Consultation Council/Strategic Planning Committee Minutes
April 26, 2012

Present

Cheryl Aschenbach (AS/Div Chair-faculty)	Kayleigh Carabajal (Dean of Academic Services)
Colleen Baker (Div Chair-faculty)	Shawn Hubbard (ASB)
Terry Bartley (management)	Sue Mouck (Accreditation Liaison -faculty)
Shelly Baxter (management)	Eric Rulofson (Chair/ Facilities Planning)
Sandy Beckwith (Lead Counselor – faculty)	Bill Studt (Interim President)
Carie Camacho (Div Chair -faculty)	Cary Templeton (Dean of Student Services)
Dave Clausen (Dean of Admin Services)	

Absent

Jennifer Bird (classified)	Logan Merchant (Chair/IT Planning)
Katelyn Johnston (ASB)	Carol Montgomery (classified)
Jeff Lang (classified)	Ross Stevenson (Div Chair -faculty) –class conflict

Guests
Sandy Jonas (classified)

With a quorum present, the meeting began at 1:05 pm.

Consultation Council:

1. **Review of May 8, 2012 Governing Board Agenda (Information)**
   Bill Studt presented a brief overview of the governing board agenda for next month. There were no questions.

2. **Timeline and Instruments for the Annual Evaluation of the Shared Governance and Planning Structure and Procedures (Governance)**
   Sue Mouck presented the timeline and forms updated for this year that had been used for the annual evaluation of shared governance and planning. The group agreed by consensus to distribute the forms and adher to the proposed timeline. (timeline attached)

3. **Timeline and Instruments for the 2012 Accreditation Self-Evaluation Survey by Staff/Faculty (Consultation)**
   Sue Mouck reminded the committee that last year an accreditation component had been combined with the individual evaluation of the shared governance and planning processes. The same survey distributed on survey/monkey last year will be made available this year and next providing three years of survey input for use in developing the accreditation self-evaluation. The announcement will go out next week and individuals will be provided two weeks to respond.

4. **AP 4231 – Grade Changes and AP 4232? - Academic Grievance Procedures (Consultation)**
   Cheryl Aschenbach, Academic Senate President, presented two administrative procedures recently approved by the senate. Sue Mouck asked whether the committee saw a need to distribute these academic administrative procedures to a wider audience or felt comfortable in approving the procedures today. The group approved the AP 4231 – Grade Changes and AP 4332? (number to be determined by Julie Johnston, Executive Assistant to the President)– Academic Grievance Procedure by consensus.

5. **Personnel Update (Information) – Administration**
   Bill Studt provided an update on the presidential search. The position closed March 15 with ten applicants. The screening committee met, reviewed all applications and selected four individuals for interview. The interviews occurred on April 19. The committee forwarded two applicants to the Governing Board for their consideration. The Governing Board has schedule a special meeting for April 27 to interview the two applicants. The board will identify a subcommittee to visit the campus/community of the successful applicants. A Candidate Forum is scheduled for Wednesday, May 2 at 3:00 pm in Middleton Hall. Each candidate will have approximately one half hour. They will make a brief statement followed by questions. Questions will be compiled on index cards from the audience. Each attendee will also receive an email address to which they can send comments to be reviewed by Governing Board members. The campus/community visits

by the board subcommittee are scheduled to occur on May 16-17. A final determination by the Governing Board is expected at the June 12, 2012 meeting. An introduction of the new president and reception will occur at that meeting.

Strategic Planning:
1. **Institutional Prioritization of Budget Requests from Administrative Areas (Consultation) -** Dave Clausen withdrew this item until next meeting. Mr. Clausen requested that Budget Open Forums be scheduled. The committee agreed to forums occurring on Monday, May 7 and Tuesday May 8 following the presentation to Consultation Council on May 3.

2. **2011 Collaboratory NIPR (Information)**
Cheryl Aschenbach asked if the dates on the program reviews were correct and was informed that the dates indicate when the program reviews were due not the approval date. By consensus, Consultation Council forwarded the 2011 Collaboratory NIPR, accepted by President's Cabinet on April 24, 2012, to the Governing Board and accepted the document for consideration in future planning efforts.

3. **2010 Business Services NIPR (Information) –- Dave Clausen**
By consensus, Consultation Council forwarded the 2010 Business Services NIPR, accepted by President's Cabinet on April 24, 2012, to the Governing Board and accepted the document for consideration in future planning efforts.

4. **2012 Child Development IPR (Information) - Cheryl Aschenbach**
By consensus, Consultation Council forwarded the 2012 Child Development IPR approved by the Academic Senate on April 10, 2012 to the Governing Board and accepted the document for consideration in future planning efforts.

Other:
Cheryl Aschenbach announced the initiation of a Student Showcase to be held during final's week. The intent is to showcase student academic work. Student work will be judged in several categories: Visual Arts, Communication Arts, Applied Arts, Language Arts and Poster Presentations to cover additional areas. Cash prizes will be awarded in each of the categories. She encouraged individuals to support the initiative through promotion to students and service by both faculty and staff on judging panels.

Information:

Student Probation/Dismissal Procedure (Information)
 Sandy Jonas identify that the college has been out of compliance with its policies on probation and dismissal for several years.   She indicated that Admissions and Records is moving forward on the enforcement of the existing policy. Students on probation or dismissal have been notified by mail or email. From Fall 2011 forty-one students were dismissed and one hundred fifty-four students have been place on probation. Students on dismissal from any prior year are blacked from registration via Web Advisor. Cheryl Aschenbach indicated that the senate would be happy to work with her on revision and adoption of appropriate administrative procedures.

Next Meetings: May 3, 2012 & May 10, 2012

The meeting adjourned at 1:30 pm

Future Agendas:
1. **2012-2017 Human Resources Master Plan (Consultation) –May 3, 2012– Bill Studt**
2. **Selection and Hiring Manual (Consultation) –May 3, 2012– Bill Studt**
3. **Consultation Council/Strategic Planning Committee Evaluation of the Planning and Governance Process (Consultation) – May 3, 2012 – Sue Mouck**
4. **2012-2017 Comprehensive Institutional Master Plan (Consultation) – May 10, 2012- Sue Mouck**
5. **Revised KPI's for 2011-2012 (Consultation) – unknown -- Dr. Kayleigh Carabajal**
6. **2011 Social Science IPR (Information) –unknown– Cheryl Aschenbach**
7. **2011 Gunsmithing IPR (Information) – unknown – Cheryl Aschenbach**
8. **2011 Journalism IPR (Information) – unknown– Cheryl Aschenbach**
9. **2012 Administration of Justice (Information) – September 2012– Cheryl Aschenbach**
10. **2009/11 Human Services IPR (Information) –October 2012– Cheryl Aschenbach**

11. **2012 Agriculture (Information) – unknown– Cheryl Aschenbach**
12. **2012 Business (Information) – unknown– Cheryl Aschenbach**
13. **2012 Automotive Technology (Information) –unknown– Cheryl Aschenbach**
14. **2012 Fine Arts/Humanities (Information) – unknown– Cheryl Aschenbach**
15. **2012 Enrollment Services (Information) – unknown– Cary Templeton**
16. **2012 Research and Planning (Information) – unknown– Kayleigh Carabajal**
17. **2012 Instructional Support Services –Library -– unknown– Kayleigh Carabajal**
18. **2012 Auxiliary Services – Bookstore/Book Rental/Loan Program – unknown – Dave Clausen**
19. **2012 Student Life (including Residential Life) (Information) – unknown– Cary Templeton**

Evaluation of the Governance/Planning Structure and Process and Timeline for 2011/12

Components
- Planning Committee Self-Evaluation Surveys (Academic Planning, Consultation Council/Strategic Planning, Human Resource Planning, Institutional Technology Planning, Student Services Planning, Facilities Planning)
- Constituent Group Evaluation Surveys (Management/Confidential, Associated Student Body, Classified, Administration, Academic Senate)
- Individual Surveys

Process

Send out the surveys April 27th and ask for them to be returned by May 11th.

Consultation Council discussion of proposed changes to the structure and process on May 17th

Consultation Council adoption of recommended changes to governance and planning structure and process for 2012-13 on May 24th

Academic Affairs
Approved by Senate 04/22/10
Approved by Consultation Council 04/26/12

AP 4231   GRADE CHANGES

References:
   Education Code Sections 76224 and 76232;
   Title 5 Section 55025

Changing Grades
The instructor of the course shall determine the grade to be awarded to each student.

The determination of the student's grade by the instructor is final in the absence of mistake, fraud, bad faith, or incompetence. "Mistake" may include, but is not limited to, errors made by an instructor in calculating a student's grade and clerical errors. "Fraud" may include, but is not limited to, inaccurate recording or change of a grade by any person who gains access to grade records without authorization.

The removal or change of an incorrect grade from a student's record shall only be done pursuant to Education Code Section 76232 or by an alternative method that ensures that each student shall be afforded an objective and reasonable review of the requested grade change.

In cases where it may be necessary for another faculty member to substitute for the instructor to assign a grade (including completion of an "INC" grade) when the instructor is not available because he or she has left the employment of the district or fails to respond to repeated and extensive attempts to make contact, the Dean of Academic Services in consultation with an additional faculty member with minimum qualifications in a discipline to which the course is assigned and oversight by members of the Academic Grievance Committee will use any or all of the following criteria, based on availability, to determine a grade assignment: course syllabus, time cards, test, quiz, exam scores, graded work, comprehensive exam or other appropriate data as determined by the committee. Once the committee has met, examined relevant documents and determines the appropriate change of grade, the Dean of Academic Services will submit the official change of grade.

In cases where the District determines that it is possible that there may have been gross misconduct by the original instructor or in the case of fraud, bad faith, or incompetence, the final recommendation concerning a change of grade or removal of the grade from

In all cases, the student as well as the instructor who first awarded the grade will be given written notice of the change.

Security of Grade Records
The District shall implement security measures for student records that assure no person may obtain access to student grade records without proper authorization. These measures shall be installed as part of any computerized grade data storage system.

The measures implemented by the District shall include, but not necessarily be limited to, password protection for all student grade data bases, locking mechanisms for computer stations from which student grade data bases can be viewed, and strict limits on the number of persons who are authorized to change student grades.

Persons authorized to change grades shall be designated by the Director of Enrollment Services No more than five District employees may be authorized to change student grades. Only regular full-time employees of the District may be authorized to change grades. Student workers shall not have access to grade records, and student workers may not change grades at any time.

Any person who discovers that grades have been changed by someone other than the persons authorized to do so shall notify the Executive Director of Research, Planning, and Information Services immediately. The Executive Director of Research, Planning, and Information Services shall immediately take steps to lock the grade storage system entirely while an investigation is conducted.

If any student's grade record is found to have been changed without proper authorization, the District will notify:
1) the student;
2) the instructor who originally awarded the grade;
3) any educational institution to which the student has transferred;
4) the accreditation agency; and
5) appropriate local law enforcement authorities.

Whenever a grade is changed for any reason, corrected transcripts will be sent to any educational institution to which a student has transferred.

Any student or employee who is found to have gained access to grade recording systems without proper authorization, or who is found to have changed any grade without proper authority to do so, shall be subject to discipline in accordance with District policies and procedures.

Any person who is found to have gained access to grade recording systems without proper authorization, or who is found to have changed any grade without proper authority to do so, shall be reported to the appropriate law enforcement agency having jurisdiction over the college where the incident occurred.

Note: *The District may insert procedures related to processes for seeking grade changes, time limits, if any, and appeals to the Superintendent/President. Suggested procedures for doing so are contained in AP 5530 titled Student Grievance Procedures.*

Also see BP 3310 titled Records Retention and Destruction and BP/AP 5040 titled Student Records

Office of Primary Responsibility: _____

Date Approved:
(This is a new procedure recommended by the
CC League and the League's legal counsel)

AP XXXX   Academic Grievance Procedures
Approved by Academic Senate on March 13, 2012
Approved by Consultation Council April 26, 2012

A grievance is a claim by a student that they have been treated unfairly and one or more of their student rights has been violated. Any student grievance on issues related to instruction, academic expectations, instructor policies, instructional faculty or grading shall be considered an academic grievance. Academic grievances are administered under the authority and responsibility of Academic Services using procedures established by the Academic Senate.

Grounds for Grievance
Grounds for grievances include interpretation, application or alleged violation of College policies and procedures. Grounds for grievances do not include the following:
   a) General unhappiness with an instructor's policies without violation of a College policy or procedure
   b) Grades, except as outlined in Lassen Community College Board Policy 6400: "When grades are given for any course of instruction taught in a community college district, the grade given to each student shall be the grade determined by the instructor of the course and the determination of the student's grade by the instructor, in the absence of mistake, fraud, bad faith, or incompetence, shall be final."
   c) Acts of discipline resulting from Student Code of Conduct. Appeals of discipline must be filed following the Student Disciplinary Code.

General Philosophy
Students are encouraged as citizens to understand their rights and responsibilities. When a student perceives unfair treatment and violation of a student right related to academics, the student is encouraged to pursue a resolution using the Academic Grievance Process. A student's ability to evaluate whether unfair treatment is a violation of student rights and to construct an argument as necessitated by the grievance process are expectations of student learning as defined by three of four Institutional Student Learning Outcomes: Communication, Critical Thinking, and Personal/Interpersonal Responsibility.

Grievance Process
Students are encouraged to resolve issues at the lowest level possible to avoid frustration for the student and the faculty member. It is also important that a student thoughtfully examine their claim, relevant student rights and College policies, and evidence that can be used to support the grievance.

Informal Grievance Step – Level 1
Prior to filing a grievance, the student shall first make a reasonable, good faith effort to resolve the grievance through consultation with the faculty member involved. This discussion must take place within ten (10) working days of the alleged incident. If the informal approach is unsuccessful, the student may proceed to a Formal Level 2 grievance.

Formal Grievance Process – Level 2 (Dean of Academic Services)
   a) Formal grievances must be filed in writing using forms specifically designed to guide the student through the process. The forms are available online and in Academic Services.
   b) The grievance must include a specific statement of the alleged act of wrong-doing, the student right being violated, the name of the person against whom the grievance is filed,

the names of any witnesses, the date and summary of the Informal-Level 1 discussion and the resolution being sought by the grievant.

c) A Level 2 grievance must be filed with the Dean of Academic Services within ten (10) working days of completion of the informal step.

d) Upon receipt of written Level 2 grievance, the Dean of Academic Services has five (5) working days to determine status of grievability

- Determination of grounds for grievance will be based on the following:
    i. Has the student attempted to resolve the grievance under the Informal-Level 1 step?
    ii. Have all time lines been met? A student's failure to meet any timeline during the process automatically voids the grievance regardless of level of grievance, and it cannot be resubmitted. Timelines can be extended by mutual agreement.
    iii. Does the grievance contain statements that, if true, would meet the conditions for a grievance?
    iv. Does the grievant have standing to file a grievance by either being a student at the time of filing the grievance or the time of alleged act of wrong-doing?
- If deemed not grievable, the Dean of Academic Services will notify the student in writing that the grievance has been rejected and state the reason(s) why. Rejection of a grievance by the Dean of Academic shall be final. The student cannot file any additional grievances pertaining to the event or wrong-doing.
- If deemed grievable, the Dean of Academic Services will immediately provide a copy of the grievance to the faculty member involved and meet with involved persons and identified witnesses. Based on evidence and interviews, the Dean of Academic Services will issue a written response within ten (10) working days of receipt of the written Level 2 grievance.

Formal Grievance Process – Level 3 (Academic Grievance Committee)

a) If a student's grievance was determined grievable by the Dean of Academic Services in Formal-Level 2 and the student is not satisfied with the Level 2 outcome, the student has three (3) working days following receipt of the response to the Level 2 grievance to submit a written request for Level 3-Grievance Hearing.

b) The Level 3 grievance must clearly state the reasons why the response to the Level 2 grievance is unacceptable to the student filing the grievance.

c) Because the Level 3 grievance is an appeal of the response to the Level 2 grievance, the Level 3 written statement may not introduce new charges or complaints, but must deal only with the charges or complaints filed in Level 2.

d) Within five (5) working days of receipt of the request for a Level 3 grievance, the Dean of Academic Services will provide a copy of the Level 3 grievance to the faculty member involved and issue a notice of hearing. The hearing will be held not less than ten (10) working days and not more than fifteen (15) working days following the issuance of the hearing notice. Notice of intent by either party to have legal representation must be declared no fewer than five (5) working days before the scheduled hearing.

e) Grievance Hearing Procedures

a. Three faculty members appointed to the Scholarship, Financial Aid Appeals, Academic Renewal & Student Grievances Committee by the Academic Senate will conduct a grievance hearing with the Dean of Academic Services present as ex-officio chairperson.

b. The hearing will include the grievant(s) and person(s) being grieved against. Each shall be entitled to:

    i. Representation of his/her choice, including legal counsel when declared no later than five (5) working days prior to the scheduled hearing.

    ii. Presentation of evidentiary documentation consistent with the complaint or claim filed initially in Level 2 and up to three witnesses at the hearing. Documentation presented as evidence will become the property of the district.

    iii. Questioning of witnesses and testimony.

c. The burden of proof rests with the student who brings forth the grievance.

d. Each party will be permitted to make an opening statement commencing with the grievant. Thereafter, the grievant shall make the first presentation, followed by person being grieved against. The grievant may present rebuttal evidence following the respondent's evidence or witnesses.

e. Hearings shall be closed. Witnesses shall not be present at the hearing when not testifying and shall remain outside the hearing until called to testify.

f. The Academic Grievance Committee shall render a decision or recommendation relative to the charges by a majority vote.

g. Within ten (10) working days following the hearing, the Academic Grievance Committee will prepare and send to the Dean of Academic Services a written decision or recommendation for distribution to the grievant. The decision shall include specific factual findings regarding the grievance, a list of evidence entered during the hearing, and specific recommendations regarding appropriateness of grievance or for actions or relief, if any, to be granted to the grievant. Decisions and recommendations shall only be based on the record of the hearing; no matter outside the record shall be included or influence decisions. The record includes the original grievance and supporting documents, any written response(s), and the oral and written evidence produced at the hearing.

h. The decision or recommendation of the Academic Grievance Committee is final; no further appeals are allowed.

Lassen Community College
Academic Grievance Form

Today's Date: _____

Student Printed Name:_____   Student Signature:_____

Student ID#_____

The best way to contact me is (list phone #, cell #, email address,
etc.):_____

Academic Grievance Form must be filled out entirely. Additional pages may be attached.
Failure to completely fill out the Academic Grievance Form results in immediate dismissal of the
grievance without grounds for resubmission.

Person grievance being filed against: _____   Course

Title:_____

Date of act or wrong-doing:_____   Term:_____

Explanation of the wrong-doing and student right(s) or College policy or procedure violated:

Year: _____

Witnesses:_____
_____

Consideration: Changes of grade may not be grieved except as allowed by Lassen College Board
Policy 6400:

*"When grades are given for any course of instruction taught in a community college district, the grade given
to each student shall be the grade determined by the instructor of the course and the determination of the
student's grade by the instructor, in the absence of mistake, fraud, bad faith, or incompetence, shall be final."*

For Academic Services use only:
___ Determined not grievable on date: _____ Stated reason(s) why:
_____
_____
_____
_____

Resolution being sought:

Level 1 Meeting   Date_____   Location_____
Summary and outcome of Informal Level 1 meeting:

_____
___ Determined grievable on date: _____. Written response will be provided within ten (10) working
days of receipt of Level 2 grievance.

2011 Collaboratory Non- Instructional Program Review
Executive Summary/Abstract

The mission of Lassen Community College is powerful, visionary and inclusive of the broad community served:

> *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.*

Though the Collaboratory only offers a very small portion of academic classes (CG 150 and Tutor 50), its role in supporting student success is vital to Lassen Community College. The overall goal of the Basic Skills Collaboratory is to provide students with resources such as free computer access and tutoring services to enable them to achieve their individual academic and vocational goals. In addition to computer access and tutoring, the Collaboratory provides students with knowledgeable staff to answer questions, Internet access, Wi-Fi access, printing services, and Basic Skills Workshops. The Collaboratory provides support to instructors by proctoring individual student make-up exams and provides an open computer laboratory for classroom instruction and assignments.

Throughout the past four years, the Collaboratory has seen significant staff and organizational change. In the academic year 2008-2009, there was no one assigned to the Collaboratory full-time. As a result, many of the traditional services offered to students were diminished or discontinued. Since Fall 2009, however, the Collaboratory has received support from Academic Services and is now fully staffed with two full-time Instructional Support Specialists as well as a part-time Collaboratory and Basic Skills Coordinator. In addition, in past years, the Collaboratory and Assessment Testing shared the same space. However, in Fall 2011, the Assessment Testing Office was relocated to the Admissions and Records Building. As a result these recent changes, the Collaboratory not only offers students traditional services such as tutoring and full-time access to computers and printers, but has been able to expand and implement new ideas such as free basic computer classes designed for re-entry students.

B. Recommendations from Sections 1-6
Planning and Assessment

1. Develop SLO questionnaires for the Basic Skills Workshops, pre and post tutoring sessions, and types of tutoring methods implemented.
2. Assess student learning outcomes.
4) Provide computer equipment and software appropriate to meet the students' course requirements.
5) Provide quality tutors to all students who make requests.
    a. Provide tutor training to all students qualified to tutor.
    b. Increase tutor pay to be competitive with other departments on campus.
    c. Continue to evaluate the need for summer tutoring services.
9) Allocate funds for student workers (tutors).
10) Increase line items yearly to cover inflation.
11) Work with Academic Services to determine a sensible approach to funding of equipment repair and replacement accounts.
12) Fund replacement of computers and peripherals on a 3-5 year cycle.
13) Maintain and upgrade equipment and facilities as appropriate.
14) Replace computers, printers, and scanners on a three to five year rotation.

15) Purchase six to ten additional dual platform (PC and Macintosh) computers. With the expansion of the Graphics Arts program, students will need access to Macintosh computers and software.
16) In order to create a fun, collaborative learning environment, couches and coffee tables are recommended.
17) Provide staff with equipment that is no more than 5 years old.
18) Provide staff with office furniture that is in good working condition and appropriate to the needs of their job duties.
20) Yearly evaluate this budget and whenever possible, set aside funds to provide salary, benefits and training for Collaboratory staff members.
24) Allow funds to supplement Basic Skills Workshops as well as advertisements for said workshops.
25) Whenever possible, set aside funds to upgrade computers for student use.
26) Identify a space and build a classroom within the Collaboratory.
27) Finish painting the Collaboratory border with the new school color scheme.
28) At the end of each academic year, evaluate and adjust if necessary the responsibility factor for the Collaboratory Coordinator.
29) At the end of each academic year evaluate the need for a computer technician position.

Training
21) Every staff member should attend at least one staff development activity per year to keep abreast of new ideas that will enhance the delivery of services to students utilizing the Collaboratory.
22) The Instructional Specialist I should attend the CCC3SN Basic Skills Workshop in Spring 2012.
23) Every staff member should be knowledgeable in the StrengthsQuest assessment training for flex days and convocation.

Operational Procedures
3) Implement a student swipe card system to accurately track student activity.
Staffing
19) Maintain appropriate staffing levels to provide high levels of service to students.

Student Support
6) Provide an atmosphere that promotes student learning and success.
7) Be flexible and alert to the needs of students in terms of hours of operation.
8) Investigate ways to encourage student participation in Basic Skills Workshops.

2010 Business Office
Non- Instructional Program Review
Executive Summary and Prioritized Recommendations

a. The mission of Business Services is to promote better understanding and participation of the college community in the District's budgeting process and provide the effective use of District resources through its functional units (Budget, Fiscal Services, Payroll, Student Accounts and Logistical Services) and to provide administrative support services that promote effective delivery of education and services to students, faculty and staff.

b. The function of Business Services is the development of the annual District budget; providing administrative oversight of its functional units to ensure the safeguard of district assets and providing services to students, faculty and staff in the most cost effective means possible. Examples of the support services include the following:

> Act as a resource to the budget development process where the representatives of the entire college community can participate in providing input.

> Provide district-wide administrative support and leadership in the interpretation and implementation of the California Education Code, Government Code, and Governmental Accounting Standards Board (GASB) pronouncements to ensure compliance as it relates to community college operations.

> Provide administrative support to functional units that enable them to fulfill their mission.

> Provide direct support of the food services, child development and residence hall facilities, equipment and operation.

> Support the institutions needs to purchase goods and service and supply timely payments to vendors.

> Support the needs and understanding of our students in their obligations to pay for their education by collecting outstanding debts and disburse financial aid awards.

a. Goal – Review annually with each functional unit manager their goals and objectives for the coming year. Objective – To assure that their plan meets the governing board's goals and there are adequate requests for resources to meet those goals.

b. Goal –Work with unit managers to insure that costs are recorded accurately and that meet their reporting needs.

c.   Goal – Provide a friendly and inviting student learning experience when reviewing student accounts or assisting students in understanding their student accounts.

d.   Goal – Review and update flow of incoming and outgoing mail and goods to insure that confidentiality is maintained and purchases are securely and safely delivered.

e.   Goal – Review and revise the business office procedure manual to better serve the needs of faculty, staff and students.

Prioritized Recommendations from Sections 1-6

1. Work on the business office procedure manual to allow for greater transparency in processes. Insure that the approved document is disseminated to the campus preferably electronically.

2.   Issue a request for proposal to actively recruit a new contract for audit services.

3.   Maintain staffing level to allow for the work process to be successful and insure that the district meets and exceeds its fiscal responsibilities.

4. Work with IT to encourage more technology services that allow for less paper transactions and more self-supported transactions.

5. Enter into a lease agreement to purchase a more efficient copier that will allow for centralized printing and scanning.

6. Work on enhancing Web Advisor access to confidential employee documents to create an historical view for our employees and access to data on a more timely fashion.

2012 Child Development
Instructional Program Review
Executive Summary and Prioritized Recommendations

The Child Development (CD) Program at Lassen Community College (LCC) has three major responsibilities: academic preparation, workforce development and leadership. We provide students with academic courses based on child development theory and best practices in early care and education. We provide students with courses that orient them to the field of early care and education providing them the opportunity to develop the knowledge, skills and abilities to be successful in the work force.

Lassen College Child Development Program also responds to the ever-changing needs of children within society. Society is changing rapidly and becoming more diverse (culture, ethnicity, age, abilities, religion, language, color, gender identity, sexual orientation, family structure and lifestyles) throughout California. These societal changes and challenges require us to review and update our courses and program and develop new courses to reflect the needs of the field.

Lassen Community College prepares students for a variety of careers in the field of Child Development. To obtain the necessary permit for a career in CD, LCC offers an Associate Teacher Certificate of Accomplishment, an A.A. in Child Development and a model Transfer A.S. degree in Early Childhood Education.

The goals for the LCC Child Development program are:
- To provide the knowledge, skills and dispositions for a student to be successful in the child development field
- To provide a transfer or occupational course of study preparing students to work directly with children and families and indirectly with support services for children.
- To prepare a student seeking a baccalaureate in CD, ECE or in a similar discipline for transfer to a four year college
- Provide programs that provide flexibility and that are responsive to the changing community needs and the dynamics of the workplace.

Funding Recommendations:

- Purchase or replace CD's to enrich the content of classes.
- Replace lights in Elmo
- Replace computer and printer as needed (4 years).
- Replace bulbs in the elmo
- Continue applying for travel funds through Staff Development.
- Increase CD Instruction Budget in the category of travel to allow full and part-time faculty to participate in conferences and workshops.
- Continue exploring creative ways to attend trainings offered or paid by alternate sources.
- Hire part-time and full-time instructors as warranted by enrollment.

- Purchase large movie screen and equipment to project DVDs, Internet, and videos onto the screen.
- Monitor enrollment to determine the need for added instructors.
- Increase yearly supply budget to $1,500.
- Increase travel funding to $2000
- Increase funding for duplicating to $1500
- Increase funding for postage to $300
- Activate Internet cable in the Child Development Building Adult Classroom.
- Purchase video camera and tapes to use for evaluation of student teachers.
- Purchase a digital camera for use in displaying student's work, activities, recruitment and portfolios.
- Remodel the L building or house the four-year-olds in a different location.
- Paint, clean and repair buildings as needed. (Including the L Building)
- Keep maximum enrollment in CD classes to 25 students or replace tables and chairs with desks or desks and chairs.
- Provide a line item in the budget for replacement, repair, and upgrading computer equipment, software, and for network access.

Instructional recommendations:

- Take both CD 11 Observation and Assessment and CD 25 Living in a Diverse Society to curriculum to be offered on-line.

- Continue to program and offer CD classes via on-line and correspondence making sure to include the core classes as our primary target.

- Successfully complete the Curriculum Alignment Project such that all of our classes will transfer as a group to California State Colleges and University's

- Make changes to the curriculum, degrees, and certificates as the demographics, cultures of families, legislation, knowledge base, political environment, and economic status changes within the State.

- Continue to monitor enrollment patterns in an effort to keep our program running efficiently.

- Work toward making all the core courses for the certificate of achievement available via correspondence or on-line by the next review.

- Finish CCC/ECE CAP articulation by next review.

- Increase FTES by offering courses via distance learning

- Monitor the two year plan and make changes as the student demographics change

- Search out data on certificated and A.A. degrees.

- Design a process to obtain statistical data on job placement, and retention of students.

- Continually review certificates and A.A. Degrees to ensure that classes match requirements for permits issued by Teacher Credentialing, State of California Go over terms before passing out evaluations

- Look for a different format to be used in the catalogue for the two year plan

- Meet with counselors frequently to inform them of curriculum changes and classes that are applicable to first and second year students.

- Work toward keeping the same text for at least three years.

- Try to adopt paperback texts instead of hard back texts.

- Work toward housing a textbook for every CD class in the library for student check out.

- Closely monitor the violence prevention classes for possible inactivation.

- Closely monitor the classes changed to transfer classes to see if this increases enrollment