

Consultation Council/Strategic Planning Committee Minutes
January 20, 2011

Present

Terry Bartley (management)
Shelly Baxter (management)
Dr. Irving Berkowitz (Dean of Instruction)
David Burris (Exec Director-HR)
Carie Camacho (Div Chair -faculty)
Kayleigh Carabajal (Exec Director-IR)

Toni Gomez (ASB)
Phil Horner (classified)
Dr. Doug Houston (President)
Jeff Lang (classified)
Sue Mouck (Accreditation Liaison -faculty)
Eric Rulofson (Chair/ Facilities Planning)
Cary Templeton (Dean of Student Services)

Absent

Cheryl Aschenbach (AS-faculty)
Sandy Beckwith (Lead Counselor –faculty)
Dave Clausen (Exec Director –Fiscal Services)
Monica Cochran (Public Relations)

Logan Merchant (Chair/IT Planning)
Carol Montgomery (classified)
Brian Wolf (Div Chair –faculty)

Guest

Suzanne Garcia Trujillo (ASB)

With a quorum present, the meeting began at 2:50 pm.

Strategic Planning:

1. State and College Financial Status Update (Information)

Addressed at the end of the meeting with the arrival of Dr. Houston. Dr. Houston commented that based on past experiences dealing with budget reduction, he has found it helpful to frame the discussion with the extremes (best and worst case scenarios). He reminded the group that the college developed the 2010-2011 budget based on expected 5% cuts, which have not materialized. The Governor's proposed budget projects cuts to Lassen of from 5% - 12%. Hence, the projected 5% cut is already built into the college budget. Dave Clausen has been directed to look at the current and last year's budgets in order to identify any areas with money, which might be utilized to implement additional cuts if needed. The Governor's proposal includes a number of suggestions, including:

- a. Move the community college budget into higher education instead of K-12
- b. Adjust census dates (potentially detrimental to community colleges – recommendation is to instead reduce enrollment CAP)
- c. Fee Increase

The fee increase may reduce community resistance to the movement of leisure learning courses into community service. The cost of a community service course might be competitive with the cost of a credit course once new fees are imposed.

Dr. Houston related that is doubtful that the Governor's proposal will be implemented meaning that Governor Brown will be forced to utilize some of the same tactics as previous governors in order to balance the budget. As a consequence, the next four to five years will be very difficult for all public services including education. Lassen College is poised to become a very different college, if we take advantage of the opportunity rather than becoming a casualty of the economic situation. He is proposing an eighteen-month plan to restructure and right size the college. The next five months as the tentative budget for next year is developed would be utilized to plan and design proposed changes to be implemented next year. The changes would likely include leveraging automation, rearranging academic space and eliminating, reducing or where appropriate outsourcing certain services. The intent would be to shift untapped talent to better support the core function of instruction. He emphasized that the campus has the capacity, time, resources, and talent to make the necessary changes in response to the economic environment. He reminded the committee that last year Consultation Council had identified that it would be less politically painful for Cabinet to bring a proposal for budget cuts and cost saving reorganizations to Consultation Council as recommendations. The proposals had been presented at Open Forums to allow an opportunity for discussion and consideration. He suggested a similar process this year. **By consensus Consultation Council agree to his proposal.** Cabinet will bring back to Consultation Council a timeline and proposals for restructure

in sufficient time for Open Forums to be held late in the spring semester. The development of the proposals will require several administrative retreats.

Dr. Houston also commented that currently the community college 'system' is sending two potentially conflicting messages to the Legislature and the voters:

1. Chancellor's Office and Chief Executive Officers – Reduce the enrollment CAP – Recognize that if the funding cuts are to come, then reduce the enrollment caps for community colleges so that we are required to serve fewer students with the reduced apportionment, this way we preserve the quality of instruction.
2. Community College League – Recognize that the funding cuts force community colleges to turn away students, leaving an inference that the community college funding should be preserved.

Toni Gomez (ASB) shared that during her discussions at the state level it was acknowledged that the only reason that community colleges have survived the previous budget cuts was the dedication of faculty and staff.

2. Acceptance of Draft 2011-2016 Educational Master Plan (Consultation)

Dr. Berkowitz identified that the Academic Planning Committee had adopted and forwarded the 2011-2016 Educational Master Plan at their January 12, 2011 meeting.

Consultation Council accepted the Educational Master Plan as presented by consensus. (attached)

The EMP will be forwarded to the other master planning committees for utilization in the development of their master plans.

3. Second Quarterly Update on Progress on Annual Action Plans 2010-2011 (Information)-

The second quarterly update of progress on the 2010-2011 planning agenda was presented. There were no questions. The next update will be presented in March.

Consultation Council:

1. Consultation Council/Strategic Planning Meeting Schedule (Consultation)– Spring 2011

Consultation Council agreed to keep the same meeting time, place and day for Consultation Council during Spring 2011 by consensus. The schedule may need to be revisited once the Math-Science-Business division chair has been determined.

2. Draft Accreditation Midterm-Report due March 15, 2011 - (Consultation)

Sue Mouck advised the group that the draft distributed with the agenda had already been revised. Recommendations 3, 4, 7, and 8 have been rewritten. In response to a question, she assured the group that the changes did not indicate that the college had failed to complete an activity, but rather that additional information or improved language had motivated the revisions. She reminded the group that changes and updates would continue to occur. The institution wants to provide the most accurate and up-to-date information to the Governing Board and Accrediting Commission. **Consultation Council agreed by consensus to forward the current draft document to the campus for review by the various constituent groups. Suggestions should be forwarded to Sue Mouck, who will bring suggestions back to Consultation Council (draft attached).**

3. Personnel Update (Information)

4. All other positions except the Library Director and Accounting Technician II are under review in light of the current state budget situation. A finalist for the Library Director has been selected and reference checks are being done. The selection committee members are currently screening applications for the Accounting Technician II position.

Other:

1. Cary Templeton informed the group that the "Acoustic Café" will resume this semester on Friday, February 4. The College and Lassen County Arts Council jointly sponsor the concerts. Additional concerts are scheduled for the first Friday of each month. The concerts begin at 7:30 pm with suggested donations of \$3.00 per person or \$5.00 per couple/family.

Feb 4 – TryTones

Mar 4 – Jason Wheeler, Lee Asnan

April 8 – Stu Speer

May 6 – 8 O'clock Jazz

June 3 – Luther Red

He also advised the group that “Summer Nights on the Green” will resume on June 22 with “Carivanseri”, a Santana Tribute band.

2. Jeff Lang expanded on the Facilities discussion that occurred at the last meeting in December by questioning the planning that had gone into the reduction in the number of Computer Labs on campus several years ago.
3. Terry Bartley identified that there is developing unrest on campus about the impact of the outcome of the state budget discussions on the campus. She suggested that information about the planning to address the state budget decisions be communicated to the campus.

The meeting adjourned at 3:46 pm

Future Agendas:

1. **Community Services NIPR (Information) - January 27, 2011 - Drs. Irving Berkowitz & Kayleigh Carabajal**
2. **Human Resource NIPR (Information) – February 3, 2011- David Burris**
3. **Fiscal Operations NIPR (Information) – February 3, 2011- Dave Clausen**
4. **Auxiliary Services (Bookstore) NIPR (Information) – February 3, 2011– Dave Clausen**
5. **Civility – Students and Staff (Consultation) – February 3, 2011- Dr. Houston**
6. **Review of February 8, 2011 Governing Board Agenda (Information) - January 27, 2011-Dr. Houston**
7. **Prioritized Lists of Budget Requests due from each Area Dean/Director (Consultation) – February 3, 2011**
8. **Student Work Study Allocation (Information) -- February 3, 2011- Dave Clausen/Cary Templeton**
9. **Acceptance of Accreditation Midterm-Report due March 15, 2011 - (Consultation) – February 24, 2011- Sue Mouck**
10. **Review of March 8, 2011 Governing Board Agenda (Information) - February 24, 2011- Dr. Houston**
11. **Campus Emergency Notification System (Consultation) - Dr. Kayleigh Carabajal/Eric Rulofson**

Educational Master Plan

I. 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 thirty (30) associate degrees, eighteen (18) certificates of achievement, and eleven (11) certificates of accomplishment within sixteen (16) credit programs. Additionally, the college provides basic skills instruction in writing, reading and mathematics. 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: Natural Science, Physical Education, Social Science and University Studies (Administration of Justice, Agriculture, Allied Health, Art, Biological Science, Business, Child Development, Humanities, Mathematics/Physical Science, Natural Science and Social Science). 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 2009-2010, 153 associate degrees, 104 certificates of achievement and 31 certificates of accomplishment were awarded.

II. ACADEMIC PLANNING COMMITTEE

The Academic Planning Committee comprised of division chairs, the lead counselor, the instructional dean and associate dean, the dean of student services and the office of instruction executive assistant is charged with the responsibility of addressing instructional planning needs for the college. The committee develops the Educational Master Plan and meets to discuss and make recommendations regarding present and future needs to sustain academic excellence.

Guided by the mission statement and strategic goals approved by the Governing Board, the Educational Master Plan drives and informs all other institutional planning and budgeting processes and priorities. The Academic Planning Committee relies on recommendations from instructional program reviews to inform the development of the Educational Master Plan. Instructional program review is the principal mechanism by which academic program planning and budget priorities are integrated into the Educational Master Plan. The 2011 -2016 plan is derived from recommendations found in the following instructional program reviews: 2004 –Human Services, 2004-Fine Arts- Music; 2007-Work Experience; 2007– Liberal Arts; 2008-Fine Arts- Art; 2008-Automotive Technology; 2009 –Basic Skills; 2009-Developmental Studies; 2009-Fire Technology, 2009-Gunsmithing, 2009-Journalism, 2009-Welding Technology; 2010 –Natural Science/Mathematics; 2010- Physical Education; 2010- Administration of Justice/Correctional Science; 2010-Agriculture, 2010-Business; 2010-Child Development and 2010-Licensed Vocational Nursing. Additionally information from the 2002 Library/Learning Resources Non-instructional Program Review is included.

The Educational Master Plan consists of five Annual Action Plans covering each Academic Year from 2011-2012 to 2015-2016. The Annual Action Plans are reviewed and updated annually in the fall term. The five-year plan is presented by the Academic Planning Committee to Consultation Council for approval prior to informing the development of the Facilities, Institutional Technology, Human Resources and Student Services Master Plans in the subsequent spring term.

ACADEMIC PLANNING COMMITTEE MEMBERSHIP:

The following individuals served as members of the 2011-2016 Academic Planning Committee:

Sandy Beckwith - Division Chair, Mathematics/Science/Business

Irving Berkowitz, Vice-President/Dean of Instructional Services

Tina Bishop - Lead Counselor

Carie Camacho - Division Chair, Liberal Arts

Kayleigh Carabajal, Associate Dean of Instructional Services

Brian Wolf - Division Chair, Career/Technical/Health/Physical Education

Cary Templeton, Dean of Student Service

Marshel Couso - Office of Instruction Executive Assistant I (management)

Brian Gosney – Representative from the Curriculum/Academic Standards Committee (Counselor)

III. 2011-2016 ACADEMIC EXPECTATIONS AND STANDARDS

Expectation 1: Student Success

Standards:

- Student Learning Outcome Assessment at the level of courses, certificates, degrees, general education areas and institution
- Student Attainment of Educational Goal

Expectation 2: Academic Excellence

Standards:

- Up-to-Date Curricular Content
- Highly Qualified Faculty
- Full-time/Part-time Faculty Ratio 75/25
- Innovative Technology-Enhanced Instruction

Expectation 3: Enrollment Stability

Standards:

- Enrollment Target – CAP plus funded growth plus 2% (1803 FTEs)
- Future FTES targets to be tied to clear, consensually valid criteria (e.g. student success, transfer by design, etc.) institutional vision, and a diverse, efficient, sustainable and mission-centric portfolio of classes

Expectation 4: Mixture of Delivery Modalities

Standards:

- Expanded Variety of Distance Education
- Gradual Replacement of Correspondence Delivery with other Modalities
- Mixture of Delivery Formats (evening, day, short-term format)
- Transitioning of selected apportionment supported enrichment classes to self-sustaining community service offerings

IV. EDUCATIONAL ACTION PLANS:

The Educational Action Plan for 2011-2012 consists of seven major emphases or foci:

2011-2012 – 7 Strategies						
Goal	Objective TBD	Strategy Description	Desired Outcome	Timeline	Responsible Party(s)	Performance Measures/ Evidence
4		Instructional Technology: <ul style="list-style-type: none"> Equip instructional spaces with state of the art technology, converting them as appropriate into “smart” technology rich classrooms and building upon campus-wide wireless capability Equip a <i>Center of Learning and Teaching</i> that will support ongoing faculty training in the use of instructional technology aimed at optimizing the student learning experience 	To maximize the integration of technology into every seam and stitch of the fabric, pedagogy and classrooms at Lassen College	2012SU	Vice-President/Dean of Instructional Services, Associate Dean, Faculty Flex Coordinator, Director of Facilities	<ul style="list-style-type: none"> Equipped <i>Center for Learning and Teaching</i> Equipped student computer lab/ classroom Six equipped “Smart” classrooms 25% of faculty participate in professional development activities related to instructional technology
1,2		Transfer by Design: <ul style="list-style-type: none"> Strengthen the Basic Skills program by expanding the number of qualified Basic Skills instructors as well as expanding faculty skills in teaching developmental students Assure Basic Skills and General Education course offerings reflect the needs of students desiring to transfer to a four year college through Assure effective and data-informed course scheduling that builds upon articulation agreements and promotes seamless transfer to four-year colleges and builds upon articulation agreements Market “Transfer by Design” internally and in outreach efforts to the community 	To become the college of choice in the far north of California for those students intending to complete their developmental and general education courses for transfer to a four year college	2012SU	Vice-President/Dean of Instructional Services, Associate Dean, Faculty Flex Coordinator, Basic Skills Coordinator, Lead Counselor, Division Chairs	<ul style="list-style-type: none"> Hiring of faculty in the disciplines of History, English and the Physical Sciences Expanded pool of qualified Basic Skills instructors 15% of faculty participate in professional development activities related to teaching skills aimed at developmental education
1		Assessment of Student Learning: Faculty who have implemented course changes as a consequence of assessment results will have evaluated the impact of those changes	To achieve proficiency of Student Learning Outcomes at the course, program and institutional levels.	2011FA	Vice-President/Dean of Instructional Services, Associate Dean	<ul style="list-style-type: none"> Report showing assessment results of changes implemented due to previous assessment results 50% of faculty participate in professional development activities aimed at using results of SLO assessments to improve teaching and learning and using WEAVEOnline and Classroom Performance Systems

2		<p>Lassen Educational Collaborative:</p> <ul style="list-style-type: none"> Development of a Lassen Academy that enables selected cohorts of high school students to concurrently complete their high school diploma and a transferable Associate of Arts degree (Social Sciences and/or Natural Science) Sponsorship of an annual College and Career Day 	To strengthen local/regional collaborative relationship between Lassen College and secondary schools in planning, program and resource development	2011FA 2012SP	Vice-President/Dean of Instructional Services, Associate Dean, Lead Counselor, Curriculum Committee Chair, Assessment Coordinator	<ul style="list-style-type: none"> Documented and implemented alignment of: <ul style="list-style-type: none"> matriculation activities (e.g., assessment and counseling) and curriculum (i.e., curriculum map)-2011FA Successful implementation of College and Career Day (2012SP)
2		<p>Strengthening/Enhancing Existing Programs:</p> <ul style="list-style-type: none"> Conduct a study to determine the future viability of the LVN program and/or upgrade to an RN program. If deemed viable, pursue development of RN program Based upon IPRs, feasibility analyses and/or regional interest and support, prioritize the viability of strengthening the following programs: <ul style="list-style-type: none"> Agri Business Automotive Technology Human Services Logistics and Materials Handling Small Business Management 	To concentrate on the strengthening and/or expansion of those career and technical programs with demonstrable growth potential	2011FA 2012SP 2012SU	Vice-President/Dean of Instructional Services, Division Chairs, Associate Dean of Instructional Services	<ul style="list-style-type: none"> Recommendation for spring 2012 LVN class completed by August 2011 If LVN to RN viable, complete comparison between LVN degree and core requirements for RN and prepare curricular changes by 2012SU Re-locate Nursing program to more suitable space on campus Prioritized list of enhancements completed 2012SP
1		<p>Community Service Programs: Analyze enrollment patterns that justify the transition of existing credit-bearing, apportionment supported courses to community service offerings and implement transition in 2011-2012 course schedule</p>	To develop a robust menu of opportunities and services aimed at meeting the educational needs of life-long learners	2012SU	Vice-President/Dean of Instructional Services, Associate Dean of Instructional Services, Division Chairs	<ul style="list-style-type: none"> Completed enrollment pattern analysis 2011-2012 one-year schedule that reflects recommendations from analysis
3		<p>Distance Education Plan: Develop a Distance Education Plan to include:</p> <ul style="list-style-type: none"> the development and Implementation of consistent standards and practices for faculty engaging in alternate modes of delivery instruction (correspondence, online and ITV) and the provision for training on interactive TV delivery methods to be delivered in the Center for Learning and Teaching and during faculty training (flex) days for the purpose of increasing offerings in future semesters 	To create a Distance Education Plan to guide decisions regarding a desirable balance of course offerings across available modalities assuring best practice in delivery, assessment and responsiveness to regional educational needs.	2012SP	Vice-President/Dean of Instructional Services, Division Chairs, Associate Dean	<ul style="list-style-type: none"> Vetted and approved Distance Education Plan 25% of faculty participate in professional development activities aimed at enhancing "teaching at a distance" skills

2012-2013 - 7 Strategies

Goal	Objective	Strategy Description	Desired Outcome	Timeline	Responsible Party(s)	Performance Measures
1		Instructional Technology: <ul style="list-style-type: none"> Equip instructional spaces with state of the art technology, converting them as appropriate into “smart” technology rich classrooms and building upon campus-wide wireless capability Provide ongoing faculty training in the use of instructional technology aimed at optimizing the student learning experience 	To maximize the integration of technology into every seam and stitch of the fabric, pedagogy and classrooms at Lassen College	2013SU	Vice-President/Dean of Instructional Services, Associate Dean, Faculty Flex Coordinator, Director of Facilities	<ul style="list-style-type: none"> Ten equipped “Smart” classrooms 25% of faculty participate in professional development activities related to instructional technology
2		Strengthening/Enhancing Existing Programs: <ul style="list-style-type: none"> Based upon IPRs, feasibility analyses and/or regional interest and support, strengthen the program(s) prioritized in 2012SP. Program(s) may include: <ul style="list-style-type: none"> AgriBusiness Automotive Technology Human Services Logistics and Materials Handling Small Business Management 	To concentrate on the strengthening and/or expansion of those career and technical programs with demonstrable growth potential	2012FA 2013SP 2013SU	Vice-President/Dean of Instructional Services, Division Chairs, Associate Dean of Instructional Services	Implemented existing program enhancements
2		New Program Development: <ul style="list-style-type: none"> In partnership with BLM/USFS/CalFire conduct a feasibility study for a Resource Management program 	To develop and implement curricula that is responsive to changing student learning needs and to changing economic workforce development needs	2013SP	Vice-President/Dean of Instructional Services, Division Chairs, Director of Fire Technology, Exec. Director of Research, Planning, and Information Services	<ul style="list-style-type: none"> Feasibility Study completed for Resource Management If feasible, new program development protocol implemented
1		Assessment of Student Learning: Faculty who have implemented course changes as a consequence of assessment results will have evaluated the impact of those changes	To demonstrate proficiency of Student Learning Outcomes at the course, program and institutional levels	2012FA	Vice-President/Dean of Instructional Services, Associate Dean	<ul style="list-style-type: none"> Demonstrated proficiency achievement 50% of faculty participate in training on WEAVEOnline and Classroom Performance Systems to capture SLOs

1		Contract Education Programs: <ul style="list-style-type: none"> Conduct workforce development surveys that form the basis of an annual contract education/professional development schedule Complete Contract Education IPR 	To develop a robust menu of opportunities and services aimed at meeting the educational needs of life-long learners	2013SU	Vice-President/Dean of Instructional Services, Associate Dean of Instructional Services, Division Chairs	<ul style="list-style-type: none"> Completed regional workforce development surveys 2013-2014 schedule that reflects recommendations from surveys and IPR
3		Outreach Areas: Conduct a feasibility study to determine educational program needs and college capacity to meet those needs for the outreach areas (Alturas, Bieber, Herlong, Westwood, etc.)	To reach out to and support the educational needs of students in outreach areas	2012FA	Vice-President/Dean of Instructional Services, Exec. Director of Research, Planning and Information Services	<ul style="list-style-type: none"> Completed feasibility study
4		Community Service Programs: Determine the feasibility of developing community service curriculum with consideration to recommendations from the Non-Instructional Program Review: <ul style="list-style-type: none"> with particular attention to Fine Arts and considering an expanded menu of community service classes in the areas of taxation, business, creative and technical writing, grant-writing, and resource development, first-aid, art and fitness 	To develop a robust menu of opportunities and services aimed at meeting the educational needs of life-long learners	2013SU	Vice-President/Dean of Instructional Services, Associate Dean of Instructional Services, Division Chairs	<ul style="list-style-type: none"> Community service needs assessment completed Survey of “regional expertise” Comprehensive infrastructure to support expanded community service offerings

2013-2014 – 6 Strategies

Goal	Objective	Strategy Description	Desired Outcome	Timeline	Responsible Party(s)	Performance Measures
1		Instructional Technology: <ul style="list-style-type: none"> Equip instructional spaces with state of the art technology, converting them as appropriate into “smart” technology rich classrooms and building upon campus-wide wireless capability Provide ongoing faculty training in the use of instructional technology aimed at optimizing the student learning experience 	To maximize the integration of technology into every seam and stitch of the fabric, pedagogy and classrooms at Lassen College	2014SU	Vice-President/Dean of Instructional Services, Associate Dean, Faculty Flex Coordinator, Director of Facilities	<ul style="list-style-type: none"> Ten equipped “Smart” classrooms 25% of faculty participate in professional development activities related to instructional technology
2		Strengthening/Enhancing Existing Programs: <ul style="list-style-type: none"> Based upon current IPRs, feasibility analyses and/or regional interest and support, strengthen the program(s) prioritized in 2013SP. Programs may include Graphic Design 	To concentrate on the strengthening and/or expansion of those career and technical programs with demonstrable growth potential	2014SU	Vice-President/Dean of Instructional Services, Division Chairs, Associate Dean of Instructional Services	Implemented existing program enhancements
2		New Program Development: Conduct a feasibility study: <ul style="list-style-type: none"> to reinstate Construction Technology program for an expanded Agriculture program to include Vet-Tech and Plant Science 	To develop and implement curricula that is responsive to changing student learning needs and to changing economic workforce development needs	2014SP	Vice-President/Dean of Instructional Services, Division Chairs, Agriculture Division Chair, Exec. Director of Research, Planning, and Information Services	<ul style="list-style-type: none"> Feasibility studies completed for expanded Agriculture program and Construction Technology If feasible, new program development protocol implemented
3		Outreach Areas: If feasible, offer educational offerings in outreach areas (Alturas, Bieber, Herlong, Westwood, etc.)	To reach out to and support the educational needs of students in outreach areas	2013FA	Vice-President/Dean of Instructional Services, Division Chairs, Exec. Director of Research, Planning and Information Services	<ul style="list-style-type: none"> Outreach area offerings included in course schedules
4		Community Service Programs: Initiate a Community Lecture Series	To develop a robust menu of opportunities and services aimed at meeting the educational needs of life-long learners	2013FA	Vice-President/Dean of Instructional Services, Associate Dean of Instructional Services, Division Chairs	<ul style="list-style-type: none"> Survey of “regional lecturers” Production of a Lecture Series Publication

2		Contract Education Programs: <ul style="list-style-type: none"> Complete an assessment of the training needs of government workers at the city and county level for inclusion in the Contract Education Plan Complete Contract Education Plan 	To develop and implement curricula that is responsive to changing student learning needs and to changing economic workforce development needs	2013FA	Vice-President/Dean of Instructional Services, Director of Institutional Research	<ul style="list-style-type: none"> Completed needs assessment Completed, vetted and approved Contract Education Plan Infrastructure in place to support expanded Contract Education offerings
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2014-2015 – 2 Strategies

Goal	Objective	Strategy Description	Desired Outcome	Timeline	Responsible Party(s)	Performance Measures
2		Strengthening/Enhancing Existing Programs: <ul style="list-style-type: none"> Based upon current IPRs, feasibility analyses and/or regional interest and support, strengthen the program(s) prioritized in 2014SP. 	To concentrate on the strengthening and/or expansion of those career and technical programs with demonstrable growth potential	2015SU	Vice-President/Dean of Instructional Services, Division Chairs, Associate Dean of Instructional Services	Implemented existing program enhancements
2		New Program Development: Conduct a feasibility study for an expanded Allied Health program to include Dental Hygiene	To develop and implement curricula that is responsive to changing student learning needs and to changing economic workforce development needs	2015SP	Vice-President/Dean of Instructional Services, Division Chairs, Health Division Chair, Exec. Director of Research, Planning, and Information Services	<ul style="list-style-type: none"> Feasibility study completed for expanded Allied Health program If feasible, new program development protocol implemented

2015-2016 – 2 Strategies

Goal	Objective	Strategy Description	Desired Outcome	Timeline	Responsible Party(s)	Performance Measures
2		Strengthening/Enhancing Existing Programs: <ul style="list-style-type: none"> Based upon current IPRs, feasibility analyses and/or regional interest and support, strengthen the program(s) prioritized in 2015SP. 	To concentrate on the strengthening and/or expansion of those career and technical programs with demonstrable growth potential	2016SU	Vice-President/Dean of Instructional Services, Division Chairs, Associate Dean of Instructional Services	Implemented existing program enhancements
2		New Program Development: Conduct a feasibility study for an expanded Allied Health program to include Pharmacy Tech	To develop and implement curricula that is responsive to changing student learning needs and to changing economic workforce development needs	2016SP	Vice-President/Dean of Instructional Services, Division Chairs, Health Division Chair, Exec. Director of Research, Planning, and Information Services	<ul style="list-style-type: none"> Feasibility study completed for expanded Allied Health program If feasible, new program development protocol implemented

Lassen Community College

Midterm Report



Approved by the Governing Board:
March 8, 2011

Submitted:
March 15, 2011
Lassen Community College
P.O. Box 3000
Susanville, CA 96130

To

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

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Statement of Midterm Report Preparation

The Lassen Community College campus and educational community has worked diligently to respond to the recommendations identified by the Accrediting Commission for Community and Junior Colleges (ACCJC) Western Association of Schools and Colleges in the visit of Spring 2008 as well as the institution's own planning agenda, the self-identified recommendations in the 2008 Self-Study.

During Summer 2010, the Accreditation Chair prepared a preliminary draft of the March 15, 2011 Midterm Report. This preliminary draft was updated with institutional activities during Fall 2010. The draft Midterm Report was presented to Consultation Council on December 16, 2010. Consultation Council members were assigned specific recommendations to review. The Accreditation Chair compiled the suggestions into a revised draft.

Consultation Council reviewed and accepted the revised draft on January 20, 2011. On January 22, 2011, the revised draft was distributed to the entire campus community by email and hard copy for their review and comments. The constituent groups (administration, faculty, management/confidential staff, classified staff, and students) held meetings between January 24th and February 11th to receive input and to suggest changes, deletions, and additions. The Governing Board reviewed and discussed the draft Midterm Report at its February 8, 2011 meeting.

Consultation Council met on February 24, 2011 to discuss the constituent groups input, incorporate changes and adopt the final draft forwarding to the Governing Board for approval. The Governing Board reviewed and approved the March 15, 2011 Midterm Report at its meeting on March 8, 2011.

The Midterm Report was sent ACCJC and added to the college website on March 9, 2011.

Dr. Douglas B. Houston
Superintendent/President

Overview of Recent Accreditation History of Institution

Following the comprehensive self-study evaluation team site visit in 2002, the Accrediting Commission reaffirmed the accreditation of Lassen Community College in June 2002, identified three recommendations that the college needed to address and requested that the college complete a progress report in March 2004. The Commission accepted the progress report in June 2004 and a focused midterm report in June 2005 and requested a progress report by March 2006 documenting progress on two of the 2002 recommendations.

The Commission took action June 2006, subsequently placing the college on warning status and required a Special Visit, which occurred July 2006. The Commission letter identified a concern “that the institution appears to be pursuing a course of action that will place it in non-compliance with Eligibility Requirements”. Subsequently in August 2006, the Commission forwarded twenty-one specific recommendations and requested a progress report by November 15, 2006.

In January 2007, the Commission took action to accept the progress report, placed the college on probation status and requested a progress report by March 15, 2007, addressing the remaining seventeen recommendations. A special visit occurred May 3, 2007. In June 2007, the Commission accepted the progress and special visit reports and took action to continue the college on probation requesting a progress report by October 15, 2007, addressing the remaining ten of the original twenty-one recommendations. A special visit occurred on October 29, 2007.

In January 2008, the Commission accepted the progress report, special visit report and took action to continue the college on probation status and requested a progress report by October 15, 2008, addressing the remaining seven of the original twenty-one recommendations. During the previous two years in addition addressing the specific recommendations provided by the Commission, the college had also completed the scheduled 2008 Application for Reaffirmation of Accreditation (self-study). The evaluation team visit occurred March 10-13, 2008.

In June 2008, The Commission reviewed the institutional self-study and the evaluation team report and took action to continue the college on probation status and requested a follow-up report by October 15, 2008, addressing the remaining five of the original twenty-one recommendations, while adding three additional recommendations. The evaluation team visit occurred October 16, 2008.

In January 2009, the Commission reviewed the follow-up report and the evaluation team report and took action to remove the college from probation, placed the college on warning status, and requested a follow-up report by March 15, 2009, addressing the remaining three (Institutional Planning and Decision-Making, Student Learning Outcomes, and Institutional Research) of the original twenty-one recommendations. The evaluation team visit occurred March 31, 2009. In June 2009, the Commission accepted the follow-up report and the evaluation team report and took action to continue the college on warning status, and requested a follow-up report by October 15, 2009, addressing the remaining two (Institutional Planning & Decision-Making and Student Learning Outcomes) of the original twenty-one recommendations. The evaluation team visit occurred November 6, 2009.

In January 2010, the Commission accepted the follow-up report, removed the college from warning status and reaffirmed accreditation. This mid-term report addresses the Commission’s June 2008 recommendations and the institutions 2008 Self Study planning agenda.

Response to Accrediting Commission Recommendations – Action Letter Dated June 30, 2008

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

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

The annual Institutional Planning, Budget Development and Evaluation Cycle, initiated prior to the 2008 Self-Study, is in the third year of implementation.

The College implemented the initial version of the current institutional planning process with the adoption of a Strategic Plan by the Governing Board on September 25, 2007 and the adoption of the Institutional Planning and Budget Development Process by Consultation Council and the Academic Senate in November 2007. On May 13, 2008, the Governing Board adopted the initial integrated Comprehensive Institutional Master Plan.

On September 14, 2010, the Governing Board reaffirmed the institutional vision statement, mission statement, value statement and six strategic goals comprising the Strategic Plan for the college. [1.1 *Strategic Plan*, 1.2 Governing Board Minutes] The Governing Board action was the result of discussion during the third annual Governing Board Planning Retreat held on July 27, 2010. [1.2 Governing Board Minutes] Prior to each annual planning retreat, the Governing Board is provided with the updated Comprehensive Institutional Master Plan for the next five years and the Objectives and Strategies Evaluation Matrix for the previous year at their June meeting. [1.3 *2010-2015 Comprehensive Institutional Master Plan*, 1.4 Objectives and Strategies Evaluation Matrix 2009-2010, 1.2 Governing Board Minutes] The annual planning retreat also provides an opportunity to present environmental scan and survey data to the Governing Board. [1.2 Governing Board Minutes]

For the most recent year, the Consultation Council/Strategic Planning Committee adopted the updated integrated 2010-2015 Comprehensive Institutional Master Plan containing the Strategic Plan, Educational Master Plan, Institutional Technology Master Plan, Facilities Master Plan, and Human Resource Plan sections on April 29, 2010. [1.3 *2010-2015 Comprehensive Institutional Master Plan*, 1.5 Consultation Council Minutes] In addition, the Consultation Council/Strategic Planning Committee adopted the Objectives and Strategies Evaluation Matrix 2009-2010 on May 27, 2010. [1.4 Objectives and Strategies Evaluation Matrix 2009-2010, 1.5 Consultation Council Minutes] The evaluation matrix initiated in Fall 2008 is in the second year of implementation. [1.6 Objectives and Strategies Evaluation Matrix 2008-2009] The Objectives and Strategies Evaluation Matrix renamed the Annual Action Plan is updated and presented to Consultation Council quarterly (October, January, March and May) and subsequently presented to the Governing Board each June. [1.7 *2010-2011 Annual Action Plan – January Status Update*]

Each of the master plans compiled within the Comprehensive Institutional Master Plan is developed utilizing recommendations obtained through program review and student learning outcome assessment processes. [1.8

Program Review Recommendations for Use in Institutional Planning,] The Office of Institutional Research annually provides updated data, to inform the program review process. [1.9 Report Server - Program Review Data <http://dtrpt.lassen.cc.ca.us/reports>]

Lassen Community College engaged in college-wide processes for the development, implementation, and assessment of student learning outcomes and their integration into the institutional planning and improvement process beginning Fall 2006 with the development and adoption of institutional-level, initial program-level and course-level student learning outcomes. The first assessment of student learning outcomes at the course-level began in Spring 2007. The assessment of course-level student learning outcomes has occurred each semester since with assessments in some courses much more consistent than in other courses.

The assessment of student learning outcomes was incorporated into the revised instructional program review process adopted by the Academic Senate in Spring 2007 and further clarified in the revised versions adopted October 2009 and November 2010. [1.10 *Instructional Program Review Policy and Procedure Handbook* 9th edition November 2010] The linkage of student learning outcome assessment with instructional program review formalized the link between student learning outcome assessment and institutional planning. Instructional program review is the primary mechanism for integrating academic program planning and budget requests into the Educational Master Plan portion of the Comprehensive Institutional Master Plan and the budget allocation process respectively. [1.3 *2010-1015 Comprehensive Institutional Master Plan*, 1.11 *2011-2012 Institutional Planning and Budget Development Process Handbook*]

In a similar fashion, the assessment of student learning outcomes was incorporated into the revised non-instructional program review process adopted by the President's Cabinet in October 2009 and subsequently revised in June and November 2010. [1.12 *Non-instructional Program Review Policy and Procedure Handbook* 5th edition November 2010]

The budget allocation process described in the *Institutional Planning and Budget Development Process Handbook* was utilized by the campus community to develop the institutional budget for the last three years, 2008/2009 tentative budget adopted by the Governing Board June 10, 2008, 2009/2010 tentative budget adopted by the Governing Board June 9, 2009 and 2010-2011 tentative Budget adopted by the Governing Board June 8, 2010. [1.11 *2011-2012 Institutional Planning and Budget Development Handbook*, 1.5 Consultation Council Minutes, 1.2 Governing Board Minutes] The process originally intended to develop and prioritize budget enhancement requests was modified and utilized for budget reduction in the development of the 2010-2011 budget. [1.5 Consultation Council Minutes] Budget development utilizing the adopted process for the fourth consecutive year was initiated October 2010.

During May of each year (2008, 2009, 2010), the planning and budget development processes, found in the *Institutional Planning and Budget Development Process Handbook*, along with the shared governance structure and process, found in the *Shared Governance and Collegial Consultation Process Handbook*, were evaluated. [1.13 Institutional Planning and Governance Evaluation Results] The evaluation utilized evaluation instruments developed by Consultation Council and the Strategic Planning Committee. [1.14 Institutional Planning and Governance Evaluation Instruments] The revised *Institutional Planning and Budget Development Process Handbook* describing the adopted integrated planning budget allocation process was adopted by the Academic Senate and Consultation Council and redistributed to the campus in August of each year. [1.12 *2011-2012 Institutional Planning and Budget Development Process Handbook*, 1.15 *Shared Governance and Collegial Consultation Process Handbook 2010/2011*]

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

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

The Governing Board adopted institutional Academic Student Learning Outcomes on November 28, 2006. The institution resumed discussions concerning institutional student learning outcomes in the Curriculum/Academic Standards Committee, Academic Senate and Consultation Council during the 2008/2009 academic year. Consultation Council adopted revised Institutional Student Learning Outcomes with broader application, appropriate to non-instructional areas as well as instructional programs and courses on March 23, 2009. [2.1 Institutional Student Learning Outcomes adopted March 23, 2009]

The institution has adopted sixty-three degree and certificate student learning outcomes (100% of all degrees and certificates) for the eleven vocational programs offered by the college (Administration of Justice/Correctional Science, Agriculture, Automotive Technology, Business, Child Development, Fire Technology, Gunsmithing, Human Services, Journalism, Vocational Nursing and Welding) in addition to University Studies degrees in Administration of Justice, Agriculture Sciences, Allied Health, Art, Biological Science, Business Administration, Humanities, Mathematics/Physical Science, Natural Science, Physical Education, and Social Science and General Studies degrees in Natural Science, Physical Education, and Social Science). [2.2 Approved Degree and Certificate Student Learning Outcomes] By June 1, 2010, the college had adopted course-level student learning outcomes for five hundred fifty-nine courses (100% of all active courses). [2.3 Approved Course-Level Student Learning Outcomes] All academic student learning outcomes were developed by subject area faculty and approved by the Curriculum/Academic Standards Committee and Academic Senate.

Student learning outcomes for Student Services and the Library were adopted June 12, 2007. Student learning outcomes for Human Resource, Maintenance and Operation of Plant, Institutional Effectiveness, information Technology, Marketing/Community Relations, Resource Development/Competitive Grants, Enrollment Services (including Student Financial Aid, Admissions & Records, Student Accounts, Financial Aid Outreach), CalWorks/TANF, Counseling & Guidance (including Matriculation, Articulation/Transfer Center, Assessment/Testing, Orientation and Early Alert), Disabled Students Programs and Services, Extended Opportunities Programs and Services, and Special Grant Programs were all adopted by the President’s Cabinet June 22, 2010. Student learning outcomes for the Distance Education program were adopted by the President’s Cabinet September 28, 2010. [2.4 Approved Non-instructional Program Student Learning Outcomes]

The pilot semester for implementation of course-level student learning outcome assessment was Fall 2007, when each faculty member was requested to submit an assessment plan for one course-level student learning outcome at the beginning of the semester and provide assessment results to the Office of Instruction at the end of the semester. Faculty have been asked to assess courses during each of the subsequent sessions. An overview of the assessment numbers is provided in the following table:

Session	Number of courses assessed	Percentage of courses with on-going assessment (2 or more sequential assessments)	Number of full-time faculty providing assessment results	Number of part-time faculty providing assessment results
Fall 2007	37 (14.7%)	NA	27 (79%)	4 (6%)
Spring 2008	46 (22%)	6 (3%)	20 (57%)	6 (7%)
Summer 2008	0	0	0	0
Fall 2008	68 (28%)	24 (10%)	19 (53%)	12 (17%)
Spring 2009	147 (47%)	44 (18%)	27 (77%)	31 (44%)
Summer 2009	51 (39%)	35 (27%)	16 (89%)	15 (38%)
Fall 2009	54 (20%)	30 (11%)	8 (24%)	11 (17%)
Spring 2010	40 (13%)	32(14%)	6 (18%)	7 (8%)
Summer 2010	7(6%)	7 (6%)	2 (11%)	2 (5%)
Fall 2010	57 (22%)	39 (15%)	16/32 (50%)	9/78 (12%)

[2.5 SLO Assessment Analysis – Fall 2007, 2.6 SLO Assessment Analysis – Spring 2008, 2.7 SLO Assessment Analysis – Fall 2008, 2.8 SLO Assessment Analysis – Spring 2009, 2.9 SLO Assessment Analysis – Summer 2009, 2.10 SLO Assessment Analysis – Fall 2009, 2.11 SLO Assessment Analysis – Spring 2010, 2.12 SLO Assessment Analysis – Summer 2010, 2.13 SLO Assessment Analysis – Fall 2010]

The Student Services area departments piloted assessment of non-instructional student learning outcomes Spring 2010. Subsequent assessments of non-instructional areas will begin the year following the acceptance of their initial non-instructional program review, which include adopted student learning outcomes. An annual report of the results of assessments of non-instructional student learning outcomes is due to President’s Cabinet May of each academic year. [2.14 November 2010 - Annual Report on Assessment Results for Student Services Areas]

The assessment of student learning outcomes was incorporated into the revised instructional program review process adopted by the Academic Senate in Spring 2007. The linkage of student learning outcome assessment with instructional program review formalized the link between student learning outcome assessment and institutional planning. The review and revision of the instructional program review process, begun by the Academic Senate during Fall 2008, included discussion about how to best evaluate and incorporate student learning outcome assessment results into program review. The Academic Senate adopted the revised instructional program review process May 11, 2009, which was subsequently revised and readopted November 16, 2010. [2.15 *Instructional Program Review Policy and Procedures Handbook 9th edition November 2010*] Instructional program review is the primary mechanism for integrating academic program planning and budget requests into the Educational Master Plan portion of the Comprehensive Institutional Master Plan and the budget allocation process respectively. [2.16 *Comprehensive Institutional Master Plan FY 10-15*, 2.17 *Institutional Planning and Budget Development Process Handbook FY 10/11*]

In a similar fashion, the assessment of student learning outcomes was incorporated into the revised non-instructional program review process adopted by the President’s Cabinet in October 2009 and subsequently revised in June and November 2010. [2.15 *Non-instructional Program Review Policy and Procedure Handbook 5th edition November 2010*]

The Basic Skills Instructional Program Review accepted Fall 2009 and the Natural Science/Mathematics Instructional Program Review accepted Spring 2010 were the first instructional program reviews, which included discussion of changes to courses and a program as the results of the assessment of student learning.

Subsequently, the instructional program reviews for Administration of Justice/Correctional Science, Agriculture, Business, Child Development, Physical Education and Vocational Nursing all accepted Fall 2010 included similar discussions. [2.18 Basic Skills IPR, 2.19 Natural Science/Mathematics IPR, 2.20 Administration of Justice/Correctional Science IPR, 2.21 Agriculture IPR, 2.22 Business IPR, 2.23 Child Development IPR, 2.24 Physical Education IPR, 2.25 Vocational Nursing IPR]

The non-instructional program reviews from the Student Services area, including CalWorks/TANF, Counseling & Guidance, Disabled Students Programs & Services, Extended Opportunities Programs & Services, Enrollment Services and Special Grant Programs (Foster Youth, Independent Living Program & Kinship Education) accepted by President's Cabinet September 8, 2009 all included student learning outcomes. [2.26 Student Services NIPRs; 2.27 President's Cabinet Minutes] The non-instructional program reviews for Auxiliary Services – Food Services, Marketing/Public Outreach, and Distance Education including discussions on student learning outcome assessment were all accepted in Fall 2010. [2.28 Auxiliary Services – Food Services NIPR, 2.29 Marketing/Public Outreach NIPR, 2.30 Distance Education NIPR]

The Student Services programs initiated the assessment of non-instructional student learning outcomes Spring 2010 and the results were presented to President's Cabinet November 2010. [2.32 November 2010 - Annual Report on Assessment Results for Student Services Areas]

Subsequent, non-instructional student learning assessment results will be presented to Cabinet May of each year. The assessment of non-instructional student learning outcomes within a program commences the semester following the adoption of the non-instructional program review. [2.15 *Non-instructional Program Review Policy and Procedure Handbook* 5th edition November 2010]

While the institution made considerable progress in its effort to develop and assess student learning outcomes in its instructional programs between 2007 -2010, the foregoing table reveals disappointing results during the past year. The apparent decline in the number of courses assessed as well as the number of full and part-time faculty participating in assessment is largely attributable to two principal causes. First, a protracted albeit unsuccessful legal challenge to the institution's implementation of course-level student learning outcomes assessment by the Lassen College Faculty Association (LCFA) significantly impeded the institution's progress on SLO's. Secondly, the Office of Instruction could have been more diligent in educating part-time faculty regarding the nature and purpose of SLO's, alternative assessment models and methods and submission and use of assessment results for purposes of instructional improvement. With the dismissal of LCFA's unfair labor practice the path should be clear to make continued progress on the assessment of SLO's.

The college has committed the resources to purchase and install WEAVE online software in March 2011. This technology will enable the college to integrate multi-level (course, program and institutional outcomes) web-hosted outcomes assessment with institutional planning. Training in the use of WEAVE online will be conducted during the Spring term and be rolled out for full implementation Fall 2011. Plans are being forged to pilot a classroom performance system that will capture assessment results in real time for inputting into WEAVE online. [2.33 2011-2016 Educational Master Plan]

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

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

With the hire of the Director of Institutional Research October 12, 2009, the institution improved access to accurate timely numerical data on which to base informed decisions. Over the past year, the research agenda for the newly established Institutional Research office reflects a deliberate and mindful approach to assure timely and appropriate data availability. The strength of this approach lies in two areas: first, it responds to data specifically requested by the decision-makers at the college through the instructional program review process and second, builds upon the college’s DataMart (Report Server) capacity. [3.1 *Instructional Program Review Policy and Procedures Handbook 9th edition November 2010*, 3.2 <http://dtrpt.lassen.cc.ca.us/reports>] This capacity supports the daily extraction of system data and compilation of these data into a report format that can be downloaded in multiple formats for further analysis and interpretation at the course, program, department and institutional level.

With regard to program review, six new data reports containing data requested in the Instructional Program Review handbook were created and are housed in the Report Server. [3.1 *Instructional Program Review Policy and Procedures Handbook 9th edition November 2010*, 3.2 <http://dtrpt.lassen.cc.ca.us/reports>] The data contained in these reports are extracted nightly from the Enterprise System production database (Datatel) giving information on course retention, student achievement and next term persistence for all courses and programs by term and academic year. The reports can be compiled to produce course and program level enrollment and success data trended over time. Program cost reports by academic year are also now available.

Ten additional reports on the Report Server further provide cohort tracking and student demographic information by program. Two of these reports (course modality and course review) allow comparisons between alternative course delivery methods (both online and correspondence) as well as course success rates for day, evening or weekend sections. Persistence and academic award (degree/certificate) numbers are also now available by course and program. In this manner, student enrollment patterns and academic achievement can be tracked for the last eleven academic terms (three academic years: 2007-08, 2008-09, 2009-10 and summer and fall 2010).

Recognizing the linkage between data, planning and information services, the Director of Institutional Research position was restructured to the Executive Director of Research, Planning and Information Services in the March 2010 administrative reorganization. This reorganization supported three major initiatives:

- first, a systematic examination of the data collection and analysis capacity of the Institutional Research staff that led to an internal reorganization, additional training for IR staff members and the transfer of a Data Systems Analyst from Student Services to the Institutional Research office. This enhanced the department’s ability to assure data quality, document key data input processes and provide training on critical data input functions to members of the Student Services staff.
- second, key decision-makers commissioned Institutional Research to complete a set of studies to examine program viability and sustainability (e.g., the *Athletic Program Cost Study* and the *Correspondence Program Study*) and serve as a basis for planning. One of these studies, [the *2009-2010 Persistence Study*] was presented as part of the fall Convocation to assure all members of the campus

community were aware of course retention and persistence data at the college. [3.3. *Athletic Program Cost Study*, 3.4. *Correspondence Program Study*, 3.5 *2009-2010 Persistence Study*]

- lastly, this supported a research emphasis on data-informed decisions in enrollment management and course scheduling planning functions in the Office of Instruction. This research, coupled with proactive scheduling with the Division Chairs, led to increased institutional productivity. A three-year trend analysis by course is providing information relevant to decisions regarding those courses most appropriate to transition from credit coursework to Community Service offerings.

This linkage also resulted in a modification to the planning and assessment schedule. The five-year Comprehensive Institutional Master Plan is based upon data-informed Instructional Program Reviews and/or Non-Instructional Program Reviews. [3.6 *Comprehensive Institutional Master Plan 2010-2015*] The Annual Action Plan for the first year of the five years is now extracted from the CIMP and published, *Lassen Community College Annual Action Plan 2010-2011*. [3.7 *Lassen Community College Annual Action Plan 2010-2011*] Beginning in September 2010, quarterly updates in Cabinet and Consultation Council assure that governance groups are aware of progress and measureable desired outcomes for each of the annual planning strategies. It is noteworthy that Consultation Council formally implemented an ORID (Objective, Reflective, Interpretive, Declarative) methodology for dialogue and discussion that embeds data collection and analysis as a required component in decision-making. [3.8 *Consultation Council Minutes*]

In March 2011, the Institutional Research office will install and pilot WEAVEOnline. This is a powerful software application that guides and provides for the alignment of multiple processes, including student learning outcome assessment, planning, accreditation, budget allocation and institutional priorities. This implementation represents a logical next step in assessing student achievement, learning outcomes and institutional effectiveness.

Recommendation Four (Recommendation added 2008): Employee Evaluations

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

All administrators, managers, confidential and staff, with the exception of one, who will be completed next cycle due to collective bargaining agreement restrictions, have current evaluations in their personnel files as of June 2010. Announcements reminding all supervisors of the annual evaluations of confidential, management and administrators during December were distributed November 5, 2010. [4.1 *Evaluation Announcement*]

The evaluations of the nine (9) full-time faculty scheduled to be evaluated Fall 2010, were all completed by the end of the semester, December 17, 2010. Six part-time faculty have current evaluations effective January 31, 2011. The evaluations of an additional sixty (60) part-time faculty currently instructing for the college are scheduled to be completed prior to May 31, 2011.

Article 7.2.12 of the collective bargaining agreement obligates faculty to participate in and complete instructional program reviews. Student learning outcomes are included in the college’s methodology for instructional program review. As the faculty evaluation process addresses participation in program review and assessment of student learning outcomes are embedded in the instructional program reviews, student learning outcomes are a component of faculty evaluations. [4.2 *LCFT Contract*, 4.3 *Instructional Program Review Policy and Procedures Handbook 9th edition November 2010*]

Recommendation Five (Previous Recommendation Ten from 2006): Administrative Positions

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

With the assistance of the Special Trustee, the Governing Board appointed the current Superintendent/President as an interim in August 2007. Satisfied with their selection, the Board sought to stabilize the administrative leadership. A waiver of normal hiring practices was sought and granted by the California Community College Board of Governors. The Governing Board approved a three-year contract for the current Superintendent/President at its regularly scheduled board meeting February 12, 2008. [5.1 Governing Board Minutes] The Governing Board approved a new four-year contract for the same Superintendent/President at its regularly scheduled board meeting June 8, 2010. [5.1 Governing Board Minutes]

While the hiring of a permanent Superintendent/President was underway, efforts were also being made to fill the other top administrative positions with capable leaders within budgetary constraints.

On October 24, 2006, Lassen Community College hired the current Dean of Student Services utilizing the established hiring policies. [5.1 Governing Board Minutes] Originally filled as an Associate Dean of Student Services, the position was restructured through the addition of institutional research responsibilities on December 11, 2007, and subsequently again restructured to its present state when a Director of Institutional Research was hired September 8, 2009. [5.1 Governing Board Minutes, 5.2 Organization Charts] Since his employment the current Dean of Student Services has attended ACCCA 101 as professional development and has served as a region one representative to the Chief Student Services Officers (CSSO) group.

The Director of Resource Development who administers the operations of the Foundation in addition to marketing and resource development for the District was hired January 13, 2008. [5.1 Governing Board Minutes, 5.2 Organization Charts] Since her employment the current Director of Resource Development has attended ACCCA 101 as professional development.

The position of Dean of Instructional Services underwent an orderly transition with the departure of the previous dean June 30, 2008 and the hiring of a new Vice President/Dean of Instructional Services on August 12, 2008. [5.1 Governing Board Minutes, 5.2 Organization Charts]

The position of Dean of Administrative Services was vacated shortly after the arrival of the current Superintendent/President. An interim replacement was appointed for the 2007-2008 academic year. A permanent Dean of Administrative Services was hired for 2008-2009 on December 9, 2008. [5.1 Governing Board Minutes] The position was again vacated June 30, 2009 and an interim was appointed for 2009-2010. The position of Dean of Administrative Services was eliminated in March 2010 as a result of an administrative reorganization redistributing the responsibilities among three executive directors. [5.1 Governing Board Minutes March 9, 2010]

A permanent Director of Human Resources was hired August 12, 2008. [5.1 Governing Board Minutes] With the action by the Governing Board on March 9, 2010, the position was restructured as an Executive Director of Human and Support Services. The new position includes oversight of maintenance in addition of human resources. [5.1 Governing Board Minutes, 5.2 Organization Charts] Since his employment he has served as the interim Dean of Administrative Services, overseeing business, HR, facilities, and IT for the 2009-2010 academic year until the restructuring in March 2010. He has attended ACCCA 101, Title IX, ACBO, and Collective Bargaining Training as professional development. He currently chairs the North 14 Human Resource Director's group.

The Director of Institutional Research position filled September 8, 2009 was restructured to the Executive Director of Research, Planning and Information Services in March 2010 administrative reorganization. The Executive Director of Research, Planning and Information Services assumed the additional duties of Interim Associate Dean of Instructional Services in September 2010. [5.1 Governing Board Minutes, 5.2 Organization Charts] Since her employment she has attended ACCCA 101, and ACCCA 201 for professional development.

A Comptroller position in the administrative services area was filled October 1, 2009. [5.1 Governing Board Minutes] The position was changed to an Executive Director of Fiscal and Auxiliary Services in the March 2010 administrative reorganization. [5.1 Governing Board Minutes, 5.2 Organization Charts] Since his employment he has attended ACCCA 101 and Collective Bargaining Training as professional development.

In addition to individual administrative training, Lassen Community College piloted a professional development program for confidential, management, and administrative staff in the spring of 2010. The program was titled Lassen College Leadership Development Program (LCLDP) with the aim of strengthening the management team. LCLDP is a two-year program built on the framework of trust, credibility, integrity, and values. There are four modules of leadership, communication, work/life balance, and governance & planning in year one. Year two contains two modules of community & campus relations and personal/professional goals.

Recommendation Six (Previous Recommendation Fifteen from 2006): Faculty Staffing Plan

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

The college’s academic staffing plan is found as one component of the Education Master Plan integrated into the Comprehensive Institutional Master Plan. [6.1 2010-2015 Comprehensive Institutional Master Plan] The division chair structure was re-established Spring 2010 with primary responsibility to assist the instructional deans in developing and staffing course schedules which provided maximum opportunity student access and success. [6.2 Organizational Charts] The Executive Director of Research, Planning and Information Services meets with the Division Chairs regularly in order to provide the data on which to base improved course scheduling. [6.3 Division Chair Minutes] Instructional Program Reviews [6.4 accessible on the college website link entitled, District Documents] are regularly scheduled every four years for academic programs and every two years for career and technical programs. [6.5 Instructional Program Review Policy and Procedures Handbook 9th edition November 2010] Among other things, such program reviews inform institutional planning and budgeting by including recommendations regarding adequate staffing for the delivery of instruction. Ultimately, these staffing recommendations undergo a prioritization process and, as previously stated, are reflected in the Educational Master Plan. [6.6 2011-2016 Educational Master Plan]

As a result of retirements, reassignments and new faculty hiring over the past year as well as the use of enrollment trend data in schedule development, the institution has been able to proportionately redistribute and/or redeploy faculty in order to provide a more robust and responsive course schedule. Evidence of more effectively scheduling to meet student demand can be found in the higher enrollments (e.g. productivity/fill rates) that were achieved across the board during the previous academic year.

Recommendation Seven (Recommendation added 2008): Financial Planning

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

On August 28, 2007 the Lassen Community College District (LCCD) Governing Board approved the *Revised 2007 Resolution Agreement* between the California Community Colleges Chancellor’s Office and LCCD. This Agreement addressed both academic and fiscal planning. Additionally, the ACCJC “Special Visit Reports” issued to LCCD since 2006 and through June 2007 provide clear findings and recommendations regarding fiscal and academic planning and recovery.

In accordance with the requirements of the Resolution Agreement and the recommendations of the various Commission reports, the LCCD developed a detailed and sophisticated fiscal stability-planning document known as the *Multi-Year Fiscal and Academic Recovery Plan*. [7.1 *Multi-Year Fiscal and Academic Recovery Plan – February 2008*] This plan established baseline financial data at the program and institutional level that enabled the institution to evaluate its position and evaluate the objectives and action plans resulting from the goals established in the strategic planning process.

This financial planning document complies with the principles of sound fiscal management specified in Title 5 Section 58311 (Principles for Sound Fiscal Management) and includes the conditions reflected in Title 5 Section 58310 (District’s Financial Condition). It also includes the regular reporting status to the State Chancellor and the LCCD Governing Board. The initial *Multi-Year Fiscal and Academic Recovery Plan* was adopted by the LCCD Governing Board on February 26, 2008 and submitted for review and approval of the State Chancellor’s staff on February 29, 2008. The Governing Board reviewed and approved the plan at a Special meeting on September 23, 2008; a copy was submitted to the State Chancellor’s Office in October 2008. Subsequently, the Governing Board reviewed and approved an updated plan on November 10, 2009. [7.2 *Multi-Year Fiscal and Academic Recovery Plan – September 2008*, 7.3 *Multi-Year Fiscal and Academic Recovery Plan – November 2009*]

LCCD recognized the critical role of financial planning in the success of its Strategic Plan. Educational initiatives (programs and services) are resourced in accordance with the priorities of the institution’s strategic agenda. Traditional funded programs and services that no longer support the strategic direction are evaluated for continuance. The institution’s program review and budget planning processes are the methodology whereby programs and services are empirically evaluated to demonstrate that progress is aligned with the Strategic Plan. [7.4 *Institutional Planning and Budget Development Process Handbook 2011-2012*, 7.5 *Instructional Program Review Policy and Procedures Handbook 9th edition November 2010*], 7.6 *Non-instructional Program Review Policy and Procedure Handbook 5th edition November 2010*, 7.7 *2010-2015 Comprehensive Institutional Master Plan*]

Recommendation Eight (Recommendation added 2008): Fiscal Stability

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

The LCCD Governing Board has the primary and ultimate responsibility for establishing policy and direction for fiscal and academic planning and for ensuring the college’s fiscal stability. To implement this the Board delegates to the Superintendent/President the responsibility for oversight, enforcement and regular reporting. In turn, the Superintendent/President designates the responsibility for maintaining and monitoring the *Multi-Year Fiscal and Academic Recovery Plan* rests to the College’s Chief Business Officer (Executive Director of Fiscal and Auxiliary Services), in consultation with the President’s Cabinet. The fiscal recovery plan includes the State’s Chancellor’s Sound Fiscal Management Self-Assessment Checklist. This self-assessment is being used in part to measure how fiscal recovery impacts the educational programs of the institution and how it impacts student enrollment and retention.

The Governing Board adopted the initial *Multi-Year Fiscal and Academic Recovery Plan* on February 26, 2008. Subsequently, the Governing Board on September 23, 2008 and November 10, 2009 adopted revisions to the initial plan. [8.1 *Multi-Year Fiscal and Academic Recovery Plan- February 2008*, 8.2 *Multi-Year Fiscal and Academic Recovery Plan- September 2008*, 8.3 *Multi-Year Fiscal and Academic Recovery Plan- November 2009*, 8.4 *Governing Board Minutes*]

The Governing Board adopted its Strategic Plan in September Fall 2007. It substantially revised the Strategic Plan in September 2008 and annually reviews the plan for progress and potential revision; the current plan was reviewed and reaffirmed on September 14, 2010. Likewise the college annually evaluates, revises and adopts its Institutional Planning and Budget Development Process and its integrated Comprehensive Institutional Master Plan. This has occurred annually for each of the last three years. The Academic Senate and Consultation Council adopted the current planning budget development handbook on August 19, 2010 and August 26, 2010, respectively. As the primary integrating tool for college planning, the Comprehensive Institutional Master Plan includes the academic portion of the Multi-Year Recovery Plan; the current version was adopted April 29, 2010. [8.5 *Institutional Planning and Budget Development Process Handbook 2011-2012*, 8.6 *2010-2015 Comprehensive Institutional Master Plan*]

Following the resolution of many of the issues identified in the initial Corrective Action Matrix, the institution recognized the value of this detailed quality improvement tool and sustained its use in institutional planning by renaming it the Sustained Improvement Matrix. This monitoring tool integrates recommendations from various sources including annual audit reports, the 2009 FCMAT Management Review and the 2008 Self Study planning agenda. It is reviewed and updated regularly at President’s Cabinet meetings. [8.7 *President’s Cabinet Minutes*, 8.8 *Sustained Improvement Matrix*]

To ensure sound financial management, sustainability and stability of the District the LCCD Governing Board has adopted a policy to keep two months operating expenses (roughly ??%) in reserve. This has been particularly necessary in light of the State’s eroding public sector economy, which has resulted in revenue cuts and cash-flow delays and deferrals.

Since (??), a monthly report of financial actions and assumptions has been presented to the Governing Board in the form of monthly financial statements; in this first pilot effort, because of the manner in which these reports were developed, they reports lagged behind College financial activities by a full month. Starting in November 2009 the process was revised to ensure these statements reflected the immediate past month financial

activities of the District. The Chief Business Officer delivers to the President a monthly cash flow analysis, income statement analysis by both program code and by object code and monthly warrant register who presents this information to the Governing Board at its regular monthly meetings. The Governing Board has also established regular Financial Committee meetings and Audit Committee meetings to regularly review the budget and audit activity of the District. [8.4 *Governing Board Minutes*, 8.7 *President's Cabinet Minutes*]

Update on Areas of 2008 Self-Study Planning Agenda

Progress on the recommendations identified in the 2008 Self-Study has been tracked utilizing the matrix found in appendix C. Of the original fifty-nine identified recommendations, thirty-eight or 64% have been indicated as completed.

Update on Substantive Change Approvals/Pending Proposals

The Substantive Change Proposal to offer an Associate in Arts degree in Liberal Arts more than fifty percent via correspondence mode of deliver was approved by ACCJC in June 2007. The proposal to offer an Associate in Art in Administration of Justice and an Associate in Science in Correctional Science both delivered more than fifty percent via correspondence was deferred at the same meeting.

As a consequence of changes to Title 5 Regulation governing associate degrees the AA in Liberal Arts was repackaged and renamed. The institution received a letter dated August 27, 2009, identifying that ACCJC recognized the repackaging and renaming of the previously approved AA in Liberal Arts becoming the CSU General Education Certificate of Achievement, IGETC Certificate of Achievement, AA in General Studies Emphasis in Social Sciences, AA in University Studies Emphasis in Social Sciences and AA in University Studies Emphasis in Humanities.

The Substantive Change Proposal to offer the Associate in Art in Administration of Justice and an Associate in Science in Correctional Science was resubmitted in Spring 2010 following the removal of the college from sanctions January 2010. The proposal was again deferred pending receipt of an addendum and a visit. The addendum was sent to the subcommittee on Substantive Change on September 17, 2010 and Dr. Susan Clifford, Vice-President, visited the campus on October 4, 2010. The committee took action at their meetings November 4-5, 2010 to approve the Substantive Change Proposal Addendum and Site Visit Report. The Substantive Change Proposal to offer an Associate in Arts degree in Administration of Justice and the Associate in Science degree in Correctional Science more than fifty percent via correspondence mode of deliver was ratified by ACCJC in January 2011.

Documentation by Recommendation

- 1.1 *Strategic Plan***
- 1.2 *Governing Board Minutes***
- 1.3 *2010-2015 Comprehensive Institutional Master Plan***
- 1.4 *Objectives and Strategies Evaluation Matrix 2009-2010***
- 1.5 *Consultation Council Minutes***
- 1.6 *Objectives and Strategies Evaluation Matrix 2008-2009***
- 1.7 *2010-2011 Annual Action Plan – January Status Update***
- 1.8 *Program Review Recommendations for Use in Institutional Planning***
- 1.9 *Report Server – Program Review Data***
- 1.10 *Instructional Program Review Policy and Procedure Handbook 9th edition November 2010***
- 1.11 *2011-2012 Institutional Planning and Budget Development Process Handbook***
- 1.12 *Non-instructional Program Review Policy and Procedure Handbook 5th edition November 2010***
- 1.13 *Institutional Planning and Governance Evaluation Results***
- 1.14 *Institutional Planning and Governance Evaluation Instruments***
- 1.15 *Shared Governance and Collegial Consultation Process Handbook 2010/2011***

- 2.1 *Institutional Student Learning Outcomes adopted March 23, 2010***
- 2.2 *Approved Degree and Certificate Student Learning Outcomes***
- 2.3 *Approved Course Student Learning Outcomes***
- 2.4 *Approved Non-instructional Student Learning Outcomes***
- 2.5 *SLO Assessment Analysis– Fall 2007***
- 2.6 *SLO Assessment Analysis– Spring 2008***
- 2.7 *SLO Assessment Analysis– Fall 2008***
- 2.8 *SLO Assessment Analysis– Spring 2009***
- 2.9 *SLO Assessment Analysis– Summer 2009***
- 2.10 *SLO Assessment Analysis– Fall 2009***
- 2.11 *SLO Assessment Analysis– Spring 2010***
- 2.12 *SLO Assessment Analysis– Summer 2010***
- 2.13 *SLO Assessment Analysis– Fall 2010***
- 2.14 *November 2010 Annual Report on Assessment Results for Student Services Areas***
- 2.15 *Instructional Program Review Policy and Procedures Handbook 9th edition November 2010***
- 2.16 *2010-2015 Comprehensive Institutional Master Plan***
- 2.17 *Institutional Planning and Budget Development Process Handbook 2011-2012***
- 2.18 *2009 Basic Skills IPR***
- 2.19 *2010 Natural Science/Mathematics IPR***
- 2.20 *2010 Administration of Justice/Correctional Science IPR***
- 2.21 *2010 Agriculture IPR***
- 2.22 *2010 Business IPR***
- 2.23 *2010 Child Development IPR***
- 2.24 *2010 Physical Education IPR***
- 2.25 *2010 Vocational Nursing IPR***
- 2.26 *2009 Student Services NIPRs***
- 2.27 *President’s Cabinet Minutes***
- 2.28 *2010 Auxiliary Services – Food Services NIPR***
- 2.29 *2010 Marketing/Public Outreach NIPR***

- 2.30 *2010 Distance Education NIPR*
- 2.31 *2011-2016 Educational Master Plan*

- 3.1 *Instructional Program Review Policy and Procedures Handbook 9th edition November 2010*
- 3.2 *Report Server – Program Review Data* <http://dtrpt.lassen.cc.ca.us/reports>
- 3.3 *Athletic Cost Study*
- 3.4 *Correspondence Program Study*
- 3.5 *2009-2010 Persistence Study*
- 3.6 *2010-2015 Comprehensive Institutional Master Plan*
- 3.7 *Lassen Community College Annual Action Plan 2010-2011*
- 3.8 *Consultation Council Minutes*

- 4.1 *Evaluation Announcement*
- 4.2 *Lassen College Faculty Association (LCFA) Contract*
- 4.3 *Instructional Program Review Policy and Procedures Handbook 9th edition November 2010*

- 5.1 *Governing Board Minutes*
- 5.2 *Organizational Charts*

- 6.1 *2010-2015 Comprehensive Institutional Master Plan*
- 6.2 *Organizational Charts*
- 6.3 *Division Chair Minutes*
- 6.4 *Instructional Program Reviews (College Website link District Documents]*
- 6.5 *Instructional Program Review Policy and Procedures Handbook 9th edition November 2010*
- 6.6 *2011-2016 Educational Master Plan*

- 7.1 *Multi-Year Fiscal and Academic Recovery Plan – February 2008*
- 7.2 *Multi-Year Fiscal and Academic Recovery Plan – September 2008*
- 7.3 *Multi-Year Fiscal and Academic Recovery Plan – November 2009*
- 7.4 *Institutional Planning and Budget Development Process Handbook 2011-2012*
- 7.5 *Instructional Program Review Policy and Procedures Handbook 9th edition November 2010*
- 7.6 *Non-instructional Program Review Policy and Procedure Handbook 5th edition November 2010*
- 7.7 *2010-2015 Comprehensive Institutional Master Plan*

- 8.1 *Multi-Year Fiscal and Academic Recovery Plan – February 2008*
- 8.2 *Multi-Year Fiscal and Academic Recovery Plan – September 2008*
- 8.3 *Multi-Year Fiscal and Academic Recovery Plan – November 2010*
- 8.4 *Governing Board Minutes*
- 8.5 *Institutional Planning and Budget Development Process Handbook 2011-2012*
- 8.6 *2010-2015 Comprehensive Institutional Master Plan*
- 8.7 *President’s Cabinet Minutes*
- 8.8 *Sustained Improvement Matrix – pending and completed*

***March 15, 2011 – Midterm Report
Development, Review and Approval Calendar***

<i>January 29, 2010</i>	<i>Letter from ACCJC/WASC removing college from Sanctions</i>
<i>December 16, 2010</i>	<i>Consultation Council Meeting to receive preliminary draft Midterm Report</i>
<i>January 20, 2011</i>	<i>Consultation Council Meeting Adoption of draft Midterm Report and distribution to campus for review</i>
<i>January 24- February 11</i>	<i>Constituent groups meet to give feedback to Consultation Council representatives</i>
<i>February 24, 2011</i>	<i>Consultation Council Meeting Adoption of the Midterm Report</i>
<i>March 8, 2011</i>	<i>Governing Board approval of Midterm Report</i>

2008 ACCREDITATION SELF-STUDY RECOMMENDATIONS:	
STANDARD ONE: MISSION AND INSTITUTIONAL EFFECTIVENESS	
I.A. Mission	Status/Evidence
<p>Communicate to the campus community the central role of the mission statement in planning, decision- making and in linking plans to resource allocation. (I.A.4.)</p>	<p>Completed Revised mission statement adopted by Governing Board September 23, 2008. Mission statement in included in CIMP, Institutional Planning & Budget Development Handbook. Mission statement, vision statement and strategic goals re-affirmed by Governing Board October 13, 2009 and September 14, 2010. Mission statement along with strategic goals included in every Governing Board, Cabinet, Consultation Council, and Curriculum/Academic Standards Committee agenda. Mission statement and strategic goals also found in Faculty and Institutional Planning and Budget Development Handbooks.</p>
I.B. Improving Institutional Effectiveness	Status/Evidence
<p>1. Implement the adopted institutional planning structure to link student learning outcomes, program review, institutional planning and budget allocation. At the end of the first cycle evaluate and modify as necessary to improve institutional effectiveness. (I.B.1., I.B.4., I.B.6., II.C.2. & III.C.1.d.)</p>	<p>Completed Institutional Planning & Budget Development Handbook adopted November 2007 2008-2009 CIMP including recommendations from program review adopted May 13, 2008 by Governing Board; 2009-2014 CIMP adopted by Consultation Council May 7, 2009 and reviewed by Governing Board June 9, 2009; 2010-2015 CIMP adopted by Consultation Council April 29 , 2010 and reviewed by Governing Board June 8, 2010. Revised NIPR Handbook linking SLO assessment and program review accepted by President’s Cabinet September 29, 2009; Revised IPR Handbook linking SLO assessment and program review accepted by Academic Senate October 1, 2009. Updated and readopted November 16, 2010. Implementation of Process: Strategic goals and program recommendations in master plans utilized in budget allocation during 2008-09 and 2009-2010 annual budget development cycles. The budget development process for 2010-2011 involved planning for budget reductions rather than enhancements, but was still guided by the strategic goals. Evaluation: Institutional planning and budget development process evaluated May 2008, May 2009 and May 2010</p>

	<p>Modification of Process: Revised Institutional Planning & Budget Development Handbook adopted August 2008, September 2009 and September 2010 Revised process utilized in the 2009-10 annual budget development cycle. Revised process utilized in the 2010-11 annual budget development cycle. Revised process being utilized in the 2011-12 annual budget development cycle. Revised instructional program review timeline tied to planning cycle adopted by Academic Senate May 11, 2009 Updated November 16, 2010. Revised non-instructional program review timeline tied to planning cycle and process incorporating student learning outcome assessment adopted by President's Cabinet October 6, 2009. NIPR Handbook revised and adopted June 1, 2010. Updated November 23, 2010.</p>
<p>2. Complete the development of goals and objectives within each of the institutional master plans tied to the strategic goals, evaluate the degree to which the goals have been met and articulate that progress to the campus community. (I.B.2. & I.B.3.)</p>	<p>Completed Strategic Goals adopted by Governing Board August 12, 2008 Updated institutional master plans with objectives and strategies tied to the strategic goals scheduled for adoption June 9, 2009 Implementation and evaluation spreadsheet to measure progress on objectives and strategies adopted by Consultation Council - January 29, 2009 First year status report on progress on short-term objectives and strategies reviewed accepted by Consultation Council May 21, 2009 and reviewed by the Governing Board June 9, 2009 Performance Indicators to measure progress towards adopted strategic goals discussed by Governing Board July 25, 2009 Key Performance Indicators with proposed initial targets discussed by Consultation Council September 24, 2009 and the Governing Board October 13, 2009. Initial baseline data presented November 5, 2009 Updated institutional master plans with objectives and strategies tied to the strategic goals adopted by Consultation Council April 29, 2010. Second year status report on progress on short-term objectives and strategies reviewed accepted by Consultation Council May 27, 2010 and reviewed by the Governing Board June 8, 2010. First Quarterly Review of Progress on annual planning agenda for 2010-2011 presented to Consultation Council October 21, 2010 (attachment distributed to campus with minutes). Second Quarterly Review of Progress on annual planning agenda for 2010-2011 presented to Consultation Council January 20, 2011 (attachment distributed to campus with minutes).</p>

<p>3. Utilize the Annual Fact Book as the mechanism to document assessment results and communicate results to all constituencies utilizing the adopted shared governance structure. (I.B.5.)</p>	<p>Completed Shared governance structure reviewed and updated September 23, 2008, September 3, 2009 and August 26, 2010. Regular review of enrollment data and other facts during President's Cabinet to measure effectiveness. Data driven reporting and revision of data regularly reviewed in President's Cabinet and Academic Planning Committee Instructional Program Review Data Reports on Report Server; updated Fact Book published by IR in March 2010 Key Performance Indicators (KPIs) report to assess Strategic Goal progress presented to Governing Board in December 2009 and updated at Governing Board retreat in Summer 2010</p>
<p>4. Utilize the student learning outcome assessment process, program review process and integrated planning process, specifically the Educational Master Plan, to assure currency and effectiveness a. of the instructional programs and student support services. (I.B.7) b. of the college's programs, degrees and certificates. (II.A.1.a.)</p>	<p>Initiated Academic Planning Committee developed academic objectives and strategies for implementation utilizing data from SLO assessment, IPRs and the adopted CIMP Fall 2008. Educational Master Plan incorporating developed objectives adopted as part of the 2009-2014 CIMP May 7, 2009 by Consultation Council and reviewed by the Governing Board June 9, 2009 Educational Master Plan incorporating developed objectives adopted as part of the 2010-2015 CIMP April 27, 2010 by Consultation Council and reviewed by the Governing Board June 8, 2010 Educational Master Plan incorporating developed objectives adopted as part of the 2011-2016 CIMP on January 20, 2011 by Consultation Council and reviewed by the Governing Board February 8, 2011.</p>
<p>STANDARD TWO: STUDENT LEARNING PROGRAMS AND SERVICES</p>	
<p>II.A. Instructional Programs</p>	<p>Status/Evidence</p>
<p>1. Utilize the student learning outcome assessment process, instructional program review process and integrated planning process, specifically the Educational Master Plan, to assure currency and effectiveness of the college's programs, degrees and certificates. (II.A.1.a, II.A.2.e. & II.A.2.f.)</p>	<p>Initiated Academic Planning Committee developed academic objectives and strategies for implementation utilizing data from SLO assessment, IPRs and the adopted CIMP Fall 2008. Educational Master Plan incorporating developed objectives adopted as part of the 2009-2014 CIMP May 7, 2009 by Consultation Council and reviewed by the Governing Board June 9, 2009</p>

	<p>Academic Senate adopted revised Instructional Program Review Handbook including incorporation of student learning outcome assessment into the review process October 1, 2009. Updated November 16, 2010. Educational Master Plan incorporating developed objectives adopted as part of the 2010-2015 CIMP April 27, 2010 by Consultation Council and reviewed by the Governing Board June 8, 2010. Natural Science/Mathematics IPR -2010 including discussion of SLO Assessment results accepted by Consultation Council May 27, 2010. Auxiliary Services - Food Services NIPP - 2010 accepted by Consultation Council October 7, 2010. Administration of Justice/Correctional Science IPR - 2010 including discussion of SLO Assessment results accepted by Consultation Council October 21, 2010. Business IPR - 2010 including discussion of SLO Assessment results accepted by Consultation Council October 21, 2010. Child Development, Physical Education, Vocational Nursing IPRs accepted by Consultation Council December 2, 2010. Agriculture, IPR and Distance Education NIPR accepted by Consultation Council December 16, 2010. Recommendations from Natural Science/Mathematics, AJ/CORS, Agriculture, Business, Child Development, Physical Education, and Vocational Nursing IPRs forwarded to planning committees January 22, 2011. 2011-2016 EMP adopted by Academic Planning Committee on January 12, 2011 and accepted by Consultation Council January 20, 2011.</p>
<p>2. Evaluate the effectiveness of distance education (online and correspondence delivery methods) to ensure meeting student instructional needs. (II.A.1.b.)</p>	<p>Completed Evaluation of correspondence packets for Fall 2008 completed CIMP - Objectives 2.12 (3.3) Revised Correspondence Handbook for Instructors developed Fall 2009 Form for student evaluation of faculty delivering instruction through correspondence included in Faculty Contract adopted by the Governing Board February 9, 2010 Distance Education NIPR adopted by President's Cabinet December 7, 2010 and accepted by Consultation Council December 16, 2010. Analysis of student retention and success by instructional modality included in NIPR. Distance Education Plan in development Spring 2011</p>
<p>3. Provide at least one “smart” classroom in each instructional building within the next several years. (II.A.1.b.)</p>	<p>Completed Instructional needs for technology and facilities considered as part of the integrated planning and budget development process. Plans currently in place to implement recommendation. Title III Grant application Spring 2010 – re-submittal scheduled for Spring 2011</p>

<p>4. Utilize course assessment results, to integrate course student learning outcomes assessment into program and institutional student learning assessment and use the results of that assessment to make needed modifications to improve student progress and accomplishment of those outcomes and communicate the results college-wide. (II.A.1.c. II.A.2.a. & II.A.2.b.)</p>	<p>Initiated Instructional faculty are aligning course level student learning outcome assessment with program and institutional student learning outcome assessment beginning Fall 2008. Assessment of program and course level student learning outcomes included within Natural Science/Mathematics IPR accepted May 27, 2010. Administration of Justice/Correctional Science IPR - 2010 including discussion of SLO Assessment results accepted by Consultation Council October 21, 2010. Business IPR - 2010 including discussion of SLO Assessment results accepted by Consultation Council October 21, 2010. Child Development, Physical Education, Vocational Nursing IPRs accepted by Consultation Council December 2, 2010. Agriculture, IPR and Distance Education NIPR accepted by Consultation Council December 16, 2010. Recommendations from Natural Science/Mathematics, AJ/CORS, Agriculture, Business, Child Development, Physical Education, and Vocational Nursing IPRs and Distance Education NIPR forwarded to planning committees January 22, 2011.</p>
<p>5. Implement and modify as appropriate the three-year scheduling plan and two-year advising plans for all programs to improve sequencing and time to completion for students. (II.A.2.c.)</p>	<p>Completed Annual update during fall of each year to reflect Curriculum/Academic Standards Committee actions of the previous year Three-year scheduling plan and two-year advising plans updated Fall 2008, Fall 2009 and Fall 2010 Two-year advising plans found on the college website</p>
<p>6. Provide faculty and staff development training in delivery modes, learning styles and diversity, revitalize the interactive television/teleconference classroom, and expand online offerings. (II.A.2.d.)</p>	<p>Initiated Additional online courses in development expected for the Spring 2009 class schedule Academic Senate initiated Faculty Roundtables Fall 2008 (topics Correspondence and Online Instruction)</p>
<p>7. Analyze the effectiveness of the Mathematics departmental course final examination(s) in measuring student learning and implement any appropriate changes. (II.A.2.g.)</p>	<p>Completed The mathematics instructors analyzed the departmental final examination for Elementary Algebra (only course with a departmental final) and determined that the final was not sufficient for the rigor of the course. The departmental final has been discontinued pending the rewrite.</p>

<p>8. Utilize course assessment results, to develop and implement assessment plans for the assessment of</p> <p>a. degree and certificate student learning outcomes. (II.A.2.h. & II.A.2.i.)</p> <p>b. student learning outcomes for institutional general education student learning outcomes. (II.A.3.a, b, & c.)</p>	<p>Initiated</p> <p>Instructional faculty are aligning course level student learning outcome assessment with program and institutional student learning outcome assessment beginning Fall 2008</p> <p>General education student learning outcomes assessed for appropriate general education courses (ES 1, PLC 1, etc.)</p> <p>Topic of general education SLOs revisited by Curriculum/Academic Standards Committee Spring 2009.</p> <p>Assessment of program and course level student learning outcomes included within Natural Science/Mathematics IPR accepted May 2010. Administration of Justice/Correctional Science IPR - 2010 including discussion of SLO Assessment results accepted by Consultation Council October 21, 2010. Business IPR - 2010 including discussion of SLO Assessment results accepted by Consultation Council October 21, 2010. Child Development, Physical Education, Vocational Nursing IPRs accepted by Consultation Council December 2, 2010. Agriculture, IPR and Distance Education NIPR accepted by Consultation Council December 16, 2010. Recommendations from Natural Science/Mathematics, AJ/CORS, Agriculture, Business, Child Development, Physical Education, and Vocational Nursing IPRs forwarded to planning committees January 22, 2011.</p>
<p>9. Clarify the specific areas of concentration within the Liberal Arts; General Education and IGETC University Studies associate degrees in order to meet the changes in Title 5 requirements. (II.A.4.)</p>	<p>Completed</p> <p>Certificates of Achievement in CSU GE and IGETC approved Spring 2008. Revised associate degrees in Administration of Justice, Agriculture, Allied Health, Child Development, Humanities, Natural Science, and Social Science approved Fall 2008. Revised University Studies degree in Physical Education approved Spring 2009.</p>

<p>10. Complete and publish the Faculty Handbook to</p> <p>a. expressly state that student learning outcomes in course syllabi must be consistent with the course outline of record. (II.A.6.a.)</p> <p>b. clearly communicate to all faculty clear expectations concerning the distinction between academic freedom and the line between personal conviction and professionally accepted views in a discipline. (II.A.7.a.)</p> <p>c. clearly communicate to all faculty clear expectations concerning communication with students about consequences of plagiarism and other forms of academic dishonesty. (II.A.7.b.)</p>	<p>Completed</p> <p>Updated Faculty Handbook distributed June 2010</p> <p>SLOs on syllabi - pg 9</p> <p>Academic Freedom/Personal Conviction - pg 12 and Appendix G</p> <p>Plagiarism/Academic Dishonesty - pg 11</p> <p>Annual review and update of Faculty Handbook by the Office of Instruction</p> <p>Faculty Handbook on college website</p>
<p>II.B. Student Support Services</p>	<p>Status/Evidence</p>
<p>1. Utilize the adopted planning structure to integrate the recommendations from the Non-Instructional Program Reviews (NIPRs) into institutional planning documents in order to provide equitable student access to services on and off campus. (II.B.1. & II.B.3.a.)</p>	<p>Completed</p> <p>NIPR recommendations being integrated into the budget and priorities process annually.</p> <p>Student Services NIPRs accepted by President's Cabinet September 8, 2009 and Consultation Council.</p> <p>Maintenance & Operations NIPR accepted by Cabinet September 22, 2009 and Consultation Council.</p> <p>Revised NIPR Handbook linking SLO assessment and program review accepted by President's Cabinet September 29, 2009</p> <p>Revised NIPR Handbook accepted by President's Cabinet June 1, 2010.</p> <p>Recommendations from 2009 NIPRs incorporated in the "Program Review Recommendations for Institutional Planning" January 2010.</p> <p>Recommendations from Auxiliary Services – Food Services, Marketing/Public Outreach, and Distance Education NIPRs forwarded to planning committees January 22, 2011.</p> <p>Recommendation institutionalized in adopted planning and budget allocation processes.</p>

<p>2. Assess student interest in order to increase student participation in college activities. (II.B.3.b.)</p>	<p>Completed Provided enhanced ASB Student Survey in Spring 2008. Increased student activities available to all students in Spring 08 and Fall 08 Annual ASB Student Survey completed Spring 2009</p>
<p>3. Develop and implement an early alert program to identify students in need of counseling, tutoring, or other student support services which will result in a successful retention program. (II.B.3.c.)</p>	<p>Initiated Provided enhanced student orientation programming, work-study orientation, and student educational planning. Basic Skills committee and plan is monitoring effective strategies and basic skills needs in English, Math and Reading Incorporated into institutional planning 2009-2014 CIMP Ongoing strategy in 2010-2015 CIMP</p>
<p>4. Expand and refine the Annual Fact Book through the utilization of the new computer system, Datatel, to obtain more information on student data reports and data requirements for program review. (II.B.3.c, II.B.4. & IV.B.2.b.)</p>	<p>Completed Annual Fact Book reorganized and published March 2010 Instructional Program Review Data Reports available on Report Server December 2009 and updated by term – reports for eleven terms available “QuickFacts” brochure published by IR in March 2010 FY 09/10 Established research agenda for decision support Growing access to usage of reports on the report server. Regular review of data in President’s Cabinet.</p>
<p>5. Coordinate with the Dean of Student Services, EOPS, and ASB staff to support and coordinate more student activities that support cultural diversity on campus. (II.B.3.d.)</p>	<p>Initiated Increasing outreach to Native American and Latino communities. Cinco De Mayo On Campus celebration annualized beginning Spring 2008 Expand role of Student Ambassadors in planning cultural diversity activities; Coordinate with OOI for curricular activities?</p>
<p>6. Develop an Enrollment Management/Student Service Plan (containing the Student Equity Plan), which includes ways to increase recruitment of culturally diverse populations to Lassen Community College. (II.B.3.d.)</p>	<p>Initiated The Student Services Plan informed by the Educational Master Plan. 2011-2016 Educational Master Plan adopted by Academic Planning Committee on January 12, 2011 and accepted Consultation Council January 20, 2011</p>

7. Convene a student panel to review assessment test and instructions for possible cultural and/or linguistic bias; implement appropriate changes. (II.B.3.e.)	Initiated Implementing a Consequential Validity Study for the college assessment test in Fall 2008 Validity study continues throughout FY 08/09 looking for possible bias
8. Provide training to staff and faculty to ensure compliance with the Family Educational Rights and Privacy Act (FERPA) policies. (II.B.3.f.))	Initiated FERPA policy reviewed on 10.4.08 with student services staff and in President's Cabinet. On going review assigned to A&R Reviewing Board Policy based on FERPA
II.C. Library and Learning Support Services	Status/Evidence
1. To encourage broad faculty participation, develop formal procedures for selection and evaluation of library materials and equipment, and, through the institutional planning process, develop a combined, larger, more accessible Learning Resources Center. (II.C.1.a.)	Initiated Recommendation institutionalized in adopted planning and budget allocation processes.
2. Develop a Human Resource Plan to assess the effective use of human resources through the evaluation of staffing recommendations from the other institutional planning documents such as program reviews, which is evaluated and updated annually. (III.A.2. III.A.6. & II.C.1.b.)	Initiated Human Resource Plan (Staffing Plan) one component of 2009-2014 CIMP adopted by Consultation Council May 7, 2009 and reviewed by the Governing Board June 9, 2009 ; Staffing Priorities recommended by Consultation Council April 30, 2009 based on program review and planning recommendations Staffing plan (instructional) incorporated into Education Master Plan as part of 2010-2015 CIMP adopted by Consultation Council April 27, 2010 . Human Resource Plan one component of 2010-2015 CIMP adopted by Consultation Council April 27, 2010 . 2011-2016 Educational Master Plan adopted by Academic Planning Committee on January 12, 2011 and accepted by Consultation Council January 20, 2011 informs the Human Resource Plan, in development
3. Through the institutional planning process—the Educational Master Plan and the Facilities Master Plan, the college will effect prioritization and appropriate allocation of resources to update the existing technology and consider a new building. (II.C.1.c.)	Completed Recommendation institutionalized in adopted planning and budget allocation processes NIPR – Library scheduled for Spring 2012

<p>4. Through the institutional planning process, provide effective maintenance and security for the college's library and other learning support services, including specific provision for additional technical and professional staff: plan for the creation of a centralized Learning Resources Center in order to consolidate staff and incorporate instructional media and other functions performed by the Library and the Learning/Tutoring Center. (II.C.1.d.)</p>	<p>Completed Recommendation institutionalized in adopted planning and budget allocation processes NIPR – Library scheduled for Spring 2012</p>
<p>5. To consult formally and informally with faculty and students to evaluate cooperatively-acquired resources for reliability, accessibility, usability, and suitability so support the mission of the college, and to monitor cooperative purchasing opportunities to provide excellent online resources. (II.C.1.e.)</p>	<p>Completed Recommendation institutionalized in adopted planning and budget allocation processes NIPR – Library scheduled for Spring 2012</p>
<p>6. Implement the adopted institutional planning structure to link student learning outcomes, program review, institutional planning and budget allocation. At the end of the first cycle evaluate and modify as necessary to improve institutional effectiveness. (I.B.1. I.B.4. I.B.6. & II.C.2.)</p>	<p>Completed Recommendation institutionalized in adopted planning and budget allocation processes NIPR – Library scheduled for Spring 2012 Initial progress on planning objectives evaluation completed May 2009 Revised NIPR Handbook linking SLO assessment and program review accepted by President's Cabinet September 29, 2009 Revised NIPR Handbook accepted by President's Cabinet June 1, 2010. Revised November 23, 2010</p>
<p>STANDARD THREE: RESOURCES</p>	
<p>III.A. Human Resources</p>	<p>Status/Evidence</p>
<p>1. Use appropriate staff evaluation functions to review and revise classified job descriptions for accuracy and relationship to institutional mission and goals. (III.A.1.a.)</p>	<p>Initiated Director of Human Resources review of evaluation status and instruments Fall 2008 CSEA and district engaged in negotiations</p>
<p>2. Utilize the collective bargaining process to modify the evaluation process and forms to address changing performance expectations. (III.A.1.b.)</p>	<p>Initiated Director of Human Resources review of evaluation status and instruments Fall 2008 Agreement between LCFA and District revising evaluation instruments adopted by the Governing Board February 9, 2010 CSEA and district engaged in negotiations</p>

<p>3. Develop procedures and forms consistent with board policy for the evaluation of confidential employees. (III.A.1.b.)</p>	<p>Initiated Director of Human Resources review of evaluation status and instruments Fall 2008 Management/confidential employees and district meet regularly</p>
<p>4. Revise evaluation forms as appropriate to include a specific component to assess the effectiveness in producing stated student learning outcomes through appropriate bargaining unit negotiations. (III.A.1.c.)</p>	<p>Completed Faculty evaluation includes participation in instructional program review and student learning outcome assessment addressed during program review.</p>
<p>5. Develop a Human Resource Plan to assess the effective use of human resources through the evaluation of staffing recommendations from the other institutional planning documents such as program reviews, which is evaluated and updated annually. (III.A.2. III.A.6. & II.C.1.b.)</p>	<p>Initiated Human Resource Plan (Staffing Plan) one component of 2009-2014 CIMP adopted by Consultation Council May 7, 2009 and reviewed by the Governing Board June 9, 2009; Staffing Priorities recommended by Consultation Council April 30, 2009 based on program review and planning recommendations Human Resource Plan one component of 2010-2015 CIMP adopted by Consultation Council April 27, 2010. 2011-2016 Educational Master Plan adopted by Academic Planning Committee on January 12, 2011 and accepted by Consultation Council January 20, 2011 informs the Human Resource Plan, in development</p>
<p>6. Revise board policies as necessary for consistency with changes in Title 5 regulations and bargaining agreements, incorporated the policy changes into college procedures and consistently implement adopted procedures. (III.A.3.a.)</p>	<p>Initiated Implementing CCLC Policy Service Board Policy Structure to be completed during FY 10-11</p>
<p>7. Complete development of a district equal employment opportunity plan and implement training of staff and faculty on components of the equal employment opportunity plan requirements. (III.A.4.a.)</p>	<p>Completed EEO Plan Recommendation for adoption from Consultation Council March 12, 2009 Accepted by Governing Board July 14, 2009</p>
<p>8. Assess the college employment record relevant to equity and diversity over the last five years and incorporate the data into the Annual Fact Book. (III.A.4.b.)</p>	<p>Completed Human Resource Committee meeting Data included in Annual Fact Book</p>

<p>9. Utilize the Faculty and Staff Development Committee to assess individual and organizational needs for professional growth and ensure professional development activities are meeting the need of the college's personnel. (III.A.5.a. & b.)</p>	<p>Initiated Human Resource Committee meeting annually to develop the Human Resource Plan with Faculty and Staff Development component in conjunction with other institutional planning documents</p>
<p>III.B. Physical Resources</p>	<p>Status/Evidence</p>
<p>Utilize the program review process, Facilities Master Plan, and adopted resource allocation process to plan for short-term and long-term development and maintenance of facilities both on and off campus. (III.B.1.a., III.B.1.b., III.B.2.a. & III.B.2.b.)</p>	<p>Completed Facilities Planning Committee meets regularly Updated Facilities Master Plan scheduled for adoption Spring 2009. 2009-2010 budget currently in development including facilities requests Resource allocation determined by the integrated planning and budget development process (facilities included) Maintenance & Operations NIPR accepted by Cabinet September 22, 2009 Updated Facilities Master Plan adopted April 27, 2010. 2011-2016 Educational Master Plan adopted by Academic Planning Committee on January 12, 2011 and accepted by Consultation Council January 20, 2011 informs the Facilities Plan, in development. Recommendation institutionalized in adopted planning and budget allocation processes.</p>
<p>III.C. Technology Resources</p>	<p>Status/Evidence</p>
<p>1. Implement the non-instructional program review process as required for the Information Technology function to feed the budget development process and utilize the Institutional Technology and Educational Technology Plans as part of institutional college planning in order to provide effective technology support for the institution including distance education. (III.C.1.a.)</p>	<p>Completed Non-instructional Program Review for Institutional Technology completed Spring 2008 Updated Institutional Technology Plan adoption May 7, 2009 as one component of 2009-2014 CIMP. Updated Institutional Technology Plan adoption April 27, 2010 as one component of 2010-2015 CIMP. Information Technology NIPR due May 2011 Updated Institutional Technology Plan in development Recommendation institutionalized in adopted planning and budget allocation process</p>

<p>2. Implement the revised Institutional Planning and Budget Development Process during the 2007-2008 academic year to ensure</p> <p>a. institutional planning is based on a realistic assessment of resource availability and the development of financial resources. (III.D.1.b.)</p> <p>b. the 2008-2009 adopted budget allows for all constituencies to have appropriate opportunities to participate in its development. (III.D.1.d.)</p>	<p>Completed</p> <p>2008-2009 budget developed utilizing the adopted Institutional Planning and Budget Development Process</p> <p>2009-2010 budget developed utilizing the adopted Institutional Planning and Budget Development Process</p> <p>Institutional prioritization of budget requests occurred April 30, 2009.</p> <p>2010-2011 budget developed utilizing the adopted Institutional Planning and Budget Development Process despite the need for a planned 5% reduction in expenditures instead of enhancement.</p> <p>2010-2011 Budget adopted by the Governing Board October 12, 2010.</p> <p>2011-2012 budget development process initiated October 2010.</p> <p>Recommendation institutionalized in adopted planning and budget allocation process</p>
<p>3. Implement the adopted institutional planning structure to link student learning outcomes, program review, institutional planning and budget allocation to address Datatel system needs. At the end of the first cycle evaluate and modify as necessary to improve institutional effectiveness. (I.B.1., I.B.4., I.B.6., II.C.2. & III.C.1.d.)</p>	<p>Completed</p> <p>Institutional Planning & Budget Development Handbook adopted November 2007</p> <p>CIMP including recommendations from program review adopted May 13, 2008 by Governing Board Process</p> <p>Institutional planning and budget development process evaluated May 2008</p> <p>Revised Institutional Planning & Budget Development Handbook adopted August 2008</p> <p>Non-instructional Program Review for Institutional Technology completed Spring 2008</p> <p>Updated Institutional Technology Plan adoption May 7, 2009 as one component of 2009-2014 CIMP.</p> <p>Updated Institutional Technology Plan adoption April 27, 2010 as one component of 2010-2015 CIMP.</p> <p>Resource allocation determined by the integrated planning and budget development process (institutional technology included)</p> <p>Revised Institutional Planning & Budget Development Handbook adopted September 29, 2009 and August 26, 2010</p>
<p>4. Develop Disaster Recovery/Business Continuity Plans. (III.C.2.)</p>	<p>Initiated</p> <p>The Dean of Administrative Services and Director of Maintenance with an adhoc shared governance committee are preparing draft plans for adoption Spring 2009.</p>

III.D. Financial Resources	Status/Evidence
<p>1. Implement the revised Institutional Planning and Budget Development Process during the 2007-2008 academic to ensure the 2008-2009 adopted budget supports the institutional mission, goals, and planning agendas. (III.D.1.a.)</p>	<p>Completed</p> <p>Institutional Planning & Budget Development Handbook adopted November 2007 CIMP including recommendations from program review adopted May 13, 2008 by Governing Board Process</p> <p>Institutional planning and budget development process evaluated May 2008, May 2009, and May 2010</p> <p>Revised Institutional Planning & Budget Development Handbook adopted August 2008 2008-2009 budget developed utilizing the Institutional Planning and Budget Development Process Implementation and evaluation spreadsheet on progress towards objectives and strategies adopted by Consultation Council - January 29, 2009</p> <p>First Annual status report on progress on short-term objectives and strategies adopted by Consultation Council May 21, 2009 and reviewed by the Governing Board June 9, 2009</p> <p>2009-2010 budget developed utilizing the revised Institutional Planning and Budget Development Process tied to strategic goals, objectives and strategies identified in the 2009-2014 CIMP</p> <p>Second year status report on progress on short-term objectives and strategies reviewed accepted by Consultation Council May 27, 2010 and reviewed by the Governing Board June 8, 2010.</p> <p>2010-2011 budget developed utilizing the revised Institutional Planning and Budget Development Process tied to strategic goals, objectives and strategies identified in the 2010-2015 CIMP</p> <p>Revised Institutional Planning & Budget Development Handbook adopted September 2009 and August 26, 2010.</p> <p>First Quarterly Review of Progress on third year annual plan conducted by Consultation Council October 21, 2010.</p> <p>Second Quarterly Review of Progress on third year annual plan conducted by Consultation Council January 20, 2011.</p> <p>Recommendation institutionalized in adopted planning, budget allocation and evaluation process</p>

<p>2. Implement the revised Institutional Planning and Budget Development Process during the 2007-2008 academic year to ensure</p> <p>a. institutional planning is based on a realistic assessment of resource availability and the development of financial resources. (III.D.1.b.)</p> <p>b. the 2008-2009 adopted budget allows for all constituencies to have appropriate opportunities to participate in its development. (III.D.1.d.)</p>	<p>Completed</p> <p>Institutional Planning & Budget Development Handbook adopted November 2007</p> <p>CIMP including recommendations from program review adopted May 13, 2008 by Governing Board Process</p> <p>Institutional planning and budget development process evaluated May 2008 and May 2009</p> <p>Revised Institutional Planning & Budget Development Handbook adopted August 2008</p> <p>2008-2009 budget developed utilizing the Institutional Planning and Budget Development Process</p> <p>Revised handbook adopted August 2008</p> <p>Implementation and evaluation spreadsheet on progress towards objectives and strategies adopted by Consultation Council - January 29, 2009</p> <p>First Annual status report on progress on short-term objectives and strategies adopted by Consultation Council May 21, 2009 and reviewed by the Governing Board June 9, 2009</p> <p>2009-2010 budget developed utilizing the revised Institutional Planning and Budget Development Process tied to strategic goals, objectives and strategies identified in the 2009-2014 CIMP</p> <p>Second year status report on progress on short-term objectives and strategies reviewed accepted by Consultation Council May 27, 2010 and reviewed by the Governing Board June 8, 2010.</p> <p>2010-2011 budget developed utilizing the revised Institutional Planning and Budget Development Process tied to strategic goals, objectives and strategies identified in the 2010-2015 CIMP</p> <p>Revised Institutional Planning & Budget Development Handbook adopted September 2009 and 2010</p> <p>First Quarterly Review of Progress on third year annual plan conducted by Consultation Council October 21, 2010.</p> <p>Second Quarterly Review of Progress on third year annual plan conducted by Consultation Council January 20, 2011.</p> <p>Recommendation institutionalized in adopted planning, budget allocation and evaluation process</p>
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<p>3. Complete and publish a Multi-Year Fiscal and Academic Recovery Plan that</p> <p>a. assesses the Districts fiscal condition and communicates the Districts resource availability, development of financial resources, partnerships, and expenditure requirements. (III.D.1.b.)</p> <p>b. considers the long-term financial priorities when making short-term financial plans to assure financial stability. (III.D.1.c.)</p>	<p>Completed</p> <p>Multi-Year Fiscal and Academic Recovery Plan adopted February 26, 2008</p> <p>Revised Plan approved September 23, 2008</p> <p>On-going assessment of the district’s fiscal condition</p> <p>Status reports to President’s Cabinet and campus community(budget forums and Consultation Council minutes)</p> <p>Multi-Year Recovery Plan reviewed and updated – adopted by the Governing Board November 10, 2009</p>
<p>4. Refine the format of annual budget to communicate the strategic direction of the institution in terms of financial funding and publish the annual audit, the related findings, and the related responses in a timely manner to assure the institution of appropriate allocation and use of financial resources. (III.D.2.a.)</p>	<p>Completed</p> <p>Final Budget for 2008-2009 approved by the Governing Board September 23, 2008</p> <p>2007-2008 annual audit published December 31, 2008</p> <p>Financial section incorporated into CIMP</p> <p>On-going assessment of the district’s fiscal condition</p> <p>Status reports to President’s Cabinet and campus community</p> <p>On-going updates of Corrective Action Matrix reviewed by President's Cabinet</p> <p>2009-2010 budget developed utilizing the revised Institutional Planning and Budget Development Process tied to strategic goals, objectives and strategies identified in the 2009-2014 CIMP</p> <p>Final Budget for 2009-2010 approved by the Governing Board October 13, 2009</p> <p>Revised 2009-2010 Budget adopted by the Governing Board February 9, 2010</p> <p>Annual Audit presented to the Governing Board February 9, 2010</p> <p>Final Budget for 2010-2011 approved by the Governing Board October 12, 2010</p> <p>Annual Audit presented to the Governing Board February 8, 2011</p>

<p>5. Continue to review, evaluate, and improve the operational procedures resulting from the implementation of the new Datatel system. (III.D.2.g.)</p>	<p>Initiated Datatel Users Group formed in Spring 2010 charged with creating a prioritized list of operational procedures requiring process review as a result of the Datatel implementation.</p>
<p>6. Communicate the program review schedule and importance of a regular systematic evaluation for institutional planning and budget development purposes. (III.D.3.)</p>	<p>Completed Instructional Program Review Orientation held August 14, 2008 Regular discussions of instructional program review process at Academic Senate, Division Chairs and Division Meetings Revised timeline for instructional program review adopted by the Academic Senate May 11, 2009 Non-instructional program reviews scheduled for 2010 announced at Consultation Council on October 8, 2009. Instructional program reviews scheduled for 2010 announced at Consultation Council on October 15, 2009. Orientation for 2009-2010 instructional program reviews held January 21, 2010 Non-instructional program reviews scheduled for 2011 announced at Consultation Council on October 7, 2010. Instructional program reviews scheduled for 2011 announced at Consultation Council on October 21, 2010. Announcement of upcoming program reviews each October</p>

STANDARD FOUR: LEADERSHIP AND GOVERNANCE	
IV.A. Decision-Making Roles and Processes	Status/Evidence
<p>1. Use the evaluation process for the governance structure to determine whether faculty, staff, and student participation in governance, communication and professional relationships have improved. (IV.A.1.IV.A.2.a. & IV.A.3.)</p>	<p>Completed Shared governance document evaluated May 2008, May 2009, May 2010 Revised document adopted September 23, 2008, September 3, 2009, and August 26, 2010 Recommendation institutionalized in adopted evaluation process Annual Evaluation of the shared governance process each May</p>
<p>2. Include in new employee orientation, an introduction to the accreditation standards and process of institutional self-study. (IV.A.4.)</p>	<p>Initiated HR/Staff Development Committee gathering information on existing new employee orientation programs offered by Community Colleges.</p>
<p>3. Publish Consultation Council agendas and minutes to the college web site. (IV.A.5.)</p>	<p>Completed Consultation Council/Strategic Planning Committee agendas and minutes emailed to everyone distribution list on email and published on the college website</p>

IV. B. Board and Administrative Organization	Status/Evidence
1. Replace all Board Policy Manuals with new, updated manuals and make an updated Board Policy Manual available on the college website. (IV.B.1.d.)	<p>Completed Updated Board Policies posted to the college website</p>
2. Provide an orientation to assist each new Governing Board member-elect to understand the Governing Board's functions, policies and procedures upon the assumption of office. (IV.B.1.f.)	<p>Completed Orientation for newly elected board members was provided Fall 2008. President provides orientation for each new board member President provides annual board training on boardsmanship</p>
3. Assure timely completion and reporting of the Governing Board evaluation process of the President. (IV.B.1.j.)	<p>Completed Annual evaluation of President completed June 10, 2008. Interim evaluation completed September 9, 2008 Annual evaluation of President completed February 2009 Annual evaluation of President completed June 2010 Annual evaluation of the college president each June</p>
4. Provide for the professional development of administrators and use the evaluation process to manage performance. (IV.B.2.a.)	<p>Completed Evaluations of all administrators are current effective Fall 2008, Fall 2009, Fall 2010 On-going annual evaluation of all college administrators The Lassen College Leadership Development Program (LCLDP) was initiated in Spring 2010. The program was developed with the aim of strengthening the management team. LCLDP is a two-year program built on the framework of trust, credibility, integrity, and values. There are four modules of leadership, communication, work/life balance, and governance & planning in year one. Year two contains two modules of community & campus relations and personal/professional goals.</p>

<p>5. Expand and refine the Annual Fact Book through the utilization of the new computer system, Datatel, to obtain more information on student data reports and data requirements for program review.</p>	<p>Completed Annual Fact Book reorganized and published March 2010 Instructional Program Review Data Reports available on Report Server December 2009 and updated by term – reports for eleven terms available “QuickFacts” brochure published by IR in March 2010</p>
<p>6. Evaluate budget development timeline, budget development and institutional planning processes used in developing the 2008-2009 budget and make appropriate adjustments to processes and timeline for the 2009-2010 academic year. (IV.B.2.d. & III.D.1.)</p>	<p>Completed Timeline for 2009-2010 revised as a consequence of evaluation conducted in May 2008 Recommendation institutionalized through the adopted evaluation process and timeline. Annual evaluation of the planning and budget development process each May. No changes in timeline 2009, 2010 and 2011.</p>
<p>7. Conduct focused research to determine whether the President’s communications with served communities is effective. (IV.B.2.e.)</p>	<p>Completed As a result of the President’s communication with local leaders in education, an Education Collaboration Summit was held Spring 2010. At the completion of the Summit each attendee completed a survey. The results from that survey led to an Educational Symposium held fall 2010. Each of these events was geared towards improving communication among the county-wide educational communities and has resulted in several key initiatives. The Educational Collaborative is meeting regularly.</p>