

LASSEN COMMUNITY COLLEGE
COMPREHENSIVE INSTITUTIONAL
MASTER PLAN



2008-2009

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Abstract of Planning Process for 2008-2009 Comprehensive Institutional Master Plan

The institutional planning process for the 2008-2009 academic year began with the evaluation of the shared governance structure early in Fall 2007. The evaluation resulted in the restructure and modification of the charges of several committees primarily as a consequence of consolidation.

In previous years the institution had decided to produce a variety of master plans tied to program review. A different committee produced each master plan and the mechanism to integrate the program reviews into the plans and the plans to one another had never been clearly articulated. The budget allocation process previously adopted was also tied to program review and planning, but the mechanisms to accomplish the integration were inconsistent.

The committee restructure initiated early Fall 2007, was intended to reduce the number of committees as well as the number of plans. The integration mechanisms were still unclear.

By mid-Fall 2007, many of the campus planning committees were meeting regularly and working to update or draft planning documents.

During the Governing Board Planning Retreat on October 23, 2007, institutional goals and direction were discussed. As a result of those discussions seven Board Directives for 2008-2009 were developed to drive the institutional planning activities.

A joint subcommittee of the Academic Senate and Consultation Council met to update and revise the existing budget allocation process. The result was the Institutional Planning and Budget Allocation Handbook adopted by the parent bodies in mid-November 2007. The process requires program review and planning documentation for consideration of budget allocation requests.

Early in January 2008, the decision was made to accelerate the integration of the various institutional planning documents into one Comprehensive Institutional Master Plan with five sections: Institutional (Strategic Planning), Instructional (Educational Planning), Student Services (Student Services/Enrollment Management Planning), Administrative Services (Financial, Facilities, and Technology Planning) and Human Resources (Staff Planning and Development) still linked to program review.

The program review recommendations from all program reviews accepted by the Governing Board in the last six years were separated into categories consistent with the five sections of the master document. All recommendations were arranged in chronological order by program acceptance date since no institutional prioritization had occurred.

The existing accepted and draft plans were merged into one draft document. The composite document revealed a variety of differences in format. Each section draft was modified to fit the general format:

1. Introduction – general description of the scope of the section
2. Committee Membership – individuals responsible for the content of the section
3. Status of the Previous Years Recommendations

4. Goals/Recommendations for the Next Year (in some cases additional years)
Effort has been made to link section goals to previously adopted strategic goals, the new adopted board directives, program review recommendations and other recommendations such as ACCJC recommendations or Audit recommendations (highlighted in blue).
5. Description/Data/Analysis leading to the Goals/Recommendations

It is recognized that it will take time in order to improve the flow of the sections to form a more uniform single document.

The entire draft document was distributed to the “everyone distribution list” February 7, 2008. The Facilities Planning Committee updated and revised the Facilities Plan section and the Institutional Technology Committee formally adopted the revised Information Technology section on February 13, 2008. The Academic and Strategic Planning Committees also reviewed and updated their sections in February. The subsequent draft master plan was redistributed to the “everyone distribution list” February 19, 2008. The Academic Planning Committee updated the Education Master Plan section on February 25, 2008 and the revised plan was redistributed the same day. The Strategic Master Planning Committee updated their section on March 4, 2008 and the subsequent draft master plan was redistributed March 4, 2008 and March 10, 2008.

It is acknowledged that the process has been greatly accelerated this academic year limiting the opportunity for institutional review, however every effort is being made to honor the adopted institutional processes and standards of good practice.

The Strategic Planning Committee agreed at their February 14, 2008 meeting to conduct an institutional evaluation of the planning process utilized this year during May 2008 in order to implement recommendations from that evaluation during the next planning cycle. The evaluation will include a survey covering planning processes, governance structure and processes as well as institutional climate.

Section I – Institutional Section

Brief Description and History of the College

Lassen Community College was established May 4, 1925 as the Junior College Department of the Lassen Union High School District. The current era of the college began in July of 1969 with the establishment of the Lassen Community College District, having one college, Lassen Community College.

The college campus is located immediately north of Susanville on Highway 139 and consists of 184 acres, 17 main buildings, four relocatable buildings and seventeen outbuildings. The current campus was first occupied in February of 1972. In addition to classrooms, laboratories and offices, it has a dormitory with a capacity for 130 students, a library, cafeteria, computer rooms, a large gymnasium, stables, barn, and rodeo arena, and outdoor recreation facilities including a ski hill.

The District serves the Honey Lake Valley communities of Susanville, Janesville, and Herlong, and outreach areas including Alturas, Big Valley, and Westwood. Although Lassen Community College serves one of the larger geographic areas of the state, the population is relatively small. Credit Full-time Equivalent Students (FTES) over a five- year period between 2002 and 2007 have been as high as 2,180 in 2002-2003 and as low as 1,430 in 2006-2007.

YEAR	RESIDENT CREDIT FTES	NON-CREDIT FTES	RESIDENT TOTAL FTES	NON-RESIDENT CREDIT FTES	TOTAL RESIDENT & NON-RESIDENT FTES
2006-2007	1430	38	1468	70.47	1538
2005-2006	1514	49	1563	72.28	1635
2004-2005	1767	79	1846	140.17	1986
2003-2004	1895	84	1979	99.34	2078
2002-2003	2180	396	2576	81.70	2658
2001-2002	2106	505	2611	76.85	2688

2007-2008 Annual Fact Book

Strategic Master Plan:

INTRODUCTION

During the 2007-2008 academic year the strategic planning committee reviewed the mission statement, vision statement, values statements and seven strategic goals. The Governing Board adopted the various statements in September and December of 2007.

The Strategic Planning Committee (SPC) reviewed its charge in relation to the college's shared governance and made appropriate adjustments early in the fall semester. One of the questions the SPC wrestled was around significant planning assumptions about the role of the Governing Board, the Strategic Planning Committee, the budget building adoption process and the committee's interaction with the Consultation Council. In the previous 2006-2007 shared governance documents the role of the Strategic Planning Committee was to conduct research, write up the SWOT analysis, establish preliminary strategic goals and take our impressions to the board for review and approval. During the review of the charge and committee responsibilities this arrangement became increasingly uncomfortable for members of the committee and some members of the board. It was clear as the committee engaged in dialogue about who is responsible for strategic planning that most of the committee expected the Governing Board to be more integrally involved in setting the strategic direction of the college. It was expected that the Governing Board in concert with a representative group of staff, faculty and administrators serving on the Strategic Planning Committee would cooperatively set the strategic directions. The Governing Board held a retreat during the fall and discussed a wide range of strategic goals and initiatives that they felt strongly about. The administration and the academic leaders met during the early part of January and formulated a list of initiatives and future directions that they were interested in pursuing. Late in January, the Strategic Planning committee reviewed a composite list of initiatives with the Governing Board during a planning retreat with the Board. An important change is occurring during this academic year as a result of the change in direction adopted by the Strategic Planning Committee earlier in the fall. The Governing Board working in concert with the Strategic Planning Committee and the faculty/administration are now more directly involved in strategic planning and setting an agenda for strategic initiatives.

The Strategic Planning committee weighed in on a second issue during this 2007-2008 academic year. During the 2006-2007 planning cycle, the strategic Planning Committee was involved in setting seven strategic goals approved by the Governing Board. In review of the charge of the Strategic Planning Committee it was decided that the budget and priority setting process, which was under the purview of the Consultation Council, needed to be the outgrowth of a process negotiated between the Academic Senate and the Administration. There was dwindling support for a budget and priorities daylong retreat coordinated by the Strategic Planning Committee as suggested in the plans from 2006-2007. The Strategic Planning Committee changed its charge and omitted the responsibility of hosting such a day event.

During the fall, the Strategic Planning Committee reviewed its role in assisting in the development of multiple master plans. Given the fact that Lassen Community College has limited numbers of staff, faculty, managers and administrators serving on committees that were tasked with coming up with five master plans, this process was brought under review. The need for integration between planning groups and the sifting out of an integrated set of strategic initiatives from multiple plans seemed too arduous of a process without the consolidation of writing a single plan that encompassed the hard work of the multiple planning groups. The

Strategic Planning Committee supported the development of a Comprehensive Institutional Master Plan that would seek to outline an integrated set of strategic initiatives.

The budget and priority process that emerged out of discussions between Academic Senate and Administration was reviewed by the Strategic Planning Committee and caused the Strategic Planning Committee to ponder its role again. The question of accountability for the budget and priority setting of the Consultation Council seemed to lack a sense of review and evaluation. In preliminary discussions the Strategic Planning Committee is beginning to see its role in relation to budget and priority setting to be one that evaluates the effectiveness of the adopted priorities and the resulting budgeting decisions. In the early discussions about potential changes to next year's Strategic Planning Committee responsibilities, the committee began to see their role as outlined below.

1. The strategic goals and plans are discussed with the Governing Board and the Strategic Planning Committee. Input from community leaders, research on the needs of the community, the areas of strength/weakness of the college, etc. will fuel the dialogue and interaction about the strategic initiatives and goals of the college. This will occur in several joint retreats and separate meetings of both the Governing Board and the Strategic Planning Committee. Institutional research and community-based research will be used to guide these discussions. The outcomes of these interactions and discussions will be an affirmed list of strategic directions and goals that will be used in the budget and priorities process.
2. The budget and priority setting process will use the strategic goals and initiatives adopted by Governing Board to set direction, make funding decisions and establish the operational goals for the coming academic year. In forums and response sessions incorporated into the budget and priority setting process members of the community, staff, management and faculty will have opportunity to agree or disagree with the operationalizing of the adopted strategic goals and initiatives during the coming budget year. The Consultation Council, comprised of representatives from all constituency groups, will deliberate on the budgeting priorities for all requests for funding. Those funded for the next budget year will be selected in a shared governance decision-making manner. Those not funded for the next budget year will be given a priority and if funding becomes available there will be an order and priority already set to guide decisions.
3. During the Fall 2009, the Strategic Planning Committee will review the accomplishments of the past budget year seeking to provide insight into which budgeted priorities from the previous year were effective at moving the college toward our strategic goals. The Strategic Planning Committee will provide the evaluative summary to the Governing Board as we continue the dialogue regarding 2009-2010 and beyond strategic planning initiatives and goals for the college at our retreats with the Governing Board and during our separate meetings. This evaluative role for the Strategic Planning Committee will be proposed as a change to the charge of the committee for the academic year 2008-2009. Each governance committee is supposed to review its charge and suggest changes on an annual basis. At this point in the planning year, the Strategic Planning Committee has started to suggest new ways to increase its effectiveness. The newly formed Institutional Research office will be tasked with specific research agenda on issues of interest to the Strategic Planning Committee. The evaluative process outlined herein will be based on solid research, survey and data to make real the goal of informed decision-making.

STRATEGIC PLANNING COMMITTEE:

The following individuals served as members of the 2007-2008 Strategic Planning Committee:

Douglas Houston – Superintendent/President
Steven Sylvester, Dean of Instructional Services
Cary Templeton, Dean of Student Services/Institutional Research
Garrett Taylor – Interim Dean of Administrative Services
Sandy Beckwith - Counselor
Nancy Bengoa-Beterbide- Instructor
Liona Maas- Instructor
Toni Poulson - Instructor
Shelley Baxter – Management
Katherine Granfield - Management
Jeff Lang - Classified
Motare Ngiratmab – Classified
Shelly Reinsel - Classified

LASSEN COMMUNITY COLLEGE MISSION STATEMENT (adopted December 11, 2007)

The college will provide outstanding programs for all those pursuing higher education goals. These include degree and certificate programs in lower division arts and sciences and in vocational fields, basic skills instruction, support services that help students to succeed at the post-secondary level, adult non-credit education, and community service courses and programs. The college will serve the community, both on campus and in the outreach centers.

LASSEN COMMUNITY COLLEGE VISION STATEMENT: (adopted September 25, 2007)

Outstanding educational experiences and maximum student learning are the norm.

LASSEN COMMUNITY COLLEGE VALUES (adopted September 25, 2007)

Values at the core of Lassen Community College:

- Who we are
- Where we're going
- What we want to be.

Five areas emerged as valued by the College:

Educational Excellence – We value:

- High quality educational delivery
- Highly qualified instructors
- High quality technology and materials
- Well-equipped classrooms
- Student learning as the focal point of every experience

Student Focus – We value:

- Doing what is best for students, not what is easiest or most efficient
- Learning as a priority over teaching
- Student needs; they are paramount in the learning process

Honesty/ Integrity – We value:

- Establishing trust in relationships
- Dependability
- Transparency

Student Success – We value:

- Students reaching their goals
- Students being prepared for transfer to four-year institutions
- Vocational students being prepared for the job market

Dignity/Respect – We value:

- Civility
- Collegiality
- Active listening and communication
- Agreements that are made and kept

Values Summary Statement: Where excellence, a student focus, and honesty/integrity flourish and are modeled, two outcomes become self evident;

1. Students learn and become successful.
2. Trust emerges that evidences itself in relationships marked by dignity and respect.

2007-2008 Institutional Strategic Goals (adopted September 25, 2007)

Status of Institutional Strategic Goals for 2007-2008:

Goal One: To achieve fiscal stability.

- Created the Multi-Year Fiscal and Academic Recovery Plan
- Revised and Readopted the Institutional Planning and Budget Development Process
- Adopted Educational Initiatives
- Completed eight instructional program reviews (Administration of Justice/ Correctional Science, Agriculture, Art, Automotive Technology, Business, Child Development, Cosmetology, and Physical Science) and one non-instructional program review (Information Technology) with associated recommendations for program growth or reduction

Goal Two: To provide excellent educational services to students.

- Completed all eight scheduled instructional program reviews (Administration of Justice/ Correctional Science, Agriculture, Art, Automotive Technology, Business, Child Development, Cosmetology, and Physical Science)
- Hired two new counselors
- Hired an Administrative Assistant II in counseling
- Hired an Instructional Dean
- Reconstituted the Department Chairs
- Evaluated, revised, and improved correspondence courses
- Evaluated and revised student matriculation and orientation services
- Implemented the initial phase of the course SLO assessment plan
- Developed a Fire Technology program
- Revised and expanded the correspondence program for inmates with increased offering and two-year plans
- Piloted a Moodle platform for online courses
- Revising the Liberal Arts and University Studies degrees to become compliant with changes in Title V

Goal Three: To be a student centered institution

- Created a One Stop Student Services Center
- Increased dorm services to students
- Increased on-campus student extracurricular activities (intramural activities, acoustic café, concerts on the green)
- Evaluated and revised student matriculation and orientation services
- Added Web Advisor for students which includes online registration, student account balances, transcripts, and financial aid information
- Increased student access to the Learning Center
- Added a study hall in the Residence Hall

Goal Four: To maximize the utilization of resources

Technology

- Went live on Datatel for students, which is the final piece of the integrated enterprise resource planning system
- Adopted Moodle as our online platform
- Upgraded projection systems in Smart Classrooms

Space

- Established conference facilities in all buildings
- Created a One Stop Student Center
- Brought the offices of Administrative Services and Business personnel together under one roof
- Added a CalWORKs career link
- Added an EOPS book service center
- Moved Correspondence to a bigger space to meet its growing needs

Human Resources

- Reassigned existing personnel to the Office of Institutional Research

- Hired two counselors
- Reallocated existing administrative assistant position to athletics
- Assigned the Athletic Director function to the Dean of Instruction
- Reassigned full time faculty to Head Coaching positions to reduce the part time coaching assignments

Goal Five: To develop a positive community image

- Redesigned the Web Page
- The President hosted monthly community leader's luncheons
- The President made presentations to community organizations
- Created a music concert series
- Continued the annual faculty Art exhibit at the local Art Council Gallery
- Reorganized of the Governing Board meeting format

Goal Six: To develop a culture of evidence

- Created an Office of Institutional Research
- Created a reporting platform in Datatel
- Provided improved data to the IPR process creating a basis for data driven decisions
- Created an *Annual Fact Book*

Goal Seven: To make professional/respectful interaction the norm

- Evaluated and revised the existing shared governance process
- The President held a series of well attended open forums for communication purposes
- The institution held two convocations, one with a focus on conflict resolution, and one with a focus on faculty/student relations
- Completed a fall climate survey which showed a major shift in campus culture
- Improved communication (Lassen Lowdown, President's Musings, Meeting Minutes, Open Forums)
- Adopted email as our primary source of communication
- Drafted an updated faculty handbook
- Reaffirmed our campus constituent group ethics statements

2008-2009 Governing Board Directives (developed October 23, 2007)

Vision:

- Provide leadership necessary to restore Lassen Community College as the “crown jewel” of the county
- Move from crisis management mode to setting and focusing on future strategic directions for the college
- Foster a culture of responsiveness to community

Quality:

- Focus on quality
- Provide excellence in education and service to students including career and technical education, transfer, and life-long learning
- Be able to support the dreams of all people including young students through senior citizens.
- Be the choice for high school students

Access throughout the Region:

- Provide access to education and services throughout northeastern California, including Westwood, Chester, and others
- Consider delivering services to eastern side of Sierras and in Nevada
- Support technology and distance learning

College Leadership:

- Ensure stability of leadership and solve other ongoing problems that reduce effectiveness
- Promote a culture of individual and group accountability

Economic Development:

- Provide programs that foster and support economic development in the county
- Build partnerships with business

Cultural Center:

- Be a cultural and activities center for the community; e.g. arts, theatre, music, speakers, swimming

Community Leadership:

- Provide leadership for the community in addressing region-wide issues and community and leadership development.

2008-2009 Educational Initiatives

Staffing (hiring/reduction)

1. Reassign PE instructor to English [2006 ACCJC Recommendation #15; 2007-2008 Strategic Goal # 4]
2. Retain Chemistry instructor – partial load [2006 ACCJC Recommendation #10; 2007-2008 Strategic Goal # 4, 2008-Physical Science IPR # 2]
3. Hire Director of Nursing [2006 ACCJC Recommendation #10; 2007-2008 Strategic Goal # 3; 2004- Nursing IPR Priority #11; Board of Nursing Mandate]
4. Hire new Business instructor (emphasis in Small Business & Government Sector Management [2006 ACCJC Recommendation #15; 2007-2008 Strategic Goal #1, 2, 3; 2008-2009- Board Directive – Vision & Economic Development; 2008- Business IPR Priority #3]
5. Pilot Basic Correction Officer Academy [2007-2008 Strategic Goal #1, 2, 3, 5; 2008-2009- Board Directive – Vision & Economic Development; 2008-AJ/CORS IPR Priority #4]
6. Hire permanent Dean of Administrative Services [2006 ACCJC Recommendation #10; 2007-2008 Strategic Goal # 4; Board Directive – College Leadership]
7. Hire permanent Human Resource Director (in budget) [2006 ACCJC Recommendation #10; 2007-2008 Strategic Goal # 4 & 6; Board Directive – College Leadership]
8. Hire Learning Resource Specialist (faculty) to restore Learning Center [2006 ACCJC Recommendation #15; 2007-2008 Strategic Goals # 2, 4; 2002-Learning Resource NIPR Priority #4]
9. Hire Instructional Technology Specialist [2006 ACCJC Recommendation #21; 2007-2008 Strategic Goal # 4; Board Directive – Access throughout the Region; Information Technology NIPR Priority #1]
10. Recruit additional Fire Technology part-time instructors –[2007-2008 Strategic Goals #1, 3, 4; Board Directive – Vision & Quality]
11. Increase POST Level II & III course offerings - Spring 08 [2007-2008 Strategic Goal # 1, 3, 4; Board Directive – Vision & Quality]
12. Increase Community Service camps - Summer 2008 [2007-2008 Strategic Goal # 5; Board Directive – Vision & Quality]
13. Increase World of Work (CORS WE) - Summer 2008 [2007-2008 Strategic Goal # 1; Board Directive – Vision & Economic Development]
14. Increase Gunsmithing offerings - Summer 2008 [2007-2008 Strategic Goal # 1]
15. Distance Education [2007-2008 Strategic Goal # 1,4,5; Board Directive – Vision, Quality and Access throughout the Region]
 - a. ITV & Correspondence (increase support; market courses to 4-yr partners)
 - b. Pilot online/ITV/correspondence/hybrids
16. Hire Automotive Technology instructor (mid-year) [2007-2008 Strategic Goal # 1, 2, 3, 5; Board Directive – Vision, Quality & Economic Development]
17. Hire part-time (50%) Music instructor/director [2007-2008 Strategic Goal # 1, 3, 5; Board Directive – Vision, Quality & Cultural Center; 2006 Music Advisory Group Proposal]

18. Restore alliances with Palau/Island territories [[Board Directive – Vision, Quality & Cultural Center](#)]

Program Development (for future years)

- Restore Agriculture Advisory Committee [[Board Directive – Vision, Quality & Economic Development](#)]
- Develop Adult Education Partnership with Lassen HS [[Board Directive – Vision & Quality](#)]
- Restore Business Advisory Committee [[Board Directive – Vision, Quality & Economic Development](#)]
- Restore Automotive Technology Advisory Committee [[Board Directive – Vision, Quality & Economic Development; 2008- Automotive Technology IPR Priority #1](#)]
- Relocate Native Studies Center [[Board Directive – Vision & Quality](#)]
- Restore ITV Facility [[Board Directive – Access throughout the Region](#)]
- Restore Music Advisory Committee [[Board Directive – Vision, Quality & Culture Center](#)]
- Restore Power Generation Technology Advisory Committee [[Board Directive – Vision, Quality & Economic Development](#)]
- Expand articulation with CSUs & UCs Committee [[2007-2008 Strategic Goal # 1, 2, 3, 5; Board Directive – Vision & Quality](#)]
- Expand articulation with Private universities [[2007-2008 Strategic Goal # 1, 2, 3, 5; Board Directive – Vision & Quality](#)]
- Expand Basic Skills - [[2007-2008 Strategic Goal # 1, 2, 3; Board Directive – Vision & Quality](#)]

2009-2010 Educational Initiatives

Staffing (hiring/reduction)

- Hire Fire Technology instructor [[2007-2008 Strategic Goal # 1, 2, 3, 5; Board Directive – Vision, Quality & Economic Development](#)]

Program (add/increase/decrease/cut)

- Fire Technology (inc CCC)
- Restore Apportionment support Learning Center – expand tutoring; Learning Skills Lab
- Expand Cosmetology
- Restore Small Business Management Curriculum
- Expand POST Level II and III
- Pilot Basic Correction Officers Academy
- Expand Rodeo
- Expand Adult Education Partnership with Lassen HS
- Add athletic program (cross country)

Program Development (for future years)

- Native Americans – pursue CNE grant (EC HS)
- Develop/Pilot Government-sector Management/Leadership
- Develop/Pilot Music Program (options)
- Restore Recreation Management Advisory Committee [[Board Directive- Vision, Quality & Economic Development; 2006 – Physical Education IPR Priority #1](#)]
- Conduct Football Feasibility Study

- Conduct RN Upgrade Feasibility Study [2004 – Nursing IPR Priority #3]
- Establish Advisory Committee in Westwood and Alturas
- Develop/Restore Power Generation Technology program (emphasis in renewable energy)

2010-2011 Educational Initiatives

Staffing (hiring/reduction)

- Hire Human Services instructor – dependent on data from fiscal and academic recovery efforts [2007-2008 Strategic Goal # 1, 2, 3, 5; Board Directive – Vision, Quality & Economic Development; 2004- Human Services IPR Priority #5]
- Hire Associate Dean of Instructional Services - dependent on data from fiscal and academic recovery efforts [2006 ACCJC Recommendation #10]

Program (add/increase/decrease/cut)

- Expand Agriculture (Advisory Committee direction)
- Expand Corrections Officer Academies
- Pilot Automotive Technology (Agr Mech, Fire Mech)
- Expand business (entrepreneurship; Government-sector Management)
- Pilot programs in Westwood
- Expand programs in Alturas
- Pilot Power Generation Program
- Expand Athletic (track, marksmanship)
- Pilot Recreation Management
- Expand Music
- Distance Ed
 - Expand online/ITV/Correspondence/Hybrid

Program Development (for future years)

- Develop Recreation Management program
- Establish Construction Technology Advisory Committee
- Establish Resource Management Advisory Committee
- Establish South-County Advisory Committee

2011-2012 Educational Initiatives

Program (add/increase/decrease/cut)

- Expand Westwood
- Expand Alturas
- Pilot South-County Outreach
- Expand Automotive (Agr Mech, Fire Mech)
- Expand Power Generation Technology
- Expand Music (based on feasibility)
- Expand Athletics (Football feasibility)
- Pilot Resource Management
- Pilot Construction Technology
- Distance Ed
 - Expand online/ITV/Correspondence/Hybrid

INSTITUTIONAL ISSUES:

Institutional Planning and Budget Development Process

The institutional planning and budget development process are explained in the Institutional Planning and Budget Development Process Handbook adopted by the Academic Senate on November 14, 2007 and Consultation Council on November 15, 2007. The initial evaluation of the re-established institutional planning and budget development process will occur during May 2008.

Shared Governance and Collegial Consultation Process

The shared governance structure and process are explained in the Shared Governance and Collegial Consultation Process Handbook that was developed during 2006-2007 and accepted by the Governing Board on April 24, 2007. This first edition of the guidelines for shared governance at the college was evaluated and revised Fall 2007. The Governing Board accepted the second edition of the handbook on February 12, 2008. During the initial evaluation process, the timeline for evaluation was moved from fall to spring. The next evaluation of the shared governance structure and process will occur May 2008.

Accreditation

The college has struggled with its ability to consistently meet the accreditation standards of good practice since 1996. The Accreditation Response Steering Committee was formed in Fall 1996 to address the four recommendations from the Accrediting Commission when Lassen Community College was initially placed on probation. The committee is comprised of two (2) board members, three (3) administrators, three (3) manager/confidential employees, three (3) faculty, three (3) classified staff, and three (3) students.

When Lassen Community College was removed from warning status in June 1999, the Accreditation Response Steering Committee remained as a standing committee and was renamed the Accreditation Steering Committee. The committee subsequently became a standing committee responsible for monitoring and modifying the campus' plans for addressing accreditation issues in addition to the collegial development of responses to the Accrediting Commission.

The Accreditation Steering Committee has overseen the college preparation of three progress reports and one comprehensive self-study as well as hosting three team visits in the last eighteen months.

Institutional Research

The institutional research function at the college was refocused with the Governing Board action December 11, 2007, to assign the research function to the Dean of Student Services/Institutional Research. In addition, one management position in information technology was realigned as an Enterprise Systems Developer/Research Analyst and one classified position was reclassified as a Research Technician. Both positions report to the Dean of Student Services/Institutional Research. In February 2008, a 20% reassigned faculty position was established to work with the previously identified research staff. To augment the on-campus data collection and research functions, the services of an outside institutional research consultant have been retained for at least Spring 2008.

In addition to providing the essential staff, the college also identified the initial data collection and analysis priorities for the newly developed research capacity. The first priority was to compile and distribute the required data for instructional program reviews currently in progress. Enrollment, FTE generation data, revenue and expenditure data, full-time equivalent faculty data, course retention and completion data, student outcome data (degrees and certificates completed), and employment forecast data was provided to each of the programs currently undergoing program review in late January. The second priority was to provide much of the same data for instructional programs not under review in the 2007-2008 academic in order to provide consistent information to drive the educational initiatives for the 2008-2009 academic year. The third priority was to complete the development of the Annual Fact Book initiated Fall 2007. The fourth priority was to initiate a research project into the analysis of basic skills to provided needed data for appropriate decisions concerning the direction of basic skills preparation at the college and the most effective use of basic skills money provided by the state.

Section II – Instructional Section (Educational Master Plan)

INTRODUCTION

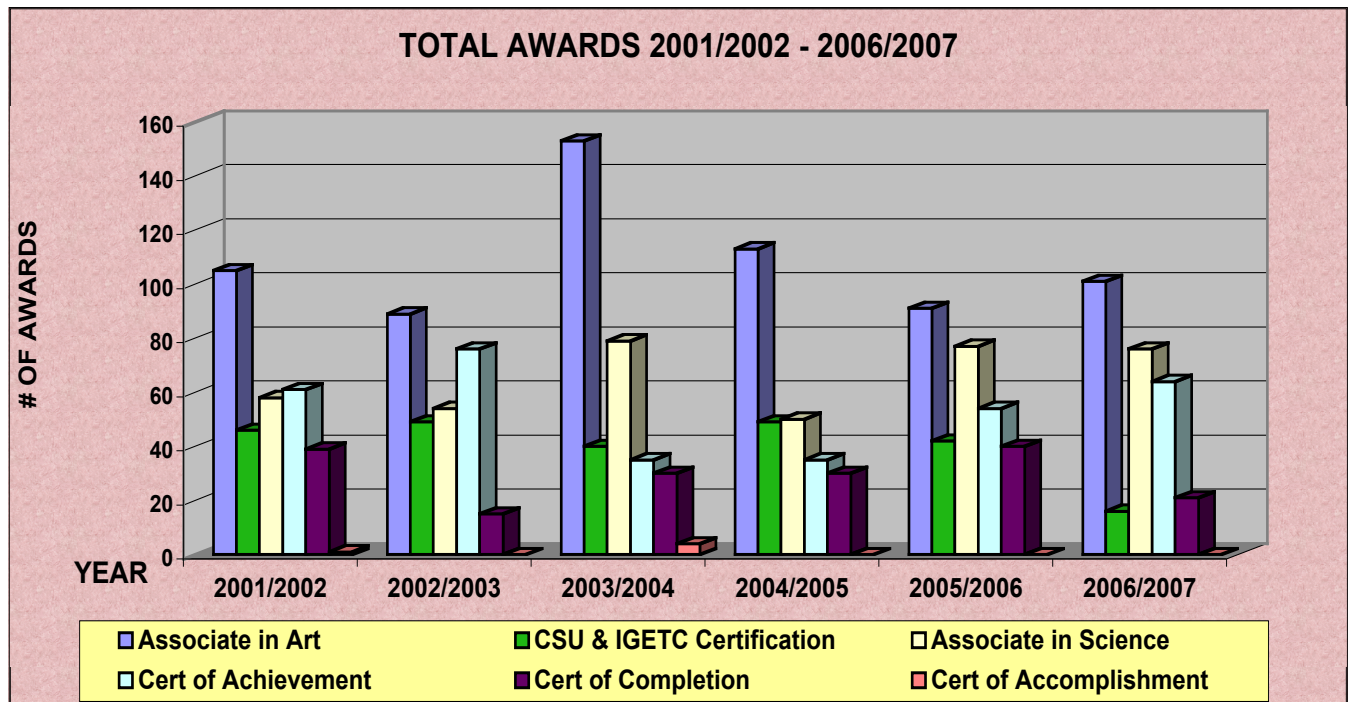
From its establishment in 1925, Lassen Community College has provided a balance of educational program offerings. Beginning in 1935 with the Forest Technology program, the college has developed and revised a mix of academic and vocational programs appropriate to the mission of California Community Colleges. Originally built as one of the state’s “small but necessary” campuses, the college successfully provides comprehensive educational programs in spite of its small size.

The college is committed to providing quality education offerings that meet the diverse needs of its student population. The college currently offers twenty-three (23) associate degrees, seventeen (17) certificates of achievement, and fourteen (14) certificates of accomplishment within eighteen (18) credit programs. The Curriculum/Academic Standards Committee, a subcommittee of the Academic Senate, is responsible for insuring the integrity and quality of Lassen Community College curriculum and programs.

The college offers academic associate degrees in: Liberal Arts, Physical Education and University Studies (Art, Biological Science, Business, Mathematics/Physical Science, IGETC and CSU). The associate degrees offered in vocational specializations are Accounting, Administration of Justice, Agriculture Science and Technology, Automotive Technology, Childhood Development, Correctional Science, Drug and Alcohol Paraprofessional, Fire Technology, Firearms Repair, General Gunsmithing, Journalism, Human Services, Office Administrative Assistant, Vocational Nursing, and Welding Technology. In 2006-2007, 177 associate degrees and 64 certificates of achievement were awarded.

Award Type		2001/02	2002/03	2003/04	2004/05	2005/06	2006/07
	Award Count						
Associate in Art		105	89	153	113	91	101
CSU & IGETC Certification		46	49	40	49	42	16
Associate in Science		58	54	79	50	77	76
Cert of Achievement		61	76	35	35	54	64
Cert of Completion		39	15	30	30	40	21
Cert of Accomplishment		1	0	4	0	0	0
Total Award Count		310	283	341	277	304	278

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Academic Programs Ranked by Total Degrees and/or Certificates

Awarded 2006-2007

Program	AA/AS	Cert of Ach	Cert of Comp	Total
Liberal Arts	59			59
Administration of Justice/Correctional Science	25	14		39
Nursing	21	17		38
University Studies	35			35
Gunsmithing	6	8	18	32
Human Services	16	14		30
Child Development	7	3	2	12
Business	11	1		12
Power Generation Technology * program inactivated	3	5		8
Agriculture	4			4
Journalism	2	1	1	4
Automotive Technology		1		1

2007-2008 College Outcome Table

The faculty developed student-learning outcomes at the institutional, program and course levels during the 2006-2007 and 2007-2008 academic years.

Adopted by the Governing Board – May 13, 2008

Institutional Academic Student Learning Outcomes (adopted November 28, 2006)

1. Analytical skills – ability to think critically and apply logic to solving problems
2. Artistic and Aesthetics Awareness skills – ability to appreciate the creative process through the exploration of a variety of creative experiences
3. Communication skills – ability to listen and read with comprehension and the ability to write and speak effectively
4. Global and Cultural Awareness skills – ability to interact successfully with other cultures; to acquire attitudes that enable one to respect, learn from, and appreciate diversity
5. Personal, Social and Civic Responsibility skills –ability to develop and apply strategies to set realistic goals for personal, educational, career, and community development; ability to apply standards of personal and professional integrity
6. Quantitative and Scientific Inquiry skills – ability to analyze and solve quantitative problems; ability to apply the scientific method successfully to a wide variety of situations
7. Self-awareness/Interpersonal skills -- ability to engage in self-assessment; ability to cooperate with others in a collaborative environment for accomplishment of goals
8. Technology and Information Competency skills – ability to use a current technology; ability to use the internet and/or library to access and analyze information for relevance and accuracy
9. Workplace Competency skills – ability to apply theoretical concepts to practical application of technical skills

Degree and Certificate (Program) Student Learning Outcomes

Student Learning Outcomes for degrees and certificates can be found in the college catalog and on the college website. Student Learning Outcomes have been approved for all programs except degrees and certificates in Accounting, Business Core Concentration, Drug and Alcohol Paraprofessional and Human Services.

Course Student Learning Outcomes

Student Learning Outcomes for courses can be found on the course outlines of record and on the college website. Eighty percent of the active courses have approved student-learning outcomes effective February 2008.

Instructional programs are reviewed on a two-year (vocational programs) or four-year (transfer programs) cycle. The instructional program review procedures, developed and recommended by the Academic Senate for adoption by the Governing Board, are found in the Instructional Program Review Policy and Procedures Handbook.

ACADEMIC PLANNING COMMITTEE:

The following individuals served as members of the 2007-2008 Academic Planning Committee:

Steven Sylvester, Dean of Instructional Services
Ross J. Stevenson, Division Chair, Vocational/Technical
Sandy Beckwith, Division Chair, Mathematics/Science/Business
Carie Camacho, Division Chair, Liberal Arts
Cheryl Aschenbach, Division Chair, Physical Education/Health Occupations
Bob Brower, Instructor
Marshel Couso, Confidential
Matt Levine, Management
Mary Hasselwander, Classified
Judy Mason, Classified
Tami Younger, Student

Status of Academic Planning Goals for 2007-2008:

1. Improve enrollment management through increased scheduling options to provide students with greater access to classes.

Status:

- a. The college returned to the M-F schedule for the majority of classes.
 - b. A cohort of general education classes (five each semester) were scheduled for twelve weeks (late start fall and early finish spring) to allow students with summer jobs (i.e. fire science) a greater chance of enrolling and completing their courses.
2. Complete development of course and program level student learning outcomes and initiated assessment at the course level.

Status:

The Governing Board approved Institutional Student Learning Outcomes November 28, 2006. To date, sixteen out of eighteen programs, or eighty-nine percent, have student-learning outcomes for all degrees and certificates approved by the Governing Board and four hundred forty-four out of five hundred ninety-four, or seventy-five percent, of the courses have approved student-learning outcomes. In Spring 2007, assessment results for two courses were completed. During the pilot semester on the assessment of course student learning outcomes, Fall 2007, twenty-six of the thirty-four full-time faculty teaching that semester submitted assessment plans (76%) and twenty-six (76%) had submitted completed assessment results to the Office of Instruction by February 25, 2008. Of the seventy-five part-time faculty teaching Fall 2007, eleven (15%) submitted assessment plans and only three (4%) had submitted completed assessment results to the Office of Instruction by February 25, 2008. [SLO Assessment Analysis – Fall 2007]

3. Integrate student learning outcomes, instructional program review (IPR), institutional planning and budget allocation.

Status:

- a. Budget prioritization for Library Materials/Instructional Equipment money was linked to completed recommendations within current instructional program reviews or addendums and student learning outcome development utilizing the adopted budget development forms and process during the budget allocation process.
 - b. The Instructional Program Review Handbook was revised to include student-learning development and assessment plans.
 - c. Eight instructional program reviews (Administration of Justice/Correctional Science, Agriculture, Art, Business, Child Development, Cosmetology, and Physical Science) developed using the revised Instructional Program Review Handbook were accepted by the Academic Senate February 11, 2008 and the Governing Board on March 11, 2008.
4. Obtain data to support decision-making at the administrative level.

Status:

Office of Institutional Research under the leadership of the Dean of Student Services/Institutional Research was established in January 2008. Data for instructional programs scheduled for review during 2007-2008 was provided to instructional faculty January 2008. Additional program data to be generated Spring 2008. The *Annual Fact Book 2006-2007* is being completed.

Academic Planning Goals for 2008-2009

1. Evaluate and modify the class schedules to assure student focused design
 - a. Evaluate and modify the comprehensive day/night general education schedule to minimize class conflicts (three-year scheduling plan).
 - b. Evaluate and modify the late/early start cohort of general education schedule to minimize class conflicts.
 - c. Evaluate and modify the class schedule to provide maximum opportunity for students to complete degrees and certificates within the designated timeframe (one or two years).
2. Reaffirm institutional commitment to Basic Skills education
 - a. Expand Learning Center (staffing and tutoring classes)
 - b. Expand coordinated offerings of basic skills courses in developmental studies, English, reading, and mathematics.
3. Revitalize vocational education programs
 - a. Schedule, restore, or establish vocational program advisory committees

- b. Actively pursue full-time academic staff for Nursing Program (Director and faculty with faculty service area in Nursing)
- 4. Integrate assessment of student learning outcomes at course, program and institutional levels with one another and institutional planning
 - a. Additional training on student learning outcomes assessment methods
 - b. Evaluate and commit to an organizational structure providing oversight, mentoring, and research capacity
- 5. Expand data components of instructional program review linked to institutional planning and budget allocation
 - a. Provide data to programs prior to the beginning of the fall semester
 - b. Work with Academic Senate to adjust the timelines, sequence of steps and accountability to better link the program review process with institutional planning
- 6. Expand education offerings to students unable to access campus
 - a. Expand online, correspondence, ITV, and hybrid delivery methods (consistent with academic quality concerns)
 - b. Provide classes (particularly basic skills and general education) by traditional delivery methods at off-campus locations as student demand and finances warrant
 - c. Increased presence in specific outreach locations (facilities and staff)
- 7. Expand community service offerings

Academic Planning Goals for 2009-2010

- 1. Revitalize vocational education programs
 - a. Hire, as finances allow, at least one full-time faculty member in each on-going vocational program (Automotive Technology, Fire Technology, Human Services)
 - b. Investigate restoring, expanding or starting vocational programs
 - i. Correctional Officers Academy
 - ii. Power Generation Technology
 - iii. Small Business Management
 - iv. Recreation Management
- 2. Evaluate and prepare for relocation of programs (building remodeling and portable building removal)

Academic Programs:

Academic Programs Ranked by Credit FTE Generation 2006-2007

Program	Credit FTES 2006/07	Credit FTES 2005/06	Credit FTES 2004/05
Liberal Arts	407.17	382.35	310.00
Athletics/Physical Education/Health	169.66	201.40	323.31
Gunsmithing	148.29	110.94	122.64
Art	118.58	104.99	117.08
Mathematics	116.39	122.91	101.70
Administration of Justice/Correctional Science	101.83	137.10	97.77
Work Experience	80.68	46.92	55.08
General Studies	76.84	104.18	79.60
Nursing	69.56	64.52	71.80
Biological Science	65.06	42.30	47.72
Agriculture	53.50	100.0	182.09
Business	38.31	77.87	105.45
Welding Technology	44.35	34.43	67.24
Automotive Technology	34.28	36.19	45.31
Child Development	26.26	35.43	48.71
Human Services	25.33	35.77	21.46
Physical Science	24.07	32.63	32.35
Journalism	6.93	7.07	14.41
Cosmetology	4.08	1.10	22.69
Fire Technology * new program approved fall 2007	3.34	5.27	3.82

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Basic Skills:

Description:

Pre-collegiate courses are designed to increase skills of students, who can benefit from instruction in reading, writing, and math, and provide them with skills necessary to succeed in transfer or vocational programs or to increase workplace competency. Upon completion of appropriate basic skills courses, students will perform at rates consistent with the general student population. The credit basic skills program includes two courses in basic writing, two courses in reading, and two courses in basic mathematics. The non-credit basic skills program includes study strategies labs, supervised peer tutoring, and GED preparation.

In addition to instruction, basic skills also include matriculation activities such as assessment, counseling, and specifically retention activities. The new institutional research function is initiating a basic skills program analysis Spring 2008.

**Basic Skills Program
Credit FTE Comparison Fall 2004- Spring 2007**

TOP Code	Title	Credit FTES Fall 2007	Credit FTES 2006/07	Credit FTES 2005/06	Credit FTES 2004/05
4930.21	Basic Skills -Writing	15.10	11.36	14.01	13.34
4930.41	Basic Mathematic/Arithmetic	22.40	31.66	33.72	29.35
4930.70	Basic Skills - Reading	4.17	4.5	4.82	2.75
	<i>Total Normalized FTES</i>	41.67	47.52	52.55	45.44

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**Basic Skills Program
Non-Credit FTE Comparison Fall 2004- Spring 2007**

TOP Code	Title	Non-Credit FTES Fall 2007	Non-Credit FTES 2006/07	Non-Credit FTES 2005/06	Non-Credit FTES 2004/05
4930.62	GED Preparation		1.21	1.37	0.96
	<i>*Total Normalized FTES</i>				

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**Basic Skills Program
Revenue/Expenditure Comparison Fall 2004- Spring 2007**

	Credit FTES Fall 07	Credit FTES 2006/07	Credit FTES 2005/06	Credit FTES 2004/05
Basic Skills (4930.21, 4930.41, 4930.70)	41.67	47.52	52.55	45.44
State Apportionment per credit FTE	\$4,565.00	\$4,367.00	\$4,123.00	\$3,891.02
Basic Skills –non-credit (4930.62)	0.40	1.21	1.37	0.96
State Apportionment per non-credit FTE	\$2,745.00	\$2,479.00	\$1,958.00	\$1,879.00
Total Program Revenue	\$191,321.55	\$210,522.97	\$219,282.18	\$178,611.78
Total Program Expenditure				
Excess Revenue				

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**Basic Skills Program
Retention/Success Comparison Fall 2004- Spring 2007**

	2006/2007 Enrollment	Retention	Success	2005/2006 Enrollment	Retention	Success	2004/2005 Enrollment	Retention	Success
Mathematics		75%	41%		77%	39%		83%	46%
Reading	49	78%	59%	70	67%	56%	14	100%	93%
Writing		51%	29%		76%	54%		74%	60%

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Evaluation:

Basic Skills data is currently not separated from Developmental Studies when compiled by TOP Code and from English or Mathematics when revenue/expenditure is compiled. Recommendation is that Basic Skills data be tracked separate from other programs. Efforts to provide increased retention opportunities for basic skills students include the hiring of additional Learning Resource Center staff. [2008-2009 Educational Initiative # 8 - Hire Learning Resource Specialist (faculty) to restore Learning Center; 2006 ACCJC Recommendation #15; 2007-2008 Strategic Goals # 2, 4; 2002-Learning Resource NIPR Priority #4]

Developmental Studies:

Description:

Special classes and services are offered to students with verified disabilities on an on-going basis in order to help them succeed in their chosen programs. The developmental studies program is funded out of categorical funds (fund 12). The Governing Board accepted the most recent Developmental Studies IPR on May 12, 2005.

**Developmental Studies Program
Credit FTE Comparison Fall 2004- Spring 2007**

TOP Code	Title	Credit FTES Fall 2007	Credit FTES 2006/07	Credit FTES 2005/06	Credit FTES 2004/05
4930.30	Developmental Delayed Courses	0.00	0.00	1.11	3.80
4930.32	Learning Disabled Courses	2.90	8.85	8.88	14.48
0835.80	Adaptive Physical Education	2.50	7.74	8.71	2.60
	<i>Total Normalized FTES</i>	5.40	16.59	18.70	20.88

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**Developmental Studies Program
Non-Credit FTE Comparison Fall 2004- Spring 2007**

TOP Code	Title	Non-Credit FTEs Fall 2007	Non-Credit FTEs 2006/07	Non-Credit FTEs 2005/06	Non-Credit FTEs 2004/05
4930.31	Developmental Delayed Courses	3.10	12.75	11.44	11.19
	* <i>Total Normalized FTEs</i>				

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**Developmental Studies Program
Revenue/Expenditure Comparison Fall 2004- Spring 2007**

	FTEs Fall 07	FTEs 2006/07	FTEs 2005/06	FTEs 2004/05
Developmental Studies –credit (4930.30, 4930.32, 0835.80)	5.40	16.59	28.70	20.88
State Apportionment per credit FTE	\$4,565.00	\$4,367.00	\$4,123.00	\$3,891.02
Developmental Studies –non- credit (4930.30, 4930.32, 0835.80)	3.10	12.75	11.44	11.19
State Apportionment per non- credit FTE	\$2,745.00	\$2,479.00	\$1,958.00	\$1,879.00
Total Program Revenue	\$33,160.50	\$104,005.78	\$140,729.62	\$102,270.50
Total Program Expenditure				
Excess Revenue				

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**Developmental Studies Program
Retention/Success Comparison Fall 2004- Spring 2007**

2006/2007 Enrollment	Retention	Success	2005/2006 Enrollment	Retention	Success	2004/2005 Enrollment	Retention	Success
291	79%	64%	391	88%	66%	319	88%	82%

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Evaluation:

Developmental Studies program data is currently not separated from Basic Skills when compiled by TOP Code. Recommend that developmental studies be tracked separately and furthermore that data on services for disabilities students be tracked separately from developmentally delayed students. The most recent instructional program review for Developmental Students recommended “Hire a part-time faculty member (or increase current part-time faculty hours) dedicated to assessment, agency liaison, accommodation services, and follow-up of students for the CalWorks/TANF and prison programs” [2005 Developmental Studies IPR; Priority #2] and “Add adaptive physical education classes to the college’s senior citizen’s program.” [2005-Developmental Studies IPR Priority #4].

Transfer Programs:

Art:

Description:

The Associate in Arts –University Studies California State University Art Major Concentration is designed to prepare students for transfer to a California State University with partial fulfillment of the major core requirements for art majors at most state universities. The Governing Board accepted the most recent Art IPR on March 11, 2008.

**Art Program
Credit FTE Comparison Fall 2004- Fall 2007**

TOP Code	Title	Credit FTES Fall 07	Credit FTES 2006/07	Credit FTES 2005/06	Credit FTES 2004/05
1009	Applied Design		7.86	7.48	7.61
1012	Applied Photography		0.0	0.0	0.92
1002	Art	52.3	72.63	72.37	62.98
1001	Fine Arts, General		16.52	3.67	4.84
1099	Other Fine and Applied Arts		0.92	0.0	0.0
1011	Photography		20.65	21.47	40.73
	<i>*Total Normalized FTES</i>		118.58	104.99	117.08

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*TOP Code 1009 includes both Art and Gunsmithing courses

No associate degrees in Art have been awarded by Lassen Community College in the last ten years.

**Art Program
Revenue/Expenditure Comparison Fall 2004- Spring 2007**

	Credit FTES Fall 07	Credit FTES 2006/07	Credit FTES 2005/06	Credit FTES 2004/05
Art (1001,1002,1004,1008,1009,1011,1099)		133.24	119.45	136.43
State Apportionment per FTE	\$4,565.00	\$4,367.00	\$4,123.00	\$3,891.02
Total Program Revenue		\$607,615.89	\$514,559.01	\$570,461.18
Total Program Expenditure		\$217,663.00	\$239,159.47	\$226,319.91
Excess Revenue		\$389,952.89	\$275,399.54	\$344,141.27

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**Art Program
Retention/Success Comparison Fall 2004- Spring 2007**

2006/2007 Enrollment	Retention	Success	2005/2006 Enrollment	Retention	Success	2004/2005 Enrollment	Retention	Success
621	77%	71%	610	75%	69%	637	81%	75%

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Evaluation:

The art program contributes significantly to the success of the liberal arts program and many of the University Studies degrees awarded. The program has also provided enrichment opportunities for vast number community members. The state course repeatability constraints have forced the program to consider offering more community service classes to meet community expectations. [2008-2009 Educational Initiative # 12 - Increase Community Service camps - Summer 2008; 2007-2008 Strategic Goal # 5; Board Directive – Vision & Quality]

Biological Science:**Description:**

The Associate in Science – University Studies California State University Biological Science Major Preparation is designed to prepare students for transfer to a California State University with partial fulfillment of the major core requirements for biological science majors at most state universities. In addition the program offers prerequisite courses for registered nursing programs including Anatomy and Physiology and Microbiology. The Biological Science program serves three primary goals; major preparation requirements for student-planning to major in a biological science at a four-year university, natural science general education requirement for students earning an associated degree and prerequisite requirements for most registered nursing program. The Governing Board accepted the most recent Biological Science IPR on January 24, 2006.

**Biological Science Program
Credit FTE Comparison Fall 2004- Fall 2007**

TOP Code	Title	Credit FTES Fall 07	Credit FTES 2006/07	Credit FTES 2005/06	Credit FTES 2004/05
0410	Anatomy and Physiology		8.23	5.30	8.59
2202	Anthropology	12.2	34.33	8.56	7.35
0401	Biology, General	18.9	11.28	16.47	20.20
0402	Botany, General	0.0	0.0	0.0	2.01
0301	Environmental Science	0.0	0.83	0.0	1.55
0403	Microbiology		5.97	6.40	3.12
0408	Natural History		4.42	3.55	4.90
0407	Zoology, General	0.0	0.0	2.02	0.0
	<i>*Total Normalized FTES</i>		<i>65.06</i>	<i>42.30</i>	<i>47.72</i>

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**Biological Science Program
Revenue/Expenditure Comparison Fall 2004- Spring 2007**

	Credit FTES Fall 07	Credit FTES 2006/07	Credit FTES 2005/06	Credit FTES 2004/05
Biological Science minus Physical Anthropology		29.9	46.24	43.18
State Apportionment per FTE	\$4,565.00	\$4,367.00	\$4,123.00	\$3,891.02
Total Program Revenue		\$130,573.30	\$190,647.52	\$168,014.24
Total Program Expenditure		\$177,851.00	\$187,774.92	\$179,970.00
Excess Revenue		-\$47,277.70	\$2,872.60	-\$11,955.76

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**Biological Science Program
Retention/Success Comparison Fall 2004- Spring 2007**

	2006/2007 Enrollment	Retention	Success	2005/2006 Enrollment	Retention	Success	2004/2005 Enrollment	Retention	Success
Biological Science	171	70%	53%	181	75%	56%	229	77%	55%
Anthropology	326	72%	53%	87	89%	72%	72	88%	78%

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Evaluation:

The ability of the biological science program to provide major preparation for students planning to major in a biological science at a four-year institution has been severely hampered by the institution's inability to offer the other lower division science courses required. Specifically, the college is no longer able to offer one year of inorganic chemistry required of all biology majors and the one-year sequence of general physics has been reduced to being offered every other year. The inability of students to complete their lower division preparation at Lassen Community College is causing potential biology majors to transfer to other institutions impacting enrollments.

Liberal Arts:

Description:

The Associate in Arts Degree in Liberal Arts encompasses an interdisciplinary approach and provides students with the maximum amount of flexibility regarding course selections in the arts and humanities. It is an excellent degree major choice for students who have not identified a specific major and want to explore a multidisciplinary curriculum encompassing area of knowledge in the arts and humanities. The Associate in Arts - Liberal Arts is currently the only Lassen Community College degree authorized by the ACCJC to be delivered primarily through correspondence delivery. The Governing Board accepted the most recent Liberal Arts IPR on January 16, 2007.

**Liberal Arts Program
Credit FTE Comparison Fall 2004- Fall 2007**

TOP Code	Title	Credit FTES Fall 07	Credit FTES 2006/07	Credit FTES 2005/06	Credit FTES 2004/05
1507	Creative Writing	0.0	0.0	1.01	0.61
1501	English	47.8	76.27	70.03	64.39
2203	Ethnic Studies	14.5	22.81	16.55	14.02
0612	Film Studies	7.2	18.49	17.68	19.66
2205	History	17.8	45.17	29.53	20.89
0610	Mass Communications	0.0	0.66	0.94	1.11
1004	Music	4.7	10.05	11.99	18.89
1599	Other Humanities	9.4	28.74	8.89	22.44
1509	Philosophy	7.9	1.25	21.47	12.54
2207	Political Science	10.9	23.71	28.09	10.47
2001	Psychology, General	48.3	102.04	82.60	59.28
1510	Religious Studies		26.82	10.87	14.87
2208	Sociology	12.5	28.28	47.10	22.48
1105	Spanish	0.0	12.50	17.09	10.83
1506	Speech Communication	5.5	10.38	18.51	17.52
*	<i>Total Normalized FTES</i>		<i>407.17</i>	<i>382.35</i>	<i>310.0</i>

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**Liberal Arts Program
Revenue/Expenditure Comparison Fall 2004- Spring 2007**

	Credit FTES Fall 07	Credit FTES 2006/07	Credit FTES 2005/06	Credit FTES 2004/05
Liberal Arts (1501, 1506, 1509, 2001, 2202, 2203, 2204, 2205, 2206, 2207, 2208)		348.96	307.94	259.85
State Apportionment per FTE	\$4,565.00	\$4,367.00	\$4,123.00	\$3,891.02
Total Program Revenue		\$1,523,908.32	\$1,269,636.62	\$1,011,081.55
Total Program Expenditure		\$731,452.00	\$803,962.84	\$659,578.71
Excess Revenue		\$792,456.32	\$465,673.78	\$351,502.84

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Physical Anthropology 2202 should be with biological science and physical geography (2206) should be with physical science program

**Liberal Arts Program
Retention/Success Comparison Fall 2004- Spring 2007**

	2006/2007 Enrollment	Retention	Success	2005/2006 Enrollment	Retention	Success	2004/2005 Enrollment	Retention	Success
English	689	68%	51%	698	76%	58%	724	78%	61%
Ethnic Studies	185	78%	64%	166	86%	76%	141	91%	80%
Film Studies	168	71%	60%	171	84%	73%	184	80%	74%
History	435	72%	59%	299	74%	67%	207	83%	70%
Music	94	86%	77%	111	86%	76%	191	85%	74%
Humanities	280	81%	71%	126	92%	79%	223	87%	69%
Philosophy	278	84%	67%	196	77%	60%	281	89%	73%
Political Science	211	78%	63%	275	87%	76%	119	85%	75%
Psychology	899	83%	77%	744	82%	78%	591	89%	82%
Sociology	267	88%	73%	476	77%	68%	225	88%	76%
Spanish	75	76%	60%	110	73%	61%	98	80%	69%
Speech	97	79%	60%	185	77%	61%	176	81%	68%

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Fifty-nine associate degrees in Liberal Arts, twenty-nine associate degrees in University Studies CSU, and six associate degrees in University Studies IGETC were awarded during 2006/2007, consistent with previous years. The associate degrees in Liberal Arts made up 33%, the associate degrees in University Studies CSU made up 29% and the associate degrees in University Studies IGETC made up 3% of all associate degrees awarded last year. Resulting in more than half (65%) of all degrees awarded at the college last coming from the Liberal Arts area.

Evaluation:

The Liberal Arts program is the most successful program on campus measured by number of degrees in Liberal Arts and University Studies awarded over the last several years and measured by revenue generation during the last three years. One reason for the high revenue generation is the very successful outreach program offering a Liberal Arts degree to inmates at local correctional facilities through correspondence delivery. The college is investigating expanding additional non-traditional methods of delivering instruction to continue to provide for individuals unable to access the main campus. [\[2008-2009 Educational Initiative # 15 - Distance Education - ITV & Correspondence \(increase support; market courses to 4-yr partners\) & Pilot online/ITV/correspondence/hybrids; 2007-2008 Strategic Goal # 1,4,5; Board Directive – Vision, Quality and Access throughout the Region\]](#)

The full-time English position vacated through a retirement in Spring 2006 has been filled by reassignment of full-time faculty from Journalism and History in addition to part-time instructors. The position will be permanently filled through the reassignment

of a full-time faculty member from physical education to English effective Fall 2008. [2008-2009 Educational Initiative # 1- Reassign PE instructor to English; 2006 ACCJC Recommendation #15; 2007-2008 Strategic Goal # 4]

As a result of the changes to Title 5 regulations Summer 2007, the Associate in Arts – Liberal Arts is out of compliance. The articulation office, subject area faculty and Curriculum/Academic Standards Committee are working together to develop a compliant degree. Currently under consideration is an associate degree in General Studies with emphases in either Social Science or Natural Science and two University Studies transfer degrees one with an emphasis in Social Science and the other with an emphasis in Humanities. Following acceptance to the revised degrees by the Chancellor’s Office, substantive change requests will be forwarded to the ACCJC for consideration of offering these degrees primarily through correspondence delivery.

Representative from the community have expressed strong interest in initiating a Music program at the college to complement the extremely successful Susanville Symphony begun five years ago. [2008-2009 Educational Initiative # 17 - Hire part-time (50%) Music instructor/director; 2007-2008 Strategic Goal # 1, 3, 5; Board Directive – Vision, Quality & Cultural Center; 2006 Music Advisory Group Proposal]

Mathematics:

Description:

The Associate in Science – University Studies California State University Mathematics Core Concentration is designed to prepare students for transfer to a California State University with partial fulfillment of the major core requirements for mathematics or physical science majors at most state universities. The Governing Board accepted the most recent Mathematics IPR on December 18, 2006.

**Mathematics Program
Credit FTE Comparison Fall 2004- Fall 2007**

TOP Code	Title	Credit FTES Fall 07	Credit FTES 2006/07	Credit FTES 2005/06	Credit FTES 2004/05
1701	Mathematics, General	61.2	116.39	122.91	101.7
	<i>Total Normalized FTES</i>		<i>116.39</i>	<i>122.91</i>	<i>101.7</i>

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**Mathematics Program
Revenue/Expenditure Comparison Fall 2004- Spring 2007**

	Credit FTES Fall 07	Credit FTES 2006/07	Credit FTES 2005/06	Credit FTES 2004/05
Mathematics	61.2	116.39	122.91	101.7
State Apportionment per FTE	\$4,565.00	\$4,367.00	\$4,123.00	\$3,891.02
Total Program Revenue		\$508,275.13	\$506,757.93	\$395,716.73
Total Program Expenditure		\$333,145.00	\$319,730.54	\$316,647.23
Excess Revenue		\$175,130.13	\$187,027.39	\$79,069.50

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**Mathematics Program
Retention/Success Comparison Fall 2004- Spring 2007**

2006/2007 Enrollment	Retention	Success	2005/2006 Enrollment	Retention	Success	2004/2005 Enrollment	Retention	Success
951	80%	49%	1,055	78%	53%	823	82%	54%

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Evaluation:

The mathematics program has benefited from the increased enrollments in basic skills classes, resulting from the outreach program providing an associate degree in Liberal Arts to inmates incarcerated in local correctional facilities. The program has, however, experienced a significant drop in enrollments in college level mathematics courses (College Algebra, Trigonometry, Analytical Geometry and Calculus). The number of sections of transfer mathematics course excluding Elementary Statistics has declined eighty-two percent (82%) over the last thirteen years from eleven sections annually in 1993-1994 to two sections in 2006-2007.

The associate degree in Mathematics was completely redesigned in 2006-2007 to provide a University Studies degree with a Mathematics/Physical Science Core Concentration. The granting of the redesigned degree is hampered by the inability of the college to offer higher-level mathematics courses and physical sciences such as Chemistry and Physics on a regular basis, to date none of the redesigned degree have been awarded.

Physical Education:

Description:

The Physical Education program is designed to allow individuals to pursue their interest in fitness, sports and recreation. It provides information of use to coaches, teachers, fitness trainers, and those interested in pursuing a career or degree in the field of Physical Education. Students interested in improving or maintaining physical fitness or

exploring new activities can also find plenty of fitness opportunities available to meet a wide variety of interests.

While the A.A. degree may be helpful for employment or may assist in transfer, it does not provide lower division transfer core required of Physical Education, Kinesiology, or Exercise Science majors at four-year institutions.

The Governing Board accepted the most recent Physical Education IPR on January 16, 2007.

**Physical Education/Health Program
Credit FTE Comparison Fall 2004- Fall 2007**

TOP Code	Title	Credit FTES Fall 07	Credit FTES 2006/07	Credit FTES 2005/06	Credit FTES 2004/05
1008	Dance	0.0	4.61	4.70	1.72
0837	Health Education	28.7	54.31	37.62	44.31
0835	Physical Education	65.0	115.35	189.08	293.29
	<i>Total Normalized FTES</i>		<i>169.66</i>	<i>201.4</i>	<i>323.31</i>

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**Physical Education Program
Revenue/Expenditure Comparison Fall 2004- Spring 2007**

	Credit FTES Fall 07	Credit FTES 2006/07	Credit FTES 2005/06	Credit FTES 2004/05
Physical Education (1008,0835, 0837)	93.7	169.66	201.4	323.31
State Apportionment per FTE	\$4,565.00	\$4,367.00	\$4,123.00	\$3,891.02
Total Program Revenue		\$740,905.22	\$845,487.96	\$1,418,021.32
Total Program Expenditure			\$710,143.25	\$1,376,182.54
Excess Revenue			\$135,344.71	\$41,838.78

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**Physical Education Program
Retention/Success Comparison Fall 2004- Spring 2007**

	2006/2007 Enrollment	Retention	Success	2005/2006 Enrollment	Retention	Success	2004/2005 Enrollment	Retention	Success
Physical Education	55	96%	95%	1,100	91%	88%	2,315	91%	87%
Activity Courses	819	86%	83%	581	91%	87%	NA	NA	NA

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Three associate degrees in Physical Education have been awarded in the last five years, none last year.

Evaluation:

The Physical Education program is the second highest revenue-generating program on campus, but it is the most expensive program on campus. The revenue generated by the physical Education program does not reflect additional revenue resulting when athletes, who generally are full-time students, enroll in liberal arts, mathematics, and science courses. Physical Education associate degrees are not generally awarded although many athletes earn University Studies or Liberal Arts associate degrees.

Historically the summer physical activity needs of many of the community's young people have been met through youth athletic campus offered by the college. The focus of those camps is shifting to community service. [2008-2009 Educational Initiative # 12 - Increase Community Service camps - Summer 2008; 2007-2008 Strategic Goal # 5; Board Directive – Vision & Quality]

Physical Science:

Description:

The Associate in Science – University Studies California State University Physical Science Concentration is designed to prepare students for transfer to a California State University with partial fulfillment of the major core requirements for mathematics or physical science majors at most state universities. The Governing Board is scheduled to accept the most recent Physical Science IPR on March 11, 2008.

Physical Science Program Credit FTE Comparison Fall 2004- Fall 2007

TOP Code	Title	Credit FTES Fall 07	Credit FTES 2006/07	Credit FTES 2005/06	Credit FTES 2004/05
1911	Astronomy	0.0	4.94	5.07	8.47
1905	Chemistry, General	1.2	12.33	14.91	15.69
2206	Geography	2.9	0.0	2.39	1.22
1914	Geology	6.2	0.0	6.10	0.0
1901	Physical Sciences, General	1.5	4.36	6.54	5.44
1902	Physics, General	0.0	2.44	0.0	2.75
	<i>Total Normalized FTES</i>	<i>11.8</i>	<i>24.07</i>	<i>32.63</i>	<i>32.35</i>

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**Physical Science Program
Full-time Equivalent Faculty (FTEF) Comparison Fall 2004- Spring 2007**

Subject Area	FTEF 2006/07	FTEF 2005/06	FTEF 2004/05
Astronomy	0.175	0.175	0.35
Chemistry	1.0	1.0	1.0
Geography			
Geology	0.175	0.175	0.0
Physics	0.35	0.0	0.35
Physical Science	0.2	0.3	0.2
Total			

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**Physical Science Program
Revenue/Expenditure Comparison Fall 2004- Spring 2007**

	Credit FTES Fall 07	Credit FTES 2006/07	Credit FTES 2005/06	Credit FTES 2004/05
Physical Science	11.8	24.07	32.63	32.35
State Apportionment per FTE	\$4,565.00	\$4,367.00	\$4,123.00	\$3,891.02
Total Program Revenue		\$105,113.69	\$134,533.49	\$125,874.50
Total Program Expenditure		\$169,163.20	\$180,654.34	\$188,717.48
Excess Revenue		-\$64,049.51	-\$46,120.85	-\$62,842.98

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**Physical Science Program
Retention/Success Comparison Fall 2004- Spring 2007**

	2006/2007 Enrollment	Retention	Success	2005/2006 Enrollment	Retention	Success	2004/2005 Enrollment	Retention	Success
Astronomy	24	83%	46%	25	80%	52%	44	75%	59%
Chemistry	52	83%	67%	66	73%	52%	69	86%	58%
Geography	NA	NA	NA	22	91%	77%	15	93%	87%
Geology	NA	NA	NA	35	86%	57%	NA	NA	NA
Physical Science	41	76%	29%	63	73%	30%	53	91%	74%
Physics	12	92%	92%	NA	NA	NA	13	77%	77%

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**Chemistry Courses
Revenue/Expenditure Comparison Fall 2004- Spring 2007**

	Credit FTES Fall 07	Credit FTES 2006/07	Credit FTES 2005/06	Credit FTES 2004/05
Chemistry	1.2	12.33	14.91	15.69
State Apportionment per FTE	\$4,565.00	\$4,367.00	\$4,123.00	\$3,891.02
Total Program Revenue		\$53,845.11	\$61,473.93	\$61,050.11
Total Program Expenditure		\$122,228.39	\$111,791.43	\$98,019.44
Excess Revenue		-\$68,383.28	-\$50,317.50	-\$36,969.33

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Evaluation:

Consistent with declining enrollments across the campus, the science have experience significant decrease in enrollment. Chemistry has been hit the hardest. Several years ago engineering physics was eliminated from the curriculum, two years ago general physics was placed on an alternating year schedule and low enrollments in advanced mathematics classes resulted in calculus being cancelled for the 2006-2007 academic year. All of these actions have negatively impacted the chemistry enrollments. The physical science program review recommends, “Examine up-to-date Institutional Research data to determine the feasibility of offering a full schedule of chemistry classes.”[[2008 Physical Science IPR Recommendation #1](#)] and “Determine the program and institutional need for chemistry instruction through analysis of available data.” [[2008 Physical Science IPR Recommendation #2](#)]

Vocational Programs

Administration of Justice:

Description:

The Administration of Justice program is designed to prepare men and women for service in various areas of the Administrative Justice System or to provide continuing training for those already serving in the field. The program offers an AS degree and Certificate of Achievement in both Administration of Justice and Correctional Science and Certificate of Accomplishment in Administration of Justice Reserve Officer Training III – Safety & Security Personnel. The Governing Board accepted the most recent Administration of Justice/Correctional Science IPR on March 11, 2008.

Administration of Justice/Correctional Science Program Credit FTE Comparison Fall 2004- Fall 2007

TOP Code	Title	Credit FTES Fall 07	Credit FTES 2006/07	Credit FTES 2005/06	Credit FTES 2004/05
2105	Administration of Justice	30.5	101.83	137.10	97.77
	<i>Total Normalized FTES</i>		101.83	137.10	97.77

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Administration of Justice/Correctional Science Program Full-time Equivalent Faculty (FTEF) Comparison Fall 2004- Fall 2007

Program	FTEF 2006/07	FTEF 2005/06	FTEF 2004/05
Administration of Justice	2.2	3.2	2.3
Correctional Science	0.6	1.1	1.0
Total	2.8	4.3	3.3

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Administration of Justice/Correctional Science Program Revenue/Expenditure Comparison Fall 2004- Spring 2007

	Credit FTES Fall 07	Credit FTES 2006/07	Credit FTES 2005/06	Credit FTES 2004/05
Administration of Justice/Correctional Science	30.5	101.83	137.10	97.77
State Apportionment per FTE	\$4,565.00	\$4,367.00	\$4,123.00	\$3,891.02
Total Program Revenue		\$444,691.61	\$565,263.30	\$380,425.03
Total Program Expenditure		\$222,054.04	\$223,946.40	\$152,367.00
Excess Revenue		\$222,637.57	\$341,316.90	\$228,058.03

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**Administration of Justice/Correctional Science Program
Retention/Success Comparison Fall 2004- Spring 2007**

2006/2007 Enrollment	Retention	Success	2005/2006 Enrollment	Retention	Success	2004/2005 Enrollment	Retention	Success
561	96%	83%	702	94%	82%	883	96%	93%

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Nineteen associate degrees in Administration of Justice and six associate degrees in Correctional Science were awarded 2006/2007. Twice as many degrees in each area were awarded as in any of the previous five years. The associate degrees in AJ and CORS made up 14% of all associate degrees awarded last year.

Evaluation:

The Administration of Justice/Correctional Science program is the most successful vocational program offered at Lassen Community College based on number of degrees and certificates awarded and the second most successful based on FTEs generation. These results are not unexpected due to the close proximity of several correctional facilities to the college. The program has been expanding into correspondence delivery the last several years in order to better serve the needs of correctional officers with varying shift obligations. The program intends to follow-up on the previous submission of the substantive change request to ACCJC requesting permission to offer the Administration of Justice and Correctional Science associate degrees primarily through correspondence mode of delivery as soon as the institution is removed from accreditation sanctions. [2008- AJ/CORS IPR Priority #2]

The college plans to expand this very successful program through the addition of a Basic Correction Officer Academy next year. [2008-2009 Educational Initiative #5 - Pilot Basic Correction Officer Academy 2007-2008 Strategic Goal #1, 2, 3, 5; 2008-2009- Board Directive – Vision & Economic Development; 2008- AJ/CORS IPR Priority #4] Efforts are also being made to expand Police Officer Standard Training (POST) opportunities at the college. [2008-2009 Educational Initiative # 11 - Increase POST Level II & III course offerings - Spring 08; 2007-2008 Strategic Goal # 1, 3, 4; Board Directive – Vision & Quality]

The Administration of Justice program’s two primary recommendations as identified in the program review are: 1) fill the part-time administrative assistant II position [2008 AJ/CORS IPR; Priority #1] and 2) provide the \$5,000.00 requested by Gunsmithing to provide travel for POST courses. [2008- AJ/CORS IPR Priority #3]

Agriculture:

Description:

The Agriculture Program is designed to provide the student with a very specific set of skills in areas such as general agriculture, animal science and horticulture. Depending on the selected course of study, a student will be provided with the skills to acquire an entry-level position in the industry. The Agriculture department also sponsors a rodeo team that competes against other schools from California and Nevada in the

National Intercollegiate Rodeo Association. The program offers an AS degree and Certificate of Achievement in Agriculture Science and Technology and Certificates of Accomplishment in Animal Science, Horsemanship and Horticulture. The Governing Board accepted the most recent Agriculture IPR on March 11, 2008.

**Agriculture Program
Credit FTE Comparison Fall 2004- Fall 2007**

TOP Code	Title	Credit FTES Fall 07	Credit FTES 2006/07	Credit FTES 2005/06	Credit FTES 2004/05
0116	Agricultural Power Equipment Technology		13.05	31.27	122.16
0112	Agriculture Business, Sales and Service		0.74	1.37	1.43
0102	Animal Science	15.4	31.35	54.14	45.88
0109	Horticulture		0.0	0.0	1.33
0103	Plant Science		9.02	10.51	10.57
0104	Viticulture, Enology, and Wine Business	0.0	1.24	1.71	0.0
	<i>Total Normalized FTES</i>		<i>53.5</i>	<i>100.0</i>	<i>182.09</i>

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**Agriculture Program
Full-time Equivalent Faculty (FTEF) Comparison Fall 2004- Fall 2007**

Program	FTEF 2006/07	FTEF 2005/06	FTEF 2004/05
Agriculture	2.0	2.8	4.2

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**Agriculture Program
Revenue/Expenditure Comparison Fall 2004- Spring 2007**

	Credit FTES Fall 07	Credit FTES 2006/07	Credit FTES 2005/06	Credit FTES 2004/05
Agriculture (0116, 0112, 0102, 0109, 0103, 0104)		53.5	100.0	182.09
State Apportionment per FTE	\$4,565.00	\$4,367.00	\$4,123.00	\$3,891.02
Total Program Revenue		\$233,608.30	\$412,300.00	\$708,515.83
Total Program Expenditure		\$308,460.48	\$634,946.38	\$683,759.18
Excess Revenue		-\$74,852.18	-\$222,646.38	\$24,756.65

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**Agriculture Program
Retention/Success Comparison Fall 2004- Spring 2007**

2006/2007 Enrollment	Retention	Success	2005/2006 Enrollment	Retention	Success	2004/2005 Enrollment	Retention	Success
272	92%	89%	495	91%	77%	687	98%	87%

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Four associate degrees in Agriculture Science and Technology were awarded during 2006/2007, consistent with previous years. The associate degrees Agriculture Science and Technology made up 2% of all associate degrees awarded last year.

Evaluation:

The Agriculture program has experienced significant decline in number of courses offered and enrollment over the last three years. In 2006-2007 one of the full-time agriculture instructors resigned and has not been replaced. Despite the low numbers of students earning degrees or certificates in agriculture that agriculture faculty has records to show that more students transfer than actually earn degrees. The most significant recommendations identified in the program review process are: 1) tracking of graduating students (student outcomes) [2008-Agriculture IPR Priority #3] and 2) facilities improvements to include indoor area, water truck, safety fence, landscaping, additional tack rooms, bleachers for spectators and new round pens. [2008-Agriculture IPR Priority #1]

Automotive Technology:

Description:

The Automotive Technology Program is designed to prepare the student with the necessary skills to acquire an entry-level position in the automotive industry. The program offers an AS degree in Automotive Technology and two Certificates of Achievement in General Mechanics and Tune-up. The program offers course work in engine repair, chassis electrical, automatic transmissions and other components. The Governing Board accepted the most recent Automotive Technology IPR on March 11, 2008.

**Automotive Technology Program
Credit FTE Comparison Fall 2004- Fall 2007**

TOP Code	Title	Credit FTES Fall 07	Credit FTES 2006/07	Credit FTES 2005/06	Credit FTES 2004/05
0948	Automotive Technology	4.9	34.28	36.19	45.31
*	<i>Total Normalized FTES</i>		34.28	36.19	45.31

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**Automotive Technology Program
Full-time Equivalent Faculty (FTEF) Comparison Fall 2004- Fall 2007**

Program	FTEF 2006/07	FTEF 2005/06	FTEF 2004/05
Automotive Technology	1.7	1.6	2.5

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**Automotive Technology Program
Revenue/Expenditure Comparison Fall 2004- Spring 2007**

	Credit FTES Fall 07	Credit FTES 2006/07	Credit FTES 2005/06	Credit FTES 2004/05
Automotive Technology	4.9	34.28	36.19	45.31
State Apportionment per FTE	\$4,565.00	\$4,367.00	\$4,123.00	\$3,891.02
Total Program Revenue		\$149,700.76	\$149,211.37	\$176,302.12
Total Program Expenditure		\$167,853.80	\$174,662.48	\$182,809.23
Excess Revenue		-\$18,153.04	-\$25,451.11	-\$6,507.11

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**Automotive Technology Program
Retention/Success Comparison Fall 2004- Spring 2007**

2006/2007 Enrollment	Retention	Success	2005/2006 Enrollment	Retention	Success	2004/2005 Enrollment	Retention	Success
173	91%	76%	201	92%	86%	252	78%	70%

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The Automotive Technology program has awarded only one associate degree in the last five years.

Evaluation:

With the retirement of the single remaining full-time faculty member in program Spring 2007, the program enrollments have plummeted Fall 2007. The Automotive Technology IPR completed Spring 2008 recommends the immediate reconvening of a reconstituted Automotive Technology Advisory Committee to review and make recommendations for the program [[Board Directive – Vision, Quality & Economic Development; 2008- Automotive Technology IPR Priority #1](#)] The institution has demonstrated commitment to the program by including the rehire of a full-time instructor in Automotive Technology as one of the educational initiatives for 2008-2009. [[Educational Initiative #16 - Hire Automotive Technology instructor \(mid-year\) \[2007-2008 Strategic Goal # 1, 2, 3, 5; Board Directive – Vision, Quality & Economic Development\]](#)]

Business:**Description:**

The Business Program is designed to prepare students with employable business skills and provide a framework for the further study of accounting and related business programs. The program offers AS degrees in Accounting, Office Administrative Assistant, an AA in University Studies CSU Business Concentration, Certificate of Achievement in Office Administrative Assistant, and a Certificate of Accomplishment in Real Estate. Program topics include computer applications, accounting, economics and management. The Governing Board is scheduled to accept the most recent Business IPR on March 11, 2008.

**Business Program
Credit FTE Comparison Fall 2004- Fall 2007**

TOP Code	Title	Credit FTES Fall 07	Credit FTES 2006/07	Credit FTES 2005/06	Credit FTES 2004/05
0502	Accounting		7.47	7.18	14.05
0501	Business and Commerce, General	12.4	3.79	6.54	4.62
0506	Business Management		4.21	5.01	1.06
0702	Computer Information Systems	8.3	8.98	12.79	15.33
0707	Computer Software Development	0.0	0.0	2.75	6.33
2204	Economics		4.72	6.06	16.61
0701	Information Technology, General	2.7	2.22	2.19	11.96
0514	Office Technology/Office Computer Applications		16.38	18.72	29.09
0511	Real Estate		2.73	2.00	6.15
	<i>Total Normalized FTES</i>		38.31	77.87	105.45

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**Business Program
Full-time Equivalent Faculty (FTEF) Comparison Fall 2004- Fall 2007**

Program	FTEF 2006/07	FTEF 2005/06	FTEF 2004/05
Business	2.1	2.1	2.5

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**Business Program
Revenue/Expenditure Comparison Fall 2004- Spring 2007**

	Credit FTES Fall 07	Credit FTES 2006/07	Credit FTES 2005/06	Credit FTES 2004/05
Business without Econ		38.31	77.87	105.45
State Apportionment per FTE	\$4,565.00	\$4,367.00	\$4,123.00	\$3,891.02
Total Program Revenue		\$167,299.77	\$326,990.75	\$413,164.14
Total Program Expenditure		\$185,613.40	\$196,846.61	\$295,261.39
Excess Revenue		-\$18,313.63	\$130,184.14	\$117,902.75

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**Business Program
Retention/Success Comparison Fall 2004- Spring 2007**

	2006/2007 Enrollment	Retention	Success	2005/2006 Enrollment	Retention	Success	2004/2005 Enrollment	Retention	Success
Business	345	78%	50%	420	78%	58%	502	79%	69%
Computer Applications	115	92%	80%	215	91%	79%	292	93%	83%
Computer Info Systems	13	92%	69%	31	71%	42%	112	88%	61%
Computer Office Technology	45	91%	53%	64	66%	48%	156	60%	28%
Economics	45	89%	47%	61	89%	52%	165	92%	92%

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Eleven associate degrees were awarded during 2006/2007 by the Business program, three in Accounting, three in Business Administration, two in Computer Office Technology and three in Office Administration Assistant.

Evaluation:

In 2005, two full-time instructors in Business Education retired and were not replaced. These instructors had taught Accounting, Computer Science, and Business Applications. Now a third instructor who taught Computer Science and applications is primarily teaching in Mathematics. These changes in staffing left the college with only one full-time instructor to cover most areas of business. The FTEs generated by the Business program has declined by more than one-half in the last two years from 105.45 in 2004/05 to 38.31 in 2006/07. The decline in FTEF has only been from 2.5 to 2.1.

The number of degrees awarded last year was consistent with the previous three years, but showed a significant decline from ten years ago when forty-five associate degrees were awarded in business related fields. The associate degrees in the Business program made up 6% of all associate degrees awarded last year.

Business Education should be, and can be, one of the largest programs on campus. Increasing the number of full-time faculty teaching in the Business program with specialization in office administration, accounting/economics, and/or management should significantly improve the performance of the program relative to student outcomes and FTE generation. [2008-2009 Educational Initiative #19 - Hire new Business instructor (emphasis in Small Business & Government Sector Management [2006 ACCJC Recommendation #15; 2007-2008 Strategic Goal #1, 2, 3; 2008-2009- Board Directive – Vision & Economic Development; 2008- Business IPR Priority #3]

Child Development:

Description:

The Child Development program is designed to prepare students to qualify for permits to practice as associate teachers, teachers, master teachers, or site supervisors in a child development program. The program offers both an AA degree and Certificate of Achievement in Child Development and Certificate of Accomplishment in Child Development Associate Teacher. The Governing Board accepted the most recent Child Development IPR on March 11, 2008.

**Child Development Program
Credit FTE Comparison Fall 2004- Fall 2007**

TOP Code	Title	Credit FTES Fall 07	Credit FTES 2006/07	Credit FTES 2005/06	Credit FTES 2004/05
1305	Child Development/Early Care and Education	13.7	26.26	35.43	48.71
	<i>Total Normalized FTES</i>		26.26	35.43	48.71

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**Child Development Program
Non-Credit FTE Comparison Fall 2004- Spring 2007**

TOP Code	Title	Non-Credit FTES 2006/07	Non-Credit FTES 2005/06	Non-Credit FTES 2004/05
1305	Child Development/Early Care and Education	0.0	0.0	6.87
	<i>Total Normalized FTES</i>	0.0	0.0	6.87

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**Child Development Program
Full-time Equivalent Faculty (FTEF) Comparison Fall 2004- Spring 2007**

Program	FTEF 2006/07	FTEF 2005/06	FTEF 2004/05
Child Development	1.4	1.9	4.0

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**Child Development Program
Revenue/Expenditure Comparison Fall 2004- Spring 2007**

	Credit FTES Fall 07	Credit FTES 2006/07	Credit FTES 2005/06	Credit FTES 2004/05
Child Development	13.7	26.26	35.43	48.71
State Apportionment per FTE	\$4,565.00	\$4,367.00	\$4,123.00	\$3,891.02
Total Program Revenue		\$114,677.42	\$146,077.89	\$202,440.31
Total Program Expenditure		\$82,207.22	\$110,192.72	\$131,923.37
Excess Revenue		\$32,470.20	\$35,885.17	\$70,516.94

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**Child Development Program
Retention/Success Comparison Fall 2004- Spring 2007**

2006/2007 Enrollment	Retention	Success	2005/2006 Enrollment	Retention	Success	2004/2005 Enrollment	Retention	Success
264	88%	79%	372	88%	78%	609	92%	83%

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Seven associate degrees in Child Development were awarded during 2006/2007, consistent with previous years. The associate degrees Child Development made up 4% of all associate degrees awarded last year.

Evaluation:

The Child Development program successfully meets the needs of the community that the college serves. With one full-time faculty member teaching in the discipline and part-time faculty providing additional services the program is consistently awarding degrees and certificates, while financially sustaining it self.

Cosmetology:

Description:

The Cosmetology Program is designed to define and develop knowledge, skills and attitudes needed by professional beauticians. The program prepares students for the California State Board of Cosmetology examination. The program offers a Certificate of Achievement in Cosmetology and Certificates of Accomplishment in Manicuring and

Esthetician. The program is offered through contract instruction with a beauty college in Reno, Nevada. The Governing Board accepted the most recent Cosmetology IPR on March 11, 2008.

**Cosmetology Program
Credit FTE Comparison Fall 2004- Fall 2007**

TOP Code	Title	Credit FTES Fall 07	Credit FTES 2006/07	Credit FTES 2005/06	Credit FTES 2004/05
3007	Cosmetology and Barbering	17.4	4.08	1.10	22.69
	<i>Total Normalized FTES</i>		4.08	1.10	22.69

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**Cosmetology Program
Revenue/Expenditure Comparison Fall 2004- Spring 2007**

	Credit FTES Fall 07	Credit FTES 2006/07	Credit FTES 2005/06	Credit FTES 2004/05
Cosmetology and Barbering	17.4	4.08	1.10	22.69
State Apportionment per FTE	\$4,565.00	\$4,367.00	\$4,123.00	\$3,891.02
Total Program Revenue		\$17,817.36	\$4,535.30	\$88,287.24
Total Program Expenditure		\$56,741.17	\$4,608.00	\$181,209.91
Excess Revenue		-\$38,923.81	-\$72.70	-\$92,922.67

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**Cosmetology Program
Retention/Success Comparison Fall 2004- Spring 2007**

2006/2007 Enrollment	Retention	Success	2005/2006 Enrollment	Retention	Success	2004/2005 Enrollment	Retention	Success
25	96%	96%	14	71%	71%	63	89%	89%

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Evaluation:

The Cosmetology program has been problematic due to the facilities being located at a distance from the main campus in another state. Finding part-time faculty who meet the California minimum qualifications for instruction has also been an ongoing problem with the Cosmetology program. Although once financially successful, the program has been losing considerable money over the last three years.

Fire Technology:

Description:

The Fire Technology Program is a new program approved by the Chancellor's Office in Fall 2007. The program is designed to provide students with updated skills and knowledge necessary to successfully compete for fire service positions. The curriculum

serves as an in-service program as well as pre-employment program for students seeking employment or advancement in the profession of urban fire fighting and wildland fire suppression. The program offers an AS degree and Certificate of Achievement in Fire Technology. Opportunities to study emergency response fields such as: medical, hazardous materials and rescue are included. The Fire Technology Program is scheduled for its first instructional program review 2008-2009.

**Fire Technology Program
Credit FTE Comparison Fall 2004- Fall 2007**

TOP Code	Title	Credit FTES Fall 07	Credit FTES 2006/07	Credit FTES 2005/06	Credit FTES 2004/05
2133	Fire Technology	7.9	3.34	5.27	3.82
	<i>Total Normalized FTES</i>		3.34	5.27	3.82

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**Fire Technology Program
Revenue/Expenditure Comparison Fall 2004- Spring 2007**

	Credit FTES Fall 07	Credit FTES 2006/07	Credit FTES 2005/06	Credit FTES 2004/05
Fire Technology	7.9	3.34	5.27	3.82
State Apportionment per FTE	\$4,565.00	\$4,367.00	\$4,123.00	\$3,891.02
Total Program Revenue		\$14,585.78	\$21,728.21	\$14,863.70
Total Program Expenditure		\$40,661.00	\$12,996.42	\$9,904.04
Excess Revenue		-\$26,075.22	\$8,731.79	\$4,959.66

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**Fire Technology Program
Retention/Success Comparison Fall 2004- Spring 2007**

2006/2007 Enrollment	Retention	Success	2005/2006 Enrollment	Retention	Success	2004/2005 Enrollment	Retention	Success
79	99%	96%	58	90%	79%	182	98%	95%

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Evaluation:

The Fire Technology program is still too new to provide meaningful evaluation. Evaluation will be a major focus of the 2008-2009, with review by the advisory committee and the first instructional program review. The single greatest challenge to the new program is the ability to find potential instructors, who possess the minimum qualifications identify by the Board of Governors. [\[2008-2009 - Education Initiative # 10 Recruit additional Fire Technology part-time instructors; 2007-2008 Strategic Goals #1, 3, 4; Board Directive – Vision & Quality\]](#) [\[2009-2010 Educational Initiative # 1 - Hire Fire Technology Instructor \[2007-2008 Strategic Goals # 1, 2, 3, 5; Board Directive – Vision, Quality & Economic Development\]](#)

Gunsmithing:

Description:

The Gunsmithing Program offers AS degrees and Certificates of Achievement in Firearms Repair and General Gunsmithing and Certificates of Accomplishment in Gunsmith Machinist and Metal Finishing, Long Gun, Pistolsmith and Riflesmith, that each provide the student with a very specific set of skills. The program offers course work in design, function and repair, firearm laws and regulations, machining, metallurgy, stock fabrication and welding. The program provides an extensive variety of summer offerings, attracting students from around the country to intense one-week courses. The Governing Board accepted the most recent Gunsmithing IPR on February 22, 2005.

**Gunsmithing Program
Credit FTE Comparison Fall 2004- Fall 2007**

TOP Code	Title	Credit FTES Fall 07	Credit FTES 2006/07	Credit FTES 2005/06	Credit FTES 2004/05
*0956	Manufacturing and Industrial Technology			27.15	24.19
0956.30	Machining			83.79	98.45
0956.51	Gunsmith Welding				
0999	Other Engineering and Related Industrial Technologies				
	<i>Total Normalized FTES</i>	40.6	110.09	110.94	122.64

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**Gunsmithing Program
Revenue/Expenditure Comparison Fall 2004- Spring 2007**

	Credit FTES Fall 07	Credit FTES 2006/07	Credit FTES 2005/06	Credit FTES 2004/05
Gunsmithing	40.6	110.09	110.94	122.64
State Apportionment per FTE	\$4,565.00	\$4,367.00	\$4,123.00	\$3,891.02
Total Program Revenue		\$480,763.03	\$457,405.62	\$481,328.49
Total Program Expenditure		\$391,497.06	\$324,576.93	\$388,724.29
Excess Revenue		\$89,265.97	\$132,828.69	\$92,604.20

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**Gunsmithing Program
Retention/Success Comparison Fall 2004- Spring 2007**

2006/2007 Enrollment	Retention	Success	2005/2006 Enrollment	Retention	Success	2004/2005 Enrollment	Retention	Success
1,232	99%	94%	1,025	100%	95%	1,205	100%	97%

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Three associate degrees in General Gunsmithing and three associate degrees in Firearms Repair were awarded during 2006/2007 consistent with the last few years. The associate degrees in Gunsmithing program made up 3% of all associate degrees awarded last year. The Gunsmithing program awarded eight Certificates of Achievement last year four in General Gunsmithing and four in Firearms Repair, in addition the program awarded fourteen Certificates of Completion, three in Long Gun, five in Pistolsmith, and six in Riflesmith.

Evaluation:

The unique Gunsmithing program successfully serves a variety of student needs with degrees, certificates and short-term courses. With its modular format of course offerings (courses scheduled for two-weeks) throughout the academic year the faculty are challenged to offer the diversity of courses to meet the varied needs. [2008-2009 Educational Initiative # 14 - Increase Gunsmithing offerings - Summer 2008; 2007-2008 Strategic Goal # 1]. The greatest challenges for the Gunsmithing program identified in the program review are: 1) inadequate facilities (new building/shooting range) [2004-Gunsmithing IPR Priority #8] and 2) advertising/recruiting for both students and part-time faculty.

Human Services:

Description:

The Human Services Program is designed to prepare students for employment in a variety of areas in social work. This program serves as an introduction into social systems, and other helping professions for students planning advanced degrees in any of the social fields. The program offers AS degrees and Certificates of Achievement in both Human Services and Drug & Alcohol Paraprofessional. The Governing Board accepted the most recent Human Services IPR on May 12, 2005.

**Human Services Program
Credit FTE Comparison Fall 2004- Fall 2007**

TOP Code	Title	Credit FTES Fall 07	Credit FTES 2006/07	Credit FTES 2005/06	Credit FTES 2004/05
2104	Human Services	19.1	25.33	35.77	21.46
	<i>Total Normalized FTES</i>		25.33	35.77	21.46

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**Human Services Program
Revenue/Expenditure Comparison Fall 2004- Spring 2007**

	Credit FTES Fall 07	Credit FTES 2006/07	Credit FTES 2005/06	Credit FTES 2004/05
Human Services	19.1	25.33	35.77	21.46
State Apportionment per FTE	\$4,565.00	\$4,367.00	\$4,123.00	\$3,891.02
Total Program Revenue		\$120,333.33	\$147,479.71	\$83,501.29
Total Program Expenditure		\$31,316.00		
Excess Revenue		\$89,017.33		

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**Human Services Program
Retention/Success Comparison Fall 2004- Spring 2007**

2006/2007 Enrollment	Retention	Success	2005/2006 Enrollment	Retention	Success	2004/2005 Enrollment	Retention	Success
225	91%	88%	450	88%	86%	341	87%	84%

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Eight associate degrees in Human Service and eight associate degrees in Drug and Alcohol Paraprofessional were awarded during 2006/2007, five less than the previous year, but six more than each of the previous two years. The associate degrees in Human Services program made up 9% of all associate degrees awarded last year.

Evaluation:

The Human Services program was approved by the Chancellor’s Office in 1997. Throughout it’s entire history the program has been staffed exclusively through part-time instructors. Despite the lack of a full-time instructor in this program the program has consistently provided outstanding service to students. In its eleven-year history one hundred associate degrees have been awarded in Human Services and Drug and Alcohol Paraprofessional. With the support of a full-time instructor [[2004 Human Services IPR; Priority #1](#)] and more adequate budget the program could be even more successful.

Journalism:

Description:

The Journalism Program provides vocational training as well as preparation for transfer to four-year institutions. The program offers both an AS and Certificate of Achievement in Journalism. Courses address the technical skills required of journalism as a vocation as well as the sociological implications of journalism as a mass medium. Career training focuses on print media and prepares students for employment as newspaper and magazine reporters, feature writers, photojournalists, copyeditors, public relations officers, graphic designers, and copywriters for radio, television and advertising. Students participate in the production of the student newspaper, *The Cougar*, as part of

their coursework. The Journalism Program prepared and submitted an addendum to their IPR on December 15, 2006.

**Journalism Program
Credit FTE Comparison Fall 2004- Fall 2007**

TOP Code	Title	Credit FTES Fall 07	Credit FTES 2006/07	Credit FTES 2005/06	Credit FTES 2004/05
0602	Journalism	2.6	3.22	5.22	9.41
0614	Digital Media		3.71	1.85	5.00
	<i>Total Normalized FTES</i>		6.93	7.07	14.41

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**Journalism Program
Revenue/Expenditure Comparison Fall 2004- Spring 2007**

	Credit FTES Fall 07	Credit FTES 2006/07	Credit FTES 2005/06	Credit FTES 2004/05
Journalism	2.6	3.22	5.22	9.41
State Apportionment per FTE	\$4,565.00	\$4,367.00	\$4,123.00	\$3,891.02
Total Program Revenue		\$13,974.40	\$21,522.06	\$36,614.50
Total Program Expenditure		\$75,669.40		
Excess Revenue		\$61,695.00		

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**Journalism Program
Retention/Success Comparison Fall 2004- Spring 2007**

2006/2007 Enrollment	Retention	Success	2005/2006 Enrollment	Retention	Success	2004/2005 Enrollment	Retention	Success
37	68%	68%	60	78%	73%	93	80%	74%

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Two associate degrees in Journalism were awarded during 2006/2007, a significant increase over previous years. Only four associate degrees in Journalism have been awarded in the last seven years. The associate degrees in the Journalism program made up 1% of all associate degrees awarded last year.

Evaluation:

The FTE generation by the Journalism program dropped by one half from 2004-2005 to 2005-2006.

Nursing:

Description:

The one-year Vocational Nurse Program begins in January and is completed by the end of December. The program is designed to provide the student with a strong academic foundation and clinical skill level necessary for entry level as a Licensed Vocational Nurse. The program offers both an AS degree and a Certificate of Achievement in Vocational Nursing. The California State Board of Vocational Nursing and Psychiatric Technicians accredit the program. The individuals who successfully complete the Program are eligible to take the NCLEX-PM/VN examination for licensing as a Licensed Vocational Nurse in the State of California. The Governing Board accepted the most recent Vocational Nursing IPR on December 14, 2004.

**Nursing Program
Credit FTE Comparison Fall 2004- Fall 2007**

TOP Code	Title	Credit FTES Fall 07	Credit FTES 2006/07	Credit FTES 2005/06	Credit FTES 2004/05
1213	Cardiovascular Technician		0.55	0.74	0.86
1201	Health Occupations, General	4.7	6.57	10.74	12.30
1250	Emergency Medical Services	4.0	17.77	8.29	14.16
1205	Medical Laboratory Technology		1.03	0.75	1.10
1230	Nursing	19.3	43.64	48.52	42.49
	<i>Total Normalized FTES</i>		69.56	64.52	71.8

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**Nursing Program
Revenue/Expenditure Comparison Fall 2004- Spring 2007**

	Credit FTES Fall 07	Credit FTES 2006/07	Credit FTES 2005/06	Credit FTES 2004/05
Nursing	28.0	69.56	64.52	71.8
State Apportionment per FTE	\$4,565.00	\$4,367.00	\$4,123.00	\$3,891.02
Total Program Revenue		\$304,115.58	\$266,290.08	\$279,863.78
Total Program Expenditure			\$310,576.00	\$316,209.63
Excess Revenue			-\$44,285.92	-\$36,345.85

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Nursing Program
Retention/Success Comparison Fall 2004- Spring 2007

	2006/2007 Enrollment	Retention	Success	2005/2006 Enrollment	Retention	Success	2004/2005 Enrollment	Retention	Success
EMT	79	76%	73%	65	77%	66%	76	86%	70%
Health Occupations	156	83%	78%	213	81%	71%	334	91%	77%
Nursing	248	96%	95%	221	97%	96%	198	98%	97%

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Twenty- one associate degrees in Vocational Nursing were awarded during 2006/2007. Twice as many degrees were awarded as in any of the previous five years. The associate degrees in Vocational Nursing made up 12% of all associate degrees awarded last year. Students completing the Nursing Program in 2005-2006 had a pass rate of 90% on the state board examination.

Evaluation:

The Nursing program desperately needs qualified staff in the form of a Director of Nursing [[2008-2009 Educational Initiative # 3](#); [2006 ACCJC Recommendation #10](#); [2007-2008 Strategic Goal # 3](#); [2004- Nursing IPR Priority #11](#)] and master’s qualified instructor(s). In addition, the re-locatable building currently housing the Nursing program is scheduled to be removed in 2012. New facilities for the program must be found prior to that date [[Five-Year Capital Outlay Plan Proposal](#)].

Welding Technology:

Description:

The Welding Technology Program is designed to prepare the student with the necessary skills to acquire an entry-level position in the various industries that require the different welding processes available through the program. The program offers an AS degree and both a two and one-year Certificate of Achievement in Welding Technology as well as a certificate of accomplishment in Welding Technology. The program offers course work in Oxyacetylene Welding (OAW), Gas Metal Arc Welding (GMAW), Shielded Metal Arc Welding (SMAW), Gas Tungsten Arc Welding (GTAW) and American Welding Society (AWS) certifications in plate and pipe welding.

The welding industry seeks qualified, competent welders whose skills are validated through a series of hands-on welding qualification tests in each welding process. The curriculum of the LCC Welding Program is industry driven through an active advisory board. The majority of welding students meet their educational objectives by completing a class, series of classes, or certificates. Each class a welding student enrolls in has student-learning outcomes that mandate students attempt specific welding qualification tests.

The Governing Board accepted the most recent Welding Technology IPR on December 14, 2004. The Welding Technology Mini-IPR was prepared fall 2005.

**Welding Technology Program
Credit FTE Comparison Fall 2004- Fall 2007**

TOP Code	Title	Credit FTES Fall 07	Credit FTES 2006/07	Credit FTES 2005/06	Credit FTES 2004/05
*0956	Manufacturing and Industrial Technology				
0956.50	Welding Technology	17.0	44.35	43.24	67.24
0945	Industrial Systems Technology and Maintenance		1.28	1.71	4.56
	<i>Total Normalized FTES</i>				

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**Welding Technology Program
Revenue/Expenditure Comparison Fall 2004- Spring 2007**

	Credit FTES Fall 07	Credit FTES 2006/07	Credit FTES 2005/06	Credit FTES 2004/05
Welding Technology (0956.50)	17.0	44.35	43.24	67.24
State Apportionment per FTE	\$4,565.00	\$4,367.00	\$4,123.00	\$3,891.02
Total Program Revenue		\$193,676.45	\$178,278.52	\$261,632.18
Total Program Expenditure		\$391,497.06	\$170,996.29	\$159,028.33
Excess Revenue		\$89,265.97	\$7,282.71	\$92,604.20

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**Welding Technology Program
Record of Student Certifications**

	Jan 2007 – Dec 2007	Jan 2006 – Dec 2006	Jan 2005 – Dec 2005	Jan 2004 – Dec 2004
Shielded Metal Arc Welding	79	96	82	87
Gas Tungsten Arc Welding	13	17	22	25
Gas Metal Arc Welding	104	73	99	53
Flux Cored Arc Welding	44	46	44	33
FCAW -G	11			
FCAW-S	9			
SMAW with GTAW	2	2	8	5
Total	262	234	255	203

Certified Welding Inspector Records

**Welding Technology Program
Retention/Success Comparison Fall 2004- Spring 2007**

2006/2007 Enrollment	Retention	Success	2005/2006 Enrollment	Retention	Success	2004/2005 Enrollment	Retention	Success
241	82%	76%	291	82%	73%	316	78%	70%

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The Welding Technology program awarded no associate degrees in 2006-2007.

Evaluation:

Although the Welding Technology program during 2006-2007 awarded no associate degrees a decrease from one or two each of the previous five years from January 2006 through December 2007, four hundred and ninety-six (496) welding qualification tests were successfully completed. Testing of student's qualification tests were conducted by a Certified Welding Inspector from the American Welding Society. The primary recommendations for the Welding Technology program derived from the program review are: 1) expand the physical plant [[2004 - Welding Technology IPR; Priority #2](#)] and 2) hire a full-time instructional specialist. [[2004 - Welding Technology IPR; Priority #1](#)]

Work Experience:

Description:

The Cooperative Work Experience Education Program recognizes and supports student learning that occurs on-the-job. Work Experience creates a learning partnership between student, employer and the Cooperative Work Experience Instructor. Students earn credit through the accomplishment of individualized learning objectives, demonstration of core career development competencies, and completion of course assignments. Through this program students develop workplace skills and resume building experiences to lead them toward future employment success. The Work Experience Coordinator/Instructor meets with students both on campus and at their worksites. Student worksites typically include employers in Lassen, Plumas, and Modoc counties. The Governing Board accepted the most recent Work Experience IPR on June 12, 2007.

**Work Experience Program
Credit FTE Comparison Fall 2004- Fall 2007**

TOP Code	Title	Credit FTES Fall 07	Credit FTES 2006/07	Credit FTES 2005/06	Credit FTES 2004/05
4932	General Work Experience	14.79	80.68	46.92	55.08
	<i>Total Normalized FTES</i>		80.68	46.92	55.08

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**Work Experience Program
Revenue/Expenditure Comparison Fall 2004- Spring 2007**

	Credit FTES Fall 07	Credit FTES 2006/07	Credit FTES 2005/06	Credit FTES 2004/05
Work Experience (4932)	14.79	80.68	46.92	55.08
State Apportionment per FTE	\$4,565.00	\$4,367.00	\$4,123.00	\$3,891.02
Total Program Revenue	\$67,516.35	\$352,329.56	\$193,451.16	\$214,317.38
Total Program Expenditure				
Excess Revenue				

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**Work Experience Program
Retention/Success Comparison Fall 2004- Spring 2007**

2006/2007 Enrollment	Retention	Success	2005/2006 Enrollment	Retention	Success	2004/2005 Enrollment	Retention	Success
87	75%	63%	109	86%	61%	121	69%	53%

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Summer 2007 the Lassen Community College Foundation offered the World of Work scholarship for Work Experience students. Sixty students applied for the scholarship. Their enrollment accounts for 9.8 of the FTE generated by the Work Experience program for that term. The student success rate of the World of Work students was low. Thirty-five percent (35%) of these students successfully completed their Work Experience course with a grade of ‘C’ or better.

Evaluation

The Cooperative Work Experience program consistently maintains strong enrollment. Student Learning Outcome assessment data for Spring 2007 and Fall 2007 indicates students increase their work skills through this program. Students would be best served by the Cooperative Work Experience program by filling the part time Administrative Assistant II Position left vacant from the 2003 layoff to provide better program office coverage when the Coordinator is completing worksite visits and to assist with clerical aspects of the program. In addition, the program would benefit from the addition of a new computer.

The World of Work scholarship provided increased Work Experience FTE generation Summer 2007. If this scholarship program were to be offered again in the future, further planning would need to be undertaken to increase the success of these students.

The Work Experience program would benefit from comprehensive program data being made available for all Cooperative Work Experience courses to use for further program planning and development.

Standalone Courses:

Description:

**Standalone Courses
Credit FTE Comparison Fall 2004- Spring 2007**

TOP Code	Title	Credit FTES 2006/07	Credit FTES 2005/06	Credit FTES 2004/05
3020	Aviation and Airport Management and Services	1.17	1.71	2.22
0952	Construction Crafts Technology	6.81	11.17	35.18
0946	Environmental Control Technology (HVAC)	0.42	16.17	21.24
* <i>Total Normalized FTES</i>				

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**Standalone Courses
Retention/Success Comparison Fall 2004- Spring 2007**

	2006/2007 Enrollment	Retention	Success	2005/2006 Enrollment	Retention	Success	2004/2005 Enrollment	Retention	Success
Aviation	11	91%	91%	16	81%	69%	22	82%	68%
Construction Technology	42	93%	88%	60	92%	90%	195	94%	78%
Power Generation Technology	11	73%	73%	65	83%	71%	149	82%	65%

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Evaluation:

The majority of standalone courses offered at Lassen Community College are courses remaining from previous programs, subsequently inactivated. At one time both Construction Technology and Power Generation Technology were successful vocational programs at the college.

Non-credit Instruction:

Description:

Lassen Community College provides courses of instruction, which do not count for college credit in the following areas: General Education Development (GED) preparation, parenting, elementary and secondary basic skills, English as a Second Language, citizenship, education for substantially disabled persons, short-term

vocational, education for older adults, education in home economics and health and safety education.

Non-credit Instruction
Non-credit FTE Comparison Fall 2004- Spring 2007

TOP Code	Title	Non-Credit FTES 2006/07	Non-Credit FTES 2005/06	Non-Credit FTES 2004/05
0502	Accounting	3.28	0.0	0.0
1002	Art	10.39	11.27	21.08
1305	Child Development/Early Care and Education	0.0	0.0	6.87
1303	Fashion	0.59	3.11	3.61
4930	General Studies	17.27	15.76	24.76
1201	Health Occupations, General	0.14	0.14	0.26
0701	Information Technology, General	0.0	3.03	1.52
0999	Other Engineering and Related Industrial Technologies	0.0	0.0	2.20
0835	Physical Education	4.71	7.72	85.16
	<i>Total Normalized FTES</i>	<i>36.37</i>	<i>41.04</i>	<i>145.46</i>

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Evaluation:

Non-credit instruction has not been an area of significant focus for the last two years. The significant instruction for older adults in Art and Physical Education is gradually being replaced with community service classes.

Community Service:

Description:

Community service classes are designed to provide the surrounding community with opportunities for cultural enrichment, social and recreational activities, and academic and practical information to promote the quality of life. All community service classes are fee-based, the institution does not receive apportionment for these classes.

Evaluation:

The primary area of community services classes provided by LCC is in drivers' training. The college is planning to expand community service offerings particularly in the area of academic and recreational youth classes during the summer. The special advisor to the President is in the process of developing recreational summer classes. [\[2008-2009 Educational Initiative # 12 - Increase Community Service camps - Summer 2008; 2007-2008 Strategic Goal # 5; Board Directive – Vision\]](#)

Non-traditional Modes of Instruction:

Technology-mediated and correspondence delivery instruction provides students access to course work through different modes of delivery. Telecommunication technologies have evolved to provide viable delivery options for students who desire to complete their educational goals at a distance. Examples of current distance instruction include: correspondence and online. The restoration of two-way live interactive television is expected soon.

Correspondence Delivery: Description:

The concept of providing correspondence delivered courses at Lassen Community College was initiated in Fall 2004. The college president met with twelve interested faculty members to discuss options available to district citizens who were geographically isolated or time and place bound. At the end of Fall 2004, five pilot courses (CG 51 – College Success, Engl 50 – Introduction to College Composition, Math 51 – Elementary Algebra, Phil 10 – Comparative Religions, and Psy 31 – Child Development: Conception through Adolescence) to be delivered by correspondence were approved by the Curriculum/Academic Standards Committee. The five courses were delivered Spring 2005. In Spring 2005, the Curriculum/Academic Standards Committee approved twenty-four Administration of Justice and Correctional Science courses and an additional nineteen general education courses. Twenty additional courses in Human Services were approved in Fall 2005. During Fall 2006, the Academic Senate formed an ad hoc Correspondence committee to address procedural and standards issues related to the delivery of courses via correspondence. A Correspondence Handbook was developed as a result of the efforts of that committee. Also in Fall 2006, Substantive Change Requests for approval of the delivery of more than fifty percent of Liberal Arts, Administration of Justice and Correctional Science degrees were sent to the Accrediting Commission for Community & Junior Colleges Western Association of Schools & Colleges. Subsequently in June 2007, the substantive change request for Liberal Arts was approved by ACCJC.

Evaluation:

The Dean of Instructional Services undertook a major review of all correspondence packets Fall 2007. As a consequence of that review, the Curriculum/Academic Standards Committee took action to update course outlines of records and changes were made in many of the correspondence packets. The Correspondence Handbook is currently being updated to reflect these changes.

Online Delivery:

Description:

A course in which instruction is delivered via the internet and there is no face-to-face contact between instructor and student outside of orientation meetings and/or proctored exams is considered an online course. [Title 5 identifies online courses as having 51% or more technology-mediated instruction for the purposes of attendance accounting] Several years ago, the college provided a much greater number of online

delivered course options, particularly in mathematics and English. Spring 2008, only four courses were offered online, English 1, two keyboarding classes and one computer applications course.

Evaluation:

The college is investigating the online option as one way to more effectively meet the needs of students with limited access to on-campus classes.

Hybrid Courses:

Description:

Courses in which traditional face-to-face instruction is combined with mediated technology (internet, email, video) such that any of the traditional face-to-face delivery instruction is replaced are considered to be hybrid courses.

Evaluation:

During Spring 2008, the Curriculum/Academic Standards committee held discussions to define and develop criteria for the approval of hybrid courses.

Live-interactive Television Delivery:

Description:

Several years ago, the college provided a number of courses offered through live-interactive television delivery. Changes in administrative staff resulted in changes in institutional direction and the television studio was dismantled.

Evaluation:

The college is investigating the reactivation of live-interactive television delivery option as one way to more effectively meet the needs of students with limited access to on-campus classes.

Off-campus Instruction:

Contract Instruction:

The college provides instructional services via contract services to Prater Way College of Beauty in Reno, Nevada and Lassen County Adult Facility (LCAF) in Susanville.

Prater Way College of Beauty:

Description:

The Cosmetology program at Lassen Community College is offered by contract through the Prater Way College of Beauty in Reno, Nevada. LCC's agreements with Prater Way College of Beauty began in 1972, and over time, at least two other beauty colleges provided coursework by contract—the LeDoux College of Beauty in Sparks, Nevada, and the Carson City Beauty Academy, also

in Nevada, neither of which has had a contract with LCC since 2005. The contract with Prater Way College of Beauty expired June 30, 2007. LCC renegotiated the contract in December 2007, retroactive to July 1, 2007, and ending June 30, 2009.

Evaluation:

Prater Way College of Beauty has now received accreditation from the National Accrediting Commission of Cosmetology Arts and Sciences, Alexandria Virginia, and is approved for Federal Financial Aid. LCC has agreed not to provide courses through any unaccredited beauty college through the length of the contract. There are no providers in eastern California.

All cosmetology courses are approved through the normal Lassen Community College curriculum development process. The qualifications of the cosmetology faculty must be reviewed prior to them teaching for LCC to ensure that each instructor meets the minimum qualifications established by the State of California for instruction at a community college. Legally employees of the beauty schools who teach for Lassen Community College are co-employees and must have signed contracts with the college in their personnel files.

The agreement with Prater Way College of Beauty is serving the needs of the region, but the offerings are limited to the Certificate of Achievement in Cosmetology. There are concerns about the cost of the program, the ability of the College to provide sufficient credentialed faculty to grow the program and provide coursework necessary for all of the certificates now in the LCC college catalog. The Advisory Committee for Cosmetology needs to be constituted and scheduled to meet.

Lassen County Adult Detention Facility (LADF):

Description:

Classes are offered to county and state inmates through contracted education. The first contract between Lassen Community College and the Adult Detention Facility was approved spring 1998. Classes in GED, Parenting, Computer Applications, Construction Technology, Welding Technology and Work Experience have been offered.

Evaluation:

Courses that are being offered are well received in this controlled environment. LADF facility administrators and LADF officers have reported an improvement of interpersonal relationships among inmates and between inmates and LADF officers. LADF administrators have received reports from released inmates who have acquired jobs and who have enrolled in additional college classes because of the positive educational experience at the LADF.

Off-campus Sites:

Alturas

Description:

A part-time classified Administrative Assistant II performs registration duties, office duties, and oversees the ongoing needs of the students.

In Fall 2007, students could enroll in any of eleven traditional classroom delivery courses scheduled including: art, child development geography, history political science, and speech plus work experience options. Students could also complete English and Computer Applications online in addition to a variety of general education courses delivered via correspondence.

During Spring 2008, eleven traditional classroom delivery courses were scheduled including: art, basic mathematics, psychology, history, and a laboratory science course plus work experience options. Students could also complete English and Computer Applications online in addition to a variety of general education courses delivered via correspondence.

Assessment and counseling services are provided to students in Alturas at least once each semester.

Evaluation:

Although the number of traditional courses is small, the college is making a concerted effort to balance the offerings and supplement traditional courses with other modalities of delivery.

Student support services need to continue to be provided on an ongoing regular basis.

Coppervale Ski Area:

Description:

A classified employee, who works on-campus during the off-season, coordinates the Coppervale Ski Area located 14 miles from the main campus along Hwy 36. Instruction in Alpine Skiing, Nordic Skiing, Cross Country Skiing, and Snowboarding is offered through the services of part-time instructors during the ski season.

Evaluation:

The current coordination of campus and Coppervale activities is working well. Additional community service opportunities for individuals not interested in college credit would serve community members well.

Correctional Facilities:

Description:

The college provides instructional services via correspondence instruction and student support services to the residents at the California Correctional Center, High Desert State Prison, Herlong Federal Correctional Institution, and California Substance Abuse Treatment Facility (S.A.T.F.). Administration of Justice and Correctional Science courses are offered to correctional officers and courses leading to an associate degree in Liberal Arts along with supplemental instruction on such topics as substance abuse are provided to inmates.

Counseling services are provided to correctional officers as one component of the Correctional Science program through the counseling background of the primary correspondence instructor in the program.

EOPS eligible inmates receive services through that program. Non-eligible inmates are provided comparable assessment and counseling services to on-campus students.

Between the initiation of correspondence delivery of instruction to the inmate population in Fall 2004 and December 2007, thirty-four inmates have earned an Associate in Arts degree in Liberal Arts.

Graduation Date	Correctional Facility	Degree	Major	Number
December 2007	CCC	AA	Liberal Arts	11
December 2007	Corcoran	AA	Liberal Arts	1
December 2007	FCI - Herlong	AA	Liberal Arts	2
August 2007	CCC	AA	Liberal Arts	2
May 2007	CCC	AA	Liberal Arts	7
December 2006	CCC	AA	Liberal Arts	5
December 2006	FCI - Herlong	AA	Liberal Arts	2
December 2006	High Desert	AA	Liberal Arts	4
Total				34

Spring 2008, sixty-eight inmates from California Correctional Center, twenty-one inmates from High Desert Prison, one hundred eighteen inmates from Herlong Federal Prison, and seventy-one from Corcoran Prison were enrolled in correspondence delivered courses through the college.

Evaluation:

Correspondence courses offered are well received in the correctional facilities. Correctional facility administrators and correctional officers have reported improvement in interpersonal relationships among inmates and between inmates and correctional officers. Correctional administrators have received reports from released inmates who have of acquired jobs and who have enrolled in additional college classes because of the positive educational experience offered by Lassen Community College.

Westwood:

Description:

Currently the college has an extremely limited presence in Westwood, offering only one class in Fall 2007 and no classes during Spring 2008.

Evaluation:

Five years ago, a full-time classified coordinator coordinated the instructional offerings in Westwood, located thirty-five miles from the main campus. Budget reductions, in 2003, resulted in that employee returning to the main campus. The college expects to evaluate need and expectations in the Westwood area prior to implementing appropriate traditional instructional offerings as fiscal recovery is achieved. In the interim, students have access to on-campus, online and correspondence delivery instruction and services.

Instructional Support Services:

Library:

Description:

The Library, comprised of 7,591 assignable square feet on two floors, is located in the Humanities building. Most services are also available to the off campus college community. Library staff members provide instruction and help in the use of the library and its resources and encourage general and pleasure reading. The library has print and online periodical indexes, card catalog, and reference resources. As resource for inter-library loan, the library has access to online card catalogs for print and non-print materials housed in libraries throughout Northern California. The Governing Board accepted the most recent Library NIPR on April 23, 2002.

Evaluation:

The library is too small for an institution the size of Lassen Community College. There is inadequate seating space for students, inadequate room for computer workstations, inadequate shelving space for books and periodicals. There is no space for a separate quiet study area or for small group study. To address this major insufficiency

of space, the college has applied for capital outlay funds to remodel the Humanities and Creative Arts buildings.

Learning Resource Center:

Description:

The Learning Resource Center, located in the Creative Arts building, plays a vital role in education and cultural programs at Lassen Community College. The center is designed to serve all students on campus. Instructor approved tutors are provided free of charge, for a prescribed number of hours, for most campus subjects. A variety of computers are available for research via the Internet, working on term papers or class projects, or for utilizing the educational programs to develop specific skills. The concept is to provide students with a variety of learning materials to meet individual learning objectives. The Governing Board accepted the most recent Learning Resource Center NIPR on March 12, 2002.

Evaluation:

The Learning Resource Center is a vital asset to the college and fits into the overall mission statement of the college in a number of areas. First, it provides access to a comprehensive community college education by providing services that enhance student learning. Second, it provides a program of excellence as evidence by student usage and student evaluations. Finally, the Learning Resource Center staff are committed to serving students and enriching their college experience.

Section III – Student Services Section (Student Services/ Enrollment Management Master Plan

Components of Student Support Services:

Matriculation

Description:

Matriculation is a statewide program to improve student success in the California community colleges by bringing student and colleges into agreement on the student's educational goals and on the appropriate educational choices to reach those goals through a prescribed set of particular student services. The agreement acknowledges responsibilities of both parties to attain those objectives through the college's established programs, policies, and requirements.

On the college's part the agreement includes providing an admission process, an orientation to college programs, pre-enrollment and counseling, advisement and counseling for course selection, continuous follow-up on student progress with referral to support services when needed and a program of institutional research and evaluation.

Evaluation:

Lassen Community College provides an easy to follow admissions process allowing open access to all students. Orientation for new students was reinvigorated in Spring 2008 with plans for stronger orientations in the coming semesters along with an on-line orientation program. The Counseling Department approached former levels of staffing with the addition of an EOP&S/Matriculation Counselor, a district counselor and the return of a former counselor to function as the Lead Counselor/Matriculation Coordinator in the Fall 2008. The ability to provide students with appropriate counseling and advising has been greatly advanced with these additions to the staff. A student follow up program is in place for EOP&S students and athletes.

A formal student follow-up program for students not in these two categories will be developed by Fall 2008. The assignment of the research function to the Dean of Student Services/Institutional Research will provide the ability to complete research required in Matriculation.

Counseling and Guidance/Career Center

Description:

In order to assist students in the planning of programs, counselors are on duty all year. Students, with the assistance of a counselor, are enabled to plan a program of study which will 1) meet the needs of the individual student in their intended field of concentration, 2) meet the graduation requirements prescribed by the college, 3) include desirable general education electives, 4) meet the lower division requirements of the particular college or university the student may expect to attend.

The Career Center assists individuals in making career decisions. The services include a career information library, occupational interest inventories, individual counseling and classes in career planning. Limited job placement and advisory services are provided to students,

graduates, and former students for off-campus, part-time, full-time, temporary, permanent, or summer employment opportunities.

New student Orientation provides new students with information about the programs and services Lassen Community College offers, campus publications including the class schedule and catalogue, and helpful ideas to assist students in having a successful college experience.

Articulation/Transfer Center:

Description:

The purpose of the Transfer Center is to strengthen the transfer process and to increase the number of students who transfer to four-year institutions through the coordination of college transfer efforts. The purpose of the articulation office is to develop and maintain articulation agreements with four-year institutions and to provide policy oversight to 2 + 2 agreements.

Disabled Students Programs and Services:

Description:

Disabled Students Programs and Services (DSPS) are mandated and state-funded through Title 5 and AB77 to provide support services and specialized and support classes for qualified disabled students. Support services such as registration assistance, counseling, specialized assessments, and specialized and support classes are available to qualified disabled students.

Class related services may include the assistance of interpreters, note-takers, specialized tutoring when regular tutoring is not appropriate, readers, transcription, adaptive parking and equipment, etc. Some students may, as a result of their disabilities, need a separate environment or extra time when taking test. The DSPS Specialist or Counselor determines these services after verification of the student's disability.

Specialized services are provided to persons with mobility impairments, vision, hearing, and speech impairments. Persons with psychological disorders, traumatic brain injury, those with learning disabilities, and developmentally delayed learners are able to receive DSPS services. Persons with other physical disabilities not otherwise described can receive services, as well. The DSPS Specialist or Counselor determines these services after verification of the student's disability.

Special program components for DSPS include the Learning Disabilities Program, the High Tech Center, the Adaptive Physical Education Program, and special classes for persons with developmental disabilities.

Extended Opportunities Programs and Services:

Description:

The purpose of the EOPS program is to assist low income and educationally disadvantaged students to achieve their academic goals at Lassen Community College through a variety of support functions which include: orientation, recruiting, counseling, special classes, book grants, and services, EOPS cash grants, advocacy, child care, special workshops/speakers, tutoring, academic monitoring, and other transition type assistance with financial aide, admission and registration procedures.

Financial Aid:

Description:

The Financial Aid Office administers and processes federal, state and institutional assistance for students attending the college. The types of assistance handled include grants, scholarships, veteran benefits, loans and student work programs. Student job development is coordinated within the office for positions both on the campus and within the community.

The office provides outreach services for new and continuing students, assisting them in completing the initial application for federal and state assistance; the Free Application for Federal Student Aid (FAFSA). The outreach effort is designed to help encourage individuals understand how the process for applying for Federal Student Assistance works, and to teach and prepare them to file their FAFSA each school year.

Evaluation:

All financial aid at Lassen Community College is administered in accordance with federal and state policies.

Child Development Center:

Description:

The Child Development Center provides services to student parents, as well as, community members with children six weeks to five years of age. The services include subsidized and private pay child care services, developmentally appropriate early care and education services, parenting education and mentoring, nutritional food program services, and social service and need based referrals.

Children receive individualized assessments based on authentic observation and the developmental continuum. An educational program is designed for each classroom by a fully qualified early childhood professional who takes into account the individual and group needs of the children. An environmental philosophy assures a thoughtful space design, which emphasizes the importance of learning through doing and play as a child's best educational tool.

Evaluation:

The Child Development Center is committed to providing high quality services to children and families. That is the mission of the department. However, declining enrollment rates, low subsidized reimbursement rates, and the rising cost of employees, food, supplies, etc. make it difficult for the program to continue to provide services of the highest quality. The center has ended the past three years in a deficit fiscal situation.

In 2005, the center was voluntarily accredited by the National Association for the Education of Young Children (NAEYC). NAEYC recently changed their accreditation standards and the new standard will be difficult to meet without an increase in funding. Some of the issues with the new standards arise due to the rural location of Lassen College. In large areas services needed to meet the criteria are being provided to centers through non-profit organization at no cost to the center.

Goal One: To form an ad hoc committee to examine ways to increase the efficiency of the Child Development Center. The committee will set specific goals for revenue reduction in their final report in Spring 2009 ([LCC Strategic Goal #1 – To Achieve Fiscal Stability](#)).

Goal Two: To examine the new NAEYC accreditation standards and do a fiscal analysis of the cost of remaining accredited. Make a recommendation to the Associate Dean of Students in fall 2008 regarding changes needed to retain voluntary accreditation ([LCC Strategic Goal #5 – To Develop a Positive Community Image](#)).

Kinship Care:

Description:

Kinship Education at Lassen Community College is charged with providing quality training, in accordance with AB 2307, to relative caregivers in Lassen County. Program staff works with local foster family agencies, Lassen county Departments of Social, Health, and Human Services, as well as local service organizations to meet the needs of the local community. Program services are offered through a workshop model and cover areas of behavior, social issues, working with the system, stress management, medical and educational assessments, legal issues, and areas of local need. A lending library is available with resources helpful to kinship parents and those who serve them.

Evaluation:

During the 2006-2007 program year, the Kinship Program grew tremendously. The number of kinship providers utilizing the program jumped from 15 to 35, the number of unduplicated participants of all types (kinship providers, foster parents, social service staff, college students, and general community members) rose from 55 to 157, and actual attendance figures went from 78 duplicated attendees to 287 duplicated attendees. This growth pattern is attributed to a change in philosophy to a more personal care approach.

Community alliances were formed with county social service programs and the Susanville Indian Reservation (SIR). The groundwork was laid for a partnership between Lassen College Kinship Education and the education center at SIR. Kinship Education co-sponsored a one-day workshop for kinship caregivers on the reservation.

The Kinship Advisory Committee has not been as effective during the 2007-2008 program year. Committee members have had a hard time finding time to meet and consequently meetings have been sparsely attended.

Goal One: To continue to increase participation in the Kinship Education Program through increased workshop attendance. An increase of 15% has been targeted for all categories (kinship providers, unduplicated participants, and duplicated attendees) by June 2008 through the continuation of the personal care philosophy.

Goal Two: Continue discussions with SIR personnel and propose a formalized relationship (MOU) between SIR and Lassen College Kinship Education.

Goal Three: Reconstitute the Kinship Education Advisory Board and hold three meetings during the 2008-2009 program year.

Student Services/ Enrollment Management Master Plan

INTRODUCTION

STUDENT SERVICES/ENROLLMENT MANAGEMENT PLANNING COMMITTEE:

The following individuals served as members of the 2007-2008 Student Services/Enrollment Management Planning Committee:

Steven Sylvester, Dean of Instructional Services
Cary Templeton, Dean of Student Services/Institutional Research
Charli Chambers - Counselor
Andrew Faircloth- Instructor
Brian Tobin - Instructor
Chris Alberico - Management
Shelley Baxter – Management
Karen Dolan - Management
Jennifer Bird - Classified
Janna Sandahl – Classified

Student Services Master Plan—Outline Form

Proposed Feb. 6, 2008 to the Student Services and Enrollment Management Committee

A blended plan: student services and enrollment/marketing plan

Theme: Student success as a whole person

Emphasis: whole person human development

Balanced personal development in 4 areas:

- Mental-Quality and challenging academics leading to academic growth and solid vocational preparation
- Physical-Choosing healthy ways of living, physical health and fitness programming, strong intramural sports programming, club sports programming, active campus student life emphasis built around adventure sports and team competition in a variety of activities catering to students interests and abilities
- Intrapersonal-Introspective self-assessment and counseling using a variety of themes and non-credit workshops aimed at assisting the student to choose both academic areas of study and career pathways commensurate with their personal strengths, talents, personality traits, values, intelligence types (both emotional and mental), interests, etc.
- Interpersonal-Skills based on healthy ways of interacting with others delivered through non-credit workshops and special speaker seminars, intrusive student life interventions, student discipline based on solid conflict management and peace making strategies.

The Institutional Approach—

- Academics, advising, counseling, and student life will be focused on holistic student success in and out of the class. LCC will have a commitment to strengths based and intrusive counseling/advising by both student services and instructional staff.
- An institutional commitment to student learning. Additional integration with the learning resource center, faculty, tutoring, retention support services, early alert notification of student duress, student achievement and satisfaction survey information gathering for assessment purposes.
- An institutional understanding of the force field student success model with a commitment to reduce barriers to student success throughout the institution.

Key Components of a Student Success Plan—Lee Noel Conference on Retention

- Assessment
- Intrusive Advising
- Extended Orientation Programming/courses
- Bridge Programs
- Programs for Targeted Populations
- Centers for Success/Excellence
- Academic Support Services/Supplemental Instruction
- Early Warning and Alert Systems

Recruitment and Marketing: What makes Lassen College different from its competition and appealing to students?

Assumption: The minimum optimum student enrollment size is between 1800 and 2000 FTES given our current staffing pattern. The demographics of the LCC district has not been able to deliver this size without special augmentation in enrollment via special targeted enrollment generating programs whose state apportionment funding has been done away with or through FTES chasing programs that have not been sustainable. ==LCC is dependent on enrollment from outside our district boundaries to reach our optimum size and to be able to pay back the 1.7 million dollar decertified enrollment owed to the state.

Branding: What does LCC want to be known for? What makes Lassen College distinctive? What does our location, our programs, and the LCC student centered approach offer that other similar colleges lack? What is our competitive advantage?

- The location offers many outdoor options for adventure and club activities
- Commitment to whole person human development in 4 areas is unique
- The academic programming in gunsmithing is unique
- The campus size (small) offers exceptional opportunities for customer service and personalized service provisions that larger community colleges will find hard to duplicate. Lassen College could be known for delivering private college type array of student and academic services to its students for a community college price.

Branding promise statement:

Lassen College offers quality academic programs supported by a balanced life emphasis that makes a winning combination for student success. An adventurous spirit of exploration of academic and vocational career paths, the outdoors, physical fitness and a wide array of student life opportunities coupled with a strengths based approach assist students in developing as whole persons. When you choose Lassen College you are choosing a college experience that supports your dreams of success and partners with you to achieve them. Learn, grow as a person, compete, explore the outdoors-come join the Lassen College adventure.

Next Steps:

1. Set a realistic timeline for completion of this master plan. Suggestion: May 2008
2. Provide time in this committee to review student success data, basic skills data, etc.
3. Provide an overview of the research supporting the assumptions and program enhancements outlined above. Engage in dialogue and process sufficient to adopt the proposed philosophical underpinnings of this plan.
4. Provide a review of what service changes, training needs, budget requirements etc. will be required if this plan is adopted.

Associated Student Body/Student Life

Associated Student Body

The Associated Student Body is the representative body of the Lassen Community College students. All currently enrolled LCC students who have purchased a current ASB card shall be members of the ASB. All members are entitled to reduced or free admission to all of its activities, bookstore services and local merchant discounts.

During the spring semester, students will elect ASB officers to represent the students to the college administration and the District Governing Board. The elected officers include the president, vice-president, fifteen Senators and student trustee. The Associated Student Body appointed officers are the secretary and treasurer.

The Associated Student Body President appoints students to serve on LCC committees. The Executive Council and Student Body Council exercise the powers and duties of the ASB government.

The Associated Student Body has several committees. The ASB Grievance committee is an informal confidential group that acts as a mediator to help resolve any issues or questions for students, faculty, and staff in regards to students at LCC.

The Associated Student Body and the Dean of Student Services/Institutional Research will present new clubs and student organizations to the Governing Board for charter.

The Associated Student Body officers meet once each week. ASB meetings are open to the public and include an opportunity for students and others to share their views. The ASB office is located in the Humanities Building room 101.

Student Life

Organizations:

Clubs:

In order to secure the most from college life, students are encouraged to participate in one or more of the clubs on campus. These clubs offer many diversified opportunities to students for both social and educational contacts. Each club elects its officers and plans its own program for the semester. How successful it becomes depends largely upon the enthusiasm of its membership. Clubs and organizations on campus include: Administration of Justice/Correctional Science Club, Alpha Sigma, Associated Student Body, Automotive Club, CARE Club, Christian Fellowship, Gunsmith Guild and Booster Club, International Students Club, Journalism Club, M.E.C.H.A. (Hispanic) Club, Math and Science Club, Native American Tribes Organization, Rodeo Team, Spirit Squad, various Athletic Booster Clubs and Welding Club.

Phi Theta Kappa National Honor Society Beta Omicron Xi Chapter Lassen College:

Established in 1918, Phi Theta Kappa International Honor Society serves to recognize and encourage the academic achievement of two-year college students and provide opportunities for individual growth and development through honors, leadership and service programming. The focus of Phi That Kappa is scholarship, leadership and service to the community.

Athletics:

Lassen Community College supports the theory that athletics makes an important contribution to the total education process. The college participates in a well-rounded program of intercollegiate athletics. Cougar teams compete in men's and women's basketball, baseball, softball, women's volleyball and wrestling.

Lassen Community College is a member of the Golden Valley Conference. LCC athletes participate in in-state competitions. The Commission on Athletics (COA) sanctions Lassen Community College athletic programs.

Section IV – Administrative Services Section (Technology and Facilities Master Plans)

Major areas of responsibility for the Administrative Services include: Fiscal, Duplicating, Purchasing, Logistics, Information Technology, Maintenance and Operation of Plant (including Custodial Services and Security), Bookstore, Food Services, Residence Hall and Coppervale Ski Hill.

Fiscal Services

Lassen Community College's general operating accounts, like those of all other California Community Colleges are funded with State Apportionment moneys, student fees, and property taxes. Lottery funds, state-funded categorical programs, and federal funds for activities including vocational/technical programs, and student aid augment funding. Apportionment funds are allocated by the Chancellor's Office using the funding model approved by the Legislature. Apportionment funding is derived from Management Information System (MIS) data. The District maintains accounts in six (6) governmental fund types; general fund for current operating accounts; special revenue for bookstore, residence hall, cafeteria and child development; capital outlay for acquisition and capital improvement items; debt service for payment of long-term debt; fiduciary for Associated Student Body, Financial Aid and other agency accounts; and general long-term debt for dorm bond obligation.

Eighty percent (80%) of District's general fund revenue is generated through state apportionments and categorical funding. Apportionment is driven by workload measures, primarily FTEs. With declining FTEs and corresponding revenues the college has been deficit spending for the last several years.

Purchasing, Duplicating and Logistical Services

Purchasing services are located in the Shipping and Receiving department, located at the east end of campus. The primary function of purchasing includes vendor set-ups and purchase order generation. Duplicating and logistical services are also located in the Shipping and Receiving department, located at the east end of campus. Primary functions of duplicating and logistical services include the copying and delivery of printed materials and scheduling of student and staff transportation. These services are all performed under the supervision of the Fiscal Services department.

Bookstore

The Lassen Community College Bookstore is located on campus between the Humanities and Creative Arts buildings. The bookstore carries required textbooks and supplies for classes offered at the college. Miscellaneous office and school supplies are available along with emblematic giftware, clothing and reference material. A full-time bookstore assistant under the direct supervision of the Dean of Administrative Services staffs the Bookstore. The Bookstore is operated at a break-even level to minimize educational costs to students. As funds become available to improve service, staffing levels will be increased, and improvement to the facility and operation will be made.

Food Services

One of the most actively used buildings on campus is the Cougar's Lair that houses the cafeteria. The cafeteria offers meal plan options for students. Students may elect to purchase meals on a cafeteria debit card. The dining facility offers full menu services for breakfast, lunch and dinner. Dining choices include hot entrée/complete meals, the soup and salad bar, the sandwich shop and selections for the Cougar grill. The Dean of Student Services/Institutional Research supervises operation of Food Services.

Residence Hall

The Lassen Community College Residence Hall provides on-campus housing for men and women. The facility features a television lounge, a recreation room, laundry room, and cable service. Most rooms accommodate two students; however, there are also some four-person rooms. The Dean of Student Services/Institutional Research is responsible for the residence hall. The residence hall is staffed with adult supervisors. As part of the living arrangements, residents dine in the cafeteria located on campus in the Cougar's Lair.

Coppervale Ski Hill

The Lassen Community College Coppervale Ski Hill is located just west of Susanville in the beautiful Goodrich Creek valley. Coppervale Ski Hill offers credit, non-credit and community services classes to students and is open to the general public for a fee. The Hill has groomed slopes, a face, forest runs, a ski bowl and terrain park to accommodate various levels of downhill, cross-country and snowboarding activities. A full-time seasonal Ski Hill Manager under the direct supervision of the Dean of Administrative Services staffs the Ski Hill.

Facilities

The Facilities Department maintains repairs and cleans seventeen buildings with an approximate 248,000 square feet of space and maintains the educational grounds encompassing 184 square acres of land on a daily basis. Primary responsibilities include maintaining the safety and operational effectiveness of buildings, custodial services of those buildings, and oversight of construction projects associated with building and site improvements. The facilities include classrooms, laboratories, offices, a dormitory, a library, a gymnasium, and a cafeteria in addition to several outside facility use areas. A Maintenance Director, who is directly supervised by the Dean of Administrative Services, manages the Facilities Department.

Information Technology Department

The Information Technology Department provides employees with the tools and support they need to effectively perform their job responsibilities ensuring the availability, integrity and confidentiality of systems and data. The Department also provides direct support to faculty members to support of delivery of excellent education under the institutions educational mission. An Information Technology Director, who is directly supervised by the Dean of Administrative Services, manages the Information Technology Department.

Institutional Technology Master Plan

INTRODUCTION

Lassen Community College strives to use technology to achieve institutional goals for student success and provide a modern telecommunication infrastructure for college staff. The college maintains a full spectrum of technology infrastructure and services, including central mail and domain servers, switched fiber network, stand alone telephone system including voice mail, fully-equipped desktops for all staff as well as student labs, configurable anti-virus and anti-spam services, and public Web pages. A new integrated administrative software suite, Datatel Colleague, has been implemented with functionality in HR, Finance, and Student applications, and includes a Web self-service interface. A new Learning Management System platform (Moodle) is remotely hosted, while a handful of classes remain in FirstClass on a local server. Instructional media (projectors, DVD, overhead) are available in some classrooms.

The Information Technology (IT) Department staff consists of four staff: a Director; one Programmer/Analyst supporting Datatel (currently vacated to create an Enterprise Systems Developer/Research Analyst shared with Institutional Research); and two Information Technology Specialists supporting servers, network, phones, and desktops. Other technology support functions performed by positions outside the IT Department include: Web page maintenance, by a non-technical position in the Office of Instruction; Help Desk first-level support, by a non-technical position in Counseling; DSPS lab support, by an Instructional Technology Specialist in DSPS; and LMS (Moodle) administration, by a part-time faculty member.

The college has two technology committees charged with the responsibility of addressing institutional technology needs. The Institutional Technology Committee, comprised of members from each constituent group, develops the Institutional Technology Plan and meets to discuss and make recommendations regarding present and future technology needs. The Educational Technology Committee, formerly a standalone committee, is now a subcommittee of the Institutional Technology Committee comprised of the ITC faculty members plus the IT Director and instructional support staff. The subcommittee is charged with providing recommendations specifically related to instructional technology issues.

Operational technology decisions are also based on IT Department advice and deliberations. The IT Department is subject to the Non-Instructional Program Review (NIPR) cycle, with a review conducted in the current year.

INSTITUTIONAL TECHNOLOGY PLANNING COMMITTEE

The following individuals served as members of the 2007-2008 Institutional Technology Planning Committee:

- Terry Bartley (Management) – Staff Accountant/Manager, Business Office
- Ross Brosius (Faculty) – Physical Education & Health; President, Academic Senate
- Rosanna Brown (Faculty) – Library Science; Vice President, Academic Senate
- Jon Cross (Classified) – Information Technology Specialist (Server/Network), Information Technology

- Ron Evans (Management) – Programmer/Analyst, Information Technology
- Katherine Granfield, *chair* (Management) – Director, Information Technology
- Ethan Keiley (Classified) – Instructional Technology Specialist, DSPS
- Garrett Taylor (Administration) – Dean, Administrative Services
- Kam Vento (Faculty) – Business
- Orrin Winton (Student) – Journalism; Secretary, ASB

The following individuals served as members of the 2007-2008 Educational Technology Subcommittee:

- Ross Brosius (Faculty) – Physical Education & Health; President, Academic Senate
- Rosanna Brown, *chair*, (Faculty) – Library Science; Vice President, Academic Senate
- Katherine Granfield, (Management) – Director, Information Technology
- Elaine Theobald (Classified) – Information Technology Specialist (Desktop), Information Technology
- Kam Vento (Faculty) – Business

2006-2007 INSTITUTIONAL TECHNOLOGY RECOMMENDATION STATUS

The 2007-2008 plan is the first formal integrated plan for institutional technology at Lassen Community College.

Two predecessor plans exist:

- An Educational Technology Plan, created in 2003 and updated Spring 2006 by the Educational Technology Committee (earlier known as the Instructional Technology Committee)
- The Title III Grant Application for the Datatel administrative systems implementation, Integrating Critical Services for Institutional Management and Student Success, covering the years 2003-2008

The Educational Technology Plan stated nine Goals. These Goals follow, annotated for assessment of progress.

GOAL ONE: Ensure that all matriculated students acquire basic computer literacy and information literacy skills.

Objective One: Establish Basic Competencies

Identify the basic core computer and information literacy skills needed by students to function effectively in college and in the workplace. These competencies will provide the basis for a college computer and information literacy requirement and enable students to utilize IT-enhanced learning.

- Define the basic computer and information literacy competencies which will be required of students in the workplace, labs, and to further their educational development.
- Survey students regarding their computer skills, their access to computers on and off campus, and determine their need for training.

Assessment: Student learning outcomes address information competencies broadly. Detailed lists are available but none have been adopted. The Associated Student Body surveyed student in 2004.

Objective Two: Assess each student's knowledge of basic computer and information literacy skills.

Develop self-scoring test modules designed to measure student knowledge of basic computer and/or information literacy skills.

Incorporate this test into the college's matriculation and assessment process. The purpose of this computer literacy assessment is to:

1. Provide feedback on whether or not the student is prepared to meet the college's computer and information literacy requirement.
2. Provide courses to inform students about the resources designed to help them acquire the basic information and computer literacy skills they need to complete course assignments involving the use of instructional technology.

Assessment: None yet done.

Objective Three: Develop classroom-based computer and information literacy courses

Classroom-based short courses will be developed to equip students with the basic core competencies needed to use computer equipment, software, email, library research, and the Internet. Successful completion of these courses or enrollment in courses in which these skills are taught will qualify students to meet the literacy requirement. Students identified by the Assessment process as not having passed certain modules of basic computer and information literacy skills will be required to complete a classroom based, course to acquire the skill needed to use the technology efficiently. Faculty who plan to require their students to complete assignments using computers will be offered instruction in how to recommend specific short-courses modules to their students so that they may successfully complete their course work.

Produce a brief video or CD documenting the computer and information literacy skills expected of students at the college and in the workplace. The video or CD will provide students with a tour of campus computer facilities. It will also provide them with information about the short course modules available to provide them with basic computer and information literacy skills. The video will be incorporated into the college's orientation process and will be designed to be used in conjunction with the computer literacy and information skills assessment test.

Assessment: None yet done.

GOAL TWO: Ensure that all faculty and instructional support staff receive the training to enable them to take advantage of the campus instructional technology resources available to promote student learning.

- Objective 1:** Develop a comprehensive inventory of IT skills needed by faculty and instructional support staff through a survey.
- Objective 2:** Develop a plan for providing instructional technology training to meet the needs of faculty and instructional support staff.
- Objective 3:** Implement IT Fall, Spring and Summer training plans.
- Objective 4:** Train selected instructional support staff to provide faculty with technical assistance (e.g., helping with scanning, Internet searches, equipment set-up and installation of software, web page construction).
- Objective 5:** An evaluation will be conducted to determine the extent to which each of the objectives in Goal Two has been achieved in each year of a three-year period.

Assessment: Nothing formal has been done.

GOAL THREE: Provide adequate computer, software, and other technology resources needed to support instructional activities that promote student learning.

- Objective 1:** Collect IT resource requests from faculty regarding classrooms, offices, and labs by means of a survey.
- Objective 2:** Rank IT resource requests, recommending implementation as determined by the Instructional Technology Committee.
- Objective 3:** Implement installations of approved IT resource requests.
- Objective 4:** Encourage faculty to innovate and inform them of academic freedom issues as they relate to their use of IT in terms of preferred hardware, software, web page design and other pedagogical issues.

Assessment: Spring 2007 classrooms survey results included in Spring 2007, 2007-2008, and 2008-2009 budget allocation processes. Educational Technology resource request procedures are being reviewed for inclusion in the campus-wide budget process.

GOAL FOUR: Use IT to meet the diverse needs of students and to offer students multiple options for accessing and completing courses.

- Objective 1:** To identify effective models for alternative methods of instructional delivery, taking various student populations into account.
- Objective 2:** Field test those alternative methods for offering instruction which hold the greatest potential for achieving desired learning outcomes and meet budgetary considerations. Faculty interested in implementing the new methods will be given the support needed to prepare for and implement the new methods. Developers of fully online courses will be supported through a semester of paid

development time and a semester to pilot the course with low enrollment.

Objective 3: Develop a plan to delineate the procedures and IT infrastructure needed to support alternate methods for delivering instruction

Objective 4: Assure that ADA compliance requirements have been met (See Appendix A).

Assessment: In keeping with its mission, DSPS has provided alternative methods via assistive hardware and software, consistent with ADA requirements.

GOAL FIVE: Provide students and faculty with on- and off-campus electronic access to instructional staff and resources.

Objective 1: Develop the agreements, procedures and IT support needed to provide students and faculty with on- and off-campus online access to instructional resources (e.g. faculty contact, faculty instructional web sites, instructional materials, library materials, learning support services).

Objective 2: Provide instructors with a means to access campus email from off-campus and the ability to upload course materials (FTP) to the campus instructional server and faculty web pages.

Assessment: Library materials are offered online, on and off-campus. Other instructional resources are not widely available yet. Faculty contract, faculty instructional websites, instructional materials, and learning support services are available to students in online classes. Campus Webmail is provided for off-campus faculty access to college email.

GOAL SIX: Provide the instructional programs with adequate technical support.

Objective 1: Assess the staffing and operational resource needs of each of the college's existing IT installations.

Objective 2: Develop a plan to meet the future and present technical and institutional support needs of the instructional program.

Objective 3: Implement the technical and instructional support plan.

Assessment: Institutional Technology Plan section of the Comprehensive Institutional Master Plan; Information Technology Non-instructional program review.

GOAL SEVEN: Insure that the facilities used to house computer labs, multimedia (smart) classrooms, and lecture classrooms are adequately designed, staffed, and secured.

Objective 1: Complete a campus-wide audit to determine the adequacy of the facilities targeted to support IT enhanced courses.

Objective 2: Develop a plan to either upgrade the facilities or, if not feasible, to find alternative sites for these classes or develop new ones.

Assessment: Institutional Technology Plan section of the Comprehensive Institutional Master Plan; Information Technology Non-instructional program review; Facilities Master Plan section of the Comprehensive Institutional Master Plan. Network Traffic Analysis commissioned 2002, upgrade to segregated switched in 2004.

GOAL EIGHT: Establish an IT evaluation committee to assess the effectiveness of the IT plan.

Objective 1: Develop methods for evaluating the effectiveness of IT initiatives in meeting the goals of instructional quality, design, and consistency with the LCC Mission statement.

Objective 2: Implement change as indicated through an annual evaluation process

Objective 3: Evaluate the effectiveness of the technology of IT enhanced or supported courses by a survey of every student who takes a course that is 50% or more IT dependent. (Hybrid or fully online, or ITV).

Assessment: Institutional Technology Planning Committee charged with evaluation responsibility, via the formal institutional planning process. Student learning outcome assessments also address this issue. No surveys have been done; faculty queried by email February 2008 concerning IT-enhanced instruction assessment, eliciting one response: no present survey, but interest in devising and using a survey instrument in the future.

GOAL NINE: Assure the highest quality of IT-enhanced, hybrid and online course offerings through specific faculty training on online tools and pedagogy.

Objective 1: Develop a training course in how to modify existing classroom-based materials to a suitable form for web delivery.

Objective 2: Train faculty in the effective structuring, navigation patterns, and tools that are effective of online student success.

Objective 3: Train faculty in the operation of course management systems

Objective 4: Train faculty in pedagogy that specifically addresses student learning styles (Bloom; Chickering and Gamson, 1991, et. al) as they specifically apply to technologically enhanced learning.

Assessment: Nothing formal has been done, though informal peer training has occurred. February 2008 email query to faculty elicited limited response: one in eight has received training at Lassen Community College, six in eight have received training elsewhere. No formal training in student learning styles offered since 2001.

The Title III Grant Application specifies fifteen major objectives with performance indicators, the status of which the project must account for each year to the US Department of Education. These objectives follow, together with a summary of the status of each as of the Annual Report for Year 4 (October2006-September2007, submitted January 2008). In brief, infrastructure was updated in Years1-2, Finance/HR went live in Year 3 and Student/WebAdvisor went live in Year 4.

Year 1 – 2003-2004

1. Significantly increase the technological infrastructure of the college over the 2002-2003 level.

Status: Completed

2. Significantly increase the technological expertise of information technology staff over the 2002-2003 level.

Status: Completed

Year 2 – 2004-2005

3. Significantly increase the efficiency of the technological infrastructure of the college over the 2002-2003 level.

Status: Completed

4. Maintain the integrity of existing electronic data, longitudinal measures of institutional effectiveness and management reports (extending back for a least 5 years) during the student services conversion of the management information system at a 100% confidence level (permanent records such as grades and transcripts that pre-date computerization will continue to be stored as hard copy; previously archived data will not be converted).

Status: Completed

5. Through training, significantly improve the skills and number of administrators, staff and faculty able to use the student services aspects of the new information system over a 2002-2003 baseline.

Status: Completed

Year 3 – 2005-2006

6. Through piloting integrated Colleague modules, significantly increase the efficiency of information management and the accessibility of student services data for college personnel over the 2003-2004 level.

Status: Completed

7. Significantly increase student accessibility to student services and personal data over the 2003-2004 level.

Status: Completed

8. Maintain the integrity of existing electronic data, longitudinal measures of institutional effectiveness and management reports (extending back for a least 5 years) during the financial services conversion of the management information system at a 100% confidence level.

Status: Completed

9. Through training, significantly improve the skills and number of administrators, staff and faculty able to use the financial management aspects of the new information system over a 2003-2004 baseline.

Status: Completed

Year 4 – 2006-2007

10. Through piloting integrated Colleague modules, significantly increase the efficiency of information management and the accessibility of financial data for college personnel over the 2003-2004 level.

Status: Outstanding. Change in Schedule (Student go-live rescheduled to follow Finance/HR go-live, so student accounts portion of this objectives remains in progress)

11. Significantly increase student accessibility to personal financial data over the 2002-2003 level.

Status: Completed

12. Significantly increase useful management information for fiscal monitoring, enrollment management, academic quality, and institutional assessment and accountability compared to the 2002-2003 baseline.

Status: Outstanding, Change in Schedule (Student go-live rescheduled to follow Finance/HR go-live, so reporting development is focus for Year 5)

Year 5 – 2007-2008

13. To significantly increase the number of administrators, staff and faculty trained to use the new information system over 2002-2003 baseline.

Status: Outstanding, on schedule

14. To significantly increase the utilization of the new system for decision-making by faculty, staff and administration 2002-2003 baselines.

Status: Outstanding, on schedule

15. To significantly increase the utilization of the new system for improved communications, recruiting, customer relations and collections.

Status: Outstanding, on schedule

2007-2009 INSTITUTIONAL TECHNOLOGY GOALS

Seven goals were selected by the Institutional Technology Planning Committee from its long-term priorities framework (see following section, *2009-2012 Institutional Technology Goals*) to address in the current/coming plan year. Action plans were elaborated for each goal to provide clear paths for achieving and evaluating progress.

Goal #1 – Institutional data for reporting and decision-making

Planning References: ITPC Priorities Framework II.D.1; Strategic Goals # 6, 1, 4; ACCJC Recommendations #17, 18, 19; Title III Grant Objectives #12, 14

Action Item	Who	Deliverable	By
Formalize the Institutional Research organizational entity.	IR, HR	Org charts, job descriptions, work charge/scope/plan, [procedures]	6/30/2008
Implement a reporting platform.	IT Dept, IR, consultants	Server installed; datasets exist; reports/extracts exist; user interface available	3/31/2008
Extract historical data from legacy system to reporting platform.	IT Dept, IR, consultants	Legacy platform decommissioned	6/30/2008
Provide supporting data for baseline Fact Book.	IR, consultants	Datasets and report formats; Fact Book	9/30/2008
Provide supporting data for IPR/NIPR.	IR, consultants	Datasets and report formats; IPR/NIPR	3/31/2008
Develop a calendar of mandated reporting.	IR, consultants	Calendar	3/31/2008
Develop custom reports as needed.	IR, consultants	Custom reports; request procedure	9/30/2008

Goal #2 – Backup/Business Continuity

Planning References: ITPC Priorities Framework I.C.2/3; IT NIPR Recommendation #7.3; Financial Audit finding on Contingency Planning; Strategic Goal #5

Action Item	Who	Deliverable	By
Identify vital information to be backed up/protected in a disaster.	ITPC; Data owners all over campus	List for all administrative and instructional	6/30/2008
Write a disaster recovery plan.	IT Director, [consultants], ITPC	Disaster Recovery Plan	9/30/2008
Develop Budget Enhancement Requests for 2009-10 to go through the budget process.	IT Director, ITPC	Budget Enhancement Requests	9/30/2008

Goal #3 – Faculty/staff training in use of existing technologies including Datatel

Planning References: ITPC Priorities Framework II.A.1; Strategic Goal #4; Title III Grant Objectives #13,15; IT NIPR Recommendation #7.18; Education Technology Plan Goals #2, 9

Action Item	Who	Deliverable	By
Identify existing technologies on campus.	ITPC	List document	5/31/2008
Survey faculty/staff for training needs.	ITPC; IR?	Survey instrument, responses, analysis	4/15/2008
Present most-requested training at Fall 2008 convocation.	ITPC; Staff Development Committee	Convocation agenda, session	9/5/2008

Goal #4 – Help Desk to support staff, faculty, student use

Planning References: ITPC Priorities Framework II.A.2; Strategic Goals #4, 3; Title III Grant Objectives #13,15; Education Technology Plan Goal #6

Action Item	Who	Deliverable	By
Articulate scope of services, second- and third-level resources, and process flow for requests.	ITPC, Student Services, subject matter experts	Documented scope and processes	9/30/2008
Develop training resources for Help Desk personnel.	ITPC, subject matter experts	Training documents	9/30/2008
Provide advice on technological tools to support Help Desk operations.	ITPC	Recommendations	Ongoing

Goal #5 – Baseline media for all classrooms

Planning References: ITPC Priorities Framework II.B.1; Strategic Goal #2; Education Technology Plan Goals #3, 7

Action Item	Who	Deliverable	By
Make a current inventory of classroom media.	ITPC-Ed Tech Subcommittee	Inventory document	6/30/2008
Survey faculty/students for classroom technology needs.	ITPC-Ed Tech Subcommittee; IR?	Survey instrument, responses, analysis	4/15/2008
Develop standardized lists of equipment and software for the various types of classrooms.	ITPC-Ed Tech Subcommittee; faculty/staff/students	List document	7/31/2008
Develop a specific list of what to buy when (include provision for emergencies).	ITPC-Ed Tech Subcommittee; Instructors, Budget Managers	List document	8/31/2008
Develop Budget Enhancement Requests for 2009-10 to go through the budget process.	ITPC-Ed Tech Subcommittee; Instructors, Budget Managers	Budget enhancement requests	9/15/2008

Goal #6 – Distance Education/ Alternative Delivery: online instruction, ITV

Planning References: ITPC Priorities Framework II.B.2; Strategic Goal #2; Board Direction for FY 07-11 Educational Planning; Education Technology Plan Goals #4, 5, 9

Action Item	Who	Deliverable	By
Locate existing ITV equipment.	ITPC-Ed Tech Subcommittee; OOI	Inventory document	6/30/2008
Develop Alternative Delivery News forum, e.g. web log and/or wiki.	ITPC-Ed Tech Subcommittee; OOI	Forum & publicity	9/5/2008
Support the integration of Distance Education planning with technology infrastructure requirements	ITPC; OOI; IT	Plan document, recommendations	6/30/2009

Goal #7 – Appropriate capabilities for student technology

Planning References: ITPC Priorities Framework II.C.3; Strategic Goals #3, 2; Education Technology Plan Goals #1, 4

Action Item	Who	Deliverable	By
Make a current inventory of technology for student use.	ITPC	Inventory document	6/30/2008
Survey faculty/students for student technology needs.	ITPC, IR	Survey instrument, responses, analysis	4/15/2008
Develop standardized lists of technology required for student use.	ITPC; faculty/staff/students	List document	7/31/2008
Develop a specific list of what to buy when (include provision for emergencies).	ITPC; Instructors/Budget Managers; faculty/staff/students	List document	8/31/2008
Develop Budget Enhancement Requests for 2009-10 to go through the budget process.	ITPC; Instructors/Budget Managers	Budget enhancement requests	9/15/2008

2009-2012 INSTITUTIONAL TECHNOLOGY GOALS

The Institutional Technology Planning Committee compiled a set of consolidated priorities as a framework to guide longer-term development of Lassen College’s technological capabilities. Articulated in the Committee’s discussions and embedded in the priority set are the following values and assumptions:

- The need for infrastructure underlies all capabilities. These baseline needs, grouped under the ‘Foundation’ category in the framework below and addressed in the IT NIPR (2008), do not readily attach to a particular audience or strategic planning goal, but form a prerequisite for the sustainable delivery of the consumable ‘Services’ functionality which is audience and goal-specific. Lassen College’s infrastructure has not kept pace with the evolution of technology in the past decade.
- Instructional and institutional technology must be integrated in the planning process. The existence of separate spaces for instructional and institutional planning weakens both, by removing the focus of the college’s mission from the discussion of technical infrastructure, and vice versa.
- Access and inclusion are important educational values. They inform such priorities as desiring basic media capabilities in all classrooms, rather than a few select high-technology rooms; providing access to institutional data for employees; and creating a campus wide computer refresh policy.

The consolidated framework is as follows:

I. Sustainability/Foundation

- A. Personnel – goal is IT staff capable of carrying out IT needs
 - 1. Staffing Levels
 - 2. Staffing Training (including professional development, cross-training)
- B. Policy – goal is clarity and equity for consumers
 - 1. Acceptable Use Policy (AUP)
- C. Security – goal is availability, confidentiality/compliance of systems
 - 1. Intrusion prevention
 - 2. Backup
 - 3. Disaster Recovery
- D. Data Integrity – goal is quality for confidence and effectiveness
 - 1. Transactional data quality and completeness
 - 2. Document ownership and integrity
- E. Asset Infrastructure – goal is performance, availability, and potential for functionality
 - 1. Desktop currency
 - 2. Server currency
 - 3. Voice system quality
 - 4. Centralized system management
 - 5. Life cycle management

II. Functionality/Services

- A. Support/Training – goal is effective consumption of available resources
[LCC Strategic Goal #4]
 - 1. Faculty/staff training in use of existing technologies including Datatel
 - 2. Help Desk to support staff, faculty, student use
 - 3. Instructional program for FTE and best practices promotion
- B. Instruction – goal is instructional enrichment and inclusiveness
[LCC Strategic Goal #2]
 - 1. Baseline media for all classrooms
 - 2. Distance education: online instruction, ITV
- Student Services – goal is greater convenience and participation for students
[LCC Strategic Goals #3, 2]
 - 1. Student services online (orientation, counseling, appointments, fin aid...)

2. Course management tools online
3. Appropriate capabilities for student computing
4. Campus email addresses
5. Wireless access at gathering/study places

Access to Data – goal is tools for staff, ready compliance for external audiences

[LCC Strategic Goals #6, 1, 4]

1. Institutional data for reporting and decision-making
2. Institutional documents for governance

Communications – goal is effective communications for campus culture, image

[LCC Strategic Goals #7, 5, 4]

1. More effective voice system
2. Mobile/[remote] computing access to campus network resources
3. More effective use of email, calendaring
4. Intranet for staff document and information sharing

The Committee further recommends the following California Community College system documents for consideration in future-year planning:

- Guidelines on Minimum Standards for College Technology – Academic Senate for California Community Colleges (2000)
- California Community Colleges Technology III Plan ‘Tech III’ 2007-2010 (2007)

Facilities Master Plan

INTRODUCTION

The main campus consists of 248,195 square feet of space divided among seventeen buildings, four re-locatable buildings and seventeen outbuildings located on approximately 184 acres. All programs and services are housed in buildings designed for, or appropriate to their use with the exception of the Nursing Program. The Nursing Program is housed in a re-locatable building scheduled for removal in 2012 through the Capital Outlay Program. In addition to classrooms, laboratories and offices, the college has a 130-bed dormitory, a library, cafeteria, several computer rooms, and a large gymnasium. The main campus maintains an all-weather running track, a softball facility, thirty-horse stables, an agricultural production facility and a complete rodeo arena. Lassen maintains a lease to operate the Coppervale Ski Hill fifteen miles west of the main campus. That facility is used for both ski instruction and public recreation. Lassen also maintains a lease with the City of Susanville Parks and Recreation District for the use of a baseball field.

The Director of Facilities is responsible for the physical plant. The Maintenance and Operations staff consists of four maintenance specialists, two part-time (twenty hours a week) agricultural instructional assistants, one five-month grounds maintenance person, one full-time classified custodial lead person, and three full-time custodians.

FACILITIES PLANNING COMMITTEE:

The following individuals served as members of the 2007-2008 Facilities Planning Committee:

Steven Sylvester, Dean of Instructional Services
Cary Templeton, Dean of Student Services/Institutional Research
John Mulcahy- Instructor
Ross Stevenson - Instructor
Eric Rulofson - Management
Shelley Baxter/Katherine Granfield – Management
Patrick Clancy – Classified
Nancy Lounsbury - Classified
Christian Younger - Student

2006-2007 Facilities Master Plan Recommendation Status:

1. One Stop Shop Plan to better service students by moving Student Services, Business Office, Human Resources, Information Technology, Correspondence, Business Laboratory and the Dean of Administrative Services office.
Status: Completed Fall 2007 with the exception of testing and assessment.
2. 2006-07 Scheduled Maintenance project “Replacement of the Maintenance and Trades building heating plants and controls”
Status: Completed winter 2007.

3. 2006-07 Scheduled Maintenance Project “Replacement of Campus Water Heaters Phase I”
Status: Began Summer 2007, completion scheduled for Spring 2008
4. Humanities Modernization Capital Outlay Project.
Status: Authorization to proceed has been given by the State Facilities Planning Unit. The Facilities Planning Committee has forwarded a recommendation to the Administration to proceed. The \$70-\$100K needed to complete this phase has been requested but not yet included in the 2008-09 Budget. The project is on hold until the funding can be secured.
5. Disaster Preparedness
Status: The Facility Planning Committee has completed the risk assessment matrix. District staff trainings have begun, a Guide for Emergency Operations has been drafted and the Emergency Procedures Guide is scheduled to be reviewed, updated and disseminated.

2008-2009 Facilities Master Plan Goals:

Description:

In 2006 we received a Scheduled Maintenance Grant to begin replacing our 30 plus year old hydronic hot water heaters. Phase I will replace the Sports Complex, Dormitory, and Cafeteria hot water heaters with high efficiency natural gas units.

Recommendation:

Follow the FPC approved 5 year Scheduled Maintenance Plan and complete this project

Priority: High

Timeline:

Start: Summer 2007

Completion: Summer 2008

Expected Outcome:

A savings in the cost of hot water production as a result of high efficiency equipment.

The production of more uniform and continuous hot water.

The reduction of our main heating plant load saving energy and equipment wear.

The ability to secure our main heating plant during the summer further saving energy and reducing equipment wear.

Fiscal impact:

Zero, 100% grant funded due to a match waiver.

Description:

On July 1st 2007 the District submitted an Initial Project Proposal (IPP) to the 5 Year Capital Outlay Plan to modernize the Humanities building. On Jan 4, 08 we received word the IPP had been approved and authorization to proceed was forthcoming. The building will be reconfigured to increase Library space and to create a new Learning Resource Center. The project will include a new elevator, the latest communication technology; new climate controls (including air conditioning) the removal of architectural barriers and a modernized interior.

Recommendation:

Follow the FPC recommendation to complete the next phase of this project.

Priority: High

Time Line:

Summer 2008 Submit Formal Project Proposal (FPP).
Fall 2010 Approval to create working drawings.
Fall 2011 Approval to begin construction phase.
Fall 2012 Project completed.

Expected Outcome:

Improved services to students
Improvements in technology for staff and students
Improved student access due to barrier removals
Improved campus space utilization
Increase hours of student access to the library and resource center.
Increased energy efficiency

Fiscal impact:

\$100k needed from the 2007-08 budgets to proceed with the next phase of the project.
Remaining 7 million dollar project costs paid by the State through the Capital Outlay Program

Description:

In 2007 we received an \$185k 2008 Scheduled Maintenance Grant to replace the leaking Cafeteria roof and the 30 plus year old food preparation and storage equipment.

Recommendation:

Follow the FPC approved 5 year Scheduled Maintenance Plan and complete this project

Priority: High

Time Line:

Begin Summer 2008
Completion Summer 2009

Expected Outcome:

Elimination of leaking roof
Energy savings through the use of new high efficiency equipment
Improved food services operations due to new reliable equipment
A reduction in maintenance labor
Elimination of equipment down time

Fiscal impact:

\$85K needed in the 2008-09 budgets to fund the 1:1 match.

**District Scheduled Maintenance Five-Year Plan
Roof Repairs or Replacement**

Fiscal Year of Funding	Needs	State Funds	Local Funds	Estimated Repair/ Replacement Cost
2008	N/A	0	0	0
2009	Cafeteria Flat Roof	\$17,500.00	\$17,500.00	\$35,000.00
2010	N/A	0	0	0
2011	N/A	0	0	0
2012	Campus Flat Roof Replacement Phase I	\$50,000.00	\$50,000.00	\$100,000.00
	Total	\$67,500.00	\$67,500.00	\$135,000.00

**District Scheduled Maintenance Five-Year Plan
Utility Repairs or Replacement**

Fiscal Year of Funding	Needs	State Funds	Local Funds	Estimated Repair/ Replacement Cost
2008	Replace Campus Water Heaters Phase I	\$100,000.00	0	\$100,000.00
2009	Replace Café electrical Panels	\$10,000.00	\$10,000.00	\$20,000.00
2010	Test & Inspect HI Volt Equip remove UPS	\$12,500.00	\$12,500.00	\$25,000.00
2011	Replace Sports Complex Elect Panels	\$10,000.00	\$10,000.00	\$20,000.00
2012	Replace Sports Complex Equip Controls	\$1,750.00	\$1,750.00	\$3,500.00
	Total	\$34,250.00	\$34,250.00	\$168,500.00

**District Scheduled Maintenance Five-Year Plan
Mechanical Repairs or Replacement**

Fiscal Year of Funding	Needs	State Funds	Local Funds	Estimated Repair/ Replacement Cost
2008	N/A	0	0	0
2009	N/A	0	0	0
2010	Repair Creative Arts Chiller	\$7,000.00	\$7,000.00	\$14,000.00
2010	Retrofit HVAC Controls Phase I	\$11,750.00	\$11,750.00	\$23,500.00
2010	Replace HVAC Control Compressors	\$4,500.00	\$4,500.00	\$9,000.00
2010	Replace Solidyne HVAC Control Batteries	\$2,250.00	\$2,250.00	\$4,500.00
2011	Replace CFC Drinking Fountains	\$3,000.00	\$3,000.00	\$6,000.00
2011	Replace Photo Lab Mixing Valves	\$2,000.00	\$2,000.00	\$4,000.00
2012	Replace Elevator Control System	\$8,000.00	\$8,000.00	\$16,000.00
	Total	\$38,500.00	\$38,500.00	\$77,000.00

**District Scheduled Maintenance Five-Year Plan
Exterior Repairs or Replacement**

Fiscal Year of Funding	Needs	State Funds	Local Funds	Estimated Repair/ Replacement Cost
2008	N/A	0	0	0
2009	N/A	0	0	0
2010	Repaint Building Exteriors Phase I	\$10,000.00	\$10,000.00	\$20,000.00
2011	Repaint Building Exteriors Phase II	\$10,000.00	\$10,000.00	\$20,000.00
2012	Repaint Auto Shop Storage Building	\$1,500.00	\$1,500.00	\$3,000.00
	Total	\$21,500.00	\$21,500.00	\$43,000.00

**District Scheduled Maintenance Five-Year Plan
Other Repairs or Replacement**

Fiscal Year of Funding	Needs	State Funds	Local Funds	Estimated Repair/ Replacement Cost
2009	Replace Refrigeration and Food Prep Equip	\$65,000.00	\$65,000.00	\$130,000.00
2010	Replace Sports Complex Paneling	\$5,500.00	\$5,500.00	\$11,000.00
2010	Replace Math/Science Wall Coverings	\$6,500.00	\$6,500.00	\$13,000.00
2010	Install Card Entry System Phase I	\$10,000.00	\$10,000.00	\$20,000.00
2010	Replace Cracked and Heaving Sidewalks	\$20,000.00	\$20,000.00	\$40,000.00
2010	Replace Sports Complex Hallway Flooring	\$10,000.00	\$10,000.00	\$20,000.00
2011	Install Card Entry System Phase II	\$15,000.00	\$15,000.00	\$30,000.00
2011	Replace Cracked and Heaving Sidewalks	\$20,000.00	\$20,000.00	\$40,000.00
2011	Replace Floor Covering CA 127	\$9,750.00	\$9,750.00	\$19,500.00
2011	Retrofit Sports complex Bleacher Rails	\$9,000.00	\$9,000.00	\$18,000.00
2011	Repaint Sports Complex Hallway	\$8,500.00	\$8,500.00	\$17,000.00
2011	Replace Fitness Center Flooring	\$6,000.00	\$6,000.00	\$12,000.00
2011	Replace Admin Flooring Covering	\$3,000.00	\$3,000.00	\$6,000.00
2011	Replace Business Services Flooring Covering	\$3,750.00	\$3,750.00	\$7,500.00
2012	Replace Cracked and Heaving Sidewalks	\$17,500.00	\$17,500.00	\$35,000.00
2012	Repaint Math/Science Interior	\$12,000.00	\$12,000.00	\$24,000.00
2012	Replace Creative Arts Windows	\$3,250.00	\$3,250.00	\$6,500.00
2012	Repaint Sports Complex Locker/Shower Rooms	\$6,000.00	\$6,000.00	\$12,000.00

Section V – Human Resource Section (Human Resource Plan and Faculty & Staff Development Plan)

INTRODUCTION

The Office of Human Resources is a service area of the college designed to meet the administrative functions of hiring, evaluation, and compliance with local, state, and federal regulations. Toward this end, the Office of Human Resources is a service enterprise, establishing and facilitating the processes that assist staff in completing their responsibilities. The college is committed to hiring an effective faculty and staff which is representative of the diversity found throughout California and, especially, among the students of Lassen Community College.

President and Administrative Services

2007-2008 Staffing Plan Status:

Administrative Services:

Classified

- a. Assignment of Responsibilities of Purchasing Technician
Responsibilities of the purchasing technician were assigned to the Purchasing Assistant Fall 2007.
- b. Hire Information Technology Staff
The Title III grant requires the expansion of the Information Technology staff. [The recommendation was to hire a classified employee with grant money in 2007/2008 and an additional classified employee with district funds in 2008/2009. These positions were not filled.](#)
- c. Recommendation to lay off one Administrative Assistant II
[The layoff did not occur.](#)
- d. Internal reassignment of web maintenance
[An existing employee is currently performing Website maintenance.](#)
- e. Internal reassignment to computer/Datatel support services
[The recommendation was to reassign a classified employee to be paid with Title III Grant money in 2007/2008 and with district funds in 2008/2009. The reassignment did not occur.](#)

2008-2009 Staffing Goals:

1. ***Administration and management positions all filled, except Associate Dean of Instructional Services, with permanent employees hired using the approved policy and procedures.***
 - a. Hire permanent Dean of Administrative Services [\[2008-2009 Educational Initiative # 6 - 2006 ACCJC Recommendation #10; 2007-2008 Strategic Goal # 4; Board Directive – College Leadership\]](#)
 - b. Replace the Director of Employee Relations position [\[2008-2009 Educational Initiative # 7 - 2006 ACCJC Recommendation #10; 2007-2008 Strategic Goal # 4; Board Directive – College Leadership\]](#)

2. Information Technology

- a. Hire an Instructional Technology Specialist [2008-2009 Educational Initiative # 8 - 2006 ACCJC Recommendation #15; 2007-2008 Strategic Goal #2 & 4; Access throughout the Region; Information Technology NIPR Priority #1]

3. Instructional Services

- a. Hire Director of Nursing [2008-2009 Educational Initiative # 3 - 2006 ACCJC Recommendation #10; 2007-2008 Strategic Goal # 3; 2004- Nursing IPR Priority #11]
- b. Reassign Physical Education instructor to English [2008-2009 Educational Initiative # 1; 2006 ACCJC Recommendation #15; 2007-2008 Strategic Goal # 4]
- c. Hire Learning Resource Specialist [2008-2009 Educational Initiative # 8; 2006 ACCJC Recommendation #15; 2007-2008 Strategic Goals # 2, 4; 2002-Learning Resource NIPR Priority #4]
- d. Hire new (replacement due to retirement several years ago) Business instructor [2008-2009 Educational Initiative # 4; 2006 ACCJC Recommendation #15; 2007-2008 Strategic Goal #1, 2, 3; 2008-2009- Board Directive – Vision & Economic Development; 2008- Business IPR Priority #3]
- e. Hire Automotive Technology instructor [2008-2009 Educational Initiative #16; 2007-2008 Strategic Goal # 1, 2, 3, 5; Board Directive – Vision, Quality & Economic Development]
- f. Hire part-time (50%) Music instructor/director [2008-2009 Educational Initiative #167 2007-2008 Strategic Goal # 1, 3, 5; Board Directive – Vision, Quality & Cultural Center; 2006 Music Advisory Group Proposal]

2009-2010 Staffing Goals:

1. Administration and management positions all filled with permanent employees hired using the approved policy and procedures.

- a. Replace the Associate Dean of Instructional Services?

2. Instructional Services

- a. Hire Fire Technology instructor [2009-2010 Educational Initiative # 1; 2007-2008 Strategic Goal # 1, 2, 3, 5; Board Directive – Vision, Quality & Economic Development]
- b. Hire Human Services Instructor

President's Office:

The planning and policy functions of the college reside primarily in the Office of the Superintendent/President. Among the major areas of responsibility are (1) provision of planning and policy coordination for all areas of the college community (administrative, instructional, student services, human resources); (2) development of a planning process that can effectively be utilized to make institutional planning and budget decisions; (3) provision of current relevant policy documents to govern the institution; (4) systematic planning for the staffing needs of the institution; (5) provision of leadership for the implementation of program goals and objectives for the entire district; (6) planning for the receipt, use and distribution of the general fund budget monies, grant awards, as well as making provision for contingencies; (7) increasing the fiscal stability of the institution; and (8) assuring the college remains fully accredited.

Description:

Administration:

Superintendent/President

Confidential:

Executive Assistant II

Evaluation:

The previous Superintendent/President remained at the college from July 2002-July 2007. The interim Superintendent/President was hired August 14, 2007. At the November 13, 2007 meeting, the Governing Board authorized submitting a request to the Chancellor's Office asking that the Board of Governors waive Title 5 regulations related to the recruitment requirements for the chief executive officer. The waiver would allow the district to hire the current interim President without the expense and interruption of the search process. The Board of Governor's granted the Title 5 regulation waiver at their January meeting. The local Governing Board approved a three-year contract for the Superintendent/President at its regularly scheduled board meeting February 12, 2008.

Human Resources:

Description:

Management:

Director of Employee Relations –position currently filled by a consultant on a personal service contract

Confidential:

Human Resource Technician

Evaluation:

The responsibilities of the Director of Employee Relations are essential for the institution to continue to meet minimum conditions and the accreditation standards. [“The college needs to fill all administrative/management vacancies as quickly as possible while consistently using established hiring policies and procedures.” 2006 Special Visit Accreditation Recommendation 10] The director position closed April 10, 2008 and will be filled prior to July 1, 2008.

The Human Resource Office requires a minimum of two individuals, a director and at least one clerical support individual.

Administrative Support to Administrative Services:

Description:

Administration:

Dean of Administrative Services - oversees maintenance & operations, business services, information technology, and the finances of the Dorm, Cafeteria and Foundation.

Confidential:

Administrative Assistant III

Evaluation:

The previous Dean of Administrative Services hired on July 11, 2006 was replaced by an interim Dean of Administrative Services on August 28, 2007.

“The college needs to fill all administrative/management vacancies as quickly as possible while consistently using established hiring policies and procedures.” [2006 Special Visit Accreditation Recommendation 10] The position of Dean of Administrative Services closed April 17, 2008. Hiring is expected prior to July 1, 2008.

Administrative Service (Fiscal, Duplicating, Purchasing, Logistics):

Description:

Management:

Staff Accountant

Classified

Accounting Technician III

Two Accounting Technicians I

Payroll Technician

Purchasing Assistant [filled by temporary]

Bookstore Assistant Lead

Evaluation:

The department is currently staffed at a level that meets the minimum staffing needs given the current workload and budget condition. A recognized reorganization likely to benefit the future work load efficiencies and production capacities would include a hiring of a full-time permanent Purchasing Technician and the reduction of the Purchasing Assistant position to a permanent half-time position.

Maintenance:

Description:

Management:

Maintenance Director

Classified

Two Maintenance Specialists IV – Multi Trades

Maintenance Specialist III - Plumber

Maintenance Specialist II

Maintenance Specialist Grounds (58.3%)

Lead Maintenance Custodian

Three Maintenance Custodians

Two Instructional Assistants II - Agriculture

Evaluation:

The department is currently staffed at a level that meets the minimum staffing needs given the current workload and budget condition. Should the budget conditions improve, the department, and campus as a whole, would benefit from the funding of a full-time custodial position and the funding of a full-time maintenance position. Determination in the filling of these positions is largely dependent of continued increasing student enrollment levels.

Information Technology:

Description:

Management:

Information Technology Director

Classified

Lead Programmer/Trainer – vacant

Two Information Technology Specialists II

Evaluation:

The department is currently under-staffed given the current workloads. The implementation of the new Datatel software has been accomplished through the use of consultants and categorical funding in support of these services will end in the 2008-2009 fiscal

year. The current staffing of IT precludes a seamless transition from consultant-supported activities to a campus ownership of workload. There are additional unmet responsibilities that will be required and include a help desk function, web site maintenance, and faculty technology support services. The IT Department will need to hire at a minimum one additional staff member to continue the current levels of support and reasonably handle the transition expected to occur in the near future.

Instructional Services

2007-2008 Staffing Plan Status:

1. Administration

- a. Dean of Instructional Services – recommendation to replace with one year interim
Position was filled with one-year contract on July 10, 2007
- b. Associate Dean of Instructional Services – position currently vacant
Recommendation was to delay hiring of associate dean until 2008-2009
- c. Department Chairs
Positions were in budget and under negotiations. Negotiations were complete and positions are filled.
- d. Music Program Director
Recommendation was to hire a part-time Music Program Director to develop and recruit for a music program Spring 2008. Position reaffirmed for 2008-2009 [2008-2009 Educational Initiative #167 2007-2008 Strategic Goal # 1, 3, 5; Board Directive – Vision, Quality & Cultural Center; 2006 Music Advisory Group Proposal]

2. Faculty

- a. Replace Full-time English Instructor
The position was funded as a one-year replacement last year; the individual hired resigned the first week of classes. Classes have been covered through overloads and part-time faculty.
Reassign existing Physical Education instructor to English in 2008-2009 [2008-2009 Educational Initiative # 1; 2006 ACCJC Recommendation #15; 2007-2008 Strategic Goal # 4]
- b. Replace Full-time Gunsmithing Instructor - replaced August 2007
- c. Replace Director of Nursing – position is still being advertised – reaffirmed for 2008-2009 [2008-2009 Educational Initiative # 3 - 2006 ACCJC Recommendation #10; 2007-2008 Strategic Goal # 3; 2004- Nursing IPR Priority #11]
- d. Hire additional Nursing Instructor 2008-2009
- e. Reduction in Chemistry Instructor to 55% Load – load reduced 2007-2008
- f. Reduction in Speech Instructor/Articulation Officer to 60% Load – load reduced Fall 2007 returned to 100% spring 2008
- g. Replacement of the full-time Automotive Instructor –
Delay hiring Automotive instructor until Spring 2008 and redesign auto curriculum – reaffirmed for 2008-2009 delay to Spring 2009 and redesign auto curriculum [2008-2009 Educational Initiative #16; 2007-2008 Strategic Goal # 1, 2, 3, 5; Board Directive – Vision, Quality & Economic Development]
- h. Hire part-time Rodeo Coach – position was not filled
- i. Hire Part-time Men's Soccer Coach – hired Fall 2007
- j. Hire Part-time Women's Soccer Coach – decision too late to field a team

3. Management

- a. Replace NRA Coordinator - replaced Fall 2007
- b. Replace POST Coordinator - replaced October 2007
- c. Replace Outreach Coordinators – replacements pending

4. Classified

- a. Reduction/Retraining/Reassignment of Instructional Lab Aide – Science
Employee resigned – position vacant

- b. Retraining/Reassignment of Instructional Lab Aide – Automotive to 50% Gunsmithing
- c. Review role and assignments of part-time Administrative Assistant in Outreach (Alturas)

Administrative Support:

Description:

Administration:

- Dean of Instructional Services –position currently being advertised
- Associate Dean of Instructional Services – vacant
- Director of Fire Science – 50%
- Department Chairs – filled October 2007 [faculty -20% reassigned time and 10% stipend]
 - Allied Health/Physical Education
 - Business/Math/Science
 - Liberal Arts
 - Vocational/Technical

Confidential:

- Executive Assistant I

Classified:

- Curriculum Technician
- Administrative Assistant I
- Switchboard/Receptionist

Evaluation:

The current Dean of Instructional Services was hired July 10, 2007. The position of Dean of Instructional Services is currently being advertised. The hiring of the Associate Dean of Instructional Services was been delayed until at least 2009-2010. The Office of Instruction has proposed a reclassification for the Administrative Assistant I to an Office of Instruction Technician. Department Chairs are being negotiated for the 2008-2009 Academic Year.

Instruction:

In Fall 2007, the college employed thirty-four full-time faculty, three faculty with partial loads (thirty-three instructional faculty and four non-instructional faculty).

Basic Skills:

Description:

Faculty:

Instructional Area	2007/2008 Full-time Faculty	2006/2007 Full-time Faculty	2006/2007 Part-time Faculty/Overload	2006/2007 FTEF	2005/2006 FTEF
Adaptive Physical Education	0.3		0.0	0.3	
Basic Skills - Mathematics	1.6		0.5	2.1	
Basic Skills – Reading	0.0	0.0	0.6	0.6	
Basic Skills – Writing	0.6	0.0	0.9	1.5	
Developmental Studies	1.0	1.0	1.3	2.3	

Evaluation:

Full-time faculty conduct approximately one-half of all basic skills instruction. Significantly more basic skills instruction occurs in mathematics than in Reading or Writing.

General Education and Transfer:**Description:****Faculty:**

Instructional Area	2007/2008 Full-time Faculty	2006/2007 Full-time Faculty	2007/2008 Part-time Faculty/Overload	2007/2008 FTEF	2006/2007 FTEF
Anthropology	0.0	0.0	0.6	0.6	0.6
Art Instruction	1.0	1.0	3.7	4.7	
Astronomy	0.2	0.2	0	0.2	0.2
Biological Science	1.3		0.2	1.5	
Chemistry	0.4	1.0	0	0.4	1.0
Economics	0.2	0.2	0	0.2	0.2
English	1.7		2.4	4.1	
Ethnic Studies	0.5		0.3	0.8	
Film	0.4		0	0.4	
Geography	0.2		0.1	0.3	
Geology	0.2	0.2	0	0.2	0.2
Health	1.6		0	1.6	
History	0.8		0.3	1.1	
Humanities	0.4	0.0	0.2	0.6	
Mathematics	2.4		1.4	3.8	
Music	0.0	0.0	0.6	0.6	
Philosophy	0.2	0.0	0.4	0.6	
Physics	0.0	0.0	0.0	0.0	0.4
Physical Education	0.2			0.2	
Physical Science	0.2	0.2	0	0.2	0.2
Political Science	0.6		0.4	1.0	
Psychology	1.0		2.0	3.0	
Sociology	0.8		0	0.8	
Speech	0.3		0.2	0.5	

Evaluation:

During the 2007-2008 academic year, the institution was understaffed with full-time faculty in the areas of Art, English, Mathematics (both basic skills and college level) and Psychology. The local community has a significant pool of potential part-time faculty with minimum qualifications in the areas of Art and Psychology, however finding qualified part-time faculty in the areas of English and Mathematics is extremely challenging.

Vocational:

Description:

Management:

NRA Coordinator – 49%

POST Coordinator- 49%

Director of Nursing – 40% - filled by a temporary assignment

Faculty:

Instructional Area	2007/2008 Full-time Faculty	2006/2007 Full-time Faculty	2007/2008 Part-time Faculty/Overload	2007/2008 FTEF	2006/2007 FTEF
Administration of Justice/Correctional Science	1.2	1.2	0.9	2.1	2.8
Agriculture	1.0	2.0	0.9	1.9	
Automotive Technology	0.0	1.0	0.8	0.8	2.0
Business	1.0	1.0	1.2	2.2	2.1
Child Development	1.0	1.0	0.4	1.5	1.4
Construction Technology	0.0	0.0	0.6	0.6	
Cosmetology	0.0	0.0	10.0	10.0	
EMT	0.0	0.0	0.6	0.6	
Fire Technology	0.0	0.0	1.0	1.0	
Gunsmithing	2.0	2.0	2.7	4.7	
Human Services	0.1	0.0	1.6	1.7	
Journalism	0.6		0.0	0.6	
Nursing/Health Occupations	1.0	1.6	1.8	2.8	
Welding Technology	1.0	1.0	0.9	1.9	
Work Experience	1.0	1.0			

Classified:

Three Instructional Support Technicians I – Nursing (26.7%), Automotive Technology (53.4%)/ Welding (46.6%), Gunsmithing (53.4%)

Evaluation:

During the 2007-2008 academic year, the institution was understaffed with full-time faculty in the areas of Business, Gunsmithing, Human Services and Nursing. Finding qualified part-time faculty in the area of Vocational Nursing has been particularly challenging. The Director of Nursing has been vacant for several months and is being advertised to start Summer 2008. The newly approved Fire Technology program is having a difficult time finding qualified part-time faculty.

Athletics:

Description:

Management:

Athletic Director [MOU with faculty union for Spring 2008 – 20% reassigned time and 20% stipend approved February 12, 2008] – vacant

Faculty:

Athletic Area	2007/2008 Full-time Faculty	2006/2007 Full-time Faculty	2007/2008 Part-time Faculty/Overload	2007/2008 FTEF	2006/2007 FTEF
Men's Basketball			0.25		
Women's Basketball	0.5	0.5			
Men's Baseball			0.25		
Women's Softball	0.5	0.5			
Men's Soccer	-				
Women's Soccer	0.5				
Men's Wrestling			0.25		
Volleyball	0.5	0.5			
PEAC	2.0			5.2	

Evaluation:

A part-time Rodeo Coach position is being advertised for Fall 2008. Men's Soccer Coach and Women's Soccer Coach were assigned to two full-time faculty to fulfill their loads.

Instructional Support:

Library and Learning Center:

Description:

Faculty:

Librarian

Classified:

Library Technician II

Librarian Technician I

Administrative Assistant II – 53.4%

Instructional Support Specialist II – 50%

Evaluation:

The Learning Center staff was significantly reduced in the classified layoffs Spring 2003. The hours of operation and services to students have suffered. The staffing levels need to be increased as soon as funding becomes available.

Correspondence:

Description:

Management:

Coordinator – 90%

Classified:

Administrative Assistant I

Administrative Assistant I – 53.4%

Evaluation:

The extremely successful correspondence program has stressed the capacity of the existing staff to provide timely efficient service to the various recipients of correspondence delivered instruction.

Student Services

2007-2008 Staffing Plan Status:

1. Faculty
 - a. Hire categorically funded full-time Matriculation/EOP&S Counselor – position filled August 2007
 - b. Delay hiring of full-time District funded Counselor until September 1 – position filled December 2007
2. Management
 - a. Hire 50% Recruitment/Marketing Coordinator (pilot project 07-08) –position filled August 2007
3. Classified
 - a. Hire additional 50% Assessment Technician – position not filled
 - b. Hire 50% Outreach Financial Aide Technician – position not developed
 - c. Re-establish Overseas Recruitment (pilot project 07-08) - position not filled
 - d. Hire 50% Residential Manager- position filled August 2007 (increased to 75% October 2007)
 - e. Hire 50% Coordinator of Student Life in 2008-2009 - position not developed
 - f. Hire two part-time Dorm Night check in Coordinators – one position filled with probationary employee February 12, 2008, one position filled with temporary employee February 12, 2008

Administrative Support:

Description:

Administration:

Dean of Student Services/Institutional Research

Confidential:

Executive Assistant I

Evaluation:

There have been three student services deans or associate deans during the last five year period. The current position was filled October 24, 2006. The Associate Dean position was reclassified December 2007 to the Dean of Student Services/Institutional Research.

Institutional Research:

Description:

A formal research capacity was re-established in January 2008. The research function is currently staffed with three employees supervised by the Dean of Student Services/Institutional Research augmented by the contract services of a consultant.

- a. Enterprise Systems Developer/Research Analyst – a management position
- b. Research Technician – a classified position
- c. Counseling/Research– 20% reassigned faculty position

Evaluation:

The current structure has not been in place long enough for a meaningful evaluation. The research function will be evaluated along with the institutions planning/budget allocation process early Fall 2008.

Counseling:

Description:

Faculty:

General Counselor
Matriculation Counselor 50%

Classified:

Transfer Center Assistant
Administrative Assistant II
Assessment Technician

Evaluation:

Effective Spring 2008, there are four individuals in counseling, one DSPS counselor, one EOPS counselor, one general counselor and one counselor split 50% EOPS and 50% matriculation. [[Hire categorically funded full-time Matriculation/EOP&S Counselor & hire of full-time District funded Counselor - 2006-2007 Staffing Plan – hired August 2007 & December 2007](#)] The administrative assistant II in counseling position, which had been vacant for several years, was filled February 2008. [[Replace the Counseling Secretary -2004 Counseling and Guidance NIPR; Priority 3 – hired February 12, 2008](#)]

DSPS:

Faculty:

Director of DSPS – 90%

Classified:

Instructional Technology Specialist

EOPS:

Management:

Director of EOP&S -10%

Faculty:

Counselor
Counselor 50%

Classified:

EOP&S Program Assistant
Academic Advisor

Financial Aid:

Management:

Director of Financial Aid

Classified:

Financial Aid Technician III
Financial Aid Technician II
Financial Aid Technician I – vacant
Financial Aid Outreach

CalWorks:

Faculty:

Director of CalWorks – OL

Management:

Job Placement Specialist

Classified:

Administrative Assistant I – 46.6%

Admissions and Records:

Management:

Director of Admissions and Records

Classified:

Data Management Specialist - reassigned
Admissions and Records Technician
Admissions and Records Assistant II
Admissions and Records Assistant II 53.4%

Foster Youth Mentor Program:

Faculty:

Director of Foster Youth Mentor Program – 10%

Management:

Coordinator – 59%

Student Recruitment:

Management:

Director of Native American Studies – 75%
Recruitment Coordinator – 50%

Residential Life:

Management:

Residential Manager - 75%

Classified:

Dorm Coordinator
Two Check In Coordinators

Health Services:

Management:

Coordinator of Health Services – 10%

Child Development Center:

Management:

Director of Child Development

Classified:

Child Development Lead Teacher 47%
Five Child Development Teachers
Three Child Development Assistants 47% - one vacant

Cafeteria:

Classified:

Lead Food Service Worker
Three Food Service Workers

Faculty and Staff Development Plan

INTRODUCTION

Mission and Values

The Faculty and Staff Development Committee members believe that the educational environment for all students is enriched when the college invests in the professional skills, academic knowledge, and cultural proficiency of its employees. Thus, provision for continued faculty and staff development opportunities for Lassen Community College employees is essential for college success.

Operational Principles

The following principles provide a framework for faculty and staff development and serve as criteria for making decisions on faculty and staff development activities. In general, those principles foster faculty and staff development as the college's efforts to support college values by providing resources to build the ability of staff to meet the goals of the college and create a collaborative working relationship among employees will be emphasized in faculty and staff development activities.

Faculty and Staff Development is defined as an activity that has as its goals the development of skills, competencies and personal qualities that will provide the potential for better performance and satisfaction on the job. To that end, the LCC Faculty and Staff Development Committee plans, coordinates, and provides financial support for a variety of activities that engage faculty, staff, and administrators in an active and creative intellectual life.

The committee groups the guiding principles under these headings:

1. Contribution to Employee Collaboration:

Faculty and staff development activities serve as a vehicle for enhancing employee interactions, building a cooperative environment that accepts ideas and suggestions from individuals across the campus and fosters a healthy working relationship among employees.

2. Contribution to Student Success:

Faculty and staff development activities must have either a direct or an indirect student benefit. These benefits to students should increase their success as measured by agreed-upon learning outcomes at the institutional, program and course levels.

Benefits to students may accrue through:

- improvement of the service a staff member provides
- enhancement of a specific course or program of instruction or student service
- enhancement of cultural proficiency of the staff member
- improvement of leadership skills
- enhancement of knowledge of shared governance, collaboration, and relationship building
- improvement of technological skills and implementation of Datatel

3. Meeting Needs

Faculty and staff development activities include those that meet the needs of LCC employees as expressed in needs assessment surveys, workshop evaluation forms, and internal documents such as program reviews, accreditation self-study reports, district and college plans, shared governance committee activities, and faculty, classified, or management initiatives. Moreover, the Faculty and Staff Development Committee should be proactive in identifying college needs and encouraging employees to explore ideas and competencies that facilitate continuous improvement at the organizational and individual levels.

4. Allocation of Resources

Since resources are limited, the committee believes that faculty and staff development activities should be designed to provide the greatest effect on the college, its programs and students. Consequently, college resources should be allocated to activities that have broad institutional impact. At the same time, the committee recognizes (a) the value of the individual's rejuvenation through individual faculty and staff development activities, such as attendance at lunch and learn activities or professional conferences; (b) that faculty and staff development may involve activities which are beyond staff's ordinary or current job descriptions but are likely to be integrated into their present or future contribution to the college and (c) the importance of faculty and staff development for all college employees, which requires that resources be allocated equitably among disciplines, employee categories, and types of activities.

5. Accountability

The committee supports the evaluation of and resulting modifications to major training activities. The committee recognizes the importance of ensuring appropriate accountability for those who engage in faculty and staff development activities. The college abides by state, district, and college policies and regulations as well as by the requirements of funding sources. The faculty and staff development policies and operations are open.

FACULTY AND STAFF DEVELOPMENT COMMITTEE:

The following individuals served as members of the 2007-2008 Faculty and Staff Development Committee:

Steven Sylvester, Dean of Instructional Services
Sandy Beckwith - Instructor
John Martin- Instructor
Brian Wolf - Instructor
Marshel Couso- Management
Susie Humphrey – Paulson – Management
Sue Kelley – Classified
Sue Murchison – Classified

Responsibilities

Ultimately, the responsibility for faculty and staff development at LCC lies with each employee. The College President and Faculty and Staff Development Committee must nurture a climate where continued personal and professional growth is valued and pursued. The Faculty and Staff Development Committee is also responsible for ensuring that adequate opportunities for Faculty and Staff Development exist. At present, the responsibilities of the Faculty and Staff Development Committee include the following:

- ❑ plans and conducts activities for all employees that lead to enhanced employee collaboration and respect
- ❑ provides a forum for explorative and open discussion of new and innovative procedures and strategies
- ❑ advises and assists in planning, evaluating and improving constituent group interactions
- ❑ supports training and re-training opportunities
- ❑ distributes information on workshops, seminars, and available resources related to faculty and staff improvement
- ❑ provides programs for community awareness
- ❑ allocates funds for individual and group proposals
- ❑ develops a comprehensive Faculty and Staff Development plan

Faculty and Staff Development Goals and Strategies

The goals of the Faculty and Staff Development Committee are aligned with the goals of the District and College, namely, student success in basic skills, vocational and transfer preparation, teaching and learning effectiveness, and community and workforce development. Most directly, the Faculty and Staff Development Committee supports these goals through the development of skills, knowledge and attitudes in these areas:

- ***Organizational Competency, Communication and Morale*** – by creating an environment that promotes collaboration and effective constituent interactions
- ***Employee Competency*** – by building a training program in the development, implementation, and assessment of student learning outcomes that benefit the college community
- ***Cultural Proficiency*** – by developing a training program and providing opportunities for LCC employees to have cultural experiences that contribute to and broaden the cultural proficiency of the LCC community
- ***Technological Competency*** – by developing a technologically competent organization

Objectives, Activities and Performance Outcomes

Faculty and staff development objectives, activities and performance outcomes identified in this plan reflect college planning directions as known at the time of adoption of the plan by the Faculty and Staff Development Committee in Spring 2008. As the college updates its plans, new faculty and staff development needs may be identified and existing needs may change. The Faculty and Staff Development Committee will review the plan on a regular basis and update it as needed. The document is living and flexible.

Employee Collaboration: Organizational Competency, Communication & Morale

<i>Objectives</i>	<i>Activities and Performance Outcomes</i>	<i>Critical Connections</i>	<i>Timeline</i>
1. Create an environment that encourages collaboration and collegial interaction. (2002 Accreditation Recommendation #3)			
	1.1. Request faculty and staff volunteers to conduct lunch and learn activities at least twice a month.	Academic Senate, CSEA, LCFA	<i>Implemented Spring 2007; Ongoing</i>
	1.2. Provide training opportunities each semester to encourage an understanding of collaboration and shared governance.	Academic Senate; CSEA, LCFA	<i>Implemented Spring 2007; Ongoing</i>
	1.3. Disseminate Faculty and Staff Development Committee notes to communicate activities and plans campus-wide.		<i>Implemented Spring 2007; Ongoing</i>
	1.4. Recognize faculty and staff success, both personal and professional.	Academic Senate, CSEA, LCFA	<i>Ongoing</i>
	1.5. Provide activities and training on effective practices and conflict resolution.	Academic Senate, CSEA, Management Council	<i>Implemented Spring & Fall 2007 Convocation Ongoing</i>

Employee Competency: Competence in the Workplace

<i>Objectives</i>	<i>Activities and Performance Outcomes</i>	<i>Critical Connections</i>	<i>Timeline</i>
2. Train faculty and staff to create and evaluate student-learning outcomes at the course, program and institutional levels. (2008-Accreditation Self-Study – Standard II)			
	2.1. Provide training in the implementation of student learning outcomes at the course, program, and institutional levels to full- and part-time faculty through ongoing collaboration and/or flex presentations.	Academic Senate; Curriculum Committee	<i>Implemented Fall 2006; Convocation Spring 2008, Ongoing</i>
3. Provide faculty and staff with discipline-specific/job specific professional growth opportunities (2008-Accreditation Self-Study – Standard III)			
	3.1. Provide faculty and staff with discipline-specific/ job specific training opportunities.	Faculty & Staff Development Proposal Review Subcommittee	<i>Implemented Spring 2007, Ongoing</i>

Objectives	Activities and Performance Outcomes	Critical Connections	Timeline
4. Increase awareness of institutional and individual responsibilities for student success. (<i>Strategic Master Plan; 2008-Accreditation Self-Study – Standard II</i>)			
	4.1. Include at least one training during flex each year focused on enhancing awareness about institutional and individual responsibilities and roles for student success.	Academic Senate, CSEA, LCFA, Management Council	<i>Implemented</i> Spring 2008 <i>Ongoing</i>

Employee Competency: Cultural Proficiency

Objectives	Activities and Performance Outcomes	Critical Connections	Timeline
5. Train employees to identify their own biases and use respectful cultural communication practices. (<i>2008-Accreditation Self-Study – Standard III</i>)			
	5.1. Provide training and activities each academic year on cultural diversity and communication practices.	Academic Senate, CSEA, Management Council	<i>Implemented</i> Spring 2006; <i>Ongoing</i>
	5.2. Provide information concerning the needs of special student populations including but not limited to first generation, re-entry, DSPS, parent, and other special populations.	Academic Senate	<i>Implemented</i> Spring 2007; <i>Ongoing</i>
	5.3. Provide trainings on what students need to know, where campus services are, how to register, what are important dates, etc.	Academic Senate, Student Services	Fall 2007; <i>Ongoing</i>

Employee Competency: Technological Competency/ Datatel Training

Objectives	Activities and Performance Outcomes	Critical Connections	Timeline
6. Promote and provide regular and consistent training on the effective use of technology (<i>2008-Accreditation Self-Study – Standard III</i>)			
	6.1. Provide workshops each year to promote proficiency in using the new Datatel management information system	MIS staff, Student Services Employees	<i>Implemented</i> Spring 2007 <i>Ongoing</i>

Flex Activities

The Governing Board may designate an amount of time during each fiscal year to be used for staff development activities not to exceed fifteen (15) days. The time designated for these activities shall be known as “flexible time.” The activities of all college personnel during the designated flexible days are to be directed toward instructional improvement activities such as:

1. Course instruction and evaluation;
2. Staff development, in-service training, and instructional improvement;
3. Program and course curriculum or learning resource development and evaluation;
4. Related activities, such as student advising, guidance, orientation and matriculation services;
5. Conferences, and workshops and institutional research;
6. Other duties as approved by the District.

Flexible Calendar 2008-2009

The academic calendar for 2008-2009 has seven days (35 hours) designated for “flex” activities for full-time faculty.

August 11, 2008

August 12, 2008

August 13, 2008

August 14, 2008

January 9, 2009 - Great Teacher’s Day

February 13, 2009

May 22, 2009

In-service Training (Convocation) Days

August 15, 2008

January 8, 2009

Program Review Academic Planning Recommendations [all recommendations are in chronological order of submission of the program review- the list (not prioritized) to be used as a reference in the prioritization of resources through the budget allocation process]:

Curriculum/Academic Standards:

1. Develop a degree and/or certificate in the area of music. [2004- Fine Arts - Music IPR Priority #2]
2. Reactivate Mus 16 – Music Ensemble: Vocal, if feasible [2004- Fine Arts - Music IPR Priority #8]
3. Develop workshop courses in specialized areas of music, such as a String Workshop. [2004- Fine Arts - Music IPR Priority #9]
4. Develop methods of evaluating program objectives addressing student- learning outcomes in accordance with the new accreditation standards. [2004- Fine Arts - Music IPR Priority #3]
5. Continue offering curriculum, which leads to American Welding Society welding certifications. [2004- Welding Technology IPR Priority #5] – [Status: ongoing](#)
6. Recommend revisions to the curriculum committee regarding the University Studies degrees. [2004- Counseling and Guidance NIPR Priority #15] -
7. Add adaptive physical education classes to the college’s senior citizen’s program. [2005- Developmental Studies IPR Priority #4]
8. Proctor correspondence exams. [2006- Mathematics IPR Priority #7]
9. Enforce course prerequisites by implementing the prerequisite blocks (in Datatel or otherwise). [2006- Mathematics IPR Priority #18]
10. Maintain academic standards in all transferable mathematics courses. [2006- Mathematics IPR Priority #19] - [Status: ongoing](#)
11. Have dialogue between Mathematics faculty and involved parties (counselors, coaches, students) regarding the number of majors, which require the Math 8 track for their major. [2006- Mathematics IPR Priority #20]
12. Develop Student Learning Outcomes for the remaining mathematics courses. Evaluate these SLOs in an appropriate timeframe. [2006- Mathematics IPR Priority #21] [Status: all mathematics courses and the degree have approved slos](#)
13. Follow the recommendations of the Academic Senate Correspondence Sub-committee. [2006- Mathematics IPR Priority #26]
14. Develop a mathematics course (modeled after an existing articulated course), which satisfies the AA/AS degree mathematics competency requirement. [2006- Mathematics IPR Priority #27]
15. Incorporate Bus 84 (Business Math) into the Mathematics Department curriculum and change Bus 84 to Math 84. [2006- Mathematics IPR Priority #28] –[Status: Bus 84 was inactivated](#)
16. Begin development of a Recreation Management program using facilities at Coppervale Ski Hill and Eagle Lake Marina. [2006- Physical Education IPR Priority #1]
17. In conjunction with the hiring of an Athletic Trainer, develop coursework and certificates for an Athletic Training program. [2006- Physical Education IPR Priority #2] –[Status: Athletic trainer hired by personal service contract ratified at the March 11, 2008 board meeting](#)
18. Resubmit course proposals for Ultimate Frisbee and Frisbee Golf to Curriculum Committee for consideration. [2006- Physical Education IPR Priority #4]
19. Develop course outline for Snowshoeing and submit to Curriculum Committee. [2006- Physical Education IPR Priority #5]
20. Expand intercollegiate athletic offerings to increase FTES generation across campus. Consider reinstating Cross Country (Men’s and Women’s), Track and Field (Men’s and

- Women's), and Men's Golf. Also consider adding Women's Golf. [2006 Physical Education IPR Priority #6]
21. Re-examine course revisions made in response to Minimum Conditions report, especially in repeatability and clustering of courses. [2006 Physical Education IPR Priority #8]
 22. Assess first-generation program Student Learning Outcomes for effectiveness and make revisions as necessary. Use SLO assessment data to promote program change. [2006 Physical Education IPR Priority #9]
 23. Complete development of Student Learning Outcomes for all Physical Education courses and submit for curriculum approval by end of Spring 2007 semester. [2006 Physical Education IPR Priority #10] – Status: all PE courses have approved slos except PE 26, 30, 98, PEAC 20A, 21A, 22A, 23A, 25A, 25B, 34, 35A, 36, 37, 38, 40, 44, 62
 24. Completion of Curriculum Review for all “yet to be reviewed courses” in Liberal Arts by full-time instructors and instructors who teach part-time in some other area or teach “part-time” in the Liberal Arts Program by the end of the school year, 2006-2007. [2007- Liberal Arts IPR Priority #1] - Status: all liberal arts courses have approved slos except Anthr 2, 8, Art 151, Engl 150, ESL 155, FOLK 110, FOLK 11, Geog 2, Geog 48, Mus 6, 7, 10, 11, 12, 14, 15
 25. Area requirements will be reviewed and revised if necessary on a yearly basis. [2007- Liberal Arts IPR Priority #3] - Status: ongoing
 26. As a department, continue to develop, measure and revise SLOs [2007- Liberal Arts IPR Priority #4]
 27. All instructors will measure and analyze the SLOs relevant to their courses and use this information to make improvements/changes to their courses when necessary [2007- Liberal Arts IPR Priority #5]
 28. A consistent and efficient system needs to be instituted for correspondence courses, including: counseling, registration, census calculations, textbook delivery, testing, and course work. [2007-Liberal Arts IPR Priority #10]
 29. Investigate the development of a Physical Science Laboratory course in conjunction with the faculty at CSU Chico. [2008- Physical Science IPR Priority #21] – Status: new priority
 30. The Physical Science Department should establish program outcomes. 2008- Physical Science IPR Priority #12] – Status: new priority
 31. Offer courses, certificates, and degrees that meet the Department of Social Services requirements [2008- Child Development IPR Priority #11] - Status: new priority
 32. Continually review certificates and A.A. Degree to ensure courses correspond with permits issued by Teacher Credentialing, State of California [2008- Child Development IPR Priority #14] - Status: new priority
 33. Review, change and or expand offerings in the field in order to accommodate the needs of students in the ever-changing field of CD [2008- Child Development IPR Priority #15] - Status: new priority
 34. VTEA funds should be allocated to the fullest extent to complete the greenhouse project for Horticulture (started last year with VTEA funds), to hire a curriculum specialist to write a soils course identified for the Horticulture Certificate of Completion (recommended last year for VTEA funds) and to continue professional development opportunities. [2008- Agriculture IPR Priority #7] - Status: new priority
 35. The administration must form an advisory committee for the Automotive Program, submit the committee to the Governing Board for approval, and charge that committee on or before March 14, 2008. The Dean of Instructional Services and the Vocational/Technical Division Chair recommend that a specific 9-point agenda be presented to the newly formed advisory committee [2008- Automotive Technology IPR Priority #1] - Status: new priority
 36. Conduct course review in accordance with the institution's Academic Plan. [2008- Cosmetology IPR Priority #4] - Status: new priority

37. The Advisory Committee should be reconstituted. The possibility of establishing a program in the area should be investigated. [2008- Cosmetology IPR Priority #7] - [Status: new priority](#)
38. The P.O.S.T. Coordinator should identify which P.O.S.T. courses he plans to offer in the near future and revise old course outlines or write outlines for new courses, which include Student Learning Outcomes. Upon their completion, they should be forwarded to the Curriculum & Academic Standards Committee for approval. (two-year goal) [2008- AJ/CORS IPR Priority #1] - [Status: new priority](#)
39. When LCC is removed from probation, re-submission to the Accrediting Commission of the correspondence programs for, AS degrees in Administration of Justice and Correctional Science must happen. (two-year goal) [2008- AJ/CORS IPR Priority #2] - [Status: new priority](#)
40. Establish a plan for evaluating all course SLOs and linking the course SLOs to program SLOs by the next IPR. (two-year goal) [2008- AJ/CORS IPR Priority #3] - [Status: new priority](#)
41. Develop and implement the Basic Correctional Officers Academy. (two-year goal) [2008- AJ/CORS IPR Priority #4] - [Status: new priority](#)
42. Work closely with the newly established Advisory Board for review of current degrees and certificates, course outlines, student learning outcomes as well as their institutional needs. Implement recommendations. Follow-up is needed regarding representation from P.O.S.T. Consultant and S.T.C. Field Representative to Advisory Board. (two-year goal) [2008- AJ/CORS IPR Priority #5] - [Status: new priority](#)
43. Continue to strengthen the academic rigor of the correspondence program. (two-year goal) [2008- AJ/CORS IPR Priority #6] - [Status: new priority](#)
44. Develop short-term workshop classes for credit in areas such as printmaking. [2008- Fine Arts –Art IPR Priority #5] - [Status: new priority](#)
45. Develop a certificate of accomplishment in photography including digital and film. [2008- Fine Arts –Art IPR Priority #6] - [Status: new priority](#)
46. Monitor the Digital Graphics Certificate to ensure its effectiveness. [2008- Fine Arts –Art IPR Priority #9] - [Status: new priority](#)
47. Continue the Prep Tech agreement with Lassen High. [2008- Fine Arts –Art IPR Priority #10] - [Status: new priority](#)
48. Develop an online course in Art Appreciation or Art History as a trial, if possible by Fall 08 Semester. [2008- Fine Arts –Art IPR Priority #11] - [Status: new priority](#)
49. Rename and reassign classes, programs and disciplines as needed to reflect reality. [2008- Business IPR Priority #1] - [Status: new priority](#)
50. Re-establish the computer applications portion of the program with an emphasis on solving business problems. [2008- Business IPR Priority #6] - [Status: new priority](#)
51. Establish a customer service academy for training existing workers. [2008- Business IPR Priority #7] - [Status: new priority](#)

Scheduling [all recommendations are in chronological order of submission of the program review- the list (not prioritized) to be used as a reference in the prioritization of resources through the budget allocation process]:

1. Continue monitoring the enrollment patterns and make adjustments to the two-year plan as warranted. [2004- Biological Science IPR Priority #2] - [Status: ongoing](#)
2. Over-scheduling of courses, which draw from the same student populations, such as general education biology without a laboratory (Anth 1, Bio 18, and Bio 32) within the same semester needs to be avoided. [2004- Biological Science IPR Priority #3] - [Status: ongoing](#)

3. Evaluate enrollment trends and scheduling issues over the next two years to determine the effectiveness of the present expansion and make adjustments as warranted. [2004- Fine Arts - Music IPR Priority #7]
4. Reevaluate the Gunsmithing / NRA program goals and objectives, courses, degrees, and certificates, enrollment patterns and scheduling, professional development, student outcomes, student evaluations, staffing needs and facility needs at the next scheduled Gunsmithing / NRA Advisory Board Meeting. [2004- Gunsmithing IPR Priority #10]
5. Write new courses or update current courses as needed for currency with state and employer standards. [2004- Human Services IPR Priority #4] - [Status: ongoing](#)
6. Complete the curriculum changes for the LVN program and submit to both the Curriculum Committee and BVNPT by February 2005. [2004- Nursing IPR Priority #1] – [Status: completed](#)
7. Complete and submit the feasibility study to the BRN for approval to move forward regarding the creation of an RN upgrade program for LCC. [2004- Nursing IPR Priority #3]
8. Maintain the Welding Technology Program class schedules to provide the opportunities necessary to develop the skills for vocational careers, to assist those already employed to improve their skills, or to train for advancements, transfer or another career. [2004- Welding Technology IPR Priority #3] - [Status: ongoing](#)
9. Continue to offer Mathematics courses necessary for students to earn: A) University Studies CSU Associate in Science Degree: Mathematics/Physical Science Core Concentration and B) Mathematics transfer requirements or four-year institutions as recommended in the Mathematics Department Two-Year Plan (Math 1A, 1B, 7, 8). [2006- Mathematics IPR Priority #3] - [Status: ongoing](#)
10. The institution should make a commitment to offer online classes to allow program to grow and meet needs of Lassen County students. [2006- Mathematics IPR Priority #14]
11. Continue monitoring the enrollment patterns and make adjustments to the two-year plan as needed. [2006- Mathematics IPR Priority #24] - [Status: ongoing](#)
12. Evaluate student interest and need to best schedule offerings, maximize student enrollment and develop new curriculum [2006- Physical Education IPR Priority #7]
13. Continue to offer a variety of day and evening course offerings. [2006 Physical Education IPR Priority #11] - [Status: ongoing](#)
14. Continue to use the two-year advising plan when scheduling Physical Education major courses. [2006 Physical Education IPR Priority #12] - [Status: ongoing](#)
15. Do research necessary to consider implementing certificate programs in Physical Education. Consider Personal Training and Athletic Training certificate programs. [2006 Physical Education IPR Priority #13]
16. Consider modifying the Physical Education degree using revised Agriculture and Mathematics/Physical Science degrees as models. [2006 Physical Education IPR Priority #14] – [Status: completion expected Spring 2008](#)
17. Examine up-to-date Institutional Research data to determine the feasibility of offering a full schedule of chemistry classes. [2008- Physical Science IPR Priority #1] - [Status: new priority](#)
18. The method used to schedule classes in the Math/Science Building should be studied. [2008- Physical Science IPR Priority #17] - [Status: new priority](#)
19. The Extended Day Program in Physical Sciences should be expanded. [2008- Physical Science IPR Priority #18] - [Status: new priority](#)
20. Add to the Instructional Program Review Student Survey a question that specifically asks the student when they would prefer classes. There are related survey questions, but they

- do not approach this subject directly. [2008- Physical Science IPR Priority #19] - [Status: new priority](#)
21. Monitor new two-year plan for effectiveness and meeting the needs of students. [2008- Child Development IPR Priority #19] - [Status: new priority](#)
 22. Continue analyzing class enrollment and work toward offering core classes at least once a year [2008- Child Development IPR Priority #22] - [Status: new priority](#)
 23. In conjunction with the NRA/Gunsmithing Coordinator, plan and schedule P.O.S.T. certified armorer courses. (two-year goal) [2008- AJ/CORS IPR Priority #8] - [Status: new priority](#)
 24. Reconsider offering AJ 10, Criminology for both Fall and spring semesters. (two-year goal) [2008- AJ/CORS IPR Priority #9] - [Status: new priority](#)
 25. Develop an expanded schedule of P.O.S.T courses; determine feasibility of establishing a one or two year schedule. (two-year goal) [2008- AJ/CORS IPR Priority #10] - [Status: new priority](#)
 26. Continue to follow two-year plans and three semester correspondence program. (two-year goal) [2008- AJ/CORS IPR Priority #12] - [Status: ongoing](#)

Staff Development *[all recommendations are in chronological order of submission of the program review- the list (not prioritized) to be used as a reference in the prioritization of resources through the budget allocation process]:*

1. Increase funding to provide professional and support staffing to meet legal mandates and demands for hours and service, especially in the areas of reference, bibliographic instruction, and technology resources instruction and maintenance [2002- Library NIPR Priority #27]
2. Upgrade professional and support library staff members' knowledge of changing library materials and services by sending staff to as much training as funding and other circumstances permit. [2002- Library NIPR Priority #28]
3. Upon return from training, trained professional and support staff will cross-train other staff as appropriate. [2002- Library NIPR Priority #29]
4. Every staff member should attend at least one staff development activity per year to keep abreast of new ideas that will enhance the delivery of services to students utilizing the Learning Center. [2002- Learning Resources NIPR Priority #13]
5. Continue to participate in job specific and institutional related opportunities for learning and advancement as available. [2004- Biological Science IPR Priority #7]
6. Transfer Center Technician will provide training to the college staff and students on the access of ASSIST information. [2004- Counseling and Guidance NIPR Priority #16]
7. Send employees to training as the budget allows. [2005- Developmental Studies IPR Priority #9]
8. Fund staff development activities, both on campus and off campus, in support of the Mathematics Department's commitment to maintain and improve the quality of instruction in mathematics classes by keeping current on pedagogy and the use of technology in teaching mathematics. [2006- Mathematics IPR Priority #10]
9. To promote continued faculty professional development encourage reestablishment of Faculty Development funds through Lassen Community College. [2006 Physical Education IPR Priority #11]
10. If campus-wide funding is not available, consider a budget item for professional development in Physical Education and Athletics budgets. If not possible for each faculty every year, consider a rotating schedule with consistent amounts made available to each faculty. [2006 Physical Education IPR Priority #12]

11. All Liberal Arts faculty will be trained in Datatel as it relates to instruction [2007- Liberal Arts IPR Priority #7]
12. Provide funds for attendance to conferences. [2008- Physical Science IPR Priority #20] - [Status: new priority](#)
13. Increase CD Instruction Budget in the category of travel to allow full and part-time faculty to participate in conferences and workshops [2008- Child Development IPR Priority #2] - [Status: new priority](#)
14. Continue applying for travel through staff development funding to stay current on legislation and the latest policies and practices in the field of child development [2008- Child Development IPR Priority #26] - [Status: new priority](#)
15. Continue exploring creative ways to attend trainings offered, or paid for by alternate sources [2008- Child Development IPR Priority #27] - [Status: new priority](#)
16. The PT faculty member teaching horticulture should receive priority scheduling for appropriate professional development in horticulture. [2008- Agriculture IPR Priority #5] - [Status: new priority](#)
17. Every faculty member should be scheduled (and funded) to attend at least two professional meetings or conferences each academic year. [2008- Agriculture IPR Priority #6] - [Status: new priority](#)
18. VTEA funds should be allocated to the fullest extent to complete the greenhouse project for Horticulture (started last year with VTEA funds), to hire a curriculum specialist to write a soils course identified for the Horticulture Certificate of Completion (recommended last year for VTEA funds) and to continue professional development opportunities. [2008- Agriculture IPR Priority #7] - [Status: new priority](#)
19. If a PT faculty member will be scheduled to teach in the Spring 2009 semester, that faculty member should be scheduled to attend at least one professional development activity meeting during the Fall 2008 semester. [2008- Automotive Technology IPR Priority #2] – [Status: new priority](#)
20. Create formal planning for professional development for IT, tied to strategic goals but also supporting general awareness of trends. Create and track individual professional development plans for each staff member, out of both departmental and personal goals. Recognize as part of institutional budget and total cost of IT projects and goals. Seek low-cost opportunities – Web-delivered, or built into vendor relationships – and consider valuing professional certifications. [2008- Technology NIPR Priority #19] - [Status: new priority](#)
21. Add EDD training for Payroll Technician [2008- Administrative Services NIPR Priority #3] - [Status: new priority](#)
22. Increased training for fiscal staff at 3CDUG (Datatel) [2008- Administrative Services NIPR Priority #6] - [Status: new priority](#)

Budget (other than staffing, facilities, and equipment) [all recommendations are in chronological order of submission of the program review- the list (not prioritized) to be used as a reference in the prioritization of resources through the budget allocation process]:

1. Increase the general fund book budget to an amount at least sufficient to replace the average number of books withdrawn in a year. [2002-Library NIPR Priority #4]
2. Review subscriptions to paper and microfiche periodicals for usefulness and price changes and adjust the periodicals budget to meet the need. 2002-Library NIPR Priority #5]

3. Provide ongoing funding for nontraditional and new support and public service resources including but not limited to cataloging, circulation, on line card catalog, and on line research resources. [2002-Library NIPR Priority #6]
4. Evaluate and implement evolving technologies and services as necessary to improve service, especially for handicapped patrons. [2002-Library NIPR Priority #7]
5. Provide funding for improving access to and extending library services on and off campus, including reference help and bibliographic instruction. [2002-Library NIPR Priority #8]
6. Increase the supplies and other minor budgets to keep pace with increased demand and inflation. [2002-Library NIPR Priority #9]
7. Maintain a budget, which provides adequate funding for the program [increase line items yearly to cover costs of inflation]. [2002-Learning Resources NIPR Priority #17]
8. In order to appropriately track program revenue and expenditures, ensure that expenses are charged consistently to the correct accounts. [2004- Biological Science IPR Priority #4]
9. Increase the biological science supply budget to \$7,250.00 annually to cover the increased cost of supplies. [2004- Biological Science IPR Priority #3]
10. Increase the biological science equipment repair budget to \$1,600.00 to cover the cost of servicing microscopes annually. [2004- Biological Science IPR Priority #4]
11. Continue to maintain and expand the excellent biological science collections available to students. [2004- Biological Science IPR Priority #7]
12. Increase the music budget to adequately cover salaries and return the supply budget to \$1,000.00 as soon as the financial climate allows. [2004- Fine Arts - Music IPR Priority #4]
13. Increase the supply budget by Fall 2005 to accommodate the increased need with a year round program. [2004-Nursing IPR Priority # 9]
14. Increase the travel budget by Fall 2005 to accommodate the increased need with a year round program. [2004-Nursing IPR Priority # 10]
15. Increase the instructional supply budget to adequately support the welding student population. [2004-Welding Technology IPR Priority # 5]
16. Increase funding, particularly in the areas of equipment maintenance and newspaper printing. [2006- Journalism IPR Priority #2]
17. Increase the instructional supply budget (from \$300) in order to fund the Eike projector light bulbs (\$500 each), printing cartridges, and supplies required to support the technological advances in Mathematics education and the increased number of mathematics students. [2006- Mathematics IPR Priority #4]
18. Ensure Athletics budgets are sufficient to cover equipment costs for each of the programs as well as the athletes each programs serve. In some cases, the costs of maintaining facilities must be taken into account and budgeted for (primarily outdoor sports). [2006 Physical Education IPR Priority #2]
19. Develop a budget line item in the Athletic Program budget for Athletic uniforms. The line item would rotate among programs on a pre-determined schedule to ensure each program regularly updates or replaces uniforms. [2006 Physical Education IPR Priority #9]
20. The equipment repair and replacement budget of \$3000 be established to accommodate the cost of equipment repair and replacement, and increase regularly thereafter to account for inflation. [2008- Physical Science IPR Priority #5] - [Status: new priority](#)
21. The Chemistry budget needs to reflect the increasing cost of chemicals and other expendables. These funds should be placed in TOP code 1905. 2008- Physical Science IPR Priority #6] - [Status: new priority](#)

22. Increase the Geology field trip budget by at least COLA [2008- Physical Science IPR Priority #7] - [Status: new priority](#)
23. The instructional supply budget should be increased regularly by, at least COLA, thereafter to account for inflation. [2008- Physical Science IPR Priority #8] - [Status: new priority](#)
24. The administration must perform a cost/benefit analysis of the TOPS Code and associated Object Codes data, to identify areas of discretionary spending that can be reduced. [2008- Agriculture IPR Priority #3] - [Status: new priority](#)
25. Careful and detailed analysis of the cost/benefit ratio for the program should be completed before June 1, 2008 to insure program viability. [2008- Cosmetology IPR Priority #1] - [Status: new priority](#)
26. Gunsmithing is requesting \$5000.00 for travel to provide P.O.S.T. courses. (two-year goal) [2008- AJ/CORS IPR Priority #3] - [Status: new priority](#)

Other [all recommendations are in chronological order of submission of the program review-the list (not prioritized) to be used as a reference in the prioritization of resources through the budget allocation process]:

1. Enter into discussions with the Office of Instruction as to the manner in which summer tutoring could be accomplished. [2002- Learning Resources NIPR Priority #1]
2. Locate, retrieve and inventory the missing college instruments. [2004- Fine Arts-Music IPR Priority #4]
3. Isolate on-campus funds from outreach to facilitate on-campus management of full-time program dollars. School [2004- Welding Technology IPR Priority #6]
4. Work with administration to correct accessibility issues. [2005- Developmental Studies IPR Priority #11]
5. Work with DSP&S to explore feasibility of expanding adapted Physical Education Program. [2006 Physical Education IPR Priority #19]
6. Request Academic Senate to revise Instructional Program Review-Student Evaluation to make a Cooperative Work Experience relevant version [2007- Work Experience IPR Priority #3]
7. Increase the use of computers in courses where they would be beneficial. [2008- Physical Science IPR Priority #15] - [Status: new priority](#)
8. Add to the Instructional Program Review Student Survey a question that specifically asks the student when they would prefer classes. There are related survey questions, but they do not approach this subject directly. [2008- Physical Science IPR Priority #19] - [Status: new priority](#)
9. Assess the availability of office space for part-time faculty. [2008- Physical Science IPR Priority #23] - [Status: new priority](#)
10. Questions on Student Survey forms regarding prerequisites should be removed. [2008- Physical Science IPR Priority #24] - [Status: new priority](#)
11. The administration must form an advisory committee for the Automotive Program, submit the committee to the Governing Board for approval, and charge that committee on or before March 14, 2008. Section 6 – Fund the requested budget increase of \$1940 for this next academic year. [2008- Automotive Technology IPR Priority #1] - [Status: new priority](#)
12. The current contract, due to expire June 30, 2009 should be reviewed well in advance of that date. [2008- Cosmetology IPR Priority #2] - [Status: new priority](#)

13. The cost of cosmetology kits required of all students should be reviewed to insure compliance with the recently approved Board Policy on instructional materials. [2008- Cosmetology IPR Priority #6] - [Status: new priority](#)
14. Identify individual responsible for Standards Training and Corrections (S.T.C.) courses. (two-year goal) [2008- AJ/CORS IPR Priority #2] - [Status: new priority](#)
15. The P.O.S.T. Coordinator needs to complete the addendum to the IPR addressing his need for equipment and facilities. (two-year goal) [2008- AJ/CORS IPR Priority #4] - [Status: new priority](#)
16. Place lab fees collected for studio art courses in the art department supply budget without removing a like amount to place into the general fund. The addition of more digital classes has caused increased expenditure for printer inks that are placing a burden on the current budget. [2008- Fine Arts-Art IPR Priority #3] - [Status: new priority](#)
17. Arrange visiting guest artists to lecture/demonstrate their expertise. [2008- Fine Arts-Art IPR Priority #12] – [Status: new priority](#)
18. Expand the Business program to increase revenue. [2008- Business IPR Priority #2] - [Status: new priority](#)

Program Review Student Services/Enrollment Management Recommendations:***Articulation/Counseling [all recommendations are in chronological order of submission of the program review- the list is not prioritized]:***

1. Maintain articulation agreements for all biological science courses. [2004- Biological Science IPR Priority #1] - **Status: ongoing**
2. Pursue certification of the two new Music History courses as meeting CSU and IGETC general education requirements. [2004- Fine Arts-Music IPR Priority #6] –**Status: completed**
3. Articulate our Human Services courses with at least two four-year colleges or universities. [2004- Human Services IPR Priority #1]
4. Maintain articulation agreements with Lassen High School [2004- Welding Technology IPR Priority #4] - **Status: ongoing**
5. Expand counseling/guidance services to meet night student’s needs. [2004- Counseling and Guidance NIPR Priority #4] - **Status: ongoing**
6. Expand counseling/guidance services to outreach areas. [2004- Counseling and Guidance NIPR Priority #5] - **Status: ongoing**
7. Articulation officer should function as a resource to faculty in the development or revision of courses and programs. [2004- Counseling and Guidance NIPR Priority #12] - **Status: ongoing**
8. Re-evaluate the current articulation process to improve efficiency. [2004- Counseling and Guidance NIPR Priority #13] - **Status: ongoing**
9. Transfer Center staff will continue: participate in intersegmental effort to expand the Transfer Admissions Agreements, update the transfer library for student and staff use, explore increases to facilitate increase student travel to four-year universities, attendance of the annual CSU, US, ASSIST and UNR Transfer Day, host College Day and coordinate area high schools and LCC students, and develop easier transitions to the independent colleges as well as out-of-state schools. [2004- Counseling and Guidance NIPR Priority #16] - **Status: ongoing**
10. Maintain articulation agreements for all transferable mathematics courses. [2006- Mathematics IPR Priority #25] - **Status: ongoing**
11. Continue to work with the Articulation Officer to ensure a breadth of transfer level Liberal Arts courses. [2007-Liberal Arts IPR Priority #8] – **Status: ongoing**
12. As we are able, bring back inactivated courses for articulation. [2007-Liberal Arts IPR Priority #9] - **Status: ongoing**
13. Recommend the Articulation Officer maintain the articulation agreements for all Physical Science classes. [2008-Physical Science IPR Priority #11] **Status: new priority**
14. The Program needs a specific Counseling Department effort (e.g. Student Education Plans) so that transfer level students will complete the course of study for the AS Degree before leaving Lassen College. [2008-Agriculture IPR Priority #4] - **Status: new priority**
15. If transfer rates increase, evaluate developing additional articulation agreements. Review articulation courses to determine if they should be added to the core. (four-year goal) [2008- AJ/CORS IPR Priority #15] - **Status: new priority**

Data/Research [all recommendations are in chronological order of submission of the program review- the list is not prioritized]:

1. Provide timely accurate data on job placement and transfer rates for instructional program reviews. [2004- Biological Science IPR Priority #4]
2. Continue to provide timely accurate data on numbers of degrees, numbers of certificates and retention rates for instructional program reviews. [2004- Biological Science IPR Priority #5]
3. Provide accurate current data on job placement and transfer rates for instructional program reviews. [2004- Fine Arts-Music IPR Priority #5]
4. Collect outcome data for our graduates and transfer students. [2004- Human Services IPR Priority #2]
5. Increase our rates of transfer and degree completion. [2004- Human Services IPR Priority #3]
6. Conduct research on the identification of the transfer student at LCC, and verification of transfer rates. [2004- Counseling and Guidance NIPR Priority #14] -
7. Work with the Transfer Center and the Registrar to formulate a system of tracking student transfer numbers. [2006-Journalism IPR Priority #3]
8. A follow-up program of tracking students after leaving Lassen should be initiated. [2006-Mathematics IPR Priority #15]
9. The institution must track student attempts and completions of degrees to warrant changes to degrees and continuation or cessation of degree programs. Based on data, when it becomes available, make degree revisions or program changes as necessary. [2006 Physical Education IPR Priority #16]
10. All Liberal Arts faculty will work with the institutional researcher (when hired) to request the data they will need to assess their SLOs. [2007-Liberal Arts IPR Priority #6]
11. Provide the Physical Science Department with a method to track student success. [2008-Physical Science IPR Priority #11] - [Status: new priority](#)
12. Implement sufficient tracking mechanisms to provide sufficient data for evaluation. Program faculty will submit a list of students at the end of each semester that will identify those students leaving the Program for transfer, work or other reasons. [2008-Agriculture IPR Priority #3] - [Status: new priority](#)
13. LCC has agreed to schedule visits to the Prater Way College of Beauty each semester to develop program plans for each student and to encourage students to apply for certification. A survey of students who have completed the program should be conducted each year to determine success in obtaining California licensure. [2008- Cosmetology IPR Priority #5] - [Status: new priority](#)
14. Request retention information from the newly established Research Office. (two-year goal). [2008- AJ/CORS IPR Priority #7] - [Status: new priority](#)
15. Establish a procedure for tracking transfer students in Administration of Justice. [2008-AJ/CORS IPR Priority #14] - [Status: new priority](#)
16. Further develop research data in support of decision-making for program needs. [2008-Business IPR Priority #1] - [Status: new priority](#)

Recruitment/Retention [all recommendations are in chronological order of submission of the program review- the list is not prioritized]:

1. Provide tutor training to all students qualified to tutor [2002- Learning Resources NIPR Priority #6]

2. Provide drop-in tutoring in subjects most requested by students. [2002- Learning Resources NIPR Priority #7]
3. Maintain hours of operation that meet student needs. [2002- Learning Resources NIPR Priority #8]
4. Investigate the need for study skills workshops and the best method for delivery. [2002- Learning Resources NIPR Priority #9]
5. Actively promote the availability of music courses at Lassen Community College to the interested local high school students [2004- Fine Arts-Music IPR Priority #4]
6. Increase the tools necessary to provide multiple measures for student placement in appropriate classes. [2004- Counseling and Guidance NIPR Priority #9] - [Status: ongoing](#)
7. Increase liaison with community agencies to increase enrollment in the Developmental Disabilities program. [2005- Developmental Studies IPR Priority #2]
8. Develop plan to serve the prison program students. [2005- Developmental Studies IPR Priority #3]
9. Work on a retention plan to maintain or increase student completion of courses. [2005- Developmental Studies IPR Priority #12]
10. Implement proven Pathways Through Algebra Math Study Skills intervention to increase student retention/success and have mathematics faculty and counselors meet to encourage counselor and student buy in. [2006-Mathematics IPR Priority #5]
11. Offer Peer Tutoring every session classes are offered, including summer session. [2006-Mathematics IPR Priority #8]
12. Maintain and grow current Peer Tutoring program, implementing the Pathways aspects: specialized training for mathematics tutors, specific hours for developmental students and encourage all beginning algebra students to visit the Learning/Tutor Center throughout the semester. [2006-Mathematics IPR Priority #9]
13. Promote classes through flyers, newspaper, radio, and personal recruitment letter. [2008- Child Development IPR Priority #20] - [Status: new priority](#)
14. Continue to survey students as to best times for classes. [2008-Child Development IPR Priority #21] - [Status: new priority](#)
15. Continue analyzing class enrollment and work toward offering core classes at least once a year. [2008-Child Development IPR Priority #22] - [Status: new priority](#)
16. Recruit for vocational programs, specifically for transfer agriculture. [2008-Agriculture IPR Priority #1] - [Status: new priority](#)
17. Prepare an appropriate recruiting plan that will also assist and empower the FT Program instructor with funds for travel and recruiting materials. [2008-Agriculture IPR Priority #2] - [Status: new priority](#)
18. The Program faculty member has established a goal for rodeo enrollment at a level of 30, full-time students. This number of rodeo student-athletes would result in each of those students enrolled in at least 12 additional units. [2008-Agriculture IPR Priority #5] - [Status: new priority](#)
19. Develop marketing strategies for P.O.S.T. and correspondence programs. (two-year goal) [2008- AJ/CORS IPR Priority #13] - [Status: new priority](#)
20. Thoroughly publicize the Digital Graphics Certificate of Accomplishment so that the maximum number of potential students is reached. [2008- Fine Arts -Art IPR Priority #8] - [Status: new priority](#)
21. Collaborate with student services to determine what factors could increase student retention. [2008- Business IPR Priority #10] - [Status: new priority](#)

Program Review Information Technology Recommendations [all recommendations are in chronological order of submission of the program review- the list (not prioritized) to be used as a reference in the prioritization of resources through the budget allocation process]:

1. Budget for and provide timely and expert technical maintenance help to keep the library's network operating. [2002- Library NIPR Priority #C.1]
2. Maintain, upgrade, and expand the library's assistive technology to meet the need for access to library resources for users with various types of handicaps [2002- Library NIPR Priority #C.2]
3. Monitor and maintain funding for necessary equipment maintenance contracts. [2002- Library NIPR Priority #C.6]
4. Monitor need for additional computers and other technology for public use and add as needed, together with necessary specialized furniture [2002- Library NIPR Priority #C.7]
5. Integrate the library's server and local area network into the campus network to provide full, reliable communication between the library and the rest of campus [2002- Library NIPR Priority #C.3]
6. Participate in college wide procedures for repair, upgrading, and replacement of traditional and technical library equipment. [2002- Library NIPR Priority #C.4]
 - a. Maintain and upgrade equipment and facilities as appropriate:
 - Replace computers, printers, and scanners on a three to five year rotation.
 - Purchase a new typewriter for student use
 - b. Replace 1997 and older computers no later than the 2002-2003 academic year.
7. Provide computer equipment and software appropriate to meet the students' course requirements. [2002- Learning Center NIPR Priority #3]
8. A technologically equipped classroom that has Interactive T.V. capability. [2004- Gunsmithing IPR Priority #6]
9. Provide the Welding Technology Program with a technologically equipped classroom. [2004- Welding Technology IPR Priority #3]
10. Update office equipment on a regular basis. Computers may be purchased or newer equipment rotated from other areas to replace antiquated equipment in Physical Education. Replace broken copy machine and ensure regular maintenance is performed to extend use of new copier. [2006- Physical Education IPR Priority #14]
11. Computer Hardware: The Journalism lab's computers are experiencing increased usage because of 1) increased journalism enrollment and 2) increase in number of art classes being conducted in the journalism computer lab (Art 1A, Art 1B, Art 19, Art 25). Some malfunctions have occurred with the older G4 computers in the past year. The Journalism Program must maintain all of its computers in functioning order. The eight iMac computers have an "Apple Care" extended warranty that includes onsite repair, which expired in June of 2006. No extended warranty or service contract exists for the seven G4 computers. The G4 computers were manufactured in 1999; they will very likely require replacement before the next IPR, when they would be nine years old. There is no service contract or warranty for the Power Mac G4, which is experiencing hardware failure (the ZIP and CDROM drives are malfunctioning). The full-time instructor's office computer is a G3 manufactured in 1998. This is the oldest computer in the Journalism Program and though it received a memory upgrade, it exhibits malfunction when performing tasks beyond word processing, especially when engaged in Photoshop, InDesign or Illustrator. This office computer has no service contract or warranty and may require replacement before the next Journalism Program IPR. [2006- Journalism IPR Priority #2]
12. Other Equipment: The Journalism Program must maintain the color laser printer so that both journalism and art students may print out color projects, and must maintain the black

ink laser printer so that journalism students may print out articles for edit, and so that the instructor may print out assignments. These two printers have no service contracts, but they will very likely require servicing in the near future. [2006- Journalism IPR Priority #3]

13. Implement the Pathways Through Algebra computer assisted study skills intervention necessary to improve student retention and success in Math 51 and Math 60 (to support upcoming changes in Title V) by purchasing computers (30), chairs, tables, network hardware/software and software licenses for a computer assisted Math Lab in the Math Science building. [2007- Mathematics IPR Priority #1] [Status: purchased \\$14,000 -2006-2007 Library Materials/Instructional Equipment](#)
14. Fund the replacement of the Eike projector in room MS-121 with a high luminosity Eike projector able to work with the room lights on. [2007- Mathematics IPR Priority #11]
15. Purchase/upgrade faculty computers as needed for increased technology/software demands [2007- Mathematics IPR Priority #12]
16. Complete the implementation of the "smart classroom" including the availability of presentation units for instructor use. [2007- Liberal Arts IPR Priority #20]
17. Upgrade computers and printers. [2007- Liberal Arts IPR Priority #21]
18. Provide internet capabilities in the CD classroom [2008 Child Development IPR Priority #5] - [Status: new priority](#)
19. Provide a line item in the budget for replacement, repair, and upgrading computer equipment, software, and for network access [2008 Child Development IPR Priority #4] - [Status: new priority](#)
20. Increase the number of Macintosh computers in the Journalism Lab that are used by the Digital Photography/Digital Graphics students. Currently there are 18-20 students in three different sections with 13 Macs and 10 laptop PCs of various capabilities. The philosophy has been to allow as many students in the class as want to enroll, but using computers with different platforms is a hindrance to efficient instruction. (See Program Enhancement requests Appendix V.) [2008- Fine Arts -Art IPR Priority #1] - [Status: new priority](#)
21. Keep the graphics software current with maintenance agreements. [2008- Fine Arts -Art IPR Priority #2] - [Status: new priority](#)
22. Examine the feasibility of establishing a portable computer lab. Prepare VT 101 to be used as a classroom/lab. [2008- Business IPR Priority #9] - [Status: new priority](#)
23. Begin development/revitalization of the technology portion of the program using a combination of overload/release time and part-time staff to utilize business staff more effectively. [2008- Business IPR Priority #13] - [Status: new priority](#)
24. Purchase: Mobile Business Technology Lab (MBTL) 25 ea Latitude D430 (\$51,000), 1 ea 1815 Laser (\$499), 1 ea Server (\$4,000), 1 ea Wireless hot-spot (\$500), 1 ea Polycomm Conference Phone (\$2,00) 2008- Business IPR Priority #15] - [Status: new priority](#)
25. Create and implement explicit and effective Disaster/Business Continuity plans for all systems and people. We must have a Plan B in place to be proactive, especially if our Plan A leaves us vulnerable to failure. Communicate these plans to the campus to manage expectations. [2008- Information Technology NIPR Priority #3] - [Status: new priority](#)
26. Create and implement comprehensive security planning to **prevent** interruption and disaster to the extent possible and liable. [2008- Information Technology NIPR Priority #3a] - [Status: new priority](#)
27. Design and implement a refresh strategy to update campus staff desktops in a 3- or 4-year cycle. Identify a purchasing strategy (recommend warranted refurbished machines), allocate ongoing budget, create a priority schedule with due attention to appropriate

- consultation as well as staff time to install, and execute. [2008- Technology NIPR Priority #5] - [Status: new priority](#)
28. Evaluate in house vs. outsource decisions for infrastructure and services. Review vendor contracts, and explore technical partnership with Lassen County Office of Education. [2008- Technology NIPR Priority #6] - [Status: new priority](#)
 29. If central servers are not outsourced, design and implement a refresh strategy for enterprise servers. Priority targets for re-buy include domain and Exchange servers to ensure continuity of service, update systems software for functionality, and permit centralization of desktop management. [2008- Technology NIPR Priority #7] - [Status: new priority](#)
 30. Assess campus network. Map logistics and capabilities, including connectivity with outlying centers; evaluate fitness for support of video and instructional outreach. This is a prerequisite for network/VOIP upgrade, and also promotes our ownership of, and effective contractor work on, the existing resource. [2008- Technology NIPR Priority #8] - [Status: new priority](#)
 31. Create an asset database to support planning for systematic desktop equipment refresh. The database should combine technical information (hardware, operating system software, core office software, network configuration) with property information (property tagging, asset value, purchase date, financial classification, location) to provide a comprehensive body of analyzable data. Survey of equipment could be aided by systems management software (7.10 below); or be performed manually on existing equipment as a prerequisite to refresh planning (7.5 above); or begin with equipment acquired going forward. [2008- Technology NIPR Priority #9] - [Status: new priority](#)
 32. Implement centralized management of campus desktops for upgrades, monitoring, and inventory tracking. [2008- Technology NIPR Priority #10] - [Status: new priority](#)
 33. Rebuild network to ensure quality, provide basis for future capability (including distance education and conferencing to remote sites), and consolidate all communications in a single infrastructure. Replace existing standalone phone system with VOIP/unified communications on consolidated network. Specify and price replacement; seek grant opportunities to fund. [2008- Technology NIPR Priority# 11] - [Status: new priority](#)
 34. Provide trained, dedicated, local support for the network. Either: hire 1.0 FTE additional network support, or refocus current server/network admin position on network by outsourcing central server hosting and providing training, or contract for support with a nearby and responsive entity (e.g., LCOE). [2008- Technology NIPR Priority #12] - [Status: new priority](#)
 35. Integrate CCCC MIS reporting function with Institutional Research. Restore a broad functional user oversight panel, to obtain campus ownership of and accountability for data quality, completeness, and timeliness.). [2008- Technology NIPR Priority #14] - [Status: new priority](#)
 36. Formally articulate the scope of the IT Department's responsibility, and align budget to match. In particular, articulate campus strategy for supporting instructional technology, Web pages, Help Desk, telephone reception/operator, and technology training. [2008- Technology NIPR Priority #15] - [Status: new priority](#)
 37. Develop an Acceptable Use Policy to clarify appropriate use of enterprise resources, including staff use of email as well as student uses of computing resources. [2008- Technology NIPR Priority #16] - [Status: new priority](#)
 38. Standardize office hardware/software to permit more efficient purchasing and administration. Seek additional purchasing agreements (e.g., Adobe software; laser print cartridges). [2008- Technology NIPR Priority #17] - [Status: new priority](#)

39. Provide end-user technology training, especially in Datatel. Identify priorities through consultation, design a delivery plan, and allocate resources to support. [2008- Technology NIPR Priority #18] - [Status: new priority](#)
40. Increased training for fiscal staff at 3CDUG (Datatel) [2008- Administrative Services NIPR Priority #6] - [Status: new priority](#)

Program Review Facilities Recommendations [all recommendations are in chronological order of submission of the program review- the list (not prioritized) to be used as a reference in the prioritization of resources through the budget allocation process]:

1. Improve physical handicapped access to all library materials and services, including the circulating books now shelved on the library's mezzanine. [2002- Library NIPR Priority #1] - Status: Completion scheduled in 2011 through the Humanities Modernization
2. Improve climate control in the library space to provide a reasonable working environment year round for students, staff, and equipment. [2002- Library NIPR Priority #2] - Status: Completion scheduled in 2011 through the Humanities Modernization
3. Monitor and improve electrical and data wiring to meet growing needs. [2002- Library NIPR Priority #3] - Status: Completion scheduled in 2011 through the Humanities Modernization
4. Provide a new or remodeled library large enough to meet current and future needs, including seating and shelving, following the specifications in Title V. [2002- Library NIPR Priority #4] - Status: Completion scheduled in 2011 through the Humanities Modernization
5. Seek funding to develop adequate facilities for the most efficient, effective provision of library services to all Lassen College students. [2002- Library NIPR Priority #5] - Status: Completion scheduled in 2011 through the Humanities Modernization
6. Replace the building's air compressor [2004- Gunsmithing IPR Priority #2] – Status: completed
7. A technologically equipped classroom that has Interactive T.V. capability. [2004- Gunsmithing IPR Priority #6] – Status: Partially completed in VT101
8. Allocate funding for adequate air conditioning for the vocational building and the program office in the Careers Building [2004- Gunsmithing IPR Priority #7] - Status: remains a need
9. The Gunsmithing/NRA Program will need additional machine shop and laboratory space to accommodate additional students safely. [2004- Gunsmithing IPR Priority #8] - Status: remains a need
10. Fix or replace the hot water heater. [2004- Gunsmithing IPR Priority #9] - Status: completed
11. Expand the physical plant of the Welding Technology Program [Through VTEA funding two portable 10' X12" storage buildings were purchased and placed behind the welding shop. The Welding Program is also utilizing the classroom previously used by the PGT program] [2004- Welding IPR Priority #2] - Status: remains a need
12. Provide the Welding Technology Program with a technologically equipped classroom. [2004- Welding IPR Priority #3] - Status: remains a need
13. Establish and implement maintenance schedule for the piano. [2004 – Music IPR Priority #5] Status: remains a need
14. Provide a chemical storeroom exhaust system for the central biology preparation room. [2004 -Biological IPR Priority #12] - Status: remains a need
15. Create a committee in January 2005 to oversee the development of a new nursing building or space that will accommodate department of Health Occupations. [2004-Nursing IPR Priority #4] - Status: Completed through the Facility Planning Committee
16. Improve the current facility expanding into M1 with a dedicated skills lab.]. [2004-Nursing IPR Priority #1] – Status: completed
17. Create office space in M1 for part time instructors with telephone service and Internet. [2004-Nursing IPR Priority #2] - Status: completed
18. Increase the electrical capacity of the nursing building. [2004-Nursing IPR Priority #3] - Status: completed
19. Replace heating system for entire building. [2004-Nursing IPR Priority #4] - Status: completed

20. Paint all interior walls of building and replace carpet in M2 and M3. [2004-Nursing IPR Priority #5] [Status: completed](#)
21. Expand or move the High Tech Center facilities for students while maintaining close proximity to the learning disabilities lab and correct environmental problems. [2005- Developmental Studies IPR Priority #6] - [Status: remains a need](#)
22. Locate a dedicated space for the Developmental Disabilities Program. [2005- Developmental Studies IPR Priority #10] - [Status: remains a need](#)
23. Install safety strips covering power and data cables in MS 121 and MS 122. [2006 - Mathematics IPR Priority #13] - [Status: completed](#)
24. Replace the partition between the two lecture room (MS-121 and MS-122) with a solid soundproof wall. [2006 -Mathematics IPR Priority #16] [Status: remains a need](#)
25. Maintain the physical appearance of the building. [2006 -Mathematics IPR Priority #17] - [Status: Completion in 2012 through Scheduled Maintenance Program](#)
26. Maintain, repair and clean facilities on a frequent and on-going schedule. Prevent disrepair of Physical Education facilities whether in the Sports Center building, elsewhere on-campus or at off-campus facilities under LCC control. [2006 – Physical Education IPR Priority # 1] - [Status: Remains a need due to low M&O staffing levels](#)
27. Make available facilities dedicated to each of the following types of class: fitness (yoga, dance, senior fitness), wrestling, baseball/softball hitting cages and adapted Physical Education. [2006 – Physical Education IPR Priority # 4] - [Status: remains a need](#)
28. Upgrade Fitness Center space and equipment. Replace worn carpet and linoleum in Fitness Center with rubber flooring intended for weight rooms. [2006 – Physical Education IPR Priority # 5] - [Status: Completion in 2011 through Scheduled Maintenance Program](#)
29. Purchase aluminum bleacher seating for the softball field that can be moved around campus, as demand requires. [2006 – Physical Education IPR Priority # 9] - [Status: remains a need](#)
30. Build soccer and baseball fields on campus [2006 – Physical Education IPR Priority # 12] - [Status: remains a need](#)
31. Completely replace the track surface that is in complete disrepair so use can be continued safely by Physical Education courses, Intercollegiate Athletics teams and community use. [2006 – Physical Education IPR Priority # 13] - [Status: remains a need](#)
32. Refinish flooring in the men’s locker room, women’s locker room and training room. [2006 – Physical Education IPR Priority # 15] - [Status: Completion in 2012 through Scheduled Maintenance Program](#)
33. Explore feasibility of building an on-campus pool facility. [2006 – Physical Education IPR Priority # 16] - [Status: Included in the Long Range Facility Master Plan](#)
34. Build structure for delivery of drinking water to softball field, track, soccer practice field and any other outdoor facilities that may be developed. Build drinking fountains. [2006 – Physical Education IPR Priority # 18] - [Status: remains a need](#)
35. Install volleyball pole receptacles in gymnasium floor and follow through with other work orders that have been submitted for Physical Education and Athletics equipment and facilities. [2006 – Physical Education IPR Priority # 20] - [Status: Remains a need due to low M&O staffing levels](#)
36. Work with Maintenance staff to monitor temperatures in the Sports Center; control temperatures in each activity room to better accommodate student comfort during activity courses. [2006 – Physical Education IPR Priority # 21] - [Status: Ongoing](#)
37. Improve heating, cooling and air circulation in HU110-112. [2007- Work Experience IPR Priority #3] - [Status: Completion in 2011 through the Humanities Modernization](#)

38. Allocate funding for adequate air-conditioning for the Humanities building and the Creative Arts building. [2007 –Liberal Arts IPR Priority #12] - [Status: Completion in 2011 through the Humanities Modernization](#)
39. Repair the "rattles" in the heating system as needed. [2007 –Liberal Arts IPR Priority #13] - [Status: Completion in 2011 through the Humanities Modernization](#)
40. Clean carpets on a scheduled and frequent basis and/or replace carpets in the Humanities building and the Creative Arts building. [2007 –Liberal Arts IPR Priority #14] - [Status: Completion in 2011 through the Humanities Modernization](#)
41. Review handicapped access to both buildings and report problems to the Administration. [2007 –Liberal Arts IPR Priority #16]
Hazardous waste disposal should continue to be a priority. [2008 –Physical Science IPR Priority #13] - [Status: Ongoing](#)
42. It is necessary to maintain the temperature in the building as close to 72°F as possible to prevent unsafe conditions as a result of the chemicals stored in the laboratory and prep rooms. [2008 –Physical Science IPR Priority #14]- [Status: Ongoing](#)
43. Remove and replace wood panels, wallpaper, etc. that were damaged by water (Math-Science). [2008 –Physical Science IPR Priority #16] - [Status: Completion in 2010 through Scheduled Maintenance Program](#)
44. Repair and maintain, or replace and maintain the moveable partition between the lecture rooms MS-121 and MS-122. [2008 –Physical Science IPR Priority #22] - [Status: new priority](#)
45. Repair or replace the controls for the heating and cooling system, and provide regular maintenance for them. [2008 –Physical Science IPR Priority #25] - [Status: new priority](#)
46. Paint, clean and repair building as needed (Child Development) [2008- Child Development IPR Priority #4] - [Status: new priority](#)
47. The addition of new or improved round pens should be included in the budget planning cycle for this academic year. [2008-Agriculture IPR Priority #1] - [Status: new priority](#)
48. Facility additions or improvements should be included in budget planning, with current cost projections, for the maintenance of Program activities (independent from FTE generation): [2008-Agriculture IPR Priority #8] - [Status: new priority](#)
- a. Spectator bleachers for clinics and contests
 - b. Livestock wash rack area
 - c. Water truck for arenas and pens
- These facility additions should be considered in budget planning, with current cost projections, when student enrollment generations 70 FTE:
- Indoor arena for rodeo practice and horse classes
 - Safety fence (pipe construction) around perimeter of agriculture facilities
 - Completion of pipe corrals around arena and surrounding areas
 - Landscaping of agriculture facilities
 - Horse purchases for horsemanship program
 - Additional tack rooms for students
49. These facility additions should be considered in budget planning, with current cost projections, when student enrollment generations 70 FTE: [2008-Agriculture IPR Priority #9]
- Indoor arena for rodeo practice and horse classes
 - Safety fence (pipe construction) around perimeter of agriculture facilities
 - Completion of pipe corrals around arena and surrounding areas
 - Landscaping of agriculture facilities
 - Horse purchases for horsemanship program
 - Additional tack rooms of students

50. Develop the dedicated art gallery space (CA 202) that has been allocated. Money has been allotted for lighting and minor repairs. Begin rotating shows of faculty, student, and community member's art with openings to attract attention to the art program. [2008-Fine Arts IPR Priority #7] - Status: lighting upgrade completed
51. Examine the feasibility of establishing a portable computer lab. Prepare VT 101 to be used as a classroom/lab. [2008- Business IPR Priority #9] - Status: new priority
52. Replace plastic chairs with adjustable computer chairs. Replace desks with modular storable type desk. [2008- Business IPR Priority #11] - Status: new priority
53. Replace or upgrade air conditioning in server room. [2008- Technology NIPR Priority #4] - Status: new priority
54. If central servers are not outsourced, find/build a new central server facility to provide adequate temperature control, air quality, and access control. [2008- Technology NIPR Priority #13] - Status: new priority

Program Review Equipment Recommendations: [all recommendations are in chronological order of submission of the program review- the list (not prioritized) to be used as a reference in the prioritization of resources through the budget allocation process]:

1. Increase the book collection to the size expected for a college of our enrollment. [2002- Library NIPR Priority #3] Status: \$2,519.00 2005-2006 Library Materials/Instructional Equipment Grant; \$6,000.00 2006-2007 Library Materials/Instructional Equipment Grant
2. Upgrade and replace equipment each year to keep equipment current [2002-Automotive Technology IPR – Priority #1] Status: \$8,300.00 2006-2007 Library Materials/Instructional Equipment Grant
3. Upgrade and replace equipment as necessary to maintain currency in biological science. [2004- Biological Science IPR Priority #6] Status: \$6,000.00 2006-2007 Library Materials/Instructional Equipment
4. Provide a recorder/player for the music courses. [2004- Fine Arts - Music IPR Priority #1]
5. Expand a music library of CDs to provide a variety of musical experiences for the music appreciation and history classes. [2004- Fine Arts - Music IPR Priority #2]
6. Purchase Lagun Millmatic III Series Deluxe 3L CNC [2004- Gunsmithing IPR Priority #1]
7. Purchase Six American Turnmaster 13” Precision Lathe [2004- Gunsmithing IPR Priority #2] Status: \$20,755.00 2006-2007 Library Materials/Instructional Equipment
8. Purchase Lagun Vertical Knee Mill FTV-2 [2004- Gunsmithing IPR Priority #3] Status: \$20,000.00 2006-2007 Library Materials/Instructional Equipment
9. Purchase Lagun Vertical Knee Mill FTV-1 [2004- Gunsmithing IPR Priority #4]
10. Purchase Miller Tig Welder Sycrowave 250 [2004- Gunsmithing IPR Priority #5]
11. Purchase Miller Amrox Band Saw [2004- Gunsmithing IPR Priority #6]
12. Purchase Wilton 6” Belt Sander [2004- Gunsmithing IPR Priority #7]
13. Purchase AGI Professional Gunsmithing DVD Series [2004- Gunsmithing IPR Priority #8]
14. Improve the student learning experience by purchasing four new hospital beds, four new patient care simulators, and 24 new instructional videos and computer programs in the next 2 years. [2004 Nursing IPR Priority #7]
15. Purchase 3 new intravenous training arms in January of 2005. [2004 Nursing IPR Priority #8]
16. Acquire two additional gas metal arc welding machines, a portable gas welding/generator (with accessories, and a certified weld bend testing machine [2004-Welding Technology IPR Priority #4] Status: \$10,000.00 2006-2007 Library Materials/Instructional Equipment
17. Computer Software: By publishing industry and newspaper production standards, this software should be updated “at least every two years, ideally every year” [2006 Journalism IPR Priority #6]
18. Increase the Physical Education equipment budget to allow for purchase of additional Physical Education equipment to enhance course offerings and equip new courses developed. Have sufficient amounts of equipment for students. [2006 Physical Education IPR Priority #3]- Status: purchased \$2900.00 Aerobics Class Equipment and \$600.00 Netting for Batting Cage 2005-2006 Library Materials/Instructional Equipment Grant; \$6,500.00 2006-2007 Library Materials/Instructional Equipment Grant

19. Budget for purchase of video equipment. [2006 Physical Education IPR Priority #4] - [Status: purchased](#)
20. Update office equipment on a regular basis. Computers may be purchased or newer equipment rotated from other areas to replace antiquated equipment in Physical Education. Replace broken copy machine and ensure regular maintenance is performed to extend use of new copier. [2006 Physical Education IPR Priority #14] - [Status: purchased \\$2,000.00 2006-2007 Library Materials/Instructional Equipment](#)
21. Replace tables and chairs in the classroom [2006 Nursing IPR Addendum Priority #1]
22. Purchase two Electric Hospital Beds [2006 Nursing IPR Addendum Priority #2]
23. Purchase two Patient Care Manikins [2006 Nursing IPR Addendum Priority #3] [Status: purchased \\$4,900.00 2006-2007 Library Materials/Instructional Equipment Grant](#)
24. Purchase three wound care training devices [2006 Nursing IPR Addendum Priority #4] [Status: purchased \\$4,000.00 2006-2007 Library Materials/Instructional Equipment Grant](#)
25. Purchase Hoyer Lift [2006 Nursing IPR Addendum Priority #5] - [Status: purchased](#)
26. Purchase two Medication Administration Carts [2006 Nursing IPR Addendum Priority #6] - [Status: purchased](#)
27. Purchase ten Privacy Screens [2006 Nursing IPR Addendum Priority #7]
28. Purchase Vital Signs Monitor [2006 Nursing IPR Addendum Priority #8]
29. Replace white boards and chalk boards in classrooms (Humanities). [2007-Liberal Arts IPR Priority #15]
30. Purchase new copy machines for both Creative Arts and Humanities [2007-Liberal Arts IPR Priority #18] [Status: \\$17,189.00 2006-2007 Library Materials/Instructional Equipment Grant](#)
31. Purchase TVs,VCRs,DVDs,ELMOs, and a video camera as needed. [2007-Liberal Arts IPR Priority #22] [Status: \\$3,000.00 2006-2007 Library Materials/Instructional Equipment](#)
32. Replace maps as needed [2007-Liberal Arts IPR Priority #23] [\\$778.00 2006-2007 Library Materials/Instructional Equipment Grant](#)
33. Replace assistant's computer. [2007-Work Experience IPR Priority #5]
34. Repair or replace equipment as needed. [2007-Work Experience IPR Priority #6] - [Status: new priority](#)
35. Purchase Video's/DVD'S [2008-Child Development IPR Priority #1] - [Status: new priority](#)
36. Purchase DVD Player [2008-Child Development IPR Priority #2] - [Status: new priority](#)
37. Purchase Big screen for the CD classroom [2008-Child Development IPR Priority #3] - [Status: new priority](#)
38. Purchase Projector for the CD classroom [2008-Child Development IPR Priority #4] - [Status: new priority](#)
39. Purchase digital camera [2008-Child Development IPR Priority #6] - [Status: new priority](#)
40. Purchase video camera [2008-Child Development IPR Priority #7] - [Status: new priority](#)
41. Purchase speakers [2008-Child Development IPR Priority #12] - [Status: new priority](#)
42. Purchase books [2008-Child Development IPR Priority #13] - [Status: new priority](#)
43. Purchase thirty desks [2008-Child Development IPR Priority #14] - [Status: new priority](#)
44. VTEA funds should be allocated to the fullest extent to complete the greenhouse project for Horticulture (started last year with VTEA funds), to hire a curriculum specialist to write a soils course identified for the Horticulture Certificate of Completion (recommended last year for VTEA funds) and to continue professional development opportunities. [2008- Agriculture IPR Priority #7] - [Status: new priority](#)
45. Increase the number of Macintosh computers in the Journalism Lab that are used by the Digital Photography/Digital Graphics students. Currently there are 18-20 students in three different sections with 13 Macs and 10 laptop PCs of various capabilities. The

philosophy has been to allow as many students in the class as want to enroll, but using computers with different platforms is a hindrance to efficient instruction. (See Program Enhancement requests Appendix V.) [2008- Fine Arts -Art IPR Priority #1] - [Status: new priority](#)

46. Keep the graphics software current with maintenance agreements. [2008- Fine Arts -Art IPR Priority #2] - [Status: new priority](#)
47. Replace plastic chairs with adjustable computer chairs. Replace desks with modular storable type desk. [2008- Business IPR Priority #11] - [Status: new priority](#)
48. Purchase: Mobile Business Technology Lab (MBTL) 25 ea Latitude D430 (\$51,000), 1 ea 1815 Laser (\$499), 1 ea Server (\$4,000), 1 ea Wireless hot-spot (\$500), 1 ea Polycomm Conference Phone (\$2,00) [2008- Business IPR Priority #15] - [Status: new priority](#)
49. Purchase: desktop printer [2008- Administrative Services NIPR Priority #4] - [Status: new priority](#)
50. Purchase: two new computers [2008- Administrative Services NIPR Priority #5] - [Status: new priority](#)

Program Review Staffing Recommendations [all recommendations are in chronological order of submission of the program review- the list (not prioritized) to be used as a reference in the prioritization of resources through the budget allocation process]:

Faculty:

1. At the end of each academic year, evaluate and adjust if necessary the responsibility factor for the Learning Center Coordinator. [2002-Learning Resources NIPR – Priority #4]
2. Reinstate the NRA Program Coordinator/Teaching position [2004 Gunsmithing IPR; Priority #3] –Status: [NRA Coordinator hired Fall 2007](#)
3. Hire one additional full-time Gunsmithing position [2004 Gunsmithing IPR; Priority # 4]
4. Hire a full-time faculty member to teach classes in the Human Services Program. [2004 Human Services IPR; Priority 1]
5. Replace the Career Counselor [2004 Counseling and Guidance NIPR; Priority #1]
6. Commit to and staff the position of Articulation officer. [2004- Counseling and Guidance NIPR Priority #11] -
7. Hire a part-time welding faculty member for the Welding Technology Program Expansion [2004 Welding Technology IPR; Priority 1]- –Status: [hired Fall 2006](#)
8. Maintain the current level of full-time faculty in the discipline of Biological Science to instruct the majority of courses in the program in order to maintain integrity and continuity in the program as well as providing for faculty participation in shared governance activities. [2004 Biological Science IPR; Priority 1]
9. In order to provide a comprehensive offering of both core course requirements and general education options, funding for faculty overloads, part-time faculty and summer instruction needs to continue. [2004 Biological Science IPR; Priority 2]
10. Expand the available qualified faculty for teaching the music curriculum [2004 Fine Arts - Music IPR; Priority 3]
11. Hire a full time director for the nursing program. [2004 Nursing IPR; Priority #11]
12. Hire a part-time faculty member (or increase current part-time faculty hours) dedicated to assessment, agency liaison, accommodation services, and follow-up of students for the CalWorks/TANF and prison programs [2005 Developmental Studies IPR; Priority 2]
13. Hire one Master’s prepared full time Nursing Instructor [2006 Nursing IPR Addendum; Priority # 1]
14. Fund and fill a full-time mathematics instructor position when student enrollments increase enough to justify it and/or full time mathematics faculty are not able to sustain the overloads to cover the necessary classes. This instructor should specialize in teaching mathematics for elementary school teachers. [2006 Mathematics IPR; Priority #6]
15. Maintain a list of qualified part-time instructors [2007 Liberal Arts IPR; Priority #2] — [Status: list maintained in the Office of Instruction database](#)
16. Reduce use of part-time instructors when a course can be taught by a full-timer. [2006 Physical Education IPR Priority #18]
17. Increase CWEE Coordinator position from 80% to 100% [2007 Work Experience IPR; Priority 1]
18. Increase budget for part-time Work Experience coordinator position to assist in building FTE during the academic year [2007 Work Experience IPR; Priority 3]
19. Determine the program and institutional need for chemistry instruction through analysis of available data. [2008 Physical Science IPR; Priority #2] - Status: [new priority](#)
20. Add part-time faculty as needed. 2008 Physical Science IPR; Priority #10] - Status: [new priority](#)

21. The administration must perform a cost/benefit analysis of the 12-month contract for the FT faculty member. [2008 - Agriculture IPR; Priority 2] – [Status: new priority](#)
22. When annual Program enrollment stabilizes at 75 credits FTE, the staffing plan for the Agriculture Program should be reevaluated. [2008 - Agriculture IPR; Priority 4] - [Status: new priority](#)
23. Add credentialed faculty in order to increase opportunities for enrollment and offer the courses required for the Certificates of Completion not offered now. [2008 - Cosmetology IPR; Priority 3] - [Status: new priority](#)
24. Expand the pool of qualified, part-time instructors for P.O.S.T. and correspondence courses (two-year goal) [2008- AJ/CORS IPR Priority #11] - [Status: new priority](#)
25. Locate qualified instructors for the Glass Design (Art 35) and Beginning Jewelry Design (Art 43) so these classes can be reintroduced into the schedule. [2008- Fine Arts -Art IPR Priority #4] - [Status: new priority](#)
26. Hire a faculty member to replace the full-time business education instructor who retired. [2008- Business IPR Priority #3] - [Status: new priority](#)
27. Recruit and hire more part-time instructors. [2008- Business IPR Priority #4] - [Status: new priority](#)

Management:

1. Reorganization of positions within fiscal department by increasing Staff Accountant position to Controller position. [2008- Administrative Services NIPR Priority #7] - [Status: new priority](#)

Classified:

1. As appropriate, evaluate the hours needed for staffing by the Computer Resource Technician to ensure adequate support to students. [2002 – Learning Resources NIPR; Priority 2]
2. When appropriate, complete a comparison study of the Admin II position for the Learning Center with the Position of Tutoring Coordinators at other area colleges to ensure appropriate classification of duties and remuneration. [2002 – Learning Resources NIPR; Priority 3]
3. Replace the Counseling Secretary [2004 Counseling and Guidance NIPR; Priority 3] – [Administrative Assistant II – Counseling hired February 12, 2008](#)
4. Replace lost clerical support staff for Gunsmithing [2004 Gunsmithing IPR; Priority 5]
5. Hire a part time secretary for the nursing program. [2004 Nursing IPR; Priority #12]
6. Increase the instructional assistant from 10 to 20 hours per week by January 2005. [2004 Nursing IPR; Priority #13]
7. Hire a full-time instructional aide for the Welding Technology Program Expansion. [2004 Welding Technology IPR; Priority #1]- [part-time instructional aide in Welding hired?](#)
8. Increase the part-time status of the instructional aide in Journalism to full-time [2006 Journalism IPR; Priority 1]
9. Fund and fill a Math Aide/Math Lab position [2006 Math IPR; Priority 2]
10. Explore methods for paying stipends for assistant coaches in Athletics. Implement a feasible solution. [2006 Physical Education IPR Priority #8]
11. Hire a certified athletic trainer [2006 Physical Education IPR; Priority 8] – [hired personal service contract ratified by the board March 11, 2008](#)
12. If not able to rehire a classified employee, explore possibility of sharing a classified employee with other departments. [2006 Physical Education IPR; Priority 10]
13. Replace vacant Administrative Assistant II position in Work Experience left vacant from 2003 layoff [2007 Work Experience IPR; Priority 4]

14. Additional clerical assistance for correspondence delivery [2007 Liberal Arts IPR; Priority 1]
15. Create a Campus Wide position whose job it is to evaluate repair, maintain, upgrade, and recommend future replacement of equipment such as VCRs, TV monitors, and DVD machines. [2007 Liberal Arts IPR; Priority 17]
16. Conduct a needs analysis to determine the appropriate level of support for the Physical Science Laboratory. [2008 Physical Science IPR; Priority #3] [Status: new priority](#)
17. Fill part-time position of Administrative Assistant II. (two-year goal) Assistant [2008 AJ/CORS IPR; Priority #1]
18. Develop a bank of hours for business department clerical support. [2008- Business IPR Priority #12] - [Status: new priority](#)
19. Hire to fill instructional support void: 1.0 FTE Instructional Technology support for media, online instruction, and student computing; to report to either Instruction or IT, but be responsive to both. [2008- Information Technology NIPR Priority #1] - [Status: new priority](#)
20. Hire to replace consultant loss: 1.0 FTE additional Programmer/Analyst for Datatel support, with expected concentration in Finance and Human Resources. [2008- Information Technology NIPR Priority #2] - [Status: new priority](#)
21. Reclassify Administrative Assistant to Dean of Administrative Services position to Human Resource Generalist position to better reflect actual duties performed. [2008- Administrative Services NIPR Priority #1] - [Status: new priority](#)
22. Eliminate Purchasing Agent position and reduce Purchasing Assistant position to half time with establishment of funding for full-time Purchasing Technician reclassified for additional responsibilities in fiscal services area. [2008- Administrative Services NIPR Priority #2] - [Status: new priority](#)
23. Reorganization of positions within fiscal department adding new Accounting Technician position. [2008- Administrative Services NIPR Priority #7] - [Status: new priority](#)

Student Workers:

1. Recruit and train at least 1 fte work-study per semester. [2002 Library NIPR Priority #30]
2. Increase line item for student workers (tutors) when necessary to keep pace with other student salaries on campus and/or to meet the need of student requests. [2002 – Learning Resources NIPR; Priority 5]
3. Hire a minimum of two (2) twenty-hour-a-week student workers in the Fall semester and a minimum of one (1) twenty-hour-a-week student worker in each of the spring semester and summer session. [2004 Biological Science IPR; Priority 8]