

# **EXTERNAL EVALUATION REPORT**

Lassen Community College  
478-200 Highway 139 (P.O. Box 3000)  
Susanville, CA 96130

A Confidential Report Prepared for the Accrediting Commission  
For Community and Junior Colleges

This report represents the findings of the evaluation team that visited  
Lassen Community College on March 17 through 20, 2014

Dr. Roger W. Wagner, Team Chair

## **Lassen Community College**

### **Visiting Team Roster**

**March 27, 2014**

Dr. Roger Wagner (Chair)  
Superintendent/President  
Copper Mountain College

Ms. Lisa Hinton (Assistant)  
Administrative Assistant  
Copper Mountain College

Dr. Baba Adam  
Director of Institutional Research  
Butte College

Ms. Renee Martinez  
President  
Los Angeles City College

Dr. Michael Bagley  
Dean of Instruction  
Feather River College

Ms. Jean Perry  
Assistant Professor  
Glendale Community College

Mr. Stephen Eaton  
Vice President Academic Affairs  
Barstow College

Mr. Jeffrey Stephenson  
Dean of Counseling  
American River College

Ms. Lisa Foley  
Director, Library and Media Services  
Lake Tahoe Community College

Dr. Albert Taccone  
Dean of Career and Technical Educ.  
Mira Costa College

Dr. Terri Long  
Dean of Instructional Services  
Mt. San Antonio College

Mr. Wayne Yanda  
Director of Finance  
Southwestern College

## **Summary of the Evaluation Report**

INSTITUTION: Lassen College

DATE OF VISIT: March 17-20, 2014

TEAM CHAIR: Dr. Roger Wagner, Superintendent/President  
Copper Mountain College

A twelve member accreditation team visited Lassen College in mid-March for the purpose of evaluating how well the institution achieves its stated mission and purposes, analyzing how well the College is meeting Commission Standards, Eligibility Requirements and Policies, and providing recommendations to the Accrediting Commission for Community and Junior Colleges (ACCJC) regarding the accreditation status of the College.

In preparation for the visit, team members attended an all-day training session on February 12, 2014, conducted by the ACCJC and studied Commission materials prepared for visiting teams. Team members read carefully the College's Self Evaluation report, including the recommendations from the 2008 visiting team, and assessed the evidence provided by the College on compact disks, and reviewed data on the College's web-site.

Prior to the visit, team members completed written evaluations of the Self Evaluation report and began identifying areas for further investigation and review. The team met with approximately 45 faculty, staff, members of the Board of Trustees, students, and the Superintendent/President of the College. The team attended two open meetings to allow for comments from any member of the campus or local community.

Lassen College staff prepared well for the team's visit, beginning with an organized and well-written Self Evaluation report. The team room was spacious, comfortable, and contained all the information that the team needed to complete its work. Team requests both before and during the visit were quickly met by College faculty and staff. In addition to open forums and one-on-one interviews, the team had numerous opportunities to observe dialogue at Lassen College in action during meetings and feedback about the accreditation process was given freely and candidly in open forums. It is important to note that team members were greeted with hospitality and candor in every interaction and were provided with open access to all documents, faculty, staff, administrators, and students needed to gather evidence related to the accreditation standards. In sum, the College was well prepared and ready for the team's visit.

The team prepared for the visit by reviewing the Lassen College Self Evaluation Report responses to the previous accreditation team report, College publications, such as catalog and schedule, online resources as well as evidence provided on a flash drive.

Overall, the team perceives the College and its community of faculty, staff, students and administrators to be thoughtful, creative, caring, and very optimistic.

## **Major Findings and Recommendations of the 2014 Visiting Team**

As a result of the March 2014 visit, the team made 4 recommendations:

### **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. (II.A.1.b)

### **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. (II.A.1.b, III.C.1.d)

### **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)

### **Recommendation 4:**

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

## **Team Commendations:**

During the visit, the team also recognized numerous noteworthy aspects of the institution:

### **Commendation 1:**

The team commends both the College, and its Foundation for the significant role it plays in support of student success through its extensive high school scholarship program.

### **Commendation 2:**

The team commends the College for its development of the Training Education and Collaboration Center which supports professional development for faculty and staff in an effort to increase student success.

### **Commendation 3:**

The team commends the College on the concise framework of the Strategic Plan which includes the vision, mission, strategic goals, College values, and the institutional student learning outcomes.

### **Commendation 4:**

The team commends the College and the Office of Institutional Effectiveness for their efforts to date in the establishment of effective systems for collecting, analyzing, and assessing data.

### **Commendation 5:**

The team commends the College's, faculty, staff, and leadership team, including its Board of Trustees, for creating an environment of engagement and focus on student learning and success.

## **Accreditation Evaluation Report for**

### **Lassen College**

**March 17-20, 2014**

#### **Introduction**

Lassen College is a single College district located in the city of Susanville, California. It was founded in 1925 as the Junior College Department of the Lassen Union High School District. Classes were held on the high school campus until 1941 when a separate facility was opened adjacent to the High School. In 1965 the Lassen Community College District was established and the College separated from the high school district. The current campus location opened in 1971 and sits on 163 acres and hosts 39 buildings. In addition, an off-campus Public Safety Training Facility housing nursing and fire technology classes, opened in 2013.

The Lassen Community College District is a single College district and serves a population of 35,000 in northeast California and borders the state of Nevada. In addition to the local communities it serves, the District service area also includes one federal and two state prisons.

Lassen offers a significant distance education program of classes and programs to serve the needs of students unable to attend classes at its physical locations. The Chancellor's Office Data Mart indicates that over the past three fiscal years, approximately 32% of Lassen's FTES is generated through its distance education program. The majority of the distance education program is delivered through correspondence courses that serve inmates at two California and one federal correctional institution located in the district.

After the comprehensive visit of March 2008, the Commission took action in June of 2008 to continue the College on Probation with a progress report by October 15, 2009 and a site visit. In February of 2009, the Commission took action to remove Probation, and place the College on Warning with a follow-up report by March 15, 2009 and a site visit. In June of 2009, the Commission continued the College on Warning and required a follow-up report by October 15, 2009 and a site visit. In January of 2010, the Commission took action to accept the College's follow-up report, removed the college from Warning and reaffirmed accreditation. The required Midterm Report was submitted by the College in March of 2011 and accepted by the Commission in June of 2011.

## Response to Previous Recommendations

### **Team Recommendation 1 (2008):**

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

The Comprehensive Institutional Master plan (CIMP) was approved by the Governing Board in 2008. The Consultation Council/Strategic Planning Committee adopted the updated, integrated 2013-18 Comprehensive Institutional Master Plan in April 2013. The CIMP includes all other College plans, as well as recommendations made through program review and SLO/AUO processes. The Strategic Plan was approved in August 2013 and includes 4 strategic goals and 4 institutional SLOs.

Annually in May, the planning and budget development processes (Institutional Planning and Budget Development Process Handbook) are evaluated. Evidence also exists that the processes related to institutional planning and decision making are evaluated on an annual basis in May of each year. The evaluations of the process using agreed-upon criteria are a way to determine how effective the governance groups and leadership are in leading planning and decision making efforts, and how well the processes are functioning towards ensuring sustainable quality improvement in the areas of institutional planning and decision making.

### **Conclusion:**

The College has responded to this recommendation and meets the Standards.

### **Team Recommendation 2 (2008):**

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

While the College has done tremendous work on Student Learning Outcomes (SLOs) in instructional programs and non-instructional programs between 2007 and 2009, a legal challenge to the institution's implementation of course level SLO assessment by the Lassen College Faculty Association (LCFA) and a leadership transition in the Office of Instruction resulted in an interruption in institutional monitoring. The LCFA's unfair labor practice complaint was dismissed in April 2010. In the fall of 2010, improved faculty participation was demonstrated and continues.

The Consultation Council accepted the Governing Board adopted Strategic Goals as Institutional Administrative Unit Outcomes in August 2013. The College has adopted program SLOs for all degrees and certificates (100%). By June 2013 the College adopted course-level SLOs for 100% of all active courses. SLOs for Student Services and the Library were revised in fall 2013. The analysis of assessment of SLO/AUO results was incorporated into the Instructional and Non-instructional Program Review process in 2012. Language in the Faculty Agreement requires faculty to participate in SLO assessment, and in the summer of 2012 the College purchased WEAVE (Write expected outcome, Establish criteria for success, Assess performance against criteria, View assessment results and Effect improvement through action), an online application which enables them to integrate multi-level web-hosted outcomes assessment with institutional planning.

The College has met the requirement of the Standards, as evidence by the following:

- Program level student learning outcomes developed for 100% of the degrees and certificates offered by the College.
- One hundred percent of courses with student learning outcomes by June 2013.
- Student learning outcomes for student services and library SLOs revised in fall 2013 (were originally adopted in June 2007)
- Non-instructional SLOs assessed via a pilot program in spring 2010 with assessments of those areas taking place each May.
- Analysis of assessments is published in the College's *Instructional Program Review Policy and Procedure Handbook* and *Non-Instructional Program Review Policy and Procedure Handbook*.
- By agreement between the Lassen Community College Faculty Associate and Lassen Community College in July 2012 and reaffirmed in November 2013, faculty are required to participate in student learning outcomes assessment. The description of the methods of participation appears to be consistent with assisting the College with achieving sustainable and continuous quality improvement regarding SLOs.

The College appears to have achieved sustainable and continuous quality improvement as a result of their work in meeting the requirements of Recommendation 2.

**Conclusion:**

The College has responded to this recommendation and meets the Standards.

**Recommendation 3 (2008):**

***The College must fully develop, implement, and evaluate its research capabilities (staff skills, data analysis/interpretation and use of data) assuring the College has the appropriate resources and staff to perform the necessary research, data collection, and analysis to meet all accreditation standards. The College needs to conduct research on programs and services, student achievement and learning outcomes, and institutional effectiveness, such that program reviews and stated learning outcomes can draw on this resource to improve the effectiveness of the College. The results of the research need to be used by the leadership and all governance groups in their deliberations, dialogue, and decision-making. (IB.3, IB4, 5, 6, 7, IIA.1.a, IIA.2.e, IIA.2.f, IIB.3.a-e, IIB.4, IIC.2, IVA.1-4)***

The College hired a new Director of Institutional Research in June 2013. The research department has produced six new data reports requested in the Instructional Program Review Handbook. The WEAVE online application allows for the alignment of multiple processes at the College including SLO assessment, planning, accreditation and budget allocation. Additional research studies are being conducted which include STEPS, Project 530, the Student Success Component Matrix and TrendWatch.

The office offers data to decision makers by way of request and/or by way of the College's DataMart. A redeveloped research webpage provides access to research studies and research requests to help support evidence based decision making. It appears the new Director of Institutional Effectiveness has had a significant impact on the College's ability to plan and make decisions using evidence.

**Conclusion:**

The College has responded to this recommendation and meets the Standards.

**Recommendation 4 (2008): Employee Evaluations:**

***The College must take steps to assure that evaluation processes of all personnel are current, and the evaluation processes seek to assess effectiveness of personnel and encourage improvement. Evaluation of faculty members must include, as a component of their evaluation, effectiveness in producing student learning outcomes. (IIIA.1.a & b)***

The College has met the requirements of this recommendation by ensuring all administrators, managers, confidential and classified employees have current evaluations on file with the office of Human Resources as of June 2013. Article 7.2.12 of the Collective Bargaining Agreement between the faculty and the Lassen Community College District obligates faculty to participate in instructional program review. Article 7.2.16 of the agreement obligates faculty to participate in assessment of SLOs.

**Conclusion:**

The College has responded to this recommendation and meets the Standards.

**Recommendation 5 (2008): Administrative Positions**

***The College must fill all administrative/management vacancies as quickly as possible while consistently using established hiring policies and practices. (IIIA.1.a, IIIA.2)***



A waiver of normal hiring process was secured from the California Community College Board of Governors and a three year contract was approved for the previous Superintendent/President. The current Superintendent/President was hired with a three year contract in May 2012. A Dean of Student Services was hired in October of 2006; a Director of Resource Development who administered the Foundation in 2008; a Vice President/Dean of Instructional Services in 2008; replacement for vacated position in Administrative Services occurred in 2008; a Director of Human Resources was hired in 2008. Two positions were filled in 2009 - Director of Institutional Research and Fiscal Comptroller. Continuity in administrative positions seems to have been maintained since 2009.

By way of restructuring and hiring for existing positions and positions resulting from restructuring all but the Dean of Student Services positions have been filled since this recommendation. The hiring process for the permanent Dean of Student Services was initiated in fall 2013.

**Conclusion:**

The College has responded to this recommendation and meets the Standards.

**Recommendation 6 (2008):**

*The College must implement and assess the effectiveness of a staffing plan that will ensure full-time faculty members are proportionally distributed, based on a long-term plan, which results in an effective course schedule. Faculty must be assigned to a course schedule that will meet the demands of students, so that they can achieve their academic goals in a timely manner. (IIB.2.a & b, IIC.2, IID.1, 2, 3)*

Academic staffing plan is found as one component of the Educational Master Plan, 2010-15 and is integrated into the Comprehensive Institutional Master Plan. Division chairs were reestablished in 2010. Instructional program reviews are regularly scheduled for four years for academic programs and every two years for career tech programs. Staffing and hiring processes utilize the program reviews and budget planning. Retirements, reassignments and new hires has improved enrollment.

**Conclusion:**

The College has responded to this recommendation and meets the Standards.

**Recommendation 7 (2008):**

*The College must, as part of the strategic planning process for the College, develop and implement a set of baseline data, which are used to evaluate performance involving financial management and planning (i.e., expected revenues and expenditures over time to ensure this planning does not result in deeper long term deficits). It must develop objectives and action items, and evaluate outcomes, based on these data, which are necessary to achieve goals. The College should incorporate data into the overall strategic planning process for the College. (IIB.2.a & b, IIC.2, IID.1, 2, 3)*

The College developed an Instructional Planning and Budget Development Process Handbook, 9th edition, 2011/12, and program review handbooks for both instructional and

non-instructional program reviews. The result has been improved financial planning and ensures linkage with its Strategic Plan to include; established FTES projections to meet its annual budget that includes addressing academic quality and maintaining services that support student achievement in relation to SLOs.

**Conclusion:**

The College has responded to this recommendation and meets the Standards.

**Recommendation 8 (2008):**

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

Fiscal Stability has improved since 2007, with different iterations of a Fiscal and Academic Recovery Plan. A Corrective Action plan has been in place with fifty six of the original fifty nine recommendations now completed.

The Board has adopted a policy to keep two months operating expenses in reserve. The Chief Business Officer delivers a monthly cash flow report to the President.

The College has an annual planning and evaluation cycle that evolved from its integrated planning model. Weekly updates by the Chief Business Officer and Comptroller to Cabinet include status of the College's fiscal stability and projections for the College's ability to sustain its budget. Fiscal stability is reported to be of paramount importance along with a conservative approach to budgeting along with planning in accordance with the budget. The Board of Trustee's Policy 6200 requires the College to have a 15% reserve that equates to two months of operating expenses, which was adopted primarily in response to the State's economic issues including revenue reduction and cash flow delays and deferrals

**Conclusion:**

The College has responded to this recommendation and meets the Standards.

## **Eligibility Requirements:**

- 1. Authority:** The visiting team confirmed that Lassen College is a public, two-year institution that is part of the California Community College System and authorized to offer degrees and certificates as established in the California Education Code. The College is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association for Schools and Colleges (WASC), an accreditation body recognized by the United States Department of Education.
- 2. Mission:** The visiting team confirmed that Lassen's mission statement is clearly defined and consistent with the Mission of the California Community Colleges. The College's mission statement is published in the College catalog and on the College's website. It clearly defines the College's commitment to achieving student learning and achievement.
- 3. Governing Board:** A seven member Board of Trustees governs the Lassen Community College District. The District service area is divided into five areas for elected representation, defined by the geographic borders of K-12 school districts within the Lassen CCD. Of the seven members of the Lassen Board of Trustees, three represent the Susanville Elementary School District, one represents the Westwood Unified School District, one represents the Herlong, Long Valley, Shaffer Union, Madeline, Surprise Valley and the Ravendale Elementary School Districts, one represents the Johnstonville, Janesville Union, and Richmond Elementary School Districts, and one represents the Big Valley Unified School District. In addition, a student trustee is elected by the student body and sits as a member of the board. The team confirmed that the board sets policy, ensures the integrity and quality of educational and support programs offered by the College, and is responsible for the financial integrity of the College.
- 4. Chief Executive Officer:** The visiting team confirmed that Lassen College has a full-time Chief Executive Officer who is appointed by the governing board. The current CEO was appointed and approved by the board in May of 2012. Board Policy 2430 delegates to the Superintendent/President authority to administer board policy.
- 5. Administrative Capacity:** The visiting team confirmed that the College has sufficient and appropriate staff to provide the administrative services necessary to support its mission and purpose. Administrators are selected using appropriate state minimum qualifications, education, and experience to perform their duties.
- 6. Operational Status:** The visiting team confirmed that the College is operational with students actively enrolled in courses and programs that lead to associate degrees and certificates.
- 7. Degrees:** The visiting team confirmed that the College offers 35 Associate Degrees, 10 Associate Degree for Transfer, eight University Studies Associate Degree

Emphases, three General Studies Associate Degree Emphases, 16 Career Technical Education Associate Degrees, two General Education Certificates of Achievements, 17 Career Technical Education Certificates of Achievement, and 13 Technical Education Certificate of Accomplishment and that the vast majority of course offerings are part of a degree or certificate program. The team further confirmed that the overwhelming majority of student enrollments are in these degree or certificate programs.

- 8. Educational Programs:** The visiting team confirmed that Lassen's programs as identified in the College Catalog, are congruent with its mission, are based on recognizable patterns of study, and demonstrate appropriate quality and rigor. The team further confirmed that degrees of study are of sufficient length and content.
- 9. Academic Credit:** The visiting team confirmed that Lassen College awards academic credit based on generally accepted practices in degree-granting institutions of higher education. All courses are reviewed and approved by the College Curriculum Committee.
- 10. Student Learning and Achievement:** The visiting team confirmed that Lassen College defines and publishes the programs of study leading to an associate degree, certificate, and programs of study leading to transfer. Student learning and achievement is validated through the Student Learning Outcomes (SLOs) process at Lassen College. Program level SLO's are published in the College Catalog and on the College's website. SLO assessments are systematically assessed on a regular cycle and centrally maintained for review and access. The visiting team confirmed that the College's expectations for student learning and achievement for their extensive online program are consistent with its traditional programs.
- 11. General Education:** The visiting team confirmed that Lassen College defines, incorporates, and publishes specific requirements for incorporating into its degree programs a substantial component of general education. These components ensure breadth and knowledge and promote intellectual inquiry. All general education patterns are designed to include competence in writing and computational skills.
- 12. Academic Freedom:** The visiting team confirmed the College's commitment to the free pursuit and dissemination of knowledge. Lassen Community College District Board Policy 4030 contains the District's commitment to academic freedom and faculty contracts contain statements of the guarantee and responsibility of academic freedom.
- 13. Faculty:** The visiting team confirmed that the College has an adequate number of full-time teaching faculty. The College employs 34 full-time faculty and 65 part-time faculty with responsibility to the College that each meets minimum qualifications established by the State. The Lassen College Faculty Association Collective Bargaining Agreement, Section 7.2.16 specifically outlines the faculty member's responsibility for the development and assessment of student learning. However the

Team determined that the College fails to maintain an adequate full-time, qualified, Librarian.

- 14. Student Services:** The visiting team confirmed that Lassen College provides appropriate student services and develops programs consistent with supporting student learning and development within the context of a California Community College and of the institutions mission.
- 15. Admissions:** The visiting team confirmed that Lassen College maintains an open admissions policy, BP 5052 and BP 5010, consistent with its mission and California regulations regarding open access.
- 16. Information and Learning Resources:** The visiting team found that Lassen College provides specific, long-term access to sufficient information and learning resources with the exception of maintaining a full-time, qualified, Librarian. It provides these services in support of its mission to all students regardless of the student's location or learning format they are enrolled.
- 17. Financial Resources:** The visiting team examined that Lassen College and district funding base and financial reserves and determined they adequately supported student learning programs and services.
- 18. Financial Accountability:** Lassen Community College District is audited annually by an external auditor which is reported to the Board of Trustees. The visiting team examined external audits and determined that no material finds were reported.
- 19. Institutional Planning:** The visiting team has confirmed that Lassen College has an integrated system of assessment and planning and uses the results of these processes to make improvements. Program reviews address student learning and student success, and form the basis of an integrated Educational Master Plan.
- 20. Public Information:** The visiting team has confirmed that Lassen College Catalog and the College's website provide current, accurate information about the College and its programs.
- 21. Relations with the Accrediting Commission:** The visiting team has confirmed that Lassen College conducts the self-study and accreditation process in accordance with the standards, guidelines, and practices set forth by the Commission. It was also confirmed that the College complies with all Commission requests in a timely and appropriate manner, including the submission of annual and mid-term reports.

## **Compliance with Commission Policies**

The team reviewed each of the following Commission Policies to ascertain that Lassen College is in compliance.

### **Policy on Distance Education and on Correspondence Education**

The College adheres to state and federal regulations regarding distance learning as well as ACCJC Accreditation Standards and Commission Policies. The College ensures that equal rigor, breadth, and quality apply to all its course offerings, regardless of delivery mode. Student learning outcomes (SLOs) are the same, for example, regardless of whether the course is offered solely online or in a face-to-face mode. Instructional methodologies, pedagogies, and technologies are appropriate and the same course objectives are achieved as in a face-to-face mode. Furthermore, the ACCJC has approved two Substantive Change Proposals, Mode of Delivery: Distance Education (2011, 2013) submitted by Lassen College. Lassen College is in compliance with ACCJC's Policy on Distance Education and on Correspondence Education.

### **Policy with Institutional Compliance with Title IV**

The College exercises diligence in keeping loan default rates at an acceptably low level, and the U.S. Department of Education has taken no negative actions against the College. Lassen College submits reports to the National Student Loan Data System as required by regulation. The College is in compliance with Title IV and ACCJC's Policy on Institutional Compliance with Title IV.

### **Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status**

Lassen College complies with all legal and regulatory practices relating to recruitment and admissions. The College uses the Catalog and the Schedule of Classes as the primary media to convey information about its educational programs and services. The College uses iterative processes to ensure that content, style, and format are developed and reviewed by staff in various units and at various levels throughout the College in order to ensure accuracy, clarity and currency. The Catalog, Schedule of Classes, and other official publications are available in both print and electronic format. The Catalog is the publication containing the most comprehensive information about the College, including the information detailed in ACCJC's Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status; information on institutional and program student learning outcomes and gainful employment information. Lassen College is in compliance with ACCJC's Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status.

### **Policy on Institutional Degrees and Credits**

Board Policy 4020 in conjunction with Administrative Procedure 4020 outlines the Colleges compliance with the 60 semester credit hour standards. The requirements for award of the associate degree and the definition of a unit of academic credit are published in the College Catalog. Lassen College is in compliance with ACCJC's Policy on Institutional Degrees and Credits.

**Policy on Institutional Integrity and Ethics**

Lassen College upholds and protects the integrity of its practices through the Mission Statement and its Institutional Priorities, the Diversity Statement, the District's Policies and Procedures, compliance with the California Education Code, and compliance with other relevant regulatory requirements.

All of the Lassen College constituency groups have adopted Code of Ethics statements. The Academic Senate developed and adopted the Lassen Community College Honor Code in 2010. The Code is published in the catalog and informs the student of the importance of academic integrity, and gives awareness to the issues of plagiarism and academic dishonesty. Lassen College is in compliance with ACCJC's Policy on Institutional Integrity and Ethics.

**Policy on Contractual Relationships with Non-Regionally Accredited Organizations**

Lassen College does not have contractual relationships with non-regionally accredited organizations.

**Policy on Student and Public Complaints against Institutions**

Lassen College publishes directions for filing complaints directly to ACCJC on the College website in the accreditation status section. The website includes a direct web link to the ACCJC complaint policy site.

## **STANDARD I**

### **Institutional Mission and Effectiveness**

#### **A. Mission**

##### **General Observations:**

Lassen Community College (LCC) has a statement of mission which was last approved by its Board of Trustees on August 13, 2013. Lassen College's mission statement clearly delineates its educational purposes: "...a wide range of educational opportunities including transfer degrees and certificates, economic and workforce development, and basic skills instruction." These purposes are appropriate for an institution of higher learning. The College serves a diverse range of students, both on and off campus. The College's mission statement is consistent with this choice to serve such a broad range of students and student location; in particular, captured by: "...provides outstanding programs for *all* pursuing higher education goals." The College reviews its mission annually, as it reviews and adopts its Strategic Plan each August.

The College practices integrated planning, a process that culminates each June with Governing Board approval of a five-year Comprehensive Institutional Master Plan and Annual Evaluation Matrix. The College uses data and research to develop, maintain, and improve its programs and services. In particular, the Institutional Effectiveness Task Force has guided the interconnection of course-level student learning outcomes with other learning outcomes, including institutional level SLOs, program level SLOs, and strategic goal SLOs. The College plans to convert the Institutional Effectiveness Task Force into a formal committee in the near future.

##### **Findings and Evidence:**

Through examination of the College's Comprehensive Institutional Master Plan, and meeting with the relevant stakeholders, the team was able to validate the College's assertion that it has a statement of mission that defines the institution's educational purposes and its commitment to achieving student learning. It was noted through many interviews of College staff from different employee classifications and programs, that the process of assessing and reflecting upon SLOs within instructional and non-instructional program reviews across the campus fosters College-wide commitment to student learning. (I.A)

The College has developed instructional programs and student services consistent with its purposes. The institution determines its student population through program and course demand via a program review process. Given Lassen College's large geographic service area in a rural location near state and federal prisons, the choice to provide both correspondence and distance education modes of education delivery for students is logical and reasonable for supporting its local communities.



The Visiting Team found that the College facilitates and prompts discussions among key constituents through its comprehensive shared governance committee, the Consultation Council, on issues regarding the College mission and its corresponding activities. The team confirmed that meeting minutes from all major planning committees are sent via e-mail to all employees, a method which facilitates the ability of the institution's members to know how it is addressing the needs of its student population. In addition, interviews with campus constituents found that direct student contact with employees due to a small College, close-knit environment, provides real-time information regarding the needs of the College's student population. Though different responses were found for the question "what assessments of institutional effectiveness are measured at the College," such as student graduation rates and retention numbers, the most frequent response was SLOs – the College knows how effective it is through its direct assessment of SLOs. (I.A.1)

The College's governing board annually reviews and approves the mission statement in August, with the most recent approval in 2013. The mission statement is easily found posted on walls throughout the campus and electronically posted on pages throughout the campus website. Further, the mission statement is published in numerous formal documents, including the Strategic Plan and the College catalog, and also in numerous planning forms such as the Consultation Council Agendas. The team found that the clear and abundant placement of the mission and Strategic Plan allows for increased campus discussion on how current and future plans are judged upon how they match the spirit and expectations from the College mission statement. (I.A.2)

The Visiting Team confirmed that the College uses its governance and decision-making processes to review and revise its mission statement on a regular basis; specifically, the mission statement is reviewed each year in May by the Consultation Council/Strategic Planning Committee. Through examination of minutes and team interviews on site, it was found that the Consultation Council is a well-respected committee that includes stakeholders from all the major planning groups and campus areas (Instruction, Student Services, and Administration). This broad-based committee composition has been valuable to incorporating the varied interests of the College's diverse stakeholders. Revisions have taken place as necessary to meet the changing needs of the College's students and programs. The most recent change, in September 2011, to the mission statement related to the College's decision to align its mission with the changed mission statement of the California Community Colleges (regarding education prongs of priority). (I.A.3)

Lassen College's mission statement is a guiding tool for the decisions it makes. Interviews with many stakeholders revealed that the mission statement is frequently part of the planning and decision-making process, even with committee members simply asking the question: "does this fit with the mission of the College?" An example that supports this conclusion is found through the College's decision to commission an *Economic Impact Study* to provide data and direction for developing potential new career-technical education programs. Another example found from the team was the development and implementation of professional development activities through the Training, Education, and Collaboration Center (TECC). Campus employees from many different backgrounds and professional responsibilities have provided training on topics ranging from "Serving At Risk Students" to

“Improving Overall Wellness Through Chair Yoga”, where all trainings support the mission of the College directly and indirectly. It was also found that the College and its Foundation collaborate to determine and provide mini-grants for activities that support the College mission. (I.A.3)

Review and adoption of the Strategic Plan, which includes the mission statement and related values and goals, is at the start of the annual institutional planning and budget allocation process. Examination of the plans showed that the mission statement is central to the development of each of the component plans that comprise the Comprehensive Institutional Master Plan. Evidence from the Accreditation Self Evaluation Survey conducted in the spring of years 2011 through 2013 indicated that a vast majority (greater than 90% in most cases) of the respondents felt that the educational purposes identified in the mission statement are appropriate to Lassen Community College. Lastly, though the percentages of respondents agreeing with the statement that the institution’s mission is applied during planning and decision making is lower (in the low to mid seventy percent), interviews with campus members supported a strong and general belief that the mission is key to College planning and decision making. (I.A.4)

**Conclusion:**

The College is committed to and establishes student learning programs and services congruent with its broad educational purposes, student population, and character. The College also has a statement of mission that is on a consistent and regular cycle of review and modification if needed. The mission statement is definitively linked to the College’s integrated planning and decision-making processes.

The College meets the Standard.

## **I.B. Improving Institutional Effectiveness**

### **General Observations:**

Lassen College's strategic planning and goal setting, quality assurance, and campus-wide collaborative work toward continuous improvement are integrated into an ongoing cycle of self-reflection and improvement.

The 2014 visiting team concluded that the College has moved forward on each of the three areas identified by the 2008 team.

Lassen College sets and strategically pursues collaboratively-developed goals to improve its effectiveness consistent with its identified purposes. The strategic planning and goal setting processes are set by the Consultation Council/Strategic Planning Committee.

Lassen College is intentional in its integrated, ongoing cycle of evaluation, collaborative planning, resource allocation, goal implementation and thoughtful re-evaluation. These processes are central to the work of the College, and the College community participates at all levels in their effective enactment. At the heart of Lassen College's systematic cycle of informed Self Evaluation, goal-setting and decision-making are Instructional Program Review (IPR) and the Non-Instructional Program Review processes (NIPR). These processes ensure that multi-year and annual activities are linked in an intentional and systematic way that aligns institutional effort and allocates resources to meet institutional priorities. The College's institutional planning and budget processes and the Consultation Council / Strategic Planning Committee provide institutional oversight for these processes.

Foundational to Lassen College's planning and improvement is an integrated, broad-based approach, provision for meaningful input into decision making, and strategic assessment and allocation of needed resources. These processes support Lassen College's commitment to ongoing improvement in outcomes at all levels. Lassen College uses systems that address the assessment of needs (e.g. additional funding and new faculty/staff, technology needs) and allocation of resources, including program review (Academic and Administrative Departments), unit planning, faculty prioritization processes and budget augmentation requests/prioritization.

### **Findings and Evidence:**

Lassen College is committed to the process of both student learning and the institutional processes that support that essential purpose. The College has made great strides in developing, reviewing, and refining organizational practices and processes to ensure that there is ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes. (I.B.1)

The College sets goals to improve its effectiveness consistent with its stated purposes. The principal location for institutional dialogue is the Consultation Council / Strategic Planning

Committee. This group is responsible for the oversight of institutional process including integrated planning and budget allocation recommendations. (I.B.2)

Each year, programs and departments develop unit plans based on institutional assessments and program data. The current processes for prioritizing requests for resources are generated through unit planning. Information on external changes that affect planning, availability of new data and current status of planning initiatives are provided to the campus community via email. Budgeting is based on a review of state priorities and initiatives, and the planning process. (I.B.3)

Lassen College relies on substantive, meaningful data in its informed decision-making. Faculty and staff feel that resource allocation is transparent and recognize that generating and evaluating meaningful information (both quantitative and qualitative) about student learning and organizational outcomes requires “ownership.” To that end, the College has established clear responsibilities for establishing and assessing outcomes, this occurs at the institutional, program, and course levels. Program outcomes and assessments include those for Student Services, General Education, Degrees and Certificates and Administrative Units. The results inform curriculum improvement, departmental and institutional planning, resource allocation, organizational leadership, student and professional development and institutional processes. (I.B.4)

The College uses documented assessment results to communicate matters of quality assurance to appropriate constituencies. The College's Reports Server provides a wide variety of reports that are helpful for information on student demographics, enrollment management, instructional programs, student services, and institutional research. Each time a report is requested the template for the report is updated in the Report Server and the report is automatically populated. (I.B.4)

Each year Lassen College publishes its results on the Student Success Scorecard. The Scorecard provides the following system-wide and College indicators:

- Persistence - Percentage of degree and/or transfer-seeking students tracked for six years
- This metric is considered a milestone or momentum point, research shows that students with sustained enrollment are more likely to succeed.
- 30 Units – Percentage of degree and/or transfer seeking students tracked for six years who achieved at least 30 units. Credit accumulation, 30 units specifically, tend to be positively correlated with completion and wage gain.
- Completion - Percentage of degree and/or transfer-seeking students tracked for six years through 2011-12 who completed a degree, certificate or transfer related outcomes .
- Remedial – Percentage of credit students tracked for six years who started below transfer level in English, mathematics, and/or ESL and completed a College-level course in the same discipline.
- Career and Technical Education - Percentage of students tracked for six years through who completed several courses classified as career technical education (or vocational) in a single discipline and completed a degree, certificate or transferred.

- Career Development and College Preparation (non-credit) - Percentage of students tracked for six years who started in a Career Development and College Preparation course and completed a certificate, degree or transfer related outcomes. (I.B.5)

Components of the process, such as strategic planning and program review updates are done yearly. The Institutional Master Planning Committee reviews and modifies the annual plans. This committee also reviews and modifies the prioritizing and budgeting steps. Employees are informed of these discussions in training sessions. The work of the Institutional Effectiveness Task Force has resulted in a number of research products that have informed dialogue at all levels of the institution and externally about factors that lead to completion and success. Program review data reports, which include data the College collects and reports through its WEAVE program, provide program-level achievement data. This consolidated information, required by programs during their self-studies, has streamlined the program review data collection processes. (I.B.6)

The College assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services. The Institutional Master Planning Committee reviews and refines the College's annual plans each year. It uses a variety of data to inform its discussion, and includes a review of the strategic direction from the previous year, environmental scanning, institutional reports, program reports and surveys. (I.B.7)

### **Conclusion:**

Lassen College engages in meaningful assessment at all levels. The results of these assessment and improvement efforts are communicated to its constituent groups – both intra-campus and to the greater community. It has begun to explore new ways to engage the Associate Student Body in stronger student participation of the College's governance and planning process.

The College systematically reviews and modifies its ongoing planning, resource allocation, and research processes to maximize their effectiveness. To this end the College uses a variety of mechanisms to evaluate the effectiveness of instructional programs, student support services and learning support services. These evaluation mechanisms use both qualitative and quantitative data. These data include surveys, program reports, institutional reports, research, audits, environmental scanning, campus forums, and program review site visits. A key feature of the College's approach to data is that it develops reports to meet recurring user requirements and refines these reports as needed by the user.

The College meets the Standard.

## **STANDARD II**

### **Student Learning Programs and Services**

#### **A. Instructional Programs**

##### **General Observations:**

Lassen College offers high quality instructional programs consistent with the College mission. These programs are systematically evaluated and assessed in order to assure currency, improve teaching and learning strategies, and achieve stated Student Learning Outcomes.

The WEAVE online application tool used to record and monitor SLOs is very impressive. It provides a one stop shop for anyone interested in looking up SLOs for a particular course or program, including activities used to measure the SLO, targets, and findings. The tool is very user friendly and contains data for all active courses and programs offered at the College.

Both the Instructional Program Reviews (IPR) and the Non-Instructional Program Reviews (NIPR) rely on data provided by the Office of Institutional Research, Self Evaluations based on both quantitative and qualitative data, feedback from student evaluations, and assessment results, followed by dialog based on the results. These reports represent significant efforts by the College to honestly review and dialogue about the effectiveness of existing programs and in many cases, use the data and results to make improvements.

All academic and vocational degree programs include a component of general education based on clear philosophies outlined in the College catalog and the strategic plan. The College relies on the expertise of faculty to develop these programs. Students in CTE programs have demonstrated technical and professional competencies that meet employment needs. Clear and accurate information is provided to students in the College catalog. Policies on academic freedom and responsibility and student academic honesty have been established in Board Policies.

##### **Findings and Evidence:**

The College offers quality instruction in basic skills, CTE, and transfer education. During Instructional Program Review (IPR), departments specifically address the relationship between the offerings and the mission of the College. IPR also provides a clear linkage between student learning outcome (SLO) assessment and planning and budget allocation. All proposed new courses require documentation of the relationship of the new course to the College's mission. CTE programs must have advisory committees that examine programs and assess whether the programs are addressing the needs of the industry. Changes in program offerings and locations have been made as a result of CTE advisory committee input. The College evaluates a student's preparedness through the use of Accuplacer for

paper and pencil assessment or COMPASS for computerized assessment as components of multiple measures. (II.A)

The relationship of courses and programs to the College mission is clearly analyzed through program review, course development, and advisory committee meetings. The curriculum review component of program review and the process for course and program approval, including appropriate modes of delivery, are consistently applied. (II.A.1.a)

The College began offering courses through correspondence delivery in 2005. Currently courses are offered through a variety of modalities including lecture/laboratory, online, hybrid, and correspondence. The modes of delivery are consistent with the diversity, demographics, and economy of the population that the College serves. The College offers several programs where more than 50% of the units can be earned via correspondence education. In order to ensure quality programs, the College developed a Handbook for Correspondence Instructors in 2013.

The College uses Moodle as the primary delivery system for online instruction and has provided reassigned time to two faculty members to provide support for instructors teaching online. The number of courses approved to be offered online has increased significantly over the past several years. The College offers a Handbook for Online instructors that provide guidelines and expectations for online delivery. The College plans to increase the number of courses offered online and to decrease the number of courses offered via correspondence. Regardless of mode of delivery, all courses should be taught with the same level of rigor and to a common course outline of record. Distance learning guidelines require regular and substantive contact with students. Although the Handbook for Online Instructors provides guidelines and recommendations for online instructors, the definition of regular and substantive contact is not accurate or compliant with respect to existing DL guidelines.

Upon review of a significant sampling of DL courses, there is minimal evidence of regular and substantive contact with students and no clear evidence that instructors are actually teaching the topics identified on the course outline of record. Although minimal training is provided for online instructors through the Training, Education, and Collaboration Center, there is no formal training or certification required.

Due to the awarding of a Title III grant, the College has made significant improvements in classroom technology, student services, and professional development. LCC faculty are moving away from traditional classroom lectures and embracing a more interactive style of teaching. Training on classroom technology and new instructional methods is provided through the TECC.

The College provides a variety of delivery methods to serve a diverse population of students. The Curriculum/Academic Standards Committee separately approves the various modes of delivery for individual courses. Although the College claims to follow the same course outline of record with the same identified learning objectives and outcomes, it is difficult to find evidence that there is regular and substantive contact between instructors and students. (II.A.1.b)

LCC has adopted Program Student Learning Outcomes (PSLOs) for 100% of its degrees and certificates and for 100% of all of its active courses. All learning outcomes were developed by subject area faculty. In spring 2013, 84% of the College's SLOs had been assessed. Participation in assessment is improving as a result of the College's investment in WEAVE. The Instructional Program Review process (IPR) links SLO assessment and institutional planning. SLO targets were established at a convocation activity in fall 2013. Since 2006, faculty is required to place course level SLOs on their syllabi, and as of fall 2013, SLOs have been adopted for all programs and courses offered at the College and have been through the entire assessment cycle. The purchase of the online application known as WEAVE has greatly improved SLO work at the College. (II.A.1.c)

The College uses IPRs to assure quality and improvement of all instructional courses and programs offered in the name of the institution. The Curriculum/Academic Standards committee approves all CORs, degrees, and certificates. Transfer programs are reviewed every four years while CTE programs are reviewed every two years. Annual updates are submitted each May and include the analysis of results of SLO assessments. All instructional program reviews are organized using the same sections. SLOs are developed and approved through established processes and once approved are documented as part of the COR. Faculty plays a central role in approval of courses, programs and SLOs. (II.A.2)

The College has established procedures for the development of learning outcomes and the evaluation of courses and programs. Faculty plays a central role in this process. (II.A.2.a)

Faculty play a primary role in the development of measurable SLOs. The Curriculum/Academic Standards Committee developed General Education Outcomes. This committee is composed primarily of faculty. All recommendations to changes in CTE programs are discussed with the advisory committees. Since fall 2012, SLO assessment has occurred each semester using the online application tool known as WEAVE. The College relies on faculty for the establishment of competency levels and the development of outcomes. (II.A.2.b)

The College has a three year scheduling plan that is reviewed each fall, and companion two-year advising plans that address any changes that may have occurred in the curriculum. The Curriculum/Academic Standards Committee and the Office of Academic Services and the IPR process reviews all programs (transfer every four years and CTE every two years). The program review is designed to ensure appropriate breadth, depth, rigor, sequencing, and time to completion. (II.A.2.c)

The College offers traditional, hybrid, online, and correspondence courses to serve the needs of its students. As a result of the Strengthening Institutions (Title III) Grant, awarded in fall 2011, the College created an online cohort designed to increase the numbers of high quality courses through online instruction. As faculty prepare materials for online, hybrid, and correspondence courses, they give special attention to different learning styles of students who choose these alternative modes of delivery. Resources provided as a result of the Title III grant have provided improved technology and training opportunities to instructors. (II.A.2.d)



The systematic review of all instructional programs began in 1991 with the development of the IPR process. The College developed the tenth version of the IPR process in August 2012 and all programs formally submit an annual update to the Academic Senate each May.

The College conducts a systematic review of all programs to ensure quality including the evaluation of online courses during an instructor's regular evaluation process. All Course Outlines of Records, (CORs) are updated at least once every four years, and during this review all SLOs are updated. The results of departmental and course data trends, performance data, and SLO outcomes are evaluated during the program review process to improve instructional programs, ensure currency, and provide recommendations for improvement. The program review process is also used to identify programs that do not meet expectations; these programs are recommended for deactivation. The College conducts a systematic review of all programs to ensure quality including the evaluation of online courses during an instructor's regular evaluation process. (II.A.2.e)

Prior to fall 2012, assessment results and tracking and completion of assessments were all done with paper copies. The implementation of WEAVE during the 2012-13 academic year has facilitated institutional access to assessment results at various levels. The establishment of linkages was accomplished during a convocation activity on September 2, 2013.

LCC is at the "Proficiency" level on ACCJC's Rubric for Evaluating Institutional Effectiveness – SLOs. The College does engage in ongoing dialogue on results which can be found in the IPRs and in department minutes.

The College believes that with the full utilization of WEAVE, it will be able to better integrate student learning outcome assessment, program review, integrated planning and data driven decisions such that it will achieve the 'sustainable continuous quality improvement' level on the Commission's rubric. (II.A.2.f)

There are no departments at LCC that offer departmental examinations. (II.A.2.g)

The successful completion of a course is directly based on the achievement of a course's objectives and SLOs. The SLOs can be found on both the COR and the course syllabi. Assignments for the courses are created to measure proficiency or achievement of outcomes. The College awards appropriate course credit based on the Carnegie unit. (II.A.2.h)

SLOs are established and listed in the official course outline of record for all courses leading to degrees and certificates. Certificate and degree SLOs have been developed and are listed in the LCC catalog. All degrees and certificates have adopted SLOs and are awarded based upon completion of core and elective courses designed to meet those outcomes. (II.A.2.i)

The GE component of associate degrees is based on the statement of Philosophy and Criteria of Associate Degree and General Education. SLOs for GE were initially developed in 2006-07 and were revised in May, 2012. LCC faculty members trained in the discipline determine the basic content and methodology of traditional areas of knowledge in general education

courses. The Curriculum/Academic Standards Committee reviews the proposed course SLOs against the general education SLOs. The intent is that specific courses within a general education area will each meet the general education student learning outcome expectations of that area. (II.A.3, II.A.3.a)

LCC has Institutional SLOs that were developed through thoughtful dialogue. The institutional level SLOs include comprehensive learning outcomes that identify the importance of being a productive individual and life-long learner. The assessment of attainment of the Institutional SLOs is linked to course level assessment through associations established in WEAVE. A Noel-Levitz Student Satisfaction Survey was conducted in spring 2012. The College added ten expectation statements to the survey; each statement assessed one of the Institutional SLOs. Students expressed satisfaction in having achieved two of the College's Institutional SLOs – Communication and Critical Thinking. (II.A.3.b)

One of the College's Institutional Student Learning Outcomes clearly addresses individual responsibility. This objective is embedded in course content throughout all programs. The College also hosts the Associated Student Body and the Future Business leaders of America/Phi Beta Lambda. Finally, the College recognized cultural diversity, historical and aesthetic sensitivity through various campus wide, free, celebrations. (II.A.3.c)

Faculty members and members of the Curriculum/Academic Standards Committee discuss the core courses and restricted electives which are appropriate for a specific degree. The core requirements address the primary area of focused study. The requirements of the transfer degrees have been negotiated between the CCC's and the CSU's. (II.A.4)

CTE certificates and degrees include learning outcomes that demonstrate professional competencies for the workplace. CTE students enrolled in Work Experience courses apply classroom knowledge to the workplace. Professional competencies in CTE programs are measured through skill tests, written tests, and demonstrations. (II.A.5)

The College provides students with clear degree and certificate program information through the catalog, website, and course outlines of record and course syllabi. Congruency between the class syllabus and the official COR is validated during the faculty evaluation process. The Transfer Center provides information on articulation agreements and assists students in transferring between educational institutions. The College offers ten associate degrees for transfer to the CSU system. Articulation duties are handled by a faculty member with 20% reassigned time. The College also articulates with local and regional high schools by offering a Transitions Pathway Program for CTE.

The College provides students with clear and accurate information about courses and programs and makes available to its students clearly stated transfer-of-credit policies. (II.A.6, II.A.6.a)

Program elimination or program requirement changes occur through the Curriculum and Standards Committee and are generally the result of program review. The College uses several methods for student continuation and completion of the program including courses

still available on site, and identification of courses available online or at other institutions. (II.A.6.b)

Clear and accurate information about the College can be found in the catalog, website, on BoardDocs, and handbooks and other publications. The College catalog is reviewed and revised annually. Suggestions for revision to procedures and policies are taken to Consultation Council and recommendations for change are forwarded to the President for inclusion on the Policy Subcommittee agenda of the BOT. The Academic Senate regularly updates and reviews handbooks which fall under its purview.

The College represents itself clearly and accurately and regularly reviews policies, procedures, and publications. (II.A.6.c)

The College adopted the AAUP 1940 Statement of Principles on Academic Freedom and the 1987 AAUP Statement on Professional Ethics. An academic freedom statement is also included in the College catalog and additional information on academic freedom is available in the Faculty Agreement and the Faculty Handbook which was updated in May 2013. (II.A.7, II.A.7.a)

Student standards of conduct are included in the 2013-14 college catalog. The Student Athlete Handbook also identifies expected rules of conduct for athletes. In 2010 the Academic Senate crafted an LCC Honor Code to provide information about academic integrity to students as well as to provide a framework for monitoring academic integrity. Sanctions for students who fail to abide by the Standards of Conduct are provided in Board Policies, Chapter 5. (II.A.7.b)

LCC does not seek to instill specific beliefs or worldviews. (II.A.7.c)

The College substantially meets the Standard.

### **Conclusion:**

The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to institutions of higher education. Although the institution demonstrates that all instructional programs, regardless of location or modes of delivery, address and meet the mission of the institution and uphold its integrity, effective and substantive contact between instructors and faculty and teaching to the course outline of record is not evident in online classes. Student Learning Outcomes have been identified for all courses and programs although the College has not completed the cycle in all areas of using assessment results to make improvements.

### **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. (II.A.1.b)

**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. (II.A.1.b, III.C.1.d)

## **II.B. Student Support Services**

### **General Observations:**

Lassen Community College assures the delivery of programs and services that support student learning and the mission of the College. Through the regularly scheduled program reviews within the area, including SLO assessment, the area addresses the needs of the students. The catalog, outreach brochures, and website serve to inform, recruit, and provide access for diverse students, and provide accurate information about the College's programs and services. Students have opportunities to participate in the Noel-Levitz Student Satisfaction Survey to express opinions, concerns, and suggestions for improving services to students.

The College continues to offer a One-Stop-Shop for Student Services; Cooperative Agencies Resources Education (CARE) Program, Admissions and Records, Assessment, Financial Aid, Counseling, Transfer Center, Extended Opportunities Programs and Services (EOP&S), and Veteran services are housed in one building to limit any confusion and to better serve students. For students who do not live locally, student support services are accessible by phone, fax, and email. The College offers a New Student Online Orientation to accommodate students who do not live in the area. Also, a New Student Orientation correspondence packet was developed for students registering entirely for courses delivered by correspondence.

The College's website provides student access to the WebAdvisor program, and students can apply online by OpenCCCApply. Computers are available for students to use outside the Financial Aid/Admissions Offices and inside the Counseling Office. The Counselors and Counseling Staff work diligently to increase participation in established programs. With the resignation of one full-time counselor, the three remaining counselors have divided the duties amongst themselves along with an adjunct counselor. The College offers assessment services through an assessment technician that travels to area high schools to administer the assessment tests. The counselors provide classroom presentations advertising Transfer Center activities including field trips to CSU Chico and UNR. The College hired an Outreach Coordinator in the summer of 2013 to grow campus awareness, recruit new students, connect with feeder schools, and advise international and out-of-state students.

The Associated Student Body (ASB) has approved 15 student clubs and organizations. In addition to the clubs and organizations, the College supports many diversity events throughout the year. Annual student art shows provide an opportunity to display and observe student creativity.

### **Findings and Evidence:**

The College systematically reviews the quality of its programs and services through regularly scheduled program reviews. A One-Stop-Shop is offered for student on campus where they can access all student support services in a single location from 8 a.m. to 4:30 p.m. daily with

extended hours at the beginning of each semester. In 2013, the College began offering an all-day new student orientation program for athletes, international and new students. For students who do not live locally, services are offered via phone, fax, and email. In 2013-2014 a New Student Orientation correspondence packet was developed for students registering entirely for courses delivered by correspondence. (II.B, II.B.1.)

The LCC website provides students access to the WebAdvisor program which allows students to create an account and access unofficial transcripts, financial aid information, and to register for classes. The College offers outreach classes to the local high schools and administers assessment tests to those high school students interested in attending LCC. Finally, the counselors offer presentations on transfer which include field trips to CSU Chico and University of Nevada Reno. Also, a New Student On-line Orientation is available for students to complete online and send the results either by fax or email and the students also have the option of bringing in the results to the Counseling Office. (II.B.1)

The College publishes an annual catalog online with a limited number of hard copies available for purchase in the bookstore. The general information, requirements, and the major policies affecting students can be found in the catalog. As the catalog is developed, representatives from various Student Services departments review the catalog to assure information accuracy. All course, degree and certificate changes are taken from the actions of the Curriculum/Academic Standards Committee as recorded in the annual action log. The department of Human Resources provides updated information regarding employees for inclusion in the catalog. The final review of the catalog is completed by the curriculum chair and instructional deans. (II.B.2-c)

Information on the College's website is identical to the information found in the published catalog. All policies are included in the catalog and published online. Additional information found online provides additional details for the student. The information is easily accessible for student to find. Students have the ability to customize searches for information at the top of the College's website. A student can type in key words to search the website and published catalog. Data on the LCC student population is provided in the Fact Book and Student Equity Plan both found on the LCC website. The various plans relating to student services, including student equity, have been integrated into the Student Services Master Plan. Most of the facilities on campus comply with the American with Disabilities Act (ADA). (II.B.2.d)

The College provides onsite assessment/placement testing at the correctional institutions housing the incarcerated student population. One counselor is assigned primary responsibility for working with this population. Generally, all enrollment services and counseling are completed by mail, although occasionally the counselor will visit the correctional institutions. (II.B.3)

Services have also been provided to the area high schools. A team, including a counselor, financial aid technician, and an assessment technician, travel to various high schools provided counseling, financial aid support, and assessment testing at each location. An Outreach Coordinator was hired in the summer of 2013 as a response to a

recommendation in the Student Services Master Plan. The position was prioritized during the budget allocation process in spring of 2013. The responsibilities of the position are to build, support and grow campus awareness, ensure recruitment and orientation information is relevant and accurate, connect with feeder schools to promote college readiness, and advise international and out-of-state students with the transition to college life. The position was approved as a pilot and is currently being considered for funding for the upcoming academic year. Though many services are provided either face-to-face or via email, student and academic support services are not readily available to online students and tutoring services are not available in the library during the summer. A guided tour of the library included an acknowledgement of accessibility issues for wheelchair bound users. Further discussions with the Librarian did reveal that library staff arranged for special accommodations for students as requested/required. (II.B.3.a)

The College strives to provide an environment that encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development by encouraging students to participate in a variety of active student organizations and activities. The Associated Student Body (ASB) approves all clubs and organizations. A variety of clubs are available, such as Agriculture Guild, Friends of Foster Club, Gunsmithing Guild, Latino Club, Lesbian Gay Bisexual Transgender (LGBT) Club, Native American Club, and Phi Theta Kappa. Many classes also encourage students to explore intellectual and aesthetic development. The College is utilizing the Strengthening Institutions (Title III) Grant to expand online services to students. Soon students will have the ability to complete education plans and perform degree audits online with an anticipated start date of April 2014. (II.B.3.b)

The College also offers services such as “Cash for College” and the “Reg-to-Go program,” which have both streamlined the steps necessary to enroll in LCC and have increased accessibility. In summer 2013, the College hired an Outreach Coordinator to strengthen student recruitment and retention. An all-day orientation was added to the College’s offerings in August 2013 at the beginning of the fall semester specifically directly at international students, student athletics, and first time freshman. The College also provides a New Student On-line Orientation for students that are at a distance. The orientation is comprehensive in the programs and services offered by the College. The orientation is approximately 45-60 minutes in length and students completed a quiz at the end of the orientation. The quiz results can be faxed, emailed, or returned in person to the Counseling Office. (II.B.3.b)

The 2013 Counseling Non Instructional Program Review (NIPR) noted a reduction from four to three full-time counselors due to the reduction in DSPS special class reimbursement combined with the move to instructional faculty by the previous DSPS counselor. The three full-time counselors divide the duties of EOP&S, incarcerated students, and articulation. One counselor is assigned as the EOP&S and assists with incarcerated students, one general counselor serves as the articular officer, and one general counselor assists with incarcerated students. The College has one adjunct counselor who counsels veteran students. The counseling offices have privacy walls that allow for confidential meetings to occur between

the counselor and student. The counseling staff meets weekly to review changes to academic programs, campus policies, and to discuss student issues recommending changes to counseling processes or to other campus areas where appropriate. The weekly meetings allow the counselors an opportunity to discuss changes with programs or transfer requirements. The articulation officer attends various articulation conferences, as well as the EOP&S counselor and staff to remain current in the field. (II.B.3.c)

Although the College population is not very diverse in terms of ethnicity , the college makes numerous efforts to acknowledge the ethnic diversity on campus including actively recruiting international students and hosting events that highlight and celebrate diversity on campus. The city of Susanville has a population of 17,974 with a majority of the population comprised of males at, 73 percent. In the fall of 2012 the headcount at LCC was 64 percent male, which closely reflects the population of Susanville. The College holds a variety of activities to bring diversity to the campus. The ASB schedules many activities for students to participate in culture events. The College also celebrates Hispanic Heritage, Native American Heritage, Black Heritage, and Asian/Pacific Island Heritage months. (II.B.3.d)

LCC uses California Community College State Chancellor's Office approved assessment instruments to recommend placement into English, ESL, Reading and Mathematics Courses. By obtaining approval from the Chancellor's Office the College ensures that there is no disproportionate impact on any populations, that all tests meet specific standards regarding content validity, criterion/consequential validity, reliability, bias, and cut score validity. The College participates in validation studies for all new tests to the CCCO and then forwards validation documentation to the Center for Education Testing (CET) at the University of Kansas for review of validation data. The cut scores for the COMPASS English, Writing and Math were validated in 2008. LCC's admissions policies are in accordance with California Education Code, California Code of Regulations Title 5 and Board Policy and Procedure. (II.B.3.e)

The College backs up all computerized student files in the Datatel system on a daily basis. Governing Board Policy and Administrative Procedure 5040 addresses the confidentiality and release of student records. LCC has codified the student right to privacy with reference to student records and information, as mandated by FERPA. Information based on the adopted policy and procedure is published in the College catalog. Training for employees to ensure compliance with the FERPA policies is part of the Professional Development Plan. (II.B.3.f)

The NIPR process, including the assessment of student learning/administrative unit outcomes and student satisfaction surveys, are utilized to identify students' needs and evaluate satisfaction of support services provided by the College. The Noel-Levitz Student Satisfaction Inventory conducted in spring 2012 was also used to inform program review. All assessment results are entered into WEAVE prior to May of each year. The various student services departments have completed at least two cycles of NIPRs evaluating, analyzing and revising services provided based on outcomes and planning resulting from the review process. The collective efforts of the NIPR process within student services fed into the development of an all-inclusive Student Services Master Plan. (II.B.4)



**Conclusion:**

The Student Support Programs continue to improve through the use of the program review process, the Noel-Levitz Student Satisfaction Inventory, and continuous dialogue. The staff is friendly and supportive to the students and to their colleagues. The student satisfaction survey shows that the students believe that counselors are approachable and the counselors are also knowledgeable about the transfer requirements of other schools.

Counseling is available to students via in-person, email, or fax. Limited support services are available by the same modality. However, the College needs to assure equitable access by providing academic and student support services to all students regardless of location, time or mode of delivery.

The College partially meets the Standard.

**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)

## **II.C. Library and Learning Support Services**

### **General Observations:**

The Library and Learning Center provide academic support to students, while the Training, Education, and Collaboration Center provides indirect student support by offering faculty and staff professional development opportunities. The Learning Center has recently undergone a remodel, as well as a strengthening of administrative unit outcomes that contribute to an enhanced student learning environment. The library has made significant investments in online resources, such as e-Books and virtual reference databases, but needs to give attention to its physical facility to ensure that it is in fact safe and fully accessible. Most importantly, the College should ensure adequate professional staff is available when the library is open. Distance education students have insufficient contact with the faculty librarian to be aware of the vast array of online resources available to them. The selection of library materials would be more closely tied to faculty expertise if a faculty librarian served on the Curriculum Committee or if a clear process were established that would allow faculty to communicate regularly with the librarian regarding teaching and curriculum needs.

### **Findings and Evidence:**

Library personnel, including an adjunct 11 month librarian maintain the library's print, audio/visual, and electronic holdings. The library maintains a sampling of back periodical issues on microfiche/film, access to forty databases, and over 18,000 e-book titles. The adjunct librarian acquires and removes materials based on the curriculum, student need, the existing collection, requests generated by specific classes, available funds, and according to a formal selection development policy. The last team visit recommended that the library website include an online form soliciting faculty input for purchasing requests. This suggestion is not yet completed. Currently, a library technician, not the part-time librarian, serves on the College Curriculum Committee. The Accreditation Self Evaluation Staff Survey conducted in May 2013 indicated that only about half of the respondents agree that faculty was effectively involved in the selection of library materials, or that students were able to get the resources they need. (II.C)

During fall and spring semesters, the library is open Monday - Thursday from 8 a.m. to 8 p.m. and on Friday from 8 a.m. to 4 p.m. Of the 56 hours the library is open per week, a certificated librarian is on duty for a maximum of only 20 hours. In person as well as distance education students have insufficient contact with the faculty librarian to be aware of the vast array of online resources available to them. (II.C.1.a)

The Learning Center is the primary computer lab on campus available to students. It provides free computer access and tutoring services to enable students to achieve their individual academic and CTE goals. Peer tutors are available to each student at no cost for up to two hours/week/subject. The center is managed by two full-time classified staff. The Learning Assistance Coordinator faculty position is currently vacant although English, and

Basic Skills faculty spend between 15-20 hours per week in the Center. The Learning Center has made significant progress in better meeting student needs by hiring two full-time Instructional Specialists and purchasing computers, printers, and a smart board specifically designed for student-centered workshops. The renovation of the center provided students with a more productive place to study. The Learning Center has AUOs instead of SLOs. The third of three outcomes addresses improving student success as a result of tutoring. Other training needs will be collected with the use of an annual survey to be developed and implemented in spring 2014. (II.C.1.b)

The Training Education and Collaboration Center (TECC) is open Monday – Friday from 8 a.m. – 4:30 p.m. and exists to train employees to better serve the needs of the students. The TECC includes a short-throw projector, interactive whiteboard and stylus, document camera, speakers, and laptop docking stations. Windows workstations, one iMac and two docking stations complete with monitor, keyboard, and mouse are available for hands-on training sessions. A conference room webcam allows for participation in webinars and meetings. Camtasia and Snagit software, in addition to a video camera and wireless microphone, make recording lectures and training videos possible. The TECC will make adjustments as a result of feedback provided from program reviews, planning documents, evaluation forms and surveys. (II.C, II.C.1, II.C.1.a, II.C.1.c)

The Library is open M-Th from 8 a.m. to 8 p.m. and on Friday from 8 a.m. to 4 p.m. although the 11-month adjunct librarian only works 20 hours/week. Reference help is available during regular business hours whether face to face or via phone, email or the correspondence office. Students can also conduct research at any time through the Library's digital collections.

The library does not have an elevator, so students with disabilities are unable to access books on the library's second level. These stacks have been recently moved downstairs as a result of the earthquake last year. Staff members directly assist those students. A doorbell is the solution because the elevator would cost \$200,000 to install. The library will also mail print resources to students who are unable to travel to campus, but no information competency skills are taught with this snail mail service. The library provides reference services for correspondence students through the Correspondence Office.

The Learning Center which is housed in the Creative Arts building, which has an Elevator, is accessible by all students and offers a student-friendly learning environment, e.g., decorated with student art and assignment-based free printing. It is open M-F from 8 a.m. to 4:30 p.m., but only ten months a year. When the Learning Center is closed in June and July, students use the library instead, but without formal tutoring. The Learning Center implemented a new system to track usage known as Accudemia. They now have data on number of unduplicated visits, number of students using the computers and number of visits dedicated to tutoring. The data being collected allows the center to better plan and implement changes and programs to better serve the students at the College. The surveys and evaluation informs completed by students in the Learning Center directly provide evidence of the contribution of learning support services to the achievement of SLOs. The raw data is analyzed as it is entered into WEAVE, during the preparation of the program review and annual update documents. AUOs have been developed by the Learning Center in an attempt to determine

whether or not students utilizing the center have higher success rates than student who do not utilize the center. Data to measure this outcome has not yet been collected  
The tutoring that occurs in the Learning Center is disproportionately addressing Math students, while there appears to be almost no tutoring in writing across the curriculum. To date, the Learning Center offers no formalized tutoring services for online or correspondence students. (II.C.1.c)

An earthquake struck the College in March 2013, making it clear that the Library's heavy, aging shelves, not secured to the walls or the floor, pose a significant safety hazard. Remedies by the College maintenance department are in progress, but have not been completed. The library has made significant investments in online resources, such as e-Books and virtual reference databases, but needs to give focused attention to its physical facility to ensure that it is in fact safe and fully accessible to all students. The library does not have an elevator, denying wheelchair access to the library's second floor collection. Instead, staff members directly assist students in wheelchairs, because it is reported that an elevator would cost \$200,000 to install and plans for a new library facility were scrapped a year or two ago. (II.C.1.d)

The library provides rudimentary services for correspondence students through the Correspondence Office. The library mails print resources to students who are unable to travel to campus, but no information competency skills are taught with this snail mail service. The librarian is a member of the Council of Chief Librarians for the California Community College's League (CCLC) which leverages statewide discounts for databases. Each inter-library loan is documented and contractual agreements exist. (II.C.1.e)

The Library staff work with students to assist them in developing the information competency skills outlined by the American Library Association. In fall 2012, the librarian started to assess instruction and record the student learning outcome results and entered them into the WEAVE application. The librarian utilized student learning outcome assessments as the basis for changes to library literacy exercises, the structure of orientations, and the tests/assessments given to determine retention of information.

The College has begun evaluating the library and other learning support services and intends to use the results to improve student learning. For the College to assure the adequacy in meeting identified student needs, adequate professional staff is essential to fully contribute to the achievement of student learning outcomes, regardless of wherever, whoever, and whenever. (II.C.2)

### **Conclusion:**

Significant student learning support gaps exist in both the Library and Learning Center. Additionally, the absence of a full-time librarian results in an inability of the College to assure that student needs are met; the College should ensure adequate professional staff is available when the library is open. As the institution places increased emphasis on adding distance education classes to its course offerings, the dearth of tutoring services for online learners as well as for all summer semester students are of concern. The library facility and

print resources have suffered from neglect. The library must be managed by faculty with full-time responsibility in order to ensure that the print and electronic resources are selected appropriately, with added faculty expertise, and used effectively and that they are sufficient to meet the needs of all students.

The College partially meets the Standard.

**Recommendation 4:**

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

## **STANDARD III**

### **Resources**

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

##### **General Observations:**

The staffing plan offers evidence that the College relies on its integrated planning and budget development processes to determine staffing needs. Human resource planning is being integrated with strategic planning and master planning is offered throughout the responses. The hiring process outlined in the administrative procedure and selection and hiring manual include processes that are compliant with California Code of Regulations Title 5 and California Labor Laws. A survey of employees indicates an increasing number of respondents being confident that job descriptions accurately reflect their duties and responsibilities. It is evident that program review is an integral part of the College's planning in accordance with its strategic plan and comprehensive institutional master plan.

##### **Findings and Evidence:**

The College relies on integrated planning and budget development to determine staffing needs. Criteria, qualifications, and procedures for the selection of faculty, staff and administrators are published. The self-study includes an actionable improvement plan to "systematically review and update job descriptions to assure they accurately reflect position duties, responsibilities and authority." Funding from a Title III grant has been used to increase professional development opportunities for all employee groups. (III.A, III.A.1, III.A.1.a)

Evaluation processes are in place for all employee classifications and, where appropriate, is the result of collective bargaining. The self-study includes descriptions of the processes for evaluating full time and adjunct faculty, classified staff, educational administrators, classified administrators and is outlined in a governing board administrative procedure. The College president is evaluated annually in accordance with the governing board administrative procedure. All employee evaluations are up to date and included in individual employee personnel files. (III.A.1.b)

As a component of the evaluation process, faculty is required to participate in student learning outcomes assessment that includes:

- Preparation and submission of an SLO Assessment Plan for each class within one week of the first meeting of class.
- Implementation
- Submittal of SLO Assessment Results (hard copy or electronic) no later than the eight day following the last day of finals.

Disclosure related to assessment results consistently takes place twice per year with all course level and program level SLOs assessed annually. (III.A.1.c)

Lassen College has an institutional Code of Ethics board policy and administrative procedure that is reaffirmed annually. The Code of Ethics includes a commitment by all employees to abide by expected professional behavior. The College's Code of Ethics was reaffirmed by each College constituent group except for classified employees. Though no reason is stated in the Self Evaluation, it was confirmed during the visit that classified employees did approve their Code of Ethics. Classified leadership cited timing as reason their reaffirmation was not included in the Self Evaluation. (III.A.1.d)

The response to this Standard includes a clear description of the number of employees per group (educational administrators, classified administrators, confidential, full time faculty, and adjunct faculty.) The College responded to previous ACCJC recommendations by hiring additional faculty and reassigning existing faculty to areas of greater need. For example some full-time physical education faculty were reassigned to teach English and History to help fill instructional needs in those disciplines. Permanent hires followed the established procedures, and in response to previous recommendations all administrative positions have been filled. For the College to assure the adequacy in meeting identified student needs, adequate professional staff is essential to fully contribute to the achievement of student learning outcomes, regardless of wherever, whoever, and whenever. The College is assessing the current organizational structure towards ensuring this function is fulfilled. (III.A.2)

All College related board policies and procedures have been reviewed and updated over the last four years. The language included in the policies and procedures matches the language of the collective bargaining agreements between the district and bargaining units. (III.A.3)

The selection procedures are consistently followed in hiring of all permanent employees. One challenge noted in the Self Evaluation of this Standard notes that it has been difficult to staff selection committees with representatives from all constituent groups. The College proposes to resolve this issue by soliciting appointees earlier in the hiring process. This is not included as an actionable improvement plan and does not warrant a recommendation since the College has identified the issue and a simple and appropriate method to resolve the issue. (III.A.3.a)

All personnel files are confidential and only available to the employee and persons authorized by the superintendent/president. Personnel files are available for employee inspection during specified days and times outlined in governing board administrative procedure. The personnel files are maintained in a locked and secure location and in the human resources office. (III.A.3.b)

The College integrates all plans relating to staffing into the Human Resources Master Plan. The College also has an Equal Employment Opportunity (EEO) plan that is revised by way of consultation between the Human Resources Director and the Human Resources Planning Committee. The most recent EEO plan was revised and adopted by the governing board in August 2013. (III.A.4)

In addition to an updated EEO plan, diversity was added to the College Value Statement in summer 2012 as part of the LCC District Strategic Plan. Celebrating diversity was initiated with the addition of a related objective in the Comprehensive Institutional Master Plan. The Human Resources Director is responsible for oversight of the institutional commitment to equity and diversity. (III.A.4.a)

Lassen College adheres to an EEO plan that was adopted in August 2013. The plan includes a current breakdown of employee gender and ethnicity as evidence that the College tracks its diversity among employees towards meeting the requirements of the EEO Plan. Hiring processes and procedures are consistent with governing board policy and administrative procedure. Policies and procedures are in place that supports California Education Code Title 5. Though this is not an aspect of review for meeting the Standard it is important to note College compliance with state regulations related to employment. (III.A.4.b)

Policies and procedures are in place against discrimination, harassment and nepotism. A College Codes of Ethics has been established for all employees and governing board members. The policies, procedures and Code of Ethics include due process procedures that apply to employees, board members and students. As evidenced by the board policies and administrative procedures reviewed, it is apparent that all constituent groups actively participated in the development of their own Code of Ethics. This helps to ensure individual employee groups adhere to a Code of Ethics. (III.A.4.c)

The College's Human Resources Planning Committee is responsible for the College's Professional Development Plan. Implementation of the plan is the responsibility of the Human Resources Director in collaboration with the faculty Flex Coordinator and Information Technology Specialist II in the TECC.

A staff survey conducted in May of the last three years offers evidence that staff believe the College provides all personnel with appropriate opportunities for continued professional development. The percent of individuals who responded positively to that statement increased from 35.1% in 2011 to 66.7% in 2013. (III.A.5)

Funding from a Title III grant has been used to bolster opportunities for professional development for all College employees. Funds from the same grant were used to create a Training, Education, and Collaboration Center (TECC) in spring 2012. The TECC has been instrumental in facilitating professional development. The TECC staff and Flex Coordinator work together to ensure opportunities, including training events, are robust. One example cited is the "On Course one-day Training" held at Lassen College in April 2013. Assessment of the flex program and TECC indicate faculty is taking advantage of the training. (III.5.a)

The descriptive summary and Self Evaluation do not tie professional development activities to student learning outcomes, assessment initiatives or data. As such it is unclear whether professional development activities are directly or indirectly related to ensuring sustainable continuous quality improvement of SLOs. The College did not include an action improvement plan with the response to this Standard. A recommendation is not warranted;



however, some relationship to student learning outcomes and assessment to professional development would enhance the response to this Standard.

According to the Self Evaluation all professional activities are implemented based on tracking of participation and results of evaluations conducted for all professional activities. Professional development includes a large percentage of opportunities that support faculty and staff roles related to student learning outcomes and assessment.

Lassen College meets this Standard; however, and as noted in the Self Evaluation of the Standard, there is some work to do on integrating the Human Resources Master Plan with other institutional planning and how resource allocation decisions are made. It is reported that staffing needs are based on student demand and growth in instructional services and student services. This is evident in the Human Resources Master Plan. It is not clear whether the Human Resources Master Plan is based on support of student learning outcomes and assessment. Demand is based on student enrollment growth; however, the relationship with student learning is not clear. (III.A.6)

**Conclusion:**

The Self Evaluation notes that the Academic Senate and Director of Institutional Effectiveness are working to update the institutional program review template in an effort to capture the impact of funded decisions on institutional effectiveness. Given the size of the college and its current student population this should be viewed as an opportunity to evaluate the need to maintain the position or if an administrative reorganization is appropriate. The College must ensure student learning outcomes and assessment are part of the planning for staffing in order to achieve sustainable continuous quality improvement in the areas of student learning outcomes and planning.

The College partially meets the Standard.

**See Recommendation 4:**

### **III.B. Physical Resources**

#### **General Observations:**

The FY2013-2018 Facilities Master Plan (FMP) is adequate but constrained by financial resources. The Space Inventory Report provides a detailed listing of rooms and buildings and the FMP links the IPR and NIPR facility recommendations and provides the District Scheduled Maintenance Five-Year Plan. The FMP also prioritizes staffing needs, ongoing spending needed and one-time expenditures.

#### **Findings and Evidence:**

Based upon limited resources and a lack of multi-year survey data especially in the Student Survey area, the College is in its initial phase in the Physical Resources area. The planning effort appears satisfactory and the descriptive summaries in the Self Evaluation were adequate.

The Lassen Community College (LCC) planning process begins with the strategic plan mission and goals and considers student and administrative outcome assessments as part of the IPR and NIPR process. This integrative planning model combined with the participatory governance structure at LCC facilitates communication and decision making among all constituents. (III.B)

As evidenced in the FY2013-2014 Action Plan Evaluation Matrix, there is a range of success relating to student outcomes and strategies ranging from completed to initiated, not yet begun. The Self Evaluation discussion on safe and sufficient resources as well as a healthy learning and working environment partially addresses this area via the FMP with a Title III Grant on Strengthening Institutions but learning outcomes are somewhat limited given the fact that the FY2013-2018 FMP action items are incomplete. (III.B.1)

The FMP provides for a five year plan to plan, build and maintain its aging physical resources. The lack of funding hinders progress with this plan and the institution has taken action to allocate funding for annual support for repair, replacement and purchase of facilities and equipment. The recent infusion of state funds dedicated to deferred maintenance should strengthen the plan. (III.B.1.a)

Campus security and safety are outlined in the FMP and in the Injury, Illness Prevention Plan. An *ad hoc* Safety Committee was formed in spring of 2013. In addition, LCC established an Emergency Response Plan with initial training occurring in fall of 2012. The College has identified the need to create a secondary access road for the main campus but has not identified a funding source for the project. (III.B.1.b)

LCC's FMP for FY2013-14 addresses the feasibility and effectiveness of physical resources in supporting institutional programs and services. The plan was updated for FY2014-19. The lack of funding did not allow all of FY2013 projects to be completed. (III.B.2)

Long range capital plans are identified in the FMP, and integrated planning is in place as the FMP is guided by the Educational Master Plan and recommendations derived from program review. Findings and needs are documented at each individual and departmental level. (III.B.2.a, III.B.2.b)

**Conclusion:**

General conclusions are that Lassen College is in the initial phases of integrating facilities needs with student outcomes, as evidenced by the FY2013-18 FMP. Six scheduled maintenance action items were listed in each of FY2013 and FY2014. Only one of the 2013 items was partially completed. One other item from FY2013 is scheduled to be completed in May 2014. Much of the success of the FMP is dependent on adequate funding.

The College meets the Standard.

### **III.C. Technology Resources**

#### **General Observations:**

The College identifies technology needs through its Institutional Technology Planning Committee (ITPC), and members represent all College constituent groups. The ITPC ensures that technology support is designed and directed towards institutional effectiveness. The College has also developed a 2013-2018 Institutional Technology Master Plan.

#### **Findings and Evidence:**

The Information Technology (IT) Department participates in a Non-Instructional Program Review (NIPR) every four years with an update due annually. The College was awarded a Title III grant which enabled the College to develop the TECC Training Center and funded the purchase of WEAVE software used by the College for all student and programs learning out comes assessment. The College has experienced, dedicated and committed IT staff that meet the needs of learning, teaching, college-wide communications, research, and operational systems. The planning process and programs are less than two years old and effectively serve the institution's needs, and will with time continue to improve. (III.C)

The College makes decisions about and provides professional support for technology services, facilities, hardware, and software by including all campus constituencies in dialogue about technology needs using the Institutional Technology Planning Committee (ITPC). The College leases equipment from Dell Computers; however, plans are being developed for all computer and infrastructure equipment to be purchased and replaced using a comprehensive life cycle replacement model on a five year cycle. This will allow the College to negotiate greater discounts and maintain all equipment on a five year warranty or service contract. (III.C.1.a)

Lassen College assesses the need for and provides information technology training for students and personnel in several ways. The College realizes that technology training must be ongoing in order to keep pace with technological needs. The College uses Moodle as its Learning Management System for all courses and plans to install the newer version of Moodle which will have the capabilities to handle Web2. (III.C.1.b)

At Lassen College, the Information Technology staff work as a team to plan, acquire, maintain, and upgrade or replace technology infrastructure and equipment to meet institutional needs based on the Institutional Technology Master Plan, the Non-Institutional Program Review and Life Cycle Technology Replacement Plan. (III.C.1.c)

The College works to ensure that the distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services. Decisions are made about the use and distribution of technology resources through Institutional Technology Planning Committee (ITPC). There is a formal procedure in place to identify needed updates to the technical infrastructure. Laboratory replacement and

infrastructure projects are requested through the PBA process. The Technology Plan and Institutional Master Plan include a replacement cycle plan for both hardware and software beginning in the 2014-15 fiscal year.

Instructional computer laboratories are on a life cycle replacement plan. The goal is to ensure equipment and infrastructure is replaced on a recurring basis. The College plans to upgrade network switchgear and also plans to purchase several terabytes of SAN disk drive for storage. The College needs to expand the self-service capability of WebAdvisor for students and employees to make better use of the WebAdvisor. The College also does not currently have a comprehensive training program for faculty who wish to develop and teach online courses, or who wish to learn how to use the Learning Management System for face-to-face instruction. (III.C.1.d)

An Institutional Technology Planning Committee (ITPC) integrates facility and technology planning into the Institutional Master Plan to support student learning and institutional effectiveness. These planning processes include input from faculty, staff, and students, and are vetted through the different constituency groups ensuring that technology decisions are based on results of the evaluation of programs and service needs through Non-Institutional Program Review Process. (III.C.2)

### **Conclusion:**

Lassen College accommodates its curricular commitments to distance learning programs and courses in a variety of delivery modalities. The Colleges technology services, professional support, facilities, hardware, and software were designed to enhance the operation and effectiveness of the institution.

The College's technology planning is integrated with institutional planning which supports the institutional research functions. The College systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement. Additionally, the development of the Institutional Technology Planning Committee (ITPC) ensures that there is a high level of integration and planning around technology.

The College partially meets the standard.

### **See Recommendation 2:**

### **III.D. Financial Resources**

#### **General Observations:**

Lassen Community College (LCC) has improved both its planning and stability issues; however, increasing FTEs to a level to sustain current levels of State funding remains a challenge. The unrestricted fund balance at June 30, 2013 exceeded \$3.2 million which is greater than the target level of two months of operating expenses or \$2 million.

Due to the positive turnaround in the financial condition of the District, the Chancellor's Office special trustee assigned to LCC was removed in 2012.

LCC has an annual budget of \$12.8 million (unrestricted fund) and the College has been very successful in erasing the operating budget deficits. The College has increased its unrestricted fund balance to over \$3.2 million at June 30, 2013 up from \$2.6 million at June 30, 2011 and the FY 2013-2014 budget reflects a balanced budget in the unrestricted fund. The College has not been able to fund all priorities identified in the planning and prioritization process due to the limited available funding.

LCC has prepared a Comprehensive Institutional Master Plan FY2013-2018 (CIMP), an Institutional Planning and Budget Development Process Handbook FY2014-2015, a Facilities Master Plan 2014-2019 (FMP), as well as FY2013-2018 master plans for education, student services, institutional technology, and human resources. All plans and program reviews are integrated and priorities are ranked by the Consultation Council (CC).

Institutional resources are limited due to the decline in FTEs. Sound financial management over the past five years has resulted in the unrestricted fund balance exceeding 15% of expenses which is a Governing Board Policy. This will allow the District to ensure adequate funds to meet any unexpected liabilities and future obligations that may occur.

The College has in place a system that tracks the accrual of vacation and compensatory time. Administrative and management personnel have limits of 30 days which is enforced via Ellucian, the enterprise wide system software. Once an administrative or management employee reaches thirty days of accrued vacation, the system will stop accruing vacation time. Classified and faculty have no such limits.

Future obligations for the District include a bargained agreement with the Classified Association to bring the classified employees benefits in-line with that of the faculty, administration, and managers. The agreement provides for an annual escalation of classified benefits of \$800 annually until such time as District employees are on an equitable benefit level and is included in their budget planning process.

#### **Findings and Evidence:**

Lassen College's mission and goals are the foundation for its financial planning. The College reviews its master plans and annual rank of prioritization needs to establish the annual budget. Their process identifies prior year items that were funded and brings forward to the next fiscal year any unfunded priorities. (III.D.1, 1.a)

Financial reports are made to the board monthly, with actual results compared to budgeted amounts and any corrective action is then taken. The College's planning reflects realistic assessment of available resources and expenditure requirements. Student learning is given priority in the Consultation Council prioritization process based upon available funding. (III.D.1.b)

The College considers its longer range priorities when making short term plans to assure financial stability. Resources are allocated in the annual budget process to ensure timely payment of longer term financial obligations including capital leases and general obligation bond payments. The College has begun to focus on the development of an enrollment stabilization plan that will further strengthen the College's budget planning process. (III.D.1.c)

Guidelines and processes for financial planning and budget development are clearly defined and include all constituency groups. The College has a comprehensive five year plan that is board approved; however, the College does currently prepare multi-year budgets. The District does not intend to construct any additional buildings over the next three years. (III.D.1.d)

The Institutional Planning and Budget and Development Process Handbook provides for an annual review of the budget process. This annual review consists of numerous surveys completed by multiple constituency groups and the results are presented to the Consultation Council for discussion and acceptance for inclusion in the following year process.

Lassen's internal control structure has appropriate control mechanisms and widely disseminates information for sound decision making. (III.D.2)

Annual financial statements are audited by an external CPA firm and are in conformity with accounting principles generally accepted in the United States. The June 30, 2013 audit of the financial statements resulted in an unqualified opinion.

The June 30, 2013 annual audit report provided an opinion over internal control whereby there were no material weaknesses but there was a deficiency not deemed to be a material weakness. The deficiency (condition) was that adjusting journal entries were not reviewed before being posted to the general ledger. The College agreed with this finding and recognizes the deficiency. Management response was that, due to a lack of staffing in the Business Office, such review was not possible. The Vice President of Administrative Services reviews monthly financial results and performs regular management level reviews, thereby, to a certain extent, mitigating the deficiency. (III.D.2.a)

Information to support financial planning and management is provided at the Consultation Council, President's Cabinet and Governing Board meetings. LCC has identified a need to provide ongoing budget training for each of the College's constituent groups and the Board of Trustees as a means to increase current and ongoing fiscal awareness.

The College has received an unqualified opinion of the annual financial statements from its external auditors for the past three years. All budget managers have online access to the Ellucian software system and are able access their individual budgets on a daily basis. The Purchasing system module within Ellucian is utilized to facilitate online requisitioning and ordering. This module will not allow negative expenses to occur, thereby providing control over spending. LCC has a Business Office Procedures Manual which provides control mechanisms over the purchasing function. There are policies in place regarding limits on accrual of vacation and compensatory time which are enforced via Ellucian, the college's enterprise software.

On a monthly basis, the Board of Trustees receives a Monthly Financial Report of the general fund providing detailed information on the annual budget, adjustments, actual results and percentage of funds remaining. This report also provides summary information on all other funds. (III.D.2.b)

The ending fund balance for each of the past three years exceeded the 5% reserve as a percentage of expenses per the Chancellor's office recommendation. The actual percentages of unrestricted reserves for FY2013, FY2012 and FY2011 were 25%, 20% and 20%, respectively; Board Policy is 15%.

Lassen borrowed funds through the Community College League which were fully repaid in December, 2013. It is uncertain if additional borrowing will be needed, depending upon State funding in late FY2014 and early FY2015. (III.D.2.c)

The College utilizes all financial resources with integrity in a manner consistent with the intended purpose of the funding source. The College receives approximately \$60,000 annual in Prop 39 funding with spending priorities pending review.

A review of audit reports reveals that the College has had audit deficiencies in each of the past 4 years. Only one, in FY2012, was considered a material weakness, which related to adjustments needed at year-end to present accurate financial results. This item was not resolved in the FY2013 audit report and is pending further action by management to resolve, including program review and consideration of additional staffing in the Business Office. Other deficiencies have been resolved per the audit report for FY2013. (III.D.2.d)

Proposition 39 funds are treated as restricted funds and spent accordingly. Any available funding from this source of funding from the State will be utilized for its restricted purpose. LCC has recently been reviewed by CalWorks and Child Development external reviewers and no issues were raised and no other external reviews are pending resolution. (III.D.2.e)



The College has policies and procedures to ensure sound financial practices and financial stability. The Business Office has a procedures manual that addresses many business office functions and the Governing Board policy BP 6200 Budget Preparation was adopted in November, 2012. (III.D.3)

Lassen has sufficient cash flow and reserves to maintain stability and strategies for risk management. The June 30, 2013 ending unrestricted fund balance was \$3.2 million or 25% of expenses. Emergency funding and funding for unforeseen occurrences could be covered by the fund balance in excess of the reserve. In addition, salary savings for unfilled positions are used for one-time funding per Consultation Council approval.

The College's property and liability coverage is insured through the Northern California Community College Self-Insurance Authority on claims up to \$25,000 with a \$1,000 deductible payment by the District. The Statewide Association of Community Colleges, a joint power authority, covers claims in excess of \$25,000. Workers Compensation insurance coverage is covered through a joint powers authority, Protected Insurance Program of Schools. The College has negotiated agreements with the faculty and Classified staff. (III.D.3.a)

Lassen College continues to practice effective oversight of its finances, including management of financial aid, grants, external programs and its foundation. Lassen utilizes an annual Institutional Planning and Budget Development Process Handbook which integrates all master plans. The College abides by Title 5 Principles for Sound Fiscal Management.

The Lassen County College Foundation is a non-profit public benefit corporation. The College and the Foundation have financial and operational relationships that meet the criteria of the Government Accounting Standards Board (GASB) to include the Foundation as a component unit of the District. The agreement between the two parties requires an annual audit which results are included in the audited statements of LCC. (III.D.3.b)

The College's unfunded obligation of OPEB was \$1.4 million in July of 2009. The College has made steady and significant progress in reducing the OPEB to its current \$780,000. The OPEB continues to be funded on a "pay-as-you-go" basis. (III.D.3.c)

LCC has repaid in full its TRAN and has \$538,000 in other debt including compensated absences, general obligation bond service payments and capital lease obligations. The current portion, \$271,000, represents 2.1% of the annual unrestricted budget. (III.D.3.d, 3.e)

Lassen College participates in the Federal Stafford Loan Program with historically low participation. LCC had only 106 students in the program with a 37.7% three-year Cohort Default Rate which exceeds the 30% Federal threshold. LCC anticipates filing a Low Participation Rate Index Appeal to maintain eligibility in the loan program if they are unable to reduce the numerator or number of defaulted students to reach a rate below 30%. The preliminary rate for the first year available to appeal was calculated at 8.7%, which would result in an acceptable Low Participation Rate Index Appeal. (III.D.3.f)



All contracts are in place to assist the College in meeting its goals and objectives. Several types of agreements exist:

- Affiliated agreements (Such as Forest Service, Calfire, etc.)
- Maintenance agreements
- Construction services
- Leasing agreements
- Consulting services

All contracts are reviewed by Business Office administration for appropriateness and to ensure that the integrity of the College is maintained. (III.D.3.g)

The annually required financial statement audits are indeed performed annually and provide feedback to management on internal controls.

Lassen reviews overall planning and budget development annually. The process begins with student learning and administrative unit outcomes with an adopted budget the end result. This process has been in place since 2007 and is refined each year. (III.D.3.h)

The College integrates resource planning with institutional planning by, beginning with its strategic plan, integrating other master plans and program review results. Program review results are identified as instruction related or non-instruction related. The Consultation Council then reviews and ranks/prioritizes needs. (III.D.4)

**Conclusion:**

General conclusions are that Lassen has made significant progress over the past five years in the area of financial responsibility.

The College meets the Standard.

## **STANDARD IV Leadership and Governance**

### **A. Decision-Making Roles and Processes**

#### **General Observations:**

The College has established a participatory governance structure which is documented in the 2013-2014 Shared Governance and Collegial Consultation Process Handbook. Roles and responsibilities are defined and all committees have representatives from all constituency groups. Committee chairs are elected from within the committee and can be filled by any constituent member.

Departments hold regularly scheduled meetings providing all employees the opportunity to participate in improvement strategies. Various non-structured activities are also available to bring about innovative ideas such as convocations, open forums, and student town hall meetings.

The Consultation Council/Strategic Planning Committee has been established as the primary body for participation in both governance and planning. Key leaders from all constituency groups make up the Council and broader participation manifests itself through employee involvement in the development of the five master plans.

The Academic Senate represents faculty on all issues related to academic and professional matters. The Governing Board agendas include a standing report from the Academic Senate, and the Academic Senate President is a standing member of the Consultation Council. The management/confidential employees annually elect officers and leadership appoints representatives from the group to serve on shared governance and search committees. The Associated Student Body (ASB) represents all students and has an advisory voting member on the College Governance Board. The ASB appoints student representatives to a majority of College committees.

#### **Findings and Evidence:**

As stated in the self-study, and through interviews and evidence reviewed during the visit, the team confirmed that the College has implemented planning processes to guide the success of students, faculty and the College as a whole. Two major documents describe the decision-making processes at the College: The Shared Governance and Collegial Consultation Process Handbook and The Institutional Planning and Budget Development Process Handbook. The Shared Governance and Collegial Consultation Process Handbook states: "The governance structure and practices embrace the Lassen Community College values of supporting inclusiveness of individual and community viewpoints in collaborative decision-making processes; promoting mutual respect and trust through open communication and actions; and fostering integrity as the foundation for all we do." In addition, the Institutional Planning and Budget Development Process Handbook describe integrated planning: "...the

Comprehensive Institutional Master Plan will be used as the foundation and frame upon, and within which, the budget is built. All budgets (requests for funding) shall be developed through the budget development process as integrated into the program review process.” The College has identified the need to isolate and address the perception that individuals lack a voice in institutional decision making. An examination of the most recent staff survey indicated that just over half felt that they had a voice in institutional decision making. (IV.A.1-3)

Planning across the College is integrated and plans are created and maintained through a participatory committee process. Both instructional and non-instructional departments hold regularly scheduled meetings to provide employees the opportunity to participate in the improvement strategies. Department meeting minutes are posted for review. The year-end Action Plan Evaluation Matrices provide information regarding the goal to be achieved and its current status, but does not indicate what next steps will be or who will lead efforts to achieve the goal. Key Performance Indicators (KPI’s) have been established and are reviewed and reported on an annual basis. Planning and the progress of those plans are communicated in various ways and yet surveys indicate that many constituency members are unfamiliar with planning documents or do not participate in the planning and budgeting processes. The College has written an Actionable Improvement Plan with the goal to further publicize the integrated planning process and encourage participation. It is unclear, however, what process will be implemented to achieve that goal and there is no corresponding Strategic Objective to address this issue. (IV.A.1)

Interviews with staff revealed further details of the integrated planning process and the progress made to continue the integration of the various College plans. Through the program review process and review of suggested budget priorities, it is evident that LCC has become more than proficient at leading effective planning and budgeting. Although, next steps are not identified in the Annual Evaluation Matrix, interviews and conversations revealed that next steps in fulfilling objectives are requested and verified during report updates and committee meetings.

The Leadership Effectiveness Self Evaluation Staff Survey indicates that over a three-year period, a solid majority of staff state they participate in dialog and processes aimed at improving institutional effectiveness, and they also believe the College values effective leadership throughout the institution, yet a lesser percentage of respondents believe they have a voice in the decision-making process through shared governance. The College continues to work on improvement in this area and has established improvement goals in the area of communication and the roles of constituent group representatives in participatory governance. (IV.A.1, IV.A.2.b, IV.A.3)

The College has clearly articulated written procedures and handbooks that define participatory governance and the integrated planning process. The Accreditation Self Evaluation Staff Survey indicates that a majority of faculty and staff understand the role of their constituency group in shared governance. The College relies on faculty through the Academic Senate for recommendations regarding learning programs and services. The role of the Senate is clearly defined in the Academic Senate Constitution and the Shared

Governance and Collegial Consultation Handbook. The Curriculum/Academic Standards Committee, a subcommittee of the Academic Senate, is the key body in the development of courses, degrees and certificates. The Instructional Program Review process is monitored by the Senate and is revised as needed. (IV.A.2.a, IV.A.2.b, IV.A.3)

The governance structure at the College defines the roles of administrators, staff, faculty and students. The institutional planning and budget development process begins with the instructional program review and non-instructional program review. The instructional and non-instructional program reviews provide the unit level planning documents for the College. The program goals and objectives as well as recommendations and budget requests developed during the review process integrate into the various planning sections of the Comprehensive Institutional Master Plan (Section III - Educational Master Plan, Section IV – Student Services Plan, Section V - Institutional Technology Plan and Facilities Master Plan, Section VI - Human Resource Plan and Professional Development Plan). All are invited to attend most meetings and meeting minutes are posted online. All constituency groups meet regularly. Since the implementation of the current shared governance structure, communication from students, classified staff and faculty has improved. The increased use of e-mail has allowed large quantities of information to be shared with interested individuals. Although the leadership of the classified employee group rescinded the appointments of classified representatives to all campus committees, some classified employees continued to participate in committee work. Upon resolution of bargaining unit issues, appointments and participation returned to normal levels. Actionable Improvements Plans have been identified to improve two-way communication and to strengthen understanding of the role of constituent group representation in the participatory governance process. (IV.A.2.b, VI.A.3)

After conducting interviews with employees, the team found that the College demonstrates honesty and integrity in its relationship with the ACCJC, as well as other outside organizations, and fully embraces past recommendations and is making concerted efforts to improve the quality of program reviews and integrated planning. The implementation and review of governance structures and communication models suggests an ongoing attempt to sustain quality improvement. The Consultation Council has the responsibility for evaluating the effectiveness of its governance processes. Although communication of certain processes and the importance of participation remains a challenge, the College has identified Actionable Improvement Plans to improve these areas. Regular evaluations to assure that integrity and effectiveness are in the forefront and consistently use measureable outcomes. (IV.A.4, IV.A.5)

### **Conclusion:**

The College meets the Standard which defines ethical and effective leadership throughout the organization and which promotes collaborative decision-making and integrated planning. Staff is encouraged to fully participate in establishing, enacting, and reviewing programs and processes which enable the College to sustain quality improvement across campus. Through the use of the Shared Governance and Collegial Consultation Process Handbook, committee membership represents a cross-section of College employees who participate in a variety of meetings and activities to bring forth ideas for institutional effectiveness. Governance and

decision-making structures and processes are vigorously evaluated as evidenced by meeting minutes and matrices presented to the Governing Board and distributed to the campus community.

The College meets the Standard.

## **IV.B. Board and Administrative Organization**

### **General Observations:**

Lassen College has the leadership and governance processes necessary to advance the mission and goals of the institution. The evidence of participatory governance is found in the Collegial Consultation Process Handbook. Lassen College's governing board is made up of seven members and is responsible for the educational quality of the College. The members are elected by the public within five designated areas of the district and no members are owners of the institution. There is a board policy in place that delineates the president to provide leadership of the College. The term of office for each board member is four years, commencing in the month of December each year. The Associated Student Body elects an advisory voting student trustee each year. The College Council has representatives from every constituency group. The College's governance structure includes sub-committees and other participatory committees listed in the Collegial Consultation Process Handbook including Academic Planning/Institutional Effectiveness, Student Services Planning, Facilities Planning, Institutional Technology Planning, and Human Resource Planning.

The Lassen College Board of Trustees participates in the Community College League of California model policy subscription program to ensure that policies are consistent and up to date with the best practices in community Colleges. The board and College have clearly defined roles for the leadership positions.

The College president, or other entities, recommend new policies or revisions to existing policies to the Consultation Council through Consultation Council faculty, management, confidential staff, classified staff and students may comment or recommend changes to policy proposal. Consultation Council forwards all new or revised policy changes as recommendations to the board policy sub-committee. Thus, recommendations are on the board agenda for two meetings before an action is taken. The College and its governing board retain the responsibility for the decisions that are made.

### **Findings and Evidence:**

The College's Board of Trustees has clearly defined policies and procedures. The mission of the College clearly identifies the College's educational purposes as an institution of higher education. The mission drives institutional excellence, as departments develop goals in support of the mission, using their student learning outcomes data. A review of board minutes demonstrates that updates do occur. The board has demonstrated fiscal stability of institution and directed that a contingency reserve be part of the budget. (IV.B, IV.B.1)

Board actions are available on the College website and confirm that the board acts as a whole in their decisions. Board minutes indicate that that educational quality and student learning outcomes are reviewed. In a meeting with two of the governing board members, it was stated that student learning outcomes and program review are regular board agenda items and discussed in their study sessions which assist them in their decision making process.



The board has a system for evaluation and revising its policies on a regular basis. Consultation Council/Strategic Planning Committee developed an evaluation process, timeline and set of evaluation forms for the shared governance structure and process. The evaluation has occurred annually for the shared governance since 2007. The evaluation process includes an opportunity for input from each of the constituent groups.

The annual evaluation process of governance occurs at the same time as the evaluation of the planning process, and is articulated in the Institutional Planning & Budget Development Process Handbook. Following the evaluation, the results are discussed and recommendations are discussed in Campus Council. The outcomes of the evaluations are disseminated with Consultation minutes and combined evaluation results are published to the website. Board actions are recorded and can be viewed on the College website. (IV.B.1.b, IV.B.1.d)

The board has a program for development and a new member orientation and has recently begun to study new ways to actively engage new and continuing board members in professional development activities. Board leadership is encouraged to participate in conferences statewide and national conferences on trusteeship. Board policy 2100 Board Elections and Board Policy 2305 Annual Organization Meeting, provide a formal written method of providing for continuing membership. Staggered terms of office for board members are ensured.

The board participates in an annual retreat for leadership Self Evaluation. Board members confirmed attendance in conferences for Trustees throughout the year at a team meeting. Annual board reorganization and election of officers occurs in December of each year. (IV.B.1.f, IV.B.1. g)

Board actions are final and the Code of Ethics includes a statement that individual board members uphold the final decisions of the board. Board Policy 2715 Code of Ethics/Standards of Practices, includes a method for dealing with leadership behavior that is unethical. If a violation should occur, a discussion on the violation is discussed with an ad hoc committee to make recommendations for a course of action to the board. The College is in the process of modifying its Governing Board and Code of Ethics Staff Survey that will allow for participant comments. (IV.B.1.a, IV.B.1.c, IV.B.1.h)

The Board of Trustees selects topics they feel they need to assist them in the decision making process for the College. One topic for a board study session was a workshop on accreditation, the self-study of Lassen College with a power point presentation covering the responses to ACCJC and the justification for the responses. In addition, the Code of Ethics and discussion on Assembly bill 1284 was discussed at Board study session. (IV.B.1.g, IV.B.1.h)

Board Policy 3200 ensures that the College board is informed of and involved with the accreditation process. According to the policy, the president is to keep the board involved in the accreditation process and provide a summary report on accreditation and any actions taken. The president sends weekly emails to board members on college topics and updates regarding accreditation. (IV.B.1.i)

The board has a clearly established process for the conducting search and selection processes for the chief administrator. There is an administrative procedure in place that delineates the authority granted to the president to provide leadership of campus level discussion and the shared governance process to lead decision making at the College level directly affecting the operation of the campus. The board conducts an annual performance evaluation of the president. Performance objectives are to be developed in writing and mutually agreed upon annually no later than October 15 each year. (IV.B.1.j)

The president has weekly meetings with cabinet which includes the Superintendent/President, Executive VP of Academic Services, VP of Administrative Services, Dean of Instructional Services, Dean of Student Services, Accreditation Liaison Officer, Executive Assistant to the President, Comptroller, Human Resources Manager, Director Maintenance and Operations, and Director of Institutional Effectiveness. The president provides regular emails to entire campus and meets regularly with campus leaders and ASB. He participated in a campus convocation focused on Student Success. The president conducts weekly meetings of the Executive Cabinet comprised of administrators and the expanded President's cabinet adding key managers and the accreditation chair. The team was able to observe the expanded cabinet meeting where a detailed listing of tasks had been assigned to each member. The task log contained the responsible individual(s), date assigned, notes/progress and status. This meeting provided opportunities for evaluation progress on institutional initiatives and how the president's staff fulfilled tasks.

Written delineation of administrative responsibilities delegated to both the Board of Trustees and the College president are contained in board policy. Interviews with five trustees confirmed that the board members are knowledgeable of the accreditation process and work closely with the president to improve student success. In addition, the president's role is demonstrated in the minutes and agendas of College Council where collegial discussion in meeting topics such as participatory governance, student learning outcomes, annual program reviews, strategic planning and accreditation is stated. The president uses data and research in planning with annual program review linking to improve student learning. (IV.B.2, IV.B.2.a, IV.B.2.b)

The president assures the implementation of statutes, regulations and governing board policies and assures that institutional practices are consistent with institutional mission and policies. The president educates himself about statues and regulation by attending training workshops sponsored by Community College League of California. Through his participation in the College's collegial consultation process, he assures that policies and procedures are consistent with the institutional mission. (IV.B.2.c)

The Institutional Planning and Budget Handbook provide the president the guide for effectively controlling the College budget. The process provides adequate and fair distribution of resources. Sufficient reserves are in place to provide the time needed to adjust to any state decreases in state funding. (IV.B.2.d, IV.B.3.c)

The president provides communication via radio, newspapers, town hall meetings and community meetings. The president is invested in various communities, civic, governing,

educational and social groups such as the Susanville Rotary Club, Lassen County Chamber of Commerce, the Regional Directors of Lassen County, Administrative Advisory Council of School Superintendents, Lassen County Arts Council, Swimming Pool Advisory Committee, and the Lassen County Economic Development Commission.

The president encourages the College to host community diversity events. During African – American History Month, the College hosted a “Soul Food Luncheon” and in the evening a special program on campus featuring Louis Price, former lead singer of the Temptations. In April, the College sponsored the Women’s Appreciation Luncheon in recognition of the accomplishments of women in the College community. The president also speaks at various school districts in the College service area. (IV.B.2.e)

The College is not in a multi College district. (IV. B. 3)

**Conclusion:**

The College Board of Trustees ensures the College’s mission is being carried out. The membership is sufficient in size and composition to fulfill its responsibilities. The Board of Trustees has adopted board policies on ethical conduct and there is a process for dealing with behavior that violates a code of ethics for governing board members. A conflict of interest statement is required annually so that there are no financial interests that would interfere with the fiscal integrity of the College operation. Board policies are updated and available on the College website.

The president plays an important role in all of the College’s areas, including policy making, planning, budgeting, and personnel operations and is an active participant and advocate in the College community. The College meets the standard which defines a collaborative dialogue regarding decision making. There is a written Shared Governance and Collegial Consultation Process Handbook.

The board has instituted and regularly performs Self Evaluation.

The College meets the Standard.