

Consultation Council/Strategic Planning Committee Minutes
October 14, 2011 [Document is 11 pages long]

Present

Cheryl Aschenbach (AS/Div Chair-faculty)	Katelynn Johnston (ASB)
Sandy Beckwith (Lead Counselor – faculty)	Jeff Lang (classified)
Carie Camacho (Div Chair -faculty)	Sue Mouck (Accreditation Liaison -faculty)
Kayleigh Carabajal (Dean of Academic Services)	Bill Studt (Interim President)
Dave Clausen (Dean of Admin Services)	Cary Templeton (Dean of Student Services)

Absent

Colleen Baker (Div Chair-faculty)	Logan Merchant (Chair/IT Planning)
Terry Bartley (management)	Carol Montgomery (classified)
Shelly Baxter (management)	Eric Rulofson (Chair/ Facilities Planning)
Marshel Couso (management)	Ross Stevenson (Div Chair-faculty)

Guests

None

In the absence of a quorum, the informational meeting began at 1:10 pm, a quorum was obtained at 1:20 pm.

Consultation Council:

1. Results of Consultation Council Members Meeting Schedule Survey

Chair Sue Mouck identified that with twelve out of nineteen individuals completing the best time for Consultation Council survey two times had emerged, 1:00 pm Thursday and 1:00 pm Friday, during which two individuals indicated that they were unavailable. One individual who had indicated a problem with the Thursday meeting time stated that she would be able to make most meeting. Due to the difficulties in establishing a quorum on Friday for the last several meetings, Sue Mouck indicated that the meeting will move to Thursday at 1:00 pm in CD-119.

2. Report on Accreditation Self-Evaluation Workshop – October 7, 2011

Eight representatives (administration, faculty, management and classified) from the campus attended the Accreditation Self-Evaluation Workshop last Friday in Sacramento. Individuals in attendance indicated that the workshop provided a good review of the accreditation process. They further indicated that due to the accreditation history at Lassen College, our representatives were much more familiar with the process as compared to the other colleges (Sierra, Mendocino, and MTT). The consensus was that Lassen College is in a good position to begin the self-evaluation process. The task for us is not nearly as daunting as for other institutions due to our familiarity with the expectations of ACCJC and the ongoing work, which has been occurring. New information provided include the need to provide documentation supporting the self-evaluation to ACCJC in the electronic format and the use of the term “student administrative outcomes” referring to student learning outcomes for non-instructional areas. In answer to a question on the process and timeline, Sue Mouck responded that a timeline was provided last spring, which will again be made available. Briefly, she indicated that a survey of interest in serving on accreditation standard committees will be distributed to every employee in November. Every full-time employee will be assigned to one of the four standards (Institutional Mission and Effectiveness, Student Learning Programs and Services, Resources, Leadership and Governance) based on their interest and the need for institutional balance prior to the end of the fall semester. Sue Mouck indicated that she has already approached several individuals as potential chairs for the committees. She suggests at least two chairs for each committee with one administrator having primary assignment to each standard. The expectation is that each committee will hold an organizational meeting some time during the spring semester to establish timelines and assign tasks. The writing of the standards will actually occur between August 2012 and May 2013. Ms.

Mouck indicated that she would expect the completion of a near final draft of the self-evaluation May 2013. That allows updates followed by constituent group review to occur during Fall 2013 for adoption by the Governing Board by December 2013. The team visit should occur March 2014. A process to assign new employees to a standard during the next eighteen months was suggested. Dave Clausen asked about the expected cost for accreditation. Ms. Mouck indicated that in 2013-2014 the cost of printing and hosting the visiting team would be required. She further indicated that during 2012-2013 compensation for the chairs of committees would be warranted as well as some time for clerical support. She was reminded that at one time the institution employed a half-time administrative assistant to support accreditation. She acknowledges the need for clerical support for minutes at committee meetings and the formatting of the final document, but was not sure of the need for a half-time position because the committees will be developing the self-evaluation document from the 2008 document and much of the documentation will have already been gathered. Mr. Clausen will prepare the budget proposals for accreditation.

3. Personnel Update (Information) – Administration

Several new classified employees began working this week (ISS - DSPS, ISS- Science, Admin Asst- PE). Additional positions are moving forward. Sandy Beckwith indicated that the selection committee for the ISS – Adaptive PE had met prior to the position being advertised. She identified that the early meeting of the committee had been extremely positive. Several potential problems with the announcement had been corrected. She indicated that she hoped that the earlier meeting of the committee was a permanent change in the process.

Strategic Planning:

1. 2011 Information Technology NIPR Executive Summary (Information)

Dr. Kayleigh Carabajal presented the Information Technology NIPR, which was accepted by Cabinet on October 11, 2011. Jeff Lang applauded the concrete proposal of recommendations as opposed to the general discussion of issues. **By consensus, Consultation Council forwarded the document to the Governing Board and accepted the document for consideration in future planning efforts**

2. 2011 Contract Education NIPR Executive Summary (Information)

Dr. Kayleigh Carabajal presented the Contract Education NIPR, which was accepted by Cabinet on October 11, 2011. Jeff Lang expressed his concern that this NIPR fell into the “plan –to-plan” category. He would prefer to see a historical introduction with more specific proposals. He was unclear about the decision to pursue credit as compared to noncredit courses. There ensued some clarifying discussion about the difference between credit and non-credit instruction as well as contract education and community service classes. The membership agreed that some of the questions would have been answered if the committee had been provided with the entire non-instructional program review document. Dave Clausen indicated that contract education will come up during the budget development discussion because there is currently insufficient financial and infrastructure support for contract education. **By consensus, Consultation Council forwarded the document to the Governing Board and accepted the document for consideration in future planning efforts. In the future the entire program review as well as the executive summary will be provided to the committee for their review.**

Information:

The budget development timeline was provided as information:

Budget Development Timeline

- a. October – budget requests developed
- b. October through Mid-November – program areas prioritize requests and forward prioritized lists to area deans and back to unit members
- c. Mid-November through December – area administrators prioritize requests in consultation with unit level managers

The administration is committed to following the budget development timeline this year so meaningful evaluation and adjustments can occur for the next planning cycle.

Other:

Jeff Lang expressed concern that there appears to be a double standard relating to dogs on campus. He was specifically told to remove his dog from campus, while others seem to bring their dogs to campus regularly. The deans assured Mr. Lang, that they have told numerous individuals to remove their dogs from campus. The board policy states no dogs on campus with exceptions such as the rodeo this weekend.

Jeff Lang also expressed concern about the “For Sale” signs posted on the college property across the street. Dave Clausen indicated that he will investigate. He also indicated that he has visited all of the college properties and a report will be presented to the Governing Board on college properties soon.

The meeting adjourned at 2:05 pm

Future Agendas:

1. **2011-2013 Action Plan Evaluation Matrix – Status October 2011 – October 21, 2011 - Dr. Kayleigh Carabajal**
2. **Revised KPI’s for 2011-2012 (Consultation) --- Dr. Kayleigh Carabajal**
3. **2010 Administrative Services (Duplicating, Purchasing, Logistics, Fiscal Services) NIPR (Information) — Dave Clausen**
1. **2011 Social Science IPR (Information) – October 2011– Cheryl Aschenbach**
2. **2011 Fire Technology IPR (Information) – October 2011– Cheryl Aschenbach**
3. **2011 Gunsmithing IPR (Information) – October 2011– Cheryl Aschenbach**
4. **2011 Journalism IPR (Information) – October – Cheryl Aschenbach**
5. **2011 Welding Technology IPR (Information) – October – Cheryl Aschenbach**
6. **Selection and Hiring Manual – October 2011**
7. **2011 Vocational Nursing IPR (Information) – October 28, 2011– Cheryl Aschenbach**
8. **2012-2017 Educational Master Plan (Consultation) – October 28, 2011– — Dr. Kayleigh Carabajal**
9. **2011 Instructional Services (Learning Center) NIPR (Information) – November 2011 - Colleen Baker**
10. **Review of November 8, 2011 Governing Board Agenda (Information) – October 28, 2011- Bill Studt**

2011 Information Services
Non- Instructional Program Review
Executive Summary/Abstract

Lassen Community College is committed to a focus on the three prong core mission as stated in the recently revised College Mission statement:

*Lassen Community College provides outstanding programs for all pursuing higher education goals. The core programs offer a wide range of educational opportunities including transfer degrees and certificates, economic and workforce development and basic skills instruction, The college serves students, both on campus and in outreach areas in its effort to build intellectual growth, human perspective and economic potential.**

Governing Board Mission Revision: September 13, 2011

The Information Services Department addresses, both directly and indirectly, those functions that ensure high quality support and delivery thus maximizing student access and success for the communities we serve. These functions help the College achieve the level of leadership set forth by the Governing Board in the College's Vision to:

- 1. Be the Academic Leader by ensuring Quality and Student Success**
- 2. Be the Educational Leader by expanding Outreach and Student Access**
3. Be a Trusted Steward by providing capable Leadership and Accountability
4. Be the Economic and Workforce-Development Leader for the Community
5. Be the Cultural Leader in the Community
6. Be the Civic & Social Leader in the Community
7. Become the Model of a highly efficient self-sustaining Rural Community College

An analysis of Information Services (IS) over the last three years (since the 2008 Information Technology NIPR) indicates a growing demand for those functions. In an era of budget constraints and growing expectations for technology-based process solutions, an exquisite attention to efficiency, effectiveness and sustainability is required in this department. Robust planning and accountability, as well as an expanding role for Information Services' functions at the College, are an expectation of information technology in the educational enterprise. This expanded role will aid the College in fully achieving its purpose and potential and simultaneously be responsive to the educational needs of the community.

Summary: This Program Review is testimony to the significant investment the College made in IS infrastructure improvement as a result of the two-year COM.P.ACT action plan. The Review points to a number of challenges in planning for long-term sustainability of these additional improvements and capabilities. Crucial to future success will be the inclusion of changing IS expectations, evaluation and accountability in all planning efforts.

The College will likely find solutions/strategies in a mix of increased staffing in applications (Datatel, online support and instructional support), increased baseline funding for ongoing equipment refresh, implementation of an organized and centralized approach to inventory, purchasing and maintenance of hardware, software, applications and document management, and the outsourcing of deep infrastructure management. These suggestions include policy and strategies, resources and business continuity planning. All require a proactive plan for disaster prevention and recovery for critical equipment and services and planned absence coverage for staff.

Lastly, this Program Review suggests a revision to the current Student Learning Outcomes (approved by Cabinet in September, 2010). Currently, SLOs for those functions provided by Information Services are:

As a result of increasing WebAdvisor functionality (e.g., registration and application), students will demonstrate ability to access and act upon web-based information.

As a result of increasing WebAdvisor functionality (e.g., registration and application, faculty and staff members will demonstrate the ability to promote utilization of and familiarity with WebAdvisor and thus support students in navigating complex technology-based systems.

As a result of increasing usage of SharePoint, faculty and staff members will demonstrate the ability to increase their support of cooperation within a collaborative environment for students.

Suggestions for changes in SLOs will be made in fall 2011 during the Institutional Technology Master Planning process.

B. Recommendations from Sections 1-6 listed with priority rank

Planning and Assessment

1. Create a Disaster Recovery/Business Continuity Plan for the college to ensure the availability of critical systems.

5. Address Web support through a combination of governance, technology, Portal implementation and hiring.
9. Provide annual allocations for ongoing refresh of IS infrastructure, the Data Center, desktop/laptop computers and peripherals.
10. Standardize staff hardware and software to permit more efficient purchasing and support. Seek additional purchasing agreements (e.g., Adobe software).
11. Fund desktop purchasing centrally, and provide an annual allocation sufficient to support ongoing refresh per industry and CCC standards (3-year or 4-year with warranty extension).
12. Reevaluate the appropriateness of the current SLOs for the assessment of student – and staff – learning as a result of the IS projects and functions.
19. Track student and staff participation and learning data and assure the use of these data in ongoing IS program/project improvement.
24. Create an Educational Business Continuity Plan for the college to ensure the availability of educational materials and instructional support.
25. Prioritize and fund the ongoing refresh of technology in campus classrooms.
26. Working with Academic Services, create and implement a plan to refurbish classrooms appropriately to maximize the use of technology in classroom “learning spaces”.
29. Review vendor relationships and further explore technical partnerships with Lassen County Office of Education.
30. Seek grant opportunities to fund keeping pace with accelerating growth of technology potential and expectations.

Training

4. Provide end-user technology training, especially in Datatel. Identify priorities through consultation; design delivery plan; allocate resources to support.
18. Create formal planning for professional development for IS, tied to strategic goals. Create and track individual professional development plans for each staff member out of both departmental and personal goals.
21. Routinely fund ongoing professional development in IS, not only to support specific projects, but to maintain awareness of trends and new technologies for process re-engineering and innovation by recognizing professional development for IS in the institutional budget and within total costs of IS projects.
22. Actively seek high-value opportunities such as webinars, online course delivery, books and local or regional training with minimal travel costs (including formal or informal partnerships with local entities). Employ

train-the-trainer methods as often as appropriate. Use travel to build professional networks which can then be exploited.

23. Value professional certifications for staff members not only as frameworks for desired expertise, justifications for training and goals and public image, but also as a provider of continuing education and professional development for staff.

Operational Procedures

6. Assure an accountability system by instituting a formal electronic resources access/audit process and protocol to protect data integrity.
7. Create economies of service through the expansion of asset management (e.g., remote desktop and file management, global images, remote access, etc.).
8. Implement Portal.
13. Clarify IS budget by defining scope and thoroughly identifying and tracking recurring costs.
14. Upgrade SharePoint 2007 to 2010 and deploy for production use, allowing for the framework that collaboration and document management can be built on, as well as a more user friendly reporting system than the current report services provided on the report server.
15. Expand Spiceworks Helpdesk to include all calls and tickets for IS which will provide better tracking of issues from start to finish and provide audit reports of time averages.
16. Implement Exchange Server 2010 to utilize features of the Voice Over IP telephone system and maximize use of Datatel's Communication Management module.
17. Continue virtualizing servers to increase efficiency and reliability while decreasing power and cooling needs of the DataCenter.
28. Systematically survey mandates (legislation, industry standards, regulations) with which IS must comply, and begin explicit compliance work.
27. Integrate CCCCO MIS reporting function with Institutional Research and restore a broad functional user oversight team (Datatel Power Users) to ensure ongoing campus expertise and accountability for data quality, accuracy and timeliness.
20. Continue to mature the Report Server adding data reports as indicated for the expansion of the research function across departments. Appropriately increase access to the Report Server and the data reports. Train end users on the appropriate use and display of these data.
31. Maintain association with statewide Datatel user groups (i.e. 3CDUG) and ensure ongoing training in the use and maturity of the administrative management system.
32. Evaluate the cost/benefits of owning vs. leasing vs. outsourcing.

Staffing

2. Increase IS Department institutionally funded staffing to 4.0 FTE to improve support to end-users including:
 - FTE IT Specialist (Classified) Desktop Specialist position to include half-time support for instructional technology (including classroom media and instructional software as well as student computing) and specifications and procurement
 - Reconfigure 1.0 IT Specialist (Classified) Network Administrator (Substitute) position when hired to include held desk and asset management and support
 - Reclassify two IT Specialist positions. One from IT Specialist I to IT Specialist III to account for additional network and portal responsibilities and one IT Specialist I to an IT Specialist II to account for additional training and research responsibilities.
3. Augment IS department staffing to support Datatel system and institutional research function to include hiring 0.5 FTE for additional programming support. If feasible, utilize grant funding for this position.

2011 Contract Education Non- Instructional Program Review Executive Summary/Abstract

Lassen Community College is committed to a focus on the three prong core mission as stated in the recently revised College Mission statement:

*Lassen Community College provides outstanding programs for all pursuing higher education goals. The core programs offer a wide range of educational opportunities including transfer degrees and certificates, economic and workforce development and basic skills instruction, The college serves students, both on campus and in outreach areas in its effort to build intellectual growth, human perspective and economic potential.**

Governing Board Mission Revision: September 13, 2011

The Contract Education Program addresses those courses and programs that enhance economic and workforce development in the communities we serve. These courses and programs help the college achieve the level of leadership set forth by the Governing Board in the College's Vision to:

8. Be the Academic Leader by ensuring Quality and Student Success
9. Be the Educational Leader by expanding Outreach and Student Access
10. Be a Trusted Steward by providing capable Leadership and Accountability
- 11. Be the Economic and Workforce-Development Leader for the Community**
12. Be the Cultural Leader in the Community
13. Be the Civic & Social Leader in the Community
- 14. Become the Model of a highly efficient self-sustaining Rural Community College**

An analysis of Contract Education courses over the last three years indicates a growing demand for those offerings. In an era of budget constraints and tightening expectations regarding apportionment-supported credit coursework, creating a robust Contract Education Program offers a viable mechanism for the college to assume an entrepreneurial role and progress toward a vision of self-sustainability. This expanded role will aid the College in fully achieving its purpose and potential and simultaneously be responsive to the educational needs of the community.

A robust infrastructure, a best practice business model and revised internal business processes to support the program are critical for viability and long-term sustainability.

Student learning outcomes for those courses and programs delivered via Contract Education are:

1. Increase participant and community awareness of, and interest in, pursuing ongoing workforce development.
2. Increase participant return to and participation at Lassen College in workforce development.
3. Increase the College's visibility, credibility and impact on economic and workforce development within the community as a result of the Contract Education Program.

B. Recommendations from Sections 1-6

Planning and Assessment

1. Implement a community needs assessment to determine the alignment of the college's capacity to offer Contract Education courses and programs with community needs.
2. Assess the college's visibility through a community impact study.
3. Implement an internal campus community assessment to determine institutional capacity to offer Contract Education courses and programs.
4. Implement a recruitment effort to determine an instructor pool for Contract Education courses and programs.
5. Create a Contract Education Plan to assure the alignment of the program with the mission and vision of the college, institutional capacity and the needs of the region.
6. Review the curricular offerings in Contract Education to determine the variety of courses that best meet regional needs.
7. Research and identify best practices in Contract Education Programs infrastructure and delivery. Pilot appropriate projects to implement these best practices in courses and programs and assess impact on participation and return rates.
8. Examine LCC's credit courses that may translate appropriately to Contract Education offerings and schedule accordingly.
9. Track student participation and return data and assure the use of these data in ongoing program improvement.
10. Track budget to assure no impact to positive impact on District resources. Utilize fiscal impact in planning for Contract Education program growth.
11. Implement a standard course evaluation protocol to assure participants' learning needs are met.

Training

12. Train Contract Education faculty to assure implementation of sound instructional practice in the delivery of Contract Education courses and programs.
13. Implement online faculty training for all off-campus faculty teaching at outreach locations.

Operational Procedures

14. Examine the workflow processes of the program and centralize functions as appropriate to assure a robust infrastructure for the program.
15. Create a Contract Education course schedule and market courses widely, timely and appropriately.
16. Consider and adopt an appropriate software package for managing the Contract Education Program.
17. Develop a communication protocol across all campus employees to assure accurate information related to facility and equipment usage is available for all Contract Education courses.

Staffing

18. Assure a knowledgeable point of contact for Contract Education offerings in Academic Services.
19. Similarly, assure a point of contact for fee payments in the Business Office and Independent Contractor hiring procedures in Human Resources.

Student Support

20. Develop a communication protocol across all campus employees to assure students/ participants receive accurate information related to Contract Education courses.
21. Employ expanded category descriptions in budget development and accounting.