Career Assessment, Counseling, Student Equity and Achievement and Transfer NIPR 2021-2025

LASSEN COMMUNITY COLLEGE

Career Assessment, Counseling, Student Equity and Achievement and Transfer

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SECTION 1: INSTITUTIONAL EFFECTIVENESS PLANNING

I. Program Overview and Objectives

Lassen College, as well as the California Community College system, supports adequate counseling services by requiring the following minimum conditions be met per Title 5 Section 51018.

"a) The governing board of a community college district shall adopt regulations and procedures consistent with the provisions of this section. A copy of district regulations and procedures, as well as any amendments, shall be filed with the Chancellor's Office.

(b) The governing board of a community college district shall provide and publicize an organized and functioning counseling program in each college within the district. Counseling programs shall include, but not be limited to, the following:

(1) Academic counseling, in which the student is assisted in assessing, planning, and implementing his or her immediate and long-range academic goals;

(2) Career counseling, in which the student is assisted in assessing his or her aptitudes, abilities, and interests, and is advised concerning the current and future employment trends;

(3) Personal counseling, in which the student is assisted with personal, family, or other social concerns, when that assistance is related to the student's education; and

(4) coordination with the counseling aspects of other services to students which may exist on the campus, including, but not limited to, those services provided in programs for students with special needs, skills testing programs, financial assistance programs, and job placement services. "

Description/Evaluation:

a. Describe and evaluate the program objectives against the LCC strategic plan, specifically the mission statement and strategic goals [available online or in the current catalog].
b. Evaluate any changes in the program since last review. Include summary of Annual Updates completed since last review.

Lassen College's Mission and Strategic Plan states that we will "provide a college environment that reaches out to and supports students, minimizes barriers, and increases opportunity and success through access and retention to enable students attainment of educational goals including completion of degrees and certificates, transfer job placement

and advancement, improvement of basic skills and self-development through lifelong learning."

Lassen College's Counseling department adheres to the mission by supporting students pursing their higher education goals in many ways. The purpose of Counseling, Career/Transfer is to support and guide students through registration, from non-credit to credit programs, career exploration, educational planning, and transition them into the workforce and/or 4 year universities. Over the last few years we have accomplished tasks that support these goals. However, there have been many changes that have affected additional progress in this time frame.

Since our last comprehensive NIPR in 2017 and 2 annual updates, we have completed the following items:

1. *Hired Lassen Modoc Adult Education Consortium (formerly AEBG) Counselor 2018-2019 who supports new students into non-credit courses/programs and then later transition them into credit programs*
2. *Hired Behavioral Health part time in 2018, to serve our students behavioral health needs*
3. *Increased the Behavioral Health Counselor from part time to full time position in 2019*
4. *Purchased TES/College Source each year to allow our Counselors and our Evaluation Coordinator to determine course equivalency and transcript evaluations*
5. *Hired the Evaluation Coordinator position in 2019*
6. *Created a dedicated Career and Transfer Center location in 2019*
7. *My Path was implemented in 2019, a statewide portal initiative, that includes a career exploration tool to serve our on campus and online students which identifies CCC programs of interest*
8. *Purchased and administered Self Directed Search Career Exploration Tool to a serve a variety of students, including a number of incarcerated students in 2019*
9. *Fall 2020 Starfish Student Planning programming was completed, testing program to follow*
10. *Spring 2021 hired incarcerated counselor to serve local students face to face and distance students via correspondence*

Items not mentioned in the last NIPR but completed:

11. *Career Pathways were developed by faculty, staff and student input and advertised in 2021-2022 catalog*
12. *Lassen High School Pathways program has morphed from randomly registering special admit students to specific cohort programs (i.e. automotive, health care, and fire science)*
13. *Improved the language and advertisement of acceptance of transfer credit (including credit evaluation forms) at ACCJC's request*

Changes that have affected our progress over the last year:

1. *COVID caused us to transition to remote working which resulted in a temporary stalling of some face to face services (i.e. College visits, HiSET testing, etc.)*
2. *Cyber-attack that resulted in a loss of our student files*
3. *Notification that CCC prison may be closing which will affect the number of face to face students we will be serving. Prioritized course offerings to encourage students to complete a degree prior to transition to another institution or release*
4. *Low enrollment throughout the state of CA has lead us to explore MOU's with 4 year universities*
5. *A retirement in the Career/Transfer Center has left a gap in our Career/Transfer Center Services upon our return to campus.*

Continuing and emerging needs in particular order:

1. *Rehire full time Behavioral Health therapist, The former person resigned in Spring 2021*
2. *Embed Career Pathways into website/pages, marketing materials, and Career/Transfer Center activities (ACCJC-Quality Focus Essay)*
3. *Continue to request that TES/College Source become a mandated cost as it supports the Evaluation Coordinator's efforts. Requesting this item receive a permanent line item in the budget.*
4. *Hire full time Student Success and Support Assistant*
5. *Hire full time Student Success and Support Technician*
6. *Increase professional development funds*
7. *Ed plan campaigns, i.e. 15 to Finish*
8. *Test and implement Starfish student planning, registration from Starfish (after other CCC test), calendar, and texting abilities*
9. *Update My Path and determine effectiveness*
10. *Increase Transfer Center funds to support additional college visits (i.e. UC Merced, Humboldt State University, CSU Sacramento, UC Davis, etc.)*
11. *Hire full time General Counselor in anticipation of additional work with HSU/UC Merced MOU's and new programs (i.e. RN)*
12. *Hire full time permanent Disabled Student Program and Services (DSPS) Coordinator to support testing of students and determination of services*
13. *Return to administering HiSET testing so students can transition into credit programs*
14. *Implement Next Gen fillable forms*
15. *Work with IT to get Perceptive working again to house student files*

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Institutional Effectiveness Planning, Student Services Planning, and/or Academic Planning tables at the end of the section for any recommendations requiring institutional action.

We have endured many changes but we look forward to getting back on track with new and existing services to support our students.

1. *Continue to provide Behavioral Health support to our students.*
2. *We will continue with advertising and embedding our Career Pathways into our process (i.e. catalog, websites, marketing materials, etc.).*
3. *Improve our educational plan promotion to our students (i.e.15 to Finish Campaign), transition to Starfish educational planning system, and increase educational plan completion to provide a clear pathway for students to achieve their educational goal.*
4. *Revitalize the Career and Transfer Center for all students by offering On the Spot Admissions from Chico, provide college visits, connect students and college/ workforce representatives, college application workshops, workforce preparation (i.e. resume building), military presence, etc.*
5. *Return to administering HiSET testing so students can transition to credit programs*
6. *Increase the number of students transferring to a four year institution, including our incarcerated population*

II Administrative Unit and/or Student Learning Outcomes Assessment

Student Learning Outcome Assessment

AUO and SLO assessment is important to maintain and improve institutional effectiveness and provide an effective learning experience for LCC students. Departments are expected to measure AUO and/or SLO annually; these records are maintained in WEAVE and are available for review at any time.

Description/Evaluation:

1. Identify and evaluate Administrative Unit and/or Student Learning Outcomes including the relationship to strategic goals for AUOs and institutional student learning outcomes for SLOs utilizing information from WEAVE.

2. Attach an AUO and/or SLO assessment summary as provided by Office of Institutional Effectiveness.

3. Provide an analysis of findings of the assessment results may be leveraged to support equipment, facility, staffing, or other budget and planning need and include the justification in your analysis.

The Counseling department updated their AUO's in 2019, as our needs changed. Placement testing was eliminated and the need to focus more on student success by identifying their career and transfer goals became the focus. The department determined that the educational plan goal supported these efforts but wanted to increase the initial target from 1% to 10% annually. These AUO's are critical to evaluate as they support our mission, student success, and the funding formula.

On September 27, 2021, our department will request a revision of the data used to determine the number of students who transfer to a 4 year university in California based on the state tool they are using. As a district we have established this goal as one of our Institutional Set Standards. Please see changes in chart below.

ISLO	STRAT GOAL	AUO	ASSESSMENT MEASURE/TARGET
2	4	**1.Career Assessment:** Increase the use of the Career/Transfer Center Services	**Measure:** Activity volume **Target:** Increase usage by 10% annually **Baseline:** 0
2,3,4	4	**2. Counseling:** Students will meet with a counselor to develop an education plan appropriate for their program of study and their career goals.	**Measure:** Activity volume, ratio of new students with educational plans **Target:** Increase ration by 10% annually **Baseline:** 65%
2,3,4	4	**3. Counseling:** Students who have met with the counseling office will report satisfaction with the quality of services.	**Measure:** Activity volume **Target:** Through a satisfaction survey, students will report 90% satisfaction with the LCC Counseling Office (Question #10) **Baseline:** N/A
2,3,4	4	**4. Completion:** Increase transfer rates to a four year institution	**Measure:** Activity volume **Target:** 65 Transfers per year, **Per Chancellor's Office transfer pathways tool and Student Center Funding Formula (SCFF)** **Baseline: 55 (AY 2019-20)**

The career assessment data has been minimal over the last year due to the COVID lockdown and a retirement of the Student Success and Support Coordinator. The Career/Transfer Center was relocated to the end of the Vocational Building in spring 2020. The Counseling Department has determined it is critical and mandated by Title 5 to fill the appropriate positions to serve students in the Career and Transfer Center. The Counseling department is suggesting to fill the following positions: 2 Student Success and Support Technician (one to focus on careers and the second on transfer with cross training to occur) and Student Success and Support Assistant positions. The goal will be to support the counselors work by assisting students from career exploration, college/university transfer information, career readiness workshops, college application support through to transfer to a four year university or a career. The goal is to serve our on campus, online students, and incarcerated students.

Career Pathways is the development of clusters with our degrees and certificates based on similar career skills. Lassen College Career Pathways were determined by staff, faculty, and student input and provide a structure that will allow students to explore the career path that is right for them. The goal the Career Pathways workgroup is to update our webpages with career, certificate and degree information in a manner in which it makes sense to our

students. There will be a need to have IT support and dedicated time for faculty to complete this task. Developing Career Pathways and embedding it into the structure of students career/transfer process is part of our Quality Focus Essay for ACCJC as well as supporting our Mission and Strategic Plan.

TERM	ORIENTATION Total	EOPS	REG	INMATE	ED PLAN (IP & CP)	ASSESSMENT	TRANSFER TOTAL	AC	AF	CO	DP	EF	EP	GC	IP	MA	OA	OT	PE	PM	PO	PP	PT	TA	TC	TE	UA	VE
2021SU					78																							
2021SP					627																							
2020FA					218																							
2020SU	266	4	153	109	273	70	133	16	26			1		77	10	3												
2020SP	359	127	208	24	132	1405	447	16	200		1	4	10	125	15	59					3			10		4		
2019FA	451	129	206	116	497	810	532	13	210			49	46	30	16	43		5		1	1			77		36	5	
2019SU	224	60	155	9	504	280	125	3	25			1		86	2	7								1				
2019SP	396	118	275	3	235	146	431	27	186	1		5	11	135	8	36				1	7	2		12				
2018FA	605	152	224	229	763	920	687	26	346			33	32	8	26	128				3	1	1	4	36		42	1	
2018SU	501	0	227	274	495	430	96	2	9					51	2	26		1		1	1			3				
2018SP	1260	186	495	579	796	845	546	106	124			12	24	49	25	131	1		1	4	1	5	7			55	1	
2017FA	711	204	150	357	1129	904	733	188	158	2		15	104	9	31	66		13		3	2	2	44			74	22	
2017SU	60	0	60	7	272	454	24	18				1	3		2													
2017SP	674	143	188	577	781	403	103	52	1				5	17	14		1		1				2	3		7		
2016FA	665	157	155	361	1028	550	264	100					44		6			16		1		6	14			37	40	
2016SU	50	0	45	5	259	161	14	7							1				1			1	2			2		
2016SP	607	159	124	324	739	464	383	198	110	3			14	1	14		5					1	5	15	1	16		
2015FA	554	0	191	363	1119	556	333	160	71				24		2		2	9						4		37	24	
2015SU	14	2	12	0	301	159	14	11					1		1				1									
2015SP	365	0	109	256	635	422	368	234	59				18	1	25		5				1	2	9	7	5	2		
2014FA	772	1	112	659	957	440	424	280					53		3			9						25		20	25	9
2014SU	83	0	83	0	368	206	36	31					1											3				1
2014SP	81	0	79	2	1053	703	503	385					30	1	1									18			6	62
2013FA	75	0	75	0	1177	405	356	219					3	4				12						43		23	30	22

Educational plans are required of all athletes and strongly encouraged of non-athletic students. Initial, as well as comprehensive educational plans, are recorded by the counselor in our Datatel system. Without drilling down the data more we are making some assumptions. There was a decrease in educational plans from Fall 2019 to Fall 2020 we suspect due to working remotely due to COVID. There was an increase from Spring 2020 to Spring 2021. We attribute this to hiring a full time incarcerated counselor. Summer 2020 numbers were higher than Summer 2021. Counselors worked part of the summer remotely and returned to campus in July. This may have had an effect on the decrease. This drop is concerning without more information.

In spring of 2020, the department decided to provide a student program evaluation survey. The survey was administered to students after face to face appointments, online support was provided. Students were given the opportunity to complete the survey from a text, in the office on an iPad, or from a link provided in an email. A copy of the survey and results is provided as Attachment A. The department wanted to identify any areas of improvement as well as strengths to support student success. 57 students responded to the survey.

Survey results were discussed at department meeting on September 15, 2021 and the following comments were discussed:

1. The department would like to continue to revisit the survey results and explore items for improvement.
2. Of the 57 students who responded to the survey:

a. *98% reached out to Counseling department 1 time or more.*
b. *35% reached out more than 7 times.*
c. *61.4% were returning students.*
d. *The department wants to look into improving signage so new students know where to find the counseling office. In the last year, we have operated remotely, were housed at the front of campus, and in the Career and Transfer Center. To better serve our students we need to determine where we will be housed and advertise. It would help to provide some type of obvious signage. We had flags on campus which was very helpful and a great visual but the flags deteriorated quickly with our extreme weather. More permanent signage and/or an app to provide program/department locations on campus would be helpful.*

3. *Of the 57 students who responded:*
   a. *47.5% were able to register online.*
   b. *However, 35% did not register for classes online or needed assistance. It is apparent we need to spend more time educating the student on this process. The department discussed that we could encourage EOPS students to register online. We need to gather more data and explore how many students register online versus those who only register in person or via registration card. The institutional effectiveness office has been asked to provide the additional data. We also discussed creating a video with registration steps for students to view (and maybe house in the portal) and also consider adding it to our orientation.*

4. *We asked if the Starfish Early Alert notifications were helpful. Of the 57 students who responded:*
   a. *60% disagreed. The department discussed that we need to revisit Starfish programming as it doesn't seem to be working accurately. We could also include student personal email versus only their LCC email. Gathering more details of why it wasn't helpful might provide us with more guidance on how to improve the process/system.*

5. *Students provided comments and feedback regarding their experiences which were positive. We used Question#10 to report our AUO #3. We met our goal of 90% satisfaction by achieving 94.4% satisfaction.*

Transfer				
17.	Type of Institute-set standard for transfers (Please Select Number or Percentage):	**Number of transfers**		
	If Number-Other or Percent-other, please describe:			
17a.	List your Institution-Set Standard (floor) for the students who transfer to a 4-year college/university:	2017-18: 31	2018-19: 31	2019-20: 31
17b.	List your stretch goal (aspirational) for the students who transfer to a 4-year college/university:	2017-18: 31	2018-19: 31	2019-20: 31
17d.	List actual number or percentage of students who transfer to a 4-year college/university:	2017-18: 56	2018-19: 45	2019-20: 65

Our AUO goal #4 is to improve our transfer rates. We needed to update the AUO as the statewide tool changed. We have now aligned our AUO with our Institutional Set Standards goal. The department looked at the numbers to explain the dip in 2018-2019. The only consideration was that our enrollment was down and that may have resulted in fewer interested in transferring but without additional information that is pure speculation. We are hoping that Student Success positions we have mentioned earlier in this section that there will be better retention and completion to successful transfers. The department would still like to include out of state transfer data as many of our athletes transfer out of state. We are considering having one of our Student Success positions track the number that transfer out of state and where. This information will also assist in articulation efforts.

Planning Agenda:

List recommendations and actions by the above evaluation of AUO and/or SLO results. Complete Institutional Effectiveness Planning, Student Services Planning and/or Academic Planning tables at the end of the section for any recommendations requiring institutional action. For any items needing Human Resources Planning, Institutional Technology Planning, or Facilities Planning action, please make sure to include the information within the appropriate section and table later in the program review document.

Please see the departments evaluation of institutional effectiveness review above and priority of requested items are prioritized in the tables below

III. Equipment

Description/Evaluation:

1. List capital outlay equipment, age of equipment and replacement schedule.
2. Identify any existing equipment maintenance/service agreements.
3. Evaluate the condition of capital outlay equipment in light of the replacement schedule and available funds.
4. Evaluate the effectiveness of and need for additional maintenance /service agreements.
5. Justify any proposed modification or additions to equipment available for students and/or faculty/instructional assistants within the program.

- *Each department member has sufficient working stations, including a computer, phone, and access to a printer.*
- *We would like to request a routine refresh of our student computers. When the programs or computers are outdated students have a tendency to not use them defeating the purpose of providing access.*
- *Request proper heating/cooling in the offices*

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Institutional Effectiveness Planning, Student Services Planning, and/or Academic Planning table at the end of the section for any recommendations requiring institutional action.

Please see evaluation review above and the prioritized requests in the appropriate boxes below.

IV. Outside Compliance Issues (if appropriate for program)

Description:
If appropriate, describe the role of outside compliance issues on the program.

- *Title 5 requires each California Community Colleges serve transfer students with a Transfer Center.*
- *The Career Pathway project is the emphasis of our ACCJC Quality Focus Essay.*
- *ACCJC visit last year required that the LCC's Transfer of Credit policy be advertised better.*
- *DSPS require support to students per Title 5 section 56048 and the Americans with Disabilities Act (ADA).*

Evaluation:
Assess changes in compliance or identification of compliance-related needs and the impact on the program.

With the return to campus for Fall 2021, there is a great need to hire critical positions to maintain operations of the Career and Transfer Center and all of the planned activities (i.e. college visits, Career/Transfer fair, application workshops, etc.). The California Community Colleges shall support the efforts of the Transfer Centers by requesting the following minimum conditions exist:

Title 5 Transfer Centers (section 51027)

(a) The governing board of each community college district shall recognize transfer as one of its primary missions, and shall place priority emphasis on the preparation and transfer of underrepresented students, including African-American, Chicano/Latino, American Indian, disabled, low-income and other students historically and currently underrepresented in the transfer process.

(b) Each community college district governing board shall direct the development and adoption of a transfer center plan describing the activities of the transfer center and the services to be provided to students, incorporating the provisions established in the standards outlined below. Plans shall identify target student populations and shall establish target increases in the number of applicants baccalaureate institutions from these populations, including specific targets for

increasing the transfer applications of underrepresented students among transfer students. Plans shall be developed in consultation with baccalaureate college and university personnel as available.

Plan components shall include, but not be limited to: services to be provided to students; facilities; staffing; advisory committee; and evaluation and reporting.

(1) Required Services. Districts shall:

(A) Identify, contact, and provide transfer support services to targeted student populations as identified in the transfer center plan, with a priority emphasis placed on African-American, Chicano/Latino, American Indian, disabled, low-income, and other underrepresented students. These activities shall be developed and implemented in cooperation with student services departments and with faculty.

(B) Ensure the provision of academic planning for transfer, the development and use of transfer admission agreements with baccalaureate institutions where available and as appropriate, and the development and use of course-to-course and major articulation agreements. Academic planning and articulation activities shall be provided in cooperation with student services, with faculty, and with baccalaureate institution personnel as available.

(C) Ensure that students receive accurate and up-to-date academic and transfer information through coordinated transfer counseling services.

(D) Monitor the progress of transfer students to the point of transfer, in accordance with monitoring activities established in the Transfer Center Plan.

(E) Support the progress of transfer students through referral as necessary, to such services as ability and diagnostic testing, tutoring, financial assistance, counseling, and to other instructional and student services on campus as appropriate.

(F) Assist students in the transition process, including timely completion and submittal of necessary forms and applications.

(G) In cooperation with baccalaureate institution personnel as available, develop and implement a schedule of services for transfer students to be provided by baccalaureate institution staff.

(H) Provide a resource library of college catalogs, transfer guides, articulation information and agreements, applications to baccalaureate institutions, and related transfer information.

(2) Facilities. Each district governing board shall provide space and facilities adequate to support the transfer center and its activities. Each district shall

designate a particular location on campus as the focal point of transfer functions. This location should be readily identifiable and accessible to students, faculty, and staff.

(3) Staffing. Each district governing board shall provide clerical support for the transfer center and assign college staff to coordinate the activities of the transfer center; to coordinate underrepresented student transfer efforts; to serve as liaison to articulation, to student services, and to instructional programs on campus; and to work with baccalaureate institution personnel.

(4) Advisory Committee. Each district shall designate an advisory committee to plan the development, implementation, and ongoing operations of the transfer center. Membership shall be representative of campus departments and services. Baccalaureate institution personnel shall be included as available.

(5) Evaluation and Reporting. Each district governing board shall include in its transfer center plan a plan of institutional research for ongoing internal evaluation of the effectiveness of the college's transfer efforts, and the achievement of its transfer center plan.

Each community college district shall submit an annual report to the Chancellor describing the status of the district's efforts to implement its transfer center(s), achievement of transfer center plan targets and goals, and expenditures supporting transfer center operations.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 66010.4 and 70901, Education Code.

Secondly, ACCJC had identified that transfer of credit is critical to successful completion of student's educational goals. Lassen College had a policy but was not as clearly defined as they preferred. At our last site visit we were asked to expand our policy. The policy was reviewed and adjusted to include Credit for Prior learning. Evaluation forms were established for both our incarcerated and non-incarcerated students. This process and forms have been included in information distributed (i.e. catalog, incarcerated packets), orientations, and website.

Our department would like to advocate for a DSPS Coordinator and Specialist. Our DSPS Coordinator who provide testing for our students and LD Specialist who provides the educational support for students with special needs retired. Often we as counselors, make referrals to that department and in order to reduce student barriers to their education we see the need to provide these support service. We have a people in the positions temporarily but we need to transition to a permanent position. Per California Title 5 Section 56048:

(a) Each district receiving funds pursuant to this subchapter shall ensure sufficient DSPS certificated and support staff to provide timely and effective services to eligible students with disabilities.

(b) Each district receiving funds pursuant to this subchapter shall designate a DSPS coordinator or director for each college in the district. For the purpose of this section, the coordinator or director is defined as that individual for each college in the district who has responsibility for the day-to-day operation of DSPS, which is necessary to implement Subchapter 1 of Chapter 7 of this Division. For the coordinator or director, those responsibilities shall include, but are not limited to, integration of DSPS into the college's instruction and services, the provision of academic adjustments, auxiliary aids, and services, maintaining knowledge of the legal responsibilities regarding students with disabilities participation in the educational process, and budget planning. The designated coordinator or director must meet the minimum qualifications for a DSPS counselor or instructor set forth in Section 53414(a) through (d) or meet the minimum qualifications for an educational administrator set forth in Section 53420 and, in addition, have two (2) years full-time experience or the equivalent within the last four (4) years in one or more of the following fields:

(1) Instruction or counseling or both in a higher education program for students with disabilities;

(2) Administration of a program for students with disabilities in an institution of higher education;

(3) Teaching, counseling or administration in secondary education, working predominantly or exclusively in programs for students with disabilities; or

(4) Administrative or supervisory experience in industry, government, public agencies, the military, or private social welfare organizations, in which the responsibilities of the position were predominantly or exclusively related to persons with disabilities.

(c) Persons employed pursuant to this Subchapter as counselors or instructors of students with disabilities shall meet minimum qualifications set forth in Section 53414 of Subchapter 4 of Chapter 4 of this Division.

(d) Districts receiving funding pursuant to this subchapter may also employ classified and/or paraprofessional support staff. Support staff shall function under the coordination of a DSPS coordinator or director, counselor, LD Specialist, or instructor as appropriate for the academic adjustments, auxiliary aids, services and/or instruction being provided.

Note: Authority cited: Sections 67312, 70901 and 84850, Education Code. Reference: Sections 67310-67312 and 84850, Education Code.

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation.
Complete Institutional Effectiveness Planning, Facilities Planning, Technology Planning

and Human Resource Planning Forms as appropriate for any recommendations requiring institutional action.

> *Please see the evaluation and recommendation requests above and in the appropriate boxes below.*

VI. Prioritized Recommendations

A. Prioritized Recommendations for Implementation by Program Staff
List all recommendations made in Section One that do not require institutional action (i.e. curriculum development) in order of program priority.

- *Ed Plan Campaigns (i.e. 15 to Finish)*
- *Updating of Orientation*
- *Continue to discuss and evaluate student survey results and AUO's to improve our services to students.*

B. Prioritized Recommendations for Inclusion in the Planning Process
List all recommendations made in Section One that should be included in Lassen College's planning and budgeting process, specifically in the Educational Master Plan, Student Services Master Plan, or Institutional Effectiveness Master Plan. Separate recommendations into the appropriate plan(s). Items to be included in the Human Resource Master Plan, Institutional Technology Master Plan, or Facilities Master Plan should be addressed in Sections Two, Three or Four in lieu of or in addition to inclusion in the Academic Master Plan. See Attachment C for Master Plan Overview to determine where recommendations are best placed.

Prioritized Recommendations for Inclusion in Institutional Effectiveness Master Plan
Career Assessment, Counseling, Student Equity and Achievement and Transfer NIPR 2021-2025

Priority	Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome
		N/A			

Prioritized Recommendation for Inclusion in Student Services Master Plan
Career Assessment, Counseling, Student Equity and Achievement and Transfer NIPR 2021-2025

Priority	Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome

1	4	Re-hiring of Behavioral Health Counselor	Fall 2021	$102,000 Or MOU	Serve the behavioral health needs of our students at no cost to the student
2	4	TES Mandated Cost, request line item to be added to our budget	Fall 2021	$ 4,768.40	A tool to help Evaluation Coordinator complete the job efficiently and counselors to determine course equivalency
3	4	Student Success and Support Technician (formerly Transfer Center Assistant)	Fall 2021	$ 90,000	Support our students transferring to a 4 year university and career exploration
4	4	Student Success and Support Administrative Assistant	Fall 2021	$80,466.09	Was formerly approved via budget process (2018) but was never hired, intent is to support clerical support Career/Transfer Center and for student success activities
5	4	Counselor (requested 2018-2021)	Spring 2022	$ 113,800	To serve the expected increase in student enrollment
6	4	Student Success and Support Technician (formerly Transfer Center Assistant)	Fall 2021	$ 90,000	Support our students transferring to a 4 year university and career exploration
7	4	Increase Transfer Funds to support the increase in travel to universities	Spring 2022	$ 8,000	Increase students exposure to 4 year universities
8	4	Increase Professional Development funds	Fall 2021	$8,000 per year	Increase funds as there will be a return to face to face conferences and we will be hiring more people in our department.
9	4	Hire full time DSPS Coordinator	Fall 2021	$110,000	Rehire coordinator position to be able to test and identify appropriate accommodations

Prioritized Recommendations for Inclusion in Educational Master Plan

Career Assessment, Counseling, Student Equity and Achievement and Transfer NIPR 2021-2025

Priority	Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome
1	4	LD Specialist	Fall 2021	$97,000	To provide educational support and minimize barriers to student success

Section Two: Human Resource Planning

I. Program Staffing

Description/Evaluation:
1. List the current staffing for the program include: managers, faculty positions, and classified staff.

- *Barb Baston- DSPS/General Counselor*
- *Jennifer Lawler- Incarcerated Counselor*
- *Janet Marinoni- Adult Education Counselor and LHS Pathways Counselor*
- *Tom Rogers –EOPS Counselor*
- *Adam Runyan- General/Veteran/International Counselor*
- *Alison Somerville- General Counselor/Transfer Center Director/Articulation Officer*
- *KC Mesloh- Evaluation Coordinator*
- *Cathy Harrison – Administrative Assistant, currently working out of class*
- *Monteil Ackley- Interim Administrative Assistant*

2. This section provides an opportunity for analysis and justification of projected staffing needs to support the program. Work-study student needs may be included.

- *Projected staffing needs include hiring appropriately to staff Career/Transfer Center, replacement of a full time Behavioral Health therapist, General Counselor and a DSPS Coordinator and LD Specialist.*
- *Our department would like to advocate for fully staffing our IT department. Without their support it is difficult to get some of these projects completed or programs updated on a regular basis.*

Planning Agenda:
List recommendations and necessary actions necessitated by the above evaluation. Complete Institutional Effectiveness Planning and Human Resources Planning Forms as appropriate for any recommendations requiring institutional action.

Please see justification/explanation above and prioritized items in the appropriate boxes below.

II. Professional Development

Description/Evaluation:
1. Describe the professional development and professional activities of the program staff relevant to program improvements that has occurred during the period under review. (workshops, conferences, staff development, work experiences, etc.)

This department members have made use of numerous online trainings in the last few years. Due to COVID, we have been able to attend conferences or workshops that we would not have previous had the opportunity to do so because they were offered remotely. It provided a great cost saving. The department attending trainings regarding Guided Pathways, UNR, CSU/UC, articulation, SLO reporting, transfer, careers, incarcerated, non-credit, serving underprepared students, College Source, equity, etc. Many if not all of these conferences/webinars have supported efforts in areas we are involved in. This is why we are requesting additional professional development funds to continue our education.

Planning Agenda:
List recommendations and necessary actions necessitated by the above evaluation. Complete Institutional Effectiveness Planning and Human Resources Planning Forms as appropriate for any recommendations requiring institutional action.

Additional professional development funds will be needed as there is a return to face to face conferences and cost of travel will be more expensive. We have an increased need for continual training with serving so many different student's needs. Some examples, of the areas of need would be for general counseling, careers, transfer, evaluations, DSPS, veterans, incarcerated, etc.

III. Administrative Unit and/or Student Learning Outcome Assessments

Description/Evaluation:
1. Describe any results from assessment of administrative units and/or student learning outcomes that affect human resource planning

As mentioned above we have the need to hire Student Success and Support positions for the Career and Transfer Center and an additional general counselor. These positions would support our AUO goals of increasing educational planning, transfer rates and additional work that will come with MOU's with UC Merced and HSU and new programs (i.e. RN, etc.).

Planning Agenda:
List recommendations and necessary actions necessitated by the above evaluation. Complete Institutional Effectiveness Planning and Human Resources Planning Forms as appropriate for any recommendations requiring institutional action.

Please see evaluation above and prioritized items in the appropriate boxes below.

IV. Prioritized Recommendation

Prioritized Recommendations for Implementation by Program Staff
List all recommendations made in Section Two that do not require institutional action (i.e. curriculum development) in order of program priority.

N/A

Prioritized Recommendations for Inclusion in the Planning Process

List all recommendations made in Section Two that should be included in Lassen College's planning and budgeting process. See Attachment C for Master Plan Overview to determine where recommendations are best placed.

Prioritized Recommendations for Inclusion in Human Recourse Master Plan

Career Assessment, Counseling, Student Equity and Achievement and Transfer NIPR 2021-2025

Priority	Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome
1	4	Rehire the full time Behavioral Health Counselor	Fall 2021	$102,000 or MOU	Serve the behavioral health needs of our students at no cost to the student
2	4	Student Success and Support Technician (formerly Transfer Center Assistant)	Fall 2021	$ 90,000	Support our students transferring to a 4 year university and career exploration
3	4	Student Success and Support Administrative Assistant	Fall 2021	$80,466.09	Was formerly approved via budget process (2018) but was never hired, intent is to support clerical support Career/Transfer Center and for student success activities
4	4	Counselor (requested 2018-2021)	Spring 2021	$ 113,800	To serve the expected increase in student enrollment
5	4	Student Success and Support Technician (formerly Transfer Center Assistant)	Fall 2021	$ 90,000	Support our students transferring to a 4 year university and career exploration
6	4	Increase Professional Development funds	Fall 2021	$8,000 per year	Increase funds as there will be a return to face to face conferences and we will be hiring more people in our department.
7	4	Rehire full time permanent DSPS Coordinator	Fall 2021	$110,000	Hire permanent Coordinator to test and provide appropriate accommodations

Section Three: Facilities Planning

I. Facilities

Description/Evaluation:

1. Describe and evaluate the Lassen Community College facilities available to the program.

The counseling department, with the exception of EOPS, and Career/Transfer Center are located in the vocational building. This is a great location as Admissions and Records and Financial Aid are also located in the same building. It is user friendly for students as they navigate registration process.

2. Describe and evaluate additional facilities utilized off-campus by the program (attach any relevant rental agreements)

    N/A

3. Describe any facilities needs identified by assessments of administrative unit and/or student learning outcomes

    Justify any proposed modifications or additions to existing facilities that would better serve the program planned for the next five years.

- *Central heating and air conditioning has been requested in prior NIPR's as we serve students year round. Heating and air is not distributed equally to all offices and makes it uncomfortable working setting.*
- *Since Counseling has served students in three areas in the last year it would be great to provide clear signage on campus. Students need to know where to find us in order to be served appropriately.*

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Institutional Effectiveness, Facilities Planning, and Technology Planning Forms as appropriate for any recommendations requiring institutional action.

Please see the evaluation above and the prioritized items in the appropriate boxes below.

II. Prioritized Recommendations

Prioritized Recommendations for Implementation by Program Staff

List all recommendations made in Section Three that do not require institutional action (i.e. curriculum development) in order of program priority.

N/A

Prioritized Recommendations for Inclusion in the Planning Process

List all recommendations made in Section Three that should be included in Lassen College's planning and budgeting process. See Attachment C for Master Plan Overview to determine where recommendations are best placed.

Prioritized Recommendations for Inclusion in the Facilities Master Plan

Career Assessment, Counseling, Student Equity and Achievement and Transfer NIPR 2021-2025

Priority	Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome
1	3	Centralized heating and AC-requested in 2012 and 2017 NIPR)	As soon as possible	$??? Refer to Facilities for Cost of Project	Comfortable year round for students and staff as we serve students year round.
2	3	Campus signage	2021-2022	$??? Refer to Facilities for Cost of Project	Increase student awareness of different departments/programs are located

Section Four: Technology Planning

I. Institutional Technology

Description/Evaluation:

1. Describe and evaluate technology and technology support provided for instruction and instructional support.

It became apparent when Lassen College was under a cyber-attack last year that there was an increased need for IT support to keep all systems protected. In addition, there are ongoing instructional and student services support required. Currently, the Counseling and Career/Transfer Center are in need of IT support.

- ***Perceptive***- *This program provides us the opportunity to house electronic student files. Formally we housed hard copy files and it was not an efficient use of space. The need is to have a place to house student records but also to protect his program so we do not loose content.*
- ***Career Pathways***- *The district (staff, faculty and students) developed the Pathway clusters and advertised it in our 2021-2022 catalog. The next steps include using the information in marketing materials, on our website/ webpages, and use the information in the Counseling and Career/Transfer Center. IT will need to assist with getting this information on our website and department pages. This project supports our educational planning AUO as well is the Quality Focus Essay for our next ACCJC report.*
- ***Starfish***- *The goal is to provide one system for educational planning (AUO), reportable data for division chairs for scheduling, registration, early alert, calendar, and texting. Early Alert has been implemented but needs some improvements. Student planning was set up but needs to be updated and tested prior to implementing with students. Registering from this program is the goal but want to wait until a larger school tests this module. The calendar feature allows students to be able to set up appointments with their assigned counselor independently.*
- ***My Path***- *We have implemented My Path, a statewide initiative, that provides a career component (AUO) but it needs to be updated and tested for efficiency. It does have a great feature that advertises our programs for those who use this system.*
- ***Next Gen***- *Student Services discovered that when we had to work remotely that Next Gen fillable forms would make life much easier for students. Currently not all forms are fillable and if they sometimes students get asked to pay for programs to add their signature to the form. Next Gen would allow to have fillable forms and students could sign without being solicited.*
- ***Ellucian app***- *The app allows students to electronically access the location of programs/departments on campus from their phones. This would provide a user friendly program to acquaint students to campus. This request is a result of our student survey and noticed most of the students surveyed were continuing students.*

2. Describe any technology and technology support needs identified by assessment of administrative unit and/or student learning outcomes.

This department requires many IT hours to provide the systems that will allow us to increase our numbers in the areas of educational planning, transfer, and career exploration (AUO 1, 2 and 4) (i.e. Career Pathways, Starfish for educational planning, My Path to make use of career exploration component, etc.)

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Institutional Effectiveness Planning, Facilities Planning, Technology Planning and Human Resource Planning Forms as appropriate for any recommendations requiring

Please see explanation above and prioritized items in the appropriate boxes below.

II. Prioritized Recommendations

Prioritized Recommendations for Implementation by Program Staff
List all recommendations made in Section Four that do not require institutional action (i.e. curriculum development) in order of program priority.

Time is really the only need in order to implement Starfish modules, Career Pathways website and added to webpages, Next Gen forms, Perceptive, Ellucian app and updating the functionality of My Path.

Prioritized Recommendation for Inclusion in the Planning Process
List all recommendations made in Section Four that should be included in Lassen Community College's planning and budgeting process. See Attachment C for Master Plan Overview to determine where recommendations are best placed.

Prioritized Recommendations Inclusion in Institutional Technology Master Plan
Career Assessment, Counseling, Student Equity and Achievement and Transfer NIPR 2021-2021

| Priority	Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome
1	4	IT support	Fall 2021	Time	IT support will allow us to address all of the items below.
2	4	Create Career Pathway webpages	Fall 2021	Time	Integrate Career Pathways to website and webpages (ACCJC)

	4	Implement Perceptive	Fall 2021	Time	This program will allow us to return to electronic student files.
3					
4	4	Need IT Support to get Starfish student planning, calendar, texting (ultimately registering from this system) features implemented and updated	This will take some time to complete Fall 2023	Starfish has been paid but time is required to complete the task	This will allow us to have one system for early alert, educational planning, registration, calendar/appointment requests, and texting
5	4	Update My Path	Fall 2022	Time	Statewide initiative
6	4	Ellucian App (provide student access to an electronic map of campus)	Fall 2022	Time	Provide some guidance for students as to where department/programs are located
7	4	Refresh of student computers	Fall 2021	Built into refresh cycle	Provide students with efficient computers to complete applications, view orientation, and register

Count of 1) This semester, I am currently a Lassen Community College (LCC) student that is:

New this semester
24.6%

Returning (after taking…
14.0%

Continuing
61.4%
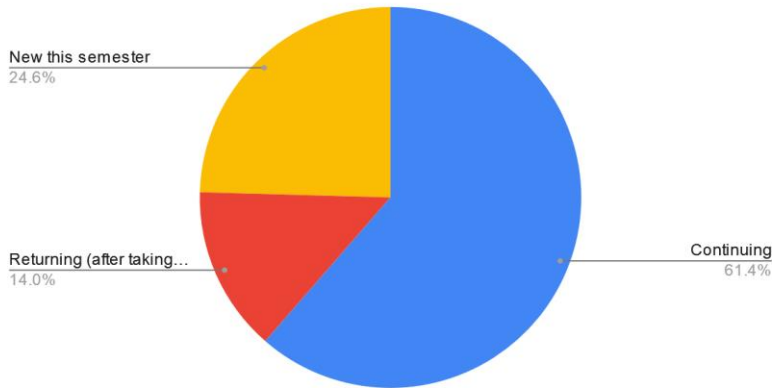
Count of 2) Since first starting at LCC, how often have you used the college's academic counseling services?

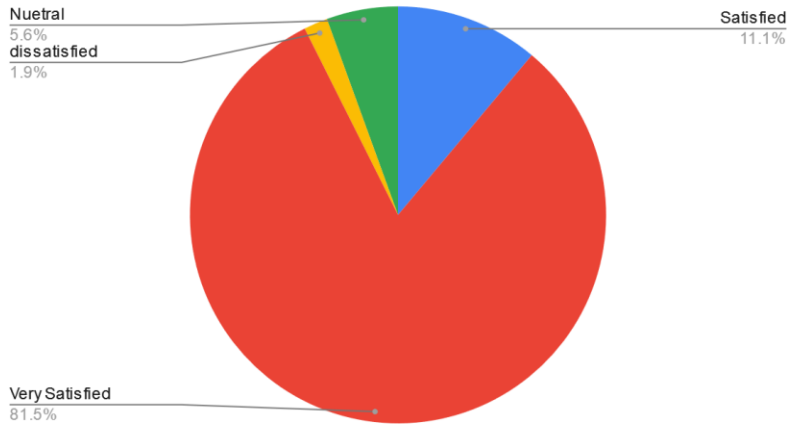N/A (Never used)
1.8%

7 or more times
35.1%

1 time
10.5%

4-6 times
28.1%

2-3 times
24.6%
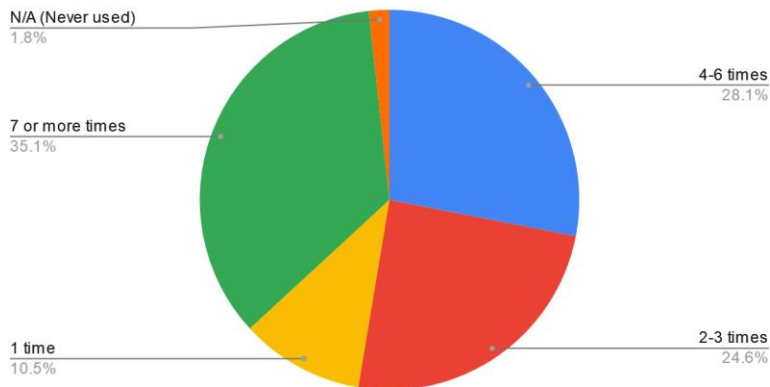
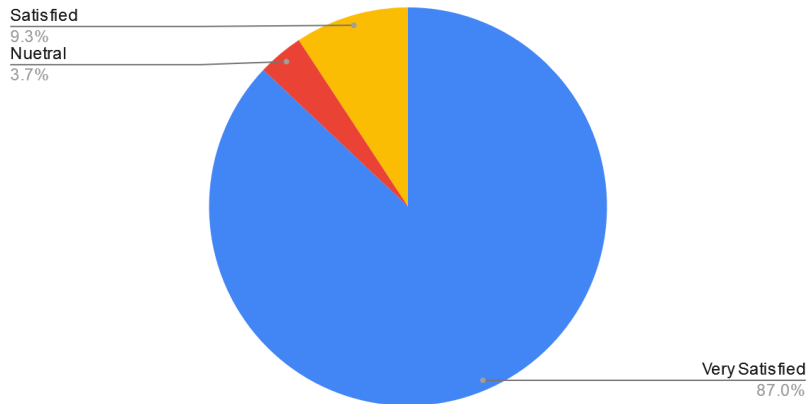Count of 3) Reflecting on your interactions with LCC academic counseling services, please rate the following: Usefulness of…

Nuetral
3.7%
dissatisfied
1.9%
Satisfied
13.0%
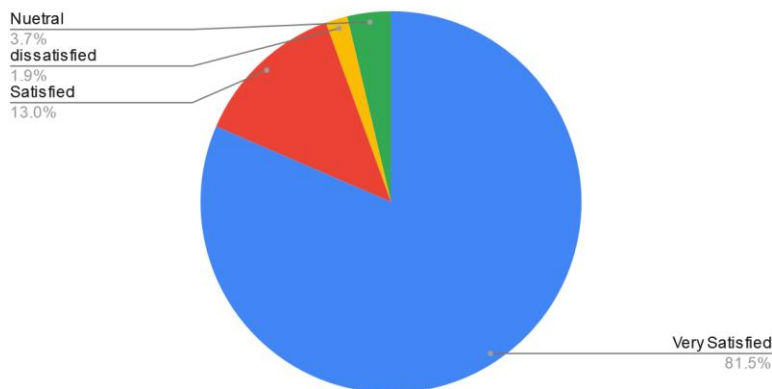
Very Satisfied
81.5%

Count of 4) Satisfaction with hours of operation.

Nuetral
5.6%
dissatisfied
1.9%

Satisfied
11.1%

Very Satisfied
81.5%

Count of 5) Please indicate your level of satisfaction with the following statements: LCC Counselors have helped me plan…

Satisfied
1.9%
Nuetral
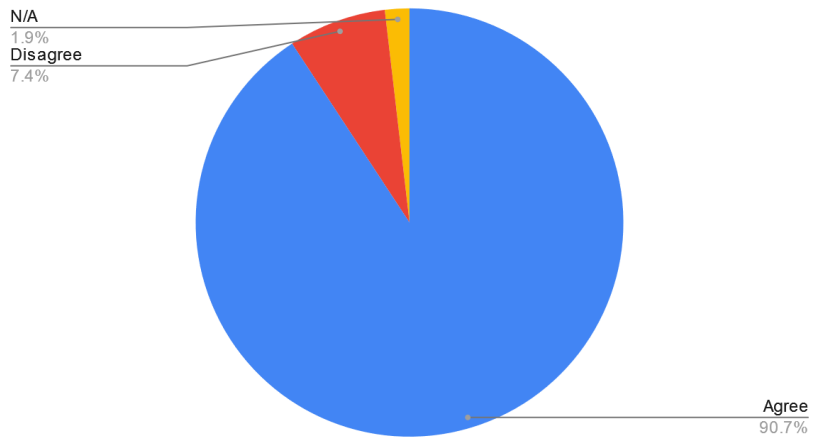5.6%
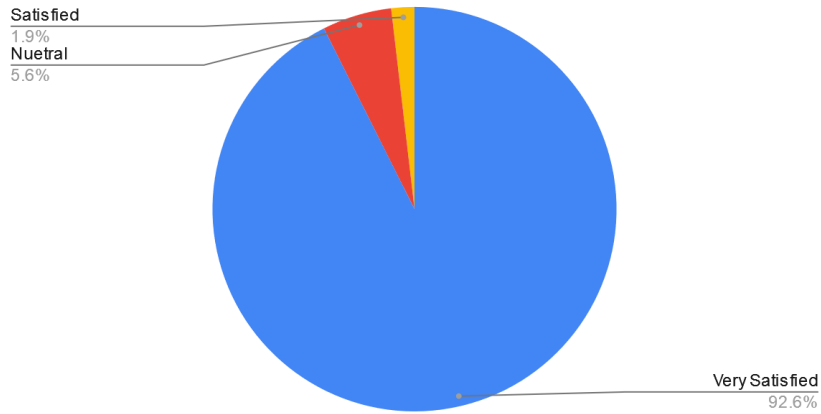
Very Satisfied
92.6%

Count of 6) I am satisfied with my ability to meet with a counselor in a timely manner.

Satisfied
9.3%
Nuetral
3.7%

Very Satisfied
87.0%

Count of 7) I know which classes to register for each semester.

N/A
1.9%
Disagree
7.4%

Agree
90.7%

Count of 8) I prefer to meet with my counselor to register for classes.

Agree, Disagree
1.9%
Disagree
11.1%

Agree
87.0%
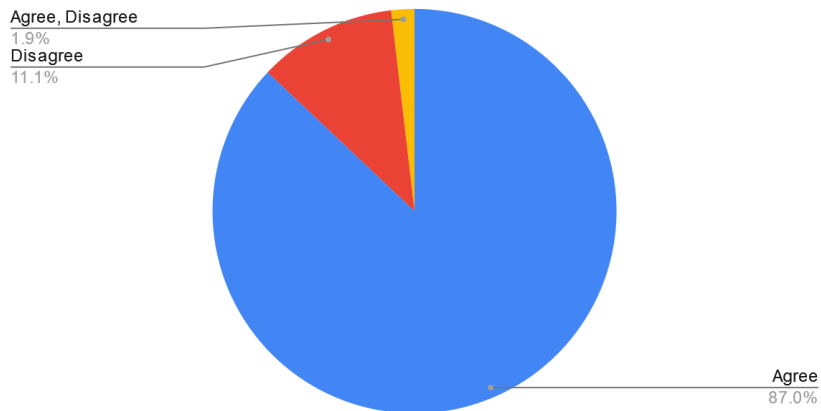
Count of 9) I know how to register for classes in the portal (MyLassen Portal)

N/A
1.9%
I need help using my…
16.7%

No
37.0%

Yes
44.4%
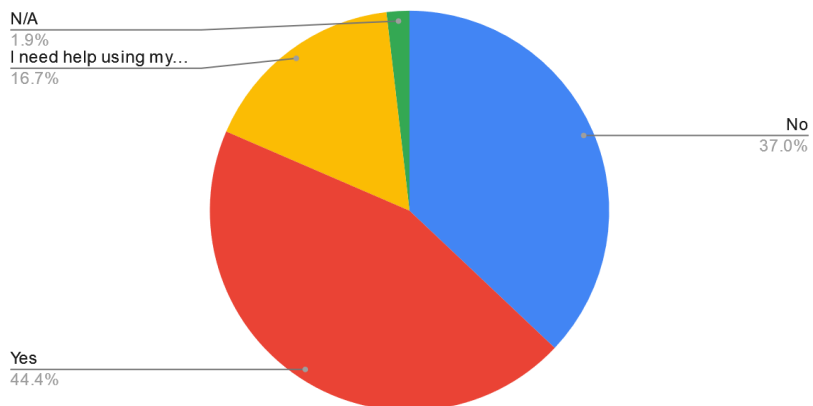
Count of 10) Rate your overall satisfaction of Counseling services.

Satisfied
3.7%

Very Satisfied
94.4%
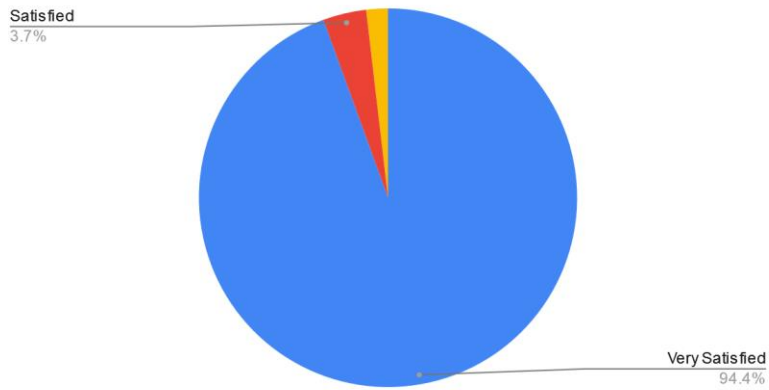
Count of 11) I am aware of Starfish.

N/A
5.6%

Agree
35.2%

Disagree
59.3%
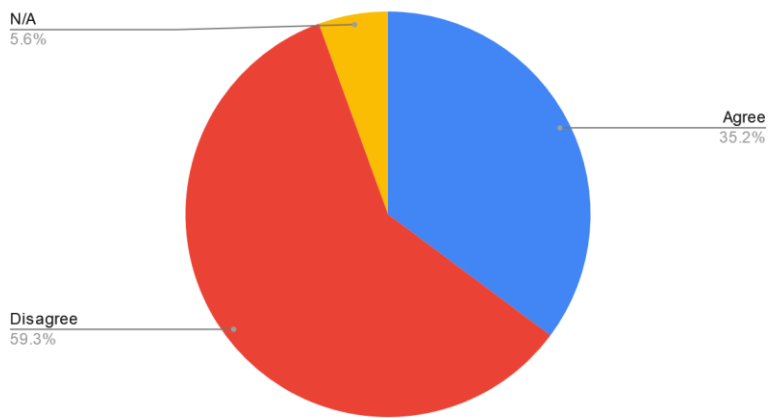
Count of 12) I find the Starfish notifications to be helpful.

N/A
13.0%

Agree
27.8%

Disagree
59.3%
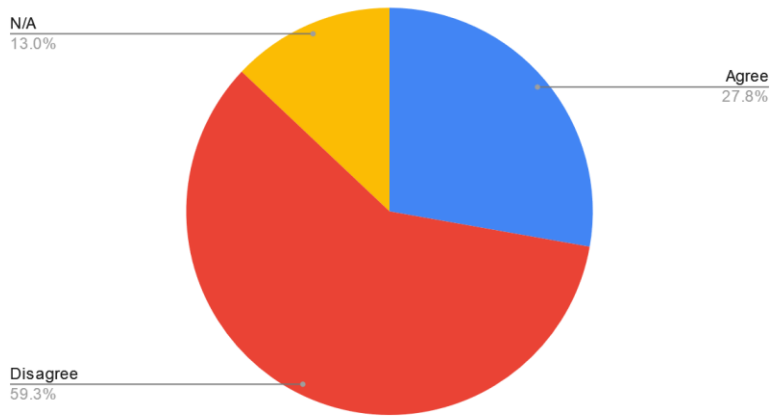
Count of 13) I am aware of the Career/Transfer Center and have used these services.

7 or more times
3.7%
4-6 times
7.4%

2-3 times
9.3%

1 time
14.8%

N/A (Never used)
64.8%
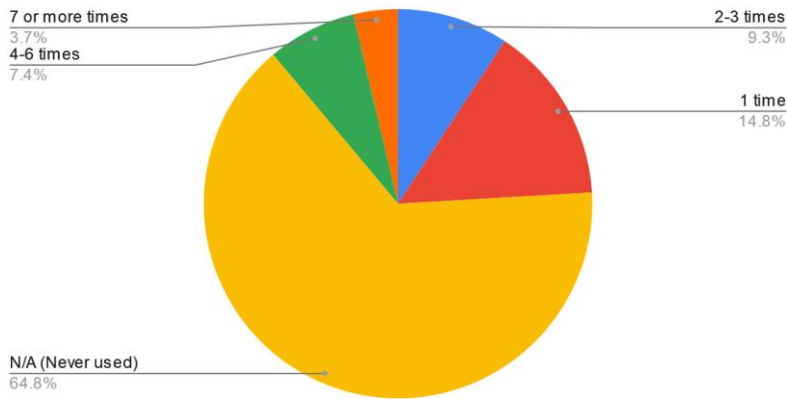
Count of 14) I am aware of the Career/Transfer Center and know that I can receive help with the steps for career plannin…

N/A
5.6%
Disagree
14.8%

Agree
79.6%
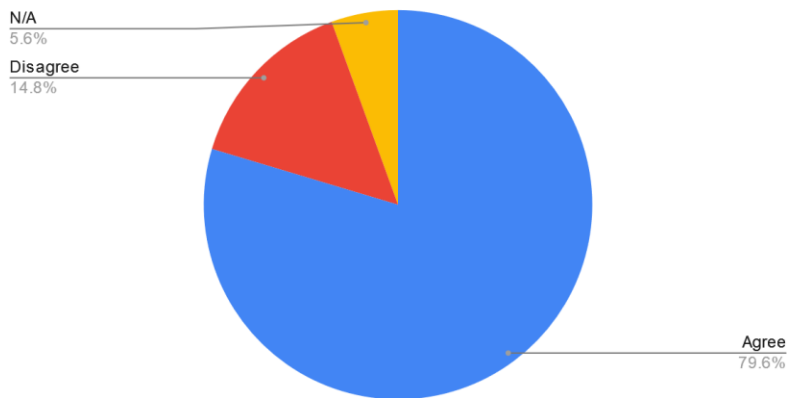
Count of 15) Rate your overall satisfaction of the Transfer Center services.

Very Dissastified
5.6%

Satisfied
13.0%

Never Used
25.9%

Dissatisfied
3.7%
Nuetral
3.7%

Very Satisfied
48.1%
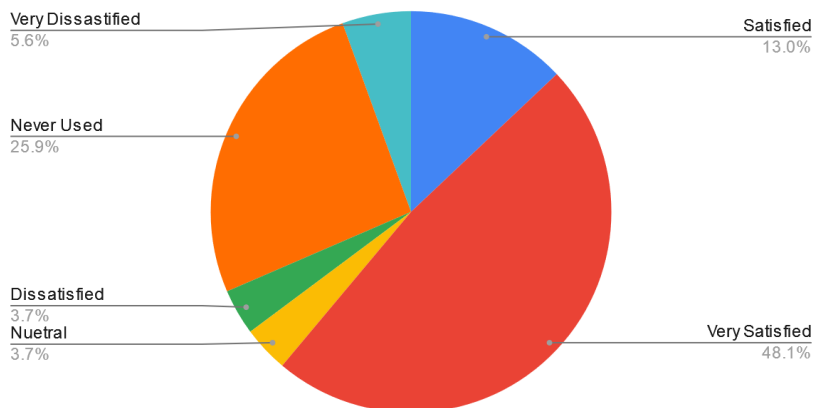
<u>Is there anything else you would like us to know?</u>

- Barb bastion has been the only counselor that has been timely with returning emails throughout this whole pandemic. She is absolutely amazing

- Counselors are very helpful and informative, Adam has helped myself plan and execute my college experience.

- Adam Runyon has been incredibly helpful and accommodating over the last few years, he goes above and beyond to assist students.

- Alison is a great councilor she help me a lot great job.

- Allison is amazing and so beyond helpful!!

- Counselors made my first year much easier than it would've been.

- I find the portal to be very hard to navigate at times and it has a lot of IT issues. I think if it was more user friendly, it would also take the burden off of the counseling department. I found shasta college to be much more user friendly.

- Janet is exceptionally helpful. She is very good at providing information that helps me decide which classes I want to take to further my education. Without her her help I would most likely not have chosen to take any more classes

- People are amazing here

Lassen Community College Master Plan Overview

Six master plans comprise the Comprehensive Institutional Master Plan. Recommendations from program reviews will be input into the selected master plans as determined by faculty in the prioritized recommendation spreadsheets. To better understand which master plan might be most appropriate for each program recommendation, a summary/objective of each plan is included below. More information can be found in the Shared Governance and Consultation Council Handbook and the Comprehensive Institutional Master Plan.

Institutional Effectiveness Master Plan (IEMP): the IEMP addresses college needs not addressed in other plans. These needs include research, governance, outcome assessment, and administrative operations.

Educational Master Plan (EMP): The EMP addresses the instructional planning needs of the college.

Student Services Master Plan (SSMP): The SSMP highlights the services needed to maximize the student experience through a variety of key student support services.

Institutional Technology Master Plan (ITMP): The ITMP addresses the technology needs of the campus.

Facilities Master Plan (FMP): The FMP addresses the physical infrastructure, facility, and maintenance needs of the campus.

Human Resources Master Plan (HRMP): The HRMP identifies and manages the administrative functions of recruitment, selection, evaluation, and professional development needs of the College to ensure a fully-staffed and highly functioning team of employees.