing a vendor of their choosing.</p>	<p>A few of the incarcerated institutions that work with LCC have book lending libraries. Books were bought and provided by the Lassen College Foundation for students that take correspondence classes at LCC. The other institutions that do not have lending libraries have students purchase their books through family members or friends or the institutions provide the books for them.</p>	<p>Most of the book ordering process is completed online and is followed in a similar pattern for students regardless of location or modality.</p>

Traditional On-campus Services	tional Public Safety Training Center Ser	Correspondence Services	Online Services
<i>Food Services (Cafeteria)</i>	<i>Food Services (Cafeteria)</i>	<i>Food Services (Cafeteria)</i>	<i>Food Services (Cafeteria)</i>
Full cafeteria service for breakfast and lunch is offered on-campus.	Full cafeteria service is only offered on-campus, but drink and snack vending machines are available at PSTF.	NA	NA

Traditional On-campus Services	tional Public Safety Training Center Ser	Correspondence Services	Online Services
<p>Learning Resource Center</p>	<p>Learning Resource Center</p>	<p>Learning Resource Center</p>	<p>Learning Resource Center</p>
<p>On-campus students may access the Learning Resource Center (Library) during any of its normal hours of operation. Staff and faculty provide the assistance as needed to students who come into the Learning Resource Center. Hard copies of books are available for students to check out for a limited amount of time. Textbook access is available on a limited basis for students to use while physically present in the library. The tutoring center is available Monday thru Friday from 8:00 to 4:30 pm. Students have access to free printing, computers, Wi-Fi, Basic Skills workshops, and an inviting atmosphere to study and relax. Tutoring is provided free to all students at two hours per week for each subject.</p>	<p>Learning Resource Center (Library) access for students at the PSTF is available online using the databases that are provided to all students. Students at the PSTF who wish to check out hard copies of books or other materials need to visit the main campus to do so. A limited number of computers are provided for student use at PSTF. Tutoring services can be accessed at the Learning Center on campus, however, students, who wish to receive tutoring services, have access to online math and English tutors beginning fall 2014 semester. Tutoring is provided free to all students at two hours per week for each subject. Tutoring services can be accessed at the Learning Center on campus.</p>	<p>Correctional institutions carefully screen materials brought into their facilities, therefore providing library books from LCC is not feasible. Correspondence courses requiring research include copies of relevant articles in the correspondence packets provided to the incarcerated students. Most correctional institutions offer their own libraries that are available for student use. Correspondence tutoring is not available for incarcerated students in the Learning Center. Students taking correspondence classes write their instructor who is able to assist them with questions regarding their classes.</p>	<p>Students can access the campus Learning Resource Center (Library) from any location using online databases available at http://www.lassencollege.edu/academics/academic-support/. Effective January 2015, a full-time Librarian is available to assist students. The college's databases are based upon the recommendations of faculty and are comparable to or exceed those at colleges of similar size across the state. Additionally, an "Ask a Librarian" link is on the library website to provide online assistance to students. Tutoring services can be accessed at the Learning Center on campus. Also, a link to tutoring services is provided on the college website. Students needing additional support can use the link to request assistance. Tutoring services can be accessed at the Learning Center on campus, however, students, who wish to receive tutoring services, have access to online math and English tutors beginning the fall 2014 semester. Tutoring is provided free to all students at two hours per week for each subject.</p>

Appendix D: 2017 Academic and Student Support Services Study

Academic and Student Services Evaluation of Services				
Traditional On-campus Services	Traditional Public Safety Training Center Services	Correspondence Services	Online Services	Incarcerated Student Program (face to face)
<i>Admissions and Records</i>	<i>Admissions and Records</i>	<i>Admissions and Records</i>	<i>Admissions and Records</i>	<i>Admissions and Records</i>
<p>Students at Lassen Community College (LCC) can visit the Admissions and Records Office Monday thru Friday from 8:00-4:20 pm. The A&R office is staffed by three classified employees, and the Dean of Student Services functions as the Registrar. The classified staff meets most of the needs of students who utilize A&R with a few of the issues being directed to the Registrar when appropriate. All forms, records, and paperwork can be acquired online or in the office which is located in the Vocational Tech building on campus and which houses most of Student Services. Fees and tuition can still be paid in person at A&R or Business Office, or online in the student portal. Staff and work-study are available to help students with application and registration questions at the computer kiosks located between A&R and Financial Aid.</p>	<p>Services for Admissions and Records were offered to students located at the Public Safety Training Facility (PSTF) by use of a computer and internet services at the facility. Students, whether located at the Public Safety Training Facility or any other location, are able to apply for admission to LCC by using Open CCC link located on the homepage of the school's website. Most forms that are typically available in A&R offices are also available on LCC website or in the portal. Registration and tuition/fees can be completed online using Web Advisor by all students regardless of location. Assistance with registering for students with questions at PSTF can be answered by either calling the A&R office phone or by asking for assistance from the Site Coordinator at PSTF who is knowledgeable in the registration process and the A&R website page. Lassen College closed the PSTF in July 2016, returning nursing, fire technology, and EMT courses to the main campus; these students now access support services as traditional on campus students.</p>	<p>While LCC once offered correspondence instruction to community and incarcerated students, since Fall 2015 correspondence has been offered only to incarcerated students with the exception of Administration of Justice students who are community correspondence students. All forms necessary to apply, register, or access records are mailed or couriered between a student's facility and Lassen College. Additionally, a counselor meets with students and the Correspondence Coordinator facilitates exchange of information regarding A&R-related services or questions between student service offices, correspondence students, and educational coordinators. Internet access is not available to these students, so online access is not an option.</p>	<p>Students who utilize online instruction can access A&R through the website, Open CCC, and by means of the LCC Portal which was implemented fall 2014. Through Open CCC, students may apply for admission to LCC. A link to Open CCC is located on the front page of the LCC website. The College provides online registration via LCC Portal. Additionally, online access allows students to pay tuition and fees, check class schedules, add and drop classes, access student educational plans, check grades and view unofficial transcripts. Students may access the necessary forms to request transcripts, release FERPA-protected information, change degree, petition to graduate, and other services that are available to students who come physically into the A&R office.</p>	<p>LCC offers face to face registration to incarcerated students who participate in the Business Entrepreneur Certificate and Business Administration for Transfer programs. The forms are taken to the institution by the coordinator and an Admissions Technician. The forms are completed by the students at the institution with the assistance of the Admissions Technician. Incarcerated students do not have access to the online application forms.</p>

Traditional On-campus Services	Traditional Public Safety Training Center Services	Correspondence Services	Online Services	Incarcerated Student Program (face to face)
Assessment	Assessment	Assessment	Assessment	Assessment
<p>Until mid-Fall 2016, Lassen Community College used ACT COMPASS Internet Version to test (and retest) individual students in Math, Reading, and Writing for placement. Remote COMPASS testing is also utilized through ACT as needed. Paper-pencil College Board ACCUPLACER COMPANION Tests that test reading, sentence skills, arithmetic and elementary algebra were previously used only for outreach groups but, with ACT terminating services associated with the COMPASS test, but are now being used for all students until CCC Assess is approved and implemented.</p> <p>Non-COMPASS assessment placement test reports under two years old are accepted from other colleges that include scores and the course number and title of the Mathematics, English and Reading recommended classes.</p> <p>Assessment prep websites are available on the assessment webpage and can receive a hard copy from the office.</p>	<p>While PSTF was a separate site, assessment testing for those attending classes at PSTF either occurred using ACT COMPASS Internet Version on the main campus as with traditional on-campus students or was proctored on high school campus adjacent to PSTF using College Board ACCUPLACER COMPANION paper-pencil tests.</p> <p>PSTF students could schedule assessment appointments with the assessment office directly or with the help of PSTF staff through email, or by phone.</p> <p>Effective Fall 2016, public safety programs returned to LCC main campus. PSTF students now use the same assessment process as Traditional On Campus Students.</p>	<p>Paper-pencil College Board ACCUPLACER COMPANION Tests are used for outreach groups that test reading, sentence skills, arithmetic and elementary algebra. These tests are typically proctored for incarcerated students who are being assessed for placement into classes at LCC.</p> <p>The ACCUPLACER COMPANION paper-pencil test will continue to be used until a paper-pencil version of CCC Assess is available.</p> <p>Assessment prep packets are distributed to this population.</p>	<p>Students interested in attending classes at LCC via online and not living in close proximity to Lassen College may request an appointment to assess either on campus in the assessment office or off campus at another college where their assessment test will be proctored. Students can contact LCC's assessment technician via email or by phone to request on-campus or proctored assessment appointments</p> <p>Lassen College awaits implementation of CCC Assess and anticipate that it will offer the flexibility for students to test at any one of the 113 California Community Colleges.</p> <p>Assessment prep websites are available the assessment webpage.</p>	<p>With the awarding of the Inmate Education Grant commencing Spring 2016, Lassen College began providing face-to-face instruction to students at two state prisons in close proximity to the college. The Inmate Education Program Director, in coordination with the educational coordinator at the prisons, ensures that the appropriate students are tested using the paper-pencil ACCUPLACER COMPANION tool.</p> <p>Assessment prep packets are distributed to this population.</p>

Traditional On-campus Services	Public Safety Training Center Services	Correspondence Services	Online Services	Incarcerated Student Program (face to face)
<i>Counseling</i>	<i>Counseling</i>	<i>Counseling</i>	<i>Counseling</i>	<i>Counseling</i>
<p>Counseling services are provided in person, via telephone, email, workshops, online, Skype, and by orientations face-to-face, online, and correspondence. Datatel is used to document all contact with students. The counselors, which include five full time counselors, document assessment results, provide personal and academic counseling, and provide assistance in completing university applications and with graduation evaluations and. In fall 2014, students began to utilize the Degree Audit and Student Self Planning modules online. The new service allowed students to submit education plan changes and register. Degree Audit allows students, regardless of location, to select a degree and forecast an expected completion date. Orientation is available to all students online on the website. Each fall, a face-to-face orientation is offered that students are able to attend if they wish. In February 2016, a new updated online orientation was made available online. Document imaging was implemented in the Counseling Office this year, allowing counselors to access records from their desk and email documents in the file to students. Transcript evaluation software is being implemented 2016-2017 to streamline the transcript evaluation process for those students who have attended other colleges prior to LCC.</p>	<p>Counseling services have been provided to PSTF students in person, via telephone, email, workshops, online – student planning, Skype, and by orientations face-to-face, online, and correspondence. Datatel is used to document all contact with students. The counselors, who includes five full time counselors, document assessment results, provide personal counseling, and assistance in completing university applications, graduation evaluations and academic advising. In fall 2014, students began to utilize the Degree Audit and Student Self Planning modules online. The new service allows students to submit education plan changes and schedules for counselors to review. Degree Audit allows students, regardless of location, to select a degree and forecast an expected completion date. Orientation is available to all students online on the website. Each fall, a face-to-face orientation is offered that students are able to attend if they wish. In Fall 2016, the PSTF students returned to campus and began accessing the academic support services as Traditional On Campus students.</p>	<p>One counselor has been assigned to work with incarcerated students. This counselor, in conjunction with the student, prepares an educational plan and helps each student to register for their classes. Students are able to correspond with a counselor by mail to ask questions and for assistance with educational goals whenever they wish. Forms that are necessary for the student are mailed to them when they are needed. Beginning spring 2015, the online orientation was printed and provided in all first time students' correspondence packets. In fall 2016, a CD of the new orientation began being provided to this population. The initial registration packet for the incarcerated students has been updated.</p>	<p>The Counseling office began using the Student Planning module in fall 2014, which allows student to select a degree and then map their two years out on the screen in front of them. They can then submit this plan to a counselor to review who will approve or give suggestions for changes and potential issues based upon that review. Or, if unsure of how to create the plan the counselor can work with the student and post the final draft within the Student Planning Program. Counselors use Skype, email, or phone to meet with students at great distances and who are unable to come into the Counseling Office. Necessary forms are found in the office or accessed online via the portal and website, or emailed to the students if requested. Online orientation can be found on the college website. In February 2016, a new online orientation was made available; it is mandatory for all students who have not been exempted under the Student Success and Support Act.</p>	<p>A catalog for the face to face incarcerated program was created and distributed to the local institutions in Spring 2016. This population is given a face to face orientation which focuses on topics such as study habits, assessment scores, etc. Students follow the registration process face to face with Admissions Technician, a Counselor, and a Financial Aid technician. The incarcerated counselor stops by regularly to answer questions, get signatures on forms, and do educational planning with students as needed.</p>

Traditional On-campus Services	Public Safety Training Center Services	Correspondence Services	Online Services	Incarcerated Student Program (face to face)
<i>Financial Aid</i>	<i>Financial Aid</i>	<i>Financial Aid</i>	<i>Financial Aid</i>	<i>Financial Aid</i>
<p>All students are able to complete their FAFSA online. Documents that need to be completed in addition to the FAFSA are mailed to students for completion. Financial Aid funds are disbursed electronically to students via BankMobile (previously Higher One); students can choose to use a debit card, direct bank deposit or receive a paper check. With the addition of a Technician II position in Fall 2016, the Financial Aid office is staffed by five full time classified employees and one manager/financial aid director. Work study also assists as needed. Implementation of a content management system began in Financial Aid during the middle of the Fall 2016 term. This system allows FA staff to move the delivery of verification forms to students using their student portal and email rather than regular mail. The Financial Aid Office is also implementing Financial Aid TV through the student portal and website. Financial Aid TV provides access to videos that help answer students' questions regarding financial aid programs, application process, and requirements through our student portal and website.</p>	<p>Students, who attended the PSTF for classes prior to Fall 2016 were able to access financial aid assistance by means of the website, portal, email, phone, or visit the financial aid office on the main campus. All forms are sent by mail to the students. Effective Fall 2016, programs housed at PSTF were moved back to campus, and students are served as traditional on-campus students.</p>	<p>Incarcerated students attending LCC are ineligible to receive federal financial aid. These students however, are able to apply for a BOG fee waiver using a paper application. These are processed and applied towards all those who are eligible. The BOG fee waiver instruction sheet created for this population was revised and expanded. An answer grid was created to help students' appropriately respond to questions relating to the number in their household and income to report. Questions about financial aid are often answered through the technician to whom they are assigned. Many incarcerated students gain valuable knowledge about financial aid prior to their release and apply for financial aid once they are released.</p>	<p>Online students can apply for financial aid and the BOG fee waiver online. All forms are sent by mail to the students. Students are able to view their award letters and pending financial aid via the portal. Implementation of a content management system began in Financial Aid during the middle of Fall 2016 term. It is anticipated that this system will allow Financial Aid staff to move the delivery of verification forms to students using the student portal and email rather than regular mail. The Financial Aid Office is also looking to implement Financial Aid TV through the student portal and website. Financial Aid TV provides access to videos that help answer students' questions regarding financial aid programs, application process, and requirements through our student portal and website.</p>	<p>Incarcerated students attending LCC are ineligible to receive federal financial aid. These students however, are able to apply for a BOG fee waiver using a paper application. These are processed and applied towards all those who are eligible. In order to help students, particularly Incarcerated students, complete their BOG Fee Waiver forms, the instruction sheet created for this population was revised and expanded. An answer grid was created to help students' appropriately respond to questions relating to the number in their household and income to report. Questions about financial aid are answered through the technician to whom they are assigned. Many incarcerated students gain valuable knowledge about financial aid prior to their release and apply for financial aid once they are released.</p>

Traditional On-campus Services	Public Safety Training Center Services	Correspondence Services	Online Services	Incarcerated Student Program (face to face)
<i>Special Services (EOP&S, DSP&S, CalWORKs)</i>	<i>Special Services (EOP&S, DSP&S, CalWORKs)</i>	<i>Special Services (EOP&S, DSP&S, CalWORKs)</i>	<i>Special Services (EOP&S, DSP&S, CalWORKs)</i>	<i>Special Services (EOP&S, DSP&S, CalWORKs)</i>
<p>The primary services for each of these support programs are only available on the main campus; however, information about each program and contact information is provided in the online orientation and is available online, where each department has its own page on the LCC website, and in the portal. The EOPS counselor provides academic and personal counseling, monitors progress, completes educational plans with each student, completes letters of recommendation as needed, and provides their own face to face EOP&S orientation. The EOPS/CARE program provides book grants, lending library, priority registration, cap and gowns, CARE services for single parents, special topic workshops, tutoring, and laptop loans.</p>	<p>Effective Fall 2016, the PSTF students returned to campus and are able to access the academic support services as Traditional On-Campus students.</p>	<p>Incarcerated students can learn about special services via their counselor and during orientation. Most of these services are not available for students while they are incarcerated. If an incarcerated student with a disability requests DSPS services, the student either provides prior documentation or has the psychologist or medical doctor from the institution complete paperwork and return it to LCC's DSPS Coordinator. Upon receiving that paperwork, our DSPS Coordinator determines which accommodations are deemed appropriate and works with prison educational staff to ensure necessary accommodations are provided for the student.</p>	<p>Students online can access special services by means of the website to learn more and to find contact information for each department. EOPS provides their applications online for students to access easily. If a student requests to be tested, or support provided as a DSPS student, the DSPS office is contacted to initiate appropriate services. If the counselor has a concern the student has a learning disability, the issue will be addressed with the student and DSPS services can be initiated at the student's request.</p>	<p>Currently, EOPS does not serve the Face to Face incarcerated population and incarcerated students do not qualify for participation in the CalWORKS program. When an incarcerated student requests to be tested, or support provided as a DSPS student, the DSPS office is contacted to initiate appropriate services.</p>

Traditional On-campus Services	Traditional Public Safety Training Center Services	Correspondence Services	Online Services	Incarcerated Student Program (face to face)
<i>Bookstore</i>	<i>Bookstore</i>	<i>Bookstore</i>	<i>Bookstore</i>	<i>Bookstore</i>
Students are able to see which books are needed for their class by accessing their schedule online. Students may then order their books on the Lassen College website and pick them up at the main campus on Monday thru Friday or they may order their books using an offsite bookstore company.	Previously, students at the PSTF could buy their books using the online services and then pick them up at the main campus during the hours of operation of the bookstore. If students wish, they may purchase their books on their own utilizing a vendor of their choosing. With the PSTF program returning to campus, this population of students can now access the bookstore as traditional on-campus students.	A few of the incarcerated institutions that work with LCC have book lending libraries. Books were bought and provided by the Lassen College Foundation for students that take correspondence classes at LCC. The other institutions that do not have lending libraries have students purchase their books through family members or friends or the institutions provide the books for them.	Most of the book ordering process is completed online and is followed in a similar pattern for students regardless of location or modality.	Lassen College provides our Face-to-Face incarcerated students with their textbooks.
Traditional On-campus Services	Traditional Public Safety Training Center Services	Correspondence Services	Online Services	Incarcerated Student Program (face to face)
<i>Food Services (Cafeteria)</i>	<i>Food Services (Cafeteria)</i>	<i>Food Services (Cafeteria)</i>	<i>Food Services (Cafeteria)</i>	<i>Food Services (Cafeteria)</i>
Full cafeteria service for breakfast and lunch is offered on-campus. In addition to our on campus food service, the Dorm kitchen is being renovated to provide students a place for students to prepare their own meals.	Full cafeteria service is only offered on-campus, but drink and snack vending machines were available at PSTF. With the PSTF programs returning to campus, students now access food services as traditional on-campus students.	For incarcerated students, food services are provided by their correctional facility.	Not applicable to online students since online students are accessing Lassen College from remote sites.	For incarcerated students, food services are provided by their correctional facility.

Traditional On-campus Services	Traditional Public Safety Training Center Services	Correspondence Services	Online Services	Incarcerated Student Program (face to face)
<i>Academic Resource Center</i>	<i>Academic Resource Center</i>	<i>Academic Resource Center</i>	<i>Academic Resource Center</i>	<i>Academic Resource Center</i>
<p>On-campus students may access the updated Academic Resource Center (ARC/formerly Library) Monday-Friday 8:00am-4:30pm. Staffed by a faculty librarian (full-time since 2015), a library technician and an instructional support staff member, assistance to students is available as needed. Hard copies of books are available for students to check out for a limited amount of time, and 93% of all books are e-books accessible from on or off campus. Textbook access is available on a limited basis for students to use while physically present in the library or, for some textbooks, overnight or for the semester. Tutoring is available free to all students either during regular hours or online 24-7 using NetTutor. Students have access to free printing, computers, Wi-Fi, Basic Skills workshops, and an inviting atmosphere to study and relax. Separate drop-in writing and math labs are staffed with faculty from the disciplines and tutors; the writing lab is open in ARC approximately ten hours a week and math lab is open in the Math Science building approximately 20 hours per week provided to support students. Interlibrary loan services are made available on request.</p>	<p>While PSTF was operational, Academic Resource Center (ARC/formerly Library) access for students was available online using the databases that are provided to all students. A limited number of computers were provided for student use at PSTF. Effective Fall 2016, the PSTF students returned to campus and now access the academic support services as traditional on-campus students.</p>	<p>Correctional institutions carefully screen materials brought into their facilities, therefore providing library books from LCC is not feasible. Correspondence courses requiring research include copies of relevant articles in the correspondence packets provided to the incarcerated students. Library staff is available to help faculty compile research materials for students. Most correctional institutions offer their own libraries that are available for student use. Correspondence tutoring is not available for incarcerated students in the Learning Center. Students taking correspondence classes write their instructor who is able to assist them with questions regarding their classes.</p>	<p>Students can access Academic Resource Center (ARC/formerly Library) from any location using online databases available at http://arc.lassencollege.edu. The ARC provides access to a wide variety of databases that support the educational needs of students consistent with community colleges across the state, and 93% of all ARC books are e-books available for checkout or download through the website. Since January 2015, a full-time librarian has been available to assist students. Tutoring services can be accessed live at the ARC or online 24-7 using NetTutor, linked within each Canvas course shell. Regardless of modality, tutoring is provided free to all students. Student with questions or needing additional support may contact the library through the contact information on the website.</p>	<p>Students have access to the libraries available at their institutions. The ARC has provided faculty with software to support research and create business plans (i.e. Industry Research Reports). The librarian has also created research packets at the request of faculty to be printed and delivered to the incarcerated students. Additional assistance is provided by faculty or the institution's education staff.</p>

Appendix E: Sustained Improvement Matrix
2014 ACCREDITATION SELF-EVALUATION RECOMMENDATIONS

STANDARD ONE: MISSION AND INSTITUTIONAL EFFECTIVENESS	
I.A. Mission	Status/Evidence
None	
I.B. Improving Institutional Effectiveness	Status/Evidence
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 [I.B.1., I.B.4.]	<p>Ongoing ASB leadership has been encouraged to meet with Dr. Hall, and in 2016-2017 ASB leadership followed through and requested a regular meeting with Dr. Hall to discuss topics of their choosing. ASB is also asked to be involved and to provide appointments to governance committees on campus; students have held spots on governance committees for many years [55. Shared Governance and Collegial Consultation Council Handbook-membership matrix]. In Fall 2016, five members of ASB attended the Student Senate for California Community Colleges General Assembly in Sacramento, California where they were able to vote on statewide measures affecting students at LCC and across California. They also participated in many breakout sessions and were able to collaborate with other schools and share ideas. The members who attended were energized and excited to return to LCC and attend spring 2017 General Assembly.</p>
2. Enhance efforts to publicize the integrated planning process and encourage participation [I.B.4]	<p>Completed A training about the planning process was held at Consultation Council in Spring 2016 [56. Consultation Council Minutes, March 17 2016]. At Convocation in Fall 2016, Consultation Council Co-chair Cheryl Aschenbach presented an overview of the Integrated Planning Process to the entire campus community [57. Convocation Schedule, September 5, 2016; 58. LCC Planning Process Presentation, September 5, 2016].</p>
3. Strengthen the post budget request assessment process to better determine the impact of the data driven decisions [I.B.4.]	<p>Ongoing During the annual budget process, the District provides to Consultation Council a recap of the prior year's budget priority list, updated with which priorities had been funded during the prior year. A discussion of expenses that were funded, but were not included on the priority list is conducted in order to improve our process and to provide transparency.</p>

STANDARD TWO: STUDENT LEARNING PROGRAMS AND SERVICES	
II.A. Instructional Programs	Status/Evidence
<p>1. Increase the number of courses offered via online instruction and decrease the number of courses offered via correspondence in order to best serve the needs of current and future students. [II.A.1.b.]</p>	<p>Ongoing Effective Fall 2015, Lassen College stopped providing correspondence as a delivery modality to all interested students and instead limited it to incarcerated students (with an exception for the administration of justice program which remains a community correspondence program) in an effort to increase online offerings and ensure financial aid compliance in regards to correspondence education [59. Consultation Council minutes, February 26, 2015]. From 2013-2014 to 2016-2017, the number of correspondence sections stayed relatively static (164 to 170 sections respectively) while online sections increased (59 to 80) and hybrid sections, part face-to-face and part online, increased significantly (4 to 62). When considered relative to total number of sections each year, the total percentage of correspondence sections was consistent (18.9% to 20.0%) while the total percentages for online sections and correspondence sections both increased (online 6.7% to 9.4% and 0.4% to 7.3%) [60. Lassen College Course Review Report, 2013-2014; 61. Lassen College Course Review Report, 2014-2015; 62. Lassen College Course Review Report, 2015-2016; 63. Lassen College Course Review Report, 2016-2017]. If looked at in terms of full time equivalent students (FTES) between 2013-2014 and 2015-2016 academic years, the numbers are consistent with section changes: online FTES increased from 121.85 to 185.30 FTES, a change from 20.6% of distance education FTES and 6.6% of total FTES in 2013-2014 to 28.8% of distance education FTES and 10.0% of total FTES in 2015-2016, while correspondence FTES dropped from 469.06 to 458.79 FTES, a change from 79.4% of distance education FTES and 25.3 of total FTES in 2013-2014 to 71.2% of distance education FTES and 24.9% of total FTES in 2015-2016 [64. CCCCCO Full-time Equivalent Student Distance Education Summary Report, January 19, 2017]. Overall, total correspondence sections and FTES have remained relatively stable since 2013-2014 while there have been definite increases in total online sections and FTES, especially when also considering that some of the hybrid sections are also meeting the needs of community students previously enrolling in correspondence.</p>

STANDARD TWO: STUDENT LEARNING PROGRAMS AND SERVICES	
II.A. Instructional Programs (continued)	Status/Evidence
<p>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.]</p>	<p>Ongoing After using WEAVE through the 2015-2016 year, Lassen Community College is in the process of developing several tools to improve student learning outcome tracking and further integration of data into the planning and budgeting process. With these tools the college will have an efficient system to maintain a level of sustainable continuous quality improvement in these areas. The college is moving away from the WEAVE system because it cannot integrate with the college's ERP system. A new application, which allows for student level outcome assessment, was developed over the summer of 2016. The program allows the college to evaluate SLOs by student group for disproportionate impact. The new SLO system is a home-grown website using a MVC (Model View Controller) design and integrates ERP enrollment data. This design will allow for future updates as technology changes. Testing of the program is expected to be completed Spring 2017 with full implementation in the Fall of 2018.</p> <p>In regard to data informed decision making, LCC purchased licenses for Qlik in December 2016. This software is linked to the college ERP system and will provide college stakeholders with real-time updatable data visualizations. The software has been installed and visualizations are being developed by the Department of Institutional Effectiveness and Research. It is anticipated that a full suite of visualizations including program review data and key performance indicators will be available by Fall 2017.</p>
II.B. Student Support Services	Status/Evidence
<p>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.]</p>	<p>Ongoing Rather than use Noel Levitz Student Satisfaction Inventory, the decision was made by the Institutional Effectiveness Planning Committee and Associate Dean of Institutional Effectiveness and Research to do focus groups during 2015-2016. Focus groups were convened Spring 2016 and data recorded. Due to higher priority projects and turn over in the research analyst position running the evaluation in the summer of 2016, the Department of Institutional Effectiveness and Research has yet to analyze the focus group results. Completion of this project will be dependent on the successful search for a new analyst.</p>

II.B. Student Support Services (cont'd)	Status/Evidence
<p>2. Explore innovative support services for students utilizing online and correspondence modalities of student support services delivery. (II.B.3.a.)</p>	<p>Ongoing As evident in the spreadsheet of services provided to students accessing instruction in different modalities and different locations, progress has been made to increase access to student support services. For online students, online tutoring was previously done using a course in Moodle and Skype, but in Fall 2015 NetTutor began being used by appointment and in Fall 2016 NetTutor was linked within each Canvas course shell. Online Student Planning was launched Spring 2015, providing all students an opportunity to evaluate their progress toward degrees or certificates. This is particularly useful for online students who can set up an online educational plan and submit it for review and approval by a counselor. Online orientation was improved in Spring 2016 at the same time an orientation specific to incarcerated students was initiated. Online transcripts were made available with the launch of the portal in Fall 2015, increasing ease of access to all student support services including library, tutoring, educational planning, transcript evaluation, and more.</p>
<p>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.]</p>	<p>Ongoing After using WEAVE through the 2015-2016 year, Lassen Community College is in the process of developing several tools to improve student learning outcome tracking and further integration of data into the planning and budgeting process. With these tools the college will have an efficient system to maintain a level of sustainable continuous quality improvement in these areas. The college is moving away from the WEAVE system because it cannot integrate with the college's ERP system. A new application, which allows for student level outcome assessment, was developed over the summer of 2016. The program allows the college to evaluate SLOs by student group for disproportionate impact. The new SLO system is a home-grown website using a MVC (Model View Controller) design and integrates ERP enrollment data. This design will allow for future updates as technology changes. Testing of the program is expected to be completed Spring 2017 with full implementation in the Fall of 2018.</p> <p>In regard to data informed decision making, LCC purchased licenses for Qlik in December 2016. This software is linked to the college ERP system and will provide college stakeholders with real-time updatable data visualizations. The software has been installed and visualizations are being developed by the Department of Institutional Effectiveness and Research. It is anticipated that a full suite of visualizations including program review data and key performance indicators will be available by Fall 2017.</p>

II.C. Library and Learning Support Services	Status/Evidence
1. Implement the web-based system in order to more effectively involve faculty in the selection of library materials. [II.C.1.a.]	<p>Complete</p> <p>Since the hiring of a full-time library director, digital library holdings have been increased and physical holdings thinned; using CCLC contracts, the library acquired subscription rights to 5000 full text online journals, and 150,000 e-books without any increase in expenses [65. Academic Resource Center 2016 NIPR Annual Update]. Faculty are asked to provide input regarding library resources when proposing new courses and programs [66. Library Form, page 5 of New Course Packet]. Faculty are also regularly asked to review potential acquisitions and provide input [51. Dr. John Taylor Request for Faculty Feedback].</p>

STANDARD THREE: RESOURCES	
III.A. Human Resources	Status/Evidence
1. Systematically review and update job descriptions to assure that they accurately reflect position duties, responsibility and authority. [III.A.1.a.]	<p>Ongoing</p> <p>CSEA and the District agreed to conduct an internal desk audit. All classifications will be reviewed on a continual four-year cycle beginning Fall 2015. Administrative, management and faculty job descriptions are reviewed and updated as positions are advertised.</p>
III.B. Physical Resources	Status/Evidence
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.]	<p>Ongoing</p> <p>During the 2015-2016 budget prioritization process, it was agreed that \$60,000 would be set aside in Academic Services as a contingency for equipment repair and replacement, particularly for needs more urgent than allowed within the regular integrated planning and budgeting process [67. 2015-2016 Budget Prioritization Spreadsheet, line 7]. The intent of the contingency funds was further clarified at a subsequent Consultation Council meeting [68. Consultation Council minutes, October 1, 2015].</p>
2. Pursue the construction of a secondary access road for the main campus. [III.B.1.b.]	<p>Ongoing</p> <p>The long-term goal was to partner with the City of Susanville and Banner Lassen Hospital to seek grant funds to provide a secondary access road along the backside of the campus, which would serve the District and the Hospital. Though still in long range planning, the District is now considering use contingency funds through the 2017-2018 budget process to secure a less expensive alternative secondary access road.</p>

III.C. Technology Resources	Status/Evidence
<p>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.]</p>	<p>Completed Part of the standard practice for Technology projects is to assess the total cost of ownership and to incorporate it into the planning and budgeting process. For all technology projects, no matter what department they originate from, they are to go through the Information Technology Department. The IT Department reviews the project for scope and cost and makes recommendations as needed. When projects are determined to necessitate Facility changes, the Facilities Department is then included into the planning process. Technology projects are also to be included in IPRs and NIPRs as planning/budget recommendations in order to facilitate consideration of the request for inclusion in planning documents such as the Information Technology Master Plan; program review writers are encouraged to consider total cost of ownership when providing cost estimates for program review planning agenda items. During the budget prioritization process, costs are separated into one-time costs and on-going costs [69. 2015-2016 Budget Prioritization Spreadsheet; 70. 2016-2017 Budget prioritization spreadsheet].</p>
<p>2. Expand the self-service capability of Web-Advisor so that students and employees are able to make better use of the Web-Advisor.[III.C.1.d.]</p>	<p>Completed Online Ellucian services/modules added during the last 3 years to increase student self-service capabilities:</p> <ul style="list-style-type: none"> • Self-Service Student Finance – live Nov. 2013 • Self-Service Student Planning/Degree Audit – live July 2014 • MyLassen Portal (Ellucian Portal) – live Nov. 2014 • Self-Service Financial Aid – live July 2015
<p>3. Evaluate and address the perception as to whether program and services technology needs are being met. [III.C.1.d.)]</p>	<p>Ongoing LCC’s Information Technology Department currently evaluates technology needs through the planning and program review process. The Information Technology Department submits a program review every four years as well as annual updates. Further, the college has an Information Technology master plan which is updated every year and embedded in the college’s Comprehensive Institutional Master Plan on a yearly basis. Program reviews feed all these documents to capture department and area needs as they relate to technology. Technology needs are prioritized through the college’s planning process the same way as other needs of the college. To gauge the effectiveness of the planning process in meeting the needs of the college, all committees go through a review process annually. As part of its program review and planning process, the Information Technology Department is preparing a survey to determine if campus technology needs are being met by services being provided. The results of this survey will also address this planning agenda item. The survey is expected Spring 2017.</p>

III.D. Financial Resources	Status/Evidence
<p>1. Focus efforts on an enrollment stabilization plan. [III.D.1.c.]</p>	<p>Ongoing. The Academic Planning Committee and division chairs regularly discuss enrollment trends and identify areas for growth. The Educational Master Plan identifies the need to strengthen current programs and grow the healthcare programs as a means of serving the community and stabilizing enrollment [71. 2015 Educational Master Plan, page 7; 72. 2016 Educational Master Plan, page 7; 73. 2017 Educational Master Plan, page 10]. The Vice-President of Academic Services, Dean of Students, & Associate Dean of Institutional Effectiveness attended Noel Levitz Strategic Enrollment Planning Conference in Dec. 2016, and the Dean of Institutional Effectiveness is preparing data for future enrollment planning.</p>
<p>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.]</p>	<p>Completed. Since 2013-2014, the annual individual survey on planning and governance has been revised twice by Consultation Council, both in 2014-2015 and in 2015-2016. The second revision was made to directly address the planning agenda item from Lassen College’s 2014 Self-Evaluation. For the 2014-2015 annual individual survey, two questions were added to help decipher which groups were providing input and to determine whether perceptions were different between groups. New questions: “Which constituent group are you in?” and “If you work for LCC, how long have you been working for the college?” [74. Consultation Council minutes, April 23, 2015; 75. Consultation Council minutes, May 21, 2015; 76. 2014-2015 Individual Evaluation Survey Results]. In 2015-2016, Consultation Council added a follow up question to the Individual Survey evaluating governance and planning: “If you disagree with any of the above statements, please provide comment as why you believe the planning process needs improvement in that area.” Of forty-five surveys completed, twenty had responses to this question, and results were considered as part of the evaluation results conversation. [77. 2015-2016 Individual Evaluation Survey Results; 78. Consultation Council Minutes, May 26 2016]</p>
<p>3. Provide additional fiscal training to constituent groups, managers, administrators, and Governing Board members to increase the District’s fiscal awareness. [III.D.2.b.]</p>	<p>Ongoing Informal discussions about fiscal issues have occurred in Consultation Council, Convocation, Governing Board Retreats and Governing Board Finance Committee meetings. These discussions center around a conservative budget approach, FTES and its impact on the District revenue funding, and the State of CA budget and its impact on District funding. A more formal training will occur during Spring and Fall of 2017 that will center on fiscal sustainability.</p>

III.D. Financial Resources (cont'd)	Status/Evidence
<p>4. Strengthen the mechanisms for analyzing and documenting the impact of financial decisions on institutional effectiveness. [III.D.4.]</p>	<p>Ongoing Following the 2013-2014 Annual Evaluation Survey gathering input on budget and planning processes and governance from constituent groups, planning committees, and individuals, a quarterly budget prioritization update was added [79. 2013-2014 Annual Evaluation Survey Results; 80. Consultation Council minutes, October 2, 2014; 81. Consultation Council minutes, November 5, 2015; 82. Consultation Council minutes, February 4, 2016; 78. Consultation Council minutes, May 26, 2016; 83. 2014-2015 Planning and Budget Development Handbook] to inform campus of progress relative to the budget prioritization completed each spring. Having the item on the Consultation Council agenda also facilitates discussion regarding impact of decisions on programs and the institution.</p>

STANDARD FOUR: LEADERSHIP AND GOVERNANCE	
IV.A. Decision-Making Roles and Processes	Status/Evidence
<p>1. Investigate and address the perception that individuals lack a voice in institutional decision-making. [IV.A.1.]</p>	<p>Completed Every April, surveys are distributed to individuals, planning committees, and constituent groups to evaluate the planning/budgeting process and governance. Individual surveys were revised in 2015-2016 to include a follow-up question that allows respondents to comment on their responses to questions related to their understanding and involvement in the planning/budgeting process and institutional decision-making. Efforts are being made to better inform campus constituents about their role in decision-making and the importance of their participation in governance. Consultation Council has an annual orientation at the beginning of each year to help members understand the role of the Council and campus committees in the decision-making process, particularly in regards to budgeting and planning [84. Consultation Council minutes, September 17, 2015; 85. Consultation Council minutes, August 24, 2016; 86. Consultation Council Orientation Presentation, Fall 2015; 87. Consultation Council Orientation Presentation, Fall 2016]. A training about the planning process was held at Consultation Council in Spring 2016 when it appeared there was confusion about the process [88. Consultation Council Minutes, March 17 2016]. A flex day breakout session was held Fall 2015 to help all campus personnel better understand how participatory governance works, how campus personnel are empowered through participatory governance and have influence in institutional decision-making [89. Flex Schedule, Fall 2015; 90. Flex Day Presentation, August 14, 2015]. A Spring 2016 flex day breakout session on program reviews also provided information about the role of all constituents in budgeting, planning, and governance via program review [91. Flex</p>

	<p>Schedule, Spring 2016; 92. Flex Day Presentation-Program Review, February 16, 2016]. An overview of the planning and budgeting process was presented to the entire campus at Convocation Fall 2016, which also reinforced the role everyone on campus plays in participatory governance and institutional decision-making [57. Convocation Schedule, September 5, 2016; 58. LCC Planning Process Presentation, September 5, 2016]. Additionally, the <i>Planning and Budget Development Handbook</i> and <i>Shared Governance and Collegial Consultation Handbooks</i> are available online for access by everyone [93. 2014-2015 Planning and Budget Development Handbook; 94. 2015-2016 Planning and Budget Development Handbook; 95. 2016-2017 Planning and Budget Development Handbook; 96. 2014-2015 Shared Governance and Collegial Consultation Handbook; 97. 2015-2016 Shared Governance and Collegial Consultation Handbook; 98. 2016-2017 Shared Governance and Collegial Consultation Handbook].</p>
<p>IV.A. Decision-Making Roles and Processes (cont'd)</p>	<p>Status/Evidence</p>
<p>2. Improve effective two-way communication between the administration and campus community. [IV.A.3.]</p>	<p>Ongoing While having roles as a combined Accreditation Steering Committee and Budget/Strategic Planning Committee, Consultation Council also serves as the venue for governance discussions and recommendations. Agenda items can be information-oriented [98. 2016-2017 Shared Governance and Consultation Council Handbook, pages 4-5]. Regular requests are made to the campus community [99. Emails: Request for Consultation Council agenda items], allowing anyone in the campus community to submit an information item. Further, regular information items are scheduled to facilitate administrative updates from Academic Services, Administrative Services, Student Services, and specific projects [100. Consultation Council Minutes, August 28, 2014; 101. Consultation Council Minutes, November 6, 2014; 102. Consultation Council Minutes, January 22, 2015; 103. Consultation Council Minutes, October 1, 2015; 104. Consultation Council Minutes, December 7, 2016; 105. Consultation Council Minutes, January 18, 2017]. Finally, each Consultation Council agenda also has an “Other/Additional Information” item that allows anyone present to share information with constituent group leaders, administration, and anyone present. Consultation Council minutes are sent to campus with each subsequent agenda and are posted online for access by the campus community and public. President/Superintendent sends out weekly emails, “The Week That Was”, that provide an overview of highlights or other information of relevance for the campus community [106. Emails: “The Week That Was”]. Annual Town Hall meetings are facilitated with an emphasis on feedback from students</p>

IV.A. Decision-Making Roles and Processes (cont'd)	Status/Evidence
<p>3. Strengthen understanding of the role of constituent group representatives in the participatory governance process through training and dialogue. [IV.A.3.]</p>	<p>Ongoing Consultation Council has an annual orientation at the beginning of each year to help members understand the role of the Council and campus committees in the decision-making process, particularly in regards to budgeting and planning, and in governance since Consultation Council is the College's strategic planning as well as governance committee [84. Consultation Council minutes, September 17, 2015; 85. Consultation Council minutes, August 24, 2016; 86. Consultation Council Orientation Presentation, Fall 2015; 87. Consultation Council Orientation Presentation, Fall 2016]. A flex day breakout session was held Fall 2015 to help all campus personnel better understand how participatory governance works, how campus personnel are empowered through participatory governance and have influence in institutional decision-making [89. Flex Schedule, Fall 2015; 90. Flex Day Presentation, August 14, 2015]. An overview of the planning and budgeting process was presented to the entire campus at Convocation Fall 2016, which also reinforced the role everyone on campus plays in participatory governance and institutional decision-making [57. Convocation Schedule, September 5, 2016; 58. LCC Planning Process Presentation, September 5, 2016]. Additionally, the <i>Shared Governance and Collegial Consultation Handbook</i> is available online for access by everyone [96. 2014-2015 Shared Governance and Collegial Consultation Handbook; 97. 2015-2016 Shared Governance and Collegial Consultation Handbook; 98. 2016-2017 Shared Governance and Collegial Consultation Handbook].</p>
IV. B. Board and Administrative Organization	Status/Evidence
<p>1. Increase new member orientations and professional development activities for members of the Governing Board. [IV.B.1.f.]</p>	<p>Completed Three new Board members have been seated since 2013-2014. Each was given an individual orientation session with Superintendent/President Dr. Marlon Hall. The sessions included information about trusteeship, board relations with the CEO, trustee standards, the president's responsibilities to Board, and suggestions for effective CEO and Board relations. In January of each year, with Superintendent/President Dr. Hall, at least one Board member attends the Effective Trustee Workshop sponsored by the Community College League of California. Topics include ethics, Brown Act, student success and equity, Board's role in fiscal policy, Board and CEO partnership, and current topics.</p>

IV. B. Board and Administrative Organization (cont'd)	Status/Evidence
<p>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.,IV.B.1.h.]</p>	<p>Completed. Since 2013-2014, the annual individual survey on planning and governance has been revised twice by Consultation Council, both in 2014-2015 and in 2015-2016. The second revision was made to directly address the planning agenda item from Lassen College's 2014 Self-Evaluation. For the 2014-2015 annual individual survey, two questions were added to help decipher which groups were providing input and to determine whether perceptions were different between groups. New questions: "Which constituent group are you in?" and "If you work for LCC, how long have you been working for the college?" [74. Consultation Council minutes, April 23, 2015; 75. Consultation Council minutes, May 21, 2015; 76. 2014-2015 Individual Evaluation Survey Results]. In 2015-2016, Consultation Council added a follow up question to the Individual Survey of governance and planning: "If you disagree with any of the above statements, please provide comment as why you believe the planning process needs improvement in that area." Of forty-five surveys completed, twenty had responses to this question, and results were considered as part of the evaluation results conversation. [77. 2015-2016 Individual Evaluation Survey Results; 78. Consultation Council Minutes, May 26 2016]</p>